

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 turns an adjective into an adverb.

<b>careful</b>	<b>ify</b>	<b>ous</b>	<b>ate</b>	<b>ly</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).

*He was watching a good ( serial / cereal ) on the television.*

3. (W6:3. Sp 4:3) Recognising prefixes. The prefix 're' means 'again' or 'back'. (W6:4) Using a dictionary

4. (W6:3. Sp 6:8) Recognising prefixes. The prefix 'tele' means 'distant' or 'far off'. (W6:4) Using a dictionary

<b>syn</b>	<b>sub</b>	<b>re</b>	<b>sym</b>	<b>tele</b>	<b>de</b>
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5. (W6:4) Check the definition with that in the dictionary available.

<b>hideous</b>	<b>very ugly or unpleasant</b>
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

<b>flawed</b>	<b>defective, unsound</b>	<b>faulty, imperfect</b>	<b>weak, deficient</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.

*Dan ~~carefully~~ wrote on his ~~new~~, exercise book.*

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

<b><u>fortunately</u></b>	<b>many</b>	<b>moreover</b>	<b><u>terrifyingly</u></b>	<b>weeks later</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.

<i>The company ( <u>needs</u> / need ) a secretary.</i>	<i>She sharpened <b>her pencil</b> over the bin.</i>
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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.

<i>I was delighted with my gift.</i>	<i>I loved my present. or I was pleased with my present.</i>
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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.

<i>The tree was <u>blown</u> down by the wind.</i>	<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.

<i>a pick-me-up tonic</i>	<i>a first-rate performance</i>
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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.

<i>She's been baking; she made scones.</i>	<i>I watched a great film last week – Pets.</i>
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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.

*My sister has lots of good qualities: kind, funny and generous.*

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.

*"Wait ... I've had an idea" shouted Jake.*

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

<b>demonstrative</b>	<b><u>emotional</u></b>	<b>reserved</b>	<b><u>affectionate</u></b>	<b>inhibited</b>
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