



The World of Languages
and Languages of the World

KS2 WoLLoW Workbook

Name _____ Class _____

The World of Languages
and Languages of the World



ίπποπόταμος
WoLLoW the HiPPo



	Time Frame	WoLloW	Scheme of Work	Key Stage 2 First Year of Study
		Unit	Content	
1	Half Term 1 6 Lessons 1 Assessment	My World of Languages	1.Looking for Clues 2.Language Detective 3.Multilingual Me!	4.Communicating without words 5 and 6. A Celebration of Languages
2	Half Term 2 5 Lessons 1 Assessment	The History of English	1. Lovely Latin 2. Gorgeous Greek 3. Nifty Norse	4. Clever Celtic 5. Fantastic Norman French
3	Half Term 3 6 Lessons 1 Assessment	Wonderful Words	1. Loanwords 2. Cognates 3. Made-Up Words	4. Prefixes, Roots and Suffixes 5. Cryptic Hidden Meanings 6. Spelling and its Problems
4	Half Term 4 6 Lessons 1 Assessment	How Language Works	1. What is a verb? 2. What is gender? 3. All about Questions	3. What is word order? 4. Vowel, Consonants and Phonics 5. All about nouns
5	Half Term 5 6 Lessons 1 Assessment	A Linguistic Journey Around the World	1.The Language Tree 2. Romance Languages 3. Germanic Languages	4. Sanskrit, Hindi and Urdu 5. Idiom 6. Idiom and Culture
6	Half Term 6 6 Lessons 1 Assessment	Creating a Language	1.Forming a Language 2.Choosing Sounds 3.Choosing Words 4.Writing Words	5.Making Sentences 6.My Language



WoLLoW Primary Course Unit 1

My World of Languages

	I can...	Before Y/N	After Y/N
1	Spot languages written in other scripts.		
2	Link some letters in the Latin alphabet (used in English) with the Greek alphabet.		
3	Recognise that I use my body to communicate.		
4	Think about how things in my life come from other countries.		
5	Understand that people in my class, school and community speak other languages.		
6	Think about what makes me multilingual.		
7	Show an interest in my classmates' stories of their families and their heritage.		
8	Recognise that gestures can mean different things in different countries.		
9	Celebrate my multilingual class.		
10	Say "hello" in five different ways.		



KS2 Unit 1 Lesson 1: Looking for Clues

1. Ἰπποπόταμος

What could it mean? What language do you think it is written in?

2. Using the letters above, can you write...

- Mat
- Pop
- Pot

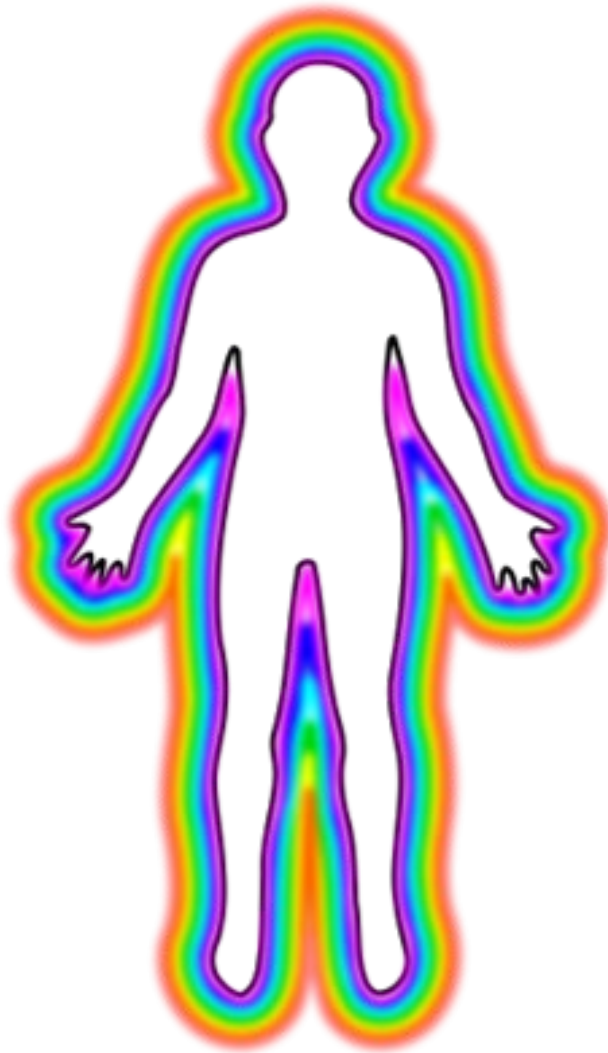
3. Hippos live in rivers. Match the words to the correct language.

- | | |
|------------|-----------------------|
| 1. نَهْر | a. Chinese |
| 2. Río | b. Spanish |
| 3. Flod | c. Arabic |
| 4. Fleuve | d. Greek |
| 5. Ποταμός | e. French |
| 6. 河流 | f. Danish and Swedish |



KS2 Unit 1 Lesson 2: Language Detective

- 1. Think of five words that spring to mind when you think of language.**
- 2. Can you label all the parts of our body that are used for communication?**





KS2 Unit 1 Lesson 3: Multilingual Me!

A) Your first challenge is to list five languages and write down one word from that language.

	Language	Chosen Word
Example	French	Salut
1		
2		
3		
4		
5		

Multilingual Me Poem

My name is _____

I speak _____ at home.

My Mum comes from _____ and my Dad comes from _____.

She speaks _____. He speaks _____

I don't speak _____, but I understand some words.

I listen to music in _____.

I have family/friends living in _____

I speak English with a _____ accent.

I went to _____ and heard the language and saw it written on signs.

My friend speaks _____.

I am learning _____ in school.

My favourite food is _____ and it comes from _____.



KS2 Unit 1 Lesson 4 Communicating Without Talking

1. Can you match the non-verbal communication with the country?

Here putting both hands in your pockets can be disrespectful!

Here, a moving finger on the cheek means something is tasty

Here nodding your head can mean 'NO!'

Here rubbing your tummy means something is tasty

Here people may clap hands when meeting someone

ENGLAND



TURKEY



ITALY



RUSSIA



GREECE



2. Fill out the grid below.

	Gesture	Meaning
1		
2		
3		
4		
5		



KS2 Unit 1 Lessons 5 and 6: A Celebration of Languages

1) Match the word to the language. What do these words mean?

- | | |
|---------------------|------------|
| 1. Bonjour | a. German |
| 2. مرحبا | b. Chinese |
| 3. <u>Guten Tag</u> | c. Polish |
| 4. สวัสดี | d. Spanish |
| 5. cześć | e. French |
| 6. Hola | f. Arabic |
| 7. Ciao | g. Italian |
| 8. 你好 | h. Thai |

2) Can you fill in the gaps using the clues on the right-hand side?

Extension: Can you add to the list?

- | | |
|---|-----------------|
| • My car is made in _____ | • Deutschland |
| • My spaghetti comes from _____ | • Italia |
| • My <u>mobile phone</u> comes from _____ | • 中国 |
| • My naan was made in _____ | • <u>इंडिया</u> |
| • My cheese comes from _____ | • La France |
| • My olives come from _____ | • Ελλάδα |
| • My sushi comes from _____ | • 日本 |



WoLloW Primary Course Unit 2

The History of Language

	I can...	Before Y/N	After Y/N
1	Make links between some English and Latin words.		
2	See that French, Spanish and Italian all come from Latin.		
3	Explain how Latin was brought to Britain and influences the English language.		
4	Make links between Greek and English.		
5	Write my name using the Greek alphabet.		
6	Explain how days of the week are named.		
7	Spot links between Hindi, French and English days of the week.		
8	Tell my friend what a “proto language” is.		
9	Show on a map where Celtic languages are still spoken.		
10	Explain how French came to Britain and how it influenced the English language.		



KS2 Unit 2 Lesson 1 Lovely Latin

An invitation
to a party:
c. 100 AD

Claudia Severae Lepidinae suae
salute

iii Idus Septembres soror ad diem
sollemnem natalem meum rogo

libenter facias ut venias ad
nos iucundiores mihi diem
interventu tuo factura si

Cerialem tuum saluta Aelius meus et
filiolus salutant.

1. What names can you spot? Can you circle them?
2. What's the date? Underline it.
3. How are the people related? What is the party for?
4. Which word means day? Can you highlight it?
5. What might *salute*, *saluta* and *salutant* mean?



KS2 Unit 2 Lesson 2 Gorgeous Greek

1) Here is the Greek alphabet.

Α α Β β Γ γ Δ δ
Ε ε Ζ ζ Η η Θ θ
Ι ι Κ κ Λ λ Μ μ
Ν ν Ξ ξ Ο ο Π π
Ρ ρ Σ σ ς Τ τ Υ υ
Φ φ Χ χ Ψ ψ Ω ω

2) Can you TRANSLITERATE the grid below?

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	t	p
				ε	φ			-			μ	ο	π	-						-	-					θ	ψ
				η								ω															

3) Can you work out the meaning of these Greek words?

1. Δεινοσαυρος βροντοσαυρος = **dinosaur brontesaurus**
2. Τυραννοσαυρος Rex
3. Τηλεφωνη
4. Θερμομετρον
5. Τηλεσκοπιο
6. Θεατρον
7. Ταξι
8. Ολυμπικα
9. ιπποπόταμος



4) Now try it the other way round – can you transliterate these words from English into the Greek alphabet?

1. Cathedral
2. Holiday
3. Appointment
4. Parthenon
5. School



KS2 Unit 2 Lesson 3 Nifty Norse and Days of the Week

1. Fill in the gaps. Do you know how Norse and Roman mythology shaped the days of the week?

English	Norse link	Roman link	French	German	Hindi
Monday			lundi	Montag	sōmvār
Tuesday			mardi	Dienstag	mangalvār
Wednesday			mercredi	Mittwoch	budhvār
Thursday			jeudi	Donnerstag	brihaspativā
Friday			vendredi	Freitag	shukravār
Saturday			samedi	Samstag	shanivār
Sunday			dimanche	Sonntag	ravivār

2. What similarities and differences can you spot between the French, German, Hindi and English? Use this grid to help you answer the questions on the board!



KS2 Unit 2 Lesson 4 Clever Celtic

1. What is a proto language?

2. What is an extinct language?

3. What links Cornish, Welsh, Manx, Breton, Irish and Scottish Gaelic?

Draw a line from the place and language to the correct area on the map:

Scotland: Scottish Gaelic

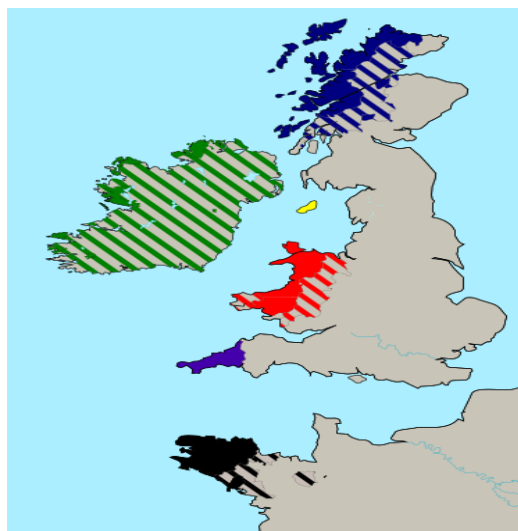
Ireland: Irish

The Isle of Man: Manx

Wales: Welsh

Cornwall: Cornish

Brittany: Breton





KS2 Unit 2 Lesson 5 Fantastic (Norman) French

1. Match the synonyms

English origin	Norman French origin
pig	mutton
free	beef
name	elope
sheep	liberty
cow	greasy
smell	profound
deep	launch
hurl	odour
run away	pork
fatty	noun

2. What's the English?

Latin	French	Italian	Spanish	English
mater	mère	madre	madre	
frater	frère	fratello	hermano	
scholae	école	scuola	escuela	
cane	chien	cane	cane	
cattus	chat	gatto	gato	



WoLLoW Primary Course Unit 3

Wonderful Words

	I can...	Before Y/N	After Y/N
1	Spot some loanwords in the English language.		
2	List 5 words that English has taken from French.		
3	Explain what a cognate is.		
4	Tell my friend five cognates.		
5	Tell my friend what a “portmanteau” word is.		
6	List 3 portmanteau words.		
7	Explain what a “compound” word is.		
8	List 3 compound nouns.		
9	Explain what a prefix and suffix is and give an example.		
10	Understand that knowing the meaning of important “root” words, helps me understand new vocabulary.		



KS2 Unit 3 Lesson 1 Loanwords

1. What do these words have in common?

ballet

café

croissant

genre

eau de toilette

entrepreneur

rendez-vous

debacle

penache

fiancé

divorce

elite

naive

2. Can you match the loanword with the country of origin?

1. Kindergarten
2. Caravan
3. Garage
4. Mosquito
5. Opera
6. Ski
7. Karma
8. Bungalow
9. Karaoke
10. Area

- a. German
- b. Italian
- c. Hindi
- d. Spanish
- e. Japanese
- f. Greek
- g. French
- h. Arabic
- i. Norwegian
- j. Sanskrit

3. Look at the clues on the board and complete the gap fill.

S _ _ _ A

R _ _ _ T

Y _ _ _ _ T

F _ _ _ _ A

4. Create a crazy sentence using at least three loanwords from the list on the board.



KS2 Unit 3 Lesson 2 Cognates

1. Find the pairs

potato

coliflor

limón

pear

sopa

patata

melón

vanilla

tomato

ensalade

vainilla

brócoli

cauliflower

lemon

soup

tomate

melon

pera

salad

broccoli

2. Can you match the headlines to the English below?

1. "Um mein Horn zu Asche zu machen, wird meine ganze Art verpulvert"
 2. Victima de la superstición: a su cuerno se le suponen "poderes curativos".
 3. Rhinocéros: Des cornes à prix d'or.
 4. Rinoceronte: La sua vita non vale un corno!
-
- A. Her life is not worth a horn.
 - B. Horns worth the price of gold.
 - C. Victims of superstition: their horns are supposed to have powerful healing properties.
 - D. To turn my horn into ashes, my whole species will be pulverized.

Now match the headline to the correct language. How do these languages say "horn"?

FRENCH, GERMAN, ITALIAN, SPANISH



KS2 Unit 3 Lesson 3 Made-Up Words

A. Match the portmanteau word with the original two words. A portmanteau is a new word made up of part of two words.

- | | |
|------------------------------|----------------|
| 1. Smoke + fog | a. Blog |
| 2. Motorway + hotel | b. Smog |
| 3. Britain + exit | c. Brunch |
| 4. Information + commercial | d. Hangry |
| 5. Spoon + fork | e. Brexit |
| 6. Education + entertainment | f. Spork |
| 7. Hungry + angry | g. Motel |
| 8. News + broadcast | h. Newscast |
| 9. Breakfast + lunch | i. Infomercial |
| 10. Web + log | j. Edutainment |

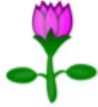
B. Can you guess the portmanteau word from the original words?

- i. Fourteen + night =
- ii. Sheep + herder =
- iii. Glamorous + camping =
- iv. Lion + tiger =
- v. Labrador + poodle =
- vi. Velvet + crochet =
- vii. Pocket + monsters =
- viii. Bombay + Hollywood =



C. Can you work out what the compound word is from the picture clues?

1



2



3



4



5



D. Are these words P – portmanteau words or C – compound words?

Toothbrush P/C

Romcom P/C

Chocaholic P/C

Rainbow P/C

Airport P/C

Chortle P/C

Blue bird P/C

Afternoon P/C

Camcorder P/C

Bookcase P/C



KS2 Unit 3 Lesson 4 Prefixes, Suffixes and Roots

1. These words are prefixes. They go at the start of the word. They change the meaning of the word. Write down one word using these prefixes?

- **pre** – before
- **un** – not
- **pro** – forward
- **re** – again
- **non** – not
- **mis** - wrong/bad
- **sub** - under/beneath/below

2. A suffix is something that is placed at the end of a word. It changes the meaning. Write down one word using these suffixes

- **ful** – full of
- **less** – without
- **ism** – a belief
- **ing** – an action
- **ious /ous** – a characteristic
- **ness** – a state of being

3. Can you spot the root in these words on the left? Highlight it!

• Vocal	Talkative
• Vocabulary	A list of words;
• Vocation	A sense of your job; a calling
• Irrevocable	Can not be taken back
• Vociferous	Calling out; being loud and forceful



KS2 Unit 3 Lesson 5 Krypton Quiz

Κρυπτω

1. What language do you think this title word is in?
2. What do you think the English translation would be?
3. What could the word **krypto** mean?
4. What exactly is **krypton** (hint – science)?
5. Where does Superman come from?
6. What is Superman's weakness?
7. Why do you think we spell krypton with a “k” and a “y” rather than “cripton”?

Krypton is a gas. It is a noble gas. There are five noble gases and they all have Greek names.

- **Helium** - from Helios, the sun
- **Neon** - new
- **Argon** - lazy
- **Krypton** - hidden
- **Xenon** - strange

Now make up your own words using the other noble gases.

Can you create three new words for each?



KS2 Unit 3 Lesson 6 Spelling and its Problems

1. Write down in different letters how you could pronounce these words.

cough = e.g. coff	
dough = e.g. doh	
tough = e.g. tuff	

2. Can you find 5 towns with the same part of the word? What do you think that word means? (You could use "wich" as in Norwich or "by" as in Whitby for example)

A
B
C
D
E

3. Can you think of more words that fit these spelling patterns?

Thumb
Climb
Crumb
Lamb
Limb

Bridge
Edge
Handkerchief
Sandwich
Wednesday

Gnat
Gnarl
Gnash
Gnaw
Gnome



WoLLoW Primary Course Unit 4

How Language Works

	I can...	Before Y/N	After Y/N
1	Recognise that, in many languages, verbs change their ending depending on the pronoun.		
2	Think about the similarities and differences between verbs in other languages.		
3	Understand that some languages, like Spanish, have grammatical gender.		
4	Recognise that grammatical gender is shown by patterns in languages.		
5	Understand that there are different types of question words.		
6	Understand that there are different ways to form a question.		
7	Spot how punctuation changes to show we are asking a question.		
8	See how word order in English is closely linked to the meaning of the sentence.		
9	Break a word down into vowels and consonants.		
10	Recognise that there are different types of nouns and I can name 3.		



KS2 Unit 4 Lesson 1 Verbs

1. Latin brainteaser

Look at the verb conjugation below. Can you spot any patterns?

<u>mitto</u>	I send	<u>duco</u>	I lead
<u>mittis</u> means	you send	<u>ducit</u> means	he leads
<u>mittunt</u> means	they send	<u>ducimus</u> means	we lead

What is “he sends” and “we send”?

Mitt _ _ Mitt _ _ _ _

What is “they lead” and “you lead”?

Duc _ _ _ _ Duc _ _

2. How many similarities and differences can you spot in the table below?

cantāre	chanter	to chant	to sing	singen	cantar
Latin	French	English	English (again)	German	Spanish
canto	je <u>chante</u>	I chant	I sing	Ich singe	canto
<u>cantas</u>	tu <u>chantes</u>	you chant	you sing	du <u>singst</u>	<u>cantas</u>
<u>cantat</u>	il <u>chante</u>	he chants	he sings	er <u>singt</u>	<u>canta</u>
<u>cantamus</u>	nous <u>chantons</u>	we chant	we sing	<u>wir singen</u>	<u>cantamos</u>
<u>cantatis</u>	vous <u>chantez</u>	you chant	you sing	<u>ihr singt</u>	<u>cantáis</u>
<u>cantant</u>	ils <u>chantent</u>	they chant	they sing	<u>sie singen</u>	<u>cantan</u>

- Why are four of the verbs so similar and why is the verb ‘sing’ different?
- Can you think of other languages that might be similar to the Latin or the German?
- Why has English got “I chant” and “I sing”?



3. Let's travel to Scandinavia

Swedish “to eat”: Äta

I eat= jag äter

You eat= du äter

He, she, it eats= han, hon, den äter

We eat= vi äter

You eat= ni äter

They eat= de äter

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

4. Let's travel to India (Extension)

In Hindi, the verb *sonaa* means “to sleep”.

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

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

Look at the grid on the next page.



	Masculine	Feminine
I sleep	main <u>sotaa</u> <u>hoon</u>	main <u>sotee</u> <u>hoon</u>
You sleep	tum <u>sotaa</u> <u>hai</u>	tum <u>sotee</u> <u>hai</u>
He/she sleeps	yah/ <u>vah</u> <u>sotaa</u> <u>hai</u>	yah/ <u>vah</u> <u>sotee</u> <u>hai</u>
We sleep	ham <u>sote</u> <u>hain</u>	ham <u>sotee</u> <u>hain</u>
You sleep	<u>aap</u> <u>sote</u> <u>hain</u>	<u>aap</u> <u>sotee</u> <u>hain</u>
They sleep	<u>ve</u> <u>sote</u> <u>hain</u>	<u>ve</u> <u>sotee</u> <u>hain</u>

5. A final challenge..

The infinitive is “to buy”

In how many languages can you conjugate this verb in the present tense? Use the tables above to help you. Think about patterns.

- English = to buy
- German = kaufen
- Spanish = comprar
- Swedish = köpe
- Hindi = khareedana

Perhaps you can conjugate “to buy” in another language or languages that you speak!



KS2 Unit 4 Lesson 2 Gender in Language

1. How do we categorise nouns? How many ways can you think of?

Here is one to get you started: countable v uncountable (bottle v water)

2. Draw quick sketches of the people doing the following jobs:

•firefighter

•architect

•paleontologist

•train driver

•doctor



3. In Spanish we specify the gender of the person doing the job.

Can you spot the rule by looking at the words below?

firefighter - *bombero v bombera*

architect - *arquitecto v arquitecta*

paleontologist - *paleontólogo v paleontóloga*

train driver - *conductor de tren v conductora de tren*

doctor - *médico v médica*

Would your drawing have looked different if you had been given the Spanish word?

4. Spot the difference. There are six differences between the two texts. Can you highlight them?

El cuadro famoso se llama “La mujer que llora”. Picasso lo compuso en 1937. Me gusta mucho porque es curioso y distinto. ¿Qué piensas de él?

La pintura famosa se llama “La mujer que llora”. Picasso la compuso en 1937. Me gusta mucho porque es curiosa y distinta. ¿Qué piensas de ella?



5. Fill the gaps in the table below by looking up the word and noting the gender. Colour the masculine nouns green and the feminine nouns yellow.

	French	Spanish	Portuguese	Italian	Catalan	Romanian
knife	couteau			coltello	ganivet	cutit
fork		tenedor	garfo	forchetta		furculiță
spoon	cuillère	cuchara	colher		cuchara	



KS2 Unit 4 Lesson 3 Question Words

1. Match the question words with the information being sought.

Question Words	Information
who	choice
what	objects
<u>where</u>	reasons
when	people
why	time
which	descriptions/manner
how	places

2. Match the “how” questions with the information being sought.

Question Words	Information
how often	distance
how old	quantity (uncountable nouns)
how far	age
how many	frequency
how much	quantity (uncountable nouns)

3. Underline the interrogative particle in the sentences below.



- 彼は日本人です *Kare wa Nihon-jin desu.* ("He is Japanese.")
- 彼は日本人ですか？ *Kare wa Nihon-jin desu ka?* ("Is he Japanese?")



- 他是中國人 *Tā shì Zhōngguó rén.* ("He is Chinese.")
- 他是中國人嗎？ *Tā shì Zhōngguó rén ma?* ("Is he Chinese?")

4. Here are some questions in Spanish. What do you notice?

¿Cómo te llamas?

¿Dónde vives?

¿Quién es tu mejor amigo?

¿Cuántos años tienes?

¿Cuáles son tus asignaturas favoritas?

¿Qué te gusta hacer en tu tiempo libre?

5. Imagine that you are a journalist interviewing a pupil about today's lesson on question words.

Which questions will you ask them in order to write an award-winning article?



KS2 Unit 4 Lesson 4 Word Order

A) Can you find the subject and the object in these sentences and circle them?

- The policeman arrested the dangerous criminal
- The teacher gave an excellent lesson
- The author wrote a novel

B) Which sentence is accurate and why? Tick the right one.

- The witch her wig washed.
- Washed the witch her wig.
- The witch washed her wig.
- Her wig washed the witch.

C) Write one sentence using different word order.

D) Write these sentences in Yodaspeak.

1. Everyone should speak a foreign language.
2. We need longer school breaks.
3. Homework is the best part of my day.



This Worksheet comes from the UK Linguistics Olympiad.

Data and Instructions

Look at these examples of sentences spoken by the character Yoda in the Star Wars movies. In these sentences, Yoda uses his special 'Yodaspeak' word order. We can call these 'pure' Yodaspeak sentences. Think about what they mean and how they are different to 'regular' English sentences.

Take you to him I will.
A domain of evil it is.
Help them you could.
Always two there are.
Truly wonderful the mind of a child is.
Much to learn you still have.
When nine hundred years old you reach, look as good you will not.
Your apprentice Skywalker will be.
Lost a planet Master Obi-Wan has.
Your father he is.
Unexpected this is.
Hiding in the Outer Rim Grievous is.
Go I will. Good relations with the Wookies I have.

Now look at this next set of Yoda quotes. These are also said by Yoda in the film but don't use 'pure' Yodaspeak. In fact, some of them use regular English. We can call these 'alternative' Yodaspeak sentences.

I cannot teach him.
A Jedi's strength flows from the Force.
The fear of loss is a path to the dark side.
Disturbing is this move by Chancellor Palpatine.
The capture of General Grievous will end this war.
A little more knowledge might light our way.
Sick have I become.

Now complete the exercises on the next page.



Tasks

a) Write these sentences from 'pure' Yodaspeak in regular English.

Pure Yodaspeak	Regular English
Take you to him I will.	
Your apprentice Skywalker will be.	
Truly wonderful the mind of a child is.	
Hiding in the Outer Rim Grievous is.	
Go I will. Good relations with the Wookies I have.	
Help them you could.	

b) Now write these sentences from 'alternative' Yodaspeak in 'pure' Yodaspeak.

Alternative Yodaspeak	Pure Yodaspeak
I cannot teach him.	
A Jedi's strength flows from the Force.	
Disturbing is this move by Chancellor Palpatine.	



KS2 Unit 4 Lesson 5 Vowels, Consonants and Phonics

1. Labelling letters

dog = CVC and *clever* = CCVCVC

Can you work out the following?

1. Chalk
2. Board
3. Cupboard
4. Table
5. Scissors

2. Fill in the grid below:

	Letters	Sounds
Dog	3	3
Night		
Bull		
Through		
Tree		



3. How many ways can you find to write these sounds?

1. J (as in Jenny)
2. N (as in Nick)
3. S (as in Sam)
4. Sh (as in shrimp)
5. EE (as is bee)

4. With a partner, choose three words that are really hard to spell?

Work out the structure of the words in terms of vowels and consonants and write it down. e.g. desk CVCC

What digraphs or trigraphs can you find within your chosen words?



KS2 Unit 4 Lesson 6 Nouns

1. How many nouns can you spot in this question? Circle them!

2. Draw a line from the noun to the category:

Concrete (proper & common)

Abstract (an idea or quality)

Collective (a group)

Compound (made up of two or more words)

Countable & uncountable

Possessive (showing ownership)

Singular & plural

Sam's *class* *humour* *Isobel*

dictionary *books* *water* *lighthouse*

3. Can you identify the grammatical gender of the following nouns in Spanish?

luna *sol* *colegio* *profesor* *lengua* *libertad* *problema* *canción*

4.

Serbian is a Slavic language, just like Bulgarian, Russian, Polish, etc., and it has 7 cases.

Did you know that each of the cases below responds to one question?

Can you guess the meaning of the noun *lingvista*?

What is the stem and what are the case endings?

Which famous tennis star come from Serbia?

Case/ <u>Padež</u>	Question	Singular
<u>Nominativ</u>	Who?	<u>lingvista</u>
<u>Genitiv</u>	Whose?	<u>lingviste</u>
<u>Dativ</u>	To whom?	<u>lingvisti</u>
<u>Akuzativ</u>	Whom/what?	<u>lingvistu</u>
<u>Vokativ</u>	Hey,...!	<u>lingvisto</u>
<u>Instrumental</u>	With whom/what?	<u>lingvistom</u>
<u>Lokativ</u>	Where?	<u>lingvisti</u>



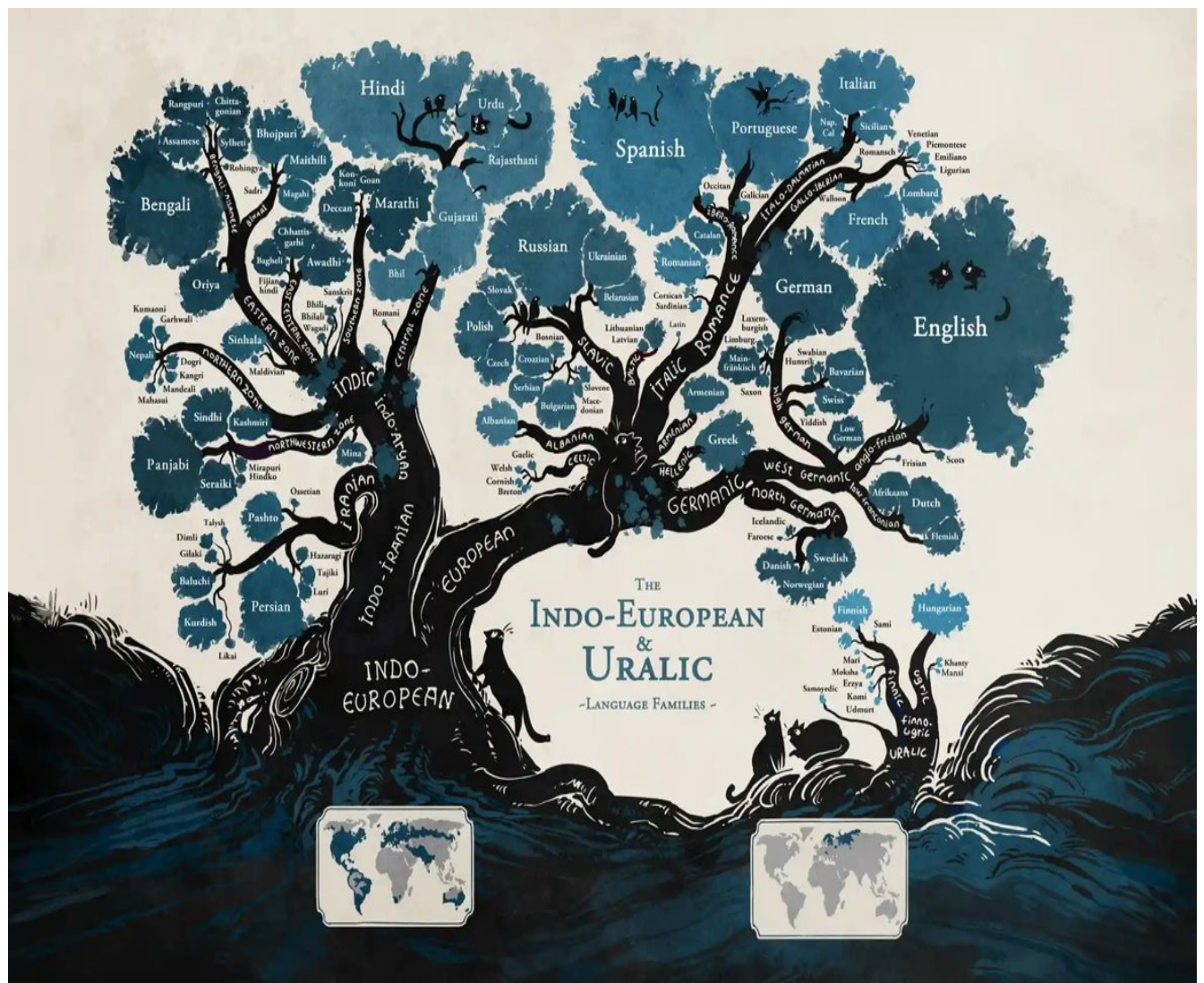
WoLloW Primary Course Unit 5

A Linguistic Journey Around the World

	I can...	Before Y/N	After Y/N
1	Understand the linguistic tree		
2	Name three Romance languages		
3	Name three Germanic languages		
4	Explain what a proto language is		
5	See that languages in the same language family have linguistic similarities.		
6	Tell my friend two facts about Sanskrit		
7	Tell my friend one similarity and one difference between Hindi and Urdu		
8	Recognise an idiom and explain what it is		
9	Understand why it is difficult to translate idioms		
10	See that idioms are linked to culture		

KS2 Unit 5 Lesson 1 The Linguistic Tree

1. How many language families are there in the world?
2. How many living languages are there?
3. What's a proto-language?
4. Look closely at this famous image by Mina Sundberg.





- Which language family has more speakers?
- What does the size of the leaves on the trees indicate?
- How do origins of Finnish compare to those of other languages in Scandinavia?
- What are some of the branches on each tree?
- What are the main sub-families of European languages?
- Based on the illustration, name three Romance languages.
- Can you guess their ancestral language?
- And now name three Germanic languages.
- Do you know the name of their parental language?

5. Look at the following words from different languages. Can you see any similarities?

Can you group some of these words together?

star to read Blumen pensar numerous to last

durar to think stella lesen durable to bloom

lectura número flowers stellar number penser



KS2 Unit 5 Lesson 2 Romance Languages

1. Match the questions to the answers

- | | |
|--|--|
| 1. How many people speak Romance Languages? | a. Spanish, Portuguese, French, Italian, and Romanian. |
| 2. How many Romance languages are there? | b. Mostly in the Americas, Europe, and Africa. |
| 3. In which parts of the world are they spoken? | c. More than 900 million. |
| 4. Which Romance Languages have the most speakers? | d. 43. |

2. What similarities and differences do you notice in the grid below?

French	Italian	Spanish	Portuguese
lundi	lunedì	lunes	segunda-feira
mardi	martedì	martes	terça-feira
mercredi	mercoledì	miércoles	quarta-feira
jeudi	giovedì	jueves	quinta-feira
vendredi	venerdì	viernes	sexta-feira
samedi	sabato	sábado	sábado
dimanche	domenica	domingo	domingo



3. Spotting more links... Circle the cognates!

Can you spot these words in the following languages?

my town July party music first big

Spanish	El primero de julio hay una gran fiesta en mi ciudad. Hay mucha comida, bebida y música.
Italian	Il primo luglio c'è una grande festa nella mia città. C'è un sacco di cibo, bevande e musica.
French	Le premier juillet il y a une grande fête dans ma ville. Il y a beaucoup de nourriture, de boisson et de musique.

What is the name of the language that Romance languages originated from?

What are the most widely spoken Romance languages?

Mention three similarities between Romance languages.



KS2 Unit 5 Lesson 3 Germanic Languages

1. Find 10 Germanic languages in Minna Sundberg's illustration below.



2. Spot the differences (and similarities)!

English	German	Dutch	Afrikaans	Flemish (dialect)	Fresian (West)
one	eins	een	een	één	ien
two	zwei	twee	twee	twee	twa
three	drei	drie	drie	drie	trije
four	vier	vier	vier	vier	fjouwer
five	fünf	vijf	vyf	vijf	fiif
six	sechs	zes	ses	zes	seis
seven	sieben	zeven	sewe	zeven	sân
eight	acht	acht	agt	acht	acht
nine	neun	negen	nege	negen	njoggen
ten	zehn	tien	tien	tien	tsien

- Which two languages seem the closest? Why do you think this is?
- Where is Flemish spoken?
- Which other language is spoken in that country as well as Flemish?
- Where is Dutch spoken?



- What's the link between Deutsch and Dutch?
- Where is Afrikaans an official language?
- Is Afrikaans spoken elsewhere?
- Have you ever heard of Frisian?
- Where do you think you could find it being spoken?
- What's your favourite word on the grid?

3. Guess the German – I bet you know more than you think!

- Hand Finger Knie Fuss Arm Schulter
- Maus Katze Hamster Hund Kuh Schwein
- Schule Mathe Sport Musik Englisch
- Mutter Vater Bruder Schwester Freund Onkel
- Markt Schwimmbad Hotel Haus Park

4. Let's take a trip to Bergen in Norway. First stop – the tourist information centre! But you'll have to translate

Which text (A or B) is German and which is Norwegian?

Find the words in both texts for...

- Information Centre
- Culture
- Whole region
- Fisch market
- Harbour
- Opening times
- Friday
- Sunday



A) Touristeninformation in Bergen

Das Informationszentrum für Kultur und Erlebnisse für die ganze Region finden Sie auf dem Fischmarkt. Sie haben eine Panoramansicht auf den Hafen und Bryggen.

Öffnungszeiten: Montag - Freitag 08:30 - 20:00 Uhr. Samstag und Sonntag: 09:00 - 16:00 Uhr.

B) Turistinformasjonen i Bergen

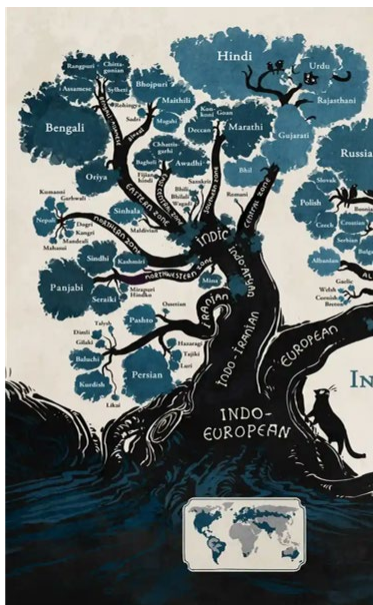
Informasjonssenteret for kultur og opplevelser for hele regionen finner du på fisketorget. Du har panoramautsikt over havna og Bryggen.

Åpningstider: mandag - fredag 08:30-20:00. Lørdag og Søndag: 09:00-16:00



KS2 Unit 5 Lesson 4 Sanskrit, Hindi and Urdu

1. Look at the *Indo-Aryan* languages branch in Minna Sundberg's illustration and find Sanskrit, Hindi and Urdu.
2. Which place do they occupy? How many speakers do you believe they have (based on the size of the leaves)?



3. Write down three facts about Sanskrit.

- a)
- b)
- c)

4. Hindi and Urdu. Have a go at copying these words.

हिन्दी

'Hindi' written in the
Devanagari script

اردو

'Urdu' written in the
Nastaliq script



KS2 Unit 5 Lesson 5: Idiom

1) These three pictures represent three English idioms. Can you guess them? It's a bit like playing Catchphrase.



2) The Idiom Quiz:

- How would you explain the meanings of the three idioms above to someone learning English?
- Can you put them into a sentence?
- Have you ever used one of them?
- Have you ever heard/read them? Who used them?
- Can you think where the expressions come from?
- Why do you think idioms exist?
- If you wanted to translate these to another language, what would you do?

3) What about these?...

He's having you on.

He's making you march.

He's pulling your leg.

He's tugging your hair.
up.

He's tying a bear to you.

He's winding you



With your partner / group, read these aloud with a suitable tone and decide ...

- A) what they have in common.
- B) which three of these sentences are the “odd ones out” and why?
- C) Would you use them? If so, how would you decide which to use?
- D) Would you use any other expressions for this situation?

4) Ready, steady, go! Can you work out these idioms?





KS2 Unit 5 Lesson 6 Idiom and Culture

1. I am thinking of 4 cricket-related idioms.

Here are the pictures and clues. Can you link them to the description of the idiom?

What would the idiom be?



A



B

Blanche M. Elkey Dies at Age 102

C



D

1. Something has really shocked someone.
2. Someone's has had a long life.
3. Something has confused or perplexed someone.
4. The truth has been revealed about someone.

2. If cricket forms the basis of several idioms in English, which languages might use these areas as the basis for several idioms?

a) Sausages

b) Food in general

c) Fish

3. What do you think these expressions below mean?

Why do you think there is a connection to culture?

Sausages

Das ist mir Wurst! (That's sausage to me!)

Nur die Wurst hat zwei Ende. (Only sausages have two ends!)



Food in general

Comme un repas sans fromage! (Like a meal without cheese!)

Les carottes sont cuites! (The carrots are cooked!)

Fish

“Glida in på en räkmacka” (He slides in on a prawn sandwich!)

“Ikke en rød reje” (I don’t have a red prawn)

4. Here are four idioms in different languages. Three languages are represented here (one language is repeated).

Which languages are they?

What do you think they mean and can you think of equivalent idioms in English for any?

- a. 花より団子 (**hana yori dango**) (dumplings instead of flowers)
- b. **un cane in chiesa** (a dog in church)
- c. **ogni morte di Papa** (every death of the Pope)
- d. **cadw draenog yn dy boced** (to keep a hedgehog in your pocket)

5. For the first two idioms in question 4, can you create your own English idiom which is as “future proof” and “culturally neutral” as possible?

6. For the second two, invent new versions in English, using metaphors inspired by the Italian and Welsh idioms?

WoLloW Primary Course Unit 6

Creating a Language

	I can...	Before Y/N	After Y/N
1	Name three invented languages		
2	Think an author or a book where invented languages are used		
3	Recognise the link between sounds made and meaning of words		
4	See how writing and alphabets came about		
5	Feel how different movements and actions with my lips, tongue, breath, teeth, throat, cheeks and nose create different sounds.		
6	Recognise that different groups of vowels and consonants make different sounds		
7	Explain what a morpheme is		
8	Explain what <i>tense</i> is		
9	Recognise that different languages have different word order		
10	Create my own language!		



KS2 Unit 6 Lesson 1 Forming a Language

1. Who invented the language *Lingua Ignota*?
2. Ludwig Zamenhof created which language?
3. What languages went into creating **Esperanto**? Why these languages?
4. Would someone whose native language is Mandarin Chinese find Esperanto as easy to learn as someone whose native language is French, or Russian? Why or why not?
5. Ba, ba, safo! Cu vi havas lanon?
Jes, tri sakojn: prenu en la manon!
Unu por la mastro, unu por mastrin,
Kaj unu por la eta knabo ce la strata fin

What famous nursery rhyme is this?

Which words in the rhyme can you link to English or other languages you know?

6. Over to you! Think about your own language and the sounds you want to include. People have always made-up languages, words and writing. Now it is your turn! On the next page, create an imaginary planet or island. Draw its shape, and its geography. Include...
 - Rivers
 - Harbours and bays
 - A volcano
 - Mountains
 - Forests
 - Towns



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Thanks to Professor David Adger and Dr. Coppe van Urksor at <https://creatinglanguages.org>



KS2 Unit 6 Lesson 2 Choosing Sounds

Design Choice 1:

What **stops** will your language have?

What **fricatives**?

How will you write these sounds down?

Will you use digraphs?

Design Choice 2:

What **vowels** will your language have?

How will you write them down?

Will you use digraphs?

Design Choice 3: Choose a **syllable structure** for your language.

How many **consonants** does it allow at the start of a syllable?

How many at the end?

What kinds of clusters of consonants are allowed? All of them? Or just very simple ones? (remember, you have to pronounce the language!)

The final Challenge! On the next page:

1. Write down ten syllables in your language.
2. Give three of them meanings to things on your map.
3. Put some of your syllables together to make 2-syllable words.
4. Give three of these the meanings of other things on your map.
5. Now label the relevant items on your map from last lesson with your new words.



A large, empty rounded rectangle with a green border, intended for writing or drawing.

Congratulations: you've begun to invent a language!

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KS2 Unit 6 Lesson 3 Choosing Words and Plurals

Design Choice 4: Length of Words

How do words in some languages become so long? Well, they consist of multiple **parts**. Let us look at Inuit. We call parts of words **morphemes**.

qarisaujat – tsiava - ralaag

computer – good – small

`small good computer'

How long will the words in your language be? Short, like in Vietnamese or long, like in Inuit? Create 10 new words.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Design Choice 5: Plurals. Aliens have come to your planet! Monsters have come to your island!

Produce pictures and names for the creatures on your planet or island.



Write down 10 plurals from the words you have already created.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Now pick at least two of your plurals and make it different from the others.

1. Translate these words into your language:

- | | |
|------------|-----------|
| • Tree | Trees |
| • Mountain | Mountains |
| • Monster | Monsters |
| • Water | Waters |
| • River | Rivers |



KS2 Unit 6 Lesson 4 Alphabets, Verbs and Tenses

Design Choice 6: Writing

Throughout the centuries and throughout the world, people have written words, pictures and symbols down in different ways and using different tools and surfaces.

Which examples can you think of?

What will your creatures on your island or planet write with and what will they write on?

Design Choice 7: Directions

English writes left to right, horizontally across the page.

Arabic writes right to left, horizontally.

In some ancient Greek texts, they write right to left on one line and then left to right on the other. This is called boustrophedon.

Japanese writes right to left vertically, from top to bottom.

Which directions will your language choose?



Design Choice 8: Alphabets

Do you want your alphabet to run ABCD... or will you order it differently, perhaps with vowels first, followed by consonants? Will you have capitals?

Write down all the letters in your writing system. You now have your alphabet.



Let's use your alphabet! Your creatures are busy doing – to describe their actions, we need to create verbs.

Following your sound choices and syllable rules, create words for:

- Run
- Fly
- Eat
- Hit
- Drink
- Sit
- Wait
- Sleep

Design Choice 9 : Tenses

Whenever we use a verb to say what someone/thing is doing, we mark the verb to express whether the action already happened, is happening, or is going to happen.

These different forms of the verb are called **tenses**.

English has a **past tense** morpheme *-ed* and a future morpheme **will**:

I wait.

I wait-**ed**.

I **will** wait.

Other languages have no tense at all, like Mandarin!

You have words for run, fly, eat, hit, drink, sit, wait, sleep



What kind of tenses do you have in your language, and how do you change the verbs to express them?

Write down examples of your verbs in their tenses using your writing system.

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KS2 Unit 6 Lesson 5 Building Sentences

A) Word Order

In English we use the word order **Subject, Verb, Object (or SVO for short)**.

Point to the subject and object in the sentences below.

1. The cat chases the mouse
2. The girl throws the ball
3. Jacob eats the chocolate
4. The teachers prepare lessons

Not all languages have the same word order. In **Bangla** (the official language of Bangladesh) for example, they use **Subject, Object, Verb (SOV)**

Ami boiti porechi

I book read

Create three sentences using the SOV rule.

1

2

3

A few languages have the object first: **OSV Object, Subject, Verb**.

Most of these languages come from the Amazon Basin, such as Xavanta, Apurinã and Kayabi.

Here's an example from **Apurinã**.

anana nota apa

pineapple I fetch



Create three sentences using the OSV rule.

1

2

3

Some languages begin with the verb. **VOS Verb, Object, Subject**

Here are some sentences in **Fijian**:

edirika na niu ko Eroni

crack the coconut Eroni

‘Eroni is cracking the coconut.’

Create three simple sentences beginning with a verb.

1

2

3

Some languages have **no word order rule**! Here are some sentences in Warlpiri, an Aboriginal language.

Ngarrkangku ka wawirri pantirni

Wawirri ka pantirni ngarrkangku

Ngarrkangu ka pantirni wawirri

Pantirni ka wawirri ngarkangku

Wawirri ka ngarkangku pantirni

They all mean “the man is spearing the kangaroo.”



So, how do they know what the subject is? Can you spot the **suffix** that shows the subject?

Find the subject (The man) in each Aboriginal sentence.

Design Choice 10: Choose your word order.

B) Determiners: "a" and "the"

- The monster ran through the forest after a man and then the monster speared the man with his claw so that he could roast him in a fire and eat him.
- Monster ran through forest after man and then monster speared man with claw so that he could roast him in fire and eat him.

Do we need all these **the** and **a** words? Lots of languages do not bother!

Design Choice 11: Will you use determiners?

Now, describe your creature doing something on the island. (Keep it simple.)

Stick to your alphabet and your rules (plurals, word order, capitals, tenses).



C) Conversations and speech

How shall we add in a conversation?

I see a volcano!

The monster says, "I see a volcano!"

The monster says he/she sees a volcano.

Write a short dialogue between your monsters.

D) A story

Turn your dialogue into a story, by writing what your monster says in each sentence.

Make some of your dialogue into thoughts or add a sentence describing a thought.

You may need to come up with words for I and you, he and she, and they. Good luck!



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KS2 Unit 6 Lesson 6 Being Creative in Your Language

Poetry: Can you write a poem about your island in your language?

What kind of rhythm do your words have? Can you make it rhyme?

Drama: Can you write a short play in your language and act it out?

Art: Can you create beautiful art using your alphabet and words?

Music: Can you create a national song for your island?

What would the rhythm, pitch, speed be? What instruments might you use?

Myths and Legends: Write the creation myth of your creatures in your language, and then write it using your writing system for the language.

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It's a "well done" from WoLLoW the HiPPo!



ίπποπόταμος
WoLLoW the HiPPo