

1. (W6:1, Sp 5:4) A suffix can be added to a root word to change its meaning.

differ	ous	<u>ent</u>	ate	ize
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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).

He bought a new (**suite** / sweet) for the living room.

3. (W6:3) Recognising prefixes. (W6:4) Using a dictionary

4. (W6:3, Sp 4:3) Recognising prefixes. The prefix 'de' means 'undo' or 'the opposite of'. (W6:4) Using a dictionary

circum	uni	<u>over</u>	ir	<u>de</u>	co
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5. (W6:4) Check the definition with that in the dictionary available.

cagoule	A waterproof jacket.
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

grateful	thankful, pleased	indebted, obliged	appreciative
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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 ~~beautiful, purple~~ butterfly landed on the ~~bright, red~~ flower.

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

as a result	<u>suddenly</u>	initially	<u>out of nowhere</u>	few
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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.

Joe and Sam (**love** / loves) to play football.

He lifted **the box** down from the shelf.

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.

He aided me with my studies.	He helped (me) with my work.
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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.

The dog <u>ate</u> my homework!	<u>active</u>	passive
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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.

a devil-may-care attitude	a fine-tuned motor
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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.

My dog is silly; he's scared of puddles!	We saw a fox in the woods – amazing.
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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.

I love to draw lots of things: flowers, butterflies and animals.

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.

She heard a twig snap behind her ... she started to run.

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

downcast	<u>unhappy</u>	<u>miserable</u>	happy	cheerful
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