

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).

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| mobile | ify | <u>ise</u> | loose | ate | <u>en</u> |
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3. (W5:2. Sp 5:17) Silent 't' is often in the letter string 'stle' (castle, thistle)

4. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and often in the letter string 'ign' (sign, design)

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| castle | tower | reign | rule |
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5-6. (W5:3) **Homophones** are words that sound the same but have different meanings and different spellings.

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| David Beckham is my (idle / <u>idol</u>). | The bride walked down the (isle / <u>aisle</u>). |
|---------------------------------------------|----------------------------------------------------|

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

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| cursory | hasty and not thorough |
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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.

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| bright | 2 | bring | 3 | brought | 4 | black | 1 |
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

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| <u>it is likely</u> | unexpectedly | <u>perhaps</u> | many | for example |
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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.

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| <u>That very moment,</u> | In the end, | <u>Suddenly,</u> | Unless, |
|---------------------------------|--------------------|-------------------------|----------------|

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.

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| A text (flash / <u>flashed</u>) up on my screen. | They (<u>flash</u> / flashed) up when I turn it on. |
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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.

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| Neither of them (<u>like</u> / likes) going to bed. | Every penny (<u>has</u> / have) to be counted. |
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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.

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| Dan (<u>spoke</u> / spoken) to the teacher. | Dan has (spoken / spoke) to the teacher. |
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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.

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| She (carefully/cautiously) sipped the (hot/boiling/scorching) cup of tea. |
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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.

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| My mum says I (<u>should</u> / ought to / will) not talk to strangers. |
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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.

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| The orchestra, <u>when the conductor signalled</u> , began to play. |
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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.

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| After he had won, the runner went up for his medal. |
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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.

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| The lungs, which are protected by our ribs, help us breathe. |
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