*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. Point out that 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).*

crystal	***ize***	*en*	***horror***	*en*	***ify***

3. (W5:2. Sp 5:16) Silent 'h' often follows 'c' and makes the hard 'k' sound (echo, chorus).　　　　　*4. (W5:2. Sp 5:16) Silent 'h' often follows 'c' and makes the hard 'k' sound (school, chemist)*

*ec**h**o*	*sound*	*sc**h**ool*	*shop*

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

*Can you (**alter** / altar) my dress.*	*I put the rubbish down the (shoot / **chute**).*

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

customary	*According to custom; usual.*

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.

friend	4	*frank*	3	*flinch*	1	*frame*	2

*10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.*

nevertheless	*luckily*	*including*	***in contrast***	*unexpectedly*

*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.*

In contrast,	***Before long,***	*Because,*	***Firstly,***

*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 just (**saw** / seen) a squirrel in the tree.*	*Did you (saw / see) it.*

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.

*There (**is** / are) some butter left.*	*But there (is / **are**) no eggs.*

*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 (**took** / taken) the boys ice-skating.*	*He has (took / **taken**) the boys ice-skating.*

*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⟩ child returned the crab to **the deep, cool, rock pool.***

*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.*

*For my birthday, I (can / would /**might**) be getting a bicycle.*

*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 small boy, **whose bike had been stolen**, was crying loudly.*

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

When the lightning struck, the tree caught fire.

*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.*

I passed my test – I cheated – but I passed.