

Grammar Hammer

1. Underline the prefix which means 'between'.			2. Underline the suffix which, when added, forms the present tense of the verb.		
sub	inter	anti	walk	er	ing
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
The (tire / tyre) had a puncture.			Keep off the building (sight / site).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
obvious	obvios	obvius	division	divishun	divition
7-8. Number these words to show their alphabetical order.					
grape		great		grind	
				ground	

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
run	sprint	hurry	race	walk
10. Underline the nouns in the sentence below.			11. Circle the adjectives in the sentence below.	
The hot, summer sun rose up over the hill.				

12-13. Underline two connectives that can be used to compare or contrast.				
unlike	all of a sudden	however	happily	secretly
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.				
Running for the bus, (David / he) realised (he / David) had left (his / David's) school bag at home.				
16-17. Underline two fronted adverbials that might help signal cause and effect.				
Unfortunately,	Consequently,	Perhaps,	For this reason,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
I have (written / wrote) to you.		They (were / was) playing together.		

20-21. Underline the fronted adverbial . Punctuate this sentence using commas.	
Unfortunately for him the police had seen what he was doing.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession.	
The fairys dress was beautiful.	The fairies wings were silver.
24-25. Punctuate these sentences using inverted commas (" ") , commas (,) and any other punctuation needed.	
Do you want to play tennis asked Jake	Not really replied Jo I'm too tired

Grammar Hammer - answers

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear-disappear)			2. (W4:1, Sp 4:18) Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walked-walking)		
sub	inter	anti	walk	ing	er
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.					
The (tire / <u>tyre</u>) had a puncture.			Keep off the building (sight / <u>site</u>).		
5. (W4:1, 3, Sp 4:8) If there is a long 'ee' sound before the suffix 'ous' it is usually spelt as an 'i' (obvious, serious)			6. (W4:1, 3, Sp 4:10) Many 'sion' words are formed from verbs ending in 'd' or 'de' (explode-explosion, divide-division)		
<u>obvious</u>	obvios	obvius	<u>division</u>	divishun	divition
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.					
grape	1	great	2	grind	3
				ground	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
run	sprint	hurry	race	walk
10-11. (W4:17, 19) A noun is a person, place or thing (cat, river, table). An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse).				
The <u>hot</u> , <u>summer</u> <u>sun</u> rose up over the <u>hill</u> .				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing far more interesting.				
<u>unlike</u>	all of a sudden	<u>however</u>	happily	secretly
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
Running for the bus, (<u>David</u> / he) realised (<u>he</u> / David) had left (<u>his</u> / David's) school bag at home.				
16-17. (W4:17, 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.				
Unfortunately,	<u>Consequently,</u>	Perhaps,	<u>For this reason,</u>	
18-19. (W4:14, 20) Past progressive form (was/were + verb + 'ing') Present perfect form (have/has + the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.				
I have (<u>written</u> / wrote) to you.		They (<u>were</u> / was) playing together.		

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.	
<u>Unfortunately for him,</u> the police had seen what he was doing.	
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).	
The fairy's dress was beautiful.	The fairies' wings were silver.
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.	
"Do you want to play tennis?" asked Jake.	"Not really," replied Jo. "I'm too tired."