



## Unit 6 Lessons 6 and 7

### Making a Language Crib Sheet

This work is based on the wonderful resources from the Queen Mary Invented Language Scheme (QuILS). They have been adapted to fit our limited number of lessons.

**Slide 1:** Introduce the objective that over the next two weeks we will create our own languages. They should follow the steps in the workbook and the example on the board.

**Slide 2:** Ask pupils what they will need to consider when making their own language, based on the knowledge they have from the past term's lessons.

**Slide 3:** The first step is for pupils to draw a map. The map from *The Hobbit* is used as an example. Pupils need to include and, seas, forests, mountains, cities and islands which will be labelled later.

**Slide 4:** Talk through which consonants they can have. Make pupils practice the sounds out loud. They decide which sounds they would like in their language.

**Slide 5:** Will pupils stick to 5 vowel sounds? Will they use digraphs to create other sounds or take sounds from other languages?

**Slide 6:** Explain that syllables are consonants and vowels put together. Can they think of examples of a syllable from English that is CVC, CCVC, VCC or CCVCC? The picture on the board may help them. How will they put their vowels and syllables together?

**Slide 7:** Now pupils put down pairs or triplets of syllables to make words. They then assign these words a meaning on the map. They can then label their map with sea, sky, land, mountain, tree, forest, island, city, bay, ice, fire, volcano, and other geographical terms.

**Slides 8, 9 and 10** ask pupils to think about how they will write their language. Will they use English? Will they have their own alphabet? How will it be written? In stone, on paper, right to left? Will they use capitals and, if so, where?

**Slide 11** imagines there is an invasion of monsters in their land. They should draw these monsters in. Aim for three sorts of monster in three different locations on their map. How will they label the monsters plural? How will nouns become plural? Add an "s", add an "en"? Will there be exceptions to the rule?

**Slide 12:** Will they use English word order of Subject, Verb, Object (SVO)?



**Slide 13:** Will words be separated by spaces? The aim is to make pupils see that what we consider normal in English is not the same in other languages.

**Slide 14:** Can they create a short dialogue between two monsters? Will they ask questions of one another? If so, how?

**Slide 15:** Plenary. Check they have labelled their map in their own writing, have ticked off the stages in their workbook, have created a dialogue and finally have named their language. Ask pupils to demonstrate/present their languages or get pupils to move from station to station to see what other pupils have invented.