

## 11 Plus Programme - Boost (CEM) – Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course. It covers all elements of CEM 11 Plus Exams as thoroughly as possible within the time available.

### Who should be doing it?

- The course is designed to boost the skills of pupils going for a CEM 11 Plus Exam.
- It should be central to the work of any child preparing at home.
- It is also very useful for any child using a tutor or going to a tuition centre.
- The course covers Vocabulary, Verbal Reasoning, Maths and Non-Verbal Reasoning.

**N.B. This is our shortest full course. It is very intensive and ideal for those with not long to go before the exam. It is designed for preparation with 6-15 weeks to go until the exam.**

### Why is the course so successful?

- 11 Plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills. Our course is similarly weighted so you spend the correct amount of time on each area.
- The course is fully planned which makes life much easier for parents than using books alone. This is especially true when time is tight.
- The course gradually introduces children to timed tests in the right way so that they build their skills and confidence as they go.
- While the course is regularly updated, the core of it has been used for many years with proven success.

### Who is this course right for?

This course is ideal for any pupil with around 6-15 weeks to go until the CEM 11 Plus exam. The course is delivered in 10 parts and ideally a week would be spent on each. It could be completed in 6 weeks by working more intensively or in a more relaxed way in 15 weeks.

- No book covers the ground so completely.
- This course is fully structured, revision is built in.
- There's much less planning work for parents to do.

**SCROLL DOWN TO SEE COURSE EXAMPLES**



You will have had lots of revision tests by now, are you getting 100%?

### 11 Plus Programme - Boost - Part 5

We've completed all the CEM Verbal Reasoning question type explanations.  
From here on in we'll be regularly revising them then doing timed tests.

#### Vocabulary Development

1. **Reading:** It might seem dull to remind you to make sure that there are good reading sessions happening every day for at least half an hour but without them children will not fulfil their potential. Remember there are reading list suggestions on the website ([www.learningstreet.co.uk](http://www.learningstreet.co.uk)).



2. **Your Personal Words List:** With exposure to a word in and out of context to note down words you haven't seen before. **Revise the sheets regularly and**

#### *Front Sheets*

*These sheets come at the front of every part of the course.*

*They let you know what is included in each part of the course.*

*We let you know how to approach each activity and why it is important.*

through repeated exposure to give you a format for words you find.

3. **Synonyms 5:** Your fifth batch of synonyms. As you learn as **energetic** and **extravagance**. Please wait a couple of days for the words please wait a couple of days for the words have really sunk in.

includes words such as really learnt the meaning to make sure

4. **Synonyms Match-Up Test:** Only do this simple test after you have learnt these words. Any mistakes could be learnt more thoroughly.

is after you have learnt these words

5. **Words from Past Papers:** These words are from past tests. If you are not sure then add them to your list. These words include **concentrated** and

ed tests before. This list. This time

6. **Opposites 5:** Your fifth batch of opposites. Please learn these words using the Look, Cover, Write, Check method. This section includes words such as **famous** and **foreign**.

7. **Opposites Match-Up Test:** Only do this simple test a few days after you have learnt these words. Any mistakes or hesitancy will indicate they could be learnt more thoroughly.

8. **Homophones:** Homophones are words which **SOUND** the same but are **SPELT** differently.



9. **Homographs:** Can you think of two meanings for the word **mint**? Do the exercise to check your understanding of these words. Learn any you didn't get.
10. **Opposites 6:** Your sixth batch of opposites. Please learn these words using the Look, Cover, Write, Check method. This section includes words such as **ignorant** and **immense**.
11. **Opposites Match-Up Test:** Only do this test after you have learnt these words. Any mistake could be learnt more thoroughly.
12. **Homographs:** Can you think of **permit**? Do the exercise to check your understanding of these words. Learn any you didn't get.
13. **Synonyms Revision:** This page revises all the synonyms you learnt last time using a **CLOZE** format. If you learnt the words properly then you should get 100%. If you are not regularly scoring high marks in these revision tests then it indicates that you should be learning the words more thoroughly.
14. **Paired Reading:** **Anne of Green Gables by Lucy Maud Montgomery.** We have produced an excerpt for you from this popular classic book. Read it together using the instructions we gave you in the introduction pack. Also note down any words you didn't know in your personal words list.
15. **More Difficult Opposites:** Remember these sheets are not a test, they are a learning exercise. We expect children will need to do further work on at least 50% of these words on average.

*The whole course is planned for you with revision built in.*

## CEM Verbal Reasoning

### *CEM Question type revision:*

Revision of the six main question types

16. **Shuffled Sentences:** Complete the three sections.
17. **Alternative word CLOZE:** Complete the 5 sections.
18. **Opposites:** Complete the two sections.
19. **Synonyms:** Complete the two sections.

20. Comprehension - The Great Fire of London: Read the text and answer the questions.
21. CLOZE Comprehension - Edward VI: Complete the words in the text.

***Development of active working skills and perseverance:***

The following puzzles use words you have recently learnt. They are difficult, children will need to work at them and then come back and have another go. This process helps to develop the type of exam technique essential for CEM tests.

22. Compound Word Puzzle: A difficult puzzle, use the clues to help you. Come back and have several goes if you don't get them all first time.

23. Anagrams: Use several attempts

24. Crossword: You need to persevere

***Used by Tutors***

*Private tutors also use this course as the central part of their work with their pupils because it gives a clear structure, not only for lessons, but also for homework. Much more detail on the type of work you will encounter is included below, just scroll down.*

**Maths**

25. Spot the mistakes. You should be getting very good at these by now and your own work should be getting more accurate as a result.
26. Revision test 5 and 6. Try to do these on separate days and on a different day to your Maths paper. These tests keep your core skills rolling along and current.
27. Mean Median Mode. This sheet explains the difference and provides some necessary practice questions.
28. Long Multiplication. You'll often get individual long multiplication questions, or you'll need to do long multiplication to reach an answer. This is a really important skill to make sure of.
29. Third Full Maths timed paper. If you are struggling for time or are working too carefully and then have to rush or are having any other time related problems please refer back to the advice we gave previously. It's really important to leap on any timing issues early on.

## Non-Verbal Reasoning

30. **NVR Short Timed Test** - With NVR it's important to work both quickly and accurately. This short revision paper contains 9 questions and you have 8 minutes to complete it. The time allowance is generous and will be reduced over time so focus on working accurately. **Make sure you go over any mistakes in detail otherwise improvement will not happen.**



- Please sign below when you have completed everything.
- Your helper may have to test you on some things.

Signed: (Parent/Teacher and Pupil).....

**Please do lots of reading throughout this programme.**  
**We hope you enjoyed this part of the course.**

# Words from past papers

- These words have come up before in 11 Plus past papers and may come up again.
- Insert the right word into each sentence. Watch out because some words will fit more than one sentence but there is only one solution. Use your logic skills to re-adjust if you go wrong.
- If you don't know any of the words then add them to your weekly vocabulary sheet.

quench	flourish	submit	release
pr	<b>Words from past papers</b>		ambition
merc	<b>This series looks at hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.</b>		digest
		ice	permit
		tenant	ordeal

1. He need \_\_\_\_\_
2. She gain \_\_\_\_\_
3. He was \_\_\_\_\_
4. The \_\_\_\_\_ was shocking.
5. The pop \_\_\_\_\_ song.

6. Peter tried to \_\_\_\_\_ his younger sisters decision.

7. The criminal begged for \_\_\_\_\_ .

8. No matter how much water she \_\_\_\_\_ her thirst.

9. She went to \_\_\_\_\_ her \_\_\_\_\_

10. He began to \_\_\_\_\_

11. The accident had been a scary \_\_\_\_\_

12. He \_\_\_\_\_ with his \_\_\_\_\_

13. She demonstrated her fierce \_\_\_\_\_

14. He took a few moments to \_\_\_\_\_

15. She had been a perfect \_\_\_\_\_ of the house.

*Children will know some of these words but many will be new. Some of the words might seem extreme but they are reflective of the papers children will face.*

g four times a week.

**Marks /15**

## My Personal Words List

Each week you will find new words or words you haven't quite learnt yet. Familiarisation and a wide vocabulary only develops with frequent exposure. Use this sheet to identify new words, then revise them regularly.

[illegible]



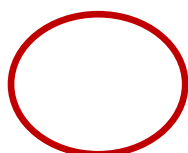


# Synonyms

FOLD

Harder Word		Easier Word
abandon	<b>Synonyms</b> <i>These sheets ask children to learn words actively, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i>	leave
abridge		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate	<i>We cover hundreds of synonyms during the course. Children will know some of them but be less familiar with or not know others.</i>	
aggressive		
aid		
ally		
altitude		height
amazement	<i>They are encouraged to make a note of less familiar words in their personal words list.</i>	wonder
amiable		friendly
ample		plentiful
ancient		old
animosity		hatred

First attempt



Second attempt





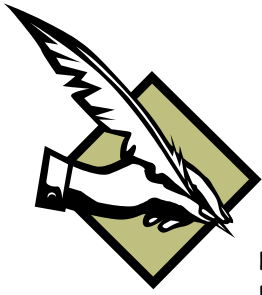
# Synonyms Match-up

Below you will see words from the synonyms you have just learnt.  
Match each word from the box below with its synonym in the list below.

annual	arrogant	attired	beverages
anonymous	assembly	audacity	broad
<div> <p><b>Synonyms match-up</b></p> <p>A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.</p> </div>		austere	catastrophe
		avaricious	cautious
		bombard	cease
at			
career			
clothes			
disaster			
dressed			
drinks			
expect			
gathering			
ghost			
greedy			
haughty			
help			
impulse			
name			
pelt			
sever			
stop			
surprise			
wide			
yearly			

We ask children to wait a few days because the delay will reveal how well the learning activity was completed. Any words they get wrong should be added to their personal words list so that they see it with greater frequency.

The vast majority of vocabulary books only expose children to each word once so there's little chance that they will actually learn the words properly.



# Homophones



Some words are pronounced like other words  
but are different in spelling and meaning, e.g. write and right.

Die	To stop living
Dye	To colour or stain something, e.g. hair
Four	The number after 3

## Homophones

*These are words which sound the same but have different meanings and are spelt differently.*

*Children need to actively learn these words so that they become more familiar with this category.*

Weight	How heavy a thing is
Waist	Part of the body between the ribs and the hips
Waste	To make poor use of. Rubbish

Choose the correct words from the pair to complete these sentences:

1. A quadruped has \_\_\_\_\_ legs; two hind legs and two \_\_\_\_\_ legs. **four fore**
2. Cutlery is usually made \_\_\_\_\_
3. Queen Elizabeth is our \_\_\_\_\_
4. Chloe decided to \_\_\_\_\_
5. The miners dug a tunnel \_\_\_\_\_
6. Most people \_\_\_\_\_
7. Millions of people spend \_\_\_\_\_
8. In the \_\_\_\_\_ the rider used the \_\_\_\_\_ to guide the horse along the muddy track. **rein rain**
9. She placed the rubbish in the \_\_\_\_\_ bin. **waist waste**
10. Her shirt was coming apart at the \_\_\_\_\_. **seam seem**

*Children who have not developed their skills in this area will struggle with verbal reasoning and with some literacy tests.*

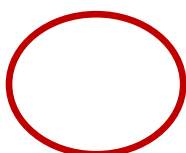
You should learn these off by heart.



# Opposites

Easy Words		FOLD
1. come		go
2. <b>Opposites</b>		warm
3. <i>These are similar sheets to our</i>		light/fair
4. <i>synonyms work. We ask children to</i>		night
5. <i>learn these thoroughly over a few days.</i>		shallow
6. defend		attack
7. deny		admit
8. depart		arrive
Harder Words		
9. conceal		reveal
10. condemn		<i>By including some easier words we help ensure everything is covered in a way that also helps boost confidence.</i>
11. confined		
12. confirm		
13. contract		
14. coward		hero
15. damp		dry
16. defeat	<i>Children will cover hundreds of</i>	victory
17. defeat	<i>opposites during the course.</i>	height
18. drunk		sober

First attempt



Second attempt



# More Difficult Opposites

Complete the word on the right so that it has the opposite meaning to the word on the left.

## *More Difficult Opposites*

*These sheets extend learning on opposites. The main opposites sheets cover all the basics, these more difficult words will really stretch children and it's likely that they will be writing out a number of these words into their personal words lists for ongoing attention.*

AFFIRM

S \_ \_ \_ N

GULLIBLE

\_ A \_ Y

IRRATIONAL

C \_ H \_ \_ \_ NT

ALERT

D \_ \_ \_ \_ V

*It is this mix of stretching and encouraging pupils to interact with words frequently which makes the course so successful.*

**Marks /10**

If you want to improve your vocabulary make sure you read for at least half an hour every day.

## CHAPTER IX

### -THE STRANGEST HOUSE

### ANY ONE EVER LIVED IN-



*The Secret Garden is a classic novel which follows the story of Mary Lennox, an orphan who moves into her uncle's mansion. With the help of an enthusiastic*

#### *Paired Reading*

*Paired reading (reading out loud together while both following the text) works magically to improve a child's reading skills and vocabulary knowledge.*

*en which she is  
er sees Mary's*

It  
h  
w  
re

Imagine. The  
climbing roses  
knew they were  
ground was covered

with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one

loveliest was that climbing  
tendrils which made  
each other or at a far  
made lovely bridges  
now and Mary did not

*It is especially useful to do this with classic texts where children can be exposed to a segment of a book in the same way they might be in a comprehension test.*

brown branches and sprays looked like a sort of crazy mantle spreading over everything, walls, and trees, and even brown grass, where they had fallen from their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from

*We use specially selected excerpts from classic books for paired reading which should be enough for a twenty minute session each time.*

and indeed it was

## Questions

*The following words are all underlined in the text above:*

### *Paired reading vocabulary testing*

*At the end of each  
paired reading section  
we use these tests to  
draw out potentially  
new vocabulary.*

*These texts and the  
vocabulary in them  
really help children to  
develop and refine  
their comprehension  
skills as well as their  
vocabulary.*

Unpleasant  
Vanished  
Excessive  
Hectic  
Poignant  
Overwhelming  
Distinguish  
Exhilaration  
Extreme  
Immediately  
Frail

**-E, write down a word from the box  
matches the following definitions**

busy or full of frantic activity

very impressive and magnificent

disappear suddenly and  
completely

having or showing elegance and  
sophistication

to be eager or inquisitive about  
something

D

E

**2) For the following five sentences, pick a word from the box  
above to complete the sentence so that it makes sense**

As they had left hours ago, the arrival of her grandparents was \_\_\_\_\_ .



# The History of Coal Mining in the UK

It is probable that the Romans used outcropping coal ('outcropping' means where the coal comes to the earth's surface or appears in exposed rock faces) when working iron or burning lime for building purposes. There is no mention of coal mining in the Domesday Book of 1086 though lead and iron mines are recorded. In the 13th century there are records of coal digging in Durham and Northumberland, Nottinghamshire and Derbyshire, Staffordshire, Lancashire, the Forest of Dean and North and South Wales. At this time coal was referred to as *sea cole*, a reference to coal found on the shore, washed up by the sea from cliffs or undersea bell pits where coal was closely packed. By the 15th century, deep mines were shallow bell pits where coal was closely packed. By the 16th century, deep mines were shallow bell pits where coal was closely packed. By the 17th century, deep mines were shallow bell pits where coal was closely packed. By the 18th century, deep mines were shallow bell pits where coal was closely packed. By the 19th century, deep mines were shallow bell pits where coal was closely packed. By the 20th century, deep mines were shallow bell pits where coal was closely packed. By the 21st century, deep mines were shallow bell pits where coal was closely packed.

## Comprehension Exercises

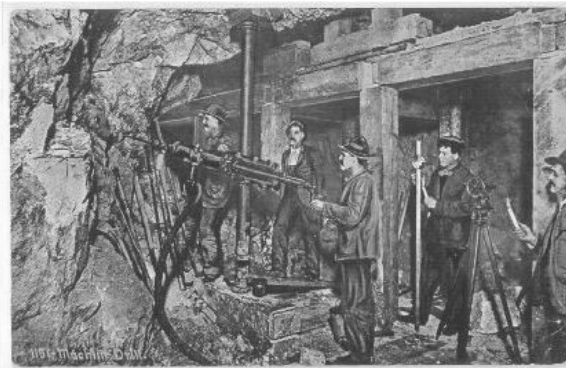
CEM Verbal Reasoning includes comprehension exercises throughout the course.

### Industrial Revolution

Coal production increased and gathered pace, as a fuel for the Watt steam engine. A key development in the 18th century, of coke which was used to make pig iron in a blast furnace. The development of the steam locomotive early in the 19th century gave added impetus, and coal consumption grew rapidly as the railway network expanded through the Victorian period. Coal was widely used for domestic heating owing to its low cost and widespread availability. The manufacture of coke also provided coal gas, which could be used for heating and lighting.

### Decline

By the 1960s, the coal industry was declining. In March 1968, the last pit in the Black Country closed and pit closures were a regular occurrence in many other areas. In the mid 1970s, 130 million tons of coal was being produced annually, but production started to fall below 100 million tons during the 1980s. Over the next twenty years numerous pit closures were announced as only the most economic could afford to stay in operation. By 1995 only 50 million tons of coal was produced. In January 2008 the last deep mine in South Wales closed when the coal was exhausted. Britain now has to import most of its coal.





# Shuffled Sentences



## How to approach these questions.

Shuffled sentences are simply sentences that have been jumbled up. Sometimes you will be asked to put them in the correct order. Sometimes a word will be added that doesn't belong in the sentence and you have to identify it.

### Technique

#### *1/ Look at the question*

- Always write out the sentence.
- When children look at a shuffled sentence, e.g. house kenne

#### *2/ Identify the subject*

- **WORK ACTIVELY** - Remember is to work actively on the page and it is the most important thing to remember to you by staring at the page and some simple trial and error.

- **The best approach** - Identify the subject (look for nouns). If there are more than one list them. Let's take the jumbled sentence below as an example.

house for walked around dog the food looking

#### Subject

house  
dog  
food

#### Action

walked  
looking

#### Other

the  
around  
for  
the

*We provide detailed technique guidance for each type, sample questions and ongoing practice throughout the course.*

- Then identify action words (verbs) and list them.
  - Then list the other words.
  - Use a little trial and error. Imagine the sentence. Does it make sense? You make it work? How about **The house**? How about **The dog**? **The dog** seems most likely.
  - Next try some options, **The dog walked**? **The dog looking**? **The dog walked around the house**? Keep trying options and you should get there.
- The dog walked around the house looking for food.**

# Opposites Test

Some of these words will be new to you. Try to find as many as you can. This test includes two styles of question.

## Section 1

Fill in the blanks in the left.

smart

mean

childish

diminish

lofty

### *Question Type Revision*

*Once we have introduced each CEM question type we then revise them in each part of the course.*

opposite meaning to the word on

l \_ \_ \_ y

## Section 2

Choose the word on the right which is most opposite in the left.

perimeter

circuit

circumference

interior

border

queasy

ill

nauseous

well

happy

hesitant

particular

aggravate

*Ongoing revision is given for each and every CEM question type including: comprehension, shuffled sentences, synonyms, opposites, CLOZE comprehension, alternative word CLOZE*

decided

age

decisive

proffered

solace

Orangutans are found on the island of Sumatra in Indonesia.

in  
on  
around  
by

tall and an adult is twice the <sup>weight</sup><sub>length</sub> of many types of gibbon.

weight  
length

## All Question Types

## Covered

them the *This is an alternative word test of the type CEM use.* as well as helping them climb  
trees. *We cover every known CEM question type.*

*This is an alternative word test of the type CEM use.*

*We cover every known CEM question type.*

our  
are  
is  
am

leaf  
leaves  
leafs  
leives

that they find in the forest.

thought  
think  
thinks

means  
mean  
meant

'person' and the

translacion  
 translation  
 translation

of 'utan' is 'forest'. Orangutans

are the people of the forest.

© Learning Street

# Compound Word Puzzle

Compound words do not have to be traditional e.g. black and board - blackboard, but can sometimes have an unrelated meaning by themselves

Often you can use a compound word to solve the puzzle e.g. pop and pies - poppies or

Find ten compound words. (Use each part only once.)  
Write out the words in the space below. Learn meanings and spellings if you don't know. This is an exercise, not a test.

pepper less over

due fort

prim off

ice mint

spring

rain

ate

night

*We also include anagram and crossword puzzles using words they have learnt.*

*These act as revision as well as developing thinking skills.*

*This is an example of a difficult compound word puzzle that we use.*

*Children are encouraged to persevere and use the clues to help them work through the puzzles.*

base

1/ \_\_\_\_\_ 4/ \_\_\_\_\_

2/ \_\_\_\_\_ 8/ \_\_\_\_\_

3/ \_\_\_\_\_

Clues: 1/ A monkey or gorilla 2/ Children 3/ A place of work 4/ two weeks 5/ A place to store information 6/ hold back 7/ late 8/ To thoroughly dig up 9/ A type of herb 10/ forever

# Verbal Reasoning variety questions

Underline the two words that are different from the other three:

1/ apple straw

2/ read book

3/ Carl Chloe

In each question choose the word:

4/ (duffle, tog, coat)

5/ (buy, bee, be)

6/ (bang, left, by)

A word of four letters

Underline the correct

7/ In the end she

8/ I'd left my books at home.

9/ At the first opportunity they stopped for fuel.

*Alternative*

*Questions*

*CEM questions can*

*change at any time. We*

*help children keep their*

*vocabulary skills*

*flexible. If question*

*types change they will*

*be prepared.*

blue

draw

Carol

Join and make a whole longer

End and the beginning of the next.

Identify four letter word.

In each question choose two words, one from each group in brackets, that best completes the sentence:

10/ LIGHT is to (shine, dark, sun) as DAY is to (night, afternoon, year)

11/ HELP is to (fall, kind, assist) as HARM is to (help, hurt, damage)

12/ SCARLET is to (pink, lips, red) as PURPLE is to (violet, blue, green)

Find one letter that fits in the brackets:

13/ char ( ) etal

poe ( ) agic

14/ bos ( ) alty

onu ( ) tep

15/ blin ( ) eep

cloa ( ) ayak

*This sheet is an*

*example of the type*

*of variety questions*

*we cover to aid*

*flexible preparation.*

Move one letter from the word on the left and put it into the word on the right. Two new words should be created: write out the two new words

16/ coat heat

17/ pink aid

18/ share pin

Carefully read through the passage and then answer the questions that follow.

## Buck

Buck lived at a big house in the sun-kissed Santa Clara Valley. Judge Miller's place, it was called. It stood back from the road, half hidden among the trees, through which glimpses could be caught of the wide cool veranda that ran around its four sides. The house was approached by gravelled driveways which wound about through wide-spreading lawns and under the interlacing boughs of tall poplars. At the rear things were on even with the main house. There were great stables, where a dozen grooms and boys had their quarters; an endless and orderly array of outhouses, long green lawns, and many patches. Then there was the pumping plant for the artesian water. Miller's boys took their morning plunge and kept cool in the swimming tank.

And over this great life. It was true, but it did not count. The Judge's house after the manner of the creatures that ran

### ***Timed Assessment Tests***

*We include full timed assessment tests including each CEM question type.*

terriers, a score of them at least, who yelped fearful promises at Toots and Ysabel looking out of the windows at them and protected by a legion of housemaids armed with brooms and mops.

But Buck was neither house-dog nor kennel-dog. The whole realm was his. He plunged into the swimming tank or went hunting with the Judge's sons; he escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning rambles; on wintry nights he lay at the Judge's feet before the roaring library fire; he carried the Judge's grandsons on his back, or rolled them in the grass, and guarded their footsteps through wild adventures down to the fountain in the stable yard, and even beyond, where the paddocks were, and the berry patches. Among the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored, for he was king,—king over all creeping, crawling, flying things of Judge Miller's place, humans included.

His father, Elmo, a huge St. Bernard, had been the Judge's inseparable companion, and Buck bid fair to follow in the way of his father. He was not so large,—he weighed only one hundred and forty pounds,—for his mother, Shep, had been a Scotch shepherd dog. Nevertheless, one hundred and forty pounds, to which was added the dignity that comes of good living and universal respect, enabled him to carry himself in right royal fashion. During the four years since his puppyhood he had lived the life of a sated aristocrat; he had a fine pride in himself, was even a trifle egotistical, as country gentlemen sometimes become because of their insular situation. But he had saved himself by not becoming a mere pampered house-dog. Hunting and kindred outdoor delights had kept down the fat and hardened his muscles; and to him, as to the cold-tubbing races, the love of water had been a tonic and a health preserver.

And this was the manner of dog Buck was in the fall of 1897, when the Klondike strike dragged men from all the world into the frozen North. But Buck did not read the newspapers, and he did not know that Manuel, one of the gardener's helpers, was an undesirable acquaintance. Manuel had one besetting sin. He loved to play Chinese lottery. Also, in his gambling, he had one besetting weakness—faith in a system; and this made his damnation certain. For to play a system requires money, while the wages of a gardener's helper do not lap over the needs of a wife and numerous progeny.

# Speed and Accuracy Test

- You have five minutes. Children should be working towards scoring 100%.
- Watch out for the changes to  $+$   $\div$   $-$   $\times$
- This test will be repeated five times, where mistakes are made it will be an indication that further times tables work and attention to detail is necessary.

$8 + 7 =$	$9 - 4 =$	$6 \times 7 =$	$54 \div 6 =$	$8 + 4 =$
$7 \times 5 =$	<p><b>Speed and Accuracy Tests</b></p> <p><i>At the beginning of the course we spend time exposing whether pupils have sufficiently solid core skills. As these skills provide the fundamental basis from which children will develop, ensuring these are well established will aid them during the other sections of the course.</i></p>			
$12 - 7 =$				
$96 \div 8 =$				
$6 \times 3 =$	$56 \div 7 =$	$7 \times 12 =$	$56 \div 8 =$	$6 \times 1 =$
$5 + 8 =$	$14 - 9 =$	$0 \times 8 =$	$8 + 6 =$	$12 - 8 =$
$5 \times 6 =$	$44 \div 4 =$	$7 + 9 =$	$28 \div 7 =$	$9 \times 6 =$
$5 + 7 =$	$15 - 6 =$	$48 \div 6 =$	$5 + 4 =$	$64 \div 8 =$
$16 - 8 =$	$36 \div 9 =$	$8 + 8 =$	$42 \div 7 =$	$7 \times 7 =$
$7 \times 6 =$	$9 - 6 =$	$72 \div 9 =$	$9 + 8 =$	$108 \div 9 =$

Score /50



# Spot the Mistakes - Maths

- Victor has completed his Mental Maths task but unfortunately he's made a number of mistakes. His answers are underlined.
- Circle the mistakes. See if you can work out what he might have done wrong

①  $300 + \text{Spot the mistakes} = \underline{1050mm}$

②  $2 \frac{1}{2} \text{ Kg}$  *We also use other accuracy tests like this Spot the Mistakes test. Children that cannot work accurately will not do well in an 11 plus exam because of the time pressure.*

③  $\text{£}1.00 - 58p = \underline{42p}$

⑨  $116mm = \underline{11cm} \underline{6mm}$

④ Find the sum of  $\text{£}1.15$  and  $\text{£}2.85$

⑩  $\frac{1}{4} \text{ of } \text{£}4.16 = \underline{\text{£}1.04}$

⑤ Find the *Find the mistakes*  
costing *Helping children to switch on their self-checking skills helps them work more accurately in the exam.*

$90m = \underline{290m}$

⑥ What is the product of  $9 + 99 = \underline{108}$

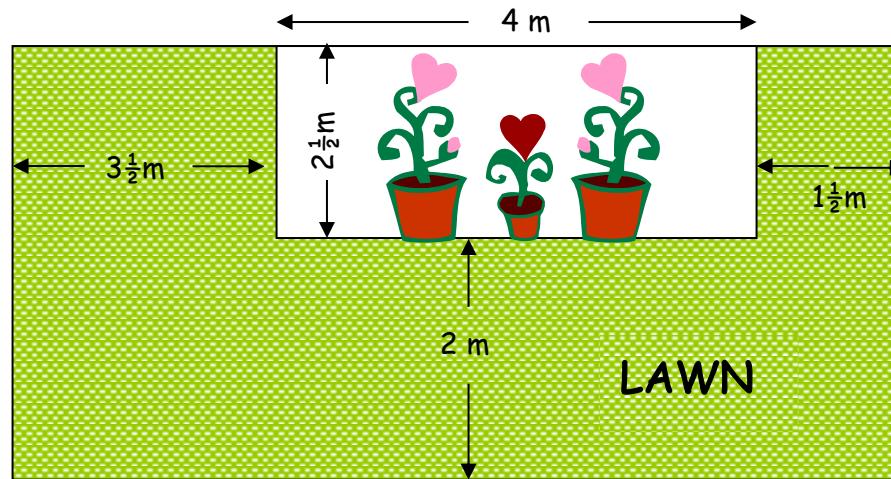
⑫ What is the product of 8 and 50 = 58

Marks /

# Area Problems

A rectangular garden comprises a rectangular flowerbed surrounded on three of its sides by a lawn.

Answer the following questions which relate to this diagram.



a) **Area Problems**

*We also make sure we cover the core topics*

b) *children may get questions on. This sheet is one we use to help children learn about area.*

c)

garden.

Answer: \_\_\_\_\_

d) Work out, in square metres, the area of the flowerbed.

Answer: \_\_\_\_\_

e) What is the area of the lawn?

Answer: \_\_\_\_\_

f) Find the cost of re-sowing the lawn if grass seed costs £1.86 for each square metre of lawn.

Answer: \_\_\_\_\_

# The BODMAS Rule

The rule for the order in which you conduct calculations is: **BODMAS**

This means:

**B**rackets **O**rders **D**ivision **M**ultiplication **A**ddition **S**ubtraction.

In other words:

1. You must work out the sum in the **B**racket first and then complete any **O**rders (this also means indices, powers, or roots e.g.  $3^2$ ).
2. Next you must work out any **D**ivision or **M**ultiplication.
3. Finally complete any **A**ddition or **S**ubtraction required.

Remember - if a number appears immediately before a bracket it means you must **M**ultiply (the result of the sum in the bracket) by that figure, so:  $5(3.1 + 1.9)$  means  $5 \times (3.1 + 1.9) = 5 \times 5 = 25$

Here is an example of the **BODMAS** rule in action:

$$\begin{aligned} &6(1.2 + 0.8) - (4.6 - 1.6) \quad \text{Do the } \mathbf{B} \text{racket sums first} \\ &= 6 \times 2 - 3 \\ &= 12 - 3 \\ &= 9 \checkmark \end{aligned}$$

## **BODMAS**

*As part of each topic introduction/review we include further work and examples to ensure knowledge has sunk in properly.*

Now look at this question:

$$6(2.36 + 5.62) =$$

$$6(2.36 + 5.62) =$$

$$6 \times 7.98 = 47.88 \checkmark$$

Do the **B**racket sum first -  $2.36 + 5.62 = 7.98$

Then **M**ultiply

Please file this away safely because you will need to refer to it again.

# Mathematics Revision Test 2

1.  $323.76 + 19$  hundredths  
= \_\_\_\_\_

12.  $12 \times 8 =$  \_\_\_\_\_

2. Draw a hexagon in this space:

13.  $6 \times 7 =$  \_\_\_\_\_

14.  $9 \times 6 =$  \_\_\_\_\_

3.  $13^2 =$  \_\_\_\_\_

15. How many tenths in 23.9?

## Maths Revision Tests

Throughout the course we ensure children are using the skills they have regularly. This is an example of our regular revision test sheets. These sheets cover a great deal of the syllabus and little by little help to consolidate knowledge and give children confidence.

4. Draw an obtuse angle - label it.

NO/YES

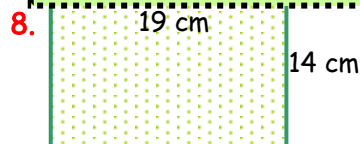
20. How many lines of symmetry has a hexagon?  
= \_\_\_\_\_

5. Draw a rhombus

SCORE BOX:

## Maths Revision Tests

With Maths it's essential that children use their skills regularly so we provide enough of these and other pages to ensure children are working at the level of frequency.



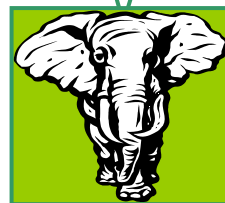
Find the area of this shape:  
= \_\_\_\_\_

9.  $4.9 \text{ L} =$  \_\_\_\_\_ mls

10. Write 555 tenths as a decimal = \_\_\_\_\_

11. 9 squared = \_\_\_\_\_

Are you improving? YES/ANY MINUTE NOW



5. Complete the following money problems.

a. A single bus fare to work costs £1.25. How much have I spent altogether on bus fares by the time I have returned home? \_\_\_\_\_

b. If I go to the newsagent and buy 5 magazines costing £3.99 each. How much do I have left? \_\_\_\_\_

c. I bought in \_\_\_\_\_

question: *Midway through we start to give a full timed paper in each part of the course. We ask*

6. Answer: *parents to ensure this is administered correctly.*

a. Six squared = \_\_\_\_\_ e. The square root of 6 = \_\_\_\_\_

b. The cube root of 27 = \_\_\_\_\_ f. Two fifths of 75kg = \_\_\_\_\_

c. 60% of £60.00 = \_\_\_\_\_ g.  $4(x + y)$  when  $x = 6.1$  and  $y = 3.8$  = \_\_\_\_\_

d.  $2(p - q)$  when  $p = 4.7$  and  $q = 2.3$  = \_\_\_\_\_

**Maths Papers**

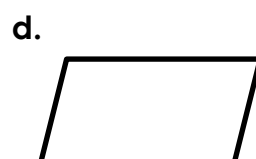
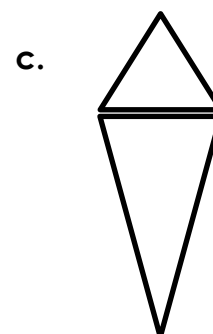
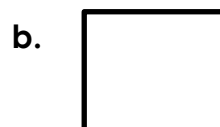
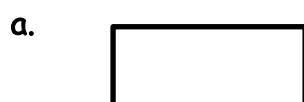
7. If *Children get every opportunity to learn to complete*

a. *the papers within the time allowance and the work*

b. *we have done on core skills and topics means they*

c. *should be focussed on accuracy.*

8. How many lines of symmetry do these shapes have? Some may have none.



17. When peter went to Spain recently the exchange rate was 1.2 Euros to the pound sterling. He bought a bottle of wine costing 6.7 Euros. What was the cost of the bottle in pounds sterling? (round you answer to the nearest penny).

\_\_\_\_\_

-----

18. A family build a pond in their garden. When it is full it holds 9900 litres of water. The pond is filled from the garden tap which delivers a litre of water every 3 seconds. How long will it take to fill the pond? \_\_\_\_\_

-----

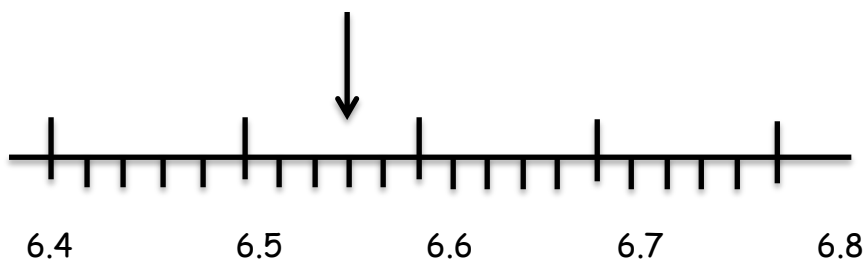
19. Which of

A. 3.075

20. My bus started 12 m

took 45 minutes. At what time did it arrive? \_\_\_\_\_

21. What measurement does the arrow point to on the scale below? \_\_\_\_\_



22. A jar of marbles was made up like this:

	Large	Small
Black	8	14
Red	12	16

What percentage of the marbles were small? \_\_\_\_\_

### **Maths Paper**

*The papers towards the end are at least as difficult as the questions they will find in the exam so they will be very well prepared. We also ensure they see a variety of different types of question to ensure they are prepared for every eventuality.*

# Non-Verbal Reasoning

## 1. LIKE SHAPES / TYPE 1

In these questions you will be given an example where one shape becomes another shape. You will then be given a question shape and be asked to choose which one of five shapes it should become. You should use the example to help you choose. You should look at the example and understand exactly what changes for it to become the second shape and then apply the same reasoning to the question shape.

### What to look out for

As with all Non-Verbal Reasoning question types this is largely a test of **logic** and **close observation**.

- How many sides
- Are they rotated
- Are they reflected
- Have the shapes diagonal lines
- What size are the shapes?
- What thickness are the shapes? Bold or thin?
- Do shapes have internal features?

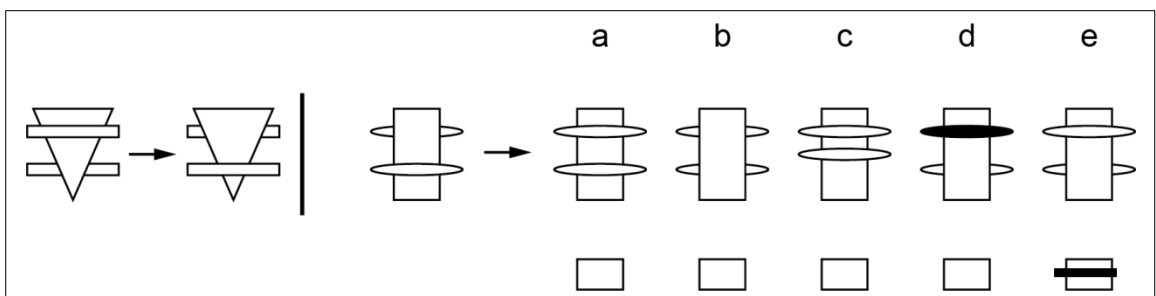
### Like Shapes - Explanation

*We identify the main types of non-verbal reasoning questions. We introduce each with a very detailed explanation and example. We explain what the questions entails and what children need to look out for to solve it.*

### Technique tips

- Focus exactly on how the first shape has changed to become the second shape, more than one thing may have changed.
- Make a list of the changes if necessary.
- Once you have done this look at the answer options and see which has changed in the same way.
- Often you will be left with two options which are close, there will always be a small distinguishing item which makes one of these a closer match than the other (e.g. direction of diagonal lines within a shape). You will need to renew your focus to find it.
- Unless you are doing a timed test do one question at a time. Give your answer then check if it is correct and review the explanation. This takes time but looking at the answer and explanation while the question is still fresh is the only way to learn.

Example



Explanation

There is no change in the large shape from the first set of shapes to the second. However the shape that is behind the larger moves to the front and the other shape that is in front moves behind.



# Non-Verbal Reasoning

## 1. LIKE SHAPES / TYPE 1

1

2

**Like Shapes - Examples**  
*Having explained the question type we then give children a few questions to try out to secure their learning. Each question has a very detailed solution so that children can learn from their mistakes.*

3

4

5

# Learning Street

## 11 PLUS PREPARATION NON-VERBAL REASONING PAPER

Name:	
Date of Birth:	
Today's Date:	

READ THESE INSTRUCTIONS CAREFULLY  
BEFORE STARTING.

- You have 45 minutes to complete the paper.
- Mark your answers on the answer sheet.
- This paper is a timed revision test. An example is given at the end of the paper.
- Each question is worth one mark. If you can't do a question, then move on.
- If you finish early check your answers for mistakes.
- Once the test has started you may not ask for help.

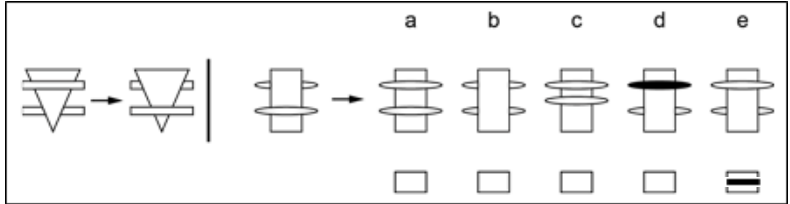
### *Timed Papers*

*Once we have introduced children to each of the different Non-Verbal Reasoning questions types we have identified we then start giving them timed revision tests.*

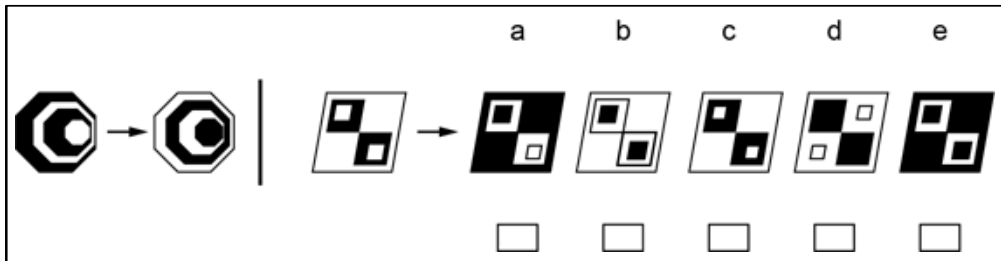
## 1. LIKE SHAPES / TYPE 1

Work out which of the answer shapes is related to the question shape in the same way that the example shapes are related.

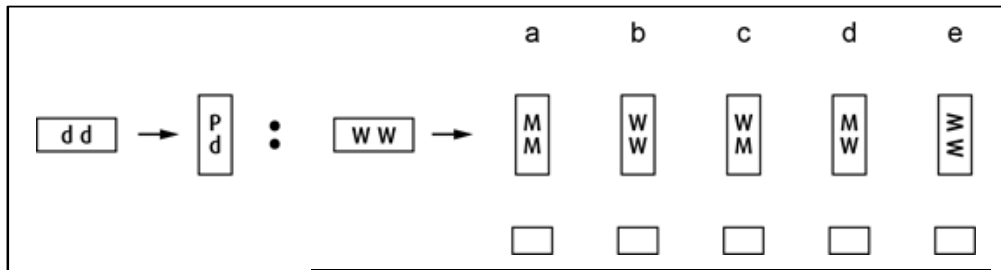
Example



1



2



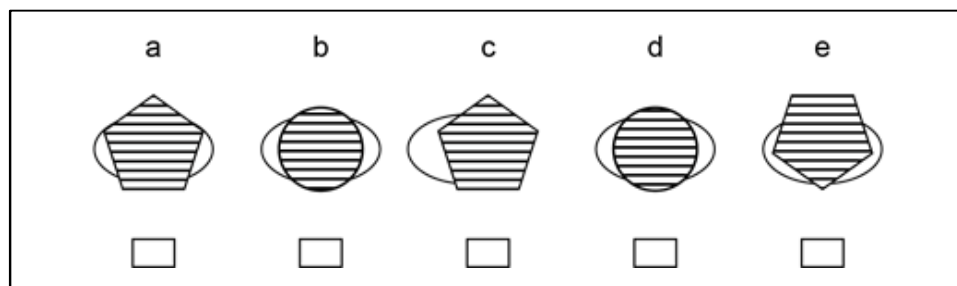
### Timed Papers

This test contains a mixture covering all the different question types with a tough time allowance of 15 minutes to get children used to the exam pressure.

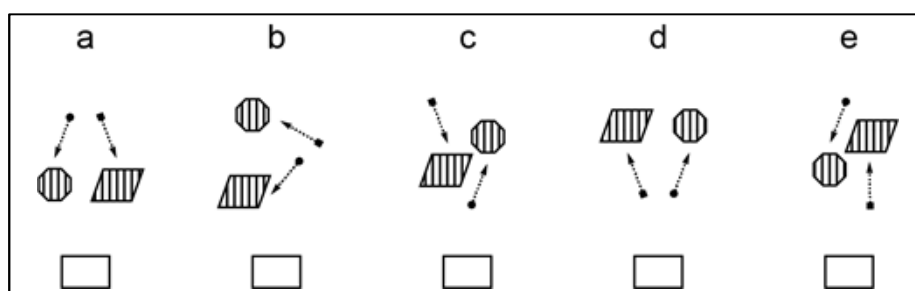
## 2. ODD ONE OUT / TYPE 2

Work out which of the shapes is different to the rest.

1



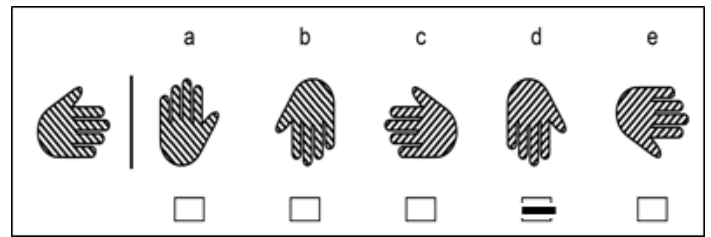
2



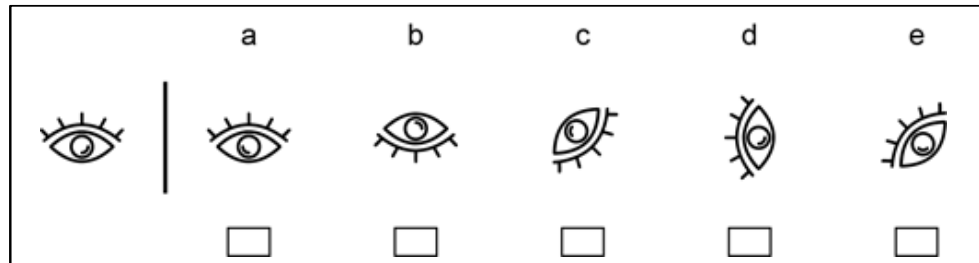
### 3. ROTATIONS / TYPE 3

Work out which of the answers is a rotation of the question shape.

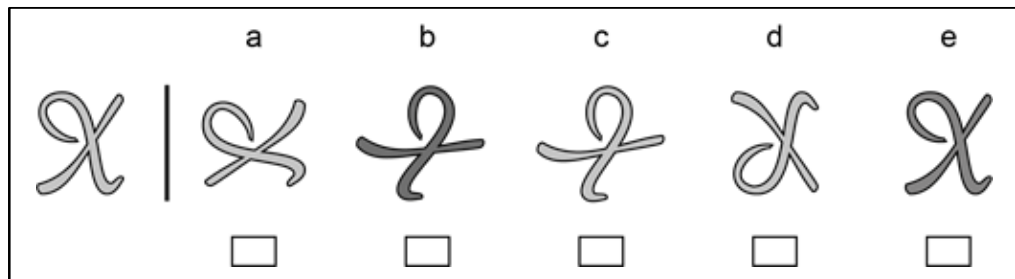
Example



1



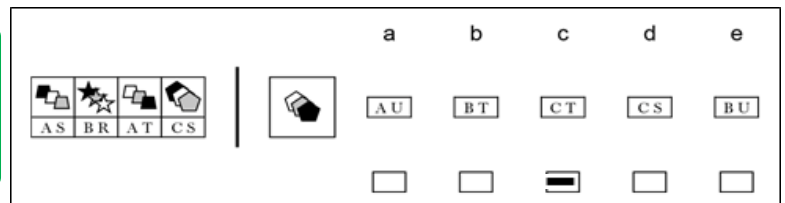
2



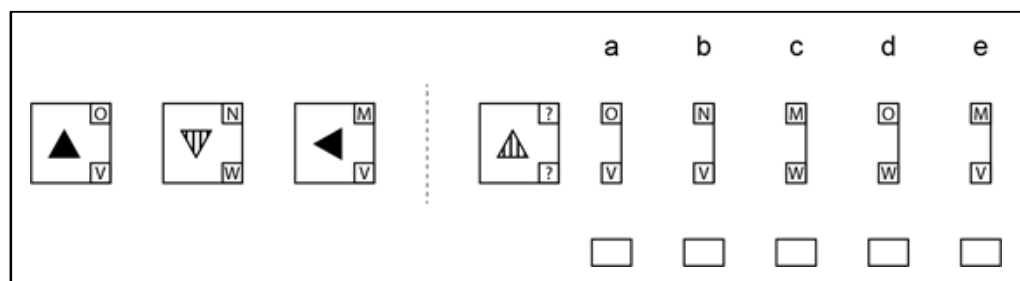
### 4. CODE BREAKER / TYPE 4

Look at the sequence to work out how the codes match the shapes, then select the correct answer code to match the question shape.

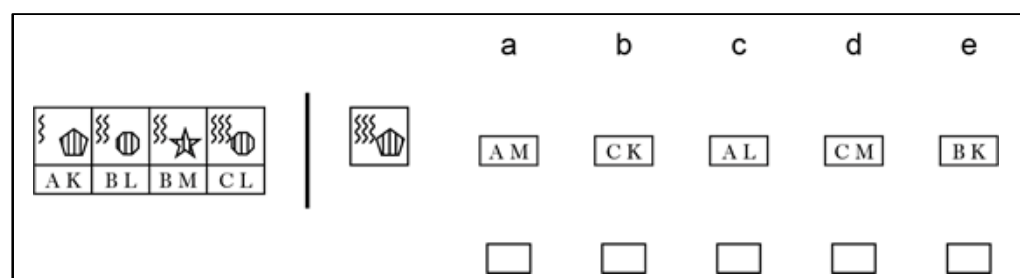
Example



1



2



Spot the mistakes

- ④ Raj may have guessed.

Remember the bottom of the fractions must be the same to add them (and we do to the top what we do to the bottom) so ....  $\frac{3}{10} + \frac{4}{10}$

We can now add  $\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$  This cannot be simplified so  $\frac{7}{10}$  is the answer


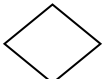
- ⑥ Find the product means multiply NOT add. The answer should be 138

- ⑧ The mistake made in 364 looks like the numbers in order they are not in the order (1000) = 3000 not 300, (4 x 10) = 40 not 4. So 3640

- ⑪ This is probably not the question properly. 2m

- ⑫ These questions are not the same. The correct method is to multiply the question so  $X = (6 \times 9)$

Revision Test 3

1. 19
2. 49
3. 2.10
4.  (It does not matter which way up you draw this shape)
5. 
6. 15
7. 3.87
8. 18 minutes

9. 329
10. 15p
11. 8
12. 1 hour 57 minutes
13. £3.80
14. 9
15. 52
16. 2
17. 60
18. 1,2,3,4,6,8,12,24
19. 3

**Full answers for every question**

*There are answers provided for every question in each part of the course.*

*Where a full detailed explanation is needed, we give it.*

11. 107
12. 9.5
13. 5.9
14. 2300 ml
15. 12.6
16. 369
17. 70g
18. 61
19. 9.12
20. 3.3

## Maths Reasoning sheet

1.	15 is 3 more than / <b>half this number</b> <b>12 is</b>	24
2.	9 is 4 more than / <b>half this number</b> <b>5 is</b>	10
3.	18 is 4 less than / <b>twice this number</b> <b>22 is</b>	11
4.	36 is 8 more than / <b>twice this number</b> <b>28</b>	14
5.	45 is 9 less than / <b>six times this number</b> <b>54</b>	9
6.	23 is 7 less than / <b>three times this number</b> <b>30</b>	10
7.	24 is 6 less than / <b>six times this number</b> <b>30</b>	5
8.	6 is 6 less than / <b>twice this number</b> <b>12</b>	6
9.	14 is 10 less than / <b>half this number</b> <b>24</b>	48
10.	4 is 11 less than / <b>half this number</b> <b>15</b>	30

11.	6 is 5 times smaller than/ this number	30
12.	8 is 7 times smaller than/ this number	56
13.	200 is 20 times larger than/ this number	10
14.	If this number is made 6 times larger the answer is 42	7
15.	8 is 20 times smaller than/ this number	160
16.	14 is 7 times bigger than/ this number	2
17.	4 is 9 times smaller than/ this number	36
18.	250 is 10 times larger than/ this number	25
19.	150 is 3 times larger than/ this number	50
20.	9 is 3 times smaller than/ this number	27

**Mastering Measurement**

(Answers left to right, top to bottom)

1. 0.5m
2. 50cm
3. 500mm
4.  $\frac{1}{4}$ m
5. 0.25m
6. 250mm
7.  $\frac{3}{4}$ m
8. 0.75m
9. 75cm
10. 1m
11. 100cm
12. 1000cm
13. 500g
14. 500,000mg
15. 0.5kg
16.  $\frac{3}{4}$ kg
17. 750g
18. 750,000mg
19.  $\frac{1}{4}$ kg
20. 0.25kg
21. 250g
22. 50cl
23. 500ml
24. 0.5l
25.  $\frac{1}{4}$ l
26. 250ml
27. 25cl
28. 0.75l
29. 750ml
30. 75cl



# ANSWERS - MATHS BOOST - PART 4

## Maths type 1 paper 2

### Page 1

1.  
a.  $\frac{4}{11}$   
b.  $\frac{7}{11}$   
c.  $\frac{4}{11}$   
d.  $\frac{3}{11}$
2.  
a. 5.27  
b. 3.31  
c. 8.57
3.  
a. 32  
b. 1056  
c. 6.08  
d. -3
4.  
a.  $\frac{1}{2}$   
b.  $\frac{4}{5}$   
c.  $\frac{13}{200}$   
d.  $\frac{3}{4}$   
e.  $\frac{1}{4}$   
f.  $\frac{79}{100}$

### Page 2

5.  
a. pear  
b. 13  
c. coke  
d. 1  
e. pepsi and  
lemonade  
f. 53

6.  
a. 13:35  
b. 2:55am  
c. 02:55  
d. 1)  
9:56pm 2)  
21:56

### Page 3

7.  
a. 8.65  
b. 16.02  
c. 136.50  
d. 542.89

8.  
a. prime -  
3,5,11,19,  
and 43  
b. not prime  
-  
6,9,27,36,51  
and 54

9.  
a. 14  
b. 28  
c. 70  
d. 17.5  
e. 42

10.  
a. 0.228  
b. +1  
c. 8  
d. 59mm

### Page 4

10.  
e. £5.12  
f. 92gm  
g.  $4^2$   
h. -2  
i. 0.50litres  
j.  $\sqrt{58}$

11.  
a.  $160^\circ$   
b.  $65^\circ$   
c.  $124^\circ$   
d.  $74^\circ$   
e.  $110^\circ$

### Page 5

12.  
a. Cara  
b. 1.39kg  
c. 7.72kg  
d. 5.77kg  
e. 4.67kg

13.  
a. 90km  
b. 5cm  
c. 60km  
d. 10cm  
e. 180km  
f. 45km  
g. 8km