

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).

memory	ify	ize	vandal	en	ize
3. (W5:2. Sp 5:16) Silent 'k' is always followed by an 'n' and the 'kn' is always followed by a verb (knock, kneel).			4. (W5:2. Sp 5:18) Silent 'w' is usually followed by 'r' and 'wr' is always followed by a verb (wring, wrong)		
<u>k</u>nock	tap	<u>w</u>rite	paint		

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

He (through / **threw**) the ball for the dog. I don't know (**whether** / weather) I should.

7. (W5:4) Check the definition with that in the dictionary available.

urbane	Having smoothly, polite manners.
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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.

kerb	2	keep	1	kind	4	kilt	3
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

<u>without warning</u>	however	on the whole	furthermore	<u>unexpectedly</u>
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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.

Except for,	<u>Before long,</u>	On balance,	<u>Later that day,</u>
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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>watered</u> / water) the flowers last night.	I try to (watered / <u>water</u>) them every night.
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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.

Scissors (is / <u>are</u>) dangerous things.	The sharpest pair (<u>is</u> / are) in my drawer.
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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.

Jo (<u>became</u> / become) my best friend.	Jo had (became / <u>become</u>) my best friend.
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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 (small/tiny/weeny) mouse scuttled (quickly/hurriedly) under the shed.
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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.

(Must / Shall / <u>Would</u>) you like to play football with me?

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 dad's car, <u>which is new</u>, goes very fast.

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

When flying, birds flap their wings repeatedly.
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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.

The owl - sitting on its own in the tall tree - let out a loud screech.
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