

1-2. (W5:1. Sp 6:11) The **suffixes** *ate, ify, en, ize, or ise*, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

deep	ate	en	modern	ate	ize
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3. (W5:2. Sp 5:14) Silent 'b' often follows 'm' (climb, thumb) and can come before 't' in some words (debt, doubt).

4. (W5:2. Sp 5:14) Silent 'c' often follows 's' and 'sc' is often followed by 'e' or 'i' (science, scissors, scent)

climb	slip	science	maths
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5-6. (W5:3. Sp 5:19, 5:19) **Homophones** are words that sound the same but have different meanings and different spellings.

Can I offer you some (advice / advise)?	My computer is a clever (device / devise).
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7. (W5:4) Check the definition with that in the dictionary available.

dialogue	1. Words spoken by characters in a play, film or story. 2. A conversation.
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8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

false	3	fail	1	fall	2	frail	4
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

as a result	also	in a flash	unless	including
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12-13. (W5:12) Using a wider range of **sentence openers, propositional phrases and fronted adverbials** help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

Most importantly,	After a while,	Obviously,	Before long,
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14-15. (W5:15) A **verb tense** tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

I (went / go) swimming last night.	I will (go / went) with you next time.
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16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

Laura and her friends (is / are) in town.	Max or Dan (is / are) in town with them.
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18-19. (W5:18) Verbs in the **perfect** form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

He has (gone / went) to the park.	He (went / gone) to the park last night.
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20-21. (W5:19) **Expanded noun phrases** add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.

He was (absolutely/completely) terrified of the (tiny/weeny/small) spider.
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22. (W5:20) **Modal verbs** indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

My mum says you (can / would / must) probably come for tea on Wednesday.

23. (W5:21) A **relative clause** adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

A boy, whose sister is in my class , fell off the swing at the park last night.
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24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

To Laura, Billy was the best friend in the world.

25. (W5:23) **Parenthesis** is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. **Brackets** enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

He rode his bike (a Rayleigh XT) all the way to the woods.
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