

Long Multiplication Practice

- 3 Digits × 2 Digits

1.

		1	6	1
×		2	3	

2.

		2	3	2
×		2	6	

3.

		6	1	4
×		1	8	

4.

		9	6	9
×		9	5	

5.

		7	4	0
×		9	6	

6.

		3	6	2
×		5	8	

7.

		3	0	5
×		7	1	

8.

		3	7	0
×		6	4	

9.

		5	8	4
×		1	5	

10.

		8	5	1
×		8	9	

11.

		7	4	9
×		9	8	

12.

		4	8	2
×		2	3	

13.

		6	4	6
×		1	0	

14.

		7	0	9
×		1	7	

15.

		9	1	4
×		5	7	

16.

		7	1	8
×		4	5	

Long Multiplication Practice

- 3 Digits × 2 Digits Answers

1.

		1	6	1
×			2	3
		4	8	3
	3	2	2	0
	3	7	0	3

2.

		2	3	2
×			2	6
	1	3	9	2
	4	6	4	0
	6	0	3	2

3.

		6	1	4
×			1	8
	4	9	1	2
	6	1	4	0
1	1	0	5	2

4.

		9	6	9
×			9	5
	4	8	4	5
8	7	2	1	0
9	2	0	5	5

5.

		7	4	0
×			9	6
	4	4	4	0
6	6	6	0	0
7	1	0	4	0

6.

		3	6	2
×			5	8
	2	8	9	6
1	8	1	0	0
2	0	9	9	6

7.

		3	0	5
×			7	1
		3	0	5
2	1	3	5	0
2	1	6	5	5

8.

		3	7	0
×			6	4
	1	4	8	0
2	2	2	0	0
2	3	6	8	0

9.

		5	8	4
×			1	5
	2	9	2	0
	5	8	4	0
	8	7	6	0

10.

		8	5	1
×			8	9
	7	6	5	9
6	8	0	8	0
7	5	7	3	9

11.

		7	4	9
×			9	8
	5	9	9	2
6	7	4	1	0
7	3	4	0	2

12.

		4	8	2
×			2	3
	1	4	4	6
	9	6	4	0
1	1	0	8	6

13.

		6	4	6
×			1	0
				0
	6	4	6	0
	6	4	6	0

14.

		7	0	9
×			1	7
	4	9	6	3
	7	0	9	0
1	2	0	5	3

15.

		9	1	4
×			5	7
	6	3	9	8
4	5	7	0	0
5	2	0	9	8

16.

		7	1	8
×			4	5
	3	5	9	0
2	8	7	2	0
3	2	3	1	0

Stage 5

'Grammar Hammer'

Skill Check 5

Name: _____

Class: _____

Date: _____

1. Underline the **suffix** that turns the **adjective** into a **verb**.**final**

ify

ize

dead

ate

en

2. Underline the **suffix** that turns the **adjective** into a **verb**.3-4. Underline any **silent letters** in these words.

sign

poster

character

person

5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.

I will see you in the (mourning / morning).

I will need (flour / flower) to make bread.

7. Use a dictionary to find the meaning of this word.

plethora8-9. Number these words to show their **alphabetical order**.

drink

drain

drip

drizzle

10-11. Underline two **connectives** that can be used to **compare and contrast**

fortunately

although

suddenly

also

despite this

12-13. Underline two **sentence openers** that might help show **time and sequence** in a piece of writing

Later,

However,

Afterwards,

Including,

14-15. Underline the correct **verb tenses** to complete the sentences.

I (gave / give) you a present last birthday.

Will you (gave / give) me one back?

16. Underline the correct **verb** to **agree** with the **subject**.

Class 6 (was / were) in the hall.

17. Underline the correct **verb** to **agree** with the **subject**.

They (was / were) rehearsing their play.

18-19. Underline the correct **verb** to make these sentences correct.

Ben (woke / woken) up early.

The baby was (woke / woken) up.

20-21. Circle the **adjective** in this sentence and underline the **expanded noun phrase**.

Unfortunately, the poor dog didn't enjoy the long, twisty, car journey.

22. Underline the correct **modal verb** to complete the sentence.

It is getting cold. You (ought to / could / would) put on a jumper.

23. Underline the **relative clause** in this sentence.

The lady, whose dog was barking, tried to calm it down.

24. Use a **comma** to punctuate this sentence and make the meaning clear.

When the dog barked the baby started to cry.

25. Punctuate this sentence with **brackets ()** to show **parenthesis**.

Dan came home from work he is a plumber and made the tea.

Total:

Red (0 – 9)

Yellow (10 – 19)

Green (20 – 25)

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).

final	ify	ize	dead	ate	en
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3. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and is often in the letter string 'ign' (sign, design)

4. (W5:2. Sp 5:16) Silent 'h' often follows 'c' but makes the hard sound 'k' (chord, character, chemist)

sign	poster	ch aracter	person
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5-6. (W5:3. Sp 5:20) **Homophones** are words that sound the same but have different meanings and different spellings.

I will see you in the (mourning / **morning**) I will need (**flour** / flower) to make bread.

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

plethora	too large a quantity for something
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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.

drink	2	drain	1	drip	3	drizzle	4
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

fortunately	although	suddenly	also	despite this
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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.

Later,	However,	Afterwards,	Including,
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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 (gave / give) you a present last birthday.	Will you (gave / give) 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.

Class 6 (was / were) in the hall.	They (was / were) rehearsing their play.
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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.

Ben (woke / woken) up early.	The baby was (woke / woken) up.
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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.

Unfortunately, the poor dog didn't enjoy the long, twisty, car journey .
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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.

It is getting cold. You (ought to / could / would) put on a jumper.
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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 lady, whose dog was barking , tried to calm it down.

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 dog barked, the baby started to cry.

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.

Dan came home from work (he is a plumber) and made the tea.
