

Name: _____

Class: _____

Date: _____

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

self	en	ish	ize	ate
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2. Underline the correct word to use in this sentence. Use a dictionary if it helps.

*The scientist kept the liquid in a (vial / vile)*3. Underline the **prefix** which means 'too much'. Use a dictionary if it helps you.4. Underline the **prefix** which means 'not'. Use a dictionary if it helps you.

circum	over	tele	sym	ir	ambi
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5. Use a dictionary to find the meaning of this word.

diaphanous6-7. Use a thesaurus to find three synonyms for this word as an **adjective**.

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

*The tiny, baby bird bathed in the warm spring sunshine.*10-11. Underline two **connectives** that can be used to show **cause** and **effect**.

alternatively	so that	in a flash	including	thus
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12. Underline the correct **verb** to **agree** with the **subject**.13. Underline the **object** in this sentence.*Both of the toys (was / were) in the sale.**Peter posted the letter on Monday.*This sentence uses a **formal** style of writing.14. Re-write it using an **informal** style.*Please take a seat.*

15. Underline the verb in this sentence.

16. Underline to show if it is **active** or **passive**.*The mud had ruined my new shoes.***active****passive**17-18. Use **hyphens** to punctuate these phrases and make the meaning clear.*a sugar free drink**the fair haired girl*19. Use a **semicolon** to punctuate this sentence.20. Use a **dash** to punctuate this sentence.*The book was great I really enjoyed it.**It's the one thing I enjoy most dancing.*21-20. Use a **colon** and **commas** to punctuate this sentence.*I need a few things at the shop tea sugar bread and eggs.*23. Use an **ellipsis** to punctuate this sentence.*Peering into the tank, she hoped to see the lizard it was gone.*24-25. Underline the **synonyms** of the adjective in bold and circle the **antonyms**. Use a dictionary if it helps.

shamefaced	proud	ashamed	embarrassed	unrepentant
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Total:

Red (0 – 9)

Yellow (10 – 19)

Green (20 – 25)

1. (W6:1) A suffix can be added to a root word to change its meaning.					
self	en	ish	ize	ate	
2. (W6:2) Homophones are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).					
The scientist kept the liquid in a (<u>vial</u> / vile).					
3. (W6:3) Recognising prefixes. The prefix 'over' means 'too' or 'too much'. (W6:4) Using a dictionary			4. (W6:3. Sp 3:10) Recognising prefixes. The prefix 'in' means 'not'. When a root word starts with 'r', 'in' becomes 'ir'. (W6:4) Using a dictionary.		
circum	over	tele	sym	ir	ambi
5. (W6:4) Check the definition with that in the dictionary available.					
diaphanous	Almost transparent.				
6-7. (W6:5) Check the synonyms with those in the thesaurus available.					
wintry	chilly, frosty		cold, freezing, icy		bleak, biting, snowy
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.					
The tiny, baby bird bathed in the warm, spring sunshine.					
10-11. (W6:13) Connectives and sentence openers help extend and link sentences and build cohesion between and across paragraphs.					
alternatively	so that	in a flash	including	thus	
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.		
Both of the toys (was / were) in the sale.			Peter posted <u>the letter</u> on Monday.		
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.					
Please take a seat.			Sit down.		
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.					
The mud had <u>ruined</u> my new shoes.			active	<u>passive</u>	
17-18. (W6:10,20) Hyphens link two or three words together to show that together they make a compound adjective describing the noun.					
a sugar-free drink			the fair-haired girl		
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.		
The book was great; I really enjoyed it.			It's the one thing I enjoy most – dancing.		
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.					
I need a few things at the shop: tea, sugar, bread and eggs.					
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.					
Peering into the tank, she hoped to see the lizard ... it was gone.					
24-25. (W6:24) Synonyms are words with a similar (but not exact) meaning. Antonyms have the opposite meaning.					
shamefaced	proud	ashamed	embarrassed	unrepentant	