Year 5 20.1.25

## Long Multiplication Practice - 3 Digits × 2 Digits

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## Long Multiplication Practice - 3 Digits × 2 Digits Answers

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Stage 5		!	'Gram	<b>'Grammar Hammer'</b> Skill Check				
Name:				Cla	ss:	Dat	te:	····
1. Underline the	s <b>uffix</b> that tu	rns the <b>adjective</b> in	to a verb.	2. Underlir	e the <b>suffix</b> that t	urns the c	adjective into a ver	<b>b</b> .
final	į	fy	ize	dead a		ate en		
3-4. Underline an	y silent lette	rs in these words.						
sign		post	er	ch	aracter		person	
5-6. Underline th	e correct woi	rd to use in each se	ntence. Use a	dictionary if	you need to.			
l will see yoι	in the (	mourning / m	orning ).	I will ne	ed (flour / f	lower )	) to make bre	ad.
7. Use a dictionar	y to find the	meaning of this wo	ord.					
plethora								
8-9. Number these	e words to sh	ow their <b>alphabeti</b>	cal order.					
drink	·	drain		d	rip		drizzle	
10-11. Underline	two connect	ives that can be use	ed to <b>compar</b>	e and contras	<i>t</i>	•		
fortunate		although		denly	also		despite thi	 S
12-13. Underline	two sentence	openers that migh	nt help show <b>t</b>	ime and sequ	e <b>nce</b> in a piece oj	writing		
Later	,	Howe	er,	Afte	erwards,		Including,	
14-15. Underline	the correct <b>v</b>	erb tenses to comp	lete the sente	nces.			·	
I ( gave / giv	e ) you a	present last l	oirthday.	Will	you ( gave /	give ) r	ne one back?	
16. Underline the	correct verb	to agree with the s	ubject.	17. Underli	ne the correct <b>ver</b>	b to agre	e with the subject.	
Class 6	(was/u	vere ) in the h	all.	They (	was / were )	reheai	rsing their pla	у.
18-19. Underline	the correct v	erb to make these s	entences cori	rect.				
Ben (	noke / w	oken ) up ear	ly.	The	baby was ( ı	voke /	woken ) up.	
20-21. Circle the	adjective in t	his sentence and u	nderline the <b>e</b>	xpanded nou	n phrase.			
Un	fortunate	ely, the poor o	log didn't	enjoy the	long, twisty	, car jo	ourney.	
22. Underline the	correct <b>mod</b>	a <b>l verb</b> to complete	the sentence	•				
l	t is gettin	g cold. You (	ought to /	could/ v	ould) put o	n a jun	nper.	
23. Underline the	relative clau	se in this sentence.						_
	The le	ady, whose do	og was bo	arking, trie	ed to calm it	down.		
24. Use a comma	to punctuate	this sentence and i	nake the mea	ning clear.				
	W	hen the dog	barked 1	the baby	started to	cry.		
25. Punctuate this	sentence wit	h <b>brackets</b> () to sh	ow parenthe	sis.				_ <del>_</del>
Da	n came	home from 1	work he	is a plum	nber and me	ade th	e tea.	
Total		D1/0		V-11	. (40 40)		/20 07	_
Total:		Red (0	– <del>9</del> ]	reliov	v (10 – 19)	G	reen (20 – 25)	)

## 'Grammar Hammer'

Skill Check 5

1-2. (W5:1. Sp 6:11) The of spelling to the root w	ie <b>suffixes</b> Pord (polle	ate, ify, en, ize ,or ise n-pollinate) or the fin	e, can be al letter	adde migh	ed to some noun it need to be dro	s to turn them pped before a	into verbs. Idding the s	There m uffix (no	ay be a slight cha te-notify).	inge	
final	į	fy	<u>ize</u>		dea	d	ate		<u>en</u>		
3. (W5:2. Sp 5:15) Siler the letter string 'ign' (s.			d is ofter	n in	4. (W5:2, Sp 5:16) Silent 'h' often follows 'c' but makes the hard sound 'k' (chord, character, chemist)						
si <b>g</b> n		poste	r		c <u><b>h</b></u> :	aracter			person		
5-6. (W5:3, Sp 5:20) He	omophone	s are words that sour	id the sai	me bi	ut have different	' meanings an	d different s	spellings	•		
I will see you in the (mourning / morning)  7. (W5:4) Check the definition with that in the dictionary available.					I will ne	ed ( <u><b>flou</b>i</u>	/flowe	er) to	make brea	d.	
plethora	inition wit	n trai in the aictional	ge a quant	ity for so	methin	a					
8-9. (W5:5) To put in al	nhahetica	order you may need			•			_			
drink	2	drain	io use in	1		rip	3		Irizzle	4	
10-11. (W5:11) Using a	wider ran	ge of <b>connectives</b> car	ı help bu	ild c	ohesion within a	and across pa	ragraphs.				
fortunately		<u>although</u>	5	sud	denly	a	lso		despite this	<u>s</u>	
12-13. (W5:12) Using a so they guide the reader	wider ran and are s	ge of <b>sentence opene</b> uited to the intended	rs, prope audience	o <b>sitio</b> e and	<b>nal phrases</b> and purpose.	l fronted adv	e <b>rbials</b> help	organis	e and structure te	xts	
<u>Later,</u>	i	Howeve	er,		<u>Afte</u>	rwards,		lt	ncluding,		
14-15. (W5:15) A verb t consistent throughout a						esent (I run) d	or future (I	will run).	. They should rem	ain	
I ( <u>gave</u> / give) y	уои а р	resent last bi	rthda	у.	Will	you (gav	e / give	) me (	one back?		
16-17. (W5:16) If two or verb. Singular subjects (	r more sing I, he) and	gular nouns or prono singular nouns (com	uns are c mittee, ci	conne lass)	ect by 'and', use usually have sir	a plural verb igular verbs.	. If connec Plural subje	ted by 'o	or', use the singulo ally need plural ve	ar erbs.	
Class 6 ( <u>พ</u>	<u>/as</u> / w	ere ) in the ho	ıll.		They ( v	vas / <u>we</u>	<u>re</u> ) reh	earsir	ng their play	<i>)</i> .	
18-19. (W5:18) Verbs in 'had' (past perfect), 'wi	the <b>perfec</b> Il have' (fi	ct form show an actio ture perfect) before a	n comple 1 past pa	eted i rticip	n the past at an ple of the verb. S	unspecified to Simple past ha	ime. They u s a specific	se 'have time.	' (present perfect)	,	
Ben ( <u>wo</u> l	<u>ke</u> / wo	oken ) up early	<i>/</i> .		The	baby wa	s ( woke	e / <u>wc</u>	oken ) up.		
20-21. (W5:19) Expand way to make writing mo	<b>ed noun p</b> re interesti	<b>hrases</b> add informations and create image	on (adjec ry. Word	ctives, ls tha	to nouns (either tadd nothing ne	er before or a ew or are syne	fter the nou	n). They e repetit	can be an efficier ive and redundant	nt t.	
Unfor	tunate	ly, the poor do	og dia	ln't	enjoy <u>the</u>	long, tw	isty, ca	r joui	ney.		
22. (W5:20) Modal verb might, should, shall, wo	s indicate uld, will, m	likelihood (must), ab ust (and their negati	ility (can ve forms)	), per ). The	rmission (may) ey go before oth	or obligation. er verbs.	They inclu	de the ve	rbs can, could, m	ay,	
It is	gettin	g cold. You ( <u>o</u>	ught	<u>to</u> ,	/could/w	ould) pu	ut on a	jump	er.		
23. (W5:21) A relative conthe words who, which, w	lause adds here, whe	more information ab n, whose or that. The	out the r y start a	noun nd en	in the main classed with a commo	ise. They nori a. They turn s	nally come simple sente	after the	noun and start woo complex sentence	ith	
		dy, <u>whose do</u>							***************************************	-	
24. (W5:22) A main func	tion of the	comma is to avoid a	mbiguity	(con	ıfusion) in sente	nces. They ca	n help mak	e the med	aning clear.		
	l	When the dog	bark	ed,	the baby s	started to	o cry.				
25. (W5:23) Parenthesis Brackets enclose it to sh	is a word ow that it	or phrase inserted in is separate from the r	to a sent est of the	tence e seni	to give extra in tence. Commas	formation, ex or dashes ca	planation, c n also be us	larificat ed to sh	ion or afterthough ow parenthesis.	ht.	
Dar	n came	home from w	ork (	he	is a plumb	er ) and	made t	he te	a.		