

1. (W6:1, Sp 5:4) A suffix can be added to a root word to change its meaning.

<b>differ</b>	<b>ous</b>	<b><u>ent</u></b>	<b>ate</b>	<b>ize</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 bought a new ( **suite** / sweet ) for the living room.

3. (W6:3) Recognising prefixes. (W6:4) Using a dictionary

4. (W6:3, Sp 4:3) Recognising prefixes. The prefix 'de' means 'undo' or 'the opposite of'. (W6:4) Using a dictionary

<b>circum</b>	<b>uni</b>	<b><u>over</u></b>	<b>ir</b>	<b><u>de</u></b>	<b>co</b>
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5. (W6:4) Check the definition with that in the dictionary available.

<b>cagoule</b>	<b>A waterproof jacket.</b>
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

<b>grateful</b>	<b>thankful, pleased</b>	<b>indebted, obliged</b>	<b>appreciative</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 ~~beautiful, purple~~ butterfly landed on the ~~bright, red~~ flower.**

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

<b><u>to sum up</u></b>	<b>a minority</b>	<b><u>on balance</u></b>	<b>compared with</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.

Joe and Sam ( **love** / loves ) to play football.

He lifted **the box** down from the shelf.

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.

<b>He aided me with my studies.</b>	<b>He helped (me) with my work.</b>
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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.

<b>The dog <u>ate</u> my homework!</b>	<b><u>active</u></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.

<b>a devil-may-care attitude</b>	<b>a fine-tuned motor</b>
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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.

**My dog is silly; he's scared of puddles!**

**We saw a fox in the woods – amazing.**

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 love to draw lots of things: flowers, butterflies and animals.**

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.

**She heard a twig snap behind her ... she started to run.**

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

<b>downcast</b>	<b><u>unhappy</u></b>	<b><u>miserable</u></b>	<b>happy</b>	<b>cheerful</b>
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