

1. (W6:1) A suffix can be added to a root word to change its meaning.					
accident	ous	ish	ful	al	
2. (W6:2) Homophones are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).					
Laura did not know (weather / whether) she should go to the party.					
3. (W6:3) Recognising prefixes (W6:4) Using a dictionary			4. (W6:3. Sp 4:2) Recognising prefixes. The prefix 'non' means 'not'; when added to a root word, it gives it the opposite meaning. (W6:4) Using a dictionary		
syn	tele	over	ambi	tri	non
5. (W6:4) Check the definition with that in the dictionary available.					
plateau	A flat area of high land.				
6-7. (W6:5) Check the synonyms with those in the thesaurus available.					
thunderous	deafening, tumultuous	resounding, loud		booming	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.					
Katie sensibly wore her strong, plastic, cycle helmet.					
10-11. (W6:13) Using a wider range of adverbials can help build cohesion within and across paragraphs.					
because of this	in the end	secretly	including	as a result	
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.		
All of the apples (was / were) eaten.			Sarah rocked the baby in her arms.		
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 shall require a total refund.			I want/need (all) my money back.		
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.					
Luckily, the drowning boy was rescued.			active	passive	
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 quick-thinking policeman			the bad-tempered child		
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.		
Max was tired; he went to bed early.			We saw dolphins in the sea – incredible.		
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.					
We went to three cities on our holiday: Newcastle, Durham and Leeds.					
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.					
To his horror, Sam found himself in the forest ... alone.					
24-25. (W6:24) Synonyms are words with a similar (but not exact) meaning. Antonyms have the opposite meaning.					
plentiful	ample	sparse	prolific	scarce	