

1. A suffix can be added to a root word to change its meaning. The suffix 'ly' can be added to most root words; it changes an adjective into an adverb (polite-politely, quiet-quietly)

<b>Friend</b>	<b>ly</b>	<b>ous</b>	<b>ful</b>	<b>al</b>
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2 **Homophones** are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).

**The bus was ( stationary / stationery ) when the lorry hit it.**

3. Recognising prefixes. The prefix 'dis' means 'not' or 'the opposite of'. (W6:4) Using a dictionary

4. Recognising prefixes. The prefix 'uni' means 'one'. Using a dictionary

<b>anti</b>	<b>trans</b>	<b>dis</b>	<b>semi</b>	<b>non</b>	<b>uni</b>
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5. Check the definition with that in the dictionary available.

<b>admonish</b>	<b>Advise or warn someone, firmly but mildly.</b>
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6-7. Check the synonyms with those in the thesaurus available.

<b>factual</b>	<b>truthful , accurate</b>	<b>historical , authentic</b>	<b>genuine , realistic</b>
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8-9. For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.

**The young girl carefully crossed the busy main road.**

10-11. **Conjunctions** and **adverbial openers** help extend and link sentences and build cohesion between and across paragraphs.

<b><u>importantly</u></b>	<b>after</b>	<b>later on</b>	<b><u>clearly</u></b>	<b>and</b>
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12. 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. The **object** is acted upon by the subject. (ie The stiker ( the **subject**) kicked (**verb**) the football ( the **object**). A direct object is usually a noun, pro noun or noun phrase.

<b>Jo and Dan ( was / <u>were</u> ) late for school.</b>	<b>The striker kicked <u>the ball</u> into the goal.</b>
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14. **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.

<b>He did not require any assistance.</b>	<b>He didn't need (any) help.</b>
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15-16. A verb is **active** when the subject of the sentence does the action. It is **passive** if the action is done to it.

<b>Charlie threw the stone in the sea.</b>	<b><u>active</u></b>	<b>passive</b>
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17-18. **Hyphens** link two or three words together to show that together they make a **compound adjective** describing the noun.

<b>The would-be model</b>	<b>An up-to-date copy</b>
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19. 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. A **dash** shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.

<b>Ring me tomorrow ; we'll talk then</b>	<b>He stayed in the place he was born -London.</b>
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21-22. **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 was in a few races at school: obstacles, hurdles and relay.**

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.

**"Don't ... it's not safe" warned Billy**

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

<b>brainy</b>	<b><u>clever</u></b>	<b>unintelligent</b>	<b><u>gifted</u></b>	<b>stupid</b>
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