

1-2. (W5:1. Sp 6:11) The **suffixes** ate, ify, en, ize, or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

less	ate	en	elastic	ate	en
3. (W5:2. Sp 5:18) Silent 'w' is often followed by 'r' and the 'r' is always followed by a vowel (wrap, wrist, wrong)			4. Silent 't' is often found in the letter string 'ten' (listen, glisten, fasten)		
wrap	cover		listen	speak	

5-6. (W5:3) **Homophones** are words that sound the same but have different meanings and different spellings.

I think I have pulled a (mussel / <u>muscle</u>).	What ingredients will you (knead / <u>need</u>)?
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7. (W5:4) Check the definition with that in the dictionary available.

menagerie	A small zoo.
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8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

yellow	2	yacht	1	yelp	3	youth	4
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

firstly	<u>finally</u>	before	<u>in the end</u>	secretly
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12-13. (W5:12) Using a wider range of **sentence openers**, **propositional phrases** and **fronted adverbials** help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

<u>It would seem,</u>	Because,	<u>Possibly,</u>	Weeks later,
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14-15. (W5:15) A **verb tense** tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

I (<u>grew</u> / grow) lots of potatoes this year.	I try to (grew / <u>grow</u>) some every year.
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16-17. (W5:16) When two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb.

The committee (<u>is</u> / are) meeting today.	They (is / <u>are</u>) discussing the new swings.
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18-19. (W5:18) Verbs in the **perfect** form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

I (<u>saw</u> / seen) him at the shops last night.	He was (saw / <u>seen</u>) last night.
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20-21. (W5:19) **Expanded noun phrases** add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.

The <u>melting</u> ice-cream dripped on <u>his new, clean T shirt</u>.

22. (W5:20) **Modal verbs** indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

The grass is very wet. It (might / <u>must</u> / should) have rained last night.

23. (W5:21) A **relative clause** adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

Dad's camera, <u>which was very expensive</u>, fell in the stream.

24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

When we wake up, my dad always makes our breakfast.
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25. (W5:23) **Parenthesis** is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. **Brackets** enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

Queen Victoria (1819 – 1901) reigned for 64 years.
