Education Protocols for Vocabulary, Grammar and Pedagogical Translanguaging Activities



Who Does What

Ref: EN_PI_4

Introduction



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Description

In this English lesson, students develop grammar awareness, comprehension, and communicative skills through structured activities focused on subject-verb agreement. Following the Processing Instruction approach, learners are guided to notice the agreement between subjects and verbs, including the singular use of indefinite pronouns (everybody, nobody, someone, etc.), and to identify grammatical and ungrammatical forms. Through referential and affective activities, students listen, read, complete gaps, match subjects with verbs, and evaluate sentence correctness, while also engaging in discussions about their personal experiences and opinions. Pair and group work promote active engagement, peer correction, self-monitoring, and confidence in accurately using subject-verb agreement in meaningful and personalized contexts.

000	Age	15-17 years old	Language Area	Subject-Verb Agreement
	Proficiency Level	A1-A2	Authors	Eleni Agathopoulou
	Subject	Language	Duration	1 teaching hour (45')

Links with
Language
Curriculum

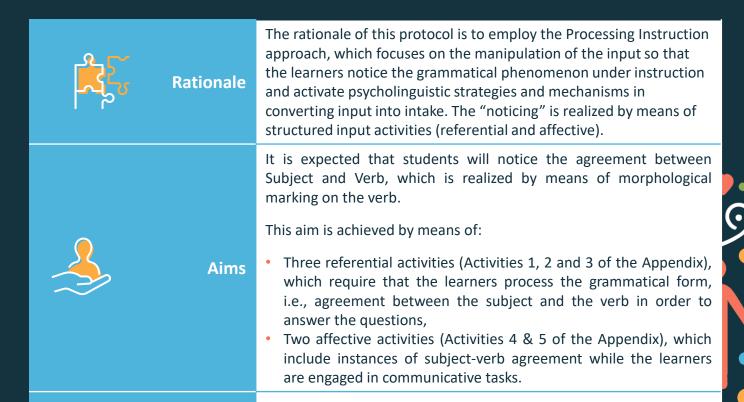
Grammar: Subject-Verb Agreement



Introduction

Equipment and

Material Needed



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

Copies (A4 paper size) with referential and affective activities



The teacher asks about the students' habits (see (1) in the Introduction of the Appendix). Then (s)he provides explicit information about subject-verb agreement in English by using examples as the ones provided in the Introduction of the Appendix (see (2)). The learners are also asked to fill in the missing forms of the verbs in the sentences of the Introduction and the teacher provides feedback (see (3) in the Introduction of the Appendix). The teacher also explains that indefinite pronouns (everybody, nobody, everyone, everything, somebody...) are singular (see (4) and (5)).



The teacher provides the students with a worksheet that includes all five Activities (3 Referential & 2 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) (5')

This activity comprises a listening exercise. Students listen to 10 different sentences (the teacher can read aloud each sentence) and they have to match them with one of the three different subjects. The students need to focus on the agreement between the subject and the verb to complete the activity. The teacher asks the learners to provide their answers and provides feedback.

Activity 2 (Referential Activity) (5')

This activity is a multiple-choice exercise. Students are given 10 sentences with gaps in each one and they have to choose the correct choice among three options (a, b & c). The teacher asks the learners to provide their answers and provides feedback.

Activity 3 (Referential Activity) (5')

This activity consists of 12 sentences and in each sentence two parts are underlined (the subject and the verb). Students are asked to find out if the subject in each sentence agrees with the respective verb in number and person and indicate whether the sentence is Grammatical or Ungrammatical. The teacher asks the learners to provide their answers and provides feedback.

Activity 4 (Affective Activity) (10')

Students are given sentences describing weekend habits and they are asked to indicate whether they have seen these places or not (pictures are included to assist the learners). Afterwards, they are asked to compare their answers with a classmate's and discuss with him/her whether they would like to start new habits at the weekend.

Activity 5 (Affective Activity) (10')

Students are given a Table with the twelve zodiac names and their birthdates. They are then asked to provide their own opinion on whether statements regarding the characteristics of each zodiac are true or false. Afterwards, they compare and discuss their answers with a classmate's.



Useful Tips



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.



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.



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.



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.



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

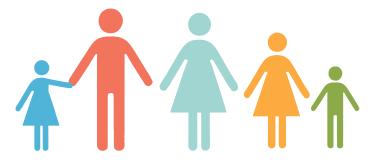
Appendix Educational Material

01 | Introduction

- 1. Say two things you like and two things your best friend likes.
- 2. <u>I like</u> the theater but <u>John prefers</u> the cinema.
- 3. The windows next to the bed are very dirty.
- 4. Everybody admires the view from here.
- 5. Anything is possible with hard work.

Can you complete the missing parts of words in the following sentences?

- a) The children in grade one a____ very noisy.
- Everyone in my school lik basketball.
- c) The buses to the town center sometimes arriv____ late.



01 Tick ✓ the sentences that match the nouns in the boxes. In some cases, two answers may be acceptable.

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1. likes fruit.				
2. needs time to learn a lan	guage.			
3. admire artists.				
4. enjoy Italian pasta.				
5. is shocked with the news.				
6. live in big houses.				
7. has a reason to smile.				
8. gets up early in the morning.				
9. speaks three languages.				
10. love rock music.				

02 | Choose the best answer, a, b or c, to complete each of the following sentences:

In my neighborhood takes the bus to work.
a) Everyone b) Some people c) Children
2 like milk.
a) Cats b) Nobody c) Mice
3 has a birthday.
a) All people b) My parents c) Nobody
4 cares about how I feel.
a) Nobody b) My friends c) People
5 in my country freeze in the winter.
a) Everyone b) Lakes c) A river
6 with bright green eyes is sitting next to us.
a) A woman b) Two girls c) Cats
7 with the beautiful flowers belongs to my aunt.
a) The garden b) The verandas c) The pots
8 is certain in this world.
a) Everyone b) Nothing c) People
9 recognizes the importance of education.
a) Children b) My parents c) Everybody
10 with high-tech features is more expensive to repair.
a) A car b) Cars c) Motorcycles

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Activities

03 | Tick right (R) or wrong (W) next to each of the following sentences depending

on whether the underlined words agree or not in person and number:

R/W

1. The coaches to the airport are sometimes late.	
2. Mary, together with a friend, often go to the cinema.	
3. The advisor for the math students leave his office at 5 p.m.	
4. The lakes in the north of the county is very big.	
5. One group of researchers work on the project full time.	
6. The houses near the park <u>are</u> made of wood.	
7. An open tin of sardines <u>lasts</u> 3 to 4 days in the refrigerator.	
8. The sheets on the bed match the wall prints.	
9. The subject of these talks is about climate change.	
10. The climate of some countries changes rapidly.	
11. Islands in the North Atlantic Ocean offers great views.	
12. The posters on the door looks quite nice.	

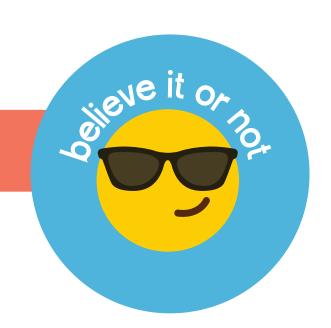
04 | Read the following sentences about people's habits at weekends

and tick whether you do the same things too.

	Yes	No	Ме Тоо
1. John goes to the theatre.			
2. Mary watches movies.			
3. My neighbors do yoga.			
4. Barbara goes jogging.			
5. Tom gets up late.			
6. My grandfather watches the sunset.			
7. My parents go for long walks.			
8. Chris reads novels.			
9. Peter bakes cakes.			
10. Ed and Andrew visit museums.			

- a) Compare your answers with a classmate's.
- b) Discuss whether you would like to start new habits at the weekend.

05 | Astrology



Zodiac	Birth Dates	
Aries	March 21 – April 19	
Taurus	April 20 – May 20	
Gemini	May 21 – June 20	
Cancer	June 21 – July 22	
Leo	July 23 – August 22	
Virgo	August 23 – September 22	
Libra	September 23 – October 22	
Scorpio	October 23 – November 21	
Sagittarius November 22 – December 21		
Capricorn	n December 22 – January 19	
Aquarius	January 20 – February 18	
Pisces	February 19– March 20	

05 | Astrology

Read the following sentences and tick \checkmark whether you think they are True or False. Then compare and discuss your answers with a classmate's.

	True	False
A Taurus eats more just to feel better.		
Geminis prefer loneliness.		
An Aries excels in sports.		
Cancers tend to be very cautious.		
A Leo often criticizes people.		
Virgos pay attention to detail.		
Libras want justice in the world.		
A Scorpio best matches with a Pisces.		
A Sagittarius often takes risks.		
Capricorns prefer freedom to anything else.		
An Aquarius gets any chance for changes.		
Pisces feel things deeply.		

Answers

Activity 1

- 1. Marianna, less possibly everyone.
- 2. Everyone
- 3. My friends
- 4. My friends
- 5. Marianna/everyone
- 6. My friends
- 7. Everyone/Marianna
- 8. Marianna
- 9. Marianna
- 10. My friends

Activity 2

1. a), 2. a), 3. c) 4. a), 5. b), 6. a), 7. a), 8. b), 9. c), 10. a)

Activity 3

1. R, 2. W, 3. W, 4. W, 5.W, 6. R, 7. R, 8. R, 9. R, 10. R, 11. W, 12. W

