

1. (W6:1) A suffix can be added to a root word to change its meaning. Adding the suffix 'ly' changes an adjective into an adverb.

complete	ify	ous	ly	ate
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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 college (**principal** / principle) was very strict.

3. (W6:3) Recognising prefixes The prefix 'semi' means 'half'. (W6:4) Using a dictionary

4. (W6:3, Sp 6:7) Recognising prefixes. The prefix 'tri' means 'three'. (W6:4) Using a dictionary

sub	non	<u>semi</u>	<u>tri</u>	multi	sym
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5. (W6:4) Check the definition with that in the dictionary available.

ludicrous	Ridiculous or laughable.
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

blatant	flagrant, brazen	barefaced, glaring	shameless, unconcealed
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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.

Danny was ~~quietly~~ reading his ~~new~~, ~~adventure~~ book.

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

indeed	<u>unbelievably</u>	therefore	<u>frighteningly</u>	after that
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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.

The class (<u>was</u> / were) in the hall.	Dan broke <u>his ankle</u> whilst ice-skating.
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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 am writing to inform you...	Just to let you know ... Just so you know etc
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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.

The wind <u>blew</u> the tree down.	active	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.

a long-term relationship	my mother-in-law
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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.

She says the bathroom; I say the toilet.	My sister loves Take That – I hate them.
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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 bought lots of fruit at the shop: apples, bananas, pears and grapes.

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.

"Listen ... can you hear something?" whispered Sarah.

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

choppy	<u>smooth</u>	<u>rough</u>	<u>stormy</u>	<u>calm</u>
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