

English:

The answers for the 'Grammar Hammer' Sheets are below:

Stage 3

'Grammar Hammer'

Skill Check 11

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.							
fore	<u>over</u>	sub	draft	fore	over	<u>sub</u>	traction
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
The rabbit ran into the (<u>hole</u> / whole).				I (one / <u>won</u>) a trophy in the competition.			
5. (W3:3. KW 3:1) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.				6. (W3:3. Sp 3:12. KW3:1) 'ou' can make the short 'u' sound (would, could, should)			
bicos	<u>because</u>	becos	wud	woud	<u>would</u>		
7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.							
night	3	nine	4	near	1	new	2
9. (W3:9,20) These words make a form based word family.							
write	<u>wrong</u>	work	<u>wreck</u>	<u>wring</u>			
10. (W3:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.							
She gave him a present <u>as/since/because</u> it was his birthday.							
11. (W3:9,17) Write a sentence opener which will create a complex sentence .							
<u>Since/As/Because</u> it was his birthday, she gave him a present.							
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
I (<u>wrote</u> / written) you a letter.				I have (wrote / <u>written</u>) you a letter.			
14. (W3:18. Sp 3:3) For one syllable words with a short vowel followed by a single consonant, double the final consonant (hop-hopped, jog-jogged)				15. (W3:18. Sp 3:16) Changing the medial vowel from 'i' to 'a' changes some verbs from the present to the past tense (swim-swam, drink-drank)			
hop	<u>hopped</u>	swim	<u>swam</u>				
16. (W3:17, 19, 24) A preposition is a word that tells you where or when something is in relation to something else. They can link nouns, phrases or clauses. They often describe locations or directions, but can describe other things, such as relations of time.							
I can stay at your house _____ my mum calls me.					<u>at/for/until</u>		
17-18. (W3:19) 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, link sentences and events between paragraphs.							
<u>Because of this,</u>		<u>Therefore,</u>		In addition,		Nevertheless,	
19-20. (W3:20,24) Use 'a' before a consonant sound and 'an' before a vowel sound. NB 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)							
<u>a / an</u>		uniform		<u>a / an</u>		uncle	
21. (W3:17, 19, 21, 24) A clause is a group of words that can be used either as a whole sentence or part of a sentence. It must contain a verb. Many complex sentences are made up of a main clause and a subordinate clause (a less important clause).							
<u>Gathering speed,</u> the car rolled down the steep hill.							
22-23. (W3:22. Sp 2:7-9) Apostrophes have two completely different uses: showing the place of missing letters (contraction e.g. I'm for I am) and marking possessives (possession e.g. Hannah's mother).							
Billy's new car's really fast.				You mustn't know Sarah's secret.			
24-25. (W3:23,24) 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.							
"A parcel has just come for you," said Jo.				"For me?" I asked excitedly.			

