

# The Complete CEM 11+ Programme – 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 the CEM 11 Plus exam.

## Who is this course right for?

- The course is designed to fully prepare pupils for the CEM 11 Plus exam and 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 their work, especially for setting homework. If your tutor doesn't give homework then this course will fill the gap.**
- The programme is perfect if your child has 30 - 40+ weeks to go until the exam. It is delivered in 40 parts. Ideally a week would be spent on each part, however the programme could be completed more intensively in 30 weeks, or in a more relaxed way over longer than 40 weeks.

## 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 to reflect this.
- The course is fully planned and structured, which makes life much easier for parents than using books alone.
- Revision and tests are gradually introduced so that children 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.

**SCROLL DOWN TO SEE COURSE EXAMPLES**



Please focus on completing your personal words list.



### The Complete CEM 11+ Programme - Preview

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

- 1. Reading:** It is essential to read every day for at least half an hour. You will have read in the introduction pack and the introduction to the programme. In this section you will read in addition to your daily reading. **Clear Instructions**  
*Every part of The Complete 11+ Programme starts with a front sheet like this. It details every item of work that is in that part and, where relevant, gives guidance on how to approach each item. Full answers are provided for every question.*
- 2. Your Personal Words**  
It is there for you to use. We introduce you to a new word each day. A talking or listening activity follows.
- 3. Words from Past Papers**  
These are words that have appeared in past papers. If you are not sure of the meaning of a word, look it up in your personal words list. This time words include **prosperous** and **ventilation**.
- 4. Synonyms 1 and Synonyms Instructions:** Read the instructions 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 Opposites:** These sheets are a learning opportunity not a test. Children should ~~keep coming back to the sheet and keep trying to think of~~ the answers (at least children could use the sheets).
 

**Organised for you**

*One of the main problems with using books is that it is difficult to know which ones to buy, which order to do the work in and what to cover. Parents have fed back to us that this programme solves that problem, leaving them free to help their child.*
13. **Paired Reading:** ~~produced an excellent using the instructions the end to try~~ *have their list at*
14. **Mad Word Pictures:** ~~hard spellings to make sure of~~ **necessary** and **definitely**. These sheets should help you. Please learn them.
15. **Find the Mistakes:** How good are you at correcting work? Get your red biro ready. Did you get them all?
16. **Animals with double letters:** How many of these do you already know?
17. **Diminutives:** Please learn any you didn't know and do the tests.

## Verbal Reasoning

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

### CEM Question type 1: Comprehension

19. **Comprehension instructions**

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

## Maths

21. **Working Accurately**

- **Accuracy table.** Children who can carry out times table based mental work quickly and accurately will be well placed to do well. This test indicates how good your skills are. It's tough but remember, whatever your result, you can always improve. This test will be repeated three times
- **Spot the mistakes.** These sheets are designed to help to switch on checking skills. The more alert children are to mistakes, the fewer they will make.

22. **Mental Maths Technique Development.** These sheets focus on giving children some tips to help them develop strategies for working quickly with mental calculations.

23. **Mental Maths** should be aimed at children who should know.

### ***Used by Tutors***

*Private tutors also use this course as a core part of their work with their pupils because it gives a clear structure for both lessons and homework.*

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

25. **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

26. **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 your 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 personal words list.

quench	flourish	submit	release
proportion	expense	garment	ambition
mercy	conferred	influence	permit
		tenant	digest
			ordeal

1. He needed a \_\_\_\_\_ to park his car there.
2. She gained a large \_\_\_\_\_ of the votes.
3. He was employed in the \_\_\_\_\_ manufacturing industry.
4. The \_\_\_\_\_ of repairing the damage was shocking.
5. The popstar wanted to \_\_\_\_\_ a new song.
6. Peter tried to \_\_\_\_\_ his younger \_\_\_\_\_.
7. The criminal begged for \_\_\_\_\_.
8. No matter how much water she drank, she could not \_\_\_\_\_.
9. She went to \_\_\_\_\_ her application for the \_\_\_\_\_.
10. He began to \_\_\_\_\_ at school as he grew older.
11. The accident had been a scary \_\_\_\_\_.
12. He \_\_\_\_\_ with his colleagues.
13. She demonstrated her fierce \_\_\_\_\_ to win by training four times a week.
14. He took a few moments to \_\_\_\_\_ the information.
15. She had been a perfect \_\_\_\_\_ of the house.

*This series looks at hundreds of challenging words that have come up previously in 11 plus papers or in papers produced by publishers.*

**Marks /15**

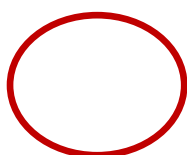


# Synonyms

FOLD

Harder Word		Easier Word
abandon		leave
abbreviate		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
accommodation		room
accurate	<i>We cover hundreds of synonyms during the programme. Children will know some, but will be less familiar others. New words learnt should be added to their personal words list.</i>	correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate		loving
aggressive		harsh
aid		help
ally		friend
altitude		height
amazement		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
anticipate	assistance	austere	catastrophe
apparel	astonishment	avaricious	cautious
apparition	asunder	bombard	cease

apart	
careful	
clothes	
disaster	<p>A few days after the latest batch of synonyms we encourage children to do this revision exercise. The delay will reveal how well the words have been learnt. Repeated exposure is crucial to widen a child's vocabulary.</p>
dressed	
drinks	
expect	
gathering	
ghost	
greedy	
haughty	
help	
impudence	
nameless	
pelt	
severe	
stop	
surprise	
wide	
yearly	

# Synonyms Revision

You have already learnt these. Fill in the gaps to reveal the correct synonym.

expect                      ant \_ \_ \_ p \_ \_ e

severe                      aus \_ e \_ e

pelt                         bo \_ b \_ \_ d

stop                        c \_ a \_ e

drinks

careful

gathering

haughty

yearly

ghost

apart

dressed

greedy

disaster

help

surprise

nameless

clothes

impudence

wide

att \_ \_ r \_

ava \_ \_ c \_ ous

cat \_ \_ \_ \_ \_ ph \_

ass \_ \_ \_ \_ \_ ce

ast \_ \_ \_ s \_ \_ ent

an \_ \_ y \_ \_ \_ s

ap \_ \_ r \_ l

au \_ \_ c \_ \_ y

b \_ \_ \_ \_ d

*In the next part of the course, children will get this tough revision exercise to consolidate the words learnt in the previous part. It uses a similar CLOZE format to that seen in many 11 Plus tests.*

Remember - this is a test and learning exercise. If you get them all correct you will have done incredibly well. If you haven't just learn the ones you missed. As you progress your vocabulary will grow each week

**Marks / 20**

# Recommended Books for 9-12 years-olds

The National Education Association has created a list of one hundred books which it recommends as great reading for children. Here are the books from that list for children aged 9 to 12.

<i>Charlotte's Web</i>	E. B. White
<i>Hatchet</i>	Gary Paulsen
<i>The Lion, the Witch, and the Wardrobe</i>	C. S. Lewis
<i>Bridge to Terabithia</i>	
<i>Charlie and the Chocolate Factory</i>	
<i>A Wrinkle in Time</i>	
<i>Shiloh</i>	
<i>Little House on the Prairie</i>	
<i>The Secret Garden</i>	
<i>The Boxcar Children</i>	
<i>Sarah, Plain and Tall</i>	
<i>The Indian in the Cupboard</i>	
<i>Island of the Blue Dolphins</i>	
<i>Maniac Magee</i>	
<i>The BFG</i>	
<i>The Giver</i>	
<i>James and the Giant Peach</i>	
<i>Little House in the Big Woods</i>	
<i>Roll of Thunder, Hear My Cry</i>	
<i>Stone Fox</i>	
<i>Number the Stars</i>	
<i>Mrs. Frisby and the Rats of NIMH</i>	
<i>The Best Christmas Pageant Ever</i>	
<i>Matilda</i>	
<i>Tales of a Fourth Grade Nothing</i>	
<i>Ramona Quim, Age 8</i>	
<i>The Trumpet of the Swan</i>	
<i>The Chronicles of Narnia</i>	
<i>The Phantom Tollbooth</i>	
<i>Tuck Everlasting</i>	
<i>Anne of Green Gables</i>	
<i>The Great Gilly Hopkins</i>	
<i>Little House books</i>	
<i>Sideways Stories from Wayside School</i>	
<i>Harriet the Spy</i>	
<i>A Light in the Attic</i>	
<i>Mr. Popper's Penguins</i>	
<i>My Father's Dragon</i>	
<i>Stuart Little</i>	
<i>Walk Two Moons</i>	
<i>The Witch of Blackbird Pond</i>	
<i>The Watsons Go to Birmingham-1963</i>	
	Mildred D. Taylor
	John Reynolds Gardiner
	Lois Lowry
	Robert C. O'Brien
	Barbara Robinson
	Roald Dahl
	Judy Blume
	Beverly Cleary
	E. B. White
	C. S. Lewis
	Norton Juster
	Natalie Babbitt
	Lucy Maud Montgomery
	Katherine Paterson
	Laura Ingalls Wilder
	Louis Sachar
	Louise Fitzhugh
	Shel Silverstein
	Richard Atwater
	Ruth Stiles Gannett
	E. B. White
	Sharon Creech
	Elizabeth George Speare
	Christopher Paul Curtis

## Reading

*In each part of the course we remind you that children should be reading for at least half an hour every day to reach their full potential.*

*Reading helps children in many ways, but it is particularly important for vocabulary development.*

# 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><b>Essential Spelling</b></p> <p><i>These sheets feature the 200 words children have to learn as part of KS2. 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:

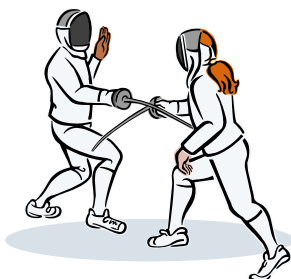
1. He had to \_\_\_\_\_ as he went through the door.  
The \_\_\_\_\_ waddled around the pond.
2. He tried to \_\_\_\_\_ between the cars.  
His leg was bleeding where the \_\_\_\_\_ had pinched it.
3. There was a slight \_\_\_\_\_ in the road.  
She wanted to \_\_\_\_\_ her fingers in the jam.
4. He would \_\_\_\_\_ the curtains at 9pm every night.  
He used his new pencils to \_\_\_\_\_.
5. The \_\_\_\_\_ came to town every summer.  
He didn't think it was \_\_\_\_\_ that he had to close the shop.
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 cover hundreds of homographs throughout the programme, and have similar exercises covering homophones.*

*Children will be tested on both in the 11 Plus exam.*



Fence





# Opposites

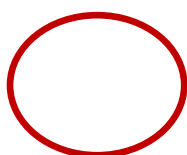
		FOLD		
		Easy Words		
1.	come			go
2.	cool			warm
3.	dark			light/fair
4.	day			night
5.	deep			
6.	defend			
7.	deny			
8.	depart			
		Harder Words		
9.	conceal			
10.	condemn			
11.	confined			
12.	confirm			
13.	contract			expand
14.	coward			hero
15.	damp			
16.	defeat			
17.	depth			
18.	drunk			

*Opposites are taught in a similar way to synonyms:*

- 1. Children learn new words in a sheet like this.*
- 2. A match-up exercise is completed a few days later to consolidate learning.*
- 3. In the following part of the course a revision test is set.*

*By including some easier words we help ensure everything is covered in a way that also helps boost confidence.*

**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.

COMPLIMENT	I _ _ _ LT
CHEERFUL	SU _ _ _ N
INDULGE	DE _ _ _ VE
PERMIT	P _ _ _ _ BIT
AFFIRM	S _ _ _ N
GULLIBLE	_ A _ Y
IRRATIONAL	C _ H _ _ _ NT

## ***More Difficult Opposites***

*These sheets extend learning on opposites.*

*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.**

# 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.

appearance

argument

August

awkward

beautiful

because

beginning

believe

bicycle

Britain

## 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.*

*We ask children to learn the words properly before taking on a test to re-enforce learning.*

### I PROMISE

I know all these  
10 words.

Signed:  
.....





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

*pen which she is  
er sees Mary's*

It  
h

Imagine. The  
climbing roses

which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India. All the 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 of the loveliest was that climbing tendrils which made each other or at a far distance made lovely bridges across the ground now and Mary did not see the brown branches and saw everything, walls, and

*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 with a comprehension test. Each excerpt should be manageable in around 20 minutes.*

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 other gardens which had not been left all by themselves so long; and indeed it was different from any other place she had ever seen in her life.

"How still it is!" she whispered. "How still!"

## Questions

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

Peculiar                      Imminent                      Unpleasant                      Exhilaration  
Intermittent                      Vanished                      Distinguish  
Excessive                      Hectic                      Extreme  
Poignant                      Immediately  
Overwhelming                      Frail

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

*This process will really help children to refine their comprehension skills and vocabulary.*

**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

**B**

**C**

**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 \_\_\_\_\_ .

### A. Arthur Lee's school work for marking

When I red about sailors feading chocolates to whales I did not beleive it for one minit. It could not possibly be troo, could it. Someone must have invented the storey for the newspaper's.

Everyone knose that whales only eat plankton and other see creatures.

On the other hand, my frend's Auntie carol has a fishtank with an enormus goldfish in it. It will eat enything and particulally likes peanut butter sandwiches. It is also desperat for custard tarts at brekfast. Strainge isnt

it?

*Recognising the mistakes of others is a brilliant way to improve your own accuracy.*

---

How many mistakes in spelling or grammar did you spot?

# Using Colons

- A **colon** is a **punctuation** mark that we can use to **introduce** the items in a **list**.
- For example: 'To bake a cake you will need: butter, flour, eggs and milk.'
- We use commas to **separate** each **item** in the list. Then we use the connective '**and**' before the last item.
- You will often see colons used in **ingredient** lists and sometimes in **instruction** manuals.



## Exercise 1:

The colons in the sentences below have been used in the wrong places. Re-write the sentences and put the colons in the correct place. An example has been given.

1. The countries George has been to: include France, Italy, Spain, Ireland and Wales.  
The countries George has been to include: France, Italy, Spain, Ireland and Wales.
2. Sasha's favourite colours are the following blue, orange, red: and yellow.

\_\_\_\_\_

3. At the green grocers: we bought bread, potatoes, carrots, apples and bananas.

\_\_\_\_\_

4. The boy's hobbies include h

\_\_\_\_\_

5. Tori's favourite animals are

\_\_\_\_\_

## ***Punctuation and Grammar***

*We also work on punctuation and grammar throughout the course. Other topics include the correct use of connectives.*

## Exercise 2:

Write a list using a colon to describe the things below:

1. Your favourite foods

\_\_\_\_\_

2. Your favourite subjects at school

\_\_\_\_\_

3. What you need to make a cup of tea

\_\_\_\_\_

\_\_\_\_\_



# 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. In the 15th century, brick-lined shafts to 150 foot depth

## Industrial Revolution

Coal production increased and gathered pace, as a fuel for the Watt steam engine. A key development of the 18th century, of coke which

development of the steam engine 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 a comprehension exercise in each and every part of the course.

mines were shallow runks and branches bury. By 1750 brick

Industrial Revolution mine, and later, the Widale, in the early blast furnace. The added impetus, and



# 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 kennel.

#### 2/ Identify the subject

- **WORK ACTIVELY** - Remember is to work actively. The most important thing to remember is to work actively. The best way of doing that is to work actively. If after some simple trial and error the answer has not come then try the specific activities below. 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.

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. 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 **b r \_ \_ \_ e r** Amulius seized the throne from him and **\_ i \_ \_ e d** the king's male **h \_ \_ r** birth to royal **t \_ \_ \_ s**, called Romulus. **s f o \_ \_ d** out, he had the babies **t i b e r** in a basket.

## CEM Practice and Questions

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

He hoped that **h e** could **r e \_ \_ \_ n** ruler, but they were **-w**olf called Lupa who heard their **c r** with her own **m \_ \_ k** and cared for them **\_ s** they were found and taken in by **h e r** us, and his wife. The twins, **i \_ n \_ \_** **p r \_ \_ \_ d** to be natural leaders and they both **g \_ \_ \_ e d** many followers.

When they discovered the truth of their royal birth they **k i \_ \_ \_ d** Amulius and restored Numitor to his **r i n e** **f \_ \_ l** throne. Rather than wait to inherit Alba Longa, the twins **n e w** city for themselves and their **f o \_ l \_ \_**

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

While they were building the new city they **d** with each other about who **s h \_ \_** Remus with a **h \_ \_ \_ y** stone. Romulus **l e d** the city he named after himself - Rome.

Marks /

**Remember, to improve your cloze performance, improve 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.**

# Compound Words

Now try these questions:

In each question choose one word from each group to make a whole longer word.

## Practice Questions

- 1) (life)      *In each case we show*      (ur)  
*you the technique then*  
2) (key)      *provide ten 11 plus*      (ead)  
*standard questions to*  
3) (teak)      *work through.*      (own)

- 4) (fore might slam)      (shut not close)

- 5) (dark moon black)      (might)

- 6) (all next over)      (together)

- 7) (jam butter bread)      (not nut)

- 8) (damp book upper)      (cellar seller story)

- 9) (horse short wiry)      (hair shampoo canter)

- 10) (slaps body long)      (stick hard guard)

*Doing ten questions as part of the process of learning technique helps children develop their skills fully.*



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

smart      s l \_ \_ e n \_ y

mean      g e n \_ \_ \_ u \_

childish      m \_ \_ \_ r e

diminish      i n \_ \_ \_ \_ s \_

lofty      l \_ \_ \_ y

*Once we have introduced each CEM question type we then revise them throughout the course.*

## Section 2

Choose the word on the right which is **most opposite** to the word on the left.

*This is an example of an opposites revision page including both of the known ways CEM test opposites.*

**perimeter**      circuit      circumference      interior      border

**queasy**      ill      nauseous      well      happy

**hesitant**      intrusive      stubborn      opinionated      decisive

**participated**      abstained      disregarded      disengage      proffered

**aggravation**      brazen      hurtful      dignify      solace

# Orangutans



This is a cloze type exercise. Circle the most appropriate word from each 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  
height of many types of gibbon.

Orangutans are enormously  
colossal  
well  
massive strong creatures. Their long arms give

them the benefit of massively  
increased  
improving leverage as well as helping them climb

trees.

Orangutans 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 simply be two parts of a word that have an unrelated meaning by themselves e.g. **or** and **bit** - **orbit**.

Often you will have to alter pronunciation  
**poppies** or **do** and **me** - **dome**.

Find ten compound words from the puzzle.  
(once.) Write out the words you have found with their spellings if you don't know them -

## Development of thinking skills

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

*Because CEM Verbal Reasoning can change at any time we also include anagram and crossword puzzles using words they have learnt.*

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

pepper                      less  
                                    due  
prim                          off                                  end  
                                    ice                                  mint                                  rest  
spring                                  root  
                                    rain                                  up  
ate                                  off  
                                    night                                  base

- 1/ \_\_\_\_\_ 2/ \_\_\_\_\_ 3/ \_\_\_\_\_ 4/ \_\_\_\_\_  
5/ \_\_\_\_\_ 6/ \_\_\_\_\_ 7/ \_\_\_\_\_ 8/ \_\_\_\_\_  
9/ \_\_\_\_\_ 10/ \_\_\_\_\_

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

## 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 can, however, 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***

# 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 **1**

(fat, sparse, abundant)  
(plentiful,

QUESTION **2**

(rigid, straight)  
(insistent, rigid)

QUESTION **3**

(diligent, diligent)  
(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)

wave, water, tide

QUESTION **2**

(rigid, straight)  
(insistent, rigid)

QUESTION **3**

(diligent, diligent)  
(prudent, indolent, forgetful)

## Alternative Questions

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

(SWINGS PLAYING)  
gap, park, slide

(CRY UPSET)

tear, break, sad, miserable

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

**Example**

horizontal is to (flat, across, vertical)  
as retreat is to (attack, backwards, defend)

**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 gravelled paths, a pump and plant for the artesian water, and kept cool in the shade of the trees.

And over this great place here he had lived the four years of his life. It was true, but he was not other dogs on so vast a place, but they did not count. The Judge's dogs, or lived obscurely in the recesses of the house after the manner of Ysabel, the Mexican hairless,—strange creatures that ran about the place. 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.

### **Timed Assessment Tests**

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

# 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>			$=$
$12 - 7 =$				$=$
$96 \div 8 =$				$9 =$
$6 \times 3 =$				$=$
$5 + 8 =$				$=$
$5 \times 6 =$				$=$
$5 + 7 =$	$15 - 6 =$	$48 \div 6 =$	$5 + 4 =$	$64 \div 8 =$
$16 - 8 =$	$36 \div 9 =$	$8 + 8 =$	$42 \div 7 =$	$7 \times 7 =$
$7 \times 6 =$	$9 - 6 =$	$72 \div 9 =$	$9 + 8 =$	$108 \div 9 =$
$17 - 9 =$	$9 + 6 =$	$6 \times 8 =$	$19 - 7 =$	$12 + 5 =$
$8 \times 3 =$	$7 \times 8 =$	$63 \div 7 =$	$6 + 9 =$	$11 - 7 =$
$11 - 6 =$	$32 \div 8 =$	$12 - 9 =$	$7 \times 4 =$	$13 + 6 =$
$8 \times 6 =$	$14 - 5 =$	$7 + 5 =$	$63 \div 9 =$	$9 \times 9 =$
$5 \times 7 =$	$2 + 9 =$	$45 \div 9 =$	$4 + 3 =$	$13 - 7 =$
$7 - 2 =$	$56 \div 8 =$	$8 \times 12 =$	$13 - 8 =$	$32 \div 4 =$
$3 + 7 =$	$16 - 7 =$	$7 + 8 =$	$4 \times 6 =$	$14 - 6 =$
$12 - 9 =$	$9 \times 3 =$	$11 - 8 =$	$49 \div 7 =$	$5 + 8 =$
$8 \times 9 =$	$6 + 7 =$	$27 \div 9 =$	$15 - 4 =$	$9 \times 7 =$
$72 \div 8 =$	$13 - 9 =$	$5 \times 12 =$	$4 + 8 =$	$18 - 7 =$

# 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 where he might have gone wrong.

①  $300 + 6000 + 80 = \underline{6380}$

②  $2 \frac{1}{2} \text{ Kg} - 800 \text{ g} = \underline{1700\text{g}}$

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

④ Find the sum of  $\text{£}2.85 = \underline{\text{£}4}$

⑤ Find the total cost of 5 cards each costing 22p = £1.22

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

⑦ From 1070mm take 20cm = 1050mm

⑧  $1 - \frac{3}{8} = \frac{5}{8}$

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

Switching on their self-checking skills helps children work more accurately in the exam.

7.04

⑪  $2\text{km } 90\text{m} = \underline{290\text{m}}$

⑫ What is the product of 8 and 50 = 58

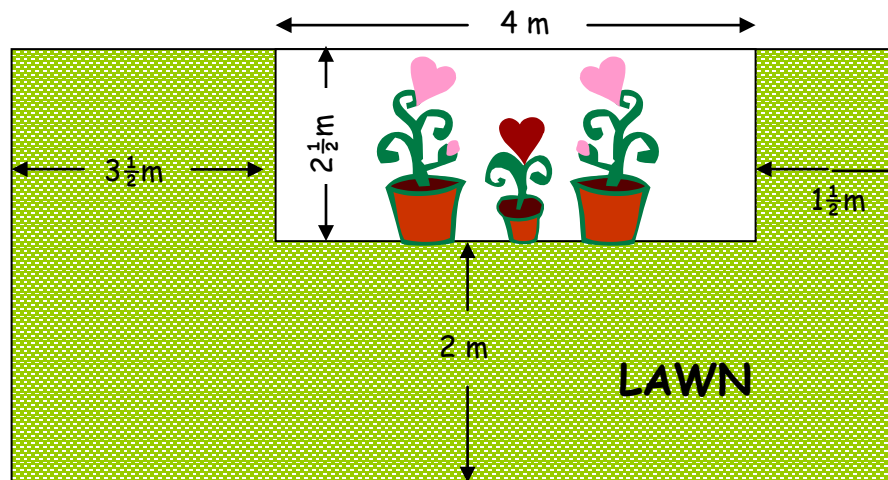
Marks /



# 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) How long is the garden? \_\_\_\_\_

b) How wide is the garden? \_\_\_\_\_  
We also make sure we cover the core topics children may get questions on. This sheet is one we use to help children learn about area.

c) Work out, \_\_\_\_\_  
Answer: \_\_\_\_\_

Other core topics covered include:

d) Work out, \_\_\_\_\_  
Answer: \_\_\_\_\_

- Shapes
- Fractions
- Factors

e) What is the area of the lawn? \_\_\_\_\_  
Answer: \_\_\_\_\_

- Volume
- Averages

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:

$$\begin{aligned} 6(1.2 + 2) &= \\ = 6 \times 2 &= \\ = 12 - 3 &= \\ = 9 \checkmark & \end{aligned}$$

## **BODMAS**

*This is another example of the focus we place on individual topic knowledge. For some children topics will be entirely new, for others it will act as useful re-enforcement.*

Now look at th

$$\begin{aligned} 6(2.36 + 5.62) &= \\ 6 \times 7.98 &= 47.88 \checkmark \end{aligned}$$

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.  $8 \overline{) 10 \square}$

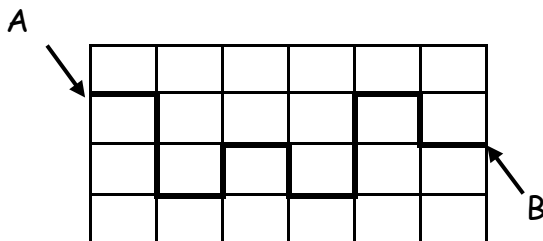
3.  $7 \overline{) 763}$        $5 \overline{) 153 \square}$

**Timed Tests**  
*We start doing easier timed tests early on to get children used to answering exam style questions under time constraints.*

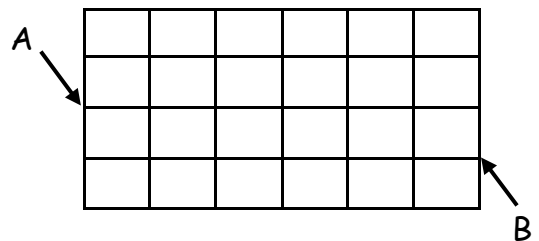
This calculation has the same number missing from each box.  
What is it?

5.  $\square \times \square - \square = 30$

The thick line from A to B divides the area of this grid into two halves:



6. Divide the area of 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 re-enforce knowledge and give children confidence.

4. Draw an obtuse angle - label it.

NO/YES

5. Draw a rhombus

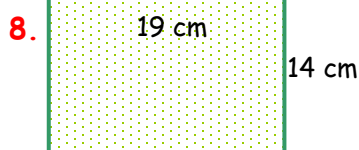
20. How many lines of symmetry has a hexagon?  
= \_\_\_\_\_

6.  $724 \div 100 =$  \_\_\_\_\_

SCORE BOX:

_____
20

7. Find the volume of a cube with sides measuring 11 cm.  
= \_\_\_\_\_



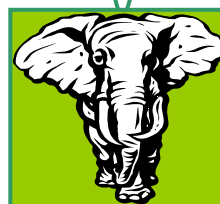
Find the area of this shape:  
= \_\_\_\_\_

I can remember how to do long multiplication!

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 \_\_\_\_\_

6. Answer the following questions. \_\_\_\_\_

a. Six squared = \_\_\_\_\_ e. The square root of 100 = \_\_\_\_\_

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  $q = 2.3$  = \_\_\_\_\_

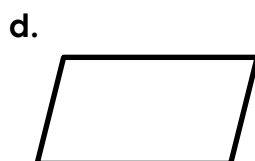
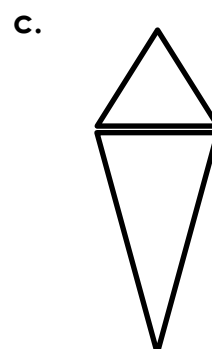
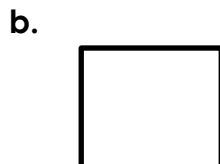
7. If  $a = 5$ ,  $b = 4$  and  $c = 2$ , answer the following questions:

a.  $c \times a$  = \_\_\_\_\_ d.  $b \times a - c$  = \_\_\_\_\_

b.  $a + c - b$  = \_\_\_\_\_ e.  $(b+c) \times (b-c)$  = \_\_\_\_\_

c.  $a \times c \div b$  = \_\_\_\_\_

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



# 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**.

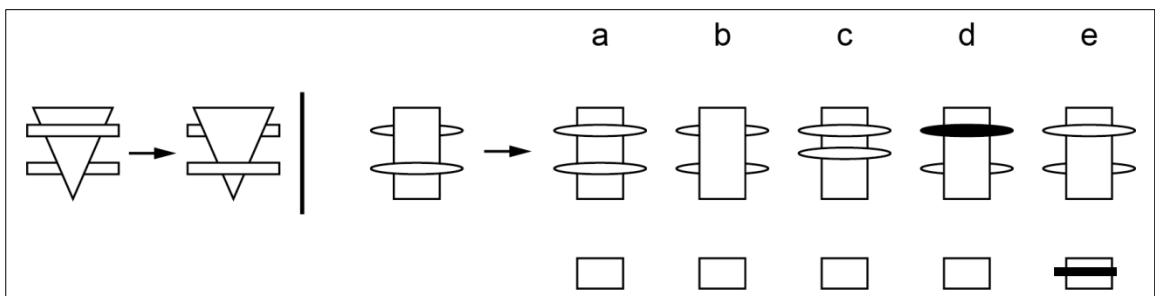
- How many sides do the shapes have?
- Are they rotating, and if so in which direction and by how many degrees?
- Are they reflections?
- Have the shapes got diagonal lines then?
- What size are the shapes?
- What thickness or boldness is there?
- Do shapes that are

*We introduce each different type of non-verbal reasoning question with a very detailed explanation and an example, providing technique advice.*

### 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

3







4

5

# Non-Verbal Reasoning

## 3. ROTATIONS / TYPE 3

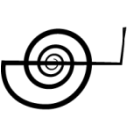





Example

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

Explanation

Only one of the answers is a rotation of the original. D is the only possible answer as it is the only hand with the thumb still on the left hand side. The lines also go from the bottom left of the hand to the top right.

1

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

2

**Timed Papers**

30 timed papers are included in the course once children have mastered the basics of the main non-verbal reasoning question types. Some of the papers are shorter, focusing on technique and accuracy, whereas others

e

3

replicate more closely the volume and speed of the 11 Plus exam.

This particular sheet is part of one of our longer tests of 27 questions.

e



**Maths**

**Speed and Accuracy Test**

15	5	42	9	12
35	6	40	15	2
5	14	63	7	72
12	11	12	1	6
18	8	84	5	1
13	5	0	14	4
30	11	16	4	54
12	9	8	9	8
8	4	16	6	49
42	3	8	17	12

**Spot the Mistakes**

- ① 5 thousands and 4 units

(The 5 is in the thousands column. Sometimes children make the mistake of seeing the 4 and taking it out leaving the 500)

- ④ Answers should be a)100 and b)200

(There are 1000 metres in a km not 100)

- ⑤ £3.10

The child may have leapt to the answer seeing the 4 and the 6 and forgetting all about the two fives

- ⑥ 145

Not reading the question which is effectively 'find the sum of'.

The question expects children to multiply  $29 \times 5$  (they could multiply  $30 \times 10$  (300) divide by 2 (150) and take away 5 (145) as a quick way through this)

- ⑫  $7 \times 6 = 42$  not 52

$$\text{So } 42 - 12 = 30$$

**Mental Mathematics Skills Development**

- 1) 231

- 2) 26

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

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

- 9) 156

- 10) 112

**Mental Mathematics**

- 1)  $\frac{7}{8}$

- 2) 270

- 3) 200cm

- 4) 17

- 5) 19

- 6)  $\frac{7}{16}$

- 7) 143min

- 8) 101

- 9) 600ml

- 10) 4.2kg

- 11) 62

- 12) 150g