

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).

pollen	<u>ate</u>	en	class	ise	ify
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3. (W5:2. Sp 5:14) Silent 'b' often follows 'm' (lamb, thumb) and can come before 't' (debt, doubt).

4. (W5:2. Sp 5:15) Silent 'k' is always followed by 'n' and 'kn' is always followed by a vowel (knife, knock).

sheep	<u>lamb</u>	<u>knife</u>	fork
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5-6. (W5:3. Sp 5:19) **Homophones** are words that sound the same but have different meanings and different spellings.

I had (<u>cereal</u> / serial) for breakfast.	Have you (<u>heard</u> / herd) the news?
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7. (W5:4) Check the definition with that in the dictionary available.

<u>predator</u>	Any carnivorous animal.
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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.

frightful	4	fantastic	2	dangerous	1	fragment	3
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

<u>furthermore</u>	however	afterwards	<u>as well as</u>	suddenly
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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.

<u>First of all...</u>	Once we arrived...	<u>Most would agree...</u>	Later that day...
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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 (send / <u>sent</u>) you a text last night.	Please (<u>send</u> / sent) me one back.
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16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

He and his friends (is / <u>are</u>) at the fair.	Mum or dad (is / are) there.
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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.

He has (did / <u>done</u>) his homework.	He (<u>did</u> / done) his homework last night.
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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.

There was (absolutely) no need (what so ever) to kill the (huge) giant.
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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.

He swims really well. He (can / should / <u>must</u>) practice a lot.
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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.

The injured policeman, <u>who was bleeding badly</u>, staggered to the van.
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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.

While I was eating, the cat scratched the door.
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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 pyramids (of Ancient Egypt) are enormous.
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