



KS2 Unit 4 Lesson 1 Verbs Crib Sheet

Slides 1 and 2: Introduce the aim of the lesson, to explore how verbs work in different languages. The aim is for pupils to spot the “stem” of the verb (the part of the verb that appears in all forms) in different languages and to see what letters they add to the end of the stem in the present tense. We will talk about pronouns (the short word we use as a substitute for the proper name of the person: I, you, he, she, we, you (plural) they), **conjugation** (the change that takes place to a verb to reflect the person, number, tense or voice) and the present tense. We will look for similarities and differences between languages and we will search for links to English.

Slide 3: This slide asks pupils to recognise that the words are all verbs, to explain what a verb is and to see what prior knowledge they bring to the lesson. Do they know what an infinitive, a pronoun, conjugation is?

Slide 4: We begin with a linguistics puzzle. Pupils should look to see what part of the word the stem is (that part that appears in all verb forms) and what endings are added to reflect the different pronouns.

We send = mittimus

He sends = mittit

They lead = dicunt

You lead = dicis

Slide 5: Here, we ask pupils to think about what a personal pronoun is. I, you, he, she, it, we, you (plural) and they. In English there is no difference between the singular and plural form of “you”, but it is important to refer to this so pupils can spot the patterns in other languages.

Answer = He loves to learn about language. In English, the third person singular takes an “s”. This is the only change in present tense verb conjugation in English.

Slide 6: The similarities and differences in this slide are many. Pupils could spot the clear links between Spanish and Latin, English and French, English and German in terms of stem similarities. In Latin, we do not use the pronoun. In Spanish, this is optional. In French, German and English the use of the pronoun is necessary. Pupils can look at the endings of verbs and note the similarities.

Slide 7: Why are four of the verbs so similar and why is the verb ‘to sing’ different?

Latin, French, Spanish and English (the verb “to chant”) are similar because they are Romance languages and have a Latin root. The verb “to sing” is different because it comes from the Germanic influence on our language.

Can you think of other languages that might be similar to the Latin or the German?

Romance languages (derived from Latin) are Spanish, Portuguese, French, Italian and Romanian.

Germanic languages include Dutch, Flemish (spoken in Belgium along with French), Luxembourgish, Yiddish (the Jewish language), Afrikaans (spoken in South Africa).

Why has English got “I chant” and “I sing”?



English has influence from Germanic language as well as Romance languages as the Vikings brought their languages to England influenced the language spoken. We see the links between the English “to sing” and the German verb *singen*. The Romans brought Latin to England and the Normans brought French.

Slide 8: Ask pupils to look at the 3 verbs from Swedish, Danish and Norwegian – all Scandinavian languages and classed as North Germanic languages.

Slide 9: *Äta, tale and kaste* are infinitives: this is how we find the verb in the dictionary. In English we have “to eat,” “to speak” and “to throw.” What do they do to the infinitive to get the conjugation of the verb?

In Scandinavian languages, the infinitive ends in an “e”. Verb in the present tense add an “r”.

What is interesting about Scandinavian verb conjugation in the present tense and different from the languages we saw earlier?

Present tense verbs in these Scandinavian languages do not change depending on the pronoun. They do in Romance languages.

What similarities and differences do you notice between Swedish, Danish and Norwegian?

Pupils could note the similarities in pronouns and verb endings.

Can you think of how we use the verb “to cast” in English?

To cast a fishing line

To cast a dice

To cast a glance

To cast light on something

Slide10: This slide looks at Hindi using the verb *sonaa*, “to sleep”. This slide is an extension slide.

What are the grammatical rules for forming the present tense in Hindi?

Firstly, we translate the pronouns.

I	main
You	tum
He, she	yah/vah
We	ham
You	aap
they	ve

Then we conjugate the main verb. Masculine singular verbs change to *sotaa*. Masculine plural verbs change to *sote*. All feminine verbs change to *sotee*.

We then have the addition of the conjugated verb “to be” which comes after the main verb: *hoon, hai, hain*.



Which words are the personal pronouns? Do they have any similarities to any language you know?

Look at the pronouns above. It may help if pupils sound the words out to spot similarities.

Slide 11: Pupils look back over the patterns explored in this lesson to see if they can conjugate verbs in different languages on their own. The aim here is not for perfect answers, but to get them thinking about patterns, puzzles and links.

Latin: emere

emō
emis
emit
emimus
emitis
emunt

German: kaufen

ich kaufe
du kaufst
er/sie kauft
wir kaufen
ihr kauft
sie kaufen

Spanish: comprar

compro
compras
compra
compramos
compráis
Compran

Swedish

jag köper
du köper
ha/hon köper
vi köper
ni köper



The World of Languages
and Languages of the World

de köper

Slide 12 is a plenary slide asking pupils to think back to the facts learnt this lesson as an opportunity for consolidation.