

Intervention 3: Auxiliaries

Information for teachers

- **Auxiliaries** are a special type of verb used in combination with other verbs
- Types of auxiliaries include
 - **modals** (e.g. may, must), expressing concepts such as possibility, permission, and necessity.
 - auxiliaries expressing **tense** and **aspect** (e.g. had swum, is swimming)
- All languages have ways of expressing these concepts, but each language may express them in slightly different ways.
- Some languages may use special forms of the main verb to a greater extent (such as the imperfects and subjunctives that you may have seen in a language like French)
 - When speakers of these languages are learning English, they may leave out auxiliaries altogether
- In some languages, modals look just like any other verbs. Speakers of these languages may be confused by special features of English modals such as:
 - Lack of -s in the third-person singular (e.g. *she may*, not ~~*she-mays*~~)
 - Alternation between modals such as *can* and equivalents such as *be able to*
- Also unusual is the English auxiliary *do* for forming questions and negatives
- Modals in different languages also divide up the same spheres of meaning in different ways. Some distinctions that are very easily confused include:
 - *can/may*
 - *should/ought to/must*
 - *must/have (got) to*
- Children who speak some of the languages most commonly found in NI schools, such as Polish, Arabic, and Chinese, will benefit from this intervention
- However, this intervention is not just for specific languages
 - It may be of use to any Newcomer pupil
 - It can also help English-speaking pupils to understand English better

How to use this resource

- This resource contains stories with deliberate mistakes in them
- Children can go through the stories looking for mistakes
- There are also questions for children to answer, based on the stories
- A teacher or assistant should be present to explain these tasks to children, make sure they understand the questions, and help with any areas where they may be struggling
- You can use the stories and questions included here as a template, and create your own resources based on other stories
- These resources are intended for children in Key Stage 2, but similar methods may be useful for older or younger children.

Answer key for teachers

Story 1

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
- **Coloured** text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - **Simple** forms (e.g. *swims, swam*) present situations as an indivisible unit
 - **Progressive** (or **continuous**) forms (e.g. *is/was swimming*) present situations as unfinished, picking out a single point in a longer process. They involve a present participle.
 - **Perfect** forms (e.g. *has swum, had swum*) highlight the relationship between a situation and another point in time, such as the present or a point in the past. They involve a past participle.

Little Red Riding Hood

Little Red Riding Hood was a little girl who always **wore** a red hood.

One day Little Red Riding Hood's mother gave her a basket with some food in it and said, 'Take this to your grandmother. **Don't** forget, be careful when you're **walking** through the forest.'

When Little Red Riding Hood **was walking** through the forest, she saw a wolf. The wolf said, 'Where **are you going**?'

Little Red Riding Hood said, 'I'm **taking** some food to my grandmother.'

While Little Red Riding Hood **was** picking flowers, the wolf ran to her grandmother's house. The wolf ate her grandmother up. Then he put on her grandmother's clothes and got into her bed.

Little Red Riding Hood arrived at her grandmother's house. The wolf told her to come in.

'Put the basket by the table,' said the wolf.

'Oh, Grandmother, what big eyes you **have**!' said Little Red Riding Hood.

'All the better to see you with, my dear,' said the wolf.

'Oh Grandmother, what big teeth you **have**!' said Little Red Riding Hood.

'All the better to eat you with,' said the wolf.

Then the wolf jumped out of bed and ate Little Red Riding Hood.

Answers

2. In the forest
3. was taking, had eaten, was wearing
Accept alternative verbs (e.g. 'bringing' for 'taking') as long as the form is correct
4. A, B, A
5. Accept any answer where she is not yet at her grandmother's. Provide prompts if the child struggles to answer.

Story 2

- Highlighted text has been replaced by deliberate mistakes in the classroom version
- Coloured text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - Some modals refer to what is possible.
 - Possibility can arise from people or things (e.g. *John can swim*) or from logical relationships (e.g. *This may be true*)
 - Some modals refer to what is necessary
 - Necessity can arise from rules and obligations (e.g. *John must go to bed now*) or from logical relationships (e.g. *This must be true*)

The Three Little Pigs

Three little pigs set off one day to find homes. ‘We’ll **have to** find something to build with,’ they said. ‘There **may be** a wolf about!’

The first little pig met a man with some straw. He said, ‘**May** I have some straw?’ The man gave it to him.

The first little pig built a house from the straw. He thought, ‘No one **can** blow this house down!’

Then a wolf came along. The wolf huffed and he puffed, and so he **was able to** blow the house down.

The second little pig met a man with some twigs. He asked for some twigs and the man gave them to him.

The second little pig built a house from the twigs. He thought, ‘No one **can** blow this house down!’

Then the wolf came along. The wolf huffed and he puffed and he blew that house down too.

The third little pig met a man with some bricks. He thought that bricks **would** make a strong house. He asked for some bricks and the man gave them to him.

The third little pig built a house from the bricks. He thought, ‘No one **can** blow this house down!’

Then the wolf came along. ‘**Will I be able to** blow this down?’ he wondered.

The wolf huffed and he puffed, but he couldn’t blow the house down. The third little pig was safe. ‘I **must have made** the right choice!’ he thought.

Answers

2. No
3. might, would, ought
4. B, A, A
5. True

Story 3

- Highlighted text has been replaced by deliberate mistakes in the classroom version
- Coloured text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - Some modals refer to what is possible.
 - Possibility can arise from people or things (e.g. *John can swim*) or from logical relationships (e.g. *This may be true*)
 - Some modals refer to what is necessary
 - Necessity can arise from rules and obligations (e.g. *John must go to bed now*) or from logical relationships (e.g. *This must be true*)

Cinderella

Cinderella's mother died when she was little. Her father married again, and Cinderella ended up with a stepmother and two stepsisters.

Cinderella's wicked stepmother made her do all the housework. She **had to** cook and clean and scrub the floors.

One day Cinderella's stepsisters were invited to a ball at the palace. Cinderella was invited too, but her stepmother said, 'You **can't** go to the ball.'

Cinderella's stepsisters left for the ball. Cinderella sat in the kitchen and cried. 'They **must be having** a wonderful time!' she thought.

Suddenly a fairy appeared. It was Cinderella's fairy godmother.

'Don't worry,' said the fairy godmother. 'You **shall** go to the ball.'

She waved her wand and gave Cinderella a beautiful dress to wear, with glass slippers for her feet. She waved her wand again and turned a pumpkin into a carriage.

Cinderella's fairy godmother said, 'The spell only lasts until midnight.'

Cinderella got into the carriage and went to the ball.

At the ball, Cinderella met the prince. He said, '**May** I have this dance?' They danced and had a wonderful time. Then Cinderella heard the clock strike midnight. She ran out, leaving one of her glass slippers behind.

The prince wanted to find Cinderella, but he didn't know who she **could** be. He had someone bring the glass slipper to every girl in the kingdom, so that they could try it on.

Finally the slipper came to Cinderella's house. Her stepsisters tried it on, but their feet were too big. They **could** not get the slipper on. Then Cinderella tried it on. It fitted perfectly.

Cinderella and the prince were married. They lived happily ever after.

Answers

2. Yes
3. must, would, was able to
4. B, A, B
5. After the ball

Story 4

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
- **Coloured** text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - **Simple** forms (e.g. *swims, swam*) present situations as an indivisible unit
 - **Progressive** (or **continuous**) forms (e.g. *is/was swimming*) present situations as unfinished, picking out a single point in a longer process. They involve a present participle.
 - **Perfect** forms (e.g. *has swum, had swum*) highlight the relationship between a situation and another point in time, such as the present or a point in the past. They involve a past participle.

The Tortoise and the Hare

Once there was a hare who challenged a tortoise to a race. They asked a fox, ‘Do you **want** to be the judge?’

The hare was sure that he would win, because he **was** faster than the tortoise. ‘What a dull, heavy creature you are!’ he **had** said to the tortoise.

The tortoise and the hare **started** off together. The hare raced off quickly and soon left the tortoise behind.

After a while, the hare got tired and decided to stop running. ‘I can start again when the tortoise gets here,’ thought the hare. So the hare **lay** down to have a rest. After a while, he fell asleep.

Meanwhile, the tortoise **was** jogging steadily on. At first, he was far behind the hare. Once the hare had stopped, though, the tortoise began to catch up to him. Eventually, the tortoise got to where the hare was. The hare didn’t wake up. The tortoise kept on and passed the hare.

When the hare woke up, the tortoise was ahead of him. As soon as he woke up, the hare raced off and soon reached the finish line. But he was too late. ‘The tortoise **has** won’, said the fox. The hare realised that he shouldn’t **have stopped** to rest.

Answers

2. Before
3. have been running, didn’t, had won
Accept alternative verbs (e.g. ‘going’ for ‘running’) as long as the form is correct
4. A, B, B
5. After waking up