

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).

<b>length</b>	<b>ate</b>	<b>en</b>	<b>idol</b>	<b>ate</b>	<b>ize</b>
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3. (W5:2. Sp 5:14) Silent 'c' often follows 's' and often goes before 'l' or 'e' (scissors, scent).

4. (W5:2. Sp 5:18) Silent 'u' often follows 'g' and is always followed by a vowel (guide, disguise).

<b>scent</b>	<b>smell</b>	<b>guide</b>	<b>help</b>
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5-6. (W5:3) **Homophones** are words that sound the same but have different meanings and different spellings.

The ( <b>weather</b> / whether) is not too good.	I have (scent / <b>sent</b> ) you a parcel.
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7. (W5:4) Check the definition with that in the dictionary available.

<b>vicinity</b>	Area near or around a place.
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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.

open	2	only	1	orange	3	out	4
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

<b>all of a sudden</b>	then	<b>out of nowhere</b>	next	alternatively
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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.

<b>Previously,</b>	<b>Probably,</b>	<b>After a while,</b>	<b>Indeed,</b>
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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 ( <b>fed</b> / feed) the dog last night.	I will (fed / <b>feed</b> ) him again tomorrow.
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16-17. (W5:16) When two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb.

Your trousers ( <b>are</b> / is) too small for me.	Every pair (are / <b>is</b> ) too tight.
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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.

The lake ( <b>froze</b> / frozen) in winter.	The lake was (froze / <b>frozen</b> ) in winter.
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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.

They used a (great/big/massive/enormous) crane to lift the bricks.
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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.

If you have time, (shall / should / <b>would</b> ) you please tidy those shelves?
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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.

In Leeds, <b>which is where I live</b> , there are some fantastic shops.
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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.

When growing, plants need plenty of light and water.
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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 set off – his boot full to bursting – on the camping trip.
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