

1. (W6:1. Sp 5:8, 5:9) A suffix can be added to a root word to change its meaning. If the word ends in 'e', it is usually dropped before adding the suffix 'able' (believe-believable)

<b>believe</b>	<b><u>able</u></b>	<b>ate</b>	<b>ify</b>	<b>ous</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).

*She was the ( **sole** / soul ) survivor of the terrible accident.*

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

4. (W6:3 Recognising prefixes. The prefix 'im' means 'not'. (W6:4) Using a dictionary

<b>sub</b>	<b><u>trans</u></b>	<b>semi</b>	<b><u>im</u></b>	<b>pre</b>	<b>co</b>
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5. (W6:4) Check the definition with that in the dictionary available.

<b>maudlin</b>	<i>Sentimental in a silly or tearful way.</i>
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

<b>grimy</b>	<b>dirty, grubby</b>	<b>filthy, messy</b>	<b>smutty, soiled</b>
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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.

*The leaves ~~gently~~ blew in the ~~cool~~ Spring breeze.*

10-11. (W6:13) **Connectives** and sentence **openers** help extend and link sentences and build cohesion between and across paragraphs.

<b>unless</b>	<b>since</b>	<b><u>all of a sudden</u></b>	<b>including</b>	<b><u>without warning</u></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.

<i>The boxes ( is / <b>are</b> ) really heavy.</i>	<i>She drew <b>the picture</b> for her mum.</i>
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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>His spectacles were damaged.</i>	<i><b>His glasses were broken. Or His glasses broke.</b></i>
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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.

<i>The dog was <b>hit</b> by the speeding car.</i>	<b>active</b>	<b>passive</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.

<b>an X-ray machine</b>	<b>a clear-headed decision</b>
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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.

<i>I had a big tea; I shouldn't be hungry.</i>	<i>Sam ordered his favourite meal – curry.</i>
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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.

*My dad loves junk food: burgers, chips and hot dogs.*

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.

*There was only one thing for it ... Pete would have to go himself.*

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

<b>deplete</b>	<b>increase</b>	<b><u>consume</u></b>	<b><u>reduce</u></b>	<b>boost</b>
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