Stage 2 **‘Grammar Hammer’** Skill Check 4

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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 child****’****s hair is long.* | | | | | | *we will* | | | | | | ***we’ll*** | | | |
| *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 ( sea /* ***see*** *) the screen.* | | | | | | *The young boy (* ***won*** */ one ) the race.* | | | | | | | | | |
| *5-6. (W2:6,22,24. Sp 2:27,28) The* ***suffix*** *‘ness’ does not change the meaning of the root word. It turns an* ***adjective*** *into a noun (sad-sadness). The* ***prefixes*** *‘un’ and ‘dis’ mean ‘not’ or ‘opposite’. When added to a word, they give it the opposite meaning (Sp 1:30).* | | | | | | | | | | | | | | | |
| ***kind*** | *ful* | | | ***ness*** | | ***un*** | | | | *dis* | | | | *sure* | |
| *7. (W2:7, Sp2:1) ‘dge’ is used for the ‘j’ sound at the end of a word.* | | | | | | *8. (W2: 7, Sp 2:2) When ‘c’ is followed by ‘e’ or ‘i’, the ‘c’ is soft (circle).* | | | | | | | | | |
| *baj* | ***badge*** | | | *badj* | | *sitty* | | | | *sitee* | | | | ***city*** | |
| *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.* | | | | | | | | | | | | | | | |
| *wide* | | ***wider*** | | | | *short* | | | | | ***shortest*** | | | | |
| *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*** *am going to* ***F****rance soon.* | | | | | | ***W****e are getting our puppy on* ***F****riday.* | | | | | | | | | |
| *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.* | | | | | | | | | | | | | | | |
| *For my birthday I got pencils****,*** *a CD****,*** *some stickers and a book.* | | | | | | | | | | | | | | | |
| *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.* | | | | | | | | | |
| *When is David coming****?*** | | | | | | *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* ***man*** *was in his* ***garden*** | | | | | | *He was* ***picking*** *some flowers.* | | | | | | | | | |
| *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* ***hot*** *sun shone brightly.* | | | | | | *the* ***small, white*** *kitten* | | | | | | | | | |
| *20-21. (W2:7,20,24. Sp 2:22) Verbs can be written in* ***past, present*** *or future tense.* | | | | | | | | | | | | | | | |
| *I walked* | | ***I am walking.*** | | | | *I screamed* | | | | | ***I am screaming.*** | | | | |
| *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*** *)* | | | | | | *getting my new shoes.* | | | | | | |
| *23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a* ***compound*** *sentence. The conjunction usually occurs mid-sentence.* | | | | | | | | | | | | | | | |
| *Eat your breakfast* | | | *( and /* ***or*** */ but )* | | | | | | *you will be hungry* | | | | | | |
| *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 wore his coat* | | | *(* ***so that*** */ if / because )* | | | | | | *he didn’t get wet.* | | | | | | |
| *25. (W2:24) A* ***compound word*** *is a word made up of two smaller words (horse + shoe = horseshoe).* | | | | | | | | | | | | | | | |
| **blue** | | ***berry*** | | | *clock* | | ***bell*** | | | | | | ***bird*** | | |