Stage 6 **‘Grammar Hammer’** Skill Check 2

|  |
| --- |
| *1. A suffix can be added to a root word to change its meaning. The suffix ‘ly’ can be added to most root words; it changes an adjective into an adverb (polite-politely, quiet-quietly)* |
| ***Friend*** | ***ly*** | *ous* | *ful* | *al* |
| *2* ***Homophones*** *are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).* |
| *The bus was* ***( stationary*** */ stationery ) when the lorry hit it.* |
| *3. Recognising prefixes. The prefix ‘dis’ means ‘not’ or ‘the opposite of’.(W6:4) Using a dictionary*  | *4. Recognising prefixes. The prefix ‘uni’ means ‘one’. Using a dictionary* |
| *anti* | *trans* | ***dis*** | *semi* | *non* | ***uni*** |
| *5. Check the definition with that in the dictionary available.* |
| ***admonish*** | *Advise or warn someone, firmly but mildly.* |
| *6-7. Check the synonyms with those in the thesaurus available.* |
| ***factual*** | *truthful , accurate* | *historical , authentic* | *genuine , realistic* |

|  |
| --- |
| *8-9. For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.* |
| ***The*** *~~young~~* ***girl*** *~~carefully~~* ***crossed******the*** *~~busy main~~* ***road****.* |
| *10-11.* ***Conjunctions*** *and* ***adverbial openers*** *help extend and link sentences and build cohesion between and across paragraphs.* |
| ***importantly*** | *after* | *later on* | ***clearly*** | *and* |
| *12. 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. The* ***object*** *is acted upon by the subject. (ie The stiker ( the* ***subject****) kicked (****verb****) the football ( the* ***object****). A direct object is usually a noun, pro noun or noun phrase.* |
| *Jo and Dan ( was /* ***were*** *) late for school.* | *The striker kicked* ***the ball*** *into the goal.* |

|  |
| --- |
| *14.* ***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.* |
| *He did not require any assistance.* | ***He didn’t need (any) help.*** |
| *15-16. A verb is* ***active*** *when the subject of the sentence does the action. It is* ***passive*** *if the action is done to it.* |
| *Charlie threw the stone in the sea.* | ***active*** | *passive* |
| *17-18.* ***Hyphens*** *link two or three words together to show that together they make a* ***compound adjective*** *describing the noun.* |
| *The would****-****be model* | *An up****-****to****-****date copy* |
| *19. 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. A* ***dash*** *shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.* |
| *Ring me tomorrow* ***;*** *we’ll talk then* | *He stayed in the place he was born* ***-****London.* |
| *21-22.* ***Colons*** *are commonly used to introduce lists. C****ommas*** *separate items in a list. It is not used before the last item which has ‘and’ in front of it.* |
| *I was in a few races at school****:*** *obstacles****,*** *hurdles and relay.* |
| *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.* |
| *“Don’t* ***…*** *it’s not safe” warned Billy* |
| *24-25.* ***Synonyms*** *are words with a similar (but not exact) meaning.* ***Antonyms*** *have the opposite meaning.* |
| ***brainy*** | ***clever*** | *unintelligent* | ***gifted*** | *stupid* |