

1. (W6:1, Sp 6:12) A suffix can be added to a root word to change its meaning. Adding 'ness' to an adjective turns it into a noun.

<b>mad</b>	<b>ous</b>	<b><u>ness</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).

The stunning wedding cake had seven ( tears / **tiers** ).

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

4. (W6:3, Sp 6:8) Recognising prefixes. The prefix 'trans' means 'across'. (W6:4) Using a dictionary

<b>sub</b>	<b>uni</b>	<b><u>an</u></b>	<b>non</b>	<b>tele</b>	<b><u>trans</u></b>
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5. (W6:4) Check the definition with that in the dictionary available.

<b>peaky</b>	Looking pale and ill.
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

<b>tan</b>	light brown,	pale brown	tawny
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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.

~~Unfortunately, the ink pen leaked into my new leather bag.~~

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

<b><u>earlier</u></b>	<b>obviously</b>	<b><u>before long</u></b>	<b>most</b>	<b>it would appear</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.

All of the pizza ( <b><u>was</u></b> / were ) eaten.	David put <b><u>the newt</u></b> back in the pond.
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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 regret to inform you...	(I'm) sorry to say or (I'm) sorry to tell you.
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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 secret code had been <b>broken</b> .	<b>active</b>	<b><u>passive</u></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.

the accident-prone child	a custom-built engine
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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.

The grass was long; it needed cutting.	The jury reached their verdict – guilty.
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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 can't decide which ice-cream to have: vanilla, mint, strawberry or chocolate.

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.

"I don't know ... I'm not sure I should," said Kate.

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

<b>outspoken</b>	<b><u>frank</u></b>	<b>guarded</b>	<b>diplomatic</b>	<b><u>blunt</u></b>
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