

1. (W6:1) A suffix can be added to a root word to change its meaning. The suffix 'ly' can be added to change an adjective into an adverb.					
emotional	ify	ly	ous	ate	
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 material was ( course / <u>coarse</u> ) and uncomfortable to wear.					
3. (W6:3) Recognising prefixes (W6:4) Using a dictionary			4. (W6:3. Sp 6:7) Recognising prefixes. The prefix 'by' means 'two'. (W6:4) Using a dictionary		
pro	circum	sym	di	bi	non
5. (W6:4) Check the definition with that in the dictionary available.					
gregarious	Either, <b>Fond of company</b> and/or <b>Living in flocks or communities</b> .				
6-7. (W6:5) Check the synonyms with those in the thesaurus available.					
catching	infectious		contagious		
8-9. (W6:12) For note taking and <i>précising</i> we only need the essential words. Most adjectives and adverbs can be omitted.					
The <del>battered, old, cardboard</del> box <b>finally arrived</b> (in the post).					
10-11. (W6:13) Using a wider range of <b>adverbials</b> can help build cohesion within and across paragraphs.					
tragically	including	for instance	remarkably	to begin with	
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.		
The books ( was / <b>were</b> ) on the shelf.			Laura cut <u>her knee</u> when she fell.		
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.					
Please respond swiftly.		<b>Write/call back soon or Let me know soon.</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.					
The boys <u>ate</u> the sausages for tea.			active	passive	
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.					
a short-term contract		an all-inclusive holiday			
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.		
I wasn't good enough; I lost the game.			There is only one thing I will eat – pizza.		
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.					
She had many favourite colours: red, pink, blue and purple.					
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.					
He edged towards the end of the diving board then ... jumped.					
24-25. (W6:24) <b>Synonyms</b> are words with a similar (but not exact) meaning. <b>Antonyms</b> have the opposite meaning.					
bedraggled	untidy	clean	neat	messy	