

1. (W6:1. Sp 4:7, 4:8) A suffix can be added to a root word to change its meaning.					
<b>danger</b>	<b>ful</b>	<b>ish</b>	<b>ly</b>	<b><u>ous</u></b>	
2. (W6:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).					
The polite man paid the lady a ( <b><u>compliment</u></b> / complement )					
3. (W6:3) Recognising prefixes. (W6:4) Using a dictionary			4. (W6:3. Sp 3:4) Recognising prefixes. The prefix 'pre' means 'before'. (W6:4) Using a dictionary		
<b>tri</b>	<b><u>ambi</u></b>	<b>trans</b>	<b>ir</b>	<b>co</b>	<b><u>pre</u></b>
5. (W6:4) Check the definition with that in the dictionary available.					
<b>diadem</b>	A crown or headband worn by a royal person.				
6-7. (W6:5) Check the synonyms with those in the thesaurus available.					
<b>cultural</b>	<b>artistic, aesthetic</b>	<b>intellectual, elevating</b>	<b>educational, improving</b>		
8-9. (W6:12) For note taking and <i>précising</i> we only need the essential words. Most adjectives and adverbs can be omitted.					
<b>The little boy <del>cautiously</del> rode his <del>new, blue</del> bike.</b>					
10-11. (W6:13) Using a wider range of <b>adverbials</b> can help build cohesion within and across paragraphs.					
<b><u>this shows that</u></b>	<b>to begin with</b>	<b><u>for example</u></b>	<b>following that</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 <b>object</b> is acted upon by the subject. i.e. The striker ( <b>subject</b> ) kicked ( <b>verb</b> ) the football ( <b>object</b> ). A direct object is usually a noun, pro noun or noun phrase.		
<b>The dogs ( <u>bark</u> / barks ) all night.</b>			<b>Dad locked <u>his keys</u> in the car.</b>		
14. (W6:18,24) <b>Formal</b> language is used for official, legal or professional writing such as job applications and letters of complaint. <b>Informal</b> writing is more like how we speak and is used for letters to friends, emails etc.					
<b>In my opinion, the boy was pushed.</b>			<b>I think (the boy/he) was pushed/shoved.</b>		
15-16. (W6:19) A verb is <b>active</b> when the subject of the sentence does the action. It is <b>passive</b> if the action is done to it.					
<b>The anchor was <u>pulled</u> up.</b>		<b>active</b>	<b>passive</b>		
17-18. (W6:10,20) <b>Hyphens</b> link two or three words together to show that together they make a <b>compound adjective</b> describing the noun.					
<b>a first-class performance</b>			<b>a build-up of pressure</b>		
19. (W6:10,21) A <b>semicolon</b> 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 <b>dash</b> shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.		
<b>I'll get you a present; that's a promise.</b>			<b>My team need another player – a striker.</b>		
21-22. (W6:21) <b>Colons</b> are commonly used to introduce lists. <b>Commas</b> separate items in a list. It is not used before the last item which has 'and' in front of it.					
<b>He wanted to visit four countries: France, Germany, Italy and Spain.</b>					
23. (W6:23) An <b>ellipsis</b> 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.					
<b>"Ready ... go!" shouted Mr Brown as he started the race.</b>					
24-25. (W6:24) <b>Synonyms</b> are words with a similar (but not exact) meaning. <b>Antonyms</b> have the opposite meaning.					
<b>amenable</b>	<b>obstinate</b>	<b>stubborn</b>	<b><u>agreeable</u></b>	<b><u>compliant</u></b>	