Stage 2 **‘Grammar Hammer’** Skill Check 5

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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.* | | | | | | | | | | | | | | | |
| *The* ***car’s*** *engine was hot.* | | | | | | *I have* | | | | | | ***I’ve*** | | | |
| *3-4. (W2:2,5. Sp 2:17-20)* ***Homophones*** *are words that sound the same but have different meanings and different spellings.* | | | | | | | | | | | | | | | |
| *I (* ***would*** */ wood ) like some juice.* | | | | | | *Can you come ( hear /* ***here*** *) please?* | | | | | | | | | |
| *5-6. (W2:6,22,24. Sp 2:27,28) The* ***suffix*** *‘ness’ does not change the meaning of the root word It turns the adjective into a noun..*  *The* ***prefixes*** *‘un’ and ‘dis’ mean ‘not’ or ‘opposite’. When added to a word, they give it the opposite meaning (Sp 1:30)* | | | | | | | | | | | | | | | |
| ***glad*** | ***ness*** | | | *ful* | | *dis* | | | | ***un*** | | | | *tidy* | |
| *7. (W2:7, Sp 1:6) ’tch’ follows a single short vowel at the end of a word.* | | | | | | *8. (W2:7, Sp 2:14) The short ‘o’ sound after a ‘w’ is usually made with an ‘a’ (want, wand,wash)* | | | | | | | | | |
| ***watch*** | *wotch* | | | *woch* | | *wond* | | | | *woned* | | | | ***wand*** | |
| *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.* | | | | | | | | | | | | | | | |
| *cold* | | ***colder*** | | | | *warm* | | | | | ***warmest*** | | | | |
| *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.* | | | | | | | | | | | | | | | |
| ***I****f* ***I*** *am good, can* ***I*** *go to* ***P****eter’s?* | | | | | | ***I*** *went to* ***Y****orkshire last* ***S****unday.* | | | | | | | | | |
| *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.* | | | | | | | | | | | | | | | |
| *In the town I need a card****,*** *some wrapping paper****,*** *ribbon and a cake.* | | | | | | | | | | | | | | | |
| *14. (W2:17) A* ***question mark*** *is used at the end of a word, phrase or sentence to be read as a question. It is used in place of the full stop.* | | | | | | *15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.* | | | | | | | | | |
| *What would you like****?*** | | | | | | *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* ***cat*** *chased the* ***mouse****.* | | | | | | *The boy* ***ran*** *down the street.* | | | | | | | | | |
| *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* ***new, green*** *leaves appeared.* | | | | | | *my* ***smart, red*** *shoes* | | | | | | | | | |
| *20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in* ***past, present*** *or future tense.* | | | | | | | | | | | | | | | |
| *I talked* | | ***I am talking.*** | | | | *I sprinted* | | | | | ***I am sprinting*** | | | | |
| *22. (W2:20) A fronted adverbial which sets an action as happening now (today) means the verb must be in the present tense.* | | | | | | | | | | | | | | | |
| *Today* | | | *(* ***is*** */ was / will be )* | | | | | | *my birthday.* | | | | | | |
| *23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a* ***compound*** *sentence. The conjunction usually occurs mid-sentence.* | | | | | | | | | | | | | | | |
| *Will you come to my house* | | | *( and /* ***or*** */ but )* | | | | | | *should I come to yours?* | | | | | | |
| *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.* | | | | | | | | | | | | | | | |
| *He took the cakes out* | | | *(* ***so that*** */ if / because )* | | | | | | *they didn’t burn.* | | | | | | |
| *25. (W2:24) A* ***compound word*** *is a word made up of two smaller words (horse + shoe = horseshoe).* | | | | | | | | | | | | | | | |
| **hand** | | *post* | | | ***stand*** | | ***bag*** | | | | | | ***writing*** | | |