

1. (W5:1) The prefixes <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> , and <i>re-</i> create verbs when added to root words.				2. (W5:1. Sp 6:11) The suffixes <i>ate</i> , <i>ize</i> (or <i>ise</i>), and <i>ify</i> can form verbs from some nouns or adjectives. There may be a slight change of spelling to the root word or the final letter might be dropped.			
re	visit	cycle	apply	note	-ise	-ate	-ify
3. (W5:2. Sp 5:14) Silent 'c' often follows 's' (<i>muscle</i> , <i>descend</i>)				4. (W5:2. Sp 5:15) Silent 'g' is followed by 'n' and 'gn' is always followed by a vowel (<i>gnome</i> , <i>gnarled</i>)			
muscle		body		garden		gnome	
5-6. (W5:3. Sp 5:20) Homophones are words that sound the same but have different meanings and different spellings.							
What is that (foul / fowl) smell?				Are you (aloud / allowed) to play out?			
7. (W5:4) Check the definition with that in the dictionary available.							
shrewd		having common sense and good judgement					
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.							
stand	1	stump	4	strange	2	strong	3
10-11. (W5:11) Using a wider range of adverbials can help build cohesion within and across paragraphs.							
Previously,		Of course,		After a while,		On balance,	
12-13. (W5:12) Using a wider range of adverbials help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.							
in conclusion		alternatively		suddenly		however	
14-15. (W5:15) A verb tense tells us when the action takes place: the past (<i>I ran</i>), present (<i>I run</i>) or future (<i>I will run</i>). They should remain consistent throughout a piece of writing unless there is a good reason to change it.							
I have just (hear / heard) the church bells.				Did you (hear / heard) them?			
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>I</i> , <i>he</i>) and singular nouns (<i>committee</i> , <i>class</i>) usually have singular verbs. Plural subjects usually need plural verbs.							
The whole class (is / are) going on the trip.				All the children (is / are) going on the trip.			
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 boy (fallen / fell) out of the tree.				The boy had (fallen / fell) out of the tree.			
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. An adjective describes a noun.							
Cautiously, he crept up to the spooky, old house.							
22. (W5:20) Degree of possibility can be indicated using adverbs of probability as well as modal verbs.							
probably		definitely		maybe		possibly	
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 <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> or <i>that</i> . They start and end with a comma. They turn simple sentences into complex sentences.							
His mum, who came to pick him up , waited outside in the car.							
24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.							
He knocked at the door, making the dog bark loudly.							
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 was so clever – at least he thought he was – that he entered an intelligence test.							