Philip Haldane and his sister lived in a little red-roofed 1. ________________ in a little red-roofed town. They had a little
garden and a little balcony, and a little stable with a little pony in it—and a little 2. ________________ for the pony to
draw; a little canary hung in a little cage in the little bow-window, and the neat little servant kept everything as bright
and clean as a little new pin.

Philip had no one but his sister, and she had no one but Philip. Their parents were dead, and Helen, who was twenty
years 3. ________________ than Philip and was really his half-sister, was all the mother he had ever known. And he had
never 4. ________________ other boys their mothers, because Helen was so kind and clever and dear. She gave up almost
all her time to him; she taught him all the lessons he 5. ________________; she played with him, 6. ________________ the
most wonderful new games and adventures. So that every morning when Philip woke he knew that he was
7. ________________ to a new day of joyous and interesting happenings. And this went on till Philip was ten years old,
and he had no least shadow of a 8. ________________ that it would go on for ever. The beginning of the change came one
day when he and Helen had gone for a picnic to the wood where the waterfall was, and as they were driving back behind
the 9. ________________ old pony, who was so good and quiet that Philip was 10. ________________ to drive it. They
were coming up the last lane before the 11. ________________ where their house was, and Helen said:

'To-morrow we’ll weed the aster bed and have 12. ________________ in the garden.'

'Jolly,' said Philip, and they 13. ________________ the corner and came in sight of their white little garden gate. And a
man was coming out of it—a man who was not one of the friends they both knew. He turned and came to
14. ________________ them.
Ted Turner lived at Freeman’s Falls, a sleepy little town on the bank of a small New Hampshire river. There were cotton mills in the town; in fact, had there not been probably no town would have existed because of the mills. The mills had not been attracted to the town; the town had been for the whole thing, for its current and foaming cascades had brought the mills, and the mills in turn had brought the village.

Ted’s father was a shipping clerk in one of the factories and his two older sisters were there also. Some day Ted himself expected to enter the great brick buildings, as the boys of the town usually did, and work his way up. Perhaps in time he might become a superintendent or even one of the firm. Who could tell? Such miracles did happen. Not that Ted Turner preferred a life in the cotton mills to any other. Deep down in his soul he detested the humming, panting, noisy place with its clatter of wheels, its monotonous piecework, and its limited horizon. But what had he?

Cloze Text Practice 2

For this exercise, you must choose which word is the best fit for each sentence by selecting one of the options given. Choose your word by drawing a line through the box next to the correct answer.

Again, it is a good idea to read the whole passage through once you’ve finished. That way, it will be easier to spot if any of your words are out of place.

Good luck!

Ted and the Telephone - by Sara Ware Bassett

1. [ ] reside [ ] forest
   [ ] lived [ ] fence
   [ ] habitats [ ] road
   [ ] jests [ ] bank

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2. [ ] of a small New Hampshire river. There were cotton mills in the town; in fact, had there not been probably no town would have existed because of the mills. The mills had not been attracted to the town; the town had been for the whole thing, for its current and foaming cascades had brought the mills, and the mills in turn had brought the village.

3. [ ] existed [ ] bereft
   [ ] bereft [ ] situated
   [ ] been

The river was [ ] absent [ ] away
[ ] apart [ ] responsible

4. [ ] believed [ ] arisen
   [ ] arisen [ ] entered
   [ ] entered [ ] adapted

5. [ ] absent [ ] away
   [ ] apart [ ] responsible

6. [ ] tasty [ ] bubble
   [ ] bubble [ ] swift
   [ ] swift [ ] lacking

The river was [ ] absent [ ] away
[ ] apart [ ] responsible

7. [ ] makeshift [ ] fallen
   [ ] fallen [ ] brought
   [ ] brought [ ] decreased

8. [ ] masters [ ] employed
   [ ] employed [ ] there also.
   [ ] born [ ] arrived

9. [ ] expected [ ] perceived
   [ ] perceived [ ] dread
   [ ] dread [ ] hopeful

Some day Ted himself expected to enter the great brick buildings, as the boys of the town usually did, and work his way up. Perhaps in time he might become a superintendent or even one of the firm. Who could tell? Such miracles did happen. Not that Ted Turner preferred a life in the cotton mills to any other.

10. [ ] obey [ ] become
    [ ] become [ ] lament
    [ ] lament [ ] punish

11. [ ] employ [ ] career
    [ ] career [ ] surprise
    [ ] surprise [ ] toiling

12. [ ] optimism [ ] support
    [ ] support [ ] choice
    [ ] choice [ ] wishful

Clatter of wheels, its monotonous piecework, and its limited horizon. But what had he?
Finding Percentages Using Mental Maths

Lots of people find working out percentages very scary, but there’s really no need to worry! There’s a fairly simple way of working them out in your head.

First, you’re going to need to memorise the following simple facts:

<table>
<thead>
<tr>
<th>To find...</th>
<th>You must...</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of a number (\frac{50}{100} = \frac{1}{2})</td>
<td>divide the number by 2 (halve it)</td>
<td>50% of 68 = 34 (68 ÷ 2 = 34)</td>
</tr>
<tr>
<td>25% of a number (\frac{25}{100} = \frac{1}{4})</td>
<td>divide the number by 4</td>
<td>25% of 68 = 17 (68 ÷ 4 = 17)</td>
</tr>
<tr>
<td>20% of a number (\frac{20}{100} = \frac{1}{5})</td>
<td>divide the number by 5, or find 10% (as below) then double the answer</td>
<td>20% of 75 = 15 (75 ÷ 5 = 15)</td>
</tr>
<tr>
<td>10% of a number (\frac{10}{100} = \frac{1}{10})</td>
<td>divide the number by 10</td>
<td>10% of 80 = 8 (80 ÷ 10 = 8)</td>
</tr>
<tr>
<td>5% of a number (\frac{5}{100})</td>
<td>find 10% (as above) then divide the answer by 2</td>
<td>5% of 80 = 4 (80 ÷ 10 = 8, 8 ÷ 2 = 4)</td>
</tr>
<tr>
<td>1% of a number (\frac{1}{100})</td>
<td>divide the number by 100</td>
<td>1% of 7500 = 75 (7500 ÷ 100 = 75)</td>
</tr>
</tbody>
</table>

Activity!

Work out the answers to the following questions using the methods shown in the table above.

1. 50% of 240 = _________  
2. 10% of 300 = _________  
3. 5% of 160 = _________

4. 25% of 800 = _________  
5. 1% of 600 = _________  
6. 20% of 90 = _________

7. 50% of 654 = _________  
8. 1% of 50 = _________  
9. 10% of 170 = _________

10. 25% of 18 = _________  
11. 20% of 550 = _________  
12. 5% of 200 = _________

13. 10% of 310 = _________  
14. 1% of 258 = _________  
15. 50% of 754 = _________
Finding Trickier Percentages Using Mental Maths

Below is another copy of the percentages table from the previous page. You’re going to need it to help you work out the trickier questions below.

<table>
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<td>20% of a number (\frac{20}{100} = \frac{1}{5})</td>
<td>divide the number by 5, or find 10% (as below) then double the answer</td>
<td>20% of 75 = 15 (75 ÷ 5 = 15)</td>
</tr>
<tr>
<td>10% of a number (\frac{10}{100} = \frac{1}{10})</td>
<td>divide the number by 10</td>
<td>10% of 80 = 8 (80 ÷ 10 = 8)</td>
</tr>
<tr>
<td>5% of a number (\frac{5}{100})</td>
<td>find 10% (as above) then divide the answer by 2</td>
<td>5% of 80 = 4 (80 ÷ 10 = 8, 8 ÷ 2 = 4)</td>
</tr>
<tr>
<td>1% of a number (\frac{1}{100})</td>
<td>divide the number by 100</td>
<td>1% of 7500 = 75 (7500 ÷ 100 = 75)</td>
</tr>
</tbody>
</table>

Now that you’ve learned the above facts, you will then be able to find any percentage of any number! Even something like 35% of 90!

We can ‘break up’ 35% into some handy little sections to help us solve the problem.

10%
10%
10%

All of these separate ‘chunks’ of percentages add up to 35%

5%

We know that to find 10%, we divide our number by 10, so:

\[ 90 + 10 = 9 \]

You can see above that we need three lots of these, so 9 \(\times\) 3 is 27.

The last bit we need is the 5%, which we can work out by halving 10%.

\[ 10\% = 9 \]
\[ 5\% = 4.5 \text{ (half of 9)} \]

All we need to do now is add those parts together \(27 + 4.5\) and we get the correct answer of 31.5.

Try working out the following percentages, using the table and example above to help you. Remember to show your working out!

1. 34% of 1500 =
2. 12% of 130 =
3. 61% of 320 =
Maths Answers

Finding Percentages Using Mental Maths

1. 120, 2. 30, 3. 8, 4. 200, 5. 6, 6. 18, 7. 327, 8. 0.5, 9. 17, 10. 4.5, 11. 110, 12. 10, 13. 31, 14. 2.58, 15. 377

Finding Trickier Percentages Using Mental Maths

1. 510, 2. 15.6, 3. 195.2

English Answers

Cloze Text Practice


Cloze Text Practice 2

1. lived, 2. bank, 3. existed, 4. arisen, 5. responsible, 6. swift, 7. brought, 8. employed, 9. expected, 10. become, 11. career, 12. choice