Session 27: Auxiliary Verbs

Session	Introduction to Auxiliary Verbs
Objective	1. To introduce students to auxiliary verbs (be, do, have) and their functions. 2. To help students identify and use auxiliary verbs in sentences. 3. To engage students in fun and interactive activities to reinforce their learning.
Topics/Concept	1. Understanding Auxiliary Verbs 2. Forming Sentences using Auxiliary Verbs 3. Importance of Auxiliary verbs in sentence structure
Material Required	1. Flashcards with auxiliary verbs written on them (e.g., is, am, are, have, has, do, does, did). 2. A set of cards or slips of paper with main verbs (e.g., eating, go, running, sleep, playing, finished). 3. A large space for students to run (or simply a classroom with enough space for students to move around).
Methodology	1. Interactive learning through games 2. Teamwork, Collaboration, Cooperative learning 3. Kinesthetic Learning
Session Duration	90 Minutes

Intro Activity (15 minutes):

“Action Verb Charades"

Objective: This activity engages students and introduces the concept of action verbs and how auxiliary verbs help them in forming complete sentences

Instructions:

- The teacher will pick a few students and give them a simple action like "eat," "run," or "sleep."
- The student will act out the action, and the rest of the class has to guess the verb.
- Afterward, the teacher will ask students, "What helps us to form a sentence with this action?" (Answer: Auxiliary verbs such as "I am eating," "She runs," "He has slept").
- Discuss how auxiliary verbs support the main verbs in making a complete sentence.

Main Topic/Activity (60 minutes):

“What are Auxiliary Verbs"

(20 minutes)

- Begin by explaining that Auxiliary verbs are helping verbs that assist the main verb in a sentence. They are used to indicate tense, mood, or voice.
- Write the three main forms of auxiliary verbs on the board: be, do, have.
- Provide examples of each:

1. Be: (am,is,are,was,were,being,been) I am playing. (Continuous tense)
2. Do: (Did,does,doing)Do you like chocolate?. (For making questions/negatives)
3. Have: (Had,has,having)They have completed their work. (Perfect tense)

- Explain how these verbs are used alongside action verbs to form various sentence structures.

”Auxiliary Verb Relay Race”

(40 minutes)

- Split the class into teams of 4-5 students each.
- Arrange them in a line so they can race one after the other.

- Place 2 of them as station masters who represent the stations, then give auxiliary verb card to one station master and main verb card to the other station master

1. **Start the relay**

- The first player from each team runs to Station 1 and picks an auxiliary verb card (for example, is or do).
- Then, they run to Station 2, where they pick a card with a main verb (e.g., eating or play).

2. **Form a Sentence**:

- Once the student has both the auxiliary verb and the main verb, they return to their team and form a complete sentence using the auxiliary and main verb.

Example: If they picked "is" and "eating," the student should say, "He is eating

If they picked "do" and "play," they should say, "They do play."

3. **Correctness Check:**

- The next student in the team repeats the process (run to Station 1, pick an auxiliary verb, run to Station 2, pick a main verb, return to the team, form a sentence).
- The relay continues until all team members have had a turn.

4. Winning the game:

- The first team to finish their relay race and successfully form all sentences with correct auxiliary verbs wins the game.
- After the game, gather the students together and go over the sentences formed during the relay race. Discuss any errors or challenges they faced and provide feedback on how they can improve.

Follow Up Tasks (5 minutes):

- Ask students to write 3 events from their day using auxiliary verb in the sentence like ‘i do my homework everyday, ‘I am going home’ etc.

Review Questions/Assessment/Tasks (10 minutes):

- Ask students quick questions to check their understanding of auxiliary verbs. Example questions:

1. "Which auxiliary verb is used for negatives with action verbs?”
2. "Can you give me a sentence with ‘have’ as the auxiliary verb?"

- Provide immediate feedback to clarify any confusion.

Expected Learning Outcome:

Knowledge building:

- Students will understand the role of auxiliary verbs (be, do, have) in sentence formation.
- Students will be able to recognize and correctly use auxiliary verbs in sentences.
- Students will engage in group activities to reinforce their learning and improve sentence formation skills.

Skill building:

- Match auxiliary verbs with main verbs logically (e.g.,"is" + "eating" = "He is eating") develop critical thinking
- Work in teams during the "Auxiliary Verb Relay Race" to construct sentences.
- Peer feedback during correctness checks.

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