**Topic: Library visitor guide (pamphlet)**

**Aim: to gain text mediation practice and develop writing skills**

*Activities:*

**I Language and context**

1. Discuss in groups:

*What does ‘Library’ mean to you?*

1. Make a list of words and phrases that associate with ‘library’.
2. Watch a video and check if your words and phrases have been mentioned.
3. Discuss the context and the main idea (purpose) of the video.
4. Make a list of words and phrases related to libraries (recommended link is given below)

<https://libguides.usc.edu/libraryterms>

[library | collocation examples, Usage and Definition | collocation dictionary (freecollocation.com)](https://www.freecollocation.com/search?word=library)

1. Review the main aspects of pamphlet writing task.
2. Discuss how language changes depending on the

* *targeted audience*
* *purpose*
* *context*

1. Work in groups of 3 or 4 and using the recommended or other resources complete the following tasks:

* *discuss what information is usually provided in libraries’ guides;*
* *discuss the aims of such guides;*
* *discuss how language is used to support their aims;*
* *identify their strengths and weaknesses;*
* *discuss how pamphlets could help both the library and the readers*;

II **Text mediation**

1. You are going to practice writing a pamphlet. You will visit the National Library, follow the given information, and collect all the necessary details for your pamphlet. Work in groups of 3 or 4 and:

* discuss and choose the audience and context of your pamphlets

*Option A: middle school students*

*Option B: high school students*

*Option C: teachers*

*Option D: senior visitors*

*Option E: further education students*

* Follow the given information and take notes
* Discuss what information needs to be researched more
* Plan your tasks (which parts you will focus on; who will research these parts; additional information)

III **Writing practice**

1. In your groups, discuss and share your ideas
2. Outline your group’s pamphlet
3. Each member of the group writes their part – the first draft; together they proofread and edit their work (content, coherence, unity, language)
4. Together, proofread and edit your work. Check:

* *Content*
* *Coherence (unity)*
* *Language*
* *Topic and varied vocabulary*
* *Register*
* *Grammar accuracy and variety*

1. Write the final draft.

IV **Reflection**

Work in mixed groups and share your experience.

Write a paragraph reflecting on your work, summarizing the key aspects of the learning experience.