Class:\_\_\_\_ELL 2a\_\_\_\_\_\_\_ Teacher: \_\_\_James Figueiredo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson: Non-Action Verbs Date: November 1, 2016\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. verbs can be broken into two categories (action and non-action). 2. non-action verbs cannot be used in the progressive tense. 3. non-action verbs indicate state, sense, desire, possession, or opinion. | **L/S:**  L1.3b Listen and understand phrases, statements and questions when spoken slowly and clearly  S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic)  **W:**  W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| **Skill Objective(s)** (Students will be able to…) |
| 1. identify non-action verbs. 2. correctly use action and non-action verbs in a sentence. |

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| **MATERIALS:**   * 6 SCALE envelopes with word cut-outs * Halloween Picture * Step by Step * Step by Step p 71 * School Express Handout * Non-Action Verb Take Home Quiz   **ACTIVITIES: [Recap last class](http://www.eslgold.com/vocabulary.html)**  **[Group Conversation Time](http://www.eslgold.com/vocabulary.html)**  [Ask questions that will prompt use of PCT. (i.e. what are you doing right after class tonight?)](http://www.eslgold.com/vocabulary.html)  **[Word Order Exercise](http://www.eslgold.com/vocabulary.html)**  [Have students break into groups of 3 to put their set of assigned words in the correct order to form a sentence. Each group will pick a spokesperson to report back their answer. Instructor writes each sentence on the board. Point out how these sentences include non-action verbs. Explain that we will be contrasting action and non-action verbs today.](http://www.eslgold.com/vocabulary.html)  **[Action Verb Short Sentence Exercise](http://www.eslgold.com/vocabulary.html)**  [Use Halloween picture homework assignment. Have each student read aloud one of their sentences. Instructor jots down each verb and at end looks at list with the students explaining whether the verbs are active or non-active (likely all or most will be active).Connect these words to the charades verbs from last class.](http://www.eslgold.com/vocabulary.html)  **[Brief Lecture on Non-Action Verbs](http://www.eslgold.com/vocabulary.html)**  [Explain how verbs can be broken into two categories: action and Non-action. Just like the name suggests, action verbs are where the subject is doing something active (connect to last activity).](http://www.eslgold.com/vocabulary.html)  [Non-action verbs are the opposite. These verbs are for things which are not active. Show examples.](http://www.eslgold.com/vocabulary.html)  **[Non-action verbs](http://www.eslgold.com/vocabulary.html) *[cannot](http://www.eslgold.com/vocabulary.html)* [be used in the](http://www.eslgold.com/vocabulary.html) *[progressive tenses](http://www.eslgold.com/vocabulary.html)*[. They are called non-action verbs.](http://www.eslgold.com/vocabulary.html)**  **[Non-action verbs indicate state, sense, desire, possession, or opinion. The most common non-action verbs are:](http://www.eslgold.com/vocabulary.html)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **[be\*](http://www.eslgold.com/vocabulary.html)** | **[seem](http://www.eslgold.com/vocabulary.html)** | **[appear\*](http://www.eslgold.com/vocabulary.html)** |  |  | **[(existence)](http://www.eslgold.com/vocabulary.html)** | | **[look\*](http://www.eslgold.com/vocabulary.html)** | **[sound\*](http://www.eslgold.com/vocabulary.html)** | **[smell\*](http://www.eslgold.com/vocabulary.html)** | **[taste\*](http://www.eslgold.com/vocabulary.html)** | **[feel\*](http://www.eslgold.com/vocabulary.html)** | **[(senses)](http://www.eslgold.com/vocabulary.html)** | | **[like](http://www.eslgold.com/vocabulary.html)** | **[want](http://www.eslgold.com/vocabulary.html)** | **[prefer](http://www.eslgold.com/vocabulary.html)** | **[love\*](http://www.eslgold.com/vocabulary.html)** |  | **[(desire)](http://www.eslgold.com/vocabulary.html)** | | **[have\*](http://www.eslgold.com/vocabulary.html)** | **[own](http://www.eslgold.com/vocabulary.html)** | **[possess](http://www.eslgold.com/vocabulary.html)** |  |  | **[(possession)](http://www.eslgold.com/vocabulary.html)** | | **[think\*](http://www.eslgold.com/vocabulary.html)** | **[believe](http://www.eslgold.com/vocabulary.html)** | **[consider\*](http://www.eslgold.com/vocabulary.html)** |  |  | **[(opinion)](http://www.eslgold.com/vocabulary.html)** |   **[Note the usage in the following sentences:](http://www.eslgold.com/vocabulary.html)**   |  |  | | --- | --- | | **[Mr. Charles is seeming like a nice guy.](http://www.eslgold.com/vocabulary.html)** | **[(Wrong!)](http://www.eslgold.com/vocabulary.html)** | | **[Mr. Charles seems like a nice guy.](http://www.eslgold.com/vocabulary.html)** | **[(Correct)](http://www.eslgold.com/vocabulary.html)** | | **[This salad is tasting delicious.](http://www.eslgold.com/vocabulary.html)** | **[(Wrong!)](http://www.eslgold.com/vocabulary.html)** | | **[This salad tastes delicious.](http://www.eslgold.com/vocabulary.html)** | **[(Correct)](http://www.eslgold.com/vocabulary.html)** | | **[I am liking banana cream pie.](http://www.eslgold.com/vocabulary.html)** | **[(Wrong!)](http://www.eslgold.com/vocabulary.html)** | | **[I like banana cream pie.](http://www.eslgold.com/vocabulary.html)** | **[(Correct)](http://www.eslgold.com/vocabulary.html)** |   **[Some verbs have](http://www.eslgold.com/vocabulary.html) *[both](http://www.eslgold.com/vocabulary.html)* [action and non-action meanings. They are indicated by an asterisk\* in the table above. The situation determines whether the action or non-action form of the verb is used.](http://www.eslgold.com/vocabulary.html)**   |  |  | | --- | --- | | **[Those flowers](http://www.eslgold.com/vocabulary.html) *[look](http://www.eslgold.com/vocabulary.html)* [beautiful.](http://www.eslgold.com/vocabulary.html)** | **[(Non-action)](http://www.eslgold.com/vocabulary.html)** | | **[Flora](http://www.eslgold.com/vocabulary.html) *[is looking](http://www.eslgold.com/vocabulary.html)* [out the window.](http://www.eslgold.com/vocabulary.html)** | **[(Action)](http://www.eslgold.com/vocabulary.html)** | | **[I](http://www.eslgold.com/vocabulary.html) *[think](http://www.eslgold.com/vocabulary.html)* [that's a great idea.](http://www.eslgold.com/vocabulary.html)** | **[(Non-action)](http://www.eslgold.com/vocabulary.html)** | | **[I](http://www.eslgold.com/vocabulary.html) *[am thinking](http://www.eslgold.com/vocabulary.html)* [about my upcoming speech.](http://www.eslgold.com/vocabulary.html)** | **[(Action)](http://www.eslgold.com/vocabulary.html)** | | **[We](http://www.eslgold.com/vocabulary.html) *[have](http://www.eslgold.com/vocabulary.html)* [a brand new car.](http://www.eslgold.com/vocabulary.html)** | **[(Non-action)](http://www.eslgold.com/vocabulary.html)** | | **[We](http://www.eslgold.com/vocabulary.html) *[are having](http://www.eslgold.com/vocabulary.html)* [a party this weekend.](http://www.eslgold.com/vocabulary.html)** | **[(Action)](http://www.eslgold.com/vocabulary.html)** | | **[Craig](http://www.eslgold.com/vocabulary.html) *[is](http://www.eslgold.com/vocabulary.html)* [a real estate agent.](http://www.eslgold.com/vocabulary.html)** | **[(Non-action)](http://www.eslgold.com/vocabulary.html)** | | **[Billy](http://www.eslgold.com/vocabulary.html) *[is being](http://www.eslgold.com/vocabulary.html)* [naughty today.](http://www.eslgold.com/vocabulary.html)** | **[(Action](http://www.eslgold.com/vocabulary.html)** |   **[Identification of Non-Action Verbs Exercise](http://www.eslgold.com/vocabulary.html)**  [Do Exercise B in Step by Step with Group.](http://www.eslgold.com/vocabulary.html)  **[Common Errors](http://www.eslgold.com/vocabulary.html)**  [Read out sentences in packet 5 and have students indicate if the non-action verb is being used correctly or incorrectly by doing thumbs up or thumbs down.](http://www.eslgold.com/vocabulary.html)  **[Action or Non-Action Verb Exercise”](http://www.eslgold.com/vocabulary.html)**  [Do Exercise C from Lesson 23 of Step by Step.](http://www.eslgold.com/vocabulary.html)  [Have students on their own complete the exercise. When done they can briefly compare and discuss the answers with the person sitting next to them. Review answers with the group and read both paragraphs aloud.](http://www.eslgold.com/vocabulary.html)  [Concretely describe what was achieved during this lesson. Solicit questions from the group.](http://www.eslgold.com/vocabulary.html)    [Homework Assignment: Non-Action Verbs Practice Quiz. Let students know you will be collecting them on Tuesday.](http://www.eslgold.com/vocabulary.html)   * [**Tip Vocabulary Study**](http://www.eslgold.com/vocabulary/learn.html) |

**ASSESSMENT(S):**

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| **Performance**   * I will listen for correct sentences in each student’s oral report. * I will see each student’s ability to correctly place word cut-outs in the correct order. * I will look at their quiz scores. |

**WRAP-UP & REFLECTION:**

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| Ask and answer at least five questions, as a class, about what we covered today (exit ticket). |