

Name: _____

Class: _____

Date: _____

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

accident	ous	ish	ful	al
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2. Underline the correct word to use in this sentence. Use a dictionary if it helps.

Laura did not know (weather / whether) she should go to the party.

3. Underline the **prefix** which means 'together'. Use a dictionary if it helps you.4. Underline the **prefix** which means 'not'. Use a dictionary if it helps you.

syn	tele	over	ambi	tri	non
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5. Use a dictionary to find the meaning of this word.

plateau	
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6-7. Use a thesaurus to find three synonyms for this word as an **adjective**.

thunderous			
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8-9. Précis this sentence. Cross out any adjectives and adverbs.

Katie sensibly wore her strong plastic cycle helmet.

10-11. Underline two **connectives** that can be used to show **cause** and **effect**.

because	in the end	secretly	including	as a result
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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 apples (was / were) eaten.</i>	<i>Sarah rocked the baby in her arms.</i>
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This phrase uses a **formal** style of writing.14. Re-write it using an **informal** style.

<i>I shall require a total refund.</i>	
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15. Underline the verb in this sentence.

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

<i>Luckily, the drowning boy was rescued.</i>	active	passive
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17-18. Use **hyphens** to punctuate these phrases and make the meaning clear.

<i>the quick thinking policeman</i>	<i>the bad tempered child</i>
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19. Use a **semicolon** to punctuate this sentence.20. Use a **dash** to punctuate this sentence.

<i>Max was tired he went to bed early.</i>	<i>We saw dolphins in the sea incredible.</i>
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21-22. Use a **colon** and **commas** to punctuate this sentence.

<i>We went to three cities on our holiday Newcastle Durham and Leeds.</i>

23. Use an **ellipsis** to punctuate this sentence.

<i>To his horror, Sam found himself in the forest alone.</i>
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24-25. Underline the **synonyms** of the adjective in bold and circle the **antonyms**. Use a dictionary if it helps.

plentiful	ample	sparse	prolific	scarce
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Total:

Red (0 – 9)

Yellow (10 – 19)

Green (20 – 25)

ANSWERS

Stage 6

'Grammar Hammer'

Skill Check 13

1. (W6:1) A suffix can be added to a root word to change its meaning.

accident	ous	ish	ful	<u>al</u>
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2. (W6:2) **Homophones** are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).

Laura did not know (weather / whether) she should go to the party.

3. (W6:3) Recognising prefixes (W6:4) Using a dictionary

4. (W6:3. Sp 4:2) Recognising prefixes. The prefix 'non' means 'not'; when added to a root word, it gives it the opposite meaning. (W6:4) Using a dictionary

<u>syn</u>	tele	over	ambi	tri	<u>non</u>
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5. (W6:4) Check the definition with that in the dictionary available.

<u>plateau</u>	A flat area of high land.
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

<u>thunderous</u>	deafening, tumultuous	resounding, loud	booming
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8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.

Katie ~~sensibly~~ wore her ~~strong, plastic, cycle~~ helmet.

10-11. (W6:13) **Connectives** and sentence **openers** help extend and link sentences and build cohesion between and across paragraphs.

<u>because</u>	in the end	secretly	including	<u>as a result</u>
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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 **object** is acted upon by the subject. i.e. The striker (**subject**) kicked (**verb**) the football (**object**). A direct object is usually a noun, pro noun or noun phrase.

All of the apples (was / <u>were</u>) eaten.	Sarah rocked <u>the baby</u> in her arms.
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14. (W6:18,24) **Formal** language is used for official, legal or professional writing such as job applications and letters of complaint. **Informal** writing is more like how we speak and is used for letters to friends, emails etc.

I shall require a total refund.	I want/need (all) my money back.
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15-16. (W6:19) A verb is **active** when the subject of the sentence does the action. It is **passive** if the action is done to it.

Luckily, the drowning boy was <u>rescued</u>.	active	passive
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17-18. (W6:10,20) **Hyphens** link two or three words together to show that together they make a **compound adjective** describing the noun.

the quick-thinking policeman	the bad-tempered child
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19. (W6:10,21) A **semicolon** 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 **dash** shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.

Max was tired; he went to bed early.	We saw dolphins in the sea – incredible.
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21-22. (W6:21) **Colons** are commonly used to introduce lists. **Commas** separate items in a list. It is not used before the last item which has 'and' in front of it.

We went to three cities on our holiday: Newcastle, Durham and Leeds.

23. (W6:23) An **ellipsis** 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.

To his horror, Sam found himself in the forest ... alone.

24-25. (W6:24) **Synonyms** are words with a similar (but not exact) meaning. **Antonyms** have the opposite meaning.

plentiful	<u>ample</u>	<u>sparse</u>	<u>prolific</u>	<u>scarce</u>
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