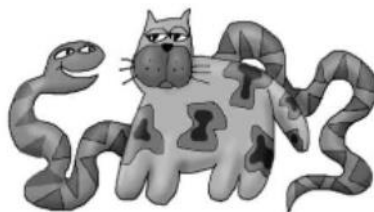


WORD SWAPPING

Read these sentences and think of a word or phrase that means the same, or is similar, to the one in **bold**. One has already been done for you.



- 1 I ran as fast as I could from the **venomous** snake. poisonous
- 2 I was very **thankful** when my lost cat was returned. grateful
- 3 The food I had at the new restaurant was **delicious**. tasty
- 4 The headteacher told off the boy for being **impolite**. rude
- 5 The reckless driver **disregarded** the No Entry sign. ignored
- 6 Even with a map, I was **uncertain** which way to go. unsure
- 7 Who replaced Henry VIII as **monarch** when he died? ruler
- 8 Is it as hard to **descend** a mountain as it is going up? climb / go down
- 9 I had the **misfortune** of having my car keys stolen. bad luck
- 10 The twins were **quarrelling** over who owned the ball. arguing
- 11 The children **suspended** decorations from the ceiling. hung
- 12 The superhero could **transform** herself into a tiger. change
- 13 The parents were asked to **donate** money to charity. give
- 14 Gardeners **prune** roses to encourage growth. cut
- 15 I was happy to **exchange** my old pen for a new one. swap

Using a colon to introduce a list or add further detail

Colons can be used to introduce a list, or to provide further information and details.

Add colons to the sentences below. (The second part of the sentence is written in italics to help you.)

- 1 Amber went to sit on the back bench with a group of girls: *Evie, Astrid, Alexa and Isadora.*
- 2 Miss Finch strode to the front of the class stroking her favourite object: *a cane.*
- 3 She had many alarming traits: *a bad temper, an evil laugh and a fondness for physical punishments.*
- 4 Miss Finch showed the girls three objects: *a pencil, a book and a chair.*
- 5 Miss Finch wanted her pupils to do just one thing: *make the objects disappear!*
- 6 Amber had one overwhelming feeling: *panic.*
- 7 She had to make a choice: *run away or stay and face the consequences.*



Find fractions of numbers (use as operators)

Maths Arithmetic

SECTION A

1	$\frac{1}{2}$ of 30
15	

2	$\frac{1}{4}$ of 24
6	

SECTION B

1	$\frac{1}{7}$ of 63
9	

2	$\frac{1}{11}$ of 22
2	

3	$\frac{1}{6}$ of 66
11	

4	$\frac{1}{9}$ of 999
111	

5	$\frac{1}{2}$ of 768
384	

6	$\frac{1}{10}$ of 450
45	

SECTION C

1	$\frac{2}{3}$ of 15
	10

2	$\frac{3}{10}$ of 40
	12

3	$\frac{5}{6}$ of 54
	45

4	$\frac{3}{8}$ of 72
	27

5	$\frac{2}{5}$ of 385
	154

6	$\frac{4}{9}$ of 189
	84