



Unit 3 Lesson 2: Let's Play with Conjugation

Crib Sheet

Slide 1: The objective of the lesson is to get pupils playing with verbs and verb endings, so they feel confident when talking about "person" and they understand that languages have similarities and differences in how (and indeed, if) they conjugate verbs.

Slide 2: Go through how we conjugate verbs in English.

English is peculiar in that our verbs change very little. Read out the information on the slide paying particular attention to the "person".

Ask pupils where the change is in English verb conjugation (3rd person singular).

Consolidate this by asking pupils to conjugate another verb in English, to eat, for example.

Slide 3: Read my conjugation poem aloud – can any pupil spot what is wrong with it grammatically? Ask for pupil response.

Slide 4: Answers the question – we only conjugate verbs and "poetry" is a noun. In some languages, nouns do change according to the person, but this is called declension.

Slide 5: Hand out the pupil worksheet for this lesson, "Time for a Sing Song". (John Claughton). Read aloud the verb conjugations in Latin, French, English, English and German. For now, don't analyse the conjugations or rules. Allow pupils to begin the task quickly and independently.

Slide 6: Pupils have fifteen minutes to work in groups or pairs to answer the questions on the worksheet. They may not know the answers – if this is the case, the idea is that they can have an educated guess.

Slide 7 and 8: Ask pupils to go through their answers. Allow discussion as groups may have different ideas.

1. What are the similarities and differences between these four verbs?

Similarities: The stem of Latin, French and English cant, chant. Latin and French verb endings. English and French pronouns. English has one verb of a romance root and one verb of a Germanic root.

Differences: Latin does not use the pronoun. The verb "to sing". English verb ending are more simple.

2. What patterns are there in those differences?

English verb ending only change in 3rd person singular. Verb ending patterns.

3. What is a personal pronoun and how do personal pronouns work in languages?

See slide 10



4. Why do you think that French has stopped pronouncing its endings?

Language evolves and changes.

5. Why has English got so few endings?

The changes of sound from Anglo-Saxon to Middle English led to the loss of verb endings.

6. Why are three of the verbs so similar and why is the verb 'to sing' different?

French and the English version "chant" both come from the Latin root. To sing comes from the Germanic root.

7. How does/how might each verb make a past tense?

Multiple possible linguistic options eg adding -ed, adding -é, or creating their own. Adding a suffix.

8. What other words - in any language - could you make from these verbs?

Chantry, chanson.

9. Write out the present tense of any other language you know and consider the similarities and differences?

Pupils' own answers.

Slide 9: Plenary Quiz. Pupils must conjugate the verb "to eat" in English, French (manger) and Latin (manducare). Pupils can help each other. You may like to show slide 18 again to help them. Advise pupils of the following: Manger – chop off the -er and add the endings shown on slide 18. Manducare – chop off the -are and add the endings shown on slide 18.

Slide 10: provides the answers. Please note the slight irregularity in French nous form mangeons.

English: to eat	French: manger	Latin: manducare
I eat	je mange	manduco
You eat	tu manges	manducas
He/she/it eats	il/elle mange	manducat
We eat	nous mangeons	manducamus
You eat	vous mangez	manducatis
They eat	ils/elles mangent	manducant