

The 11 Plus Programme – Enhance – 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.

Who should be doing it?

- The course is designed to enhance 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. **Many tutors use our courses as the basis of the work they do and find it especially useful for homework. If your tutor doesn't give homework then this course will fill the gap.**

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.
- We build in just the right amount of revision as we go along to ensure skills stay fresh.
- 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 15-30 weeks to go until the CEM 11 Plus exam. The course is delivered in 20 parts and ideally a week would be spent on each. It could be completed in 15 weeks by working more intensively or in a more relaxed way in 30 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



Please focus on completing your personal words list.



The 11 Plus Programme - Enhance - Part 1

This course will help you to develop all the skills you need for the exam. If you do a little work each day and work consistently you will give yourself the best chance.

Vocabulary Development

1. **Reading:** It is essential to read every day for at least half an hour. You will have read in the introductory document how reading helps to build a wide vocabulary. In this section we have also given you a paired reading text to do

Clear Instructions

2. *Every part of the CEM Enhance course starts with a front sheet which looks like this. It details every item of work that is in that part and, where relevant, gives you some guidance on how to approach each item and what to focus on. Full answers are provided for every question.*

part of the course. a focus from those through reading or

ished tests before. words list. This time

4. tions for synonyms from the introduction pack and then learn the words for this section. Use the **Look, Cover, Write, Check** method to help you. Like all learning exercises you should come back to this exercise a number of times to ensure learning is properly embedded. Please do not rush this learning activity.

5. **Synonyms 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.

6. **Homographs:** Homographs are words which are spelt exactly the same but which have **More Than One Meaning**. Do the exercise to check your understanding of these words.

7. **Essential Spelling:** These have previously been prescribed for all state school pupils to learn during KS2. There are **200** of them in total. We will be doing a few during some parts of the course until they are all learnt. Learn the words first. Only complete the test section once you are sure your knowledge is sound.



8. **Homophones:** Homophones are words which **SOUND** the same but are **SPELT** differently.
9. **Opposites 1 and Opposites Instructions:** Read the instructions for opposites from the introduction pack and then learn the words for this week. Use the **Look, Cover, Write, Check** method to help you. Please do not rush this learning activity. When you think you have learnt the words wait for a few days and then test yourself again to see if the learning has properly sunk in.
10. **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.
11. **Commonly Misspelt Words:** These are the top **150** commonly misspelt words. Test yourself to check you have learnt them properly. A few days later do the Look, Cover, Write, Check test to further embed your ability to spell these words correctly.
12. **More Difficult C** *Organised for you*
 Children should answers (at least) children could in sheets. *One of the main problems with using books is that it is difficult to know which ones to buy and what order to do the work in. We know from feedback that this course solves that problem for many parents leaving them free to help their child.* *st. the hat the ave ner at*
13. **Paired Reading:** produced an exc using the instruc the end to try to draw out some new vocabulary from the text.

CEM Verbal Reasoning

14. **Introduction to CEM Verbal Reasoning:** Please read this introduction carefully before starting your verbal reasoning work.

CEM Question type 1: Comprehension

15. **Comprehension instructions**
16. **Comprehension text:** The History of Coal Mining in the UK - read the text and answer the questions.

Maths

17. Working Accurately

- **Accuracy table.** Children who can carry out times tables based maths quickly and accurately will be well placed to succeed. This test indicates how good your skills are. It's tough but remember, whatever your result, you can always improve.

- **Spot the mistakes.** The more you practice, the better you will become.

18. Mental Maths some tips to help you with calculations.

19. Mental Maths should be aimed at what you should know.

Used by Private 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.

20. Sudoku Fractions and Decimals. A fun table to fill out, can you get to the right answer?

21. Shapes Revision. It's important to know your shapes inside out. Read this carefully, cover up the words and see if you can remember the descriptions. Get someone to read the descriptions out loud and see if you can name the shapes.

Non-Verbal Reasoning

22. NVR Type 1 - Like Shapes. Your first Non-Verbal Reasoning question type. These are not difficult to learn but you need to concentrate to deliver accurate work. Please spend enough time understanding the question type and looking in detail at the answer then go on and do the five questions. If you make a mistake, it's really important that you work out why, otherwise you will not improve. Very full answers to these questions are given to help you to grasp the concept.

- 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 the first 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	Words from past papers		ambition
merc	<i>This series looks at hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.</i>		digest
		tenant	ordeal

1. He needed _____ hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.
2. She gained _____ votes.
3. He was _____ the manufacturing industry.
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 drank _____ 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 _____ four times a week.
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.

Marks /15

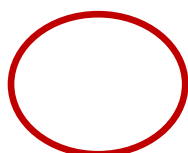


Synonyms

FOLD

Harder Word		Easier Word
abandon	<p>Synonyms</p> <p><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></p>	leave
abridge		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate	<p><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></p>	
aggressive		
aid		
ally		
altitude		height
amazement		wonder
amiable	<p><i>They are encouraged to make a note of less familiar words in their personal words list.</i></p>	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
<p>Synonyms match-up</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>		austere	catastrophe
		avaricious	cautious
		bombard	cease
careful			
clothes			
disaster			
dressed			
drinks			
expect			
gathering			
ghost			
greedy			
haughty			
help			
impatient			
name			
pelt			
several			
stop			
surprise			
wide			
yearly			

Synonyms match-up

A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.

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.

Essential Spelling

Learn these words. Test yourself using the look, learn, cover, write, check method.

Look/Learn/Cover	Write/Check 1	Write/Check 2....	Write/Check 3....
committee			<p>Essential Spelling</p> <p><i>These sheets feature the 200 words children have to learn as part of their KS2 course. It's highly likely these words will feature in 11 Plus tests because they are linked to the literacy curriculum.</i></p>
system			
communicate			
existence			
conscious			
queue			
community			
explanation			
competition			
conscience			

Choose from the words you have just learnt and use each a maximum of once to fill in the sentences below.

(You may need to use logic to get the right answer)

- 1/ I was _____ that the _____ at the ticket office was very long.
- 2/ The _____ allowed for some _____ between different companies.
- 3/ I wanted to _____ my views to the _____ .
- 4/ The _____ of the _____ depended on the local factory.
- 5/ My _____ was that my _____ would not allow me to not report the crime.

Fill in the gaps to find the word meaning the SAME or nearly the same as the words on the left.

description _____ converse _____
 routine _____ neighbourhood _____

Words with More than One Meaning

Some words have more than one meaning. They are called homographs.

For example:

I will **show** you how it is done. They went to the theatre to see a **show**.

fair foil fine dip fence flex dart flutter draw duck

- Write in the word from the list above to complete the meaning:

1. He had to _____ as he went through the doorway.
The _____ waddled around the pond.

2. He tried to _____
His leg was bleeding.

3. There was a slight _____
She wanted to _____

4. He would _____
He used his new pen _____

5. The _____ came to town every summer.
He didn't think it was _____ that he had to do all the washing up.

6. The weather was _____.
He had to pay his parking _____.

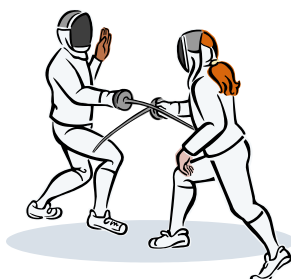
7. He was determined to _____ their plans.
Her mother had wrapped her sandwiches in _____.

8. She tripped over the _____ of the Hoover.
He liked to _____ his muscles as the ladies walked past.

9. We gripped our swords and started to _____.
The women stood talking over the garden _____.

10. He liked a little _____ on the horses.
She would always _____ her eyelashes to get what she wanted.

Homographs
These are words which have the same spelling but more than one meaning. We will cover hundreds of these words.



Fence

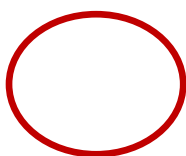




Opposites

Easy Words		FOLD
1. come		go
2. Opposites		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		expand
14. coward		hero
15. damp		dry
16. defeat	<i>Children will cover hundreds of opposites during the course.</i>	victory
17. depth		height
18. drunk		sober

First attempt



Second attempt



Opposites Match-up

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

big	clever	bow	cheap
black	cold	bright	chubby
bottom	bitter	broad	coarse
<p>Opposites Match Up</p> <p><i>We ask children to only do these pages a few days after they have learnt the opposites.</i></p>		captive	
		captivity	
curs			
dirty			
dull			
expensive/dear			
free			
freedom			
hot			
narrow			
sell			
slim			
small			
smooth			
stern			
stupid			
sweet			
timid			
top			
white			

Opposites Match Up

Their score will reveal how well they learnt the words first time round and may indicate further work is necessary.

Opposites 3 - Revision

You have learnt these harder words now do the following exercises.

What is the opposite of conceal? _____

What is the opposite of condemn? _____

What is the opposite of react? _____

What is the opposite of further? _____

What is the opposite of retreat? _____

Write sentences using the opposite of the word in bold.

The **hero** did not hide behind the rock.

The shape had a **height** of three metres.

The man was **drunk** when he left the pub.

Fill in the gaps on the right to find the opposite of the word in bold.
left.

defend a _ _ _ _ k

admit d _ _ y

deep sh _ _ _ ow

SCORE:

If you did **well** in the test, you should be proud. Write 3.

Opposites

further revision

In the following part of the course we include

this opposites

revision exercise.

Opposites further revision

This aims to not only test whether children know each word but also extends their understanding of contextual meaning.

Further exposure to each word also helps the words become more familiar.

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

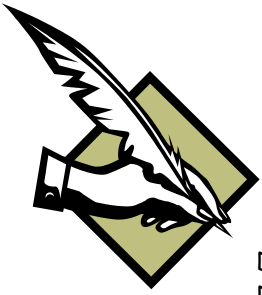
ALEERT

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.



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:

- A quadruped has _____ legs; two hind legs and two _____ legs. **four fore**
- Cutlery is usually made _____.
- Queen Elizabeth is our _____.
- Chloe decided to _____.
- The miners dug a tunnel _____.
- Most people _____.
- Millions of people speak _____.
- In the _____ the rider used the _____ to guide the horse along the muddy track. **rein rain**
- She placed the rubbish in the _____ bin. **waist waste**
- 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.

150 Commonly Misspelt Words

Say the word out loud, write it out five times while saying it aloud each time, then use the LOOK COVER WRITE CHECK method to learn them.

You **MUST** learn them.

There are 15 sheets altogether.

150 Commonly Misspelt Words

These words are those which research has shown children of this age struggle with most. There are bound to be some in this list which your child struggles with.

appear _____

argue _____

August _____

awkward _____

beautiful _____

because _____

beginning _____

We first ask children to learn the words properly and then test again later to reinforce learning.

Britain _____

I PROMISE

I know all these
10 words.

Signed:
.....



150 Commonly Misspelt Words

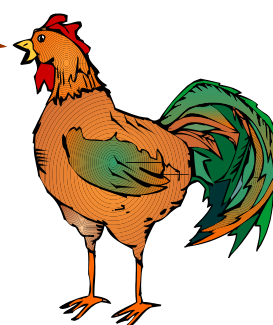
- Remember to check each word and tick it if it is correct. ✓
- You must do this as you go along, not at the end!
- Say the word out loud each time you write it.
- Write each word out 4 times, the more you write it out the better.

It's really important to learn how to spell these words because mistakes are often made here. Challenge yourself to make a special effort to learn them thoroughly.

Look Cover Write Check

Look/Learn/Cover	Write/Check 1	Write/Check 2	Write/Check 3	Write/Check 4
extremely				
favourite				
Febru	<div style="border: 2px dashed black; background-color: #e0ffe0; padding: 10px;"> <p>150 Commonly Misspelt Words Further Testing</p> <p>These words typically respond well to increased frequency of exposure so we ask children to go through a further testing exercise using the standard Look, Cover Write Check process they have been through before.</p> </div>			
final				
fluores				
fore				
for				
frie				
govern				
graffiti				

Writing out each word correctly lots of times and saying each word as you write it helps you to learn properly.



Homophones Fun Test 4

Words which sound the same but have different meanings. Match each word to the correct words on the right hand side.



Some of the meanings are exact, some are a little more fun.

Aid		Female deer
Aide		Not warm
Sold		Hurled
Soled		Totally
Wholly	<p>Homophones Fun Tests</p> <p><i>These tests use a mix of definitions and fun clues to engage pupils and help them to keep these words at the front of their minds.</i></p>	site of bought
Holy		lp
Bold		sistant
Bowler		plus one
Ate		need paper and sticky tape
Eight		re
Chilli		t sleep
Chilly		med
Rapt		need this if worn too much
Wrapped		Sacred
Heal	Eaten with rice?	
Heel	Opposite of timid	
Does	Spellbound	
Doze	Part of the foot	

Marks /18

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*

*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 and indeed it was

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

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. There have been found in Lancashire lined shafts to 150 foot deep.

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 in the 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

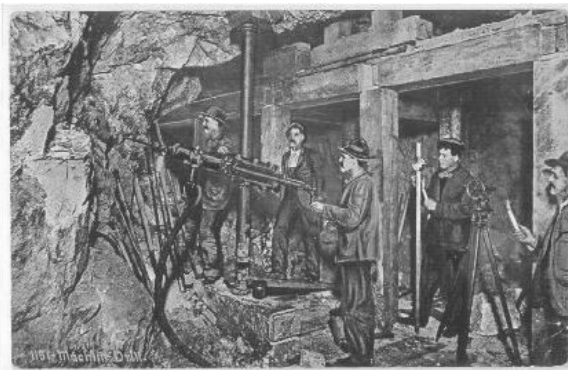
By the 1960s, the coal industry was declining. In March 1968, the last pit in the Black Country closed and pit closures were a regular occurrence in many other areas. In the mid 1970s, 130 million tons of coal was being produced annually, but production started to fall below 100 million tons during the 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.

Comprehension Exercises

CEM Verbal Reasoning includes comprehension. We include comprehension exercises throughout the course.

mines were shallow runks and branches were common. By 1750 brick

Industrial Revolution engine, and later, the steam locomotive, in the early 19th century, blast furnace. The



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 kennel

2/ Identify the subject

- **WORK ACTIVELY** - remember is to work actively on the page and it is the most important thing to do. Remember that even if you have done some of these questions before you still have to click on the day and the best way of doing that is to work actively.
- **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.

Technique

Development

CEM Verbal Reasoning includes several known question types:

Shuffled sentences, synonyms, opposites, comprehension, CLOZE comprehension and alternative word CLOZE

Examples

Indicate mistakes. You can't just leap to the answer. A dog is called a kennel.

The most important thing to do is to work actively on the page and it is the most important thing to do. Remember that even if you have done some of these questions before you still have to click on the day and the best way of doing that is to work actively.

house for walked around dog the food looking

Subject

Action

Other

house	walked	the
dog	looking	around
food		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. Would 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.

Romulus and Remus



Fill in the gaps. This is a cloze type exercise

King Numitor was king of Alba Longa, but his wicked brother Amulius seized the throne from him and hid the king's male heirs to royal temples, called Vestal Virgins. When he found out, he had the babies thrown into the Tiber River. He hoped that they would die, but they were rescued by a she-wolf named Lupa who heard their cry and cared for them. When they grew up, they were found and taken in by a shepherd, who was the son of a king. They became great leaders and they both gained many followers.

CEM Practice and Questions

Having shown the technique for each question type we then give specific practice questions for each individual type.

When they discovered the truth of their royal birth they killed Amulius and restored Numitor to his rightful throne. Rather than wait to inherit Alba Longa, the twins decided to build a new city for themselves and their followers.

While they were building the new city they argued with each other about who should be the first to throw the foundation stone. Romulus became the first to throw the stone and the city was named after himself - Rome.

This is an example of a CLOZE comprehension. We do the same for shuffled sentences, synonyms, opposites, alternative word CLOZE and every other CEM Verbal Reasoning question type.

Marks /2

Remember, to improve your cloze performance, read for your vocabulary through reading. Read for at least half an hour per day. Don't worry if you don't get 100%. No one will know every word.

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

aggravated

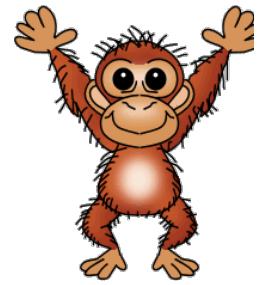
Ongoing revision is given for each and every CEM question type including: comprehension, shuffled sentences, synonyms, opposites, CLOZE comprehension, alternative word CLOZE

decisive

proffered

solace

Orangutans



This is a cloze type exercise. Circle the most appropriate word selection.

Orangutans are found on the island of Sumatra ⁱⁿ ^{on} ^{around} ^{by} Indonesia.

Orangutans are large apes and live in family groups. They stand quite

tall and an adult is twice the ^{weight} ^{length} of many types of gibbon.

Orangutans ^{are} ^{is} ^{am} ^{our} ^{are} ^{is} ^{am} herbivores and will eat the fruit, branches and ^{leaf} ^{leaves} ^{leafs} ^{leives} that they find in the forest. Their long arms give them the ^{weight} ^{length} as well as helping them climb trees.

All Question Types

Covered

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

We cover every known CEM question type.

Orangutans ^{are} ^{is} ^{am} ^{our} ^{are} ^{is} ^{am} herbivores and will eat the fruit, branches and

^{leaf}
^{leaves}
^{leafs}
^{leives}

that they find in the forest.

While many people today ^{thought} ^{think} ^{thinks} that the name 'orang-utan' comes

from their orange coloured hair, in fact in the Malay language 'orang'

^{means}
^{mean}
^{meant}

'person' and the

^{translacion}
^{translation}
^{translation}

of 'utan' is 'forest'. Orangutans

are the people of the forest.

Tip - Sometimes you will be given the past/present/future tense of a word. Make sure you use the text to help you decide which is correct.

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
poppies or

Find ten c
Write out
you don't

pepper

*Development of
thinking skills*

*Because CEM Verbal
Reasoning can change at
any time without notice
we also help children
develop active thinking
skills.*

less

It have an unrelated meaning by

to solve the puzzle e.g. pop and pies -

ts of words. (Use each part only once.)
rneath. Learn meanings and spellings if
xercise, not a test.

over

due

fort

prim

off

ice

mint

spring

rain

ate

night

*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

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

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

/ _____ 4/ _____

/ _____ 8/ _____

5/ _____

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

blue

2/ read

book

draw

3/ Carl

Chloe

Carol

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.

join and make a whole longer

rd 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 HURT is to (hurt, pain, break)

12/ SCARLET is to (pink, lips, red) as PURPLE is to (purple, 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

FRANKENSTEIN by Mary Shelley

Frankenstein is a story about a scientist who achieves the impossible and creates a living human being in his laboratory. In this extract, the scientist – Victor – has just brought his creature to life for the first time.

Stretch Comprehension

We include comprehension exercises throughout the course. In addition we provide some of the most difficult comprehension texts available using classic texts.

held the accomplishment of my toils. With an anxiety instruments of life around me that I might infuse a my feet. It was already one in the morning; the rain dle was nearly burnt out, when, by the glimmer of eye of the creature open; it breathed hard, and a

rophe, or how delineate the wretch whom with such m? His limbs were in proportion, and I had selected his yellow skin scarcely covered the work of muscles black, and flowing; his teeth of a pearly whiteness; contrast with his watery eyes, that seemed almost which they were set, his shrivelled complexion and

I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the and disgust filled my heart. Unable to endure the room and continued a long time travers sleep. At length lassitude succeeded to the t bed in my clothes, endeavouring to seek a fe indeed, but I was disturbed by the wildest dre

These texts really stretch children and help to develop their skills further.

horror
ut of
nd to
n the
slept,

I started from my sleep with horror; a cold dew covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken,

Currently CEM Verbal Reasoning tests do not include comprehension texts which are as difficult as this. Tests however can change without notice.

seemingly to detain me, but I escaped and rushed onging to the house which I inhabited, where I up and down in the greatest agitation, listening s if it were to announce the approach of the en life.

discovered to my sleepless and aching eyes the which indicated the sixth hour. The porter opened n my asylum, and I issued into the streets, pacing wretch whom I feared every turning of the street the apartment which I inhabited, but felt impelled oured from a black and comfortless sky.

Please answer the questions on the following page

Word Letter Codes

Now try these questions:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1) If the code for MAKE is LKJBA what is the code for CRIME?

2) If the code for PUPIL is NRLDF what does OEJYA mean?

3) If the code for STYLE is QVWXP what is the code for SOUND?

4) If the code for CRIME is LARVN what does BCAJY mean?

5) If the code for TENNIS is HSBWVG what is the code for NORMAL?

6) If the code for NEVER is PUXUJ what does QVWXP mean?

7) If the code for PUPIL is NRLDF what does QVWXP mean?

8) If the code for CRACK is DUFJG what does OEJYA mean?

9) If the code for SOUND is PLRKA what is the code for TAPES?

10) If the code for SHOE is HSLV what does OZHG mean?

Practice Questions

We provide ten practice questions as part of the technique development process.

Doing these 11 plus standard questions helps ensure children have fully grasped the technique required.

11 PLUS ALTERNATIVE QUESTION TEST

Find two words, one from each group, that are closest in meaning.

Example

(devilish, deity, dreary)
(desperate, dear, divinity)

Answer

deity, divinity

QUESTION **More Alternative Questions**

CEM questions can change at any time. We help children prepare flexibly by including questions that CEM could change to.

QUESTION **3**

(diligent, lazy, happy)
(prudent, indolent, forgetful)

Identify the words with the most opposite meanings (one from each set of three)

Example

(rich, plentiful, feeble)
(weak, scarce, enough)

Answer

scarce is the opposite of plentiful

QUESTION **4**

(now, here, hear)
(there, their, they're)

QUESTION **5**

(dry, wet, tepid)
(liquid, humid, humidity)

QUESTION **6**

(leave, export, expire)
(imply, impart, import)

GO STRAIGHT ON

Find a single word which goes equally well with both pairs of words. Choose from the selection below each question.

Example

(PLANT CULTIVATE) (PIG BOAR)
soil, grow, hog, produce, sow

Answer

sow

QUESTION **7**

(GREET BECKON) (SEA CURRENT)
call, wave, water, tide

QUESTION **8**

(CAR SPACE) (SWINGS PLAYING)
engine, gap, park, slide

QUESTION **9**

(RIP HOLE) (CRY UPSET)
tear, break, sad, miserable

In each question choose two words, one from each group in brackets, that best complete the

This test includes just the type of vocabulary based questions CEM may include.

Answer

horizontal is to vertical, as retreat is to attack
(they are connected because they are opposites)

QUESTION **10**

light is to (shine, dark, sun)
as day is to (night, afternoon, year)

QUESTION **11**

help is to (fall, kind, assist)
as happy is to (smile, cheerful, sad)

QUESTION **12**

scarlet is to (pink, lips, red)
as navy is to (army, blue, black)

GO STRAIGHT ON TO THE NEXT PAGE

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 every side. There were great stables, where a dozen grooms and boys had their quarters, an endless and orderly array of outhouses, long green lawns, and a pump and plant for the artesian well. Then there was the pumping station. Miller's boys took their morning plunge and kept cool in the swimming tank.

Timed Assessment Tests

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

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

here he had lived the four years of his life. Other dogs on so vast a place, but they were not, or lived obscurely in the recesses of the house. Ysabel, the Mexican hairless,—strange creature

On the other hand, there were the fox 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.

$8 + 7 =$	$9 - 4 =$	$6 \times 7 =$	$54 \div 6 =$	$8 + 4 =$
$7 \times 5 =$	<i>Speed and Accuracy Tests</i> <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>			
$12 - 7 =$				
$96 \div 8 =$				
$6 \times 3 =$				
$5 + 8 =$	$14 - 9 =$	$0 \times 8 =$	$8 + 6 =$	$12 - 8 =$
$5 \times 6 =$	$44 \div 4 =$	$7 + 9 =$	$28 \div 7 =$	$9 \times 6 =$
$5 + 7 =$	$15 - 6 =$	$48 \div 6 =$	$5 + 4 =$	$64 \div 8 =$
$16 - 8 =$	$36 \div 9 =$	$8 + 8 =$	$42 \div 7 =$	$7 \times 7 =$
$7 \times 6 =$	$9 - 6 =$	$72 \div 9 =$	$9 + 8 =$	$108 \div 9 =$

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 $300 +$ *Spot the mistakes* $=$ 1050mm

② $2 \frac{1}{2}$ 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 $£1.00 - 58p =$ 42p

⑨ $116\text{mm} =$ 11cm 6mm

④ Find the sum of £1.15 and £2.85

⑩ $\frac{1}{4}$ of £4.16 = £1.04

⑤ Find the costing: *Find the mistakes*
Helping children to switch on their self-checking skills helps them work more accurately in the exam. $90\text{m} =$ 290m

⑥ What is the product of $9 + 99 =$ 108

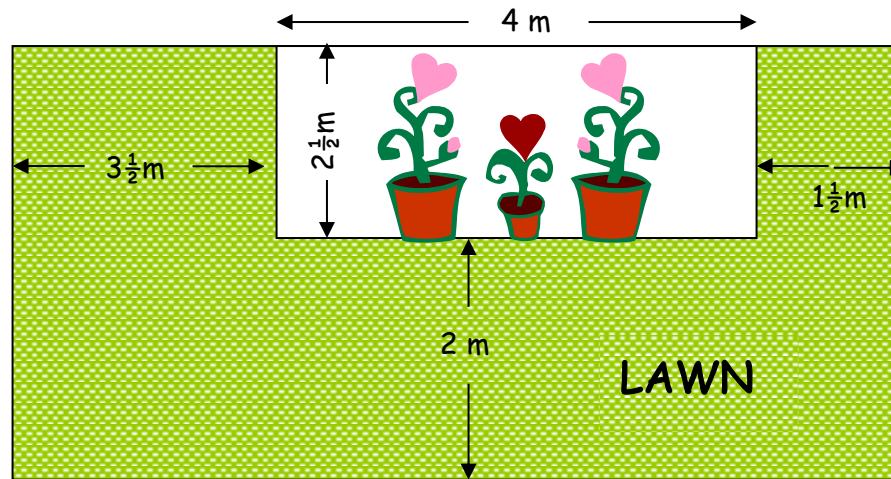
⑫ What is the product of 8 and 50 = 58

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:

Brackets **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.

TIMED TEST NUMBER 1

You have 30 minutes to complete this test.

Write the missing number in the box:

1. *Timed Tests*
 We start doing easier timed tests early on to get children used to working under the time constraints similar to that of an exam.

3.
$$\begin{array}{r} 10\ \square \\ 7 \overline{) 763} \end{array}$$

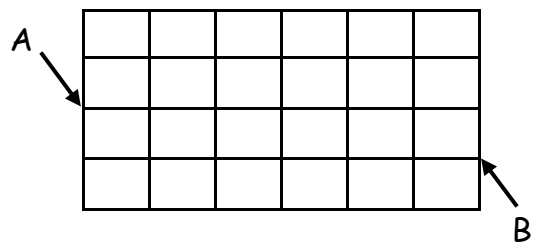
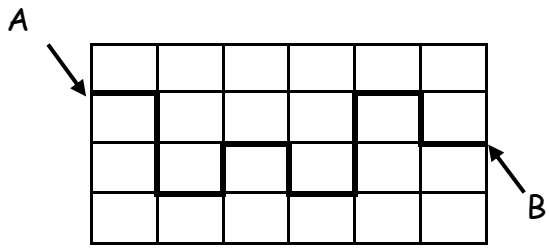
$$\begin{array}{r} 153 \\ 5 \overline{) 7\square 5} \end{array}$$

This calculation has the same number missing from each box. What is it?

5. *Timed Tests*
 While easier than full 11 Plus tests, these tests include questions which could end up in the test itself. This is beneficial as it gets students familiar with the types of question they might encounter.

this grid into two halves:

Start at A and go along the lines, finishing at B.



Mathematics Revision Test 2

1. $323.76 + 19$ hundredths
= _____

12. $12 \times 8 =$ _____

2. Draw a hexagon in this space:

13. $6 \times 7 =$ _____

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

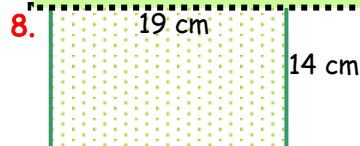
20. How many lines of symmetry has a hexagon?
= _____

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:
= _____

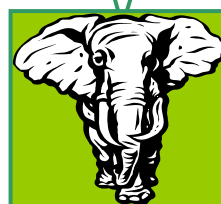
how to do long

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 = _____

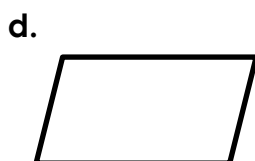
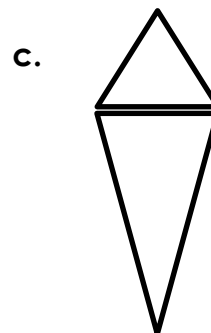
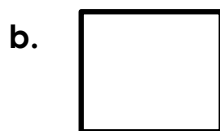
c. 60% of £60.00 = _____ g. $4(x + y)$ when $x = 6.1$ and $y = 3.8$

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

Maths Papers

7. If *Children get every opportunity to learn to complete the papers within the time allowance and the work we have done on core skills and topics means they 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 your answer to the nearest penny).

18. A family built 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? _____

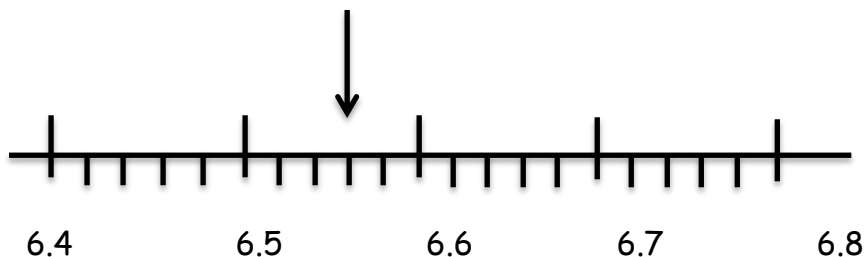
19. Which of

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? _____

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
- Do shapes touch

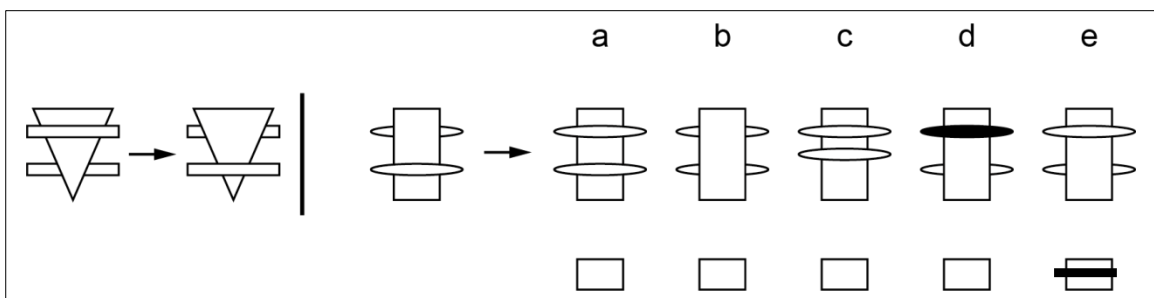
Like Shapes - Explanation

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 one thing that has changed. 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

a b c d e

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:	

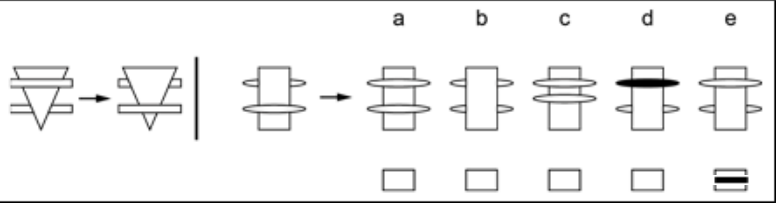
**READ THESE INSTRUCTIONS CAREFULLY
BEFORE STARTING.**

- You have been given a **Timed Papers** example is
- Mark your answers in the space provided. *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.*
- This paper is given a **Timed Papers** example is
- 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.

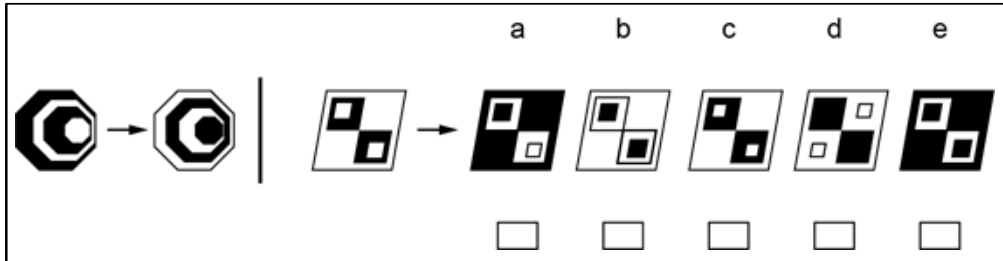
1. LIKE SHAPES / TYPE 1

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

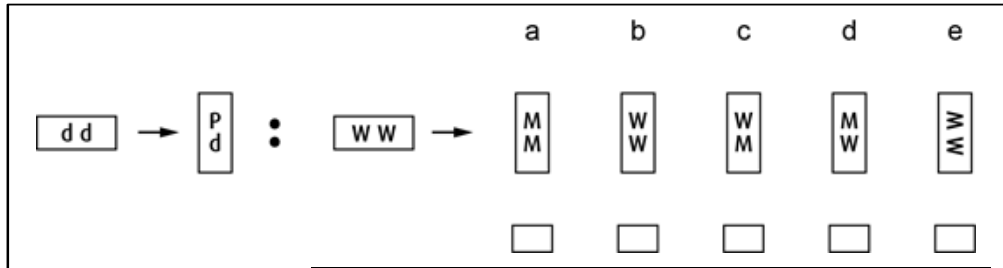
Example



1



2



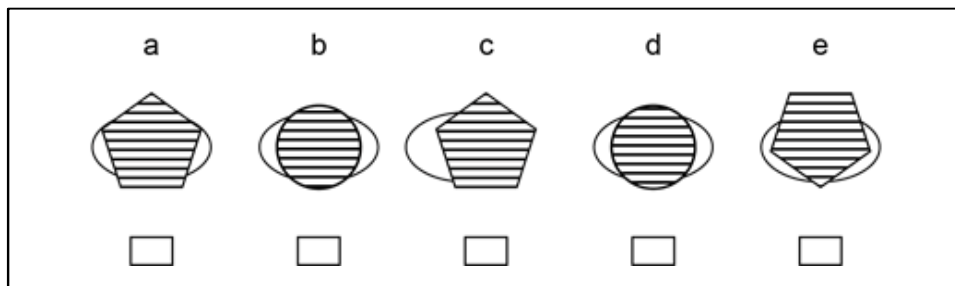
Timed Papers

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.

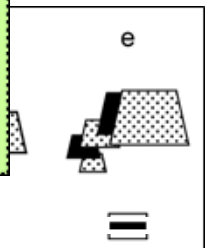
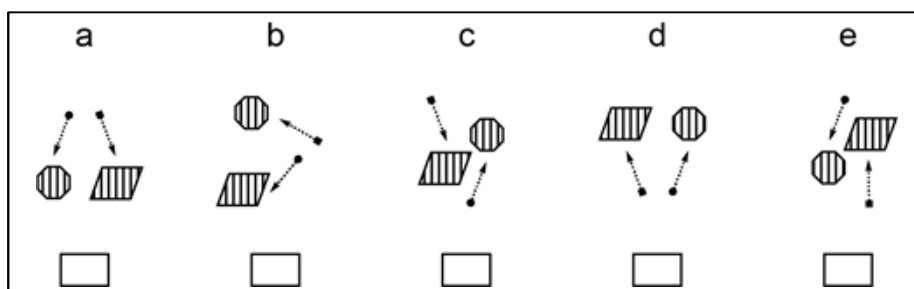
2. ODD ONE OUT / TYPE 2

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

	a	b	c	d	e
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1

	a	b	c	d	e
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

	a	b	c	d	e
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	a	b	c	d	e
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

	a	b	c	d	e
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

	a	b	c	d	e
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANSWERS - MATHS ENHANCE - PART 12

Revision Test 9

1. 40°
2. 9m
3. $\frac{3}{4}$
4. £28
5. 1.0 1.2
6. 8
7. 3.96
8. 52
9. 7
10. 270g

2.
 - a. 10
 - b. 28
 - c. 75
 - d. 6.5
 - e. 4

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.

Equations

1. 4
2. 11
3. 12
4. 15
5. 7
6. 7
7. 15
8. 28
9. 7
10. 14
11. 18
12. 20

- a. 800
- e. 8500

5.
 - a. 42
 - b. 26
 - c. 13
 - d. 126
 - e. 21

Maths paper

Page 1

1.
 - a. 120,000
 - b. 2600
 - c. 300,000
 - d. 180,000
 - e. 14,400

6.
 - a. £9.55
 - b. 5
 - c. 125

7.
 - a. $\frac{1}{4}$ hr
 - b. $\frac{3}{4}$ hr

ANSWERS - MATHS ENHANCE - PART 12

- c. $1/10$ hr
- d. $7/12$ hr
- e. $1/5$ hr

Page 3

- 8.
- a. square
 - b. rectangle
 - c. equilateral triangle
 - d. kite
 - e. Right-angled triangle
 - f. parallelogram

- 9.
- a. 72
 - b. 37
 - c. 20
 - d. 15.75

Page 4

- 10.
- a. 180 Euros
 - b. 225 US Dollars
 - c. 285 Australian Dollars
 - d. 285 Swiss Francs
 - e. £10
 - f. £2
 - g. £280
 - h. £25

11.

- a. -3 storage
- b. -4 computers
- c. -2
- d. -8
- e. Lift A = -1 Lift B = ground floor

Page 5

- 12.
- a. 90°
 - b. 180°
 - c. 150°
 - d. 240°
 - e. 270°
 - f. 150°

- 13.
- a. 7hr 15 mins
 - b. 1kg

Page 6

- 14.
- a. F & R
 - b. H & W
 - c. H

- 15.
- a. 4
 - b. 2
 - c. 2