

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).

intense	en	ify	advert	en	ize
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3. (W5:2. Sp 5:18) Silent 'w' if often followed by 'r' and the 'wr' is always followed by a vowel (wrist, wreck)

4. (W5:2. Sp 16) Silent 'h' follows 'c' and makes the hard sound 'k' (chord, chemist)

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

Join the back of the (cue / queue).	The queen enjoyed a long (rain / reign).
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7. (W5:4) Check the definition with that in the dictionary available.

ensign	A military or naval flag.
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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.

exit	4	exist	3	exile	2	excuse	1
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

to conclude	suddenly	as a result	compared with	in a flash
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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.

Unfortunately,	Later,	Perhaps,	Secondly,
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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.

The wasp (stung / sting) me.	I hate wasps when they (sting / stung).
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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 noise of the fans (is / are) deafening.	There (is / are) no broken pens in the pot.
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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 bird (flew / flown) away in the winter.	The bird had (flew / flown) away.
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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.

She (began to/started to) write on the (blank/clean/new) sheet of paper.
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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.

For our holiday, we (would / may / can) be going to France.
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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.

If you want, when I've finished on it , you can have a turn on my computer.
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24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

Every time we eat, my gran makes us sit at the table.

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.

The whole family – with the exception of Joe – went to the beach for a picnic.
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