

1. (W6:1. Sp 3:7, 3:8) A suffix can be added to a root word to change its meaning. The suffix 'ly' can be added to most root words; it changes an adjective into an adverb (polite-politely, quiet-quietly)

<b>friend</b>	<b>ly</b>	<b>ous</b>	<b>ful</b>	<b>al</b>
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2. (W6:2) **Homophones** are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).

The bus was ( **stationary** / stationery ) when the lorry hit it.

3. (W6:3. Sp 3:9) Recognising prefixes. The prefix 'dis' means 'not' or 'the opposite of'. (W6:4) Using a dictionary

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

<b>anti</b>	<b>trans</b>	<b>dis</b>	<b>semi</b>	<b>non</b>	<b>uni</b>
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5. (W6:4) Check the definition with that in the dictionary available.

<b>admonish</b>	Advise or warn someone, firmly but mildly.
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

<b>factual</b>	<b>truthful , accurate</b>	<b>historical , authentic</b>	<b>genuine , realistic</b>
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8-9. (W6:12) For note taking and *précising* we only need the essential words. Most adjectives and adverbs can be omitted.

The ~~young girl~~ **carefully** crossed the ~~busy main~~ road.

10-11. (W6:13) Using a wider range of **adverbials** can help build cohesion within and across paragraphs.

<b>without knowing</b>	<b>as shown by</b>	<b>soon after</b>	<b>one example is</b>
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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.

Jo and Dan ( was / <b>were</b> ) late for school.	The striker kicked <b>the ball</b> into the goal.
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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.

He did not require any assistance.	He <b>didn't</b> need (any) help.
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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.

Charlie <b>threw</b> the stone in the sea.	<b>active</b>	<b>passive</b>
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17-18. (W6:10,20) **Hyphens** link two or three words together to show that together they make a **compound adjective** describing the noun.

The would-be model	An up-to-date copy
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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.

Ring me tomorrow; we'll talk then.	He stayed in the place he was born – London.
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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.

I was in a few races at school: obstacles, hurdles and relay.

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.

"Don't ... it's not safe" warned Billy

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

<b>brainy</b>	<b>clever</b>	unintelligent	<b>gifted</b>	stupid
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