

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

Session Title	Auxiliary verbs(Have Forms,Do fo verbs)
Objective	<p>By the end of the session,Students will:</p> <ul style="list-style-type: none"> • Understand and correctly use have, will/shall, may/might, and can/could verbs. • 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 ak • Build confidence in using these auxi in speaking and writing.
Topics/Concept	<ul style="list-style-type: none"> • Understanding Auxiliary Verbs and in forming questions, negatives, anc • Introduction to Have/Has/ Had, Do/D Use of models • Application of auxiliary verbs in rea conversations
Material Required	<ol style="list-style-type: none"> 1. Sentence strip 2. Board to Chalk 3. Space for students to mov

Methodology	<ul style="list-style-type: none">• Interactive learning• Game-based approach• 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.

Revision #4

Created 6 May 2025 07:23:11 by iLab

Updated 16 May 2025 11:52:14 by iLab