

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Watch a short video message

- Watch *'Message to myself in six-months time'*  
<https://www.youtube.com/watch?v=B4lraxptJjs>
- Read *Listening Questions*. Which of these can you answer already? Watch the video message again. Which can you answer now? Write sentence answers.

### 2. Remind yourself about informal and formal language

- Use the *PowerPoint on formal and informal language* or, if this is not possible, use the **Revision Card** to remind yourself about this.
- Complete *Apostrophes in Contractions*.

### 3. Note initial ideas

- Think about what you might say to yourself in six months' time.
- Try to think of 6-10 ideas and record them on *Idea Notes*. You'll pick the best ones to work with on Day 2.

*Well done. Talk about your ideas with a grown-up. You can check your answers to Listening Questions and Apostrophes in Contractions at the end of this pack.*

### Try the Fun-Time Extra

Use the *Transcript* and try to re-write Laura Smyth's message so that it is very formal. Try at least one paragraph. You could try all three. Read your writing aloud. How does it sound?

## Listening Questions

What did Laura say sorry for?

What two things did she say in her defence?

What was her hope for her future self about this?

What phrase does Laura repeat?

Why does she repeat this?

What four things does Laura ask about specifically?

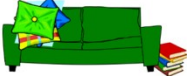


What advice does Laura give herself?

Who does she mention in particular?

# Revision Card – Formal and Informal

## Audience and Context

The **register** depends on *situation* and *audience*.  
The same person will use *different registers* in *different contexts*.

|  |  |   |
|--|--|---|
| <p>At home with family</p> <p><i>You're going to wear that, are you?</i></p> <p>Informal</p>  | <p>In school with the headteacher</p> <p><i>When will we be going on the museum trip?</i></p> <p>More Formal</p>  | <p>In official writing</p> <p><i>I wish to register my interest...</i></p> <p>Very Formal</p>  |
|--|--|---|

**Contractions**

Contractions appear in informal language.

|         |        |         |        |
|---------|--------|---------|--------|
| I'd     | what's | we're   | you're |
| mustn't |        | haven't |        |

Spoken language often contains **contractions**...  
but written **formal language** uses the longer versions of the word/s.

We might write:

*Do not say that I did not warn you.*

but we are more likely to say:

*Don't say I didn't warn you.*

What are the **formal** versions of the **contractions** above?

**Question Tags** can be used in **informal language**.

**Tags** are questions added to a **clause** to encourage a listener to respond.

**Tags** can be used to soften a **command**.

|  |  |
|--|--|
| <p>main clause      Tag</p> <p><i>You're joking, aren't you?</i></p> | <p>main clause      Tag</p> <p><i>He is from London, isn't he?</i></p> |
|--|--|

The **tag** changes a **statement** into a **question**.



|  |   |
|--|---|
| <p>main clause      Tag</p> <p><i>Pass me a pen, will you?</i></p> | <p>main clause      Tag</p> <p><i>You're ready, yeah?</i></p> |
|--|---|

In very **informal speech** **right** and **yeah** can be used as **tags**.

## Apostrophes in Contractions

1. Contract these pairs of words.

|      |       |  |
|------|-------|--|
| she  | will  |  |
| You  | had   |  |
| must | not   |  |
| I    | would |  |
| does | not   |  |
| I    | have  |  |
| can  | not   |  |

2. Place the contractive apostrophe in these words.

|         |          |        |
|---------|----------|--------|
| wouldve | dont     | hell   |
| itll    | shouldnt | theyre |
| weve    | youre    | Ill    |
| theyd   | couldnt  | mustve |

3. Is the apostrophe in the right place in these words? Write T for True or F for False next to each one. Correct those that are wrong.

|          |            |                 |
|----------|------------|-----------------|
| could'nt | we'll      | you're          |
| the'yd   | that'l     | you'dv'e        |
| mustn't  | its'       | jack o' lantern |
| o'clock  | we'd've    | you'll          |
| sh'ed    | Hallowe'en | did'nt          |

4. Read the short passage below. The underlined words need to be rewritten as contractions in the space provided. There are also 5 errors in contractions for you to spot: in some the apostrophe has been missed out altogether, in others the apostrophe has been put in the wrong place. Can you spot them all?

*“She’ll never make it,” thought Dylan as he watched his four-year old sister Chloe come down the zip wire. “You are                      going too fast!” he screamed as his sister’s legs cartwheeled above the ground.*

*“Hold on, sis - don’t let go!” Dylan would not                      have minded so much, but he knew if his sister fell and hurt herself he’d be the one who got the blame. Just then Chloe reached the end of the run and, with a loud cry, flew through the air towards the grass bank. What should’ve been a quite morning in the park was turning into a nightmare, thought Dylan. What’ll I do if she’s hurt? “It is              ACE!” came Chloe’s muffled cry from behind the grass bank. “I’m doing it again!”*



## Laura Smyth Transcript

Hello me in six months' time.

Firstly, sorry about all the weight gain but, in my defence, I was house-bound and not wearing work-trousers so hope you're on top of that.

How are you? I mean that. Because we actually mean it at the minute. When we're asking. I don't know if you remember. When we're checking in with each other we really actually care about the answer.

How are you? How's your health? How's your kids? How's your family? How's your head? Are you keeping it together? Keep looking out for each other, OK. Don't take each other for granted.

How's Mum? Listen, we are really missing her. Don't take her for granted, OK? We are really missing her. And not just the childcare, OK?

## Listening Questions - ANSWERS

What did Laura say sorry for?

She says sorry for all the weight gain.

What two things did she say in her defence?

In her defence, she says that she was house-bound and not wearing work-trousers.

What was her hope for her future self about this?

She hopes that her future-self is 'on top of that.'

What phrase does Laura repeat?

She repeats: 'How are you?'

Why does she repeat this?

She repeats it because she says that people really mean it when they ask it at the moment.

What four things does Laura ask about specifically?

She asks about health, kids, family and head (mental health).

What advice does Laura give herself?

She advises herself to keep looking out for others.

Who does she mention in particular?

She mentions her mum in particular.



## Apostrophes in Contractions - ANSWERS

1. Contract these pairs of words.

|      |       |         |
|------|-------|---------|
| she  | will  | she'll  |
| You  | had   | you'd   |
| must | not   | mustn't |
| I    | would | I'd     |
| does | not   | doesn't |
| I    | have  | I've    |
| can  | not   | can't   |

2. Place the contractive apostrophe in these words.

|          |           |         |
|----------|-----------|---------|
| would've | don't     | he'll   |
| it'll    | shouldn't | they're |
| we've    | you're    | I'll    |
| they'd   | couldn't  | must've |

3. Is the apostrophe in the right place in these words? Write T for True or F for False next to each one. Correct those that are wrong.

|          |   |            |   |                 |   |
|----------|---|------------|---|-----------------|---|
| could'nt | F | we'll      | T | you're          | T |
| the'yd   | F | that'l     | F | you'dv'e        | F |
| mustn't  | T | its'       | F | jack o' lantern | T |
| o'clock  | T | we'd've    | T | you'll          | T |
| sh'ed    | F | Hallowe'en | T | did'nt          | F |

4. Read the short passage below. The underlined words need to be rewritten as contractions in the space provided. There are also 5 errors in contractions for you to spot: in some the apostrophe has been missed out altogether, in others the apostrophe has been put in the wrong place. Can you spot them all?

*"She'll never make it," thought Dylan as he watched his four-year old sister Chloe come down the zip wire. "You are     **You're**     going too fast!" he screamed as his sister's legs cartwheeled above the ground. "Hold on, sis - don't let go!" Dylan would not     **wouldn't** have minded so much, but he knew if his sister fell and hurt herself **hed** be the one who got the blame. Just then Chloe reached the end of the run and, with a loud cry, flew through the air towards the grass bank. What **shouldv'e** been a quite morning in the park was turning into a nightmare, thought Dylan. **Whatll** I do if she's hurt? "It is     **It's** ACE!" came Chloe's muffled cry from behind the grass bank. "**Im** doing it again!"*

**She'll**  
**he'd**  
**should've**  
**What'll**  
**I'm**