1-2. (W5:1. Sp 6:11) The of spelling to the root w		• •					•		
intense ei		en en	<u>ify</u>	advert		en	<u>ize</u>		
3. (W5:2. Sp 5:18) Siles always followed by a ve	4. (W5:2. Sp 16) Silent 'h' follows 'c' and makes the hard sound 'k' (chord, chemist)								
<u>w</u> rist		hand		c <u>h</u> orus			song		
5-6. (W5:3) Homophones are words that sound the same but have different meanings and different spellings.									
Join the ba	The queen enjoyed a long (rain / <u>reign</u>).								
7. (W5:4) Check the definition with that in the dictionary available.									
ensign		A military or naval flag.							
8-9. (W5:5) To put in a	lphabeticai	sbetical order you may need to use the first, second, third or even fourth letter of the word.							
exit	4	exist	3	exile 2			excuse	excuse 1	
to conclude	W5:11) Using a wider range of connectives can hell conclude suddenly			result compared v			in a flash		
12-13. (W5:12) Using a wider range of sentence openers, proposition				,					
so they guide the reader and are suited to the intended audience and purpose.									
Unfortunately,		<u>Later,</u>		Perhaps,			<u>Secondly,</u>		
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.									
The was	I hate wasps when they (sting / stung).								
16-17. (W5:16) When two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb.								ie the	
The noise of the fans ($\frac{is}{s}$ / are) deafening. There (is / $\frac{are}{s}$) no broken pens in the							he pot.		
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.									
The bird (flew / flown) away in the winter. The bird had (flew / flown) away.									
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.									
She (began to/started to) write on the (blank/clean/new) sheet of paper.									
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 our holiday, we (would / <u>may</u> / can) be going to France.									
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.									
If you want, when I've finished on it, you can have a turn on my computer.									
24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.									
Every time we eat, my gran makes us sit at the table.									
25. (W5:23) Parenthes. Brackets enclose it to s		-		_		-		_	
The whole family — with the exception of Joe — went to the beach for a picnic.									