

1. (W6:1, Sp 6:12) A suffix can be added to a root word to change its meaning. Adding the suffix 'ness' to an adjective turns it into a noun.

polite	ify	ate	ize	<u>ness</u>
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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 sailors had to (hall / **haul**) the anchor on to the ship.

3. (W6:3, Sp 4:2) Recognising prefixes. The prefix 'anti' means 'against' or 'opposed to'. (W6:4) Using a dictionary

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circum	<u>anti</u>	multi	pre	semi	<u>sym</u>
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5. (W6:4) Check the definition with that in the dictionary available.

optic	to do with the eye or sight.
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

sleepless	wakeful	restless	disturbed
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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.

~~She carefully placed the new, green jug on the wooden dresser.~~

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

<u>previously</u>	in truth	<u>as evening fell</u>	however	tragically
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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.

Everyone in the school (<u>is</u> / are) going.	Jim caught <u>a fish</u> in his net.
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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.

My parcel was damaged on arrival,	The box was broken when I got it/it arrived.
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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.

Alfie <u>opened</u> his present excitedly.	<u>active</u>	passive
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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 left-footed striker	a high-pressure job
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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.

The baby is screaming; he is hungry.	There's only one thing I want – a dog.
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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 have three hobbies: walking, reading and horse riding.

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.

"I was thinking ... maybe we should just stay here," said Jan.

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

arid	fertile	lush	dry	lifeless
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