

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1. Underline the **suffix** that can change this into an

<b>mad</b>	<b>ous</b>	<b>ness</b>	<b>ate</b>	<b>ize</b>
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2. Underline the correct word to use in this sentence. Use a dictionary if it helps.

*The stunning wedding cake had seven ( tears / tiers )*3. Underline the **prefix** which means 'not'. Use a dictionary if it helps you.4. Underline the **prefix** which means 'through'. Use a dictionary if it helps you.

<b>sub</b>	<b>uni</b>	<b>an</b>	<b>non</b>	<b>tele</b>	<b>trans</b>
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5. Use a dictionary to find the meaning of this word.

<b>peaky</b>	
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6-7. Use a thesaurus to find three synonyms for this word as an **adjective**.

<b>tan</b>			
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8-9. Précis this sentence. Cross out any adjectives and adverbs.

*Unfortunately, the ink pen leaked into my new leather bag.*10-11. Underline two **connectives** that can be used to show **time** and **sequence**.

<b>earlier</b>	<b>obviously</b>	<b>before long</b>	<b>most</b>	<b>it would appear</b>
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12. Underline the correct **verb** to **agree** with the **subject**.13. Underline the **object** in this sentence.

<i>All of the pizza ( was / were ) eaten.</i>	<i>David put the newt back in the pond.</i>
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This phrase uses a **formal** style of writing.14. Re-write it using an **informal** style.

<i>I regret to inform you...</i>	
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15. Underline the verb in this sentence.

16. Underline to show if it is **active** or **passive**.

<i>The secret code had been broken.</i>	<b>active</b>	<b>passive</b>
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17-18. Use **hyphens** to punctuate these phrases and make the meaning clear.

<i>the accident prone child</i>	<i>a custom built engine</i>
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19. Use a **semicolon** to punctuate this sentence.20. Use a **dash** to punctuate this sentence.

<i>The grass was long it needed cutting.</i>	<i>The jury reached their verdict guilty.</i>
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21-22. Use a **colon** and **commas** to punctuate this sentence.*I can't decide which ice-cream to have vanilla mint strawberry or chocolate.*23. Use an **ellipsis** to punctuate this sentence.*"I don't know I'm not sure I should" said Kate.*24-25. Underline the **synonyms** of the adjective in bold and circle the **antonyms**. Use a dictionary if it helps.

<b>outspoken</b>	<b>frank</b>	<b>guarded</b>	<b>diplomatic</b>	<b>blunt</b>
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**Total:**

Red (0 – 9)

Yellow (10 – 19)

Green (20 – 25)

# ANSWERS

## Stage 6

## 'Grammar Hammer'

## Skill Check 12

1. (W6:1, Sp 6:12) A suffix can be added to a root word to change its meaning. Adding 'ness' to an adjective turns it into a noun.					
mad	ous	ness	ate	ize	
2. (W6:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).					
The stunning wedding cake had seven ( tears / <b>tiers</b> ).					
3. (W6:3) Recognising prefixes. (W6:4) Using a dictionary.			4. (W6:3, Sp 6:8) Recognising prefixes. The prefix 'trans' means 'across'. (W6:4) Using a dictionary		
sub	uni	an	non	tele	trans
5. (W6:4) Check the definition with that in the dictionary available.					
peaky	Looking pale and ill.				
6-7. (W6:5) Check the synonyms with those in the thesaurus available.					
tan	light brown,	pale brown		tawny	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.					
<del>Unfortunately, the ink pen leaked into my new leather bag.</del>					
10-11. (W6:13) <b>Connectives</b> and sentence <b>openers</b> help extend and link sentences and build cohesion between and across paragraphs.					
earlier	obviously	before long	most	it would appear	
12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.			13. (W6:24) The <b>object</b> is acted upon by the subject. i.e. The striker ( <b>subject</b> ) kicked ( <b>verb</b> ) the football ( <b>object</b> ). A direct object is usually a noun, pro noun or noun phrase.		
All of the pizza ( <b>was</b> / were ) eaten.			David put <b>the newt</b> back in the pond.		
14. (W6:18,24) <b>Formal</b> language is used for official, legal or professional writing such as job applications and letters of complaint. <b>Informal</b> writing is more like how we speak and is used for letters to friends, emails etc.					
I regret to inform you...		(I'm) sorry to say or (I'm) sorry to tell you.			
15-16. (W6:19) A verb is <b>active</b> when the subject of the sentence does the action. It is <b>passive</b> if the action is done to it.					
The secret code had been <b>broken</b> .			active	<b>passive</b>	
17-18. (W6:10,20) <b>Hyphens</b> link two or three words together to show that together they make a <b>compound adjective</b> describing the noun.					
the accident-prone child		a custom-built engine			
19. (W6:10,21) A <b>semicolon</b> links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.		20. (W6:10,21) A <b>dash</b> shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.			
The grass was long; it needed cutting.		The jury reached their verdict – guilty.			
21-22. (W6:21) <b>Colons</b> are commonly used to introduce lists. <b>Commas</b> separate items in a list. It is not used before the last item which has 'and' in front of it.					
I can't decide which ice-cream to have: vanilla, mint, strawberry or chocolate.					
23. (W6:23) An <b>ellipsis</b> is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.					
"I don't know ... I'm not sure I should," said Kate.					
24-25. (W6:24) <b>Synonyms</b> are words with a similar (but not exact) meaning. <b>Antonyms</b> have the opposite meaning.					
outspoken	frank	guarded	diplomatic	blunt	

