Stage 2 **‘Grammar Hammer’** Skill Check 3

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| *1-2. (W2:4,17,24. Sp 2:7-9) The* ***apostrophe*** *represents missing letters and not the joining of two words (I have / I’ve). It can also be used to show possession ( the voice belonging to the man – the man’s voice) In either case, it must be placed precisely.* | | | | | | | | | | | | | | | | |
| *I have* | | | ***I’ve*** | | | | ***has not*** | | | | | | *hasn’t* | | | |
| *3-4. (W2:2,5. Sp 2:17-20)* ***Homophones*** *are words that sound the same but have different meanings and different spellings.* | | | | | | | | | | | | | | | | |
| *I can’t ( here /* ***hear*** *) you.* | | | | | | | *Pass me ( sum /* ***some*** *) pencils please.* | | | | | | | | | |
| *5-6. (W2:6,22,24. Sp 2:27,28) The* ***suffix*** *‘ly’ turns an adjective into an adverb (slow-slowly). The* ***prefixes*** *‘un’ and ‘dis’ mean ‘not’ or ‘opposite’. When added to a word, they give it the opposite meaning ( Sp 1:30)* | | | | | | | | | | | | | | | | |
| ***slow*** | ***ly*** | | | | *less* | | *un* | | | | ***dis*** | | | | *agree* | |
| *7. (W2:7, Sp 2:5)’el’ is much less common that ‘le’. Unlike ‘le’, it is often used after non-ascenders or descenders.* | | | | | | | *8. (W2:7, Sp 2:6) Very few words end in ‘ol’.* | | | | | | | | | |
| *travul* | *travil* | | | | ***travel*** | | ***pistol*** | | | | *pistul* | | | | *pistel* | |
| *9-10. (W2:7. Sp 1:29, 2:21, 25) A* ***comparative*** *compares two things. For most one syllable adjectives just add ‘er’ to make the comparative. A* ***superlative*** *compares three or more things. For most one syllable adjectives just add ‘est’ to make the superlative.* | | | | | | | | | | | | | | | | |
| *old* | | ***older*** | | | | | *young* | | | | | ***youngest*** | | | | |
| *11-12. (W2:17) A* ***capital letter*** *is used to show the start of a sentence. It must also be used for the first letter of a person’s name (proper noun), the personal pronoun ‘I’ meaning ‘me’ and for the names of places and the days of the week.* | | | | | | | | | | | | | | | | |
| ***C****an* ***I*** *go to* ***J****ohn’s house.* | | | | | | | ***B****illy plays cricket on* ***S****undays.* | | | | | | | | | |
| *13. (W2:17,24) A* ***comma*** *is used to separate items in a list. It is not used before the last item which has ‘and’ in front of it. It tells the reader to pause, but not for as long as a full stop.* | | | | | | | | | | | | | | | | |
| *I had lettuce****,*** *tomato****,*** *cheese and cucumber in my sandwich.* | | | | | | | | | | | | | | | | |
| *14. (W2:17) An* ***exclamation*** *is usually an abrupt or excited cry or shout. It requires an* ***exclamation mark*** *to let the reader know to emphasise it.* | | | | | | | *15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.* | | | | | | | | | |
| ***Look out!*** | | | | | | | *statement* | | *question* | | | | ***exclamation*** | | | *command* |
| *16-17. (W2:24) A* ***noun*** *is a naming word. It names of a person, place or thing. A* ***verb*** *is a doing word. It is an action or a thing you do.* | | | | | | | | | | | | | | | | |
| *The* ***cup*** *was full of* ***milk****.* | | | | | | | *He* ***jumped*** *over the gate.* | | | | | | | | | |
| *18. (W2:24) An* ***adjective*** *is a describing word. It describes a noun (small, pretty, fast, broken)* | | | | | | | *19. (W2:19,24) A* ***phrase*** *has no verb and does not make sense alone. A* ***noun phrase*** *is a noun with any modifier ( the dog; some tiny blue beads)* | | | | | | | | | |
| *The dog chased the* ***small*** *cat.* | | | | | | | *the* ***big, red*** *sun* | | | | | | | | | |
| *20-21. (W2:7,20,24. Sp 1:28) Verbs can be written in past, present or future tense.* | | | | | | | | | | | | | | | | |
| *scream* | | ***screamed*** | | | | | *talk* | | | | | ***talked*** | | | | |
| *22. (W2:20) A fronted adverbial which sets an action in the future (tomorrow, next week) means the verb must be in the future tense.* | | | | | | | | | | | | | | | | |
| *Tomorrow, I* | | | | *( is / was /* ***will be*** *)* | | | | | | *having my party.* | | | | | | |
| *23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a* ***compound*** *sentence. The conjunction usually occurs mid-sentence.* | | | | | | | | | | | | | | | | |
| *Tommy forgot his coat* | | | | *(* ***and*** */ or / but )* | | | | | | *he forgot his wellies* | | | | | | |
| *24. (W2:21) Subordinating conjunctions join a main clause (independent) to a subordinate (dependent) clause to make a* ***complex*** *sentence. The conjunction comes at the beginning of the subordinate clause.* | | | | | | | | | | | | | | | | |
| *She watered the garden* | | | | *(* ***so that*** */ if / because )* | | | | | | *her flowers did not die.* | | | | | | |
| *25. (W2:24) A* ***compound word*** *is a word made up of two smaller words (horse + shoe = horseshoe).* | | | | | | | | | | | | | | | | |
| **post** | | ***box*** | | | | *road* | | ***man*** | | | | | | ***card*** | | |