Session 29: Auxiliary verbs(Have Forms,Do forms, modal verbs)

Session Title	Auxiliary verbs(Have Forms, Do fo verbs)
Objective	By the end of the session. Students will: 1. Understand and correctly use have, will/shall, may/might, and can/could verbs. 2. Use have, do, and modal verbs in d contexts (e.g., have for possession c experience, do for questions and ne and modal verbs for possibility or ab 3. Build confidence in using these auxi in speaking and writing.
Topics/Concept	1. Understanding Auxiliary Verbs and t in forming questions, negatives, and 2. Introduction to Have/Has/ Had, Do/D Use of models 3. Application of auxiliary verbs in rea conversations

Material Required	1. Sentence strip 2. Board to Chalk 3. Space for students to move around
Methodology	1. Interactive learning 2. Game-based approach 3. Peer learning and team collaboratic
Session Duration	90 Minutes

Intro Activity (10 minutes):

Simon says

- The teacher acts as Simon and gives commands.
- Start each command with “Simon says…”

Example: “Simon says touch your nose.”

- Students must only follow the action if you say “Simon says.”
- If you say just “Touch your nose” (without “Simon says”), they shouldn’t move.
- Anyone who moves on a wrong command is playfully "out" or gets a gentle reminder.

Main Topic/ Activity (65 minutes):

Explaining the Auxiliary verbs(35 minutes)

- Have Forms (have, has, had): Show how these are used for possession, experiences, and forming perfect tenses.
- Do Forms (do, does, did): Explain how these are used for questions, negatives, and emphatic statements.
- Will/Shall: Discuss how these are used for future actions or requests.
- May/Might: Explain the use of these verbs for permission, possibility, and likelihood.
- Can/Could: Teach the difference between ability (can), requests, and possibility (could).

Verb treasure hunt (30 minutes)

Setup:

- Prepare 10–15 sentence strips with missing auxiliary verbs (e.g., “I __ a pencil,” “__ you like mangoes?”).
- Hide them around the classroom (under desks, behind books, on the door, etc.).

How to Play:

- Split the class into small teams.
- Each group hunts for a sentence strip.
- When they find one, they return to their seat and fill in the correct auxiliary verb.
- Once all strips are found and completed, students read them aloud.
- Discuss the answers as a group and correct any mistakes together.

Why It Works: Combines movement with grammar, making auxiliary verb usage feel natural and fun.

Follow up Tasks (5 minutes):

Ask students to write 1 sentences for each auxiliary verbs they've learned in class (have, do, will/shall, may/might, can/could). The sentences should reflect correct usage and should be shared in the next class.

Review Questions/Assessment/Tasks (10 minutes):

- Write several scrambled sentences on the board or large chart (e.g., "I / swim / can" or "they / will / go / school / tomorrow").
- Call random students and tell them to unscramble the sentence, and write it correctly(e.g., “I can swim” or “They will go school tomorrow)
- If one didn't get the answer encourage other children to help

Expected Learning Outcome:

Knowledge building:

- Students will be able to identify and use auxiliary verbs (have, do, will/shall, may/might, can/could) in context.
- Apply auxiliary verbs with correct subject - verb agreement
- The physical activities will engage students actively, making the learning process more enjoyable and memorable.

Skill building:

- Participate in "Simon Says" to reinforce action verbs and commands.
- Verbally construct sentences with auxiliary verbs during the treasure hunt.
- Engage in peer discussions while unscrambling sentences.

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