BROAD HORIZON
TUITION

11+ Tuition

Year 5

Week 1

ANSWERS

STARTER TASK ANSWERS

MULTIPICATION:

Q1) 42
Q2) 56
Q3) 18
Q4) 84
Q5) 42
Q6) 32
Q7) 27
Q8) 96
Q9) 108
Q10) 63
Q11) 72
Q12) 132
Q13) 21
Q14) 48
Q15) 30

MULTIPLYING AND DIVIDING BY 10, 100 & 1000:

Q1) 120
Q2) 36780
Q3) 0.23
Q4) 58700
Q5) 0.75
Q6) 0.242

Multiplication 1

1. 70
2. 5600
3. 730000
4. 89600
5. 70000
6. 340
7. 620
8. 35
9. 730
10. 9.6
11. 1900
12. 450

Multiplication 2 mixed

1. 720
2. 83500
3. 8300
4. 68
5. 564000
6. 7100
7. 2260
8. 84790
9. 340
10. 5165000
11. 9670
12. 0.45
13. 72.4
14. 592

Division

1. 60
2. 34
3. 96
4. 73
5. 9
6. 64
7. 0.13
8. 5.6
9. 8.2
10. 0.5
11. 0.083
12. 0.00062
13. 7.2
14. 0.0036
15. 65.2
16. 0.952
17. 5
18. 1.455
19. 98.54
20. 950
21. 34
22. 92.5
23. 9562
24. 0.0056
25. **9500**
26. 695.1

Answers

5 x 10 = **50**

6 x 100 = **600**

7 + 10 = **0.7**

4 x 10 = **40**

70 + 100 = **0.7**

6 x 10 = **60**

2 x 100 = **200**

28 + 10 = 2.8

5 + 10 = **0.5**

8 + 10 = **0.8**

7 x 100 = **700**

8 x 10 = **80**

3 x 100 = **300**

2 + 10 = **0.2**

80 + 100 = **0.8**

9 x 10 = **90**

Answers

34 x 10 = **340**

65 x 100 = **6500**

53 ÷ 10 = **5.3**

87 x 10 = **870**

785 ÷ 100 = **7.85**

64 x 10 = **640**

39 x 100 = **3900**

283 ÷ 10 = **28.3**

65 ÷ 10 = **6.5**

42 ÷ 10 = **4.2**

17 x 100 = **1700**

453 x 10 = **4530**

34 x 100 = **3400**

24 ÷ 10 = **2.4**

124 ÷ 100 = **1.24**

736 x 10 = **7360**

Answers

874 x 10 = **8740**

275 x 100 = **27 500**

3873 + 10 = **387.3**

673 x 10 = **6730**

3802 + 100 = **38.02**

204 x 10 = **2040**

309 x 100 = **30 900**

3002 + 10 = **300.2**

4000 + 100 = **40**

2264 + 10 = **226.4**

765 + 10 = **76.5**

817 x 100 = **81 700**

734 x 10 = **7340**

403 x 100 = **40 300**

1864 + 10 = **186.4**

3908 + 100 = **39.08**

8764 x 10 = **87 640**

201 x 100 = **20 100**

Test 1 - pages 2-4

1. £261

You need *to* do £1044 + 4.
1044 breaks down Into 1000 + 44.
1000 + 4 = 250 and 44 + 4 = 11.
250 + 11 = 261.
So £1044 + 4 = £261.

2. D

The total number of marbles must l7e **a** multlple of 5, so It mU5t end In either O or 5. So the answer is 295.

3. C

The 6 in his score is in the 'thousands' place.
So Its value is 6000.

4. 60°

The angles round *a* point add up *to* 360°.
100 + 80 + 58 + 62 = 300°.
So Ali's slice must l7e 360 - 300 = 60°.

5. 72%

25 x 4 = 100, so multlply top and bottom of $^{18}/_{25}$ by 4. You can use partitioning here *to* work out 18 x 4.
18 = 10 + 8, so 18 x 4 = 10 x 4 + 8 x 4
= 40 + 32 = 72. So $^{18}/_{25} = {}^{72}/_{100}$,
which is the same as 72%.

6. 1.2 cm

The expected dally rainfall In Topestoft; is 19 mm, and In 0ldharbour It Is 7 mm.
The difference Is 19 - 7 = 12 mm, which is 1.2 cm.

7. 186 mm

The expect&I dally rainfall in Aberling is 14 mm.
The **expected** daily ralnfall In Winder-water Is 8 mm.
This is *a* dally difference of 14 - 8 = 6 mm.
There **are** 31 days in July, so the total difference will be 31 x 6 = 186 mm (you can use partitioning here).

8. A

225° = 180° + 45°. After tuming 180° anticlockwise he will be facing East. After another 45°, he will be facing North East.

9. 225 minutes

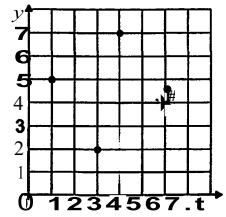
3 hours Is 3 x 60 = 180 minutes. $^{5}/_{4}$ of an hour Is 45 minutes. 180 + 45 = 225 minutes.

10. E

61naate $^{1}/_{4}$ of t he plzza. **Seanate** 2 x $^{1}/_{4} = {}^{1}/_{2}$ of the pizza. Rebeka **ate** $^{1}/_{4} + 2 = {}^{1}/_{8}$ of the pizza.
$^{1}/_{4}$ Is the same as $^{2}/_{8}$ and $^{1}/_{2}$ is the same as $^{4}/_{8}$,
soIntotaltheyate $^{2}/_{8} + {}^{4}/_{8} + {}^{1}/_{a} = {}^{7}/_{a}$.
Thls means $1 - {}^{7}/_{8} = {}^{1}/_{8}$ of the pizza is left.

11. D

The three **given** comers **are** shown as dots, 50 the treasure will be at the point marked with *a* cross.
This has coordinates (6, 4).



12. A

Since the numuer each day Is found by multlplying the previous numuer by 2 and adding 1, this must be odd. So 12 286 cannot be *a* possible number of bugs after 10days.

Test 2 - pages 5-7

1. 73 °C

To get from -32 to 0, add 32.
To get from *O to* 41, add 41. *So* the difference in temperatures Is 32 + 41 = 73 °C.

2. 20m

The perimeter of the garden Is the length of all the sides added together. This Is 6 + 4 + 6 + 4 = 20 m.

3. C

The **area** of the garden Is the width multiplied by the **vertical** height, which is 6 x 3 = 18 m^2.

4. 3 minutes 6 seconds

Use the column method here *to* find the total of their times:

$$\begin{array}{r} 38 \\ 46 \\ 52 \\ +50 \\ \hline 186 \\ 1 \end{array}$$

180 seconds is 3 minutes, 50 186 seconds is 3 minutes 6 seconds.

5. E

39.48 miles is approximately 40 miles, which is '8 lots of 5 miles'. This is the same as '8 lots of 8 km', which is 8 x 8 = 64 kilometres.

6. 7 weeks 3 days

31 = (4 x 7) + 3, 50 31 days Is 4 weeks and 3 days.
So the total time Is 4 + 3 = 7 whole weeks, plus 3 extra days.

7. C

Each 'whole *face'* represents 4 students.
There are 12 whole faces, which represent 12 x 4 = 48 students. The **two** halves make **one more** *face* and the quarter and three quarters make another. which represent 2 x 4 = 8 students. *So* In total there are 48 + 8 = 56 students.

8. *7*

In the row for Fly Fly Fly there are 5 whole faces and 1 quarter face, which together reprB56nt (5 x 4) + 1 = 21 students. $^{1}/_{3}$ of 21 Is 21 +3=71, oys.

9. 23:05

The train leaves *at* 9:37 pm. Add 1 hour and 28 minutes to this time Instages. After 1 hour It will 1, e 10:37 pm. Another 23 minutes later: It will be 11 :00 pm. Finally, add another 5 minutes, which shows It arrives at 11 :05 pm. In 24-hour clock format this Is 23:05.

10. C

$^{1}/_{3}$ Is the same as $^{4}/_{12}$ and $^{1}/_{4}$ 1s the same as $^{3}/_{12}$, 50 the fraction of the time he's used 50 far Is 4112+ $^{3}/_{12}$ = $^{7}/_{12}$. Thlsmeansthatthefrac;tlonleftfor Part31s1 - 7112= $^{5}1_{12}$.

11. 270 an^{3}

The volume *of* each cube Is 3 x 3 x 3 = 27 cm^{11}. The object Is made up *of* 10 cubes, 50 the total volume Is 10x 27=270cm^{11}.

12. 10 cm

If the frame Is 27 om high, then h = 27. So 27 = 1.5w + 12. Subtract 12 from both sides to find 15 = 1.5w. 1.5x 10 = 15,50w= 10. 1h15 means the width *of* the frame Is 10 om.

Test 1 - pages 2-4

1. 409 047

In figures. four hundred and nine thousand is 409 000. and forty-seven is 47. Adding them *gi'les* 409 047.

2. *D*

There are 5 divisions between 0.5 and 0.6. so each division represents 0.1 + 5 = 0.02. The arrow is pointing to the second division after 0.5. *so* 0.5 - 0.02 + 0.02 = 0.54.

3. 27 cm

A regular pentagon has 5 equal sides, *so* the iength *of* each side is 135 + 5 = (100 + 5) + (35 + 5) = 20 + 7 = 27 cm.

4. E

There are four prime numbers between 10 and 20: 11. 13, 17 and 19.

5. 3400

There is a 5 in the tens column, so round the hundreds column up to get 3400.

6. *D*

Capacity is a measure *of* volume. so you want one of the volume measurements - ml or l. A bath tub can hold a large *volume of* liquid, so litres is the most suitable choice.

7. B

A trapezium is a quadrilateral with *one* pair of parallel sides. The shape that matches this description is B.

8. 59°

The angles in a triangle add up to 180°.so the size of the third angle is 180 - (85 + 36) = 180 - 'I 21 = 59°.

9. E

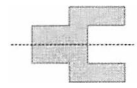
There are 3 temperatures lower ::han 0°C: -0.3°C. -0. 7°C and -1.2°C. -1.2'C is the lowest temperature. so the second lowest is -0. 7°C. which was on Friday.

10. 18.9 cm

Diameter= 2 x radius. *So* for *a* circle with a diameter *of* 37.8 cm, radius= 37.8 + 2 = 18.9 cm (use short division).

11. B

The shape has only one line of symmetry. as shown.



12, 25.5

10% of 85 = 85 + 10 = 8.5. so 30% of 85 = 8.5 x 3 = (8x 3)+ (0.5 X 3)= 24+ 1.5= 25.5.

13. 336 hours

There are 24 hours in a day and 14 days in 2 weeks. so the number *of* hours in 2 weeks is: 24x 14= (24x 10)+ (24x4) = 240+ 96 =336hours.

14. 50%

There are three prime numbers between 1 and 6: 2. 3 and 5.

So $^{3}/_{6}$ (or $^{1}/_{2}$) *of* the *faces,* on a six-sided dice show a prime number. As a percentage. ;/2 = 50%.

15. 11

The mean is 14, so the sum *of* all six ages is 6 x 14 = 84. The sum *of* the five ages given is 12 + 16 + 17 + 18 + 10 = 73, so the sixth age is 84 - 73 = 11.

16. B

121 is an odd number and a square number (11 "). but not a prime number, so it goes in section B.

17. A

4, 3 and 6 are all factors *of* 12. so *convert* the fractions to equivalents with denominators *of* 12.

$^{13}/_{4}$ + $^{11}/_{3}$ + $^{21}/_{6}$ = 'I;6 + 3112 + 81,2 2112

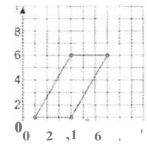
$^{13}/_{12}$= 121-12 + 1/12 = 1 'I,z.

18. 3

$3x + 4 = 13$. so $3x = 13 - 4 = 9$. and so $x = 9 + 3 = 3$.

19. A

The fourth corner of the parallelogram ·will be at (4, 6):



20. 58 176

2424 x 24 = 58 176. 1212 is half *of* 2424 and 48 is double 24. Halving then doubling the answer to 2424 x 24 just gives the original answer: 58 176.

21. 199

For the correct order *of* operations. do the division and the multiplication before adding the answers together. 56 + 8 = 7 and 16 x 12 = (16 x 10) + (16 x 2) = 160+ 32 = 192.so56+8+ 16x 12 = 7 + 192 = 199.

22. E

The area of a rectangle is its width. (x + 3) cm. multiplied by its height. 6 cm. $6(x + 3) = 6x + 18$.

PAGES 30 - 37 -ASSESSMENT TEST 1

1. *A* — Daniel is anxious about starting his new school.

2. *D* — In the passage it says that Daniel 'squinted through the thick lenses of his glasses'. This shows that Daniel was struggling to see.

3. *B* — In the passage, Mr Graham is described as 'lofty', which is another word for 'tall'.

4. *D* — Daniel says his name was wrong when it was first read out because he is nervous.

5. *C* — In the passage it says 'He was sure that he would be teased for Janis's thin chest or puppy-swirl unkind'. This suggests teasing.

6. *C* — Rachel's brother is in 'the year ahead' which shows that he had already got used to the school.

7. *E* —Daniels mood shifts from being anxious and miserable to feeling more positive when he realises, he made a friend.

8. *C* — Daniel's dad is Mr Graham, so Daniel's surname is Graham.

9. *C* — 'Add' is to do with meaning 'to speech' in this context, as 'Add a comment' is a speech given to welcome the new pupil to the school.

10. *E* — 'Tense' is closest in meaning to strict. The headteacher is strict because he does not put up with poor behaviour.

11. *E* — 'Unrestrained' is closest in meaning to not restricted. Daniel cannot be unrestrained because he is new.

12. *A* — This is a simile because the author is saying that the corridor is like the throat of a beast.

13. *C* — A rhetorical question is one you are not expected to answer. Rachel does not expect Daniel to answer the question.

14. *D* — The phrase means that somebody seems scary because they shout a lot, but they are not as scary as they seem. Mr Graham's words are frightening, but his actions are not.

29. *A* — 'Complain'

30. *B* — 'Beginning'

31. *N* — There are no mistakes in this line.

32. *A* — 'Appearance'

33. *C* — 'through'.

34. *N* — '

35. *A* — 'Frog' should be 'frog' — it is a common noun, not a proper noun, so it doesn't need a capital letter.

36. *B* — 'Does' does not need an apostrophe because the 's' is added to make the word plural.

37. *N* — There are no mistakes in this line.

38. *C* — There should be a colon after 'occur' because it is introducing a list.

39. *B* — There should be a semicolon after 'grow' rather than a colon because it is part of a list of phrases.

40. *A* — 'Tadpoles'' needs an apostrophe before the 's' to show that the tail belongs to the tadpole.

41. *B* — 'Except' is correct. The sentence means that only the lights from the electronic toys were on.

42. *E* — 'Out' is correct because they are moving from the hiding place.

43. *D* — 'Behind' is correct because it is the most likely word to describe where the children were in relation to the panda.

44. *A* — 'They'd' is correct because it means 'they had' and the sentence is in the

past tense.

45. *C* — ‘Had’ is correct because the sentence is in the past tense and ‘had’ comes before ‘listened’ to complete the sentence.

46. *B* — ‘Became’ is correct because the sentence is in the past tense and ‘became’ follows ‘had’ to complete the sentence.

47. *C* — ‘Couldn’t’ is correct because it means ‘could not’.

48. *C* — ‘Were’ is correct as it agrees with ‘they’ and is in the past tense.

49. *A* — ‘Their’ is correct as the sentence refers to the eyes belonging to the children.

50. *E* — ‘Which’ is correct because it is referring to the toys.

TYPE TWENTY-NINE:

Train C
12 minutes
Tamworth/Dawtry
Train B
15.40

22
8
39
53
50 - 59

Duckworth
Brisworth
Pinesville
Pinesville
Pinesville

TYPE THIRTY:

8.20 a.m.
2.30 p.m.
15
Liam
Dale
2 cms
8
19
Beth
11
10.15 a.m.
S
G
B
C
4.59 p.m.
36
16
10
15

18
26
1982
1986
22

ASSESSMENT TEST 1

Section 1 — Complete the Series

1. **C**
The square rotates 90 degrees clockwise in each series square.

2. **C**
The whole series square reflects across each time.

3. **C**
All of the circles move up one row in each series square. When they reach the top, they go back to the bottom in the next series square.

4. **A**
The cube turns one face to the left in each series square. The front cube face becomes the left hand cube face, and a new cube face appears at the front.

5. **A**
In each series square, the grey square in the previous series square becomes white, and one of the black squares becomes grey.

6. **C**
The squares in this series are in two pairs. In each pair the whole figure rotates 90 degrees and the rectangle and the arrow swap shadings.

7. **B**
The circle gets bigger and its colour alternates between black and white. The star gets an extra point in each series square.

8. **B**
The hatching rotates 45 degrees anticlockwise in each series square. The raindrop rotates 90 degrees anticlockwise.

9. **C**
The two-headed arrow rotates 90 degrees in each series square. The line with the circles rotates 45 degrees clockwise in each square.

10. **A**
The top white dot moves one place to the right in each series square. The bottom white dot moves one place to the left in each series square.

Section 2 — 3D Building Blocks

1. D

The block on the left of set D rotates 90 degrees in the plane of the page to become the back shape of the figure on the left. The block on the right of set D moves to the middle and front of the figure.

2. B

The block on the left of set B becomes the back block in the figure on the left. The block on the bottom right of set B rotates 180 degrees in the plane of the page to become the middle block of the figure on the left. The block on the top right of set B moves to the front of the figure on the left.

3. B

The block at the top of set B rotates 90 degrees clockwise in the plane of the page to become the block on the right of the figure on the left. The block at the bottom of set B rotates 90 degrees, right-to-left and moves to the front left of the figure.

4. A

One of the blocks at the top of set A moves to become the block on the right of the figure on the left. The other block at the top of set A rotates towards you 90 degrees top-to-bottom, and moves to the bottom left of the figure. The block at the bottom of set A rotates 90 degrees, left-to-right and moves to become the top left-hand part of the figure.

5. D

The block at the bottom of set D rotates towards you 90 degrees, top-to-bottom. It then rotates 90 degrees, right-to-left and moves to become the front bottom block in the figure on the left. The block in the middle of set D rotates 90 degrees, left-to-right and moves to the top left of the figure. The small block at the top of set D moves to become the back right-hand part of the figure.

6. D

The block on the bottom left of set D rotates 90 degrees clockwise in the plane of the page to become the block at the back right of the figure on the left. The block at the top of set D rotates 90 degrees, right-to-left and moves to the left side of the figure at the front. The small block on the bottom right of set D moves to become the front right block in the figure.

7. C

The block at the bottom of set C rotates away from you by 90 degrees, top-to-bottom and moves to become the bottom block in the figure on the left. The block at the top of set C moves on top of the first block. The block in the middle of set C rotates 90 degrees in the plane of the page and moves to the back right of the figure.

8. B

The block at the top of set B rotates away from you by 90 degrees, top-to-bottom. It then rotates 90 degrees clockwise in the plane of the page and moves to the middle of the figure on the left at the back. The block on the bottom left of set B rotates away from you by 90 degrees, top-to-bottom and moves to the right of the figure. The block on the bottom right of set B rotates 180 degrees in the plane of the page and moves to become the front left block in the figure.

Section 3 — Find the Figure Like the First Two

1. **B**

All figures must be triangles with a flat side at the bottom.

2. **C**

All figures must have the same number of dots as inner lines.

3. **C**

All figures must have a black shape at the front.

4. **B**

All figures must have two shapes and an arrow pointing up.

5. **B**

All figures must have a dot next to the middle of the flat side of the large white shape.

6. **B**

All figures must have a large shape with the same small shape overlapping it on the left-hand side.

7. **D**

All figures must have a large shape with five sides. There must be the same number of raindrops as the number of dashed circles inside the five-sided shape.

8. **C**

All the vase shapes must be shaded black up to the same level. All figures must have a smaller version of this black shading next to the vase shape.

9. **B**

All figures must have one less inner line than the number of sides of the shape.

10. **D**

In all figures, the shaded parts of the two inner shapes must equal one whole inner shape.

Section 4 — Rotate the Figure

1. B

The figure is rotated 90 degrees anticlockwise. In options A, C and D, the arrow is positioned incorrectly.

2. B

The figure is rotated 90 degrees anticlockwise. In options A and C, the small black drop and inner line are positioned incorrectly. Option D is a rotated reflection.

3. D

The figure is rotated 90 degrees anticlockwise. In option A, the thick black line has become white and the small white shape has become black. Option B is a rotated reflection. In option C, there is no small white shape.

4. A

The figure is rotated 180 degrees. Option B is a rotated reflection. In option C, the circle and triangle have swapped places. In option D, the triangle has been shaded grey and the arrow is positioned incorrectly.

5. C

The figure is rotated 135 degrees clockwise. Option A is a reflection. In option B, the black circles are too far apart. In option D, one of the black circles has become white.

6. C

The figure is rotated 45 degrees anticlockwise. Option A is a rotated reflection. In option B, the squares have swapped colours. In option D, the dots are positioned incorrectly.

7. C

The figure is rotated 45 degrees anticlockwise. Option A is a rotated reflection. In option B, the raindrops are positioned incorrectly. In option D, the raindrops are rotated incorrectly.

8. A

The figure is rotated 135 degrees clockwise. Options B and C are the wrong shape. Option D is a rotated reflection.

9. D

The figure is rotated 135 degrees anticlockwise. In option A, the semicircle is reflected across. In option B, the semicircle is reflected down. In option C, the stars have swapped places.

10. A

The figure is rotated 90 degrees anticlockwise. In options B and C, the tree shapes are positioned incorrectly. Option D is a rotated reflection.

Section 5 — Complete the Hexagonal Grid

1. D

Going in a clockwise direction, each arrow shape rotates 60 degrees clockwise and the small circle alternates between black and grey.

2. C

Each outer hexagon has three half-stars and two triangles. The half-stars must face inwards and the triangles must face outwards.

3. A

The star shapes reflect across the middle of the hexagonal grid.

4. B

Going in a clockwise direction from the top middle hexagon, each hexagon gains an extra shape.

5. A

Going in a clockwise direction from the top middle hexagon, the grey shading in each cross shape increases. Each cross shape rotates 60 degrees clockwise.

6. C

The shapes reflect across the middle of the hexagonal grid.

7. D

Going in a clockwise direction from the top middle hexagon, the single-headed arrow rotates 30 degrees clockwise and the double-headed arrow rotates 60 degrees clockwise.

8. B

Each outer hexagon has a black circle segment on its two inner corners. The shapes in the outer hexagons alternate between a grey circle with a white ellipse and white circle with a grey ellipse. Going in a clockwise direction, these shapes rotate 30 degrees clockwise.

Quick Lesson Recap ANSWERS

Q1) 0.00365
Q2) 2534.7
Q3) 0.00987
Q4) refer to page 4 in lesson pack
Q5) refer to page 15 in lesson pack

Homework - Advanced Book 1 Answers

Vocabulary 1

Exercise A

1. Alliance
2. Miserly
3. Deface
4. Bewilder
5. Novice
6. Monopoly
7. Entangle
8. Auditorium
9. Irritate
10. Ivory

Exercise B

1. Miserly
2. Deface
3. Novice
4. Alliance
5. Bewilder
6. Irritate
7. Ivory
8. Entangle
9. Monopoly
10. Auditorium

Anagrams Answers

Test 1

1.	g	My dog likes going on long walks.
2.	r	Amazingly, he broke the world record.
3.	b	The bride looked very beautiful in her white dress.
4.	l	We planned our holiday very carefully.
5.	e	I look forward to my weekly guitar lessons.
6.	t	We will be visiting my aunt soon.
7.	c	The popcorn at the cinema is expensive.
8.	t	I find maths rather tricky.
9.	i	The rainbow brightened up the sky.
10.	e	There is likely to be heavy rain later today.

Related Words Answers

Test 1

1 four

Solution: The words in the top row of the grid are all names of polygons. Each word in the bottom row gives the number of sides of the polygon directly above it.

2 board

Solution: Each word in the top row of the grid can each be joined to the word directly below it to form one new word (e.g. ‘springboard’).

3 shinier

Solution: The words in the top row of the grid are all adjectives that are synonyms of one another. Each word in the bottom row is the comparative form of the adjective above it.

4 alert

Solution: The words in the top row of the grid are all antonyms of the words directly below them (e.g. ‘sleepy’ is the antonym of ‘alert’).

5 s

Solution: All of the words in the top row of the grid can be connected to each of the suffixes in the bottom row to form new words (‘views’, ‘spends’, ‘sweats’, ‘viewing’, ‘spending’, ‘sweating’, ‘viewer’, ‘spender’, ‘sweater’).

6 ceremony

Solution: The words in the top row of the grid begin with the same sound as the words directly below them, so they can be used together alliteratively (e.g. ‘secret ceremony’).

7 English

Solution: The words in the top row of the grid are all names of countries. Each word in the bottom row is the language that is predominantly spoken in the country directly above it.

8 blade

Solution: Each word in the top row is a type of fish. The words in the top row are also all synonyms or near synonyms of the words directly beneath them (e.g. ‘sword’ is a synonym of ‘blade’).

9 drift

Solution: The words in the grid all have an odd number of letters. The words in the top row all have the same number of letters as the words directly beneath them (e.g. ‘drift’ and ‘close’ both have five letters).

10 horse

Solution: The words in the top row of the grid all relate to the type of animal in the boxes directly below (e.g. ‘equine’ means connected with or relating to ‘horse’).

Rhyming Synonyms Answers

Test 1

1. **A** **idea**
   potion → notion → idea
2. **D** **severe**
   marsh → harsh → severe
3. **B** **accomplished**
   believed → achieved → accomplished
4. **E** **tease**
   flaunt → taunt → tease
5. **A** **successful**
   phosphorous → prosperous → successful
6. **C** **warned**
   skirted → alerted → warned
7. **C** **polished**
   tuft → buffed → polished
8. **A** **faithful**
   royal → loyal → faithful
9. **D** **unnatural**
   beneficial → artificial → unnatural
10. **B** **disordered**
    despotic → chaotic → disordered