

1. (W6:1) A suffix can be added to a root word to change its meaning. The suffix 'ly' can be added to change an adjective into an adverb.

|                  |            |           |            |            |
|------------------|------------|-----------|------------|------------|
| <b>emotional</b> | <b>ify</b> | <b>ly</b> | <b>ous</b> | <b>ate</b> |
|------------------|------------|-----------|------------|------------|

2. (W6:2) **Homophones** are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).

The material was ( course / **coarse** ) and uncomfortable to wear.

3. (W6:3) Recognising prefixes (W6:4) Using a dictionary

|            |               |            |           |           |            |
|------------|---------------|------------|-----------|-----------|------------|
| <b>pro</b> | <b>circum</b> | <b>sym</b> | <b>di</b> | <b>bi</b> | <b>non</b> |
|------------|---------------|------------|-----------|-----------|------------|

4. (W6:3. Sp 6:7) Recognising prefixes. The prefix 'by' means 'two'. (W6:4) Using a dictionary

5. (W6:4) Check the definition with that in the dictionary available.

**gregarious** Either, **Fond of company and/or Living in flocks or communities.**

6-7. (W6:5) Check the synonyms with those in the thesaurus available.

|                 |                               |                                |                      |
|-----------------|-------------------------------|--------------------------------|----------------------|
| <b>catching</b> | <b>infectious, contagious</b> | <b>communicable, spreading</b> | <b>transmittable</b> |
|-----------------|-------------------------------|--------------------------------|----------------------|

8-9. (W6:12) For note taking and *précising* we only need the essential words. Most adjectives and adverbs can be omitted.

The ~~battered, old, cardboard~~ box finally arrived (in the post).

10-11. (W6:13) **Connectives** and sentence **openers** help extend and link sentences and build cohesion between and across paragraphs.

|                   |                  |                     |                   |                      |
|-------------------|------------------|---------------------|-------------------|----------------------|
| <b>tragically</b> | <b>including</b> | <b>for instance</b> | <b>remarkably</b> | <b>to begin with</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 **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 books ( was / **were** ) on the shelf. Laura cut **her knee** when she fell.

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.

Please respond swiftly. **Write/call back soon or Let me know soon.**

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 boys <b>ate</b> the sausages for tea. | <b>active</b> | <b>passive</b> |
|---|---------------|----------------|

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 short-term contract an all-inclusive holiday

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 wasn't good enough; I lost the game. There is only one thing I will eat – pizza.

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.

She had many favourite colours: red, pink, blue and purple.

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.

He edged towards the end of the diving board then ... jumped.

24-25. (W6:24) **Synonyms** are words with a similar (but not exact) meaning. **Antonyms** have the opposite meaning.

|                   |               |              |             |              |
|-------------------|---------------|--------------|-------------|--------------|
| <b>bedraggled</b> | <b>untidy</b> | <b>clean</b> | <b>neat</b> | <b>messy</b> |
|-------------------|---------------|--------------|-------------|--------------|