

## Maths – Fractions, Percentages, Decimals

1	$\frac{1}{1}$	1	100%
2	$\frac{4}{10}$	0.4	40%
3	$\frac{1}{10}$	0.1	10%
4	$\frac{27}{100}$	0.27	27%
5	$\frac{30}{100}$	0.30	30%
6	$\frac{3}{100}$	0.03	3%
7	$\frac{90}{100}$	0.9	90%
8	$\frac{56}{100}$	0.56	56%
9	$\frac{21}{100}$	0.21	21%
10	$\frac{2}{100}$	0.02	2%
11	$\frac{82}{100}$	0.82	82%
12	$\frac{50}{100}$	0.5	50%
13	$\frac{14}{100}$	0.14	14%
14	$\frac{70}{100}$	0.7	70%

1b. Henry has put these fractions, decimals and percentages in order from smallest to largest.

$25\%$   
0.25

$80\%$   
 $\frac{8}{10} \frac{4}{5}$

70%

$10\%$   
0.1

Is he correct? Explain your answer.

Now try these! Begin by converting them to a number over 100.	1	$\frac{1}{2}$	0.5	50%
	2	$\frac{2}{5}$	0.4	40%
	3	$\frac{1}{4}$	0.25	25%
	4	$\frac{4}{20}$	0.2	20%
	5	$\frac{3}{5}$	0.6	60%
	6	$\frac{5}{100}$	0.05	5%
	7	$\frac{2}{4}$	0.5	50%
	8	$\frac{3}{10}$	0.3	30%
	9	$\frac{3}{4}$	0.75	75%
	10	$\frac{5}{5}$	1	100%
	11	$\frac{1}{25}$	0.04	4%
	12	$\frac{5}{20}$	0.25	25%
	13	$\frac{5}{25}$	0.2	20%
	14	$\frac{4}{5}$	0.8	80%

2b. Complete the calculation using a decimal and a percentage.

$20\%$   
 $\frac{2}{10}$

$< 40\% <$

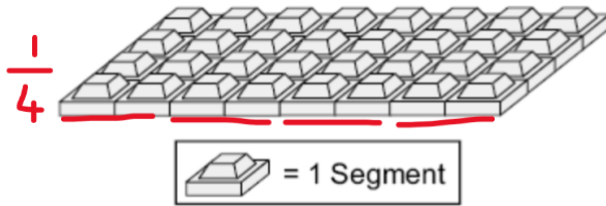
$<$

Anything over 41% and 0.41

Find 3 possibilities.

### Term 3 Session 4

Ariana buys a rectangular chocolate bar. It's made of segments as shown below.



Ariana eats 8 segments. What percentage of the full chocolate bar is left?

- ☐ a) 50%
- ☐ b) 25%
- ☐ c) 40%
- ☐ d) 60%
- ☒ e) 75%

There is a 55% chance of rain on a particular day.  
Which of these fractions is equal to 55%?

What is 38% as a decimal?

- ☒ a) 0.38
- ☐ b) 380
- ☐ c) 3.8
- ☐ d) 38
- ☐ e) 0.038

- ☐ a)  $\frac{3}{5}$
- ☐ b)  $\frac{7}{10}$
- ☐ c)  $\frac{5}{10}$
- ☐ d)  $\frac{1}{2}$
- ☒ e)  $\frac{11}{20}$

$$\begin{array}{r} 55 \div 5 \\ \hline 11 \\ 100 \end{array} \quad \frac{11}{20}$$

Sasha's dog had a litter of 10 puppies.  
Three were black and the rest were brown.  
What percentage of the puppies were brown?

Answer: 70 %

Circle the statement which is correct.

- A**  $\frac{1}{5} > 0.2$  ~~X~~  
 $\frac{2}{10}$
- B**  $\frac{1}{2} = 0.2$  ~~X~~  
 $0.5$
- C**  $0.35 > \frac{1}{4}$   $\checkmark$   
 $0.25$
- D**  $\frac{6}{10} = 0.65$  ~~X~~
- E**  $\frac{2}{5} > 0.5$  ~~X~~  
 $0.4$

**Verbal – Multiple Meanings**

(sugary syrupy) (lovely kind)

(drama show) (romp frolic)

(snug cramped) (mean stingy)

(summit peak) (lid cap)

(overturn spill) (bother worry)

(chilly icy) (unfriendly aloof)

(plain natural) (easy clear)

(now current) (gift offering)

(class set) (application questionnaire)

(nice tender) (type sort)

(game contest) (pairing partnership)

(autograph initial) (poster notice)

candy nice sweet

musical play actor

unfair tight poor

mountain top hat

roll upset ask

cold mean freezing

straight simple hard

ask present past

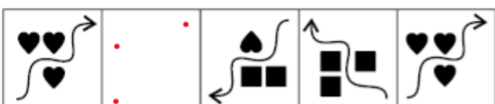
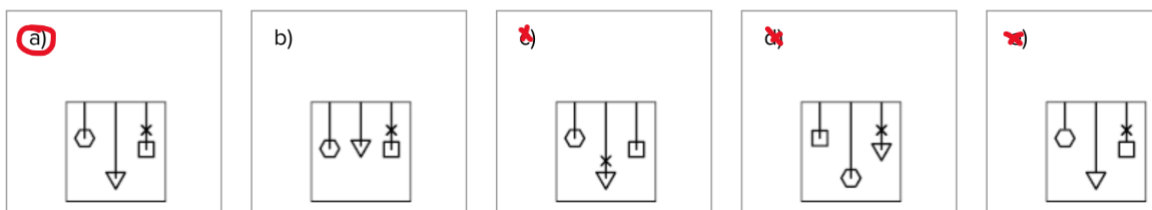
type school form

group keep kind

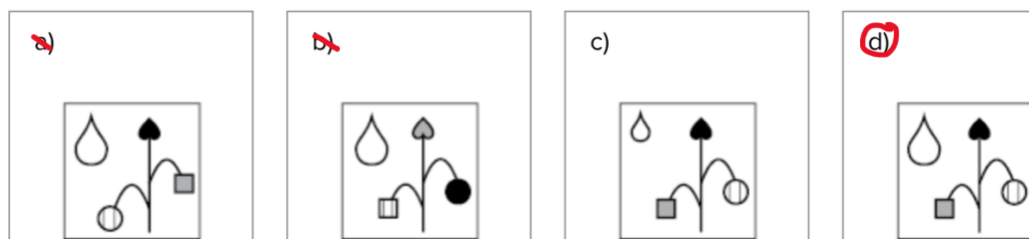
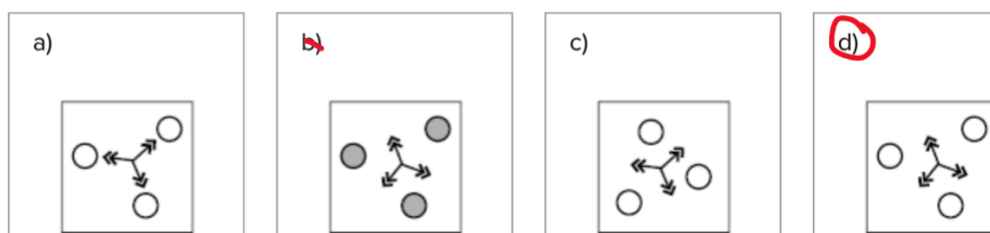
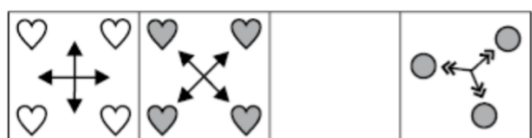
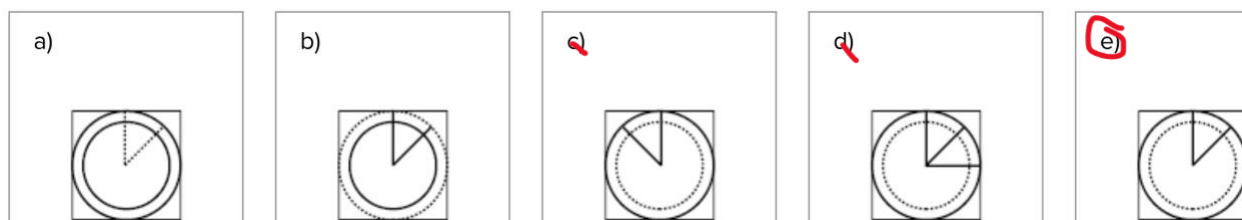
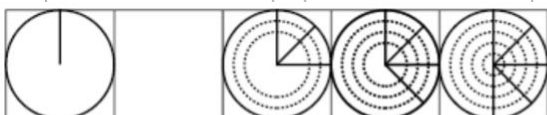
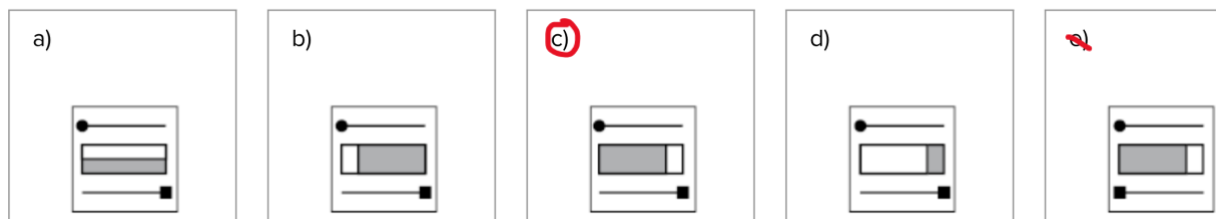
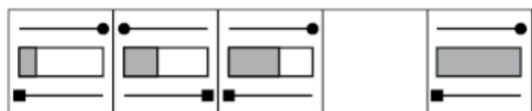
match sport union

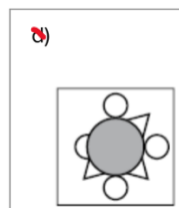
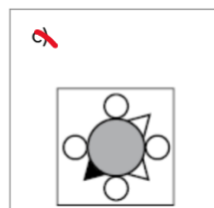
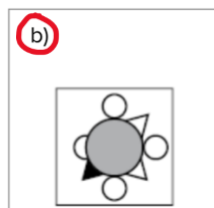
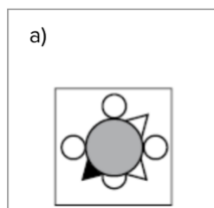
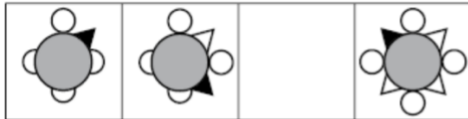
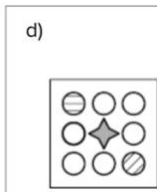
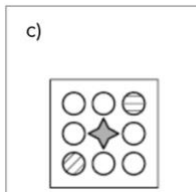
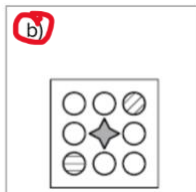
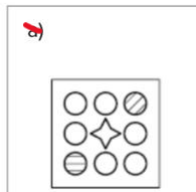
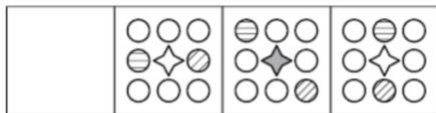
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### Non – Verbal Reasoning



Term 3 Session 4





## Reading – Food in Britain

Food plays a central role in all cultures, and Britain is no exception.

However, what people eat in Britain today is very different to the food consumed 80 years ago. Food shortages during the Second World War meant that many items, such as sugar, butter, cheese and meat, were rationed\*. This lack of ingredients

5 resulted in a back-to-basics approach to cooking. Rationing persisted until 1954, and most families in the post-war years favoured traditional meals of ‘meat and two vegetables’. This may seem uninspiring compared with the diverse mix of sweet and sour stir fries, tasty tacos and classic curries that are eaten nowadays.

The second half of the 20th century is when many of the foods we eat today took

10 off. Chinese ingredients became more readily available in the 1960s, fifty years after the first Chinese restaurant opened in London. The new trend in the late 60s of holding dinner parties also saw spaghetti bolognese surge in popularity. This Italian dish is now considered by many in Britain to be a staple. Curry, a food so popular that chicken tikka masala has been described as the ‘national dish of the UK’, also

15 saw an increase in popularity around this time. Although it has been around in the UK since the 1700s, curry became cemented in British culture after Bangladeshi immigrants set up Indian restaurants in the 1970s.

The fact that British food draws influence from so many cultures is a reflection of Britain’s diverse population. In fact, British food has been influenced by other cultures

20 for a long time. The Romans brought over many foods we still consume today, such as cabbages, peas and cherries. Sugar from the Caribbean, spices from the Far East and cocoa (the all-important ingredient in chocolate) from South America were brought to Britain in Tudor times. Britain, therefore, has a long and rich history of adopting food from different places — which is why the food we have today is so vibrant and exciting.

\* rationed — limited to a set amount per person

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1. According to the text, which of the following statements is true?
  - A Food isn't as important in Britain as it is in other cultures.
  - B Britain has over 80 national dishes.
  - C World War Two had no impact of people's diets.
  - ☒ D The food typically eaten in Britain has changed in the last 80 years.
  - E Food is more important now than it was 80 years ago.
  
2. Which of the following is not mentioned in the text as a food that was rationed?
  - ☒ A Vegetables
  - B Butter
  - C Sugar
  - D Meat
  - E Cheese
  
3. "This lack of ingredients resulted in a back-to-basics approach to cooking" (lines 4-5). This means that:
  - A basic food was no longer available.
  - B after years of rationing, people couldn't remember how to cook properly.
  - C people didn't cook much when food was being rationed.
  - D cooking was seen as less important than other things.
  - ☒ E cooking became more simple due to food restrictions.
  
4. According to the text, how does the food eaten in the post-war years compare with the food eaten in Britain nowadays?
  - A It was much healthier than the food eaten today.
  - ☒ B It was less varied than the food eaten today.
  - C It was spicier than the food eaten today.
  - D It was easier to cook than the food eaten today.
  - E It was tastier than the food eaten today.
  
5. According to the text, which of the following did not happen in the second half of the 20th century?
  - A Dinner parties became fashionable.
  - B More shops began stocking ingredients for Chinese food.
  - C Foods from different countries became more popular.
  - D More people started cooking spaghetti bolognese.
  - ☒ E The first Chinese restaurant opened.



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6. According to the passage, which of the following statements is true?
- A Curry first came to Britain in the nineteenth century.
  - B Restaurants run by Chinese people helped to popularise curry.
  - ☒ C Spaghetti bolognese is a key dish in Britain today.
  - D Chicken tikka masala is an Italian food.
  - E Spaghetti bolognese became popular in Britain in the 1950s.
7. "curry became cemented in British culture" (line 16). What does this mean?
- ☒ A Curry became a really important part of British culture.
  - B Curry has always been a part of British culture.
  - C Curry officially became the UK's national dish.
  - D Curry is a traditional British dish.
  - E Curry wasn't as popular in the UK as it once was.
8. Which of the following statements is false?
- A The Tudors had access to spices from the Far East.
  - B Cherries were brought to Britain during the Roman times.
  - C Cabbages and peas have not always been grown in Britain.
  - D One of the main ingredients in chocolate can be found in South America.
  - ☒ E The Romans were responsible for bringing sugar to Britain.
9. What does the word "persisted" (line 5) mean in the context of the passage?
- ☒ A Continued
  - B Was popular
  - C Was recommended
  - D Concluded
  - E Was delayed
10. What does the word "uninspiring" (line 7) mean?
- A Not easy to make
  - B Not at all appetising
  - ☒ C Not very exciting
  - D Not very healthy
  - E Not very modern
11. "Food plays a central role in all cultures" (line 1).  
The word "central" is an example of what kind of word?
- A Noun
  - B Verb
  - ☒ C Adjective
  - D Preposition
  - E Conjunction
12. "This may seem uninspiring compared with the diverse mix of sweet and sour stir fries, tasty tacos and classic curries" (lines 7-8). This contains an example of:
- A onomatopoeia.
  - ☒ B alliteration.
  - C a simile.
  - D a metaphor.
  - E a pun.

Term 3 Session 4  
**English - Vocabulary**

charismatic	calamity	bittersweet	college	caution
chaos	collaborate	candidate	coax	choreographer

<input type="text"/>	a place of study post 16 years old	<input type="text"/>	work together
<input type="text"/>	disorder and confusion	<input type="text"/>	someone who creates a dance routine
<input type="text"/>	warning	<input type="text"/>	a person with charm and inspires others
<input type="text"/>	person applies for a position = job, university, school	<input type="text"/>	an event causing damage, mistake, distress
<input type="text"/>	gently persuade someone to do something	<input type="text"/>	something that is pleasant and difficult

In the sentence below, which of the words is a determiner?

Joe examined every dinosaur fossil that he could find.

- ☐ find
- ☐ every
- ☐ that
- ☐ fossil
- ☐ examined

In the sentence below, which of the words is a verb?

The waiter grated the cheese very finely.

- ☐ very
- ☐ grated
- ☐ finely
- ☐ cheese
- ☐ waiter

In the sentence below, which of the words is an abstract noun?

Suddenly, like a bolt of lightning, inspiration hit her.

- ☐ inspiration
- ☐ like
- ☐ lightning
- ☐ her
- ☐ Suddenly

What type of word is 'usually' in the following sentence?

The tourists in the Lake District usually walk up the mountains quickly.

- ☐ preposition
- ☐ determiner
- ☐ adjective
- ☐ adverb
- ☐ verb