Session 28: Auxiliary Verbs Be form

Session Title	Auxiliary Verbs Be form {am,is,are,was,were}
Objective	1. To understand the auxiliary verb “be” ir its different forms (am, is, was, are, wer been, being). 2. To help students understand and practi forming simple sentences using these verbs. 3. To enable students to differentiate between present and past forms of “be’ basic
Concept/ Topic	1. Understanding auxiliary verbs: The students will learn about the different forms of the verb "to be" and how they are used to form different tenses or stat of being. 2. Application of the "be" verb forms: The session will include activities where students practice using these forms in sentences, both in affirmative and negative contexts. 3. Building foundational grammar skills: Th goal is to help students grasp the importance of auxiliary verbs in sentenc construction and to enable them to use these verbs correctly in both spoken an written English.

Material Required	1. Whiteboard and markers 2. Flashcards with different actions 3. A ball.
Methodology	1. Kinesthetic Learning: The activities focu on learning through movement, which helps to engage students physically whi reinforcing the grammar concepts. 2. Task-based Learning: By playing games and completing tasks, students learn by doing, which enhances their understanding and retention of auxiliary verbs. 3. Collaborative Learning: Group work and pair work encourage peer interaction, helping students learn from one anothe
Session Duration	90 Minutes

Intro Activity (15 minutes):

"**Verb charades**"

Objective: This activity activates prior knowledge, warms up students' speaking abilities, and introduces the concept of using auxiliary verbs to describe ongoing or past actions.

- The teacher writes down a list of action verbs (e.g., running, jumping, swimming, eating) on flashcards.
- One student selects a flashcard and acts out the verb, while the class guesses the action
- After the action is guessed, the class will form a sentence using an auxiliary verb:

1. "I am running."
2. "He is eating."
3. "They were swimming."

Main Topic/ Activity (60 minutes):

Introducing Be form of Auxiliary verb

(20 minutes)

- Explain that auxiliary verbs help us create sentences that describe actions, conditions, or states. They assist in forming questions, negatives, and continuous actions.

Introducing Forms of “Be”:

Present Tense:

1. Am: Used with I (e.g., I am happy.)
2. Is: Used with he, she, it(e.g., She is reading.)
3. Are: Used with we, you, they (e.g., They are playing.

Past Tense:

1. Was: Used with I, he, she, it (e.g., I was tired.)
2. Were: Used with we, you, they (e.g., They were at school.)

- Ask the students to write it in their note.Make sure that they get the topic because this is the basics.

Verb Action Toss

(20 minutes)

- Students will stand in a circle.
- A ball will be tossed between students.
- The student receiving the ball will create a sentence using an auxiliary verb such as:

1. “I was tired yesterday.”
2. “She is happy today.”
3. “We were at the park.”

- The student must pass the ball to another student after completing their sentence.
- If the student does not say the correct sentence, the group must help them by providing suggestions.

Verb Movement Freeze Game

(20 minutes)

Objective: To engage students physically while reinforcing the concept of auxiliary verbs in sentences.

- Students are asked to walk, run, or hop around the room while the teacher plays music.
- When the music stops, the teacher will call out an auxiliary verb, such as "am," "is," or "are."
- Students must freeze and make a sentence using that verb. For example:

1. “Am”: “I am jumping.”
2. “Is”: “He is running.”
3. “Are”: “They are walking.”

- This will help them associate the verb with an action.

Follow up Tasks (5 minutes):

1. Students can write five sentences at home using the auxiliary verbs am, is, are, was, and were, based on their day-to-day activities.
2. Write two sentences in present tense (am/is/are) and three in past tense (was/were).

Review Questions/Assessment/Tasks: (10 minutes)

1. Go over the key points learned: auxiliary verbs am, is, are, was, and were.
2. Write a few sentences on the board with missing auxiliary verbs and ask students to fill in the correct one.

Q&A: Allow students to ask any questions they may have doubt about the auxiliary verbs.

- Praise and encouragement for active participation.

Expected Learning Outcome:

Knowledge building

- Students will be able to identify and use the auxiliary verbs "am," "is," "are," "was," and "were" in simple sentences.
- Students will be able to ask and answer simple questions using the auxiliary verbs “be.”
- Apply "be" verbs in affirmative, negative, and continuous contexts (implied in activities).

Skill building

- By the activity Verb Charades: Students guess actions and verbalize sentences ("I am running").
- Verb Action Toss: Create sentences aloud
- Peer feedback in Verb Action Toss and Freeze Game

Revision #5
Created 2025-05-06 05:24:37 UTC by iLab
Updated 2025-06-21 11:19:55 UTC by iLab