

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).

pure	ify	ate	priority	ate	ize
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3. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and often found in the letter string 'ign' (design, sign)

4. (W5:2. Sp 5:18) Silent 'u' often follows 'g' and is always followed by a vowel (guilt, guitar)

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

The eagle is a bird of (prey / pray).	The runner won first (prise / prize).
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7. (W5:4) Check the definition with that in the dictionary available.

entente	A friendly understanding between countries.
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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.

hero	3	hurry	4	herb	1	here	2
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

in addition	on balance	fortunately	therefore	because
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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.

Nevertheless,	As well as,	Even so,	Earlier,
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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 have just (stir / stirred) the soup.	Can you (stir / stirred) it whilst I am out?
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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.

You (looks / look) nice in that dress.	That dress (looks / look) nice.
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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.

The flower (grew / grown) tall and strong.	It had (grew / grown) tall and strong.
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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.

My old grandad is doing an incredible, fund-raising, bungee jump .
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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 fence has fallen down. The wind (can / would / must) have been very strong.
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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.

My bike, which I have had for years , is looking very tatty.

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

In the autumn, leaves blow all over my garden.
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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.

If you own a pet (e.g. a dog) you must take good care of it.
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