



KS2 Unit 6 Lesson 2 Choosing Sounds

Worksheet

Complete your map from lesson 1, if you have not done so already. Make sure you include at least the following:

- a. Rivers
- b. Harbours and bays
- c. A volcano
- d. Mountains
- e. Forests
- f. Towns
- g. Directions (North, South, ...)

Let's experiment with **making sounds**:

Practise saying **apa, aba, ata, ada, aka, aga**

These are called "stops." Where do you make these sounds in your mouth- lips, tongue, throat?

Can you feel the difference?

Now practise saying **afa, ava, atha, adha, asa, aza, asha, azha, aha**

These are called "fricatives." How do you make these sounds? Notice how you use your lips, tongue, teeth, throat and breath.

You can make the air even less turbulent, so you just modify the shape of the mouth: semi-vowels.

Practise saying **ala; ara; awa; aya**

You can also allow the air to come out of the nose, when you stop it in the mouth.

Practise saying **ama, ana, anga** or try saying the Spanish ñ.

1. Some sounds are written in English using more than one letter. Which ones? (Think about digraphs and trigraphs.)
2. Sometimes different sounds are not distinguished by the letters we use. Which ones? (Think about the "u" in the word "unit.")



Design Choice 1: What stops will your language have?

What fricatives?

What semi-vowels?

How will you write these sounds down?

Will you use digraphs for any of them?

Vowels: what are the 5 letters we use for vowels in English?

English has a lot more vowel sounds than this:

bait, bet, bit, beat, bat, bot, boat, boot, but, book, bath

Vowels in other languages: If you know French or German, think how you pronounce tu in French, or ü (like in schützen) in German?

That vowel is like the ee sound in see, but with your lips rounded. Try it!

You can also do the oo in soon, but unround your lips and you get the vowel that Japanese uses in futon! Try it!

Design Choice 2: What vowels will your language have?

How will you write them down?

Will you use digraphs?

Syllables: Languages put consonants and vowels together to make a syllable.

CVC = CAT

CVCC = BACK

CVCCVC = WONDER

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...

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 you can label the relevant items on your map with your new words.

Congratulations: you've begun to invent a language!

Adapted with thanks from the Queen Mary Invented Languages Scheme materials, protected under CC-BY-NC. Thanks to Professor David Adger and Dr. Coppe van Urksor at <https://creatinglanguages.org/>