

1. (W6:1. Sp 4:7, 4:8) A suffix can be added to a root word to change its meaning.					
<b>poison</b>	<b>en</b>	<b>ize</b>	<b>ate</b>	<b><u>ous</u></b>	
2. (W6:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).					
The lawyer gave good ( <b><u>counsel</u></b> / council ) to the defendant.					
3. (W6:3. Sp 4:4) Recognising prefixes The prefix 'in' means 'not'. When a root word starts with 'p', 'in' becomes 'im' (impossible, impatient). (W6:4) Using a dictionary			4. (W6:3. Sp 3:10) Recognising prefixes. The prefix 'in' means 'not'. When a root word starts with 'i', 'in' becomes 'il'. (W6:4) Using a dictionary		
<b><u>im</u></b>	<b>re</b>	<b>pro</b>	<b>re</b>	<b>multi</b>	<b><u>il</u></b>
5. (W6:4) Check the definition with that in the dictionary available.					
<b>ravenous</b>	Very hungry				
6-7. (W6:5) Check the synonyms with those in the thesaurus available.					
<b>unavoidable</b>	inevitable, inescapable	certain, obligatory		necessary, mandatory	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.					
The <del>relieved</del> farmer <del>safely</del> harvested the <del>tall</del> , <del>golden</del> wheat.					
10-11. (W6:13) Using a wider range of <b>adverbials</b> can help build cohesion within and across paragraphs.					
<b>terrifyingly</b>	<b><u>consequently</u></b>	<b>then</b>	<b><u>therefore</u></b>	<b>indeed</b>	
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 <b>object</b> is acted upon by the subject. i.e. The striker ( <b>subject</b> ) kicked ( <b>verb</b> ) the football ( <b>object</b> ). A direct object is usually a noun, pro noun or noun phrase.		
Most of the trees ( is / <b><u>are</u></b> ) dying.			Rebecca put <b><u>her hair</u></b> up in a clip.		
14. (W6:18,24) <b>Formal</b> language is used for official, legal or professional writing such as job applications and letters of complaint. <b>Informal</b> writing is more like how we speak and is used for letters to friends, emails etc.					
Dear Sir or Madam,			Hi, or Hello,		
15-16. (W6:19) A verb is <b>active</b> when the subject of the sentence does the action. It is <b>passive</b> if the action is done to it.					
The kind man <b><u>bought</u></b> an ice-cream.			<b><u>active</u></b>	<b>passive</b>	
17-18. (W6:10,20) <b>Hyphens</b> link two or three words together to show that together they make a <b>compound adjective</b> describing the noun.					
The good-looking actress			a well-known brand		
19. (W6:10,21) A <b>semicolon</b> 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 <b>dash</b> shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.		
It rained heavily; the grass was soaking.			She brought my favourite fruit – peaches.		
21-22. (W6:21) <b>Colons</b> are commonly used to introduce lists. <b>Commas</b> separate items in a list. It is not used before the last item which has 'and' in front of it.					
There were four meat choices on the menu: chicken, turkey, beef or pork.					
23. (W6:23) An <b>ellipsis</b> 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.					
He secretly opened the chest to look at the gold ... it was gone.					
24-25. (W6:24) <b>Synonyms</b> are words with a similar (but not exact) meaning. <b>Antonyms</b> have the opposite meaning.					
<b>rash</b>	cautious	considered	<b><u>reckless</u></b>	<b><u>impulsive</u></b>	