



KS2 Unit 6 Lesson 3 Crib Sheet

Choosing Words

This is the third lesson in a six-week unit where we ask pupils to work in small groups to create their own language. These lessons are based on the Queen Mary Invented Languages Scheme materials, protected under CC-BY-NC. Our sincere thanks go to Professor David Adger and Dr Coppe van Urksor at <https://creatinglanguages.org/> for the generous sharing of their material with us.

Slide 1: Introduce today's aims which are to look at word length and plurals. We will investigate word length and word complexity including morpheme in different languages. We will look at how different languages create plurals: suffixes, prefixes, vowel changes, other word formation processes. Pupils will be asked to think how they will express these grammar points in their made-up language.

Slide 2: Acknowledgements.

Slide 3: Read out the task introduction for the lesson.

Slide 4: This slide introduced us to the Inuit language. Click on the hyperlink to hear the language being spoken. The written words are visibly very long. Ask pupils to read the Inuit words. Why do they think the words are so long?

Slide 5: This slide introduces us to morphemes. These are parts of a word. Some languages have lots of morphemes put together to make very long words. Ask pupils what they think would the benefits and problems be of having very long words?

Slide 6: This slide shows the Vietnamese language. Click on the hyperlink to hear the language being spoken. The written examples show how the words are very short. Can we hear this in the language? What do pupils think are the benefits or problems of having short words?

Slide 7: Here we look at morphemes again. We compare the number of morphemes in Vietnamese, English and Inuit. How long are the words in the other languages you pupils speak?

Slide 8 asks pupils to decide how long their words will be. How many morphemes per word? They should write down 10 new words, remembering the sounds and syllable choices they made in the last lesson.

Slide 9: Pupils are asked to get creative and draw invaders to their planet or island. They can also create animals or creatures to inhabit their land. They should draw groups of creatures as well as individuals. We will introduce the idea of plurality using these creatures.



Slide 10: We look at English plurals (adding and “s” for the sake of simplicity here) and Somali, where they show plurality by adding an “o”.

Slide 11 shows how English has exceptions to the rule through adding “es” or “en”. The idea of irregularity and exceptions to the rule can be investigated further. Do they know any irregularity in tenses for example, or in other languages?

Slides 12, 13 and 14 provide examples of how else plurals can be expressed. It does not have to be a suffix. Examples are given from Vietnamese, Swahili and Turkish.

Slide 15 shows how Indonesian used reduplication (repeating the word) to express plurality. Can they think of reduplication in English? “Going out out” is given as an example but is not used for plurals - it simply means they are going out in a big way. Some reduplication in English sees a change in the second word e.g., wishy washy, fuddy duddy.

Slide 16: Here pupils learn that some languages have more than one option to show plurality: Inuit, for example, has a special suffix to show duality (two things) and Fijian has paucal which is used for a group of between three and six.

Slide 17 asks pupils to write their words on the map in plural following the design choices they have made.