

1. (W6:1) A suffix can be added to a root word to change its meaning. Adding the suffix 'ly' changes an adjective into an adverb.				
<b>complete</b>	<b>ify</b>	<b>ous</b>	<b>ly</b>	<b>ate</b>
2. (W6:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).				
<b>The college ( <u>principal</u> / principle ) was very strict.</b>				
3. (W6:3) Recognising prefixes The prefix 'semi' means 'half'.(W6:4) Using a dictionary			4. (W6:3. Sp 6:7) Recognising prefixes. The prefix 'tri' means 'three'. (W6:4) Using a dictionary	
<b>sub</b>	<b>non</b>	<b>semi</b>	<b>tri</b>	<b>multi</b>
5. (W6:4) Check the definition with that in the dictionary available.				
<b>ludicrous</b>	<b>Ridiculous or laughable.</b>			
6-7. (W6:5) Check the synonyms with those in the thesaurus available.				
<b>blatant</b>	<b>flagrant, brazen</b>	<b>barefaced, glaring</b>	<b>shameless, unconcealed</b>	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.				
<b>Danny was <del>quietly</del> reading his <del>new, adventure</del> book.</b>				
10-11. (W6:13) <b>Connectives</b> and sentence <b>openers</b> help extend and link sentences and build cohesion between and across paragraphs.				
<b>indeed</b>	<b><u>unbelievably</u></b>	<b>therefore</b>	<b><u>frighteningly</u></b>	<b>after that</b>
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 <b>object</b> is acted upon by the subject. i.e. The striker ( <b>subject</b> ) kicked ( <b>verb</b> ) the football ( <b>object</b> ). A direct object is usually a noun, pro noun or noun phrase.	
<b>The class ( <u>was</u> / were ) in the hall.</b>			<b>Dan broke <u>his ankle</u> whilst ice-skating.</b>	
14. (W6:18,24) <b>Formal</b> language is used for official, legal or professional writing such as job applications and letters of complaint. <b>Informal</b> writing is more like how we speak and is used for letters to friends, emails etc.				
<b>I am writing to inform you...</b>		<b>Just to let you know ... Just so you know etc</b>		
15-16. (W6:19) A verb is <b>active</b> when the subject of the sentence does the action. It is <b>passive</b> if the action is done to it.				
<b>The wind <u>blew</u> the tree down.</b>		<b>active</b>	<b>passive</b>	
17-18. (W6:10,20) <b>Hyphens</b> link two or three words together to show that together they make a <b>compound adjective</b> describing the noun.				
<b>a long-term relationship</b>		<b>my mother-in-law</b>		
19. (W6:10,21) A <b>semicolon</b> 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 <b>dash</b> shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.	
<b>She says the bathroom; I say the toilet.</b>			<b>My sister loves Take That – I hate them.</b>	
21-22. (W6:21) <b>Colons</b> are commonly used to introduce lists. <b>Commas</b> separate items in a list. It is not used before the last item which has 'and' in front of it.				
<b>I bought lots of fruit at the shop: apples, bananas, pears and grapes.</b>				
23. (W6:23) An <b>ellipsis</b> 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.				
<b>"Listen ... can you hear something?" whispered Sarah.</b>				
24-25. (W6:24) <b>Synonyms</b> are words with a similar (but not exact) meaning. <b>Antonyms</b> have the opposite meaning.				
<b>choppy</b>	<b>smooth</b>	<b>rough</b>	<b>stormy</b>	<b>calm</b>