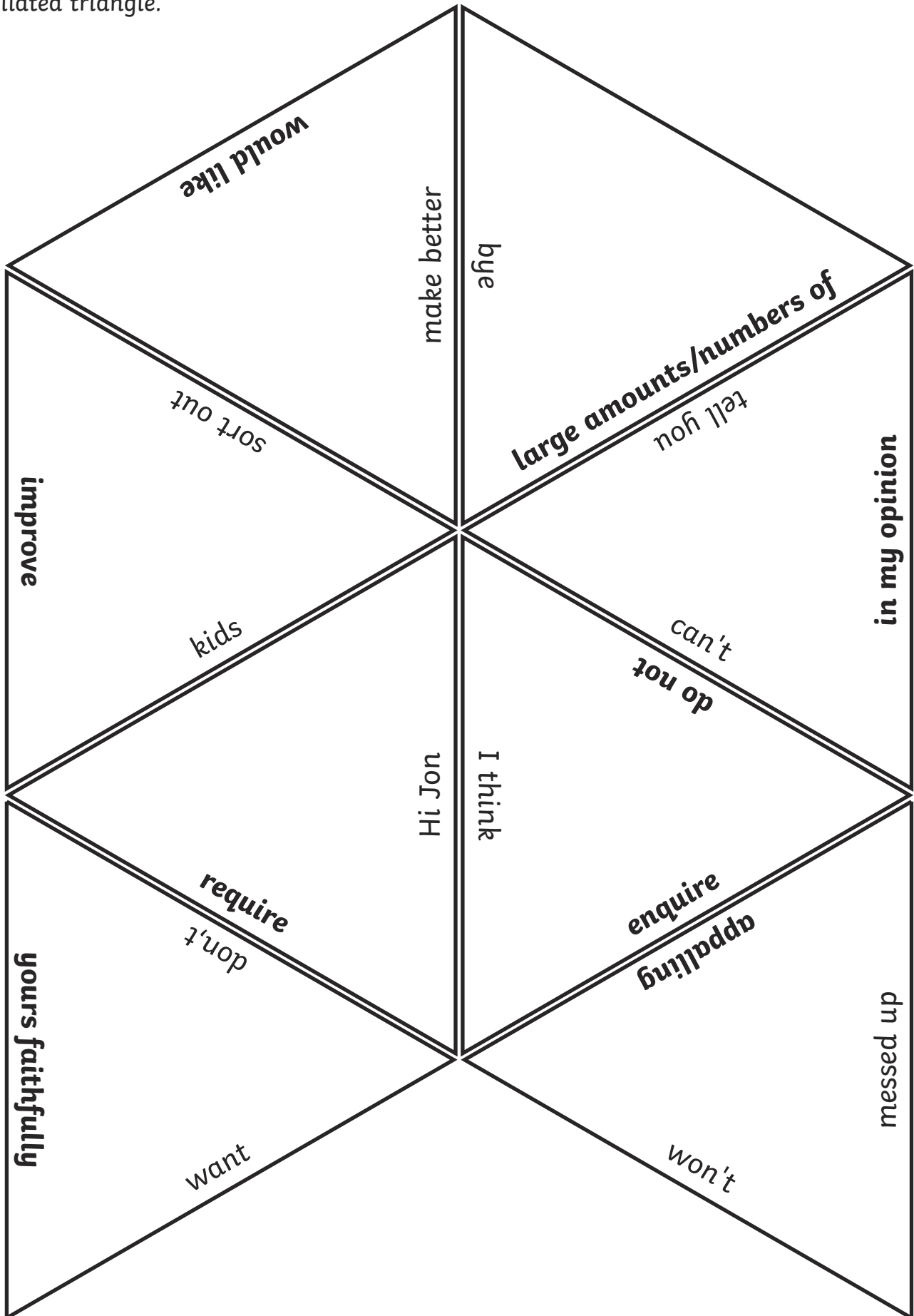
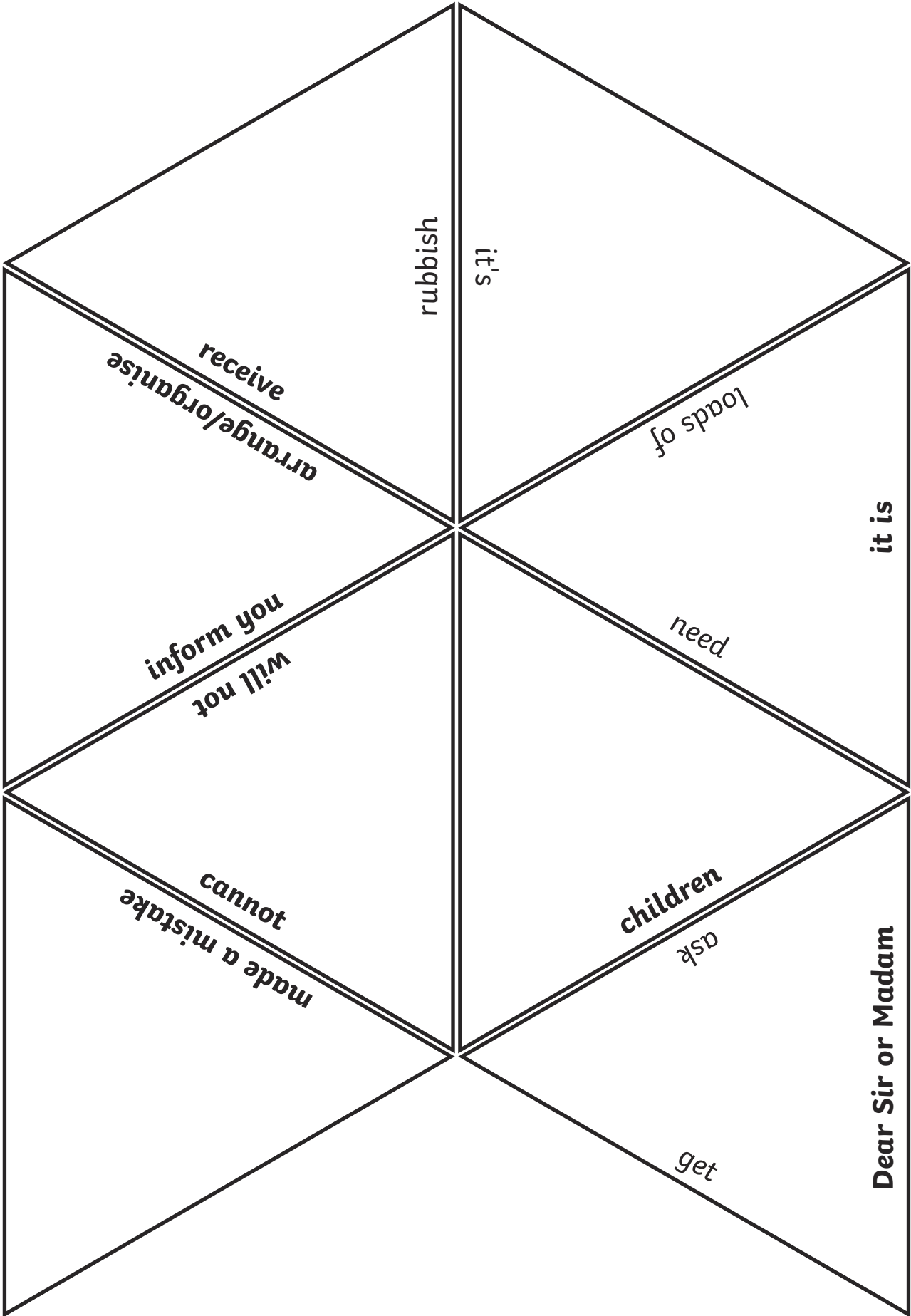


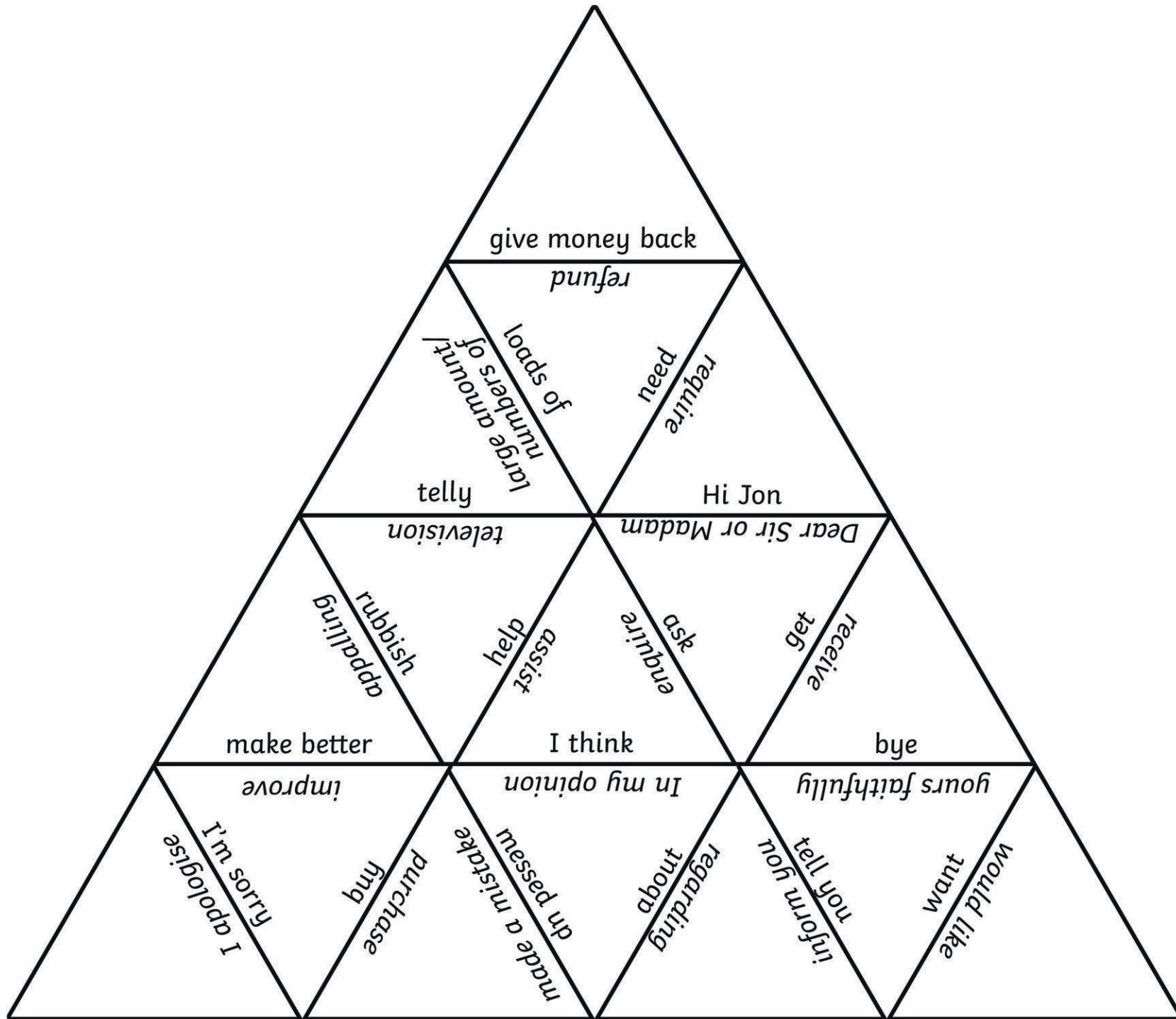
Triangular Dominoes 1

Instructions:

Cut out all 16 triangles. Match the statements with the answers on all sides to form one large, tessellated triangle.



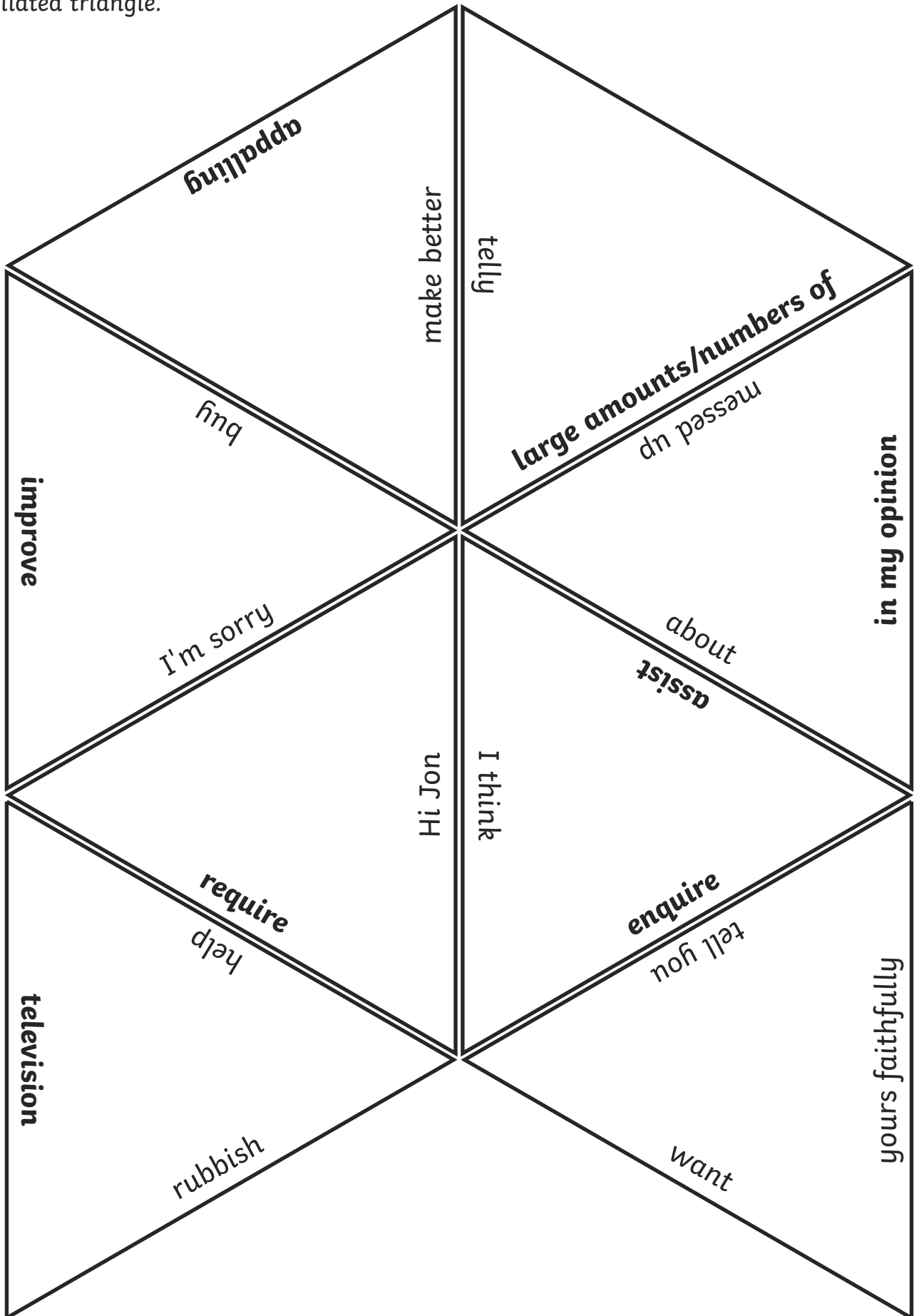


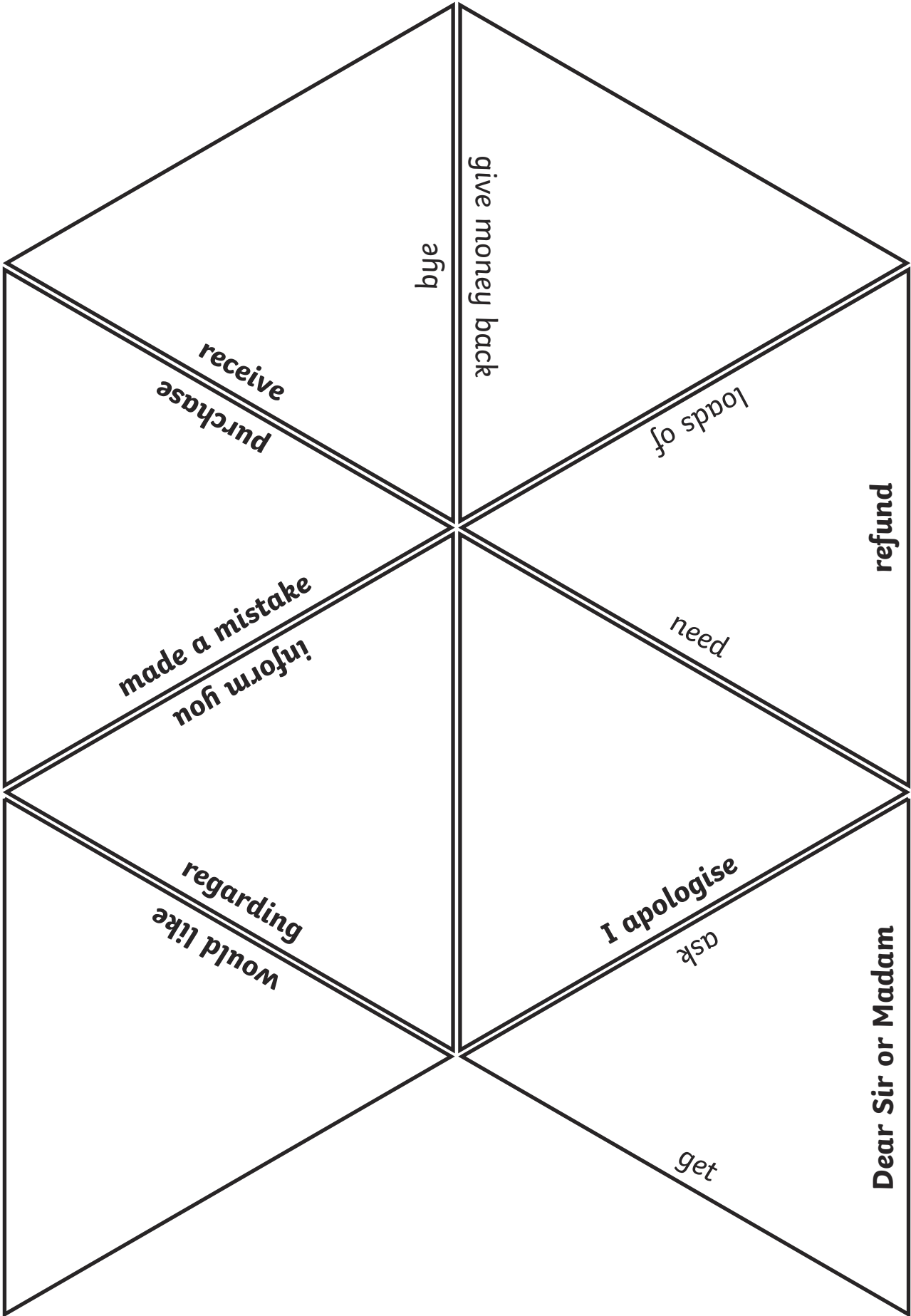


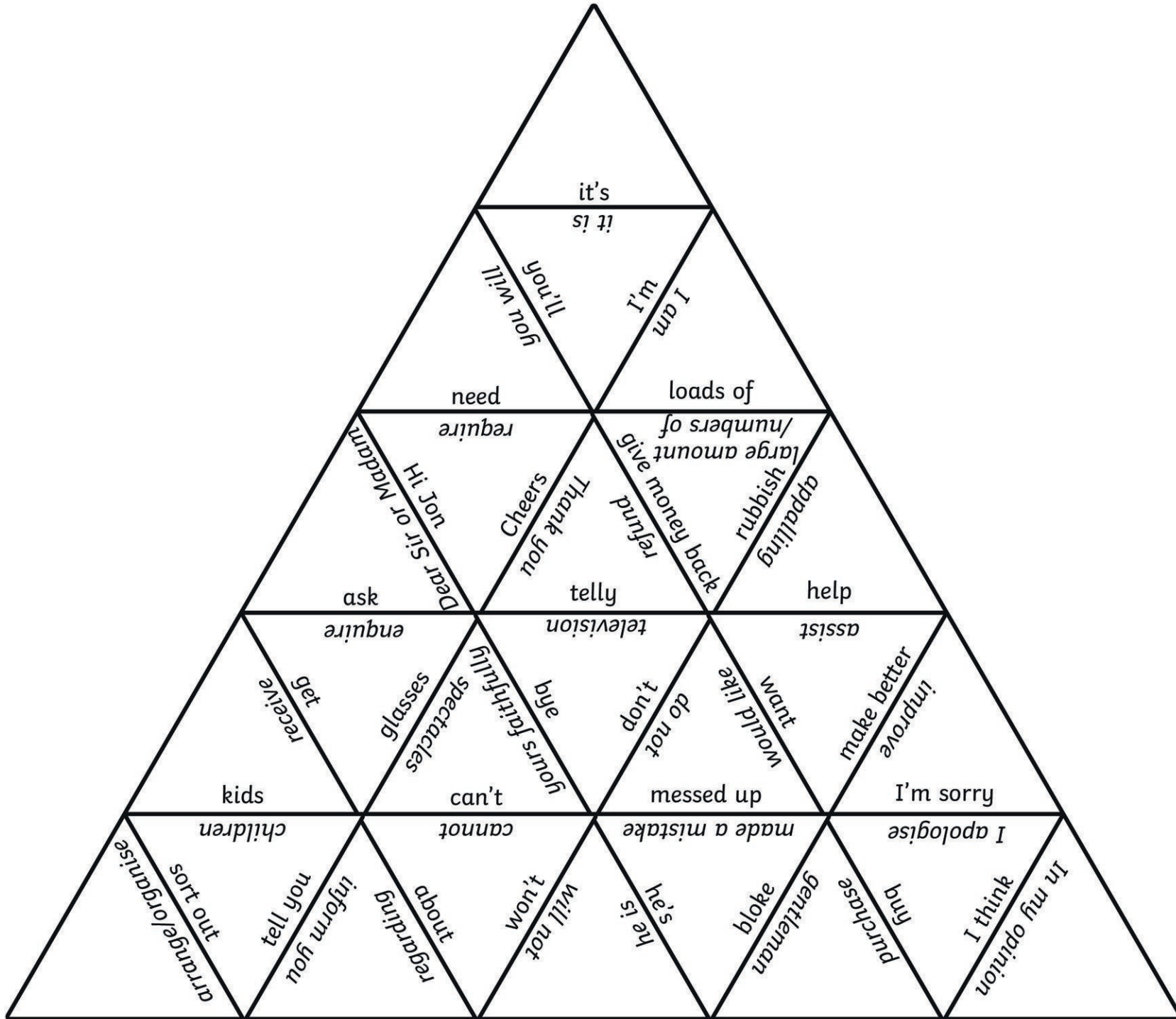
Triangular Dominoes 2

Instructions:

Cut out all 16 triangles. Match the statements with the answers on all sides to form one large, tessellated triangle.



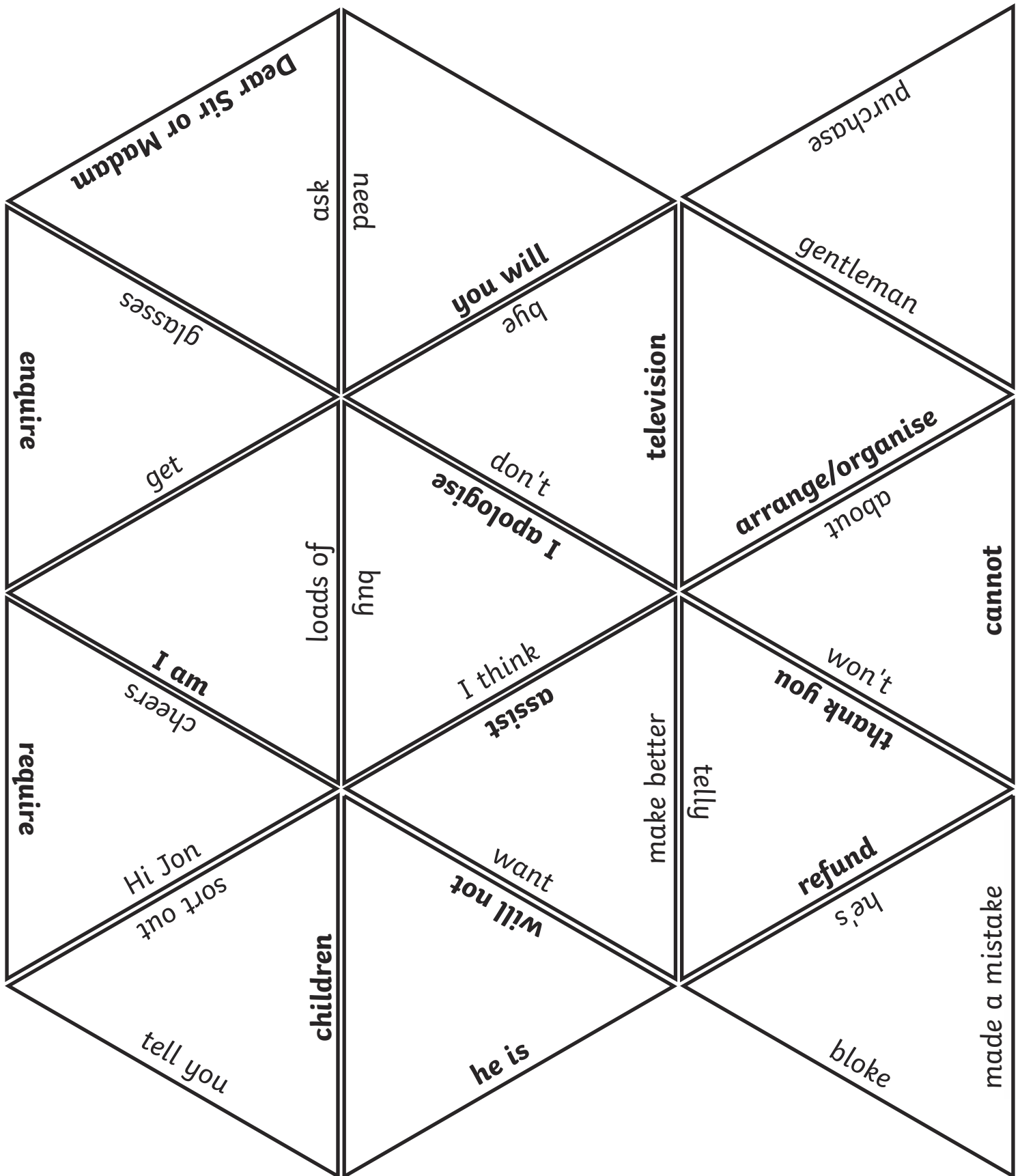


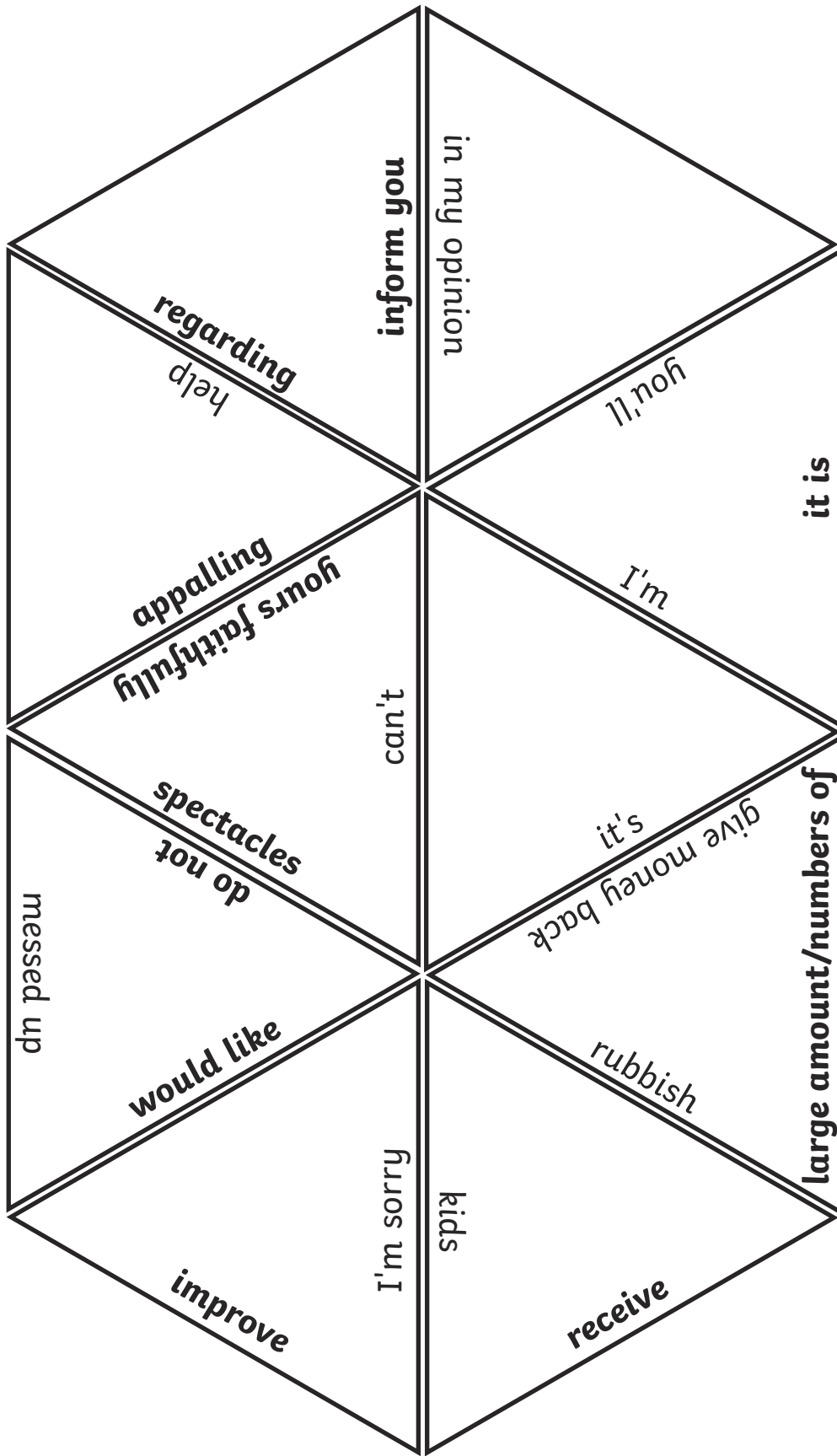


Triangular Dominoes 3

Instructions:

Cut out all 25 triangles. Match the statements with the answers on all sides to form one large, tessellated triangle.





Formal, informal or slang?

A PowerPoint quiz to help you sort out formal and informal vocabulary.

Read the sentence at the top. Does it sound correct?

Choose the correct, formal version underneath.

He should of been here today.

A) He should have been here today.

B) He should'of been here today.

C) He weren't here today.

D) He were nowhere today.





Incorrect!



Correct!

I ain't had no breakfast.

A) I ain't had any breakfast.

B) I have not had any breakfast.

C) I haven't had no breakfast.

D) I have not had no breakfast.





Incorrect!



Correct!

She don't have nothing.

A) She ain't got nothing.

B) She don't have anything.

C) She doesn't have nothing.

D) She has nothing.





Incorrect!



Correct!

Can you borrow me your pencil?

A) Give us a lend of your pencil.

B) Could you borrow me your pencil please?

C) May I borrow your pencil please?

D) Can I lend your pencil please?





Incorrect!



Correct!

I'll take one of them green jumpers.

A) I would like one of those green jumpers, please.

B) Give us one of those green jumpers, please.

C) I want one of them green jumpers.

D) I'll have one of those green jumpers.





Incorrect!



Correct!

I reckon they've mucked it up!

A) They're rubbish at this!

B) That's wrong.

C) I think they've got it all wrong.

D) In my opinion, they have made a mistake.





Incorrect!



Correct!

Are you going to shut up, or what?

A) Shhh!

B) Quiet!

C) Please be quiet, thank you.

D) Can you shut up please?





Incorrect!



Correct!

Cheers. Bye now!

A) Thanks loads. Goodbye.

B) Thank you very much.
Goodbye.

C) Thanks. Bye.

D) Ta mate. Bye!

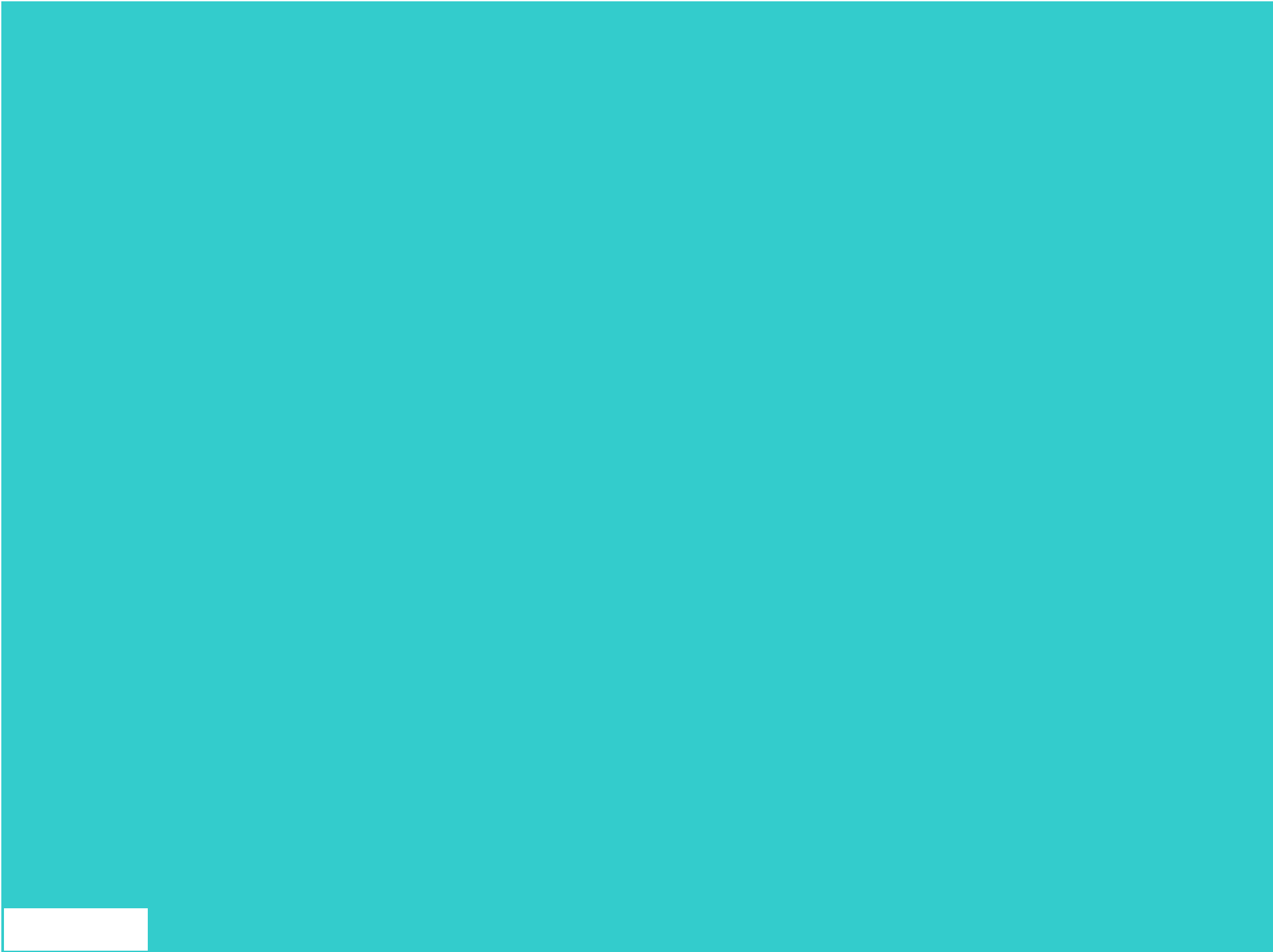




Incorrect!



Correct!



**Is it imperative that the
subjunctive be used?
(If I were you, I'd
have a look at this...)**

An informative PowerPoint about recognising and
using the subjunctive form of verbs

LO: to recognise the subjunctive form

Success Criteria:

- I know that certain verbs and expressions require a different verb form.
- I know that a subjunctive verb does not change for I/you/he/they/etc.
- I can give advice using the subjunctive structure, “If I were you, I would...”

Giving Advice

What would you suggest for these problems?



I've got a terrible cough. I just can't get rid of it!

Oh no! I've forgotten my lunch AGAIN!



Did anyone begin their suggestion with the phrase, "If I were you, I would..." ?

Well done; you're using the subjunctive verb form!

Strange New Verbs

Huh? The subjunctive verb form? What's that?

Have a look at these sentences, can you see anything unusual about the verbs?

If John were to get an A on his test, I would be very surprised.

Were I a little bit taller, I would be able to reach the shelf.

If Japanese were taught in our school, it would be fascinating.

If I were him, I'd try a lot harder at school.

Strange New Verbs

Wouldn't we usually say them like this?

If John got an A on his test, I would be very surprised.

If I was a little bit taller, I would be able to reach the shelf.

If Japanese was taught in our school, it would be fascinating.

If I was him, I'd try a lot harder at school.

Subjunctive Verbs

The **subjunctive verb** form can be used to show that we don't think the situation is really possible.



Japanese isn't going to be taught here.

I'm not going to cool down anytime soon!



Subjunctive Verbs

The **subjunctive verb** form **structure** is really quite simple:

For all verbs except the past of 'be', you use the same as the **infinitive** (basic) form.

be (past)	be (present)	all other verbs (past & present)
I were you were he, she, it were we were you were they were	I be you be he, she, it be we be you be they be	I work you work he, she, it work we work you work they work

Actually, it's even easier, because the subjunctive doesn't change according to person (I, you, he/she/it, etc.)

You don't always notice this, because it sometimes sounds like the normal verb.

Ok, that's what it is, now what is it FOR?

The subjunctive verb form isn't common in everyday British speech.

However, it is often used after **formal verbs** such as *require, demand, suggest, propose*

The Governors propose **that** class 5 learn maths all day.

The Queen demands **that** all children be taught to curtsy.

Mrs Smith requires **that** James Brown go to her office now.

Might I suggest **that** your son wait outside until we have finished our chat?

Other uses

The subjunctive verb form is also used after **formal expressions**, such as *it is desirable/necessary/vital/essential...*

It is desirable **that** the whole class be here early for the trip.

Is it necessary **that** you eat all your chocolate right now?

It is vital **that** each child bring their own water bottle to school.

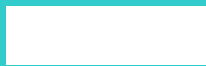
It is essential **that** Magda take her hay fever medicine daily.

Plenary

What have we learned about the subjunctive form?

- The subjunctive form is used in formal language.
- It can be used to give advice or talk about an unreal situation.
 - The subjunctive form follows certain verbs or expressions.

If I were you though, I wouldn't worry too much about it!



You've left your lunch box at home for the third time in a week.

You can never seem to find anyone to play with at lunchtime.

Your little sister is always borrowing your games and getting sticky marks all over them.

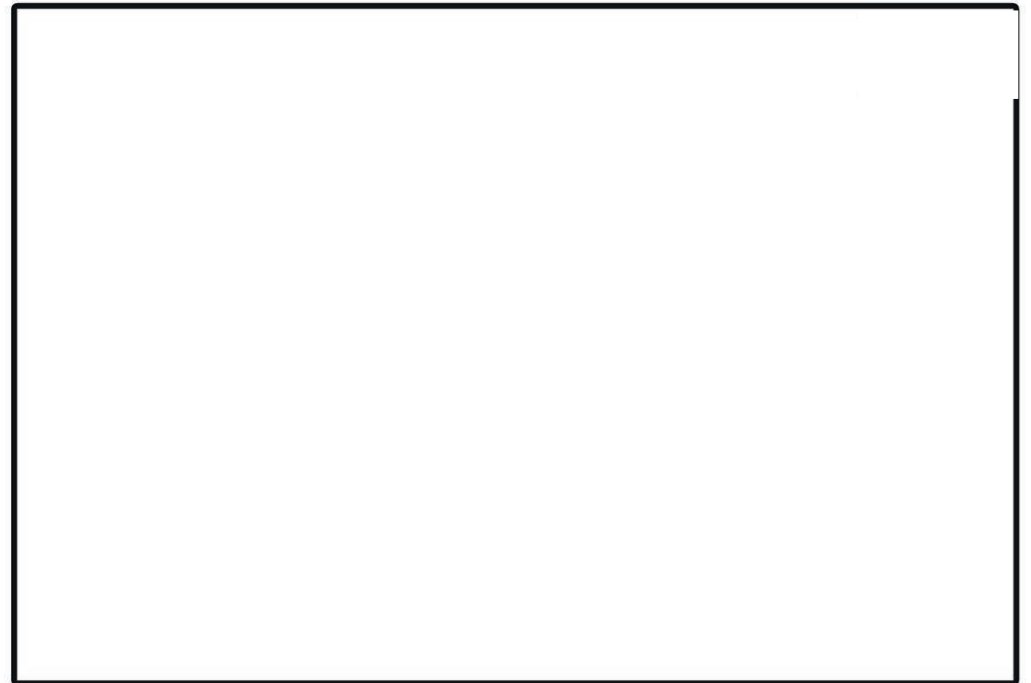
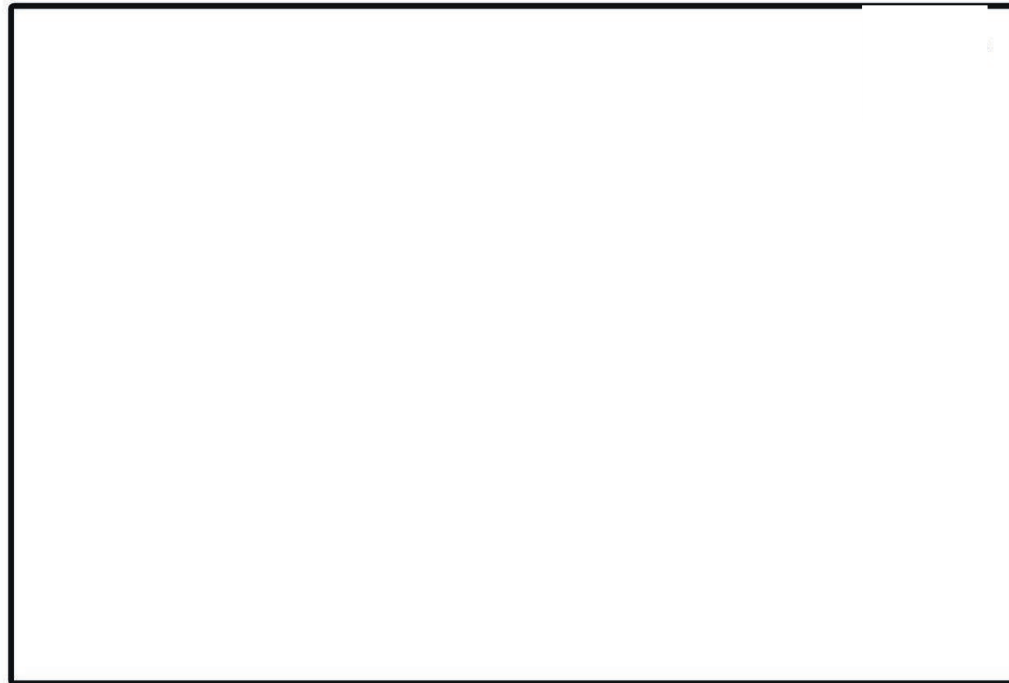
You can't think of a better alternative for 'said' in your story

There are always spiders in your wellies when you go to put them on: yuck!

Your grandma gives you a big kiss on the cheek and leaves pink lipstick on your face.

You can't think of anything to do and it's pouring with rain outside.

You've been invited to two birthday parties on the same day, and they're from your equal best friends.



Learning Objective: UKS2 - Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Idea	Differentiation
<p>Watch items of BBC news. Compare the way the presenter/broadcaster speaks (more formal) and the way some of the interviewees speak (often less formal). CBBC Newsround could also be used, but its style is usually less formal.</p>	<p>Watch the clips beforehand, so you can prompt children to listen carefully to the style of speaking at certain moments. Write down some of the formal structures used; ask less able to listen specifically for these phrases and tick them off.</p>
<p>Subscribe to First News if your school doesn't already take the children's newspaper. Select formal phrases from different articles to add to your display area. Encourage the class to use these phrases when writing in more formal genres.</p>	<p>Provide less able children with a phrase-meaning matching exercise or a formal phrase mat to support their writing.</p>
<p>Use our formal letter writing pack of resources. Letters can be used for persuasion, discussion, recounts and explanation purposes, of course.</p>	<p>This pack contains lots of templates and writing frames to scaffold children's writing at different levels.</p>
<p>Adopt 'posh speak' when working in formal language genres. Encourage children to speak slowly and clearly, avoiding contractions, slang and 'filler' words (such as 'like', 'you know', 'so' [to start every response!] etc.)</p>	<p>In a lower level guided reading group, give them a formal-style text to read aloud, using 'posh voice'. For higher ability, use an informal text such as a story, and challenge them to restructure it in 'posh speak' to read aloud.</p>
<p>Have our features of non-fiction texts display posters visible for reference as they will remind children about the use formal language and structures.</p>	<p>Have a pack of these resources on tables if necessary, so that weaker writers have an immediate reference point.</p>
<p>Here's our fun formal-informal phrase matching jigsaws (1, 2 & 3) to help them gather and remember formal language to use.</p>	
<p>Try our formal, informal or slang quiz (4) for spotting the correct, formal version of slang/dialect/informal sentences. You will also find our formal v. informal vocabulary quiz here.</p>	<p>This is really helpful for children who have a strong dialect – they can separate the way they speak from Standard English.</p>
<p>Subjunctive forms, eh? If only they were not such a rarity! Here's a useful PowerPoint (5) on what the</p>	<p>Generally, many of your children will already be familiar with 'If I were you...' without thinking about it.</p>

<p>subjunctive mood is, how it's structured and when you might use it.</p>	<p>Leave the very formal subjunctive structures (such as <i>Had I not left my packed lunch at home,...</i>) to your higher ability writers</p>
<p>Have an agony aunt/uncle advice slot. Tell the class a scenario (6) and have them come up with possible solutions for you. Encourage them to use the subjunctive structures such as <i>If I were you...</i> and <i>Had you (not) done...</i> in their advice.</p>	<p>Work in mixed ability groups/pairs for this; they can all think up the advice, but the more able will be able to guide their peers into choosing subjunctive structures. You can add your own scenarios – perhaps use it as a PSHE activity for real-life problems.</p>