

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*).

final	ify	ize	dead	ate	en
3. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and is often in the letter string 'ign' (<i>sign, design</i>)			4. (W5:2. Sp 5:16) Silent 'h' often follows 'c' but makes the hard sound 'k' (<i>chord, character, chemist</i>)		
sign	poster	character	person		

5-6. (W5:3. Sp 5:20) **Homophones** are words that sound the same but have different meanings and different spellings.

I will see you in the (*mourning / **morning***) I will need (*flour / flower*) to make bread.

7. (W5:4) Check the definition with that in the dictionary available.

plethora	too large a quantity for something
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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.

drink	2	drain	1	drip	3	drizzle	4
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

fortunately	although	suddenly	also	despite this
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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.

Later,	However,	Afterwards,	Including,
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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 (gave / give) you a present last birthday.	Will you (gave / give) me one back?
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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.

Class 6 (was / were) in the hall.	They (was / were) rehearsing their play.
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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.

Ben (woke / woken) up early.	The baby was (woke / woken) up.
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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.

Unfortunately, the <u>poor</u> dog didn't enjoy the long, twisty, car journey .
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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.

It is getting cold. You (ought to / could / would) put on a jumper.

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.

The lady, whose dog was barking , tried to calm it down.

24. (W5:22) A main function of the **comma** is to avoid ambiguity (*confusion*) in sentences. They can help make the meaning clear.

When the dog barked, the baby started to cry.

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.

Dan came home from work (he is a plumber) and made the tea.
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