

# Formal English



Think about...

You are invited on a school trip.  
How formal will the invitation be?

How might it compare to the following:

**An invite to the cinema    An invite to a wedding**

What will be similar? What will be different?



Guided	Answers
<p>A mysterious fair appears on the edge of town. But this is no ordinary fair. The people in charge are not who they appear to be. You climb on board the ghost train with your school friends oblivious to the dangers ahead!</p> <p>What will happen next? After reading the extract, what questions are you left asking? Make a list with a partner. Share them with another pair. Who came up with the most interesting question? Why is it so good?</p> <p>Once done, answer the questions on page 49.</p>	<p><b>1</b> Formal: deep, slow, monotone</p> <p><b>2</b> Formal: remain, attempt, vacate Informal: stay, try, leave</p> <p><b>3a</b> Nowt</p> <p><b>3b</b> Allow for personal response.</p>
Independent	<p><b>Homework</b></p>
<p>You are considering the formality of words. Who would use them, where and when?</p> <p>On your own, with a partner or in a small group; complete the task sheet provided to you by your teacher on page 50.</p> <p>Once finished, cut off the homework task to help you broaden your word knowledge through practical reading within a variety of contexts.</p>	<ul style="list-style-type: none"> <li>• Blackpool Pleasure Beach, UK</li> <li>• 1930</li> <li>• Joseph Emberton</li> <li>• Cloggy</li> </ul>
Extension	
<p>Extend your personal vocabulary and understanding of specific words. Complete the task sheet on page 51.</p> <p>If you have one, put any words you find interesting in your Personal Dictionary, together with an example of how it can be used effectively in a sentence.</p> <p>*Answers available on the CD Rom.</p>	

Remember...

We use **formal language** when we do not know the person we are talking to. It has a strong tone. We use it when what we are saying is important or the situation is serious.



# THE GHOST TRAIN

“All aboard,” said the voice.

We clambered into the carriages giddy with excitement and waited for the silver bar to lock us in.

A large open mouth with plastic fangs gaped open before us and mechanical laughter echoed from deep inside. Two comical eyes turned from blood-red to sickly-green and we set off.

Fluorescent skeletons dangled above us and cardboard monsters shot out from behind polystyrene rocks and wooden gravestones. Wisps of smoke drifted through the air and cobwebs made of string clung to the ceiling. A blast of water attempted to scare us.

“Nowt scary about this,” joked James and we all burst into laughter.

Suddenly, we jerked to a halt.

“Remain in your carriage,” said the voice. “Do not attempt to vacate your carriage.”

An amber light began to glow in the distance. Somehow we all knew that we weren’t about to be rescued. Jennifer began to cry while Declan tried with all his might to lift the bar that was pinning us down. It was only then that he noticed the writing on the bar itself...

PRISONER TRANSPORT CARRIAGE - RESISTANCE IS FUTILE



Look at this extract from an adventure story and answer the questions below.

1 How do you think the voice speaks? Why? Act it out.

The voice:  Formal  Informal  High  Deep  Fast  Slow  Monotone  4 marks

2 Find three formal words in paragraph seven. How might you say each word informally?

Formal:     3 marks

Informal:

3a **Word Focus:**

Find an informal word James uses that means ‘nothing’.

1 mark

3b **Word Focus:**

What do you think the writing on the silver bar means?


3 marks

# Formal English



Look at each illustrated sign.  
 Colour the formal words in red.  
 Then match each sign with its informal partner.  
 Colour the informal words green.  
 Where might you see each sign?  
 Why do you think that?

## What Do You Notice?

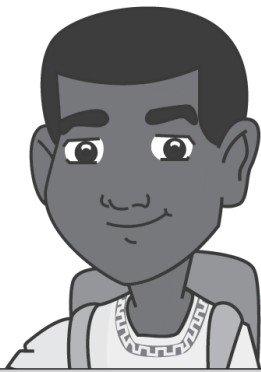
<p>a</p> 	<p>b</p> <p>Should you require any further assistance telephone: 0800 678876</p>	<p>Lost!          Our much loved puppy Benny.          If found, call 07835 2762861</p>	<p><i>Please check your change. Mistakes can't be sorted out after.</i></p>
<p>c</p> <p><b>Do not</b> lean your bicycle on this window. It is incredibly annoying!</p>	<p>d</p> <p>PERMITS CAN BE PURCHASED FROM THE FISHING LODGE          9AM - 5PM</p>	<p>In the event of a fire, leave the building straight away.</p>	<p>Skateboards aren't allowed in this area.</p>
<p>e</p> <p><b>Skateboards are not permitted in this area.</b></p>	<p>f</p> <p><b>In the event of a fire, vacate the building immediately.</b></p>	<p>Smoking is banned in this building.</p>	<p>Permits can be bought from the Fishing Lodge 9am - 5pm</p>
<p>g</p> <p><i>Please examine your change. Mistakes cannot be rectified afterwards.</i></p>	<p>h</p> <p>Missing!          Our much loved puppy Benjamin.          If located, telephone 07835 2762861</p>	<p><i>If you need any more help, phone: 0800 678876</i></p>	<p>Don't lean your bike on this window. It's really annoying!</p>

## Homework

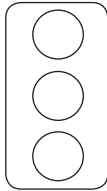
Read about the world's first Ghost Train.

- ◆ Where was the first Ghost Train ever ridden?
- ◆ In which year did this ride open?
- ◆ Who designed it?
- ◆ Who supposedly haunts this ride today?





Revisit the text on page 49. Answer each question below.  
 Highlight the words you explore in the text itself.  
 Think of ways in which you can learn each one.  
 Can you act it out or draw it?  
 Does it remind you of a word you already know? Why?  
 How will you use your new words in the future?

Name:	Date:						
<p>How would describe a <b>'blast'</b> of air or water?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="padding: 5px; text-align: center;">Fast</td> <td style="padding: 5px; text-align: center;">Slow</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Strong</td> <td style="padding: 5px; text-align: center;">Weak</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Pleasant</td> <td style="padding: 5px; text-align: center;">Unpleasant</td> </tr> </table> <p style="text-align: center;">Shade your answers.</p>	Fast	Slow	Strong	Weak	Pleasant	Unpleasant	<p>Find a word that describes <b>'a very bright colour that can be seen in the dark.'</b></p> <div style="border: 1px solid black; height: 60px; margin: 10px 0;"></div> <p>Find an example of this in your classroom.</p>
Fast	Slow						
Strong	Weak						
Pleasant	Unpleasant						
<p>Which of the following traffic lights would you describe as being <b>'amber'</b>?</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center;">Colour in your answer.</p>	<p>If you are <b>'giddy'</b> how are you feeling?</p> <p style="text-align: center;"><b>happy unhappy bored excited</b></p> <p style="text-align: center;">How are you acting?</p> <p style="text-align: center;"><b>silly serious</b></p>						
<p>Find a formal word that means to <b>'leave'</b>.</p> <div style="border: 1px solid black; height: 60px; margin: 10px 0;"></div> <p>Why do you think the voice uses this word instead of <b>'leave'</b>?</p>	<p>Find the informal word James uses that means <b>'nothing'</b>.</p> <div style="border: 1px solid black; height: 60px; margin: 10px 0;"></div> <p>What might this suggest about James?</p>						
<p>Find a synonym the writer uses instead of <b>'climbed'</b>.</p> <div style="border: 1px solid black; height: 60px; margin: 10px 0;"></div> <p>Which synonym do you think is faster and more fun?</p>	<p>If you <b>'jerked to a halt'</b>, how would you stop?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="padding: 5px; text-align: center;">Quickly</td> <td style="padding: 5px; text-align: center;">Suddenly</td> </tr> <tr> <td style="padding: 5px; text-align: center;">With force</td> <td style="padding: 5px; text-align: center;">Gently</td> </tr> </table> <p style="text-align: center;">Act it out.</p>	Quickly	Suddenly	With force	Gently		
Quickly	Suddenly						
With force	Gently						

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# Introduction

*Top Class* is a series that endeavours to combine traditional approaches to the teaching and learning of grammar, punctuation and vocabulary with new techniques and activities that support and encourage good learning.

The three core areas have been separated into three distinct books aimed primarily at Key Stage 2. The three books ought to be used in conjunction with each other in order to provide learners with a wider learning environment and for them to understand that these core elements of Literacy work together and are not to be applied in isolation.

Specific elements of the new Key Stage 3 National Curriculum have also been included in order to introduce Key Stage 2 learners to more complex grammatical constructions and vocabulary as they make their transition from attaining National Standard to Mastery in writing.

Each book, one for each Year group in Key Stage 2, aims to promote discussion about specific areas of Literacy and provide experiences and opportunities to use and apply what they have learnt.

The three books are as follows:

- **Top Class – Grammar**
- **Top Class – Punctuation**
- **Top Class – Vocabulary**

Each book contains lessons that develop a ‘top-down’ approach, allowing learners to see how we use language in context, not simply *when* we use a particular word, punctuation mark or grammatical construct but *how* to use it to its best effect when writing independently.

As such, it actively promotes the core principle that to learn grammar and punctuation well and to extend your personal vocabulary effectively, then you must not only see these particular elements of Literacy within authentic and meaningful context and settings but you must then have the opportunity to apply what you have understood in your own independent writing.

All too often children are taught grammar, punctuation and vocabulary with exercises that aren’t rooted within an authentic experience; and, as a result, although they may gain full marks in their exercise books, they often misapply or omit what has been learnt in their own free writing.

The *Top Class* series seeks to address this problem using a three staged approach, each Lesson Plan being structured so that learners are encouraged to investigate and explore

the English language; initially with support and guidance from their teacher and fellow peers before being asked to apply what they have learnt as individuals.

## Think about...

Before undertaking the Guided activity, learners are asked about what they already know about a particular piece of punctuation or grammatical form and where they might have seen it.

This links directly to the Guided text, again helping learners to view grammar, punctuation and vocabulary in context, housing it so that stronger links can be made with prior learning and personal experiences. This can then be used as a springboard to explore and develop this further in a familiar setting.

For example, when looking at our use of capital letters when writing a proper noun, learners may be asked about why people use an atlas or map before looking at a tourist map of London and considering why place names and famous tourist attractions start with a capital letter.

## Guided

This is a shared activity that engages the whole class.

Set within a specific and relevant genre of Literacy, it embeds each particular piece of grammar, punctuation or vocabulary being taught in a focused and meaningful way. Moreover, it invites learners to use this information in order to answer a series of questions that are related to the text itself and then begins to move beyond it.

Each of the three questions asked have been carefully formatted so that valuable practice for the end of *Key Stage 2 English grammar, punctuation and spelling test* can be undertaken throughout each Year group. Marks are also available so that pupils gain practice at providing fuller explanations for those questions where two or three marks are being awarded. Answers are provided on the Lesson Plan.

## Independent

This activity can be completed as an individual, with a partner or within a small group.

Each Independent activity within the book is also differentiated at an upper and lower level\* and offers teachers a range of practical activities that support learners as they practice what they have learnt in the Guided section.

\**Differentiated activities can be found on the CD Rom.*

## Homework

Included in this section is a homework activity that aims to encourage wider learning outside of the classroom to take place. There are two types of homework activities that are provided, each having been designed to help learners discover and engage with grammar, punctuation and vocabulary in the 'real' world:

A] Specific 'closed' questions may be asked in order that research skills, both modern and traditional, can be employed to find a particular answer.

For example: What is the capital city of Denmark? Who was the first man to walk on the moon? When necessary, answers are provided on the Lesson Plan.

B] Wider 'open' tasks are given in order to afford learners the opportunity to explore the world around them and collect examples that are both pertinent and authentic.

For example, learners may be asked to find three examples where a shop's name uses an apostrophe in their local high street.

## Extension

This final stage of the learning journey is an important one and underscores the importance of using a 'top-down' approach to the teaching and learning of grammar, punctuation and vocabulary.

Each Extension activity within the book is also differentiated at an upper and lower level.\*

Its aim is to encourage children to apply what they have learnt in a meaningful and purposeful way in order to embed their learning.

For example, learners may be asked to write a shopping list when planning a party that will naturally include a colon or use strong adjectives to describe a certain event in a story.

More importantly, it is this *writing for purpose* (rather than to score arbitrary marks or achieve irrelevant ticks in an exercise book) that provides a meaningful opportunity for individuals to engage with the English language and create their own work that uses grammar, punctuation and vocabulary in a way that brings their work to life.

In this way, not only will each learner be encouraged to use particular forms of grammar, punctuation or vocabulary correctly but, essentially, they will gain a strong sense of

themselves taking an active role as a writer. It gives them a valuable sense of what it is like to be an author, one who uses grammar not only to improve the quality of their work but also to express themselves as best they can using the written word.

The journey from simply understanding how the English language works to being able to apply that knowledge in order to become a capable and confident writer is a journey that will continue into adulthood and one that, in all truthfulness, never really ends.

However, by providing meaningful activities for both the classroom and beyond, the *Top Class* series can help each and every writer to freely use grammar, punctuation and vocabulary to great effect and support them as they endeavour to bring the written word to life in order to inform, influence and entertain their readers.

*\*Differentiated activities can be found on the CD Rom.*

