











Who Does What

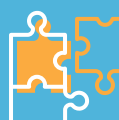
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Introduction

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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.		
 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



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 notice the agreement between Subject and Verb, which is realized by means of morphological marking on the verb.

This aim is achieved by means of:

- Three referential activities (Activities 1, 2 and 3 of the Appendix), which require that the learners process the grammatical form, i.e., agreement between the subject and the verb in order to answer the questions,
- Two affective activities (Activities 4 & 5 of the Appendix), which include instances of subject-verb agreement 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 (10')

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)).



02 | Structured Input Activities (35')

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')

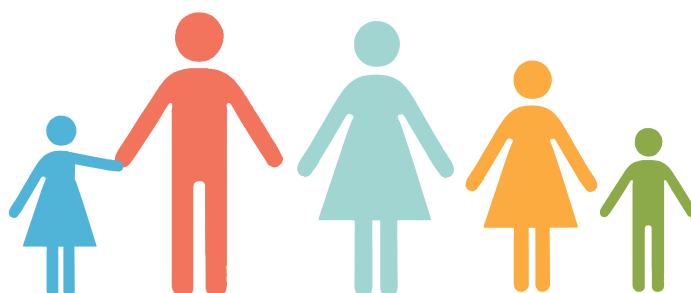
This activity consists of 12 sentences and in each sentence two parts are underlined (the subject and the verb). Students are asked to find out if the subject in each sentence agrees with the respective verb in number and person and indicate whether the sentence is Grammatical or Ungrammatical. The teacher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

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. Say two things you like and two things your best friend likes.
2. I like the theater but John prefers 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.
- b) Everyone in my school lik____ basketball.
- c) The buses to the town center sometimes arriv____ late.



Activities

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

My Friends	Marianna	Everyone
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. likes fruit.
2. needs time to learn a language.
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.

Activities

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

1. _____ 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

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

Activities

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

and tick whether you do the same things too.

	Yes	No	Me Too
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.



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	December 22 – January 19
Aquarius	January 20 – February 18
Pisces	February 19– March 20

05 | Astrology

Read the following sentences and tick ✓ 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



Notes

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