











# From Clicks to Motion

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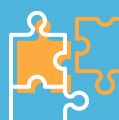
## Introduction

[www.actintegration.eu](http://www.actintegration.eu)

 <b>Description</b>	In this English lesson, students develop grammar awareness, comprehension, and communicative skills through structured activities focused on past perfective and imperfective aspect in main clauses. Following the Processing Instruction approach, learners are guided to notice the difference between simple past and past progressive forms, including their habitual, completed, or ongoing meanings, and to distinguish between snapshot (perfective) and video (imperfective) interpretations of events. Through referential and affective activities, students read sentences, match them to images, evaluate aspectual meanings, and discuss their personal experiences, reinforcing accurate understanding of aspect in meaningful contexts. Pair and group work promote active engagement, peer correction, self-monitoring, and confidence in expressing past events with the appropriate aspect.		
 <b>Age</b>	13-15 years old	 <b>Language Area</b>	Past perfective and imperfective aspect in main clauses
 <b>Proficiency Level</b>	A1-A2	 <b>Authors</b>	Eleni Agathopoulou
 <b>Subject</b>	Language	 <b>Duration</b>	1 teaching hour (45')
 <b>Links with Language Curriculum</b>	Grammar: past perfective and imperfective aspect in main clauses		



# Introduction



## Rationale

The rationale of this protocol is to employ the Processing Instruction approach, which focuses on the manipulation of the input so that the learners notice the grammatical phenomenon under instruction and activate psycholinguistic strategies and mechanisms in converting input into intake. The “noticing” is realized by means of structured input activities (referential and affective).



## Aims

It is expected that students

- Will develop connections between the form of the perfective and imperfective aspect and their meaning in past time reference.
- Will notice the adverbials that can signal the use of the grammatical aspect in the past.

These aims are achieved by means of:

- Three referential activities (Activities 1, 2 and 3 of the Appendix), which require that the learners process the perfective or the imperfective aspect in the past in order to answer the questions, and
- One affective activity (Activity 4 of the Appendix), which further practices the grammatical phenomenon, while the learners are engaged in communicative tasks.



## Equipment and Material Needed

- Copies (A4 paper size) with referential and affective activities

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



### 01 | Introduction (20')

The teacher provides explicit information about perfective and imperfective aspect for an action in the past, as expressed by means of the simple past and the past progressive. The teacher writes on the board the sentences provided in the Introduction of the Appendix and asks the students whether they see any differences. It is expected that the learners will notice the difference in form between simple past and past progressive and will also notice that the same verb forms may express different aspectual meanings; thus the learners may provide some responses regarding the meaning of the perfective and the imperfective aspect. The teacher explains that the perfective aspect views the event as a whole, as a snapshot, while the imperfective aspect looks into the event during its development, as a video. Additionally, the simple past has an habitual meaning, the habitual one, which denotes that an event was repeated systematically during a time in the past. The provided pictures can help the illustration.



## 02 | Structured Input Activities (25')

The teacher provides the students with a worksheet that includes all four Activities (3 Referential & 1 Affective) which will be completed during the lesson. The teacher provides clarifications if needed as the learners complete the activities. The Activities are provided in the Appendix.

### Activity 1 (Referential Activity - 10')

The aim of this activity is to force the learners focus on the aspectual form of the verb to understand its meaning. The learners are asked to read sentences marked either for perfective or imperfective aspect and to decide whether the sentence denotes a snapshot (perfective meaning) or a video (duration). The teacher asks the learners to provide their answers and provides feedback.

### Activity 2 (Referential Activity - 10')

The aim of this activity is to increase learners' awareness on the aspectual form of the verb and its meaning. The learners are asked to read sentences marked either for perfective or imperfective aspect and to decide which picture illustrates the sentence. The teacher asks the learners to provide their answers and provides feedback.

### Activity 3 (Affective Activity) (5')

The aim of this activity is to further increase learners' knowledge on perfective and imperfective aspect. The learners are asked to read sentences and decide whether these sentences denote a completed event, duration or habituality. The teacher asks the learners to provide their answers and provides feedback.

### Activity 4 (Affective Activity) (5')

The aim of this activity is to engage students in a communicative task, i.e. to provide their opinions/attitudes/beliefs about an event, while at the same time they are further familiarized with perfective and imperfective aspect. The learners are given statements and are asked to think whether they have done these activities as well or not. The teacher asks the learners to provide their answers and provides feedback.



## Useful Tips

01

When the learners complete each referential activity, they read their answers. The teacher corrects if necessary and provides feedback. The correction can be done either after each activity or after each sentence of the activity. The second option may be more beneficial in terms of learning benefits but also in terms of time and classroom management.

02

An alternative procedure is that the learners can exchange their sheets with the referential and the affective activities and correct the answers of their peers.

03

Depending on learners' proficiency level and age, they can work with more sentences, more difficult sentences, or both. The teacher can increase the number of the sentences in each activity taking into consideration the learners' needs.

04

The activities are all presented in written form. However, the teacher may implement all or some of the activities orally. In this case, the teacher reads each sentence and the students provide their answers on the answer sheet. Alternatively, the teachers can read the sentences while the sentences are also given to the learners in their written form.

05

After the learners complete the affective activity, a discussion about their own experiences/likes/preferences can be implemented.



## 01 | Introduction

- 1) Yesterday John repaired my bicycle. (completed action)
- 2) Last autumn I walked 10 miles every day. (regular/habitual action)
- 3) My friend called while I was reading a book. (contrasting events)
- 4) Everyone was begging the driver to stop. (repeated action)

The teacher first writes sentences 1) and 2) on the board and draws the learners' attention / reminds them of the simple past tense form\*. Then (s)he discusses the meaning of the verb forms in each sentence, i.e., that 1) describes a completed action and 2) a regular/habitual action\*. Then the teacher shows sentences 3) and 4), first drawing the learners' attention to the form of past progressive and then discussing the meaning, namely, that in 3) an event contrasts with another one or an action is interrupted by another one and in 4) the present progressive expresses a repeated action. The teacher should also draw the learners' attention to that the simple past and the past progressive may both express repeated actions as in 2) and 4).

The teacher may also point out that habitual actions in the past are also commonly expressed by "used to" (e.g., When I was younger, I used to walk 10 miles every day.)



# Activities







## 01 | A photograph or a video? See the example!



	The sentence as a video	The sentence as a photograph, a click!
<b>Example:</b> John broke a plate.	X	
1. Maria' tooth was aching.		
2. Tom was looking ill.		
3. My mother called me.		
4. It was raining.		
5. Everyone was clapping.		
6. Peter cooked dinner.		
7. Martha was laughing.		
8. Nikos moved to Canada.		

# Activities

02 | Circle A or B to indicate the correct picture!

	A	B
1. John repaired the roof.		
2. Maria was cooking breakfast.		
3. He was writing poems.		
4. Andrew made a cup of coffee.		
5. Helen painted the wall.		
6. The students were cleaning the room.		
7. Jane completed the report.		
8. Tom ate a sandwich.		
9. The young woman was travelling from Paris to London.		

# Activities






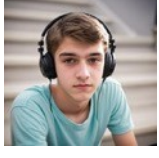
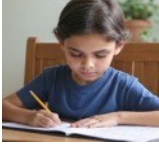

## 03 | Tick the correct answer for the underlined sentences/clauses like in the example!

	A. Completed	B. Duration	C. Habit
<b>Example:</b> <u>Yesterday Anne worked in the office for many hours.</u>		X	
1. <u>Yesterday Maria finished a book.</u>			
2. <u>Patrick wrote with a special pen from 2010 to 2015.</u>			
3. <u>While I was reading Pete's book,</u> I got a headache.			
4. Every summer, Tom played the guitar in his village.			
5. When she was young, <u>Lisa spent the summers with her grandmother.</u>			
6. <u>We visited Athens in 2022.</u>			
7. When Anna called yesterday, <u>Andreas was painting his house.</u>			
8. <u>Last year, Lily played tennis every Sunday.</u>			
9. I baked two cakes on <u>Wednesday.</u>			



# Activities

04 | Answer whether you did it or were doing it too by ticking the box under Yes or No.

		Yes	No
	1. When I was younger, I ate lots of cake.	<input type="checkbox"/>	<input type="checkbox"/>
	2. When it got dark, I was playing video games with my friend.	<input type="checkbox"/>	<input type="checkbox"/>
	3. On Saturday, I watched TV all evening.	<input type="checkbox"/>	<input type="checkbox"/>
	4. On Sunday I played basketball with my friends.	<input type="checkbox"/>	<input type="checkbox"/>
	5. During the summer holidays, I bought ice cream cones every day.	<input type="checkbox"/>	<input type="checkbox"/>
	6. Last night I listened to music for many hours.	<input type="checkbox"/>	<input type="checkbox"/>
	7. At 5 pm yesterday, I was solving a math problem.	<input type="checkbox"/>	<input type="checkbox"/>
	8. On the last school trip we travelled by bus all day.	<input type="checkbox"/>	<input type="checkbox"/>

# Answers

## Activity 1

1. Video, 2. Video, 3. Photograph, 4. Video, 5. Video, 6. Photograph, 7. Video, 8. Photograph.

## Activity 2

1, 2, 3, 4, 5, 6, 7, 8, 9

## Activity 3

1. A, 2. C, 3. B, 4. C, 5. C, 6. A, 7. B., 8. C, 9. A



## Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.