

1. (W6:1. Sp 4:7, 4:8) A suffix can be added to a root word to change its meaning.				
danger	ful	ish	ly	<u>ous</u>
2. (W6:2) Homophones are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).				
The polite man paid the lady a (<u>compliment</u> / complement)				
3. (W6:3) Recognising prefixes. (W6:4) Using a dictionary			4. (W6:3. Sp 3:4) Recognising prefixes. The prefix 'pre' means 'before'. (W6:4) Using a dictionary	
tri	<u>ambi</u>	trans	ir	co
5. (W6:4) Check the definition with that in the dictionary available.				
diadem	A crown or headband worn by a royal person.			
6-7. (W6:5) Check the synonyms with those in the thesaurus available.				
cultural	artistic, aesthetic	intellectual, elevating	educational, improving	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.				
The little boy cautiously rode his new, blue bike.				
10-11. (W6:13) Connectives and sentence openers help extend and link sentences and build cohesion between and across paragraphs.				
<u>the fact is</u>	to conclude	<u>of course</u>	previously	consequently
12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.			13. (W6:24) The object is acted upon by the subject. i.e. The striker (subject) kicked (verb) the football (object). A direct object is usually a noun, pro noun or noun phrase.	
The dogs (<u>bark</u> / barks) all night.			Dad locked <u>his keys</u> in the car.	
14. (W6:18,24) Formal language is used for official, legal or professional writing such as job applications and letters of complaint. Informal writing is more like how we speak and is used for letters to friends, emails etc.				
In my opinion, the boy was pushed.			I think (the boy/he) was pushed/shoved.	
15-16. (W6:19) A verb is active when the subject of the sentence does the action. It is passive if the action is done to it.				
The anchor was <u>pulled</u> up.			active	passive
17-18. (W6:10,20) Hyphens link two or three words together to show that together they make a compound adjective describing the noun.				
a first-class performance			a build-up of pressure	
19. (W6:10,21) A semicolon links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.			20. (W6:10,21) A dash shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.	
I'll get you a present; that's a promise.			My team need another player – a striker.	
21-22. (W6:21) Colons are commonly used to introduce lists. Commas separate items in a list. It is not used before the last item which has 'and' in front of it.				
He wanted to visit four countries: France, Germany, Italy and Spain.				
23. (W6:23) An ellipsis is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.				
"Ready ... go!" shouted Mr Brown as he started the race.				
24-25. (W6:24) Synonyms are words with a similar (but not exact) meaning. Antonyms have the opposite meaning.				
amenable	obstinate	stubborn	<u>agreeable</u>	<u>compliant</u>