

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write the **prefix** which can be added to all the words below and which means to do 'badly' or 'wrongly'.

	<i>print</i>	<i>lead</i>	<i>behave</i>	<i>deaf</i>	<i>-ize</i>	<i>-en</i>	<i>-ify</i>
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2. Underline the **suffix** that turns the **adjective** into a **verb**.3-4. Underline any **silent letters** in these words.

<i>knee</i>	<i>hand</i>	<i>autumn</i>	<i>winter</i>
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5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.

<i>Look how much you've ( groan / grown ).</i>	<i>My throat feels ( horse / hoarse ).</i>
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7. Use a dictionary to find the meaning of this word.

<i>curio</i>	
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8-9. Number these words to show their **alphabetical order**.

<i>stuck</i>		<i>study</i>		<i>string</i>		<i>stall</i>	
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10-11. Underline two **adverbials** that might help signal **time** or **sequence** in a piece of writing.

<i>First thing today</i>	<i>This shows</i>	<i>In other words</i>	<i>After a while</i>
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12-13. Underline two **adverbials** that can be used to help **emphasise** or **persuade** in a piece of writing.

<i>Above all else</i>	<i>Once we arrived</i>	<i>Most would agree</i>	<i>Later that day</i>
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14-15. Underline the correct **verb tenses** to complete the sentences.

<i>The horse ( ran / run ) towards the gate.</i>	<i>I love to see him ( ran / run ).</i>
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16. Underline the correct **verb** to **agree** with the **subject**.17. Underline the correct **verb** to **agree** with the **subject**.

<i>Sarah or Simon ( walk / walks ) the dog.</i>	<i>Everyone in the class ( has / have ) a ticket.</i>
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18-19. Underline the correct verb to make these sentences correct.

<i>She ( stolen / stole ) the boy's bike.</i>	<i>The boy's bike was ( stole / stolen ).</i>
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20-21. Cross out any unnecessary or redundant words in this sentence to convey the information more concisely.

<i>The sailor pulled with all his might as hard as he could on the dirty, filthy rope.</i>
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22. Underline the correct **modal verb** to complete the sentence.

<i>The cat looks hungry. I ( can / would / shall ) feed him.</i>
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23. Underline the **relative clause** in this sentence.

<i>The trousers, which made him look like a clown, were too short.</i>
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24. Use a **comma** to punctuate this sentence and make the meaning clear.

<i>After the football match the players did a lap of honour.</i>
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25. Punctuate this sentence with **commas**, to show **parenthesis**.

<i>Mrs Little my teacher loves to play football with us.</i>
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<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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