



Books and Browsing:









A Look Inside the Library and Bookstore

Ref: EN_RD_7

Introduction



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 Description	<p>In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging texts about books and literature. Using the running dictation technique, learners listen to short narratives, note key information, and reconstruct the texts from memory. This activity focuses on the non-active voice, specifically passive sentence structures, helping students notice and apply correct verb forms to describe actions and processes where the focus is on the object rather than the subject. Through group or pair work, learners practice accuracy, recall, and teamwork while developing strategies for active listening and language retention. By comparing their reconstructed versions with the original texts, students enhance self-correction skills, expand vocabulary related to reading and literary environments, and build confidence in using English to describe events and actions from a passive perspective.</p>		
 Age	10-12 years old	 Language Area	Non-active voice, passive sentences
 Proficiency Level	B1-B2	 Authors	Athina Nachopoulou
 Subject	Language	 Duration	1 teaching hour (45')
 Links with Language Curriculum	Grammar: Non-active voice, passive sentences		

Introduction



Rationale

This activity is a Running Dictation activity which is a form of a collaborative game, where students are expected: (a) to interact with each other in a fun way provoking language production and (b) to notice passive sentences.



Aims

It is expected that students:

1. Will develop connections between active and non-active voice and their difference in meaning
2. Will notice the syntactic position of the nouns in the sentence and the reversed theta-roles in passive as opposed to active sentences.
3. Will be familiarized with the presence/absence of the “by-agent phrase” in the passive sentences.
4. Will increase their interest in the learning process by means of a fun activity which involves body movement.
5. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.
6. Will interact and help each other.
7. Will all have opportunities to contribute to their group either as a runner or as a writer.

Equipment and Material Needed



- Copies (for example A3 paper size) of the complete two texts that will be hung on the wall.
- Copies (A4 paper size) of the incomplete texts that will be given to the students.
- A timer for recording the time each team needed to complete the activity (see below).

Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



01 | Introduction

The activity begins with the teacher asking questions about books and literature (see examples of questions in the Introduction of the Appendix). (6 minutes)



02 | Listening Stage

The students listen to the complete pre-recorded version of the text (see audiofile in the Appendix). (2 minutes / text)

Introduction



03 | Running dictation stage

1. The teacher splits the students into groups or pairs. (3 minutes)
2. The teacher hangs the complete target-text on the wall in as many copies as the groups formed (one copy for each group). (1 minute)
3. The teacher gives the incomplete versions of the texts to the student groups. (1 minute)
4. One member of each group is responsible for writing down the verbs missing. Another member of the group runs to the complete version of the text on the wall, finds the verb missing (gap) each time, runs to their group and dictates the missing verb. This process is repeated for each missing verb (gap). The roles among the group members alternate for the completion of each text, so that all children can be in charge of writing and running. If the group consists of two students, the students alternate roles each time. If the group consists of three or more students, the writer becomes a runner when the rest members of the team (runners) have completed their turn (the teacher can give this instruction before the game begins). (20 minutes)
5. The teacher records the time each group takes to complete the reconstruction of the text. When all the groups complete the reconstruction, each team can check their answers based on the original text which is hanging on the wall and correct their mistakes using a different color ink. The teacher checks the responses. (5 minutes)
6. The teacher adds 10'' for each error each team made to the time this team took to complete the text reconstruction (step 5). The team that has the fastest time wins.
7. The same procedure is repeated for the second text.

Useful Tips

01

The teacher needs to be cautious about the way the groups are formed. For example, factors such as heterogeneity, L1s, relations among students etc., need to be taken into consideration.

02

The teacher can think of an alternative solution for children who cannot run.

Useful Tips

03

Running can be replaced by walking to avoid accidents.

04

It is advised that large objects are removed from the area so that running is not inhibited.

05

Instead of having each team correcting their errors at the end of the game, the teacher can have them exchange their texts so that each team corrects the texts of a different team.

06

The teacher could also provide pictures while the students listen to the text (see below).

07

After the running dictation activity, the students could draw something relevant to the topic of the texts. Alternatively, depending on the learners' age and proficiency level, a text comprehension activity could be implemented.



01 | Texts

Introduction

Do you go to the library often? Do you like to visit bookstores? Why or why not?

Text 1 – Complete hanging on the wall

In the library, books (1) are borrowed by students every day. The librarian (2) stamps each book and reminds the children to return them on time. A story about a brave knight (3) is being read by one of the students to their friends. Afterward, the librarian (4) tidies up the bookshelves before the library closes. Near the entrance, a new display of books (5) is set up by the librarian for the upcoming reading week. A group of children gathers around the table where they (6) are given colorful bookmarks by the librarian. The children (7) choose new books and (8) carry them to the reading section.

Text 1 with gaps (on A4, given to students)

In the library, books (1) by students every day. The librarian (2) each book and reminds the children to return them on time. A story about a brave knight (3) read by one of the students to their friends. Afterward, the librarian (4) the bookshelves before the library closes. Near the entrance, a new display of books (5) by the librarian for the upcoming reading week. A group of children gathers around the table where they (6) colorful bookmarks by the librarian. The children (7) new books and (8) them to the reading section.

Text 2 – Complete hanging on the wall

In the bookstore, books (1) are sold by the staff every day. The cashier (2) checks each book's price and helps customers find the titles they need. A customer (3) is assisted by an employee in choosing a book for their vacation. Afterward, the cashier (4) organizes the cash register before the store closes. In the center of the bookstore, a new display of books (5) is arranged by the staff for the upcoming promotion. A group of people gathers around the table where they (6) are given free bookmarks by the cashier. The customers (7) browse through new arrivals and (8) pick out their favorite novels.

Text 2 with gaps (on A4, given to students)

In the bookstore, books (1) by the staff every day. The cashier (2) each book's price and helps customers find the titles they need. A customer (3) by an employee in choosing a book for their vacation. Afterward, the cashier (4) the cash register before the store closes. In the center of the bookstore, a new display of books (5) by the staff for the upcoming promotion. A group of people gathers around the table where they (6) free bookmarks by the cashier. The customers (7) through new arrivals and (8) their favorite novels.

Answers

1st Text

(1) are borrowed, (2) stamps, (3) is being read, (4) tidies up, (5) is set up, (6) are given, (7) choose, (8) carry

2nd Text

(2) are sold, (2) checks, (3) is assisted (4) organizes, (5) is arranged, (6) are given, (7) browse, (8) pick out



Notes

[illegible]