

## UNIT 13

### Conjugating

#### 4 Days

Lesson 1 - Conjugating and the infinitive - 1 Day

Lesson 2 - Person, number, tense - 1 Day

Lesson 3 - Conjugations - 1 Day

Lesson 4 - Practicing verb forms - 1 Day

Vocab	Terms
Ambulare	Tense
Narrare	Person
Tenere	Number
Movere	
Monstrare	
Tenere	
Pugnare	
Monere	

## Unit 13 - Conjugating

### Lesson 1 - Conjugating and the infinitive

#### Activity

With the class prop as the direct object, act out Latin phrases as before, but this time use different forms of the verb *amare*.

e.g. *Amo ranam. Amas ranam? Amamus ranam.*

By using the same prop and the same exercise of acting out over and over, the students are able to concentrate on what it is that sounds different. Always conclude by writing what you have said on the board and asking students to recall the conversation and to say what they think it means.

#### Discuss

The subject is built into the end of the verb in Latin.

#### Activity

- Students are in groups of three. Give each group three index cards, one that says **verb**, the others that say **to conjugate** and **infinitive**. The terms verb and to conjugate have been presented in class before, but infinitive has only been used in passing.
- Ask each group to discuss and then write down on the back of the cards a good definition for each of these terms.
- Pass around foreign language dictionaries. Have groups add the infinitive to love in as many languages as they can on the infinitive card. Ask them to look for similarities.  
(Make sure they are looking for the verb to love and not the noun love.)

#### Discuss

- Verb: an action word or word that states existence.
- To conjugate: to join together all the people that can do the action.
- In what way are conjugations in most languages the same: the same order, 1 sg - 3 pl.
- Infinitive: formal name of a verb, building block of a verb
- English infinitive is always two words: to love, to be
- Foreign language infinitives are usually one word, with a standard infinitive ending.
- Romance language infinitives have a similar infinitive ending with the -r- somewhere in it.

	to love	to see	to hear
Latin	amare	videre	audire
French	aimer	voir	entendre
Spanish	amar	ver	oir

Italian	amare	vedere	udire
Portuguese	amar	ver	ouvir
German	lieben	sehen	hören
Dutch	beminnen	zien	horen

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Homework  
pages 101-102

## Unit 13 - Conjugating

### Lesson 2 - Person, number, tense

#### Activity

Look again at this comparison of verb conjugations on p.103. In the unit on pronouns the students compared the personal pronouns; now have them compare the verb inflections. Look at all the endings for 1 sg., then 2 sg., and make note of the similarities as a class.

#### Discuss

- What information can be given in the inflection?  
Person: who is doing the verb, 1st, 2nd, or 3rd  
Number: how many are doing the verb, sg. or pl.  
Tense: when the action is happening
- What tenses are there? Most people think tense is broken down into past, present, and future.
- There are 6 tenses that are common to most languages:
  - 3 that happened before, in the past: perfect, imperfect, pluperfect
  - 1 that happens now: present
  - 2 that will happen in the future: future perfect, future  
(All of these tenses will be learned in a later unit.)
- Signals for these tenses can be in the verb inflections.

#### Activity

Learning the present tense conjugation in Latin will help us recognize endings in other languages when we study them.

Recite:

amo - amas - amat - amamus - amatis - amant

Sing the verb endings to the Mouseketeers Song:

O, S, T

M - U - S

T - I - S, N - T

PRESENT TENSE, PRESENT TENSE

PRESENT TENSE, PRESENT TENSE

FOREVER WE WILL CONJUGATE OUR VERBS...

#### Homework

memorize endings

prepare to perform a song or performance of the endings of the verb *amo*

#### Terms

person

number

tense

## Unit 13 - Conjugating

### Lesson 3 - Conjugations

#### Activity

Have students perform the verb ending song individually or in groups.

#### Activity

- List new verb vocabulary on the board.
- Ask students to figure out the definitions.
- Ask them to put the verbs into two groups based on what they notice about the infinitive endings. Some students can come to the board and take directions from other students about which verbs should go where.
- End up with all of the -are verbs on one side and all of the -ere verbs on another.

#### Discuss

- Nouns that have the same endings are put into groups called declensions.
- Verbs that have the same infinitive ending are put into groups called **conjugations**.
- In Latin -are verbs are called 1st conjugation, and -ere verbs are called 2nd conjugation.
- Putting different endings on verbs is called conjugating, so what do you think it is called when you put different endings on nouns? Declining.

#### Activity

- Conjugate verbs from each conjugation, pointing out the difference in the 1st singulars:  
1st conjugation loses the theme vowel "a": amo  
2nd conjugation keeps the vowel: video
- Make a list on the board of all of the verbs they know in Latin, these new ones and the ones they learned before.
- Set up the desks in a circle so that you are standing in the middle of a circle of seated students. Each student has a blank piece of paper and pen.
- Present them with the challenge of conjugating every verb on the board on their individual papers by the end of the class. Offer them a reward if they can do them all by the end.
- Moving around the inside of the circle, go from student to student giving a check mark when you see a correctly completed verb. Just keep passing around the circle, moving only forward, not waiting until a student finishes what s/he is working on, but simply marking what is complete.

#### Homework

pages 105-106

#### Vocabulary

ambulare

narrare

tenere

movere

monstrare

terrere

pugnare  
monere

## Unit 13 - Conjugating

### Lesson 4 - Practicing verb forms

#### Activity

Concentration:

- Students are in pairs. Give them a whole class period to become proficient at this game, and then let the pairs show off to the class.
- Partners sit on the floor facing each other with legs crossed.
- One partner is designated as the English person and the other as the Latin person. You can call out "Switch" every few minutes.
- They start the rhythm of Concentration: slap one leg, then the other, snap the fingers on one hand, then the other. Repeat.
- Using only the verb to love, the Latin partner says a form on each snap:  
*amas, amant*
- Keeping the rhythm of Concentration, on the snaps the English partner translates the form from the last snap and chooses a form randomly for her last snap:  
*they love, we love*
- Keeping the rhythm of Concentration, the Latin partner translates the form from the last snap and chooses a form randomly for her last snap:  
*amamus, amo*  
One student's last word is being translated by the partner, and so on...
- I have had classes who have wanted to do this for days. You can make it more difficult for those who master it with the verb to love.
  - give partners a new verb to try
  - allow partners to switch verbs randomly as they switch forms.

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#### Homework

page 107

Swish

## Days of activities to practice verb forms

### Activity

March around the campus reciting a verb conjugating to the beat of the marching.

### Activity

Complete p.108 in groups and then share results as a class.

### Activity

Create a variety of LinguaZone.com games using the verb forms and spend a day playing in class or allowing students to play in a computer lab. Assign for homework as well.

### Activity

Everyone stands in a circle. Choose a Latin verb to conjugate in the circle. One person starts and says 1 sg. of the verb. The next person in the circle says 2 sg. The seventh person will start with 1 sg. again. You can designate a person as the switcher.

When the conjugating gets around to him, he will change to another Latin verb and carry on with the next person and number.

Try to keep a steady beat.

When someone makes a mistake (or after they get good, if someone breaks the beat) he steps out of the circle. Continue until it is a face off between two students and the rest will be cheering on to see who is the first to stumble.

### Activity

- Three teams. Each team has desks pulled together and a piece of paper. One member from each team is at the board.
- The teacher calls out a verb form in English. The students at the board race to write it correctly in Latin.  
e.g. *we fight - pugnamus*  
Students win a point for their team by being the first to write the form correctly on the board.
- The same students stay at the board while the teacher does the same thing, different forms but the same verb. The same students stay at the board for three or four forms.  
e.g. *I fight - pugno*  
*they fight - pignant*  
*to fight - pugnare*
- Meanwhile back at the desks, the remaining team members are taking the first verb form that was called out, *pugnamus*, and writing a Latin sentence with English translation using that form.  
e.g. *Pugnamus cum equo sub luna. We fight with a horse under the moon.*  
There can be requirements as to how many words must be in the sentence.
- After the students at the board are finished, the rest of the team puts the sentence on the board. Three points for any correct sentences.
- Three new students come to the board for the next round.