Education Protocols for Vocabulary, Grammar and Pedagogical Translanguaging Activities

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Actions in Time

Ref: EN_PI_6

Introduction

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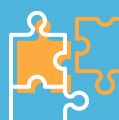|				
Description	In this English lesson, students develop grammar awareness, comprehension, and communicative skills through structured activities focused on present perfect progressive and past perfect progressive. Following the Processing Instruction approach, learners are guided to notice the differences in form and meaning, including whether an action is ongoing or completed, and how duration is expressed through the use of have/had + been + -ing. Through referential and affective activities, students listen, read, complete multiple-choice tasks, and evaluate statements, while also engaging in discussions about general knowledge and personal experiences. Pair and group work promote active engagement, peer correction, self-monitoring, and confidence in accurately expressing actions with the appropriate progressive tense and duration.			
Age	13-15 years old	**Language Area**	Present perfect progressive & past perfect progressive	
Proficiency Level	B1-B2	**Authors**	Eleni Agathopoulou	
Subject	Language	**Duration**	1 teaching hour (45')	
Links with Language Curriculum	Grammar: present perfect progressive & past perfect progressive			

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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 two forms of the progressive perfective aspect and their meaning in time reference. • Will notice that in some cases both tenses are possible the difference in meaning between the present perfect progressive and the past perfect progressive may or may not depend on an adverbial of time in the same clause but may often depend on the meaning of another clause in the same sentence. These aims are achieved by means of: • Two referential activities (in the Appendix), which require that the learners focus on the tense of the verb HAVE (Activity 1) or have to take into consideration also the meaning of the subordinate clauses (Activity 2). • One affective activity (Activity 3 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 (10')

The teacher provides explicit information about the present perfective progressive and the past perfect progressive (also called "continuous"). Both tenses show duration of an event which started some time before the time it is mentioned. However, the present perfect progressive usually implies that the action may still be going on until the time it is mentioned and will probably continue in the future, while the past perfect progressive usually implies that the action is over. The teacher writes on the board sentences (1) and (2) provided in the Introduction of the Appendix and asks the students whether they see any differences. These teacher points out these sentences share the same time adverb phrase for a week, so we can tell the difference in meaning between the sentences (ongoing event / completed event, both with duration) only by the form of HAVE (have/had). Next the teacher shows examples (3) and (4) where the meaning is implied by f

02 | Structured Input Activities (35')

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.
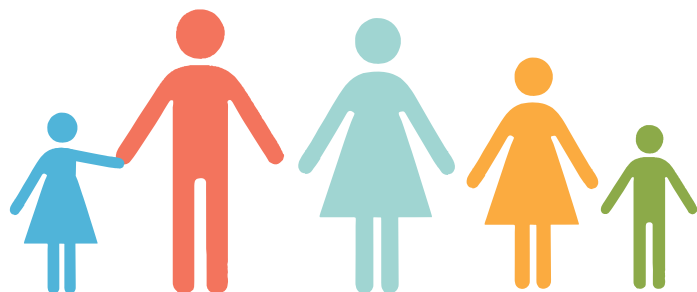
Activity 1 (Referential Activity - 10')

This is a listening activity. Its aim is to force the learners focus on the form of the verb have (present/past) in order to understand whether the activity described by the verb phrase describes a completed or ongoing activity. Note that to do so, students must not be distracted by the adverbial phrases which may be the same/similar in sentences with either the past perfect progressive or the present perfect progressive tense. The teacher asks the learners to provide their answers and provides feedback.

Activity 2 (Referential Activity - 10')

This is a written multiple-choice activity. Its aim is to draw the students' attention to the fact that the meaning of the verb phrase in the main clause, namely, whether it refers to an ongoing or completed event (present perfect progressive or past perfect progressive, respectively) depends on the meaning of the subordinate clause in the same sentence. The teacher asks the learners to provide their answers and provides feedback.

Activity 3 (Affective Activity) (15')

The aim of this activity is to further increase students' knowledge of the present perfect progressive and the past perfect progressive, by engaging them in thinking about whether certain statements which concern general knowledge are true or false. The teacher asks the student to provide their answers and provides feedback. This activity can initiate an interesting discussion concerning the included statements, namely, whether they are true or false – between the students themselves, as well as between the students and the teacher.

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) John <u>has been painting</u> his house for a week.
(2) Lena <u>had been painting his house</u> for a week.
(3) He <u>has been working</u> there since 2023.
(4) He <u>had been working</u> there until 2023.
(5) Since it started raining, everyone <u>has been running</u> for cover.
(6) He<u>'d only been working</u> there a week before he got fired.

The teacher writes sentences (1) and (2) and asks the students how these sentences differ. The sentences are the same in all respects, they even have the same time adverbial phrase "for a week", but their meaning differs depending on the tense of HAVE. Then the teacher explains that in both sentences the verb phrases express duration and describe an action that started sometime in the past, but the action in (1) extends to the present and may continue, while the action in (2) implies that the action is completed. Next the teacher shows sentences (3) and (4) and points out that the difference between the present perfect progressive and the past perfect progressive is also shown by the time adverbial phrases, "since…" and "until…" respectively. Last, the teacher shows sentences (5) and (6) where the difference in meaning between present perfect progressive and past perfect progressive in the main clauses is shown by the subordinate clauses (*since it started raining* and *before he got fired*) in the same sentences. To further illustrate the difference between the present perfect progressive and the past perfect progressive, the teacher can show the students the following diagram.

Past Perfect Continuous   **Present Perfect Continuous**

Present

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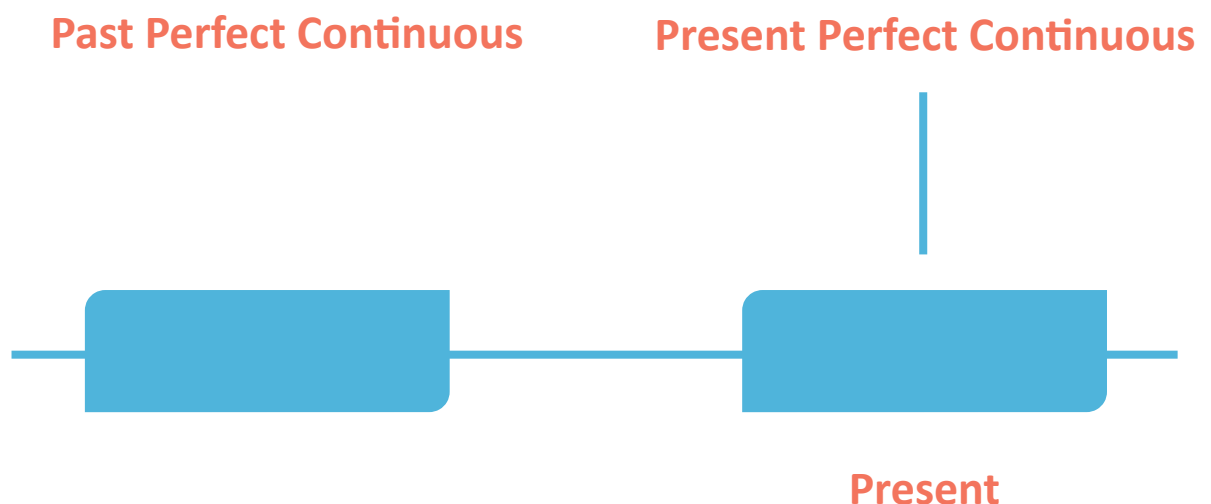
Activities

01 | Listen to the following statements and tick the corresponding box in the 2nd or the 3rd column depending on whether they describe an ongoing repeated activity or a repeated activity that has been completed.

	Completed	Ongoing
1. They had been waiting for two hours.		
2. Mary has been dancing for an hour.		
3. Tom had been working during the weekend.		
4. They have been studying English during the summer.		
5. National productivity had been declining for years.		
6. They have been working overtime at the factory.		
7. She had been crying for a long time.		
8. She had been exercising during the whole week.		
9. Lola had been living in Athens for more than 10 years.		
10. We have been trying hard to solve this problem for months.		

02 | Read the following sentences and choose the phrase (a), (b) or (c)

that best completes each sentence.

1. She did not know how long she _____ on the floor.

(a) had been sleeping **(b)** has been sleeping **(c)** is sleeping

2. We _____ for about ten minutes only before it started to rain.

(a) 've been walking **(b)** 've walked **(c)** 'd been walking

3. The government's announcement confirmed rumours which _____ in previous months.

(a) have been circulating **(b)** had been circulating **(c)** have circulated

4. He _____ there a week before he got fired.

(a) has only been working **(b)** had only been working **(c)** has only worked

5. The burglars _____ in a basement but were arrested this morning.

(a) had been hiding **(b)** have been hiding **(c)** have hided

6. The dog _____ at the neighbors all morning but I don't hear it now.

(a) had been barking **(b)** had barked **(c)** has been barking

7. I _____ my bath when the children and my mother came.

(a) have been taking **(b)** have taken **(c)** had been taking

8. We _____ about this change since 2023 but nothing has been done.

(a) had been talking **(b)** have been talking **(c)** had talked

9. Sven _____ across England for the last two months before he returned home.

has been travelling **(b)** has travelled **(c)** had been travelling.

10. So, you _____ the flute ever since you were a child but you stopped recently.

(a) 've been playing **(b)** 'd been playing **(c)** had played

03 | Answer whether you think the following sentences are true or false.

Then compare your answers with a classmate's.

	True	False
1. Astronauts have been flying to space for more than 60 years.		
2. Engineers have been creating automobiles for 200 years.		
3. The Chinese have been printing books since the 9th century.		
4. Workers had been constructing the Acropolis in Athens for 50 years.		
5. In some European countries, women have been wearing trousers regularly since the second world war.		
6. People have been riding bicycles for about 200 years.		
7. Women have been wearing miniskirts since the 60s.		
8. People have been using cell phones mainly since the 90s		
9. Giannis Antetokounmpo has been playing in the NBA since 2013.		
10. Before the war, many scientists had been investigating the possibility of generating energy from the atom.		

Answers

Activity 1

1, 3, 5, 7, 8, 9 completed
2, 4, 6, 10 ongoing

Activity 2

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

Activity 3

1. True. Yuri Gagarin from the Soviet Union was the first human in space in 1961.

2. False. Since 1886 when Carl Benz applied for a patent for his "vehicle powered by a gas engine.

3. True. A Buddhist text called the Diamond Sutra, printed in 868 A.D. during the Tang Dynasty, is believed to be the oldest printed book in the world.

4. True.

5. True. Women started wearing trousers earlier in some countries but this fashion spread mainly in the middle of the 20th century in Europe.

6. True.

7. True.

8. True.

9. True.

10. True.

Notes