

Grammar Hammer

Stage 4

'Grammar Hammer'

Skill Check 8

Name: _____

Class: _____

Date: _____

1. Underline the prefix which means 'again' or 'back'.			2. Add a suffix to the word below so that it forms an adjective.		
pre-	de-	re-	courage		
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
Don't (stair / stare) at the lady.			Shall I (pour / poor) the milk?		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
optitian	optician	optishun	expreshun	exprecian	expression
7-8. Number these words to show their alphabetical order .					
sharp		sheep		shift	
					short

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
sleep	doze	laugh	snooze	nap
10. Underline the noun phrases in the sentence below.		11. Circle the preposition in the sentence below.		
The small, timid dog lay in his basket.				

12-13. Underline two adverbials that can be used to signal time and sequence in a piece of writing.				
unless	next day	clearly	during	because
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition .				
(Ben / He) grabbed (Ben's / his) packed lunch and (Ben / he) ran for the bus.				
16-17. Underline two fronted adverbials that might help signal surprise and suspense .				
One example,	That very moment,	Equally,	Unexpectedly,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
He has (drawn / drew) a lovely picture.		You should have (came / come).		

20-21. Underline the fronted adverbial . Punctuate this sentence using commas .	
The following day the eggs began to hatch.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession .	
Have you seen the h e n s egg?	Have you seen those h e n s eggs?
24-25. Punctuate these sentences using inverted commas (" ") , commas (,) and any other punctuation needed.	
What is that Sita asked	My lunch said Ben do you want some

Grammar Hammer - answers

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1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear-disappear).				2. (W4:1, Sp 4:7) 'ous' is just added to words ending 'ge' if the soft 'g' sound is kept.							
pre-		de-		re-		courage		courageous			
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.											
Don't (<u>stair</u> / <u>stare</u>) at the lady.					Shall I (<u>pour</u> / <u>poor</u>) the milk?						
5. (W4:1,3, Sp 4:9) 'cian' is used when root words end in 'c' or 'cs' and is often used for occupations (optician, politician)					6. (W4:1,3, Sp 4:10) 'ssion' words have a 'sh' sound and are often used with root words ending 'ss' or 'mit' (express-expression)						
<u>optitian</u>		<u>optician</u>		<u>optishun</u>		<u>expreshun</u>		<u>exprecian</u>		<u>expression</u>	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.											
sharp		1	sheep		2	shift		3	short		4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<u>sleep</u>	<u>doze</u>	<u>laugh</u>	<u>snooze</u>	<u>nap</u>
10-11. (W4:17, 19) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (<u>under</u> the car, <u>on</u> Sunday, <u>by</u> train.)				
The small, timid dog lay <u>in</u> his basket.				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make writing more interesting. Connectives can include conjunctions, adverbs and prepositions.				
<u>unless</u>	<u>next day</u>	<u>clearly</u>	<u>during</u>	<u>because</u>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(<u>Ben</u> / He) grabbed (Ben's / <u>his</u>) packed lunch and (Ben / <u>he</u>) ran for the bus.				
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.				
One example,	<u>That very moment,</u>	<u>Equally,</u>	<u>Unexpectedly,</u>	
18-19. (W4:14,20) Past progressive form (was/were + verb+ 'ing') Present perfect form (<u>have/has</u> + the past participle of the verb) Perfect modal form (modal verb + <u>have</u> + past participle of the verb) NB modal verbs are a Stage 5 expectation.				
He has (<u>drew</u> / <u>drawn</u>) a lovely picture.		You should have (<u>came</u> / <u>come</u>).		

20-21. (W4:17,21) A comma is used after a fronted adverbial . It is also 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.	
The following day, the eggs began to hatch.	
22-23. (W4:22, Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun, add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
Have you seen the hen's egg?	Have you seen those hens' eggs?
24-25. (W4:23) Inverted commas (speech marks " ") are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.	
"What is that?" Sita asked.	"My lunch," said Ben. "Do you want some?"