

Spelling,
Grammar and
Punctuation Booster
Week 5

Formal and Informal Language
& Standard English

Higher Level Punctuation

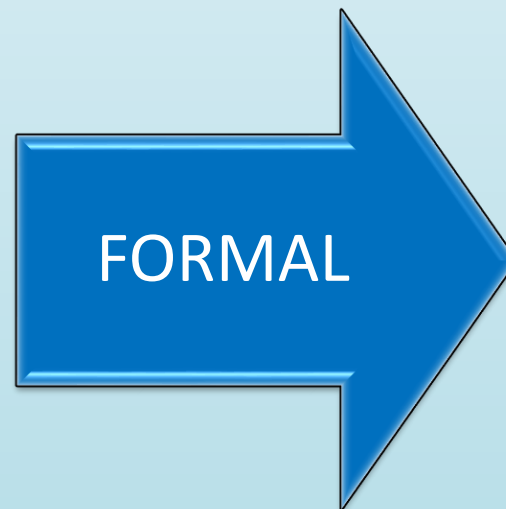
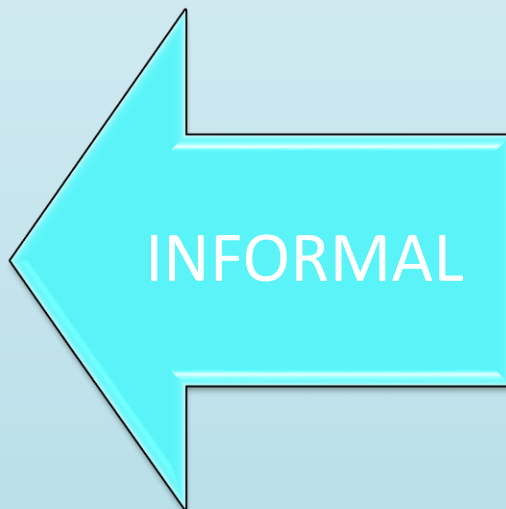
Apostrophes

Grammar

Formal and Informal
Language

Standard English

- The way we talk and write involves **formal** and **informal** language.
- We don't treat everyone the same way and we don't talk to everyone the same way.
- You wouldn't talk to a baby in the same way you talk to your best friend. And you wouldn't talk to your best friend in the same way you talk to your teacher.
- Standard English is the English we use when we want to make a good impression.
- Standard English is more **formal** when written than when spoken.
- Standard English is not about our accent.



What type of language would you use if you were...

- Giving a speech to a group of parents at a school prize giving
- A father scolding a child
- A Shakespearean actor
- Whispering to a friend in the cinema
- Greeting a neighbour on the road
- Reporting at a meeting of the School Council
- On the phone to your mum
- An actor in a soap
- A stand up comedian



Choose which sentence you would use with each person.

- "What lesson is it next?"
- "Sorry I'm late, Miss."
- "I am an effective communicator and I work well with others."
- "What we doin' next Friday? Fancy goin' the pics?"
- "I'll do it after tea, promise."

- An employer
- Someone in your class
- Your best friend
- A teacher
- Your mum or dad

Choose the correct sentence.

1. He should of been here today.
2. He should have been here today.
3. He should'of been here today.
4. He weren't here today.
5. He were nowhere today.

2. He should have been here today.

Choose the correct sentence.

1. I ain't had no breakfast.
2. I haven't had no breakfast.
3. I ain't had any breakfast.
4. I haven't had any breakfast.
5. I've not had me breakfast.

4. I haven't had any breakfast.

Choose the correct sentence.

1. She don't have nothing.
2. She haven't got anything.
3. She ain't got nothing.
4. She don't have anything.
5. She doesn't have anything.

5. She doesn't have anything.

Choose the correct sentence.

1. He came round our house coz he were hungry.
2. He came over to our house because he were hungry.
3. He came over to our house because he was hungry.
4. He came round to our house coz he was hungry.
5. He came over to our house coz he were hungry.

3. He came over to our house because he was hungry.

Choose the correct sentence.

1. It were freezin' in school yesterday.
2. It was proper cold in school yesterday.
3. It weren't half cold in school yesterday.
4. It was extremely cold in school yesterday.
5. It were really cold in school yesterday.
4. It was extremely cold in school yesterday.

Choose the correct sentence.

1. I'll take one of them jumpers.
 2. I'll have one of them jumpers.
 3. I'll take one of those jumpers.
 4. I'll just grab one of them jumpers.
 5. I'll have myself one of them jumpers.
3. I'll take one of those jumpers.

Choose the correct sentence.

1. That's the team what won the cup.
2. That's the team wot won the cup.
3. That's the team won the cup.
4. That's the team's won the cup.
5. That's the team which won the cup.
5. That's the team which won the cup.

Choose the correct sentence.

1. I could of learned my six times table, but I couldn't be bothered.
2. I could of learned my six times table, but I didn't care enough to try.
3. I could have learned my six times table, but I didn't care enough to try.
4. I could have learned my six times table, but I couldn't be bothered.
5. I could have learned my six times table, but I couldn't care less.

3. I could have learned my six times table, but I didn't care enough to try.

Choose the correct sentence.

1. Ask Mary if you can lend her paintbrushes.
2. Ask Mary if you can borrow her paintbrushes.
3. Ask Mary if she'll borrow you her paintbrushes.
4. Ask Mary if she won't borrow her paintbrushes.


2. Ask Mary if you can borrow her paintbrushes.

What is a double negative?

What do you notice about these sentences?

*I don't know **nothing**.*

*I can't **hardly** see it.*

 If two negative words are used in a simple sentence it is known as a *double negative*.

The two negatives make a positive:

I don't know nothing actually means *I know something*.



What happens when you add two negative numbers on a calculator. You get a positive!



Look at the sentences below. Identify the double negatives then correct the sentences.

Katie didn't have no idea what happened.

James doesn't have no more time to practise.

I never saw nothing.

He weren't going nowhere.

Katie had no idea what happened.

James has no more time to practise.

I didn't see anything.

He wasn't going anywhere.



How many more negative words – or contractions – can you think of?

- not
- nobody
- nowhere
- no one
- nothing
- can't
- couldn't
- wouldn't
- won't

- weren't
- don't
- didn't
- doesn't
- never
- none
- hardly
- barely
- scarcely



Choose the correct word from the pair to complete each sentence.

- **1. nothing / anything**
- John did not tell his father ----- about the accident.
- John told his father ----- about the accident.

- **2. no / any**
- There isn't ----- cake left.
- There is ----- cake left.

- **3. never / ever**
- Don't you ----- get tired of knitting?
- Do you ----- get tired of knitting?

Many of us have got in the habit of saying the following sort of phrases:

- Liverpool could of won the cup.
- She should of lent it to me.
- My mum would of made your tea if you wanted to stay.

What is wrong with these sentences?

Let's look at the first one:

- Liverpool **could of** won the cup.

What this REALLY means is...

- Liverpool **could've** won the cup.

Which is a shortened version of...

- Liverpool **could have** won the cup.

How has this mistake happened?

“Could’ve” sounds like “could of”

We get these two sounds mixed up when we speak: “ve” and “of”

Practice saying them and see if you can tell the difference!

Let's look at the second example

- She **should of** lent it to me

This should read...

- She **should've** lent it to me.

Which is short for...

- She **should have** lent it to me.

Let's look at the final example

- My mum **would of** made your tea if you wanted to stay.

It should read...

- My mum **would've** made your tea if you wanted to stay.

Which is short for...

- My mum **would have** made your tea if you wanted to stay.

Have a go at correcting these sentences:

- You could of had five of those if you were careful.
- She would of given him her last penny.
- You shouldn't of done that!
- We could of won that match.
- He wouldn't of waited for you.

How did you do?

- You **could have** had five of those if you were careful.
- She **would have** given him her last penny.
- You **shouldn't have** done that!
- We **could have** won that match.
- He **wouldn't have** waited for you.

Rewrite the following sentences using Standard English.

- He learned me some skateboard tricks.
- We was just playing football.
- He should of took more care.
- We was lucky not to get caught.
- Give me one of them sweets.
- That boy done good.
- A girl in our class writ a good story.
- I haven't go no money.

How did you do?

- He **taught** me some skateboard tricks.
- We **were** just playing football.
- He **should have taken** more care.
- We **were** lucky not to get caught.
- Give me one of **those** sweets.
- That boy **did well**.
- A girl in our class **wrote** a good story.
- I haven't got **any** money.

Write out this letter. From the words or phrases in **bold** select the most appropriate to make this a formal letter of complaint.

Dear Mr Sexton,

I thought I'd write/ I am writing to complain about the **state of the yard/condition of the playground**. Over the last two weeks, I have noticed **loads of rubbish/a great deal of litter**.

I reckon/It is my opinion that this litter is a health hazard. For example, yesterday a year 4 boy fell over and cut his hand on a broken bottle. **The boy I'm talking about/The boy in question** needed four stitches.

Furthermore/On top of this, the litter is an eyesore. Our school has beautiful views of the river and these are **wrecked/spoiled** by the litter.

I believe/I reckon that there are **a load of things/a number of things** that you could do to **fix/rectify** this problem. Firstly, **it may be possible for you to/you could** purchase additional litterbins. This would **stop/prevent** people discarding their litter **recklessly/when they feel like it**.

Also/In addition, I think that our school needs **better/more adequate** security to prevent vandals littering.

To finish/In conclusion, I hope you will take my concerns seriously and I look forward to **your reply/you writing** back to me.

Thanks/Yours Faithfully

Punctuation

Higher Level

Punctuation

dashes

ellipses

brackets

We use a dash for drama.

The lion looked over at me - and then it roared loudly.



We use ellipsis to make the reader wonder what will happen next.

She wondered what was behind the door...



Or we use ellipsis to show a flashback in time.

It had all started 5 years ago...



We use brackets to add extra information.

He had lost his bag (the red one).



Now you now everything there is to know about punctuation!



Full Stops

~ end a sentence that is not a question or statement.

Question Marks

~ Indicate a question or express disbelief.

~ Who else will be there?

~ Is this really little Thomas?

Commas

~ separate lists, phrases or words

~ sentence adverbs ('however', 'moreover' etc.)
from the rest of the sentence.

Colons

~ Introduce a list, dialogue or definition.

Dashes

~ separate elements within a sentence – long, dramatic
pause.

~ abrupt break in sentence, or a change in thought

~ act like brackets

~ show an interruption or hesitancy in speech

Exclamation Marks

~ show interjection, surprise or strong emotion

~ What a triumph!

~ I've just about had enough!

~ Wonderful!

Semi-Colons

~ Longer stop than a comma.

~ Show thoughts on either side of it are balanced and
connected.

~ separates words or items within a list.

Ellipses

~ indicate that a word or words have been left out.

Brackets (Parenthesis)

~ Enclose separate information.

Speech Marks

~ indicate quotes (evidence).

~ direct speech

~ indicate slang or foreign phrases.

Apostrophes

~ to show that letters have been left out.

~ to show possession.

Punctuate the following sentences correctly:

leave the room immediately

roses are red

we have a lot of trees in our garden they provide plenty of shade

they wanted to know when we would visit them again

the team member the one who was injured was taken to the hospital

if you don't stop that ill be very annoyed

he started to draw his discussion to an end and then gazed into

space

rhythm the beat or pattern of stresses that occurs in poetry

we turned on the television but there was nothing to watch

i saw the humour in the play the teacher saw the tragedy

Come here no stay where you are

the main characters in the play are macbeth the tragic hero his wife

lady macbeth banquo his friend macduff who kills macbeth and

malcolm the heir to the throne

How did you do? Sometimes there is more than one correct answer.

Leave the room immediately!

Roses are red.

We have a lot of trees in our garden; they provide plenty of shade.

They wanted to know when we would visit them again.

The team member - the one who was injured - was taken to the hospital.

If you don't stop that I'll be very annoyed!

He started to draw his discussion to an end, and then gazed into space.

Rhythm: the beat or pattern of stresses that occurs in poetry.

We turned on the television, but there was nothing to watch.

I saw the humour in the play; the teacher saw the tragedy.

Come here, no, stay where you are.

The main characters in the play are: Macbeth (the tragic hero); his wife, Lady Macbeth; Banquo; his friend Macduff (who kills Macbeth) and Malcolm, the heir to the throne.

Apostrophes

Apostrophes can be used to show
missing letters.

I can not come to the party.

I can't come to the party.

Can not becomes ***can't***.

The apostrophe shows that there are letters
missing.

More examples of apostrophes for contraction.

Jack would not play with his baby brother.

Jack ***wouldn't*** play with his baby brother.

Emma did not want to eat the unhealthy chocolate cake.

Emma ***didn't*** want to eat the unhealthy chocolate cake.

What do these words become when you shorten them?

have not

haven't

they will

they'll

shall not

shan't

I have

I've

you are

you're

Make sure the apostrophe is in the correct place.

Check these for accuracy;

did'nt

didn't

we'll

we'll (correct)

should'nt

shouldn't

Its and it's

So many people get this wrong!!!

The apostrophe is only used to show 'it is'.

It's sunny today.

It's very kind of you to give me your last sweet.

Its is a possessive adjective. We use its if you can change it for a noun + 's.

The cat drank **its** milk.

This means: The cat drank **the cat's** milk.

Apostrophes for possession.

Apostrophes are also used to show possession.

Mrs Clarke's computer – the computer belongs to Mrs Clarke and there is only one Mrs Clarke, so the apostrophe goes before the 's'

More possessive apostrophes;

Oliver's book bag – the book bag belongs to Oliver.

Bob's football boots – the boots belong to Bob.

Julie's toy dalek – the dalek belongs to Julie.

When things belong to more than one person;

When more than one person is involved, the
apostrophe comes after the 's'.

The boys' cloakroom – more than one boy.

The players' changing room – more than one
player.

The teachers' staffroom – more than one teacher.

Where should the apostrophe go?

Janes shoes

Jane's shoes

Nicks new car

Nick's new car

The cats whiskers (one cat)

The cat's whiskers

The horses stables (6
horses)

The horses' stables

The raiders boat (lots of
raiders)

The raiders' boat

Some common errors involving apostrophes. Can you spot them?

Fish and chip's

Fish and chips

The car's were on the road.

The cars were on the road.

Half price clothe's

Half price clothes

I saw a dog with it's bone.

I saw a dog with its bone.

Lucys book's were on the table.

Lucy's books were on the table.

Write out this passage, filling in the apostrophes:

The class didnt go on the schools trip to the zoo because the school hadnt ordered the company buses. However, the next days activities proceeded as planned. At the bus stop, before entering the zoos gates, the teacher said that students shouldnt fool around, but that they must write down the animals habits. He would mark the pupils notebooks. The students attitude was positive. At the days end, the teacher felt that the childrens behaviour and discipline had been excellent.

How did you do?

The class didn't go on the school's trip to the zoo because the school hadn't ordered the company buses. However, the next day's activities proceeded as planned. At the bus stop, before entering the zoo's gates, the teacher said that students shouldn't fool around, but that they must write down the animal's habits. He would mark the pupils' notebooks. The students' attitude was positive. At the day's end, the teacher felt that the children's behaviour and discipline had been excellent.