



The 11+
Kent Test Guide

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INTRODUCTION TO THE KENT TEST

(THE KENT 11+ TEST)

Hello, and welcome to your 11+ Kent Test Guide. Written by the UK's leading career specialists, this book provides a comprehensive insight into the Kent Test. It will ensure that students are fully prepared for their test, and allow them to practice using sample questions.

Here at How2Become, we strive to ensure that students and parents are satisfied with our guides, and to produce outstanding books that are packed full of advice and tips, to guarantee that students are fully prepared for their assessment. This book will give you everything you need to know, and more, about the Kent Test.

WHAT IS THE KENT TEST?

As of September 2014, the Government have introduced a new and challenging 11+, which students must pass if they wish to attend grammar school. The Kent Test is an adopted version of the previous 11+, which assesses pupils' abilities in numerical and literary understanding. The 11+ Kent Test has been modified to ensure that all students, no matter what their background, have a fair and equal chance of passing the test. The Kent Test is designed to assess whether grammar school is a suitable choice for pupils who wish to attend.

The Kent Test has four main sections, plus a written exercise:

- **English and Maths test**
 - Section 1 – English
 - Section 2 – Maths
- **Reasoning**
 - Section 1 – Verbal Reasoning
 - Section 2 – Non-Verbal Reasoning
- **Written Exercise**

The first paper – the Maths and English exam, will follow a similar format to the previous 11+. The difference is that while students will still be assessed on their numerical skills, they will also be assessed on their literary abilities, which were not previously examined.

The second paper, the Reasoning tests, will contain similar content to the previous 11+ test, where both Verbal and Non-Verbal Reasoning were assessed. GL Assessment (the examining body) refer to the four key areas of this test as: Verbal, Non-Verbal, Spatial Awareness and Quantitative Reasoning.

Finally, the Written Exercise is a short test that will give students the opportunity to apply their written skills. However, this test will only be marked in borderline cases.

IMPROVEMENTS TO THE KENT TEST

There are a wide variety of improvements that will be made to the Kent Test, to ensure that all students taking it have a fair chance.

These improvements include:

- Students will no longer be expected to take separate practice papers. These practice papers will be incorporated into the Kent Test assessment.
- The test will include two main tests. The first test will assess candidates' Mathematical and Literary abilities, and the second test will assess their Reasoning abilities.
- These tests will all be in a multiple choice format.
- All students will be required to submit a written test. This test will not be marked, but will be available to head teaching panels – who are responsible for assessing borderline cases. The new writing test will be shorter than the previous, allowing students to complete the Kent Test in one sitting.

GL ASSESSMENT

The test will continue to be written by the examination board of GL Assessment, and it will have a similar feel to the 11+. GL Assessment has provided the county's 11+ (now the Kent Test) for many years.

They hope to implement some new changes in order to develop and enhance a more professional and sophisticated assessment process.

The Kent Test has the potential for flexible development offered by the new process, which will give (education) a wide range of assessment information without requiring children to spend longer in exams (Roger Gough, Cabinet Member for Education, 2014).

Primarily, the aims and objectives of the Kent Test are basic, yet effective. The Kent Test aims to:

- Ensure students have an equal chance of passing the Kent Test.
- Provide a challenging new test that assesses students' literacy, numeracy and reasoning skills.
- To ensure that students who are thinking of applying to grammar school are suitable, and that they can meet the educational expectations of grammar schools.

HOW IS THE KENT TEST SCORED?

To be given a grammar school assessment, students need to score a total of 320 out of a possible 420. No single score can be below the score mark of 106.

The score for the Kent Test will vary every year. Therefore there is no set score that needs to be met in order to gain a place in a grammar school. The score is set each year depending on the performance of all of the students taking the test. In other words, if the majority of students scored highly, the pass mark would be higher. If the majority of students scored low, the pass mark would be lower.

STRUCTURE OF THE BOOK

This book follows a simple structure, in order to help parents guide their children through each stage of the Kent Test assessment process.

The structure of our Kent Test Guide is as follows:

- Chapter 1 – **General Tips, Advice and Information** about the Kent Test, how to pass and what to expect. This is for both parents and students.
- Chapter 2 – **English and Maths**
 - Section 1 – English – comprised of two sub-sections of testing questions and answers.
 - Section 2 – Maths – comprised of two sub-sections of testing questions and answers.
- Chapter 3 – **Reasoning**
 - Section 1 - Verbal Reasoning – comprised of two sub-sections of testing questions and answers.
 - Section 2 – Non-Verbal Reasoning – comprised of two sub-sections of testing questions and answers.
- Chapter 4 – **Written Exercise**
 - Section 1 – comprised of two example questions and a sample answer for each.
- Chapter 5 – **Answering your Questions**
 - Section 1 – information on how the answering process works in the exam.
 - Section 2 – provides an example marking sheet demonstrating what you can expect in terms of how to answer the questions.

Finally, we have also provided you with some additional free online educational tests which will help to further improve your competence in this particular testing area. To gain access, simply go to:

www.MyEducationalTests.com

Good luck and best wishes,

The how2become team

The How2Become team

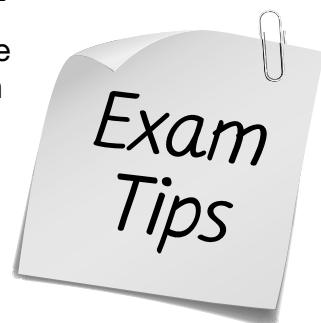
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CHAPTER 1

GENERAL TIPS FOR THE KENT TEST

GENERAL TIPS FOR THE KENT TEST

1. Remember that only the answers marked on the answer sheet will be marked. Anything written in the test booklet will not be marked.
2. Make sure that you read through all of the instructions carefully, to ensure you are fully prepared for the test and know exactly what to do.
3. Make sure that when you mark your answer in the answer booklet, it matches the question in the test booklet.
4. Any rough work should be written in the test booklet as opposed to your answer booklet.
5. Remember to pay attention to the bottom of each page in your booklets. There may be important instructions for you to follow. For example:



Page numbers:

Page 10

To stop:

Do not turn over until you are told to do so! 

Reaching the end of your test:

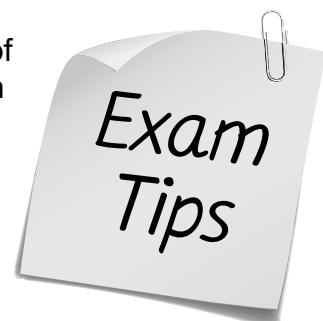
END OF VERBAL REASONING TEST The Reasoning Test is now over

6. Listen carefully to the instructions given to you by the invigilator. They may answer any queries or questions you may have.
7. Make sure you check that your name and date of birth are written correctly on the answer booklet.
8. Practising all the test questions will help you become familiar with what the real test is going to include.
9. If you have time at the end, make sure you go back through and check all your answers. Fill in the answers that you skipped and double-check your answers match up with the question number.

10. Ensure you get a good night's sleep the night before. On average, children aged 11 need approximately 9 hours and 25 minutes of sleep a night. This will allow you to perform to the best of your ability.
11. Answer the questions you find the easiest first, or the questions that carry the most marks. You can choose what order you answer the questions.
12. Try not to daydream or watch other candidates in the exam. Focus on your own work.
13. Attempt all questions, you have multiple choice options, so you might as well guess the answer if you really do not know.
14. The Maths paper may ask you for your workings out, so make sure you show all workings out and don't just write the answer; you will lose marks if the question specifically asks you for your workings out.
15. Please note, that whilst this book contains a variety of question types, your exam questions may differ slightly and may include some other questions. The test changes slightly, so we are unable to provide you with an exact account of what to expect. We have done our upmost to provide a detailed overview of the questions that are most common amongst 11+ tests.
16. Stay calm, don't panic, and be positive. Just do your best!

TIPS FOR PARENTS

1. Parents in Kent face considerable amounts of challenges regarding the Common Application Form (CAF). The criteria for admissions differ for almost every school in Kent and so parents must fully comprehend and understand the prospectus.
2. Sending a child into an exam room when he/she has never encountered the kind of questions involved, will do them no favours. Preparing your child is key.
3. Do not rely on revision cramming. This could make your child feel stressed and more nervous. Allow them to relax and get an early night before their big test.
4. Some schools known as the ‘super-selectives’ focus purely on scores when allocating placements. Some schools use distance as a way of allocating places. Do your research about the schools you and your child are applying for.
5. Once you have a preferred list of grammar schools in mind, you should research carefully in regards to whether your child is likely to be accepted based on previous criteria.
6. Note there are only two reasons for taking the test after the assessment date:
 1. The student is ill which is confirmed by a doctor’s letter.
 2. You move to Kent after the submission date for the Kent Test.
7. Eating a healthy breakfast on the morning of the exam will ensure that the child’s body is loaded with all the vital vitamins and minerals needed to perform at their best.
8. It is imperative that all parents enter and register their child for the Kent Test either through a form obtainable at their primary school or via the Kent County Council website.
9. If a student has not taken the Kent Test, they can only be considered by non-selective schools.
10. Try and make sure that you are eligible for at least one of the schools you apply for, otherwise you will be allocated the nearest school to you.



CHAPTER 2

*ENGLISH
AND MATHS*

The Kent Test assesses pupils' Maths and English skills. The first paper in the Kent Test is a multiple-choice test that deals with a range of mathematical and literary style questions.

WHAT WILL BE TESTED?

The **English** part of this test will focus on everything pupils have been taught during their English classes. The English paper will extensively look at grammar, punctuation, spelling and comprehension in order to evaluate their literary abilities and skills. The test will focus on literary elements such as:

- Correcting the following sentences;
- Grammar, spelling and punctuation;
- Reading and comprehension;
- Missing words;
- The right words;
- Adjectives, nouns and verbs.

The **Mathematical** part of this test will draw upon mathematical equations, procedures and terminology to demonstrate numerical understanding and ability. These questions will often vary and will change considerably each year of the Kent Test. However, the mathematical style of such questions remain similar. They focus on particular areas such as:

- Fractions;
- Multiplication;
- Division;
- Charts and graphs;
- Number sequences;
- Areas and perimeters;
- Shapes and angles.

HOW LONG DOES THE TEST LAST?

The whole test, including both the Maths and English sections should take approximately one hour.

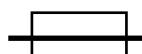
There will also be time at the start of the test, whereby the invigilator will state all the rules and regulations regarding the upcoming test. This will be the time where you will be told to fill in the front of your answer booklet with your name, date, date of birth etc.

Any questions or queries can be answered before the start of the test if a pupil raises their hand. If everyone is ready, the test will begin.

WHERE SHOULD THE ANSWERS BE WRITTEN?

For the real test, you will be provided with two booklets. One booklet will be the testing booklet which will include all the questions. The other booklet is the answer booklet and should be filled out in relation to the testing questions. Be sure to check that you have been given the correct testing and answer booklets and it is the paper that you are expected to sit.

In the actual test, to mark the correct answer in the answer booklet, you must draw a line through the small rectangular box, indicating your chosen answer.

Like so: 

Remember, your answers must show correlation with the number of the correct question. You will lose marks if your answer number does not match the question number.

(We have included a scoring sheet at the back of this book in the last chapter as an example).

For the purpose of this book, the possible answers are multiple choice and you will need to write your answer after each question.

ENGLISH AND MATHS TEST

Pupil's Name

Test Date

School name

Date of Birth

SCORE

MARKER'S INITIALS

CHECKER'S INITIALS

Q1	Q6	Q11
Q2	Q7	Q12
Q3	Q8	Q13
Q4	Q9	Q14
Q5	Q10	Q15

On the front of your testing paper, you will receive a set of instructions to follow. You should have filled in your details and made sure they are clear and correct.

If you are unsure regarding the instructions and details to fill out at the beginning of your test, raise your hand, and a staff member will come over to assist you.

Make sure the test paper is the correct paper you are meant to be sitting.

You have 1 hour to complete this test. Work as quickly and as carefully as you can. Any rough work, workings out or drafts should be written either in your test book or on plain pieces of paper. Any of your rough work in the testing booklet or on other pieces of paper other than your answer booklet shall not be marked.

Do not turn over until you are told to do so!



ENGLISH

TEST 1

SAMPLE QUESTION

Correct the following sentence in order for it to make sense.

Question

I accidentally break the window.

A	B	C	D
breaked	broken	broke	brooke

How to work it out

The incorrect word is ‘break’. You need to swap this word with a word that is grammatically correct. ‘Break’ is the wrong tense. You need a word that describes the incident in the past tense.

Therefore the correct answer would be broke.

Answer

C. broke

Please circle the correct answer.

CORRECT THE FOLLOWING SENTENCES

Question 1

The grass were green.

A	B	C	D
are	is	where	wear

Question 2

My brother and me went camping.

A	B	C	D
My	Myself	Eye	I

Question 3

Where is the tennis balls? I want to play fetch with my dog.

A	B	C	D
fetched	are	went	need

Question 4

I find it difficult too pay attention in class.

A	B	C	D
two	paid	to	for

Question 5

My friend and I eat sandwiches yesterday lunchtime.

A	B	C	D
me	eight	ate	myself

Question 6

My family went food shopping. My mum told me that it wasn't cheep.

A	B	C	D
cheap	cheat	cheepe	cheaped

SAMPLE QUESTION

Fill in the missing word so the sentence reads correctly.

Question

Mark jumped _____ a muddy puddle and splashed me.

How to work it out

You will be given 4 possible choices:

- under
- over
- on
- in

Over would be incorrect because Mark wouldn't have made a splash. It is impossible to jump **under** a puddle. Jumping **on** a puddle is grammatically incorrect. Therefore the answer would be **in**.

Answer

in

Please circle the correct answer.

MISSING WORDS

Question 7

The _____ of going to school in the morning upsets me.

A	B	C	D
thort	thwart	though	thought

Question 8

I had to stand up in front of the class and my article.

A	B	C	D
reed	red	read	wrote

Question 9

I that good things come to those who wait.

A	B	C	D
belief	beleave	believing	believe

Question 10

..... going to be in big trouble when they get home.

A	B	C	D
Thair	There	Their	They're

Question 11

I had to a letter to my grandmother.

A	B	C	D
wrote	written	write	right

Question 12

He his books down on the floor.

A	B	C	D
lain	laid	layer	lie

SAMPLE QUESTION

Correct the word in the sentence in order for it to make sense.

Question

It was a hot and sunny day, so I _____ to take a shower.

How to work it out

You will be given 4 possible choices:

- decides
- decided
- decide
- decision

Decides, decide and **decision** would all be the wrong tense. Therefore the correct answer would be **decided**.

Answer

decided

Please circle the correct answer.

CORRECT WORDS

Question 13

I was waiting for the water to _____.

A	B	C	D
boil	boiled	boils	boiling

Question 14

Sam _____ his football training next weekend.

A	B	C	D
begin	began	begins	begun

Question 15

It is important that we get this presentation It is 50% of our final grade.

A	B	C	D
write	right	wrote	written

Question 16

My mum my trousers in the tumble dryer.

A	B	C	D
shrank	shrunken	shrunke	shrunk

Question 17

I was nominated for queen at my school prom.

A	B	C	D
beautiful	bewty	beauty	beautifulness

Question 18

..... job is it to tidy this mess?

A	B	C	D
Who's	Whose	Hose	Hew's

SAMPLE QUESTION

Add the correct punctuation in order for the sentence to make sense. The sentence may be missing capital letters, full stops, commas, apostrophes, exclamation marks, question marks, speech marks etc.

Question

Whos in charge of the rota this week.

How to work it out

Who needs to be followed by an apostrophe 's'. Also the sentence is a question, therefore there needs to be a question mark at the end.

Answer

Who's in charge of the rota this week?

Please write the correct letter in the answer box provided.

CORRECT PUNCTUATION

Question 19

my brothers legs broken

- A – My brothers leg's broken
- B – My brother's legs broken.
- C – My brother's leg's broken
- D – My brother's leg's broken.

Answer

Question 20

That hurt said the little girl she fell over in the playground.

- A – “That hurt!” said the little girl. She fell over in the playground.
- B – That hurt! Said the little girl she fell over in the playground.
- C – “That hurt.” Said the little girl she fell over in the playground.
- D – “That hurt” said the little girl! She fell over in the playground.

Answer

Question 21

Richard asked why are the windows still open

- A – Richard asked, “Why are the windows still open?”
- B – Richard asked “why are the windows still open”
- C – Richard asked. “Why are the windows still open”
- D – Richard asked, Why are the windows still open.

Answer

Question 22

my phone stopped working I dropped it in the bath

- A – My phone stopped working, I dropped it in the bath
- B – My phone stopped working: I dropped it in the bath.
- C – My phone stopped working? I dropped it in the bath.
- D – My phone stopped working. I dropped it in the bath?

Answer

Question 23

mia stated I must be home before 9 o'clock

- A – Mia stated, “I must be home before 9 o'clock”.
- B – Mia stated “i must be home before 9 o'clock.
- C – Mia stated! “I must be home before 9 o'clock.
- D – Mia stated, “I must be home before 9 o'clock?”

Answer

Question 24

the car drove away it drove around the corner out of sight

- A – The car drove away. it drove around the corner out of sight.
- B – the car drove away! it drove around the corner out of sight.
- C – The car drove away. It drove around the corner out of sight.
- D – The car drove away? It drove around the corner out of sight.

Answer

SAMPLE QUESTION

Read the following passage and answer the questions below.

Koala Bears

Koala bears are not actually bears. They are related to the kangaroo and wombat species.

The reason why koala bears are named this is because they look like teddy bears. Koala bears are an endangered species, with 90% of the population dropping in the last 10 years. The destruction of their habitat, and the development of agriculture, presents a serious danger to koalas.

Question

Why are koalas called ‘koala bears’?

Options

- They were named after a person;
- Because they look like a teddy bear;
- Because they are a type of bear;
- Because koala is the ancient aboriginal name for bear.

Answer

Because they look like a teddy bear.

Please write the correct letter in the answer box provided.

READING AND COMPREHENSION

Question 25

'Koala bears are an endangered species...'

Which of the following is closest in meaning to 'species'?

- A – Animals
- B – Humans
- C – Groups of
- D – Plants

Answer

Question 26

What is the closest in meaning of 'endangered'?

- A – Slight harm to habitat and environment
- B – Extinct animals
- C – Seriously at risk of extinction
- D – Animals that are at low risk of extinction

Answer

Question 27

What are Koala Bears related to?

- A – Bears
- B – Wombats
- C – Kangaroos
- D – Kangaroos and wombats

Answer

Passage 2 – Snow Leopard

Snow leopards are decreasing in today's society. These rare and beautiful leopards live in the mountains of Central Asia.

Snow leopards protect themselves from the cold by using their long tails as a blanket to cover sensitive body parts against the mountain chill. They are insulated by thick hair, and their fur-covered feet act as a snow shoe in order to keep their balance and stop them sinking into the snow.

The snow leopard has a white, yellowish or grey coat with ringed brown or black spots. The markings help to camouflage themselves from prey.

Due to poaching and other illegal activity, these endangered cats are dramatically declining. Their habitats and the decline in their prey are also factors for their decline.

Question 28

Why do snow leopards have white, yellowish fur with black or brown spots?

- A – To stand out from the environment
- B – So they can blend in with the environment
- C – So you can identify snow leopards from other types of leopards
- D – To keep them warm in the winters

Answer

Question 29

How do snow leopards' feet help them in the snow?

- A – They act a snow shoe which stops them sinking into the snow
- B – They are big to keep their balance on the snow
- C – Keeps them warm when walking on snow and ice
- D – They act as a shield to protect them from all the things in the snow

Answer

Question 30

What is the benefit of the snow leopard's long tail?

- A – To make them look more attractive
- B – To sweep away their footprints in the snow
- C – To keep their predators away
- D – Acts as a blanket

Answer

ANSWERS TO ENGLISH SECTION – TEST 1

Q1. B

EXPLANATION = the wrong word in the sentence is “were”. You need a word that makes the sentence grammatically correct. The word that is needed in order for the sentence to make sense is ‘is’. So, the sentence would read as: The grass is green.

Q2. D

EXPLANATION = “My brother and me” is not grammatically correct. It should be “My brother and I”.

Q3. B

EXPLANATION = “Where is the tennis balls” is not correct. It should be “Where are the tennis balls”.

Q4. C

EXPLANATION = the wrong ‘too’ is used in the sentence. This ‘too’ means in addition to, or to a higher degree. Therefore the correct answer would be ‘to’.

Q5. C

EXPLANATION = “My friend and I eat sandwiches” is not grammatically correct. When the sentence describes something that has happened in the past, it would need to be written in the past tense, and so the sentence should read: My friend and I ate sandwiches.

Q6. A

EXPLANATION = ‘cheep’ is spelt incorrectly. The correct spelling for this word is cheap.

Q7. D

EXPLANATION = the correct answer would be ‘thought’. ‘Thort’ is not a word and ‘thwart’ and ‘though’ are not grammatically correct.

Q8. C

EXPLANATION = ‘read’ would be the correct answer. ‘Red’ is a colour, ‘wrote’ is not grammatically correct and ‘reed’ is a word to describe a tall, slender plant.

Q9. D

EXPLANATION = I ‘believe’ would be the most grammatically correct for this statement. ‘Beleave’ is not a word, and ‘believing’ is not grammatically correct. ‘Belief’ is in the past tense so cannot be used in this sentence.

Q10. D

EXPLANATION = the correct word would be ‘They’re’, a combination of ‘they’ and ‘are’, which fits with the structure of the sentence. ‘Thair’ is not a word, ‘there’ describes a place and ‘their’ means belonging to, so they are the wrong words for this sentence.

Q11. C

EXPLANATION = ‘write’ would be the correct word. “Wrote” and ‘written’ are past tense, and ‘right’ is the word used to describe something that is correct, or a direction.

Q12. B

EXPLANATION = ‘laid’ would be the correct word. ‘Lain’ is another word for recline, and ‘layer’ would be grammatically incorrect.

Q13. A

EXPLANATION = ‘boil’ would be the correct answer. ‘Boiled’ is in past tense so would not fit, ‘boils’ and ‘boiling’ are not grammatically correct.

Q14. C

EXPLANATION = ‘begins’ would be the correct word. ‘Begin’ does not fit correctly in the sentence, ‘began’ suggests he has already started football training and ‘begun’ is past tense.

Q15. B

EXPLANATION = ‘right’ is the correct word. ‘Write’, ‘wrote’ and ‘written’ are all ways of writing something. In this instance, they are saying that their presentation has to be correct (right).

Q16. A

EXPLANATION = ‘shrank’ would be the correct answer. ‘Shrunks’ is not a word, and neither is ‘shrunke’. ‘Shrunken’ is not grammatically correct.

Q17. C

EXPLANATION = ‘beauty’ would be the correct answer. ‘beautiful’ does not fit in with the structure of the sentence. ‘Bewty’ is not a word, and ‘beautifulness’ is not grammatically correct.

Q18. B

EXPLANATION = ‘whose’ would be the correct answer. ‘Who’s’ is a combination of ‘who is’ which does not work in this sentence. ‘Hose’ means a tube conveying water (hose pipe), and ‘hew’s’ is not a word.

Q19. D

EXPLANATION = ‘My brother’s leg’s broken.’ This is the correct punctuated sentence. His leg belongs to him so it would be ‘brother’s’, ‘leg’s’ is a combination of ‘leg is’ which works in the sentence. There also needs a capital letter and full stop.

Q20. A

EXPLANATION = “That hurt!” said the little girl. She fell over in the playground. This is the correct sentence. “That hurt!” needs a capital letter, it is also being spoken therefore needs speech marks, it also needs an exclamation mark to indicate strong feelings.

Q21. A

EXPLANATION = ‘Richard asked, “Why are the windows still open?”’ This is the correct sentence. ‘Richard’ needs a capital letter. A comma needs to be placed to indicate a further statement. The last part of the sentence is a question, so needs a question mark, it is also being ‘asked’ therefore the sentence needs to be in speech marks.

Q22. B

EXPLANATION = ‘My phone stopped working: I dropped it in the bath’. This is the correct sentence. The sentence needs a capital letter at the start and a full stop at the end. The sentence contains two clauses, the latter expands on the former so a colon is required in-between.

Q23. A

EXPLANATION = ‘Mia stated, “I must be home before 9 o’clock”’. This is the correct sentence. Mia is a name, so needs a capital letter. She stated something, so needs a comma before her statement. Because she stated it, it means this will need speech marks. A full stop is needed at the end of the sentence.

Q24. C

EXPLANATION = 'The car drove away. It drove around the corner out of sight'. This is the correct statement. The beginning of the sentence needs a capital letter. The end of the sentence needs a full stop. There are two statements being stated. Therefore a full stop needs to be added after 'away' and 'it' needs to be capitalised.

Q25. C

EXPLANATION = the correct answer would be 'groups of'. Species can be used to describe 'groups of' or types of organisms, therefore it does not only refer to animals or humans or plants. It refers to all of them.

Q26. C

EXPLANATION = the statement indicates that 'endangered' means 'at risk of extinction'. If you read the passage carefully, both these phrases are used to describe koala bears being endangered.

Q27. D

EXPLANATION = in the passage it clearly indicates that koala bears are most related to 'wombats' and 'kangaroos'.

Q28. B

EXPLANATION = the passage gives reason as to why snow leopards have white, yellowish fur with black or brown spots and that is to 'blend in with the environment'.

Q29. A

EXPLANATION = the passage gives an example as to how snow leopards' feet help them in the snow and that is to 'act as a snow shoe which stops them sinking into the snow'.

Q30. D

EXPLANATION = the passage mentions that the reason for the snow leopard's long tail is to act as a blanket to 'cover up sensitive body parts against the mountain chill'.

ENGLISH

TEST 2

Question 1

What is the antonym for ‘dark’?

A	B	C	D
Unlighted	Moody	Dismal	Light

Question 2

What is the missing word from the sentence?

Did you see the sun as it was - - - - this morning?

A	B	C	D
risen	rised	rising	rise

Question 3

What is the prefix to ‘like’?

A	B	C	D
In	Dis	Ly	Ned

Question 4

What is the adjective in the sentence below?

The Maths exam was difficult.

A	B	C	D
Difficult	Maths	Exam	was

Question 5

Correct the punctuation in the sentence below.

Come here shouted mum she was terribly angry.

A – “Come here!” shouted Mum. She was terribly angry.

B – “Come here” shouted mum, she was terribly angry.

C – “Come here! Shouted mum”. She was terribly angry.

D – Come here. Shouted mum. She was terribly angry.

Answer

Question 6

What is the suffix to the word ‘quick’?

A	B	C	D
in	be	un	ly

Question 7

What is the mistake in the sentence below?

No body likes to be left alone.

A	B	C	D
Likes	No body	To	Alone

Question 8

The following sentence has one word missing. Which word makes the best sense when placed in the sentence?

He had been _____ for a very long time and was now starting to lose his concentration.

A	B	C	D
driving	making	meeting	moaning

Question 9

What is the best word to complete the following sentence?

A bank is a _____ institution where people deposit their money to keep it safe.

A	B	C	D
business	charity	money	financial

Question 10

Which word is spelt correctly?

A	B	C	D
Argument	Mispelled	Aparent	Definlty

Question 11

Which word is spelt incorrectly?

A	B	C	D
Because	Inticipation	Significant	Friendly

Question 12

What is the suffix to the word ‘perfect’?

A	B	C	D
Im	In	ion	Pre

Read the passage and answer the following questions.

Fairgrounds

Amusement parks are becoming increasingly popular in the UK. Everyone has a favourite attraction at an amusement park. Amusement parks cater for all types of people: children, teenagers and adults.

Some rides and attractions have height and weight restrictions. This is to ensure everyone’s safety.

There is a clear distinction between the favourite rides of the younger generation and the favourite rides of the older generation. Older people often enjoy a ride on the Ferris Wheel.

The ride is simplistic yet highly complicated in its production. A series of passenger carts are attached to a wheel, which is attached to a rim. The rim circulates around the axis and gravity keeps the carts upright.

Question 13

The word ‘attraction’ in the sentence ‘everyone has a favourite attraction at an amusement park’ mostly means?

A	B	C	D
Park	Ride	Place	Thing

Question 14

What is the antonym for ‘restriction’?

A	B	C	D
Condition	Liberation	Constraint	Regulation

Question 15

What is the synonym for ‘complicated’?

A	B	C	D
Easy	Facile	Problematic	Straightforward

Question 16

How are the passenger carts kept upright?

- A – By the axis
- B – The rim
- C – The wheel
- D – Gravity

Answer

Question 17

Define the term ‘cater’ in the context of the passage.

- A – Provide people with food and drink
- B – Provide what is needed or required
- C – To turn away
- D – To make people happy

Answer

Question 18

What is the closest in meaning to ‘distinction’ in the context of the passage?

- A – Colourful
- B – Remarkable
- C – Different
- D – Longstanding

Answer

Read the passage and answer the following questions.

Henry VIII

Henry VIII is best remembered as the king who had six wives. He was born in 1491, which is now known as the Tudor age. The term Tudor originates from Henry VIII himself, whose family name is Tudor.

Historical paintings depict Henry VIII as a large, fierce man in fine clothing. After his brother died in 1502, Henry was anointed King in 1509. Once his Father died, he was crowned Henry VIII (the eighth English King named Henry).

In order, Henry's wives are as follows: Catherine of Aragorn (Spanish Princess) whom he divorced, Anne Boleyn (beheaded), Jane Seymour (died giving birth to his son), Anne of Cleves (divorced), Catherine Howard (beheaded). Henry's last wife was Catherine Parr, who outlived him.

Question 19

How do many people in today's society, most remember Henry VIII?

- A – A King
- B – Son of King Henry VII
- C – A large and fearful King, in fine clothing who had a lot of wives
- D – A man from the Tudor times

Answer

Question 20

Why was the 'Tudor age' named so?

- A – It was the name Henry VIII chose
- B – Because it's old
- C – Because Henry VIII's family name was Tudor
- D – It was his second wife's last name

Answer

Question 21

Who was Henry VIII's third wife?

- A – Anne of Cleves
- B – Catherine of Aragon
- C – Anne Boleyn
- D – Jane Seymour

Answer

Question 22

How many wives were beheaded?

- A – 1
- B – 2
- C – 3
- D – 0

Answer

*141258***Question 23**

If Henry VIII died in 1547, how old was he when he died? (Note: he died before his birthday in 1547.)

- A – 55
- B – 58
- C – 62
- D – 63

Answer

Question 24

When did Henry VIII's brother die?

- A – 1491
- B – 1502
- C – 1509
- D – Cannot say

Answer

Read the passage and answer the following questions.

William Shakespeare

William Shakespeare is one of the most famous writers in history. Born in England during April 1564, he grew up in the Elizabethan period – under the monarchy of Queen Elizabeth I. Shakespeare went on to write many famous plays, poems and theatre productions.

In 1598, Shakespeare constructed the Globe theatre. This was an open theatre, which used a raised flag to indicate the beginning of a production. The modern Globe in London is a replica of Shakespeare's globe. People can still go and watch plays now, just as they did back then.

Shakespeare's work continues to play an essential role in education and English history. His comedy, tragedy and love stories are widely studied in schools across the UK, and include work such as A Midsummer Night's Dream – a comedy about fairies and humans, and Romeo and Juliet – the story of two tragic lovers. Shakespeare also wrote historical plays about real people, including the likes of Julius Caesar, Henry V and Richard III.

Question 25

Name an example of a humorous play that Shakespeare wrote.

- A – Romeo and Juliet
- B – Henry V
- C – Richard III
- D – A Midsummer Night's Dream

Answer

Question 26

What era did Shakespeare grow up in?

- A – Tudor
- B – Elizabethan
- C – Golden
- D – Victorian

Answer

Question 27

How did people know a show was starting at the Globe?

- A – You could hear the crowd
- B – The doors would open
- C – A flag would be raised
- D – People would tell you

Answer

Question 28

Which two plays were about real people? TWO answers.

- A – Romeo and Juliet
- B – Julius Caesar
- C – Shakespeare
- D – Richard III

Answer

Question 29

When was Shakespeare born?

- A – 1564
- B – 1593
- C – 1563
- D – 1598

Answer

*741258***Question 30**

Shakespeare was 51 when he died. He died three days before his birthday that year. What year did he die?

- A – 1610
- B – 1615
- C – 1616
- D – 1618

Answer

ANSWERS TO ENGLISH SECTION – TEST 2

Q1. D

EXPLANATION = antonym means opposite. Therefore the opposite of dark would be light.

Q2. C

EXPLANATION = the correct answer would be ‘rising’. ‘Risen’ is in the past tense, and therefore cannot be used in the sentence. ‘Rised’ is not a word and ‘rise’ is not grammatically correct.

Q3. B

EXPLANATION = the prefix means adding another word before. Therefore the only word that could be added on to ‘like’ is ‘dis(like)’.

Q4. A

EXPLANATION = an adjective is a describing word. Therefore the correct answer would be ‘difficult’.

Q5. A

EXPLANATION = “Come here!” shouted mum. She was terribly angry.’ This is the correctly punctuated sentence. “Come here” is being said, so it needs speech marks. An exclamation mark after the word ‘here’ is needed to emphasise the shouting. The word ‘Mum’ should be capitalised, and there should be a full stop afterwards.

Q6. D

EXPLANATION = a suffix is a word that can be added onto the end of a word, to make a new word. Quick(ly) is the correct answer.

Q7. B

EXPLANATION = ‘no body’ should be one word.

Q8. A

EXPLANATION = the correct answer would be ‘driving’, as this word makes the best sense when placed in the sentence.

Q9. D

EXPLANATION = the correct answer would be ‘financial’. This makes the most sense in terms of sentence structure.

Q10. A

EXPLANATION = ‘argument’ is spelt correctly. ‘Mispepped’ should be spelt misspelled. ‘Aparent’ should be spelt apparent. ‘Definlty’ should be spelt definitely.

Q11. B

EXPLANATION = ‘inticipation’ should be anticipation.

Q12. C

EXPLANATION = suffix means adding a word on the end in order to make a new word. Perfect(ion) would be the correct answer. ‘Im(perfect) would be a prefix not a suffix. The other two would not work because they do not make sense.

Q13. B

EXPLANATION = in the context of the passage, attraction mostly refers to ‘ride’. Everyone has a favourite ride at the amusement park.

Q14. B

EXPLANATION = antonym means the opposite. Therefore the opposite of restriction amongst the words provided would be liberation.

Q15. C

EXPLANATION = synonym refers to a word that means the same. Therefore, the synonym (amongst these words) for complicated, would be problematic.

Q16. D

EXPLANATION = the passage clearly indicates that ‘gravity keeps the carts upright’.

Q17. B

EXPLANATION = in the context of the passage, cater would refer to ‘providing what is needed or required’. Although ‘providing food and drink’ can define the word cater, it is not relevant to the passage.

Q18. C

EXPLANATION = the closest in meaning to distinction would be ‘different’. Distinction means something being different or unusual.

Q19. C

EXPLANATION = the passage clearly indicates that Henry is remembered for having a large number of wives, and for being a large fierce man in fine clothing.

Q20. C

EXPLANATION = the passage clearly states that the ‘Tudor Age’ was named after Henry VIII’s family.

Q21. D

EXPLANATION = his third wife was Jane Seymour. The passage states the wives in the order that Henry married them.

Q22. B

EXPLANATION = two of his wives were beheaded (Anne Boleyn and Catherine Howard).

Q23. A

EXPLANATION = he lived from 1491 – 1547. He did not celebrate his birthday in the final year. So he would have been 55.

Q24. B

EXPLANATION = his brother died in 1502. The passage clearly indicates this in the third paragraph.

Q25. D

EXPLANATION = the only humorous/comedic example play listed in the passage is *A Midsummer Night's Dream*.

Q26. B

EXPLANATION = the era in which Shakespeare grew up in, is the Elizabethan Era.

Q27. C

EXPLANATION = the passage clearly states that a flag would be raised to indicate a show starting.

Q28. B and D

EXPLANATION = the passage clearly indicates that the two plays which were written as examples of showing real people are Julius Caesar and Richard III.

Q29. A

EXPLANATION = Shakespeare was born in 1564.

Q30. C

EXPLANATION = Shakespeare was born in April 1564. He was 51 years old when he died. He died 3 days before his birthday. So he died in 1616.

END OF ENGLISH TEST

141258

MATHS

TEST 1

SAMPLE QUESTION

Work out the number sequence.

Question

I think of a number.

I then double it.

I add 4.

The answer is 22.

What number did I start with?

How to work it out

- To work this out, you must work backwards.
- Because you are working backwards, you need to do the opposite to what it says in the equation. For example, if it says add, you subtract. If it says multiply, you divide.
- So,
 - o $22 - 4 = 18$
 - o $18 / 2 = 9$

Answer

9

Please circle the correct answer.

NUMBER SEQUENCES

Question 1

I think of a number. I multiply it by 5. I subtract 3. The answer is 37. What number did I start with?

A	B	C	D
11	17	8	5

Question 2

I think of a number. I divide it by 3. I add 17. The answer is 52. What number did I start with?

A	B	C	D
105	36	57	112

Question 3

I think of a number. I subtract 16. I multiply it by 4. The answer is 68. What number did I start with?

A	B	C	D
22	33	11	44

Question 4

I think of a number. I multiply it by 5. I add 3. I subtract 8. The answer is 95. What number did I start with?

A	B	C	D
15	11	35	20

Question 5

I think of a number. I divide it by 2. I multiply it by 4. I divide it by 3. The answer is 36. What number did I start with?

A	B	C	D
54	58	56	60

Question 6

I think of a number. I add 1. I multiply it by 7. The answer is 7. What number did I start with?

A	B	C	D
0	1	2	7

SAMPLE QUESTION

Work out the following question using mental arithmetic.

Question

What is $\frac{1}{4}$ of 100?

How to work it out

- $100 / 4 = 25$

Answer

25

Please circle the correct answer.

MENTAL ARITHMETIC

Question 7

What is $\frac{3}{4}$ of 180?

A	B	C	D
45	105	85	135

Question 8

If 1,000 milligrams = 1 gram. How many whole grams would you have with 10,000 milligrams?

A	B	C	D
1	100	10	15

Question 9

What is 12×11 ?

A	B	C	D
131	132	144	146

Question 10

What is $\frac{1}{4}$ as a decimal?

A	B	C	D
0.15	0.75	0.25	0.50

Question 11

What is $5/8$ as a percentage?

A	B	C	D
60.5%	62.5%	68.5%	63.8%

Question 12

What is the mean of this set of data: 50 45 33 23 29

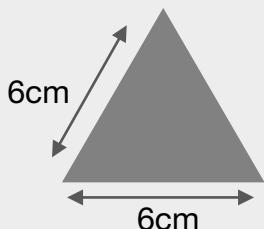
A	B	C	D
36	42	48	12

SAMPLE QUESTION

Work out the area and perimeter of these shapes.

Question

What is the area of this shape?



How to work it out

- To work out the area of a triangle = $\frac{1}{2}$ base x height
- So $6 \times 6 = 36$
- $36 / 2 = 18\text{cm}^2$

Answer

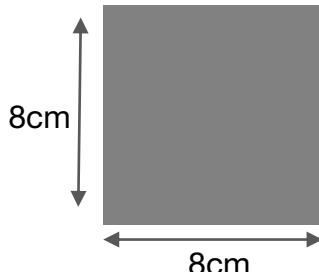
18cm^2

Please circle the correct answer.

AREA AND PERIMETER

Question 13

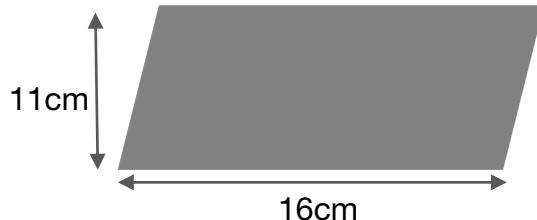
What is the area of this equilateral square?



A	B	C	D
63cm^2	67cm^2	61cm^2	64cm^2

Question 14

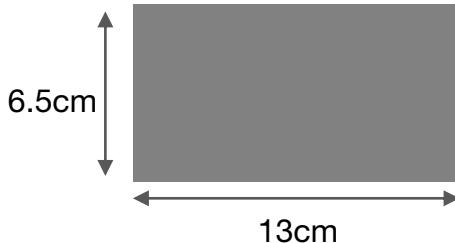
What is the area of this shape?



A	B	C	D
178cm^2	176cm^2	184cm^2	121cm^2

Question 15

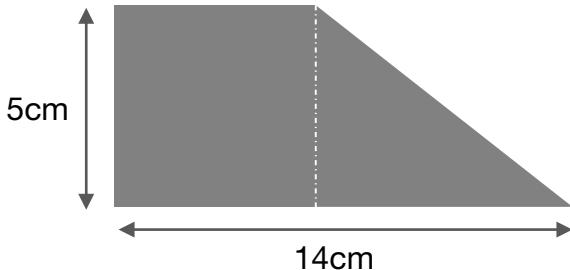
What is the perimeter of this shape?



A	B	C	D
84.5cm	53cm	39cm	29cm

Question 16

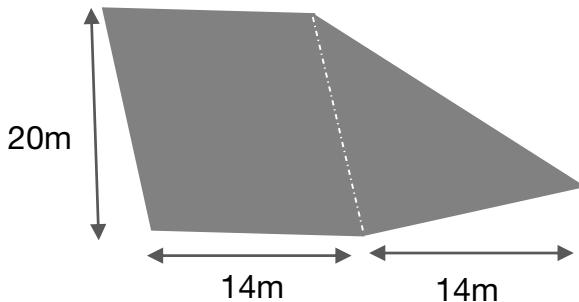
What is the area of this shape? (Note: the square is an equilateral). *141258*



A	B	C	D
47.5cm ²	38cm ²	64cm ²	93cm ²

Question 17

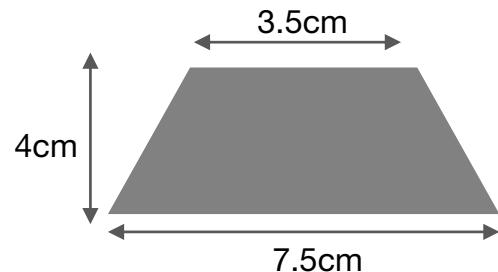
Jason cuts grass at £0.80 per square metre. How much does Jason earn cutting this area? This can be an approximate answer.



A	B	C	D
£310.50	£306.90	£305.55	£336.00

Question 18

What is the area of the trapezoid?



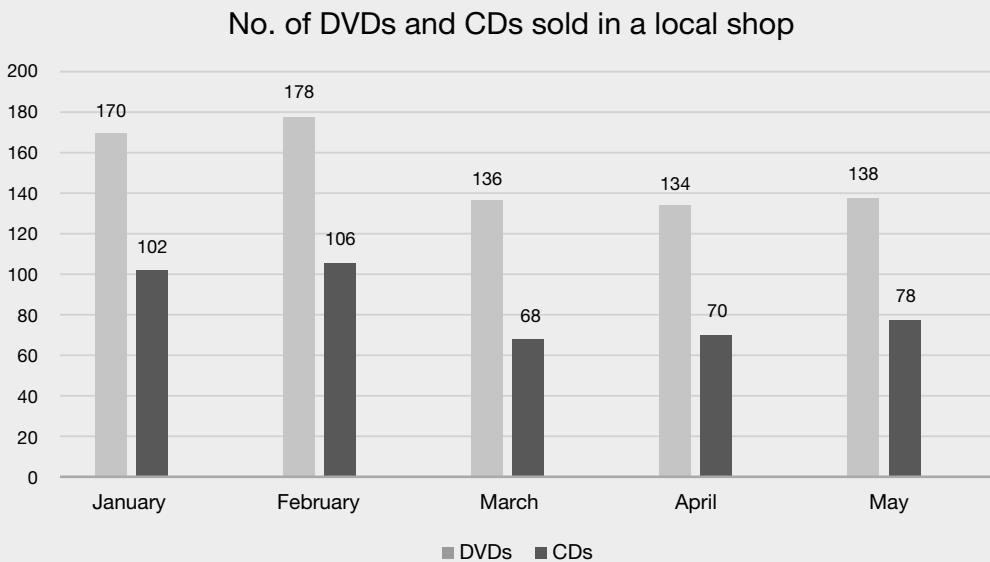
A	B	C	D
20cm ²	44cm ²	22cm ²	30cm ²

SAMPLE QUESTION

Work out the following questions in relation to the graph or chart.

Question

How many DVDs were sold in January?



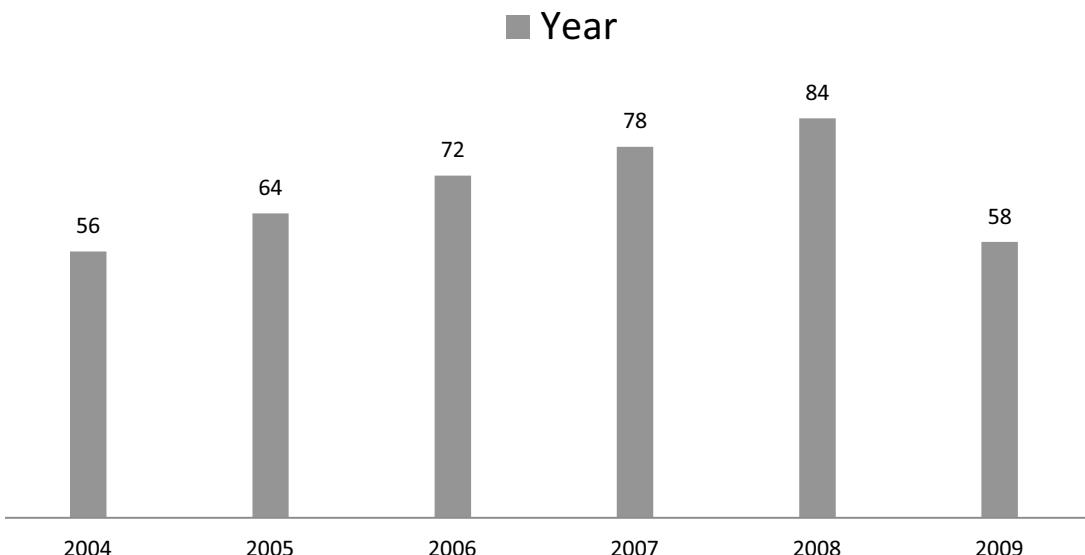
Answer

170

Please circle the correct answer.

GRAPHS AND CHARTS

Pupils who achieved Grade C or above in History



Question 19

What is the average of History grades C or above from 2004 to 2009? Give your answer to the nearest whole number.

A	B	C	D
69	71	73	82

Question 20

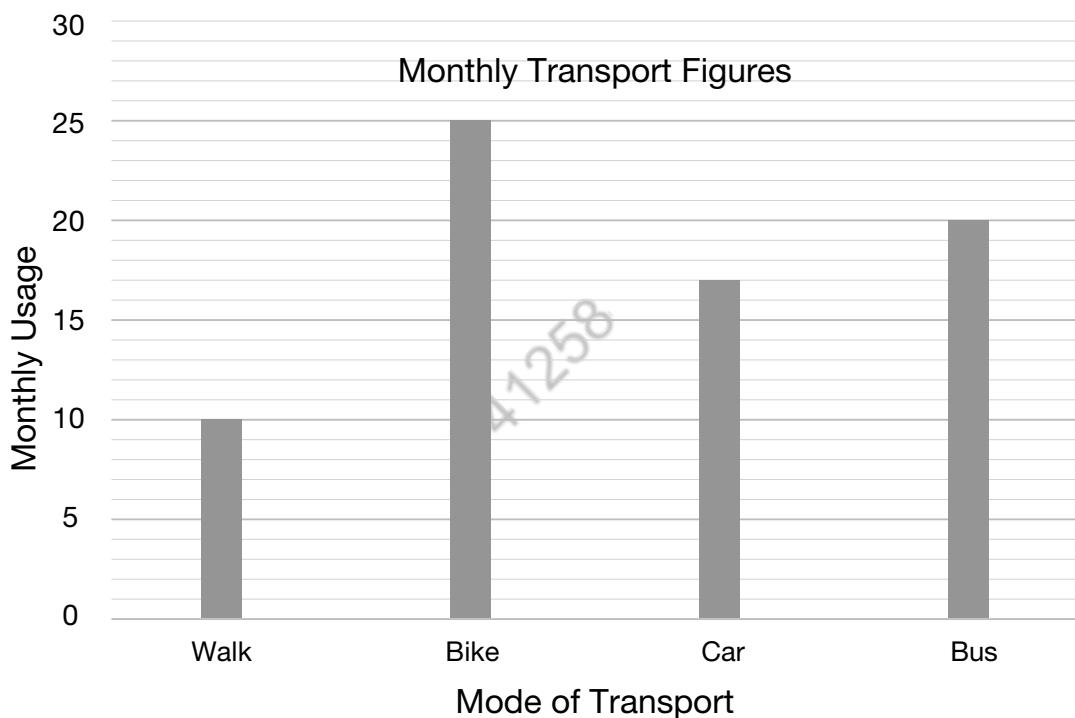
What is the difference between the lowest and the highest number of pupils who got a Grade C or above over the years?

A	B	C	D
22	28	31	36

Question 21

In 2004, if 100 pupils were surveyed and 56 achieved a grade C or above in History, what percentage is this?

A	B	C	D
58%	56%	54%	44%

**Question 22**

On average, how many people would use the bus over a 5 month period?

A	B	C	D
90	80	55	100

Question 23

Calculate how many people combined would bike or walk per month?

A	B	C	D
15	35	75	55

Question 24

What was the mean total for people biking or using the bus in a month?

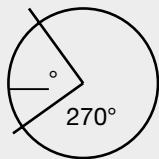
A	B	C	D
16.5	17	11.5	22.5

SAMPLE QUESTION

Work out the angles of these shapes.

Question

Write the missing angle.

**How to work it out**

- Number of degrees in a circle = 360
- $360 - 270 = 90$

Answer

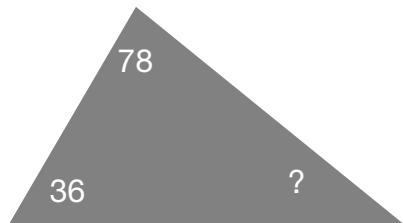
90

Please circle the correct answer.

ANGLES

Question 25

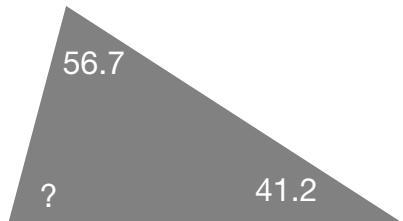
What is the missing angle?



A	B	C	D
66	71	43	35

Question 26

What is the missing angle?



A	B	C	D
83.4	82.1	76.4	65.5

Question 27

A triangle has angles in the ratio of 2 : 3 : 4. What is the size of the smallest of the three angles?

A	B	C	D
30	50	20	40

Question 28

A triangle has the ratio of 4 : 5 : 6. What is the size of the largest of the three angles?

A	B	C	D
65	45	72	84

Question 29

Susan draws 4 squares and 3 triangles. What is the total of all the angles?

A	B	C	D
980	880	1980	1890

Question 30

Mike draws two squares, 6 triangles and a circle. What is the total of all the angles?

A	B	C	D
2160	2260	2240	1640

ANSWERS TO MATHS SECTION – TEST 1

Q1. C

EXPLANATION = $37 + 3 / 5 = 8$

Q2. A

EXPLANATION = $52 - 17 \times 3 = 105$

Q3. B

EXPLANATION = $68 / 4 + 16 = 33$

Q4. D

EXPLANATION = $95 + 8 - 3 / 5 = 20$

Q5. A

EXPLANATION = $36 \times 3 / 4 \times 2 = 54$

Q6. A

EXPLANATION = $7 / 7 - 1 = 0$

Q7. D

EXPLANATION = $180 / 4 \times 3 = 135$

Q8. C

EXPLANATION = $10,000 / 1000 = 10$

Q9. B

EXPLANATION = $12 \times 11 = 132$

Q10. C

EXPLANATION = $\frac{1}{4}$ of 100% = $100 / 4 = 25$. 25 as a decimal = $25 / 100 = 0.25$

Q11. B

EXPLANATION = $5/8$ of 100 = $5 / 8 = 0.625$. As a percentage = $0.625 \times 100 = 62.5\%$

Q12. A

EXPLANATION = $50 + 45 + 33 + 23 + 29 = 180 / 5 = 36$

Q13. D

EXPLANATION = $8 \times 8 = 64$

Q14. B

EXPLANATION = $11 \times 16 = 176$

Q15. C

EXPLANATION = $13 + 13 + 6.5 + 6.5 = 39$

Q16. A

EXPLANATION = to work out the square = $5 \times 5 = 25$. To work out the triangle = $14 - 5 = 9$. $9 \times 5 = 45$. $45 / 2 = 22.5$. So, $25 + 22.5 = 47.5$

Q17. D

EXPLANATION = $20 \times 14 = 280$. $14 \times 20 / 2 = 140$. So, $140 + 280 = 420$. $420 \times 0.80 = 336$.

Q18. C

EXPLANATION = $3.5 + 7.5 = 11 \times 4 = 44 / 2 = 22$

Q19. A

EXPLANATION = $56 + 64 + 72 + 78 + 84 + 58 = 412 / 6 = 68.666$. To the nearest whole number = 69

Q20. B

EXPLANATION = $84 - 56 = 28$

Q21. B

EXPLANATION = $100 / 100 \times 56 = 56\%$

Q22. D

EXPLANATION = $20 \times 5 = 100$

Q23. B

EXPLANATION = $10 + 25 = 35$

Q24. D

EXPLANATION = $25 + 20 / 2 = 22.5$

Q25. A

EXPLANATION = $78 + 36 = 114$. $180 - 114 = 66$

Q26. B

EXPLANATION = $56.7 + 41.2 = 97.9$. $180 - 97.9 = 82.1$

Q27. D

EXPLANATION = $2 + 3 + 4 = 9$. $180 / 9 = 20$ degrees. The smallest angle is in the ratio of 2. So, $20 \times 2 = 40$

Q28. C

EXPLANATION = $4 + 5 + 6 = 15$. $180 / 15 = 12$ degrees. The largest angle is in the ratio of 6. So, $12 \times 6 = 72$

Q29. C

EXPLANATION = 4 squares = $360 \times 4 = 1440$. 3 triangles = $180 \times 3 = 540$. So, $1440 + 540 = 1980$

Q30. A

EXPLANATION = two squares = $360 \times 2 = 720$. Six triangles = $180 \times 6 = 1080$. One circle = 360. So, $720 + 1080 + 360 = 2160$

MATHS

TEST 2

Question 1

What is the prime factorisation of 9?

A	B	C	D
3	3×9	3×3	$3 \times 3 \times 3$

Question 2

Which is more, 5 metres or 5,000 millimetres?

A	B	C
5 metres	5,000 millimetres	They are equal

Question 3

David bought 45 new CDs and arranged them into 9 even piles. How many CDs are in each pile?

A	B	C	D
6	11	4	5

Question 4

Fill in the question mark.

$$2 \times 3.8 ? 7.3$$

A	B	C	D
>	=	<	+

Question 5

A company needs to ship 112 glass ornaments. If each box can contain 4 ornaments, how many boxes will be needed to fit all the glass ornaments?

A	B	C	D
26	28	30	34

Question 6

Whilst shopping I spend £1.60, £2.35, £5.60 and 76p. How much have I spent in total?

A	B	C	D
£10.31	£11.37	£12.32	£9.97

Question 7

If a pen costs 45p. How much would it cost to buy 9 pens?

A	B	C	D
£3.75	£5.00	£4.05	£3.95

Question 8

$$T - 35 = 17$$

$$T = ?$$



A	B	C	D
35	52	71	63

Question 9

What is the mode?

4 13 6 6 8 3 7 2

A	B	C	D
13	6	7	2

Question 10

What is the median?

1 3 5 7 9 4 3

A	B	C	D
3	4	7	9

Question 11

What is the probability of picking a dark grey ball as opposed to picking a light grey ball?



A	B	C	D
4 : 3	3 : 4	4: 2	4 : 1

Question 12

Put these decimals in order from smallest to biggest.

2.22 22.2 0.2 2.02

A	B	C	D
2.02 0.2	2.22 0.2	0.2 2.02	22.2 2.22
22.2 2.22	22.2 2.02	2.22 22.2	2.02 0.2

Question 13

At a football tournament there are 15 teams. Each team has a squad of twenty players. How many players are there in total?

A	B	C	D
200	500	300	400

Question 14

What is 6,510 rounded to the nearest thousand?

A	B	C	D
6,000	7,000	500	600

Question 15

What is the mean of this set of numbers: 22 85 136 147 135 136.
To the nearest whole number.

A	B	C	D
121	95	117	110

Question 16

Melissa bought a new necklace. 70% of the 20 beads on her necklace were pink. How many pink beads are there on Melissa's necklace?

A	B	C	D
11	13	14	17

Question 17

What is 40:10 in its lowest ratio?

A	B	C	D
1:4	4:1	8:2	8:2

Question 18

What portion of these shapes are shaded in?



A	B	C	D
4 2/5	3 1/5	17/5	3 2/5

Question 19

What is the next number in this number sequence?

1, 2, 4, 7, 11, 16 ...?

A	B	C	D
22	24	17	19

Question 20

What is the greatest common factor of 6 and 9?

A	B	C	D
1	49	54	3

Question 21

What is the lowest common multiple of 8 and 2?

A	B	C	D
8	16	2	1

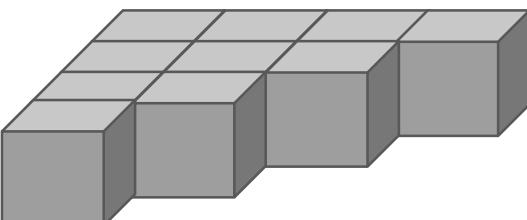
Question 22

What is 36 divided by 2 and multiplied by 3?

A	B	C	D
54	56	58	60

Question 23

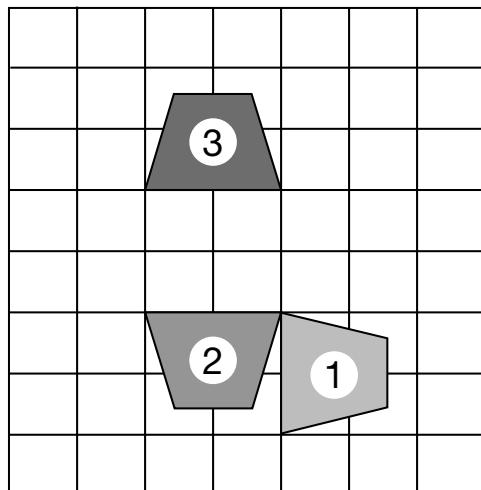
What is the volume of this object?



A	B	C	D
20 cubic units	10 cubic units	11 cubic units	15 cubic units

Question 24

What combination of transformation is being shown below? (From 1 to 2 to 3).



A	B	C	D
Reflection, then rotation	Translation, then rotation	Rotation, then reflection	Reflection, then translation

Question 25

How many people waited for at least 30 minutes or less?

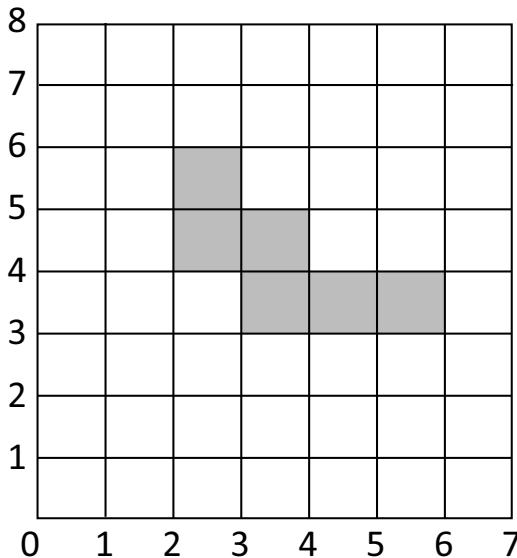
Hospital waiting times (minutes)

Stem	Leaf
1	3 9
2	2 2 3 4 5
3	0 0 1 1 1
4	3 5 6 7 8
5	1 1 4 6 8
6	4 3 6 7 7

A	B	C	D
9	11	12	10

Question 26

What is the area of the shaded area?



A	B	C	D
4	12	6	8

Question 27

What is $\frac{2}{9} \times 9$? Simplify your answer and write it as a proper fraction or as a whole or mixed number.

A	B	C	D
$\frac{9}{18}$	$2\frac{1}{9}$	2	$\frac{9}{17}$

Question 28

Which decimal is equivalent to 0.40?

A	B	C	D
4	0.0	0.04	0.4

Question 29

Convert 4 minutes and 29 seconds into seconds.

A	B	C	D
329 seconds	269 seconds	219 seconds	279 seconds

Question 30

In one evening, a restaurant serves a total of $4 \frac{1}{5}$ loaves of brown bread and $11 \frac{3}{5}$ white bread. How many loaves of bread were served in total?

A	B	C	D
$15 \frac{3}{5}$	$15 \frac{1}{5}$	$12 \frac{4}{5}$	$15 \frac{4}{5}$

ANSWERS TO MATHS SECTION – TEST 2

Q1. C

EXPLANATION $3 \times 3 = 9$

Q2. C

EXPLANATION = 5 metres = 5,000 millimetres. There are 1,000 millimetres in 1 metre

Q3. D

EXPLANATION = $45 / 9 = 5$

Q4. A

EXPLANATION = $2 \times 3.8 > 7.3$. The $>$ sign is used to indicate that the number being pointed at is smaller than the original equation or number. $2 \times 3.8 = 7.6$, which is bigger than 7.3.

Q5. B

EXPLANATION = $112 / 4 = 28$

Q6. A

EXPLANATION = $1.60 + 2.35 + 5.60 + 76 = 10.31$

Q7. C

EXPLANATION = $0.45 \times 9 = 4.05$

Q8. B

EXPLANATION = $17 + 35 = 52$

Q9. B

EXPLANATION = the number 6 appears twice. No other number appears more times.

Q10. B

EXPLANATION = you need to put them in order – smallest to biggest. You then see which number is in the middle. (Median = middle)

Q11. A

EXPLANATION = there are 4 dark grey balls and 3 light grey balls. Therefore the probably of picking a dark grey ball compared to a light grey one is 4:3

Q12. C

EXPLANATION = from smallest to biggest = 0.2, 2.02, 2.22 and 22.2. Pay careful attention to where the decimal point is placed.

Q13. C

EXPLANATION = $15 \times 20 = 300$

Q14. B

EXPLANATION = 6,510 is over halfway between 6,000 and 7,000. Therefore the correct answer would be 7,000.

Q15. D

EXPLANATION = $22 + 85 + 136 + 147 + 135 + 136 = 661 / 6 = 110.166$. To the nearest whole number = 110

Q16. C

EXPLANATION = $20 / 100 \times 70 = 14$

Q17. B

EXPLANATION = 40:10. Both can be divided by 10 to give 4:1

Q18. D

EXPLANATION = the circles are split into five. This will form the bottom part of your fraction. You have 3 whole circles, which will form your mixed fraction. 2 parts are shaded on the last circle. Therefore, the correct answer would be $3\frac{2}{5}$.

Q19. A

EXPLANATION = the sequence follows the pattern of increasing by 1 each time. For example, plus 1, plus 2, plus 3, plus 4 etc. Therefore the next number in the sequence needs to add 6.

Q20. D

EXPLANATION = the factors of 6 are 6, 3, 2, 1. The factors of 9 are 9, 3, 1. Therefore the biggest common factor = 3.

Q21. A

EXPLANATION = multiples of 8 are 8, 16, 24, 32, 40. The multiples of 2 are 2, 4, 6, 8, 10. Therefore the lowest multiple for 8 and 2 is 8.

Q22. A

EXPLANATION = $36 / 2 \times 3 = 54$

Q23. B

EXPLANATION = there are 10 squares, therefore the correct answer would be 10 cubic units.

Q24. C

EXPLANATION = from shape 1 to 2, it has been rotated 90 degrees clockwise. From shape 2 to 3 it has been reflected, using the middle square line as the mirror line.

Q25. A

EXPLANATION = 9 people waited 30 minutes or less.

Q26. C

EXPLANATION = 6 squares each by 1×1 . So $1 \times 6 = 6$.

Q27. C

EXPLANATION = first of all you need to change 9 to a fraction ($9/1$). So $2/9 \times 9/1 = 2 \times 9$ over $9 \times 1 = 18/9 = 2$.

Q28. D

EXPLANATION = 0.4 is equivalent to 0.40. All you've done is taken off the zero. If you take off the zero at the end, but the rest of the decimal remains the same, then they are equivalent.

Q29. B

EXPLANATION = $60 + 60 + 60 + 60 + 29 = 269$ seconds.

Q30. D

EXPLANATION = $4 + 11 = 15$. $1/5 + 3/5 = 4/5$. Therefore the total = $15 \frac{4}{5}$

END OF ENGLISH AND MATH TEST

CHAPTER 3

*REASONING –
VERBAL AND
NON-VERBAL*

The Kent Test is also used to determine how well a person can work out and apply rules and relationships through words, shapes and numbers.

WHAT WILL BE TESTED?

The Reasoning test itself comprises of two sections:

- One section testing how well you can think about words and symbols (**Verbal Reasoning**).
- One section testing how well you can think about relationships between patterns and shapes (**Non-Verbal Reasoning**). This section also includes **Spatial Reasoning**.

The **Verbal Reasoning** part of this test assesses a candidate's understanding and comprehension skills regarding words and sentences.

The test will require the ability and skill to think about words, letters and numbers. If numbers are presented to you in a verbal reasoning test, this is not to test your mathematical skills, instead they can be used as 'symbols' and you should look for the relationship and pattern within the sequence. Some questions will focus on the relationship between symbols and letters and some questions will look at specific words, spelling and sequences.

The **Non-Verbal Reasoning and Spatial Reasoning** parts of the test, look at the differences and relationships between certain patterns and shapes. It requires looking for similarities and differences to determine what is going on and what the pattern is.

For example, some shapes may be rotated, others may be reflected. Thus, you must be able to identify the pattern and relationship between each of the shapes.

HOW LONG DOES THE TEST LAST?

The whole test, including both the Verbal, Non-Verbal and Spatial Reasoning sections, should take approximately one hour.

The Verbal reasoning section consists of a 10 minute practice section and then 20 minutes for the actual test.

The Non-Verbal reasoning section is divided into smaller subsections. Each of these subsections start with an untimed practice section, which everyone will go through with the invigilator. The questions in the test are timed and should take about 4-5 minutes each. There are 5 subtests.

There will also be time at the start of the test, whereby the invigilator will state all the rules and regulations regarding the upcoming test. This will be the time where you will be told to fill in the front of your answer booklet with your name, test date and date of birth etc.

Any questions or queries can be answered before the start of the test if a pupil raises their hand. If everyone is ready, the test will begin.

WHERE TO WRITE THE ANSWERS?

For the real test, you will be provided with two booklets. One booklet will be the testing booklet which will include all the questions. The other booklet is the answer booklet and should be filled out in relation to the testing questions.

In the actual test, to mark the correct answer in the answer booklet, you must draw a line through the small rectangular box, indicating your chosen answer.

Like so: 

Remember, your answers must show correlation with the number of the correct question. You will lose marks if the number of your answer does not answer the number of the question.

(We have included a scoring sheet at the back of our book in the last chapter as an example).

For the purpose of this book, the possible answers are multiple choice and you will write your answer after each question.

REASONING TEST

Pupil's Name

Test Date

School name

Date of Birth

SCORE

MARKER'S INITIALS

CHECKER'S INITIALS

Q1	Q6	Q11
Q2	Q7	Q12
Q3	Q8	Q13
Q4	Q9	Q14
Q5	Q10	Q15

On the front of your testing paper, you will receive a set of instructions to follow. You should have filled in your details and made sure they are clear and correct.

If you are unsure regarding the instructions and details to fill out at the beginning of your test, raise your hand, and a staff member will come over to assist you.

Make sure the test paper is the correct paper and is the one you are meant to be sitting.

*You have **1 hour** to complete this test. Work as quickly and as carefully as you can. Write your answers in the answer booklet provided. Any rough work or workings out should be written either in your test book or plain pieces of paper. Any rough work or workings out in your answer booklet shall not be marked.*

Do not turn over until you are told to do so!



VERBAL REASONING

TEST 1

SAMPLE QUESTION

The same letter must be able to fit into both sets of brackets [?] in order to complete the word in front of the bracket and begin the word after the bracket.

Question

Happ [?] ellow

Wh [?] awn

How to work it out

A	B	C	D
w	h	y	n

- The only letter that could fit inside the bracket in order to make 4 words is = Y.
- Happy, yellow, why, yawn

Answer

C = y

Please circle the correct answer.

CORRECT LETTER

Question 1

Fill in the brackets [?] with a letter that completes all the words.

Distan [?] rouble

Fac [?] ense

A	B	C	D
e	b	d	t

Question 2

Fill in the brackets [?] with a letter that completes all the words.

Attac [?] ose

Arc [?] and

A	B	C	D
k	h	m	e

Question 3

Fill in the brackets [?] with a letter that completes all the words.

Bas [?] agle

Flam [?] ar

A	B	C	D
e	h	y	b

Question 4

Fill in the brackets [?] with a letter that completes all the words.

Rea [?] ight

Bal [?] ead

A	B	C	D
z	n	e	i

Question 5

Fill in the brackets [?] with a letter that completes all the words.

Stag [?] ntice

Prov [?] ach

A	B	C	D
e	g	a	i

Question 6

Fill in the brackets [?] with a letter that completes all the words.

Pane [?] eg

Actua [?] uck

A	B	C	D
k	r	l	b

SAMPLE QUESTION

Identify which word is the odd one out.

Question

- A – Desk
- B – Shelf
- C – Cupboard
- D – Chair
- E – Wood

How to work it out

- The odd one out is wood.
- All of the other ones are objects rather than an actual material.

Answer

E – Wood

Please write the letter of your chosen answer in the answer box provided.

ODD ONE OUT

Question 7

Which of the following is the odd one out?

- A – Eyes
- B – Nose
- C – Finger
- D – Lips
- E – Ear

Answer

Question 8

Which of the following is the odd one out?

- A – Gold
- B – Titanium
- C – Iron
- D – Ivory
- E – Silver

Answer

Question 9

Which of the following is the odd one out?

- A – Sword
- B – Dagger
- C – Arrow

D – Spear

E – Shield

Answer

Question 10

Which of the following is the odd one out?

A – Communicate

B – E-mail

C – Telephone

D – Speak

E – Letter

Answer

741258

Question 11

Which of the following is the odd one out?

A – Run

B – Cycle

C – Walk

D – Movement

E – Drive

Answer

Question 12

Which of the following is the odd one out?

- A – Apples
- B – Parsnips
- C – Peas
- D – Sprouts
- E – Carrots

Answer

SAMPLE QUESTION

*The word outside the brackets will only go with three of the words inside the brackets to make a longer word. Which **ONE** word will it **NOT** go with?*

Question

- | | | | |
|---------------|------|-------------|---------|
| A | B | C | D |
| Un (adaptable | able | appropriate | afraid) |

How to work it out

- Unadaptable
- Unable
- Unafraid
- **Unappropriate** is not a word. The correct term would be **inappropriate**.

Answer

- C – Appropriate

Please circle the correct answer.

WORD JUMBLE

Question 13

The word outside the brackets will only go with three of the words inside the brackets in order to make a longer word. Which **ONE** word will it **NOT** go with?

In

	A	B	C	D
	(appropriate)	(justice)	(ethical)	(animate)

Question 14

The word outside the brackets will only go with three of the words inside the brackets in order to make a longer word. Which **ONE** word will it **NOT** go with?

Un

	A	B	C	D
	(alike)	(adjusted)	(capable)	(affected)

Question 15

The word outside the brackets will only go with three of the words inside the brackets in order to make a longer word. Which **ONE** word will it **NOT** go with?

Day

	A	B	C	D
	(dream)	(light)	(time)	(night)

Question 16

The word outside the brackets will only go with three of the words inside the brackets in order to make a longer word. Which **ONE** word will it **NOT** go with?

Run

	A	B	C	D
	(deep)	(down)	(ning)	(away)

Question 17

The word outside the brackets will only go with three of the words inside the brackets in order to make a longer word. Which **ONE** word will it **NOT** go with?

Air

A	B	C	D
(plane)	(port)	(tight)	(vent)

Question 18

The word outside the brackets will only go with three of the words inside the brackets in order to make a longer word. Which **ONE** word will it **NOT** go with?

Down

A	B	C	D
(out)	(size)	(ward)	(load)

SAMPLE QUESTION

In each question, there are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Look out for meanings of the words and other possibilities of how another word could be used in that situation).

Question

(fall tumble) (journey outing)

How to work it out

A	B	C	D
Travel	Trip	Trap	Drop

- Travel would not be appropriate because it doesn't fit with the first set of words.

- Trap doesn't work because it doesn't fit with the second set of words.
- Drop doesn't work because it doesn't fit with the second set of words.

Answer

B – trip (meaning to fall or stumble and can mean taking a trip somewhere).

Please circle the correct answer.

CONNECT THE WORDS

Question 19

Here are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Smart clever) (Light sunny)

A	B	C	D
Bright	Dark	Night	Intelligent

Question 20

Here are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Competition run) (Origin colour)

A	B	C	D
Compete	Walk	Black	Race

Question 21

Here are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Animal quack) (Down dip)

A	B	C	D
Species	Duck	Bend	Lower

Question 22

Here are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Sway shake) (Stone boulder)

A	B	C	D
Body	Movement	Rock	Cliff

Question 23

Here are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Variety type) (Arrange organise)

A	B	C	D
Sort	Tidy	Style	Move

Question 24

Here are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Insect wings) (Hover glide)

A	B	C	D
Bug	Fall	Air	Fly

SAMPLE QUESTION

Complete the following sentence by adding in the correct words in the missing spaces.

Question

Which word makes the best sense when placed in the following sentence?

The mechanic worked on the car for 3 hours. At the end of the 3 hours he was _____.

How to work it out

A	B	C	D
home	rich	exhausted	thinking

- The only word that makes sense would be exhausted.

Answer

C - exhausted

Please circle the correct answer.

COMPLETE THE SENTENCE

Question 25

Which words make the best sense when placed in the following sentence?

The man _____ to walk along the beach with his dog. He threw the stick and the dog _____ it.

A	B	C	D
hated / chose	decided / wanted	liked / chased	hurried / chased

Question 26

Which word makes the best sense when placed in the following sentence?

We are often updating the website and would be _____ to hear any comments or feedback you may have.

A	B	C	D
available	pleased	worried	scared

Question 27

Which words make the best sense when placed in the following sentence?

By the time Scarlett arrived at the disco, Peter _____.

A	B	C	D
hadn't gone	already left	has already left	had already left

Question 28

Which word makes the best sense when placed in the following sentence?

James was offered the job _____ having poor qualifications.

A	B	C	D
despite	without	although	even though

Question 29

Which word/s make the best sense when placed in the following sentence?

Now please remember, you _____ the test until the teacher tells you to.

A	B	C	D
will not be starting	shouldn't	are not to	are not to start

Question 30

Which word makes the best sense when placed in the following sentence?

Michael _____ that he wanted to go home earlier than he originally anticipated.

A	B	C	D
decided	thought	told	though

ANSWERS TO VERBAL REASONING – TEST 1

Q1. D

EXPLANATION = distant, trouble, fact, tense.

Q2. B

EXPLANATION = attach, hose, arch, hand.

Q3. A

EXPLANATION = base, eagle, flame, ear.

Q4. D

EXPLANATION = real, light, ball, lead.

Q5. A

EXPLANATION = stage, entice, prove, each.

Q6. C

EXPLANATION = panel, leg, actual, luck.

Q7. C

EXPLANATION = finger is the odd one out because the rest of the words refer to body parts found on the face/head.

Q8. D

EXPLANATION = ivory is the odd one out because the rest of the words refer to a type of metal.

Q9. E

EXPLANATION = shield is the odd one out because that is a type of protection, whereas the other words refer to a weapon.

Q10. A

EXPLANATION = communicate is the odd one out because this is what the other words are referring to, it is not an example of communicating.

Q11. D

EXPLANATION = movement is the odd one out because the other words refer to examples of movement.

Q12. A

EXPLANATION = apples is the odd one out because this is a fruit, whereas the other words refer to vegetables.

Q13. C

EXPLANATION = inappropriate, injustice, inanimate. Therefore the word that (in) does not go into is ethical. (Instead it would be unethical).

Q14. C

EXPLANATION = unalike, unadjusted, unaffected. Therefore the word that (un) does not go into is capable. (Instead it would incapable).

Q15. D

EXPLANATION = daydream, daylight, daytime. Therefore the word that (day) does not go into is night. This is a contradiction of words so does not work.

Q16. A

EXPLANATION = rundown, running, runaway. Therefore the word that (run) does not go into is deep. It does not make sense and does not make a word.

Q17. D

EXPLANATION = airplane, airport, airtight. Therefore the word that (air) does not go into is vent. This needs to be two words as opposed to one.

Q18. A

EXPLANATION = downsize, downward, download. Therefore the word that (down) does not go into is out. This does not make a word and makes no sense.

Q19. A

EXPLANATION = smart and clever can mean someone who is bright and intelligent. Light and sunny can also mean bright.

Q20. D

EXPLANATION = race can mean either a competition/running, or can refer to a person's origin.

Q21. B

EXPLANATION = duck can either mean an animal, or it can refer to dipping and 'ducking' out of the way.

Q22. C

EXPLANATION = rock can either refer to ‘rocking’ or ‘swaying back and forth’ or a stone and type of rock.

Q23. A

EXPLANATION = sort can mean a ‘type of’ or ‘variety’ of something i.e. a type of tree. Or it can mean to sort things, to arrange and organise.

Q24. D

EXPLANATION = fly can refer to the insect or to actually fly somewhere (an aeroplane for example).

Q25. C

EXPLANATION = ‘liked/chased’ would make the most sense and would allow the sentence to work.

Q26. B

EXPLANATION = ‘pleased’ would make the most sense in this sentence.

Q27. D

EXPLANATION = ‘had already left’ would be the correct end to this sentence. The other three answers are not grammatically correct in this context.

Q28. A

EXPLANATION = the most grammatically correct word that would fit in with this sentence would be ‘despite’. It allows the sentence to flow and make sense.

Q29. D

EXPLANATION = ‘are not to start’ is the most grammatically correct.

Q30. A

EXPLANATION = ‘decided’ would make the most sense in this sentence. The other options would not make the sentence grammatically correct.

VERBAL REASONING

TEST 2

Question 1

Find TWO words from the following group of five words that are the CLOSEST in meaning.

Bright, glaring, dazzling, light, dim

A	B	C	D
Bright / Glaring	Light / Dim	Glaring / Dazzling	Bright / Dim

Question 2

Which letter from the word on the left can be moved to the word on the right, to make TWO new words? The letters must not rearranged.

(Tribal robed)

A	B	C	D
i	b	a	l

Question 3

Read the following statement, then choose the correct answer from the choices available.

Sam is Peter's mother's brother and Adam is Peter's father's father. John is Adam's son.

- A – Adam is Peter's grandfather
- B – Sam is Peter's nephew
- C – Adam and John are brothers
- D – Adam is Peter's uncle

Answer

Question 4

Rubbish is to bin as bread is to?

A	B	C	D
Breadbin	Knife	Buy	Wheat

Question 5

Which of the following words is the odd one out?

A	B	C	D
Hammer	Table	Chisel	Screwdriver

Question 6

Which of the following words is the odd one out?

A	B	C	D
Jupiter	Earth	Mars	Moon

Question 7

Which word makes the best sense in the following sentence?

The woman went swimming ----- work.

A	B	C	D
to	whilst	after	choosing

Question 8

The word outside of the brackets will only go with three of the words inside the brackets to make longer words. Which **ONE** word will it **NOT** go with?

In	A	B	C	D
	(direct)	(famous)	(animate)	(cart)

Question 9

Which one of the following words relates to the other three?

A	B	C	D
Barbeque	Stove	Sausages	Cooking

Question 10

Which one of the following words relates to the other three?

A	B	C	D
Running	Fitness	Swimming	Cycling

Question 11

Which **TWO** words together can make a new compound word? Choose one word from each bracket to create a new word.

(Cave house hut) (Boy build man)

A	B	C	D
Cave boy	Cave man	Hut man	House man

Question 12

Which **TWO** words together can make a new compound word? Choose one word from each bracket to create a new word.

(Tail sail rail) (Way away day)

A	B	C	D
Rail away	Tail day	Rail way	Sail way

Question 13

Choose the word that offers the closest in meaning to the word in CAPITALS.

*While he is recovering from his operation, the doctors have suggested to keep him on a **LIGHT** diet.*

A	B	C	D
Fair	Lamp	Simple	Huge

Question 14

Using the words in the brackets, complete the sentence in order for it to make sense.

Start is to (end today begin) as end is to (start finish less)

A	B	C	D
begin / finish	end / start	today / less	begin / less

Question 15

Television is to watch as radio is to?

A	B	C	D
Hear	Tune	Listen	Watch

Question 16

Fill in the brackets [?] with a letter that completes all the words.

Dis [?] ead

Cas [?] arm

A	B	C	D
c	h	f	l

Question 17

Fill in the brackets [?] with a letter that completes all the words.

Pla [?] ice

Ma [?] eck

A	B	C	D
y	m	c	n

Question 18

Here are two pairs of words. Only one of the answers will go equally well with both these pairs.

(Tree layer) (Growl woof)

A	B	C	D
Cover	Branch	Bark	Dog

Question 19

Which of the following is the odd one out?

A	B	C	D
Bird	Dog	Helicopter	Cloud

Question 20

Choose the pair of words which are the most **OPPOSITE** in meaning, taking one word from each of the brackets.

(Good luck tomorrow) (Wish charm bad)

A	B	C	D
Good / Wish	Luck / Charm	Tomorrow / Wish	Good / Bad

Question 21

Find the **TWO** odd ones out that don't match with the other words.

Red white blue flag pole

A	B	C	D
Flag / pole	White / flag	Blue / flag	Red / pole

Question 22

Find the **TWO** odd ones out that don't match with the other words.

Car bike drive ride bus

A	B	C	D
Car / ride	Bike / ride	Drive / ride	Ride / bus

Question 23

Which four letter word can be placed in front of the following words to make a new word?

box bag age card

A	B	C	D
Post	Sand	Cash	Tree

Question 24

Which three letter word can be placed in front of the following words to make a new word?

time break light dreamer

A	B	C	D
Dim	Lit	Eve	Day

Question 25

Which three letter word can be placed at the end of the following words to make a new word?

abandon block cook farm

A	B	C	D
end	ing	ion	ery

Question 26

Which of the following is the odd one out?

A	B	C	D
Secretary	Police officer	Fire	Milkman

Question 27

Which **ONE** word inside the bracket will not go with the word on the outside of the bracket?

Im

A	B	C	D
(migrate)	(practical)	(pose)	(closure)

Question 28

Which of the following sentences has a different meaning to the other three?

- A – Sally spent £350 during her shopping trip.
- B - During a shopping trip, Sally spent £350.
- C – Sally made £350 from her shopping trip.
- D – A total of £350 was spent during Sally's shopping trip.

Answer

Question 29

Which one of the following words relates to the other three?

A	B	C	D
Pear	Fruit	Banana	Apple

Question 30

Which four letter word can be placed at the end of the following words to make a new a word?

careful bald shy wit

A	B	C	D
ened	tion	ness	ning

ANSWERS TO VERBAL REASONING – TEST 2

Q1. C

EXPLANATION = glaring and dazzling are the closest in meaning.

Q2. B

EXPLANATION = if you removed the ‘b’ from the word ‘tribal’ you would get ‘trial’. If you added it to the second word you would get ‘robbed’.

Q3. A

EXPLANATION = if Adam is Peter’s father’s father, he must be Peter’s grandfather.

Q4. A

EXPLANATION = rubbish goes in the bin as bread goes in the breadbin.

Q5. B

EXPLANATION = table is the odd one out because all of the other items are tools.

Q6. D

EXPLANATION = moon is the odd one out because all of the other words refer to planets.

Q7. C

EXPLANATION = ‘the woman went swimming after work’ would make the most sense and is grammatically correct.

Q8. D

EXPLANATION = indirect, infamous, inanimate. Therefore the word that does not fit with (in) is cart. This is not a word.

Q9. D

EXPLANATION = cooking relates to all the other words.

Q10. B

EXPLANATION = fitness relates to all the other words.

Q11. B

EXPLANATION = cave man is the correct answer.

Q12. C

EXPLANATION = rail way is the correct answer.

Q13. C

EXPLANATION = the closest word in meaning to light in the context of the sentence is simple.

Q14. A

EXPLANATION = start is to begin as end is to finish. This makes the most sense and is grammatically correct.

Q15. C

EXPLANATION = you watch television, and listen to the radio.

Q16. B

EXPLANATION = dish, head, cash, harm.

Q17. D

EXPLANATION = plan, nice, man, neck.

Q18. C

EXPLANATION = bark can mean part of a tree, or the bark (woof) sound of a dog makes.

Q19. B

EXPLANATION = dog is the odd one out because the other words refer to things in the sky.

Q20. D

EXPLANATION = good and bad are the most opposite in meaning. The other words show no direct relationship.

Q21. A

EXPLANATION = flag and pole are the two words that are the odd ones out. The other words refer to colours.

Q22. C

EXPLANATION = drive and ride are the two words that are the odd ones out. The other words refer to types of transport.

Q23. A

EXPLANATION = postbox, postbag, postage, postcard.

Q24. D

EXPLANATION = daytime, daybreak, daylight, daydreamer.

Q25. B

EXPLANATION = abandoning, blocking, cooking, farming.

Q26. C

EXPLANATION = fire is the odd word out because the other words refer to a job.

Q27. D

EXPLANATION = immigrate, impractical, impose. Therefore the word that does not fit with (im) is closure. (Instead it would be enclosure).

Q28. C

EXPLANATION = the three statements refer to Sally spending money. Statement C refers to Sally making money. Therefore this has a different meaning.

Q29. B

EXPLANATION = fruit is the word that relates to the other words because the rest of the words are a type of fruit.

Q30. C

EXPLANATION = carefulness, baldness, shyness, witness.

NON-VERBAL REASONING

TEST 1

SAMPLE QUESTION

Using the code for figures 1, 2 and 3, work out what code can be applied to figure 4.

Question

1	2	3	4
 R V	 M V	 M S	 ? ?

How to work it out

A	B	C	D
R	R	S	M
V	S	V	V

- The triangle has the code R. Therefore figure 4 will be R. Figure 3 is shaded and has the code S. This should be the same for figure 4.

Answer

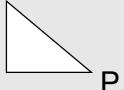
B

Please circle A, B, C or D to indicate your chosen answer.

CODE BREAKERS

Question 1

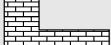
Using the code for figures 1, 2 and 3, work out what code can be applied to figure 4.

1	2	3	4
			

A	B	C	D
E Q	H E	H P	P H

Question 2

Using the code for figures 1, 2 and 3, work out what code can be applied to figure 4.

1	2	3	4
			

A	B	C	D
I N	I D	I Q	D Q

Question 3

Using the code for figures 1, 2 and 3, work out what code can be applied to figure 4.

1	2	3	4
			

A	B	C	D
I Y	I V	R Y	R E

Question 4

Using the code for figures 1, 2 and 3, work out what code can be applied to figure 4.

1	2	3	4
			
J E	I X	J Y	?

A	B	C	D
I X	J X	I E	I Y

Question 5

Using the code for figures 1, 2 and 3, work out what code can be applied to figure 4.

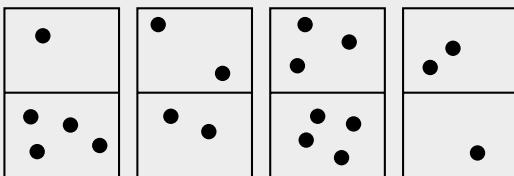
1	2	3	4
 B C	 E L	 E K	 ?
			?

A	B	C	D
B K	E K	E C	B L

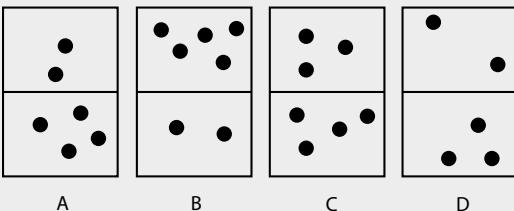
SAMPLE QUESTION

Work out which figure comes next in the sequence.

Question



How to work it out



- The answer would be A. Starting from the first diagram in the top box, as it moves along the sequence it follows the pattern of 1, 2, 3, ... swapping from top to bottom box.
- Starting with the bottom part of the diagram, swapping from bottom to top box it follows the pattern 4, 2, 4, 2 ...

Answer

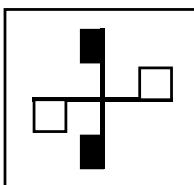
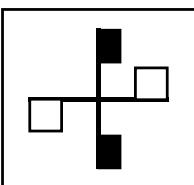
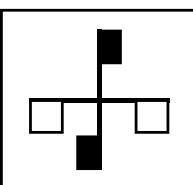
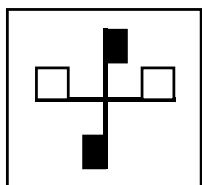
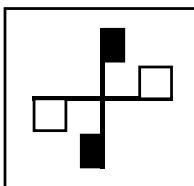
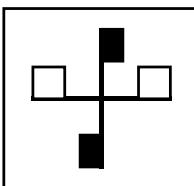
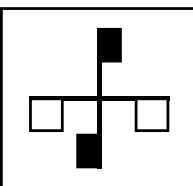
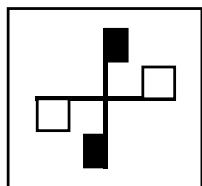
A

Please write the letter of your chosen answer in the answer box provided.

SEQUENCES

Question 6

Work out which figure comes next in the sequence.



A

B

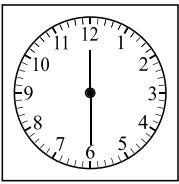
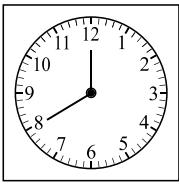
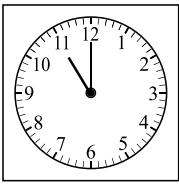
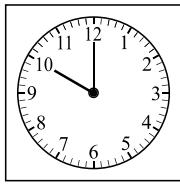
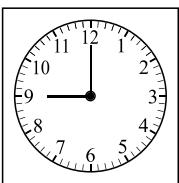
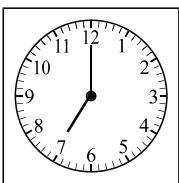
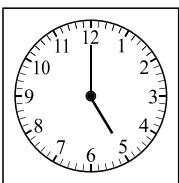
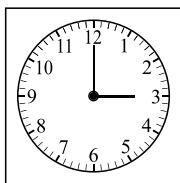
C

D

Answer

Question 7

Work out which figure comes next in the sequence.



A

B

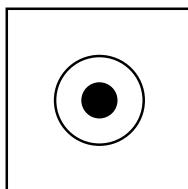
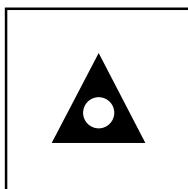
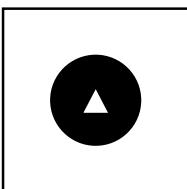
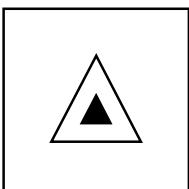
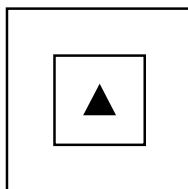
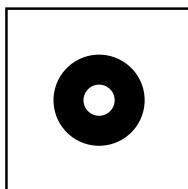
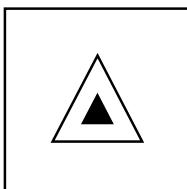
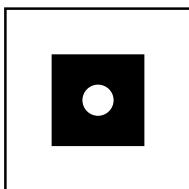
C

D

Answer

Question 8

Work out which figure comes next in the sequence.



A

B

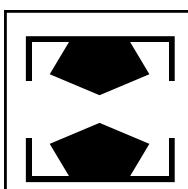
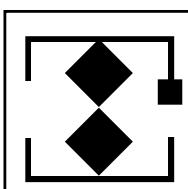
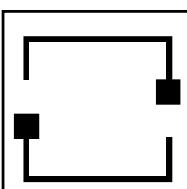
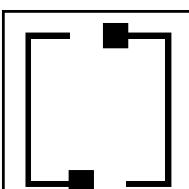
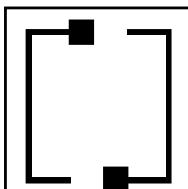
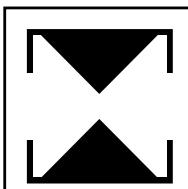
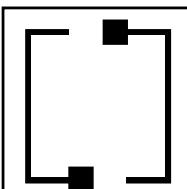
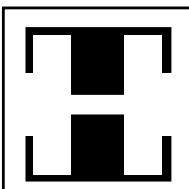
C

D

Answer

Question 9

Work out which figure comes next in the sequence.



A

B

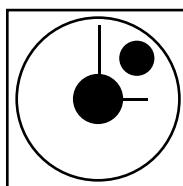
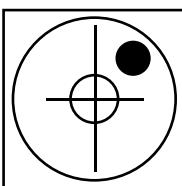
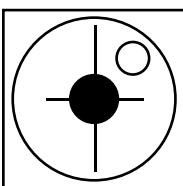
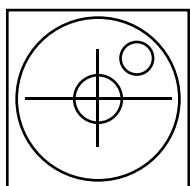
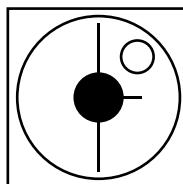
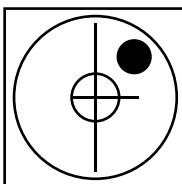
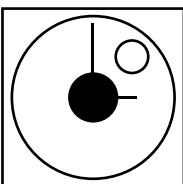
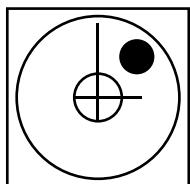
C

D

Answer

Question 10

Work out which figure comes next in the sequence.



A

B

C

D

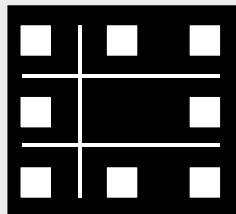
Answer

141258

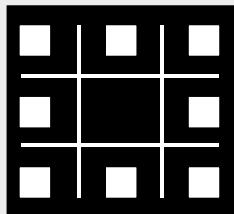
SAMPLE QUESTION

Find the odd one out.

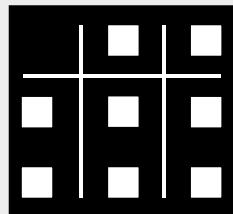
Question



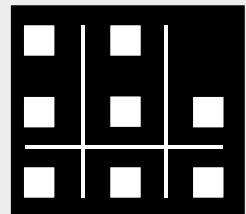
A



B



C



D

How to work it out

- Pay attention to everything that is going on: colours, patterns, position, shapes etc.
- You should notice that figures A, C and D all contain three lines, whereas figure B contains 4 lines.
- This is the difference.

Answer

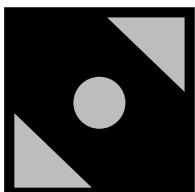
B

Please write the letter of your chosen answer in the answer box provided.

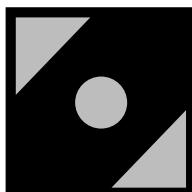
ODD ONE OUT

Question 11

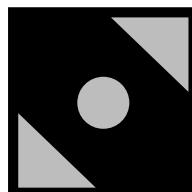
Which figure is the odd one out?



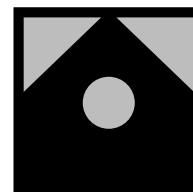
A



B



C

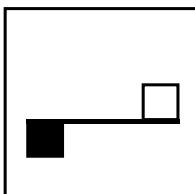


D

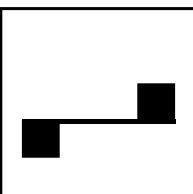
Answer

Question 12

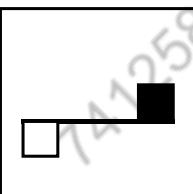
Which figure is the odd one out?



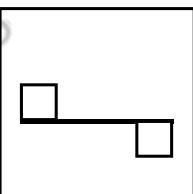
A



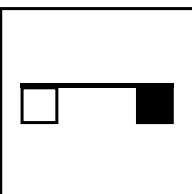
B



C



D

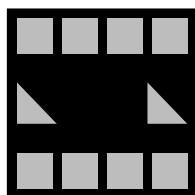


E

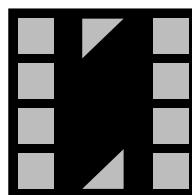
Answer

Question 13

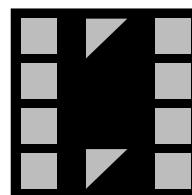
Which figure is the odd one out?



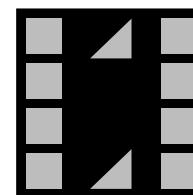
A



B



C

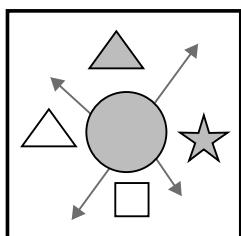


D

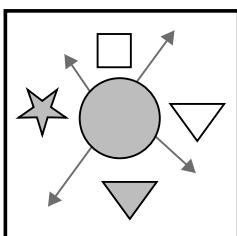
Answer

Question 14

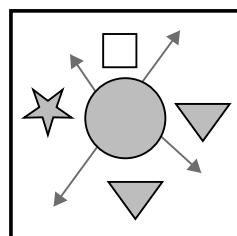
Which figure is the odd one out?



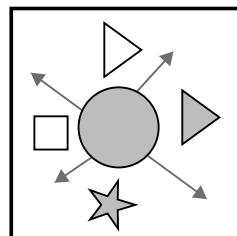
A



B



C

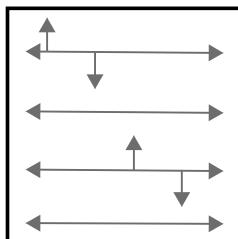


D

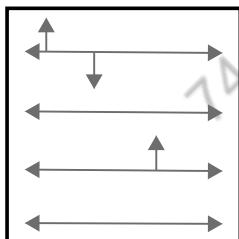
Answer

Question 15

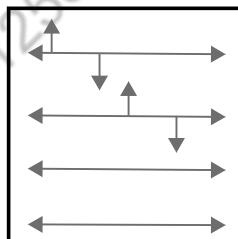
Which figure is the odd one out?



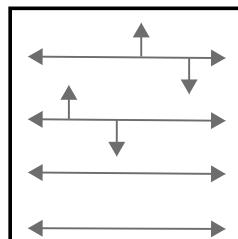
A



B



C



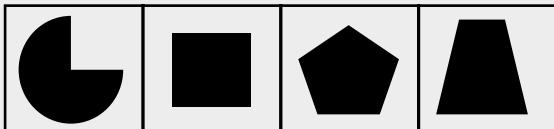
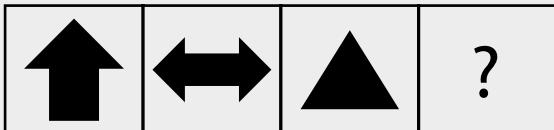
D

Answer

SAMPLE QUESTION

Complete the series.

Question



A

B

C

D

How to work it out

- Pay attention to symmetry, shades, shapes, size, patterns etc.
- You should notice that the first figure in the sequence has one line of symmetry, the second has two, and the third has three.
- So you need a shape with four lines of symmetry to complete the series. Figure B (the square) has 4 lines of symmetry, therefore this would be the correct answer.

Answer

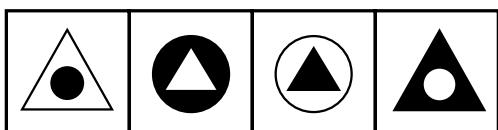
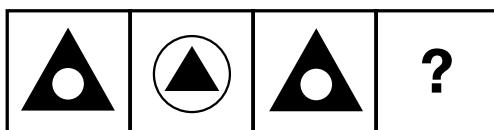
B

Please write the letter of your chosen answer in the answer box provided.

COMPLETE THE SERIES

Question 16

Work out which figure (A, B, C or D) best fits into the missing square.



A

B

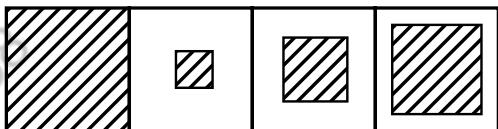
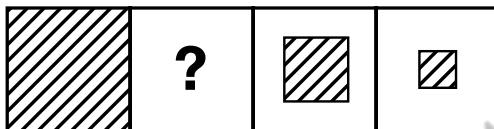
C

D

Answer

Question 17

Work out which figure (A, B, C or D) best fits into the missing square.



A

B

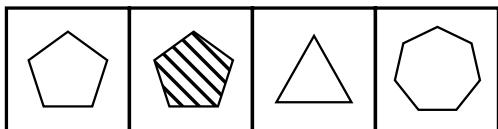
C

D

Answer

Question 18

Work out which figure (A, B, C or D) best fits into the missing square.



A

B

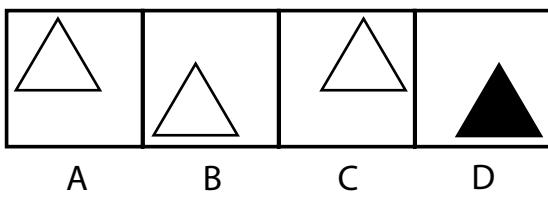
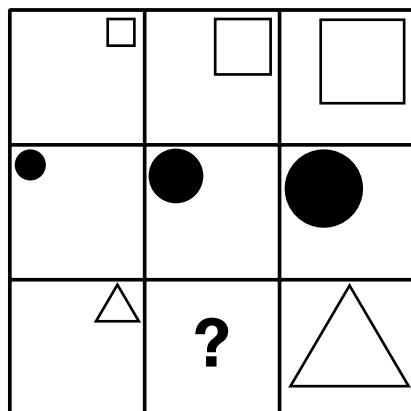
C

D

Answer

Question 19

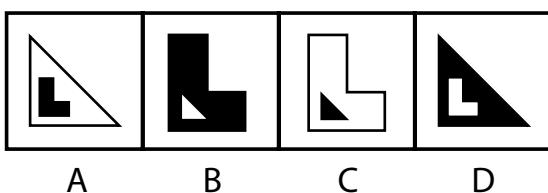
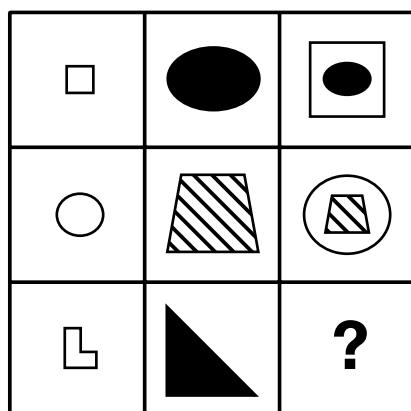
Work out which figure (A, B, C or D) best fits into the missing square.



Answer

Question 20

Work out which figure (A, B, C or D) best fits into the missing square.



Answer

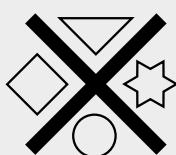
SAMPLE QUESTION

Which of the answer figures is a rotation of the question figure?

Question



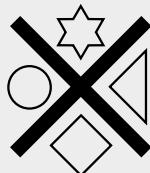
Answer figures



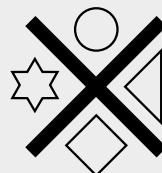
A



B



C



D



E

How to work it out

- If you rotate the question figure 90 degrees anticlockwise, you would end up with Figure A.
- None of the other figures are identical after rotation, because their shapes have been placed in a different position.

Answer

A

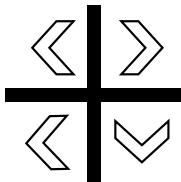
Please write the letter of your chosen answer in the answer box provided.

ROTATING SHAPES

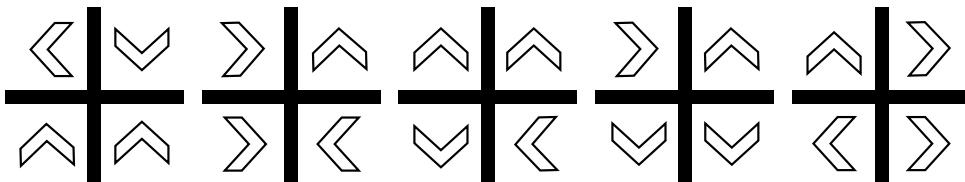
Question 21

Which of the answer figures is a rotation of the question figure?

Question figures



Answer figures



A

B

C

D

E

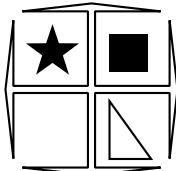
Answer

141258

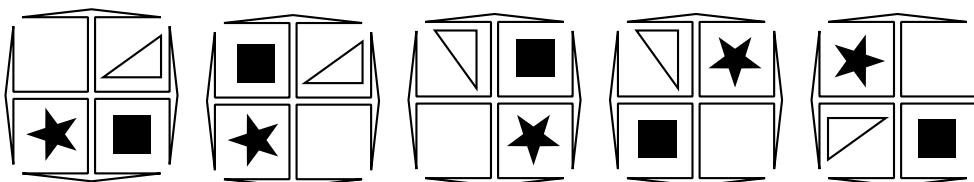
Question 22

Which of the answer figures is a rotation of the question figure?

Question figures



Answer figures



A

B

C

D

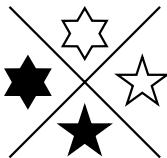
E

Answer

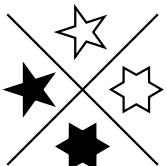
Question 23

Which of the answer figures is a rotation of the question figure?

Question figures



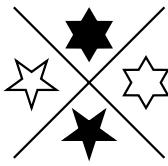
Answer figures



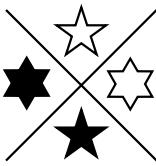
A



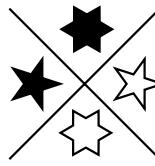
B



C



D



E

Answer

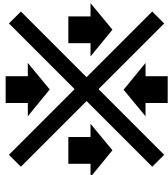
Question 24

Which of the answer figures is a rotation of the question figure?

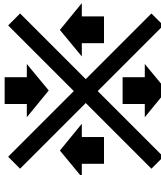
Question figures



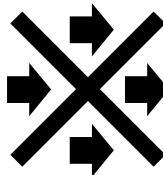
Answer figures



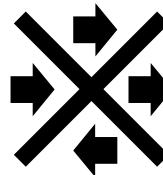
A



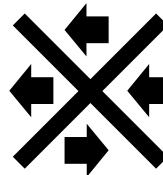
B



C



D



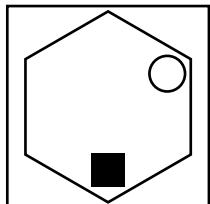
E

Answer

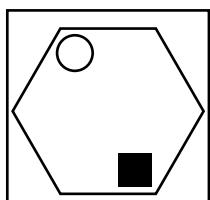
Question 25

Which of the answer figures is a rotation of the question figure?

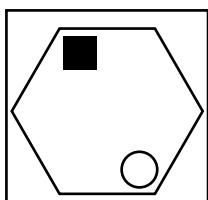
Question figures



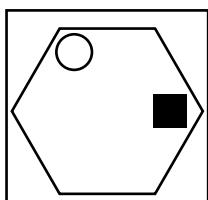
Answer figures



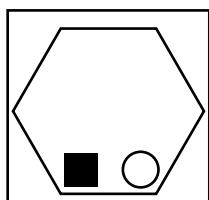
A



B



C



D

Answer

741258

ANSWERS TO NON-VERBAL REASONING – TEST 1

Q1. D

EXPLANATION = the code for triangles is P. The code for the colour is H. Therefore the correct answer would be P, H.

Q2. C

EXPLANATION = the code for the shape in figures 2 and 4 would be I. The colour of the shape is coded Q. Therefore the correct answer would be I, Q.

Q3. A

EXPLANATION = the code for the shape of a circle is I. The code for the patterned dots is Y. Therefore the correct answer would be I, Y.

Q4. C

EXPLANATION = the code for the shape of the triangle is I. The code for the white colour is E. Therefore the correct answer would be I, E.

Q5. D

EXPLANATION = the code for the shape in figure 4 matches the shape in figure 1 which is coded B. The colour of the shape matches that in figure 2 which is coded L. Therefore the correct answer would be B, L.

Q6. B

EXPLANATION = the white squares move in the following 3-piece sequence: 1 up and 1 down, both down, 1 up and 1 down, both down etc.

Q7. B

EXPLANATION = each clock in the sequence is adding on 2 hours. 3 o'clock, 5 o'clock, 7 o'clock, 9 o'clock. Therefore the next figure in the sequence needs to be 11 o'clock.

Q8. C

EXPLANATION = the outer shape goes square, triangle, circle, square, triangle, circle etc. This alternates between black and white. The inner shape goes circle, triangle, circle, triangle etc. This alternates between white and black.

Q9. D

EXPLANATION = the sequence changes between solid black shapes inside ‘brackets’ to small black squares at the ends of the brackets. Therefore the next figure must be a solid black shape.

Q10. C

EXPLANATION = the figures in the sequence are changing between white/black circles. The vertical and horizontal lines are also increasing by 1 each time within each odd figure (figures 1 and 3). So figure 5 will need to add a line on, and contain a white circle in the middle, with a black circle in the upper right corner.

Q11. D

EXPLANATION = the triangles in the first three figures are diagonal from one another, whereas in figure D they are side by side.

Q12. E

EXPLANATION = figure E is the odd one out because all the other figures have either a black or white square balancing on top of the line, figure E only has two squares beneath the line.

Q13. B

EXPLANATION = the bottom triangle is in the wrong position. All the other figures have been rotated and kept in the same position, whereas Figure B has been rotated but it has also been moved. (The bottom triangle should be pointing to the side, not having the base of the triangle on the base of the square).

Q14. C

EXPLANATION = figure C is the odd one out because the other figures have two small shapes that are shaded and two that are white. Figure C has three shapes shaded and only one shape is white.

Q15. B

EXPLANATION = figure B is the odd one out because each figure has 4 horizontal lines. They also have two arrows pointing up from a line, and two pointing down. Figure B only has 1 arrow pointing down.

Q16. C

EXPLANATION = the sequence follows the pattern of black triangle with white circle, white circle with black triangle, black triangle with white circle etc. Therefore the next figure in the series should be a white circle with a black triangle.

Q17. D

EXPLANATION = as the sequence progresses, the patterned square gets smaller each time. Therefore you need to find a square that is smaller than the first figure, but bigger than the third figure.

Q18. A

EXPLANATION = you should be able to notice that the sequence follows the pattern of adding one side onto the previous shape. For example, it starts with a triangle which has 3 sides, then changes to a square which has 4 sides. So, the next shape needs to have five sides and be white.

Q19. C

EXPLANATION = the sequence progresses by each shape getting bigger each time. The sequence also alternates between white shapes on the first line, black on the second, white on the third etc. Therefore the missing square needs to be a white triangle in the upper right corner, bigger than the first box, but smaller than the third.

Q20. C

EXPLANATION = the first vertical line, has small white shapes, these shapes increase in size for the third box. In the second vertical line, the shapes are big and shaded in, these shapes decrease in size and are placed inside the bigger shape in the third vertical line.

Q21. E

EXPLANATION = if you rotate the figure 180 degrees you will have an identical figure to the question figure.

Q22. B

EXPLANATION = if you rotate 90 degrees clockwise you will have an identical figure to the question figure.

Q23. B

EXPLANATION = if you rotate 90 degrees anticlockwise you will have an identical figure to the question figure.

Q24. B

EXPLANATION = if you rotate 180 degrees clockwise you will have an identical figure to the question figure.

Q25. C

EXPLANATION = if you rotate 90 degrees anticlockwise you will have an identical figure to the question figure.

141258

NON-VERBAL REASONING

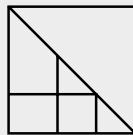
TEST 2

SAMPLE QUESTION

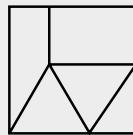
Work out where the hidden shape is. The hidden shape can be found in one of the answer options.

Hint: It will be exactly the same size and way round, wherever it is hidden.

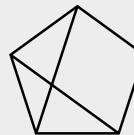
Question



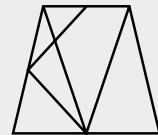
A



B

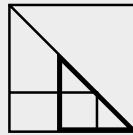


C

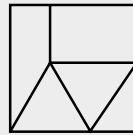


D

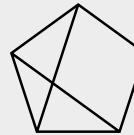
How to work it out



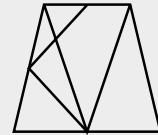
A



B



C



D

Answer

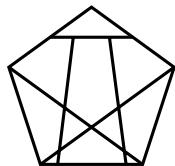
A

Please write the letter of your chosen answer in the answer box provided.

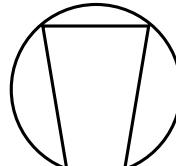
HIDDEN SHAPES

Question 1

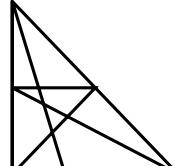
Work out where the hidden shape is. The hidden shape can be found in one of the answer options. *Hint: It will be exactly the same size and way round, wherever it is hidden.*



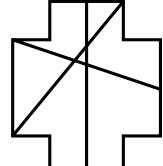
A



B



C

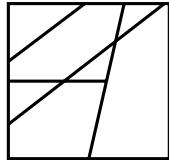


D

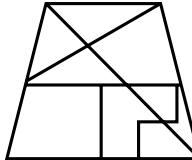
Answer

Question 2

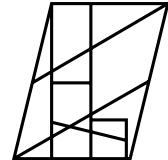
Work out where the hidden shape is. The hidden shape can be found in one of the answer options. *Hint: It will be exactly the same size and way round, wherever it is hidden.*



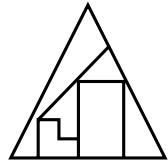
A



B



C

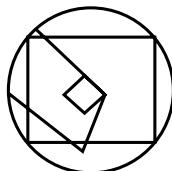
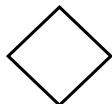


D

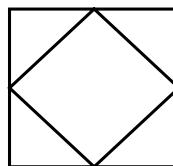
Answer

Question 3

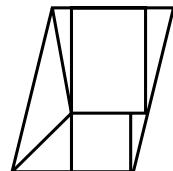
Work out where the hidden shape is. The hidden shape can be found in one of the answer options. Hint: *It will be exactly the same size and way round, wherever it is hidden.*



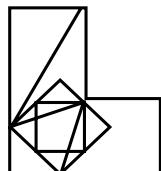
A



B



C

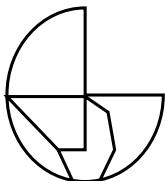
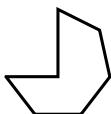


D

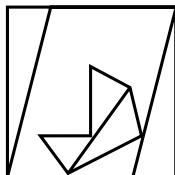
Answer

Question 4

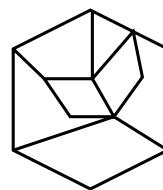
Work out where the hidden shape is. The hidden shape can be found in one of the answer options. Hint: *It will be exactly the same size and way round, wherever it is hidden.*



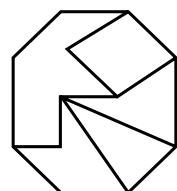
A



B



C

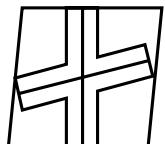


D

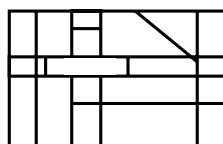
Answer

Question 5

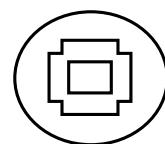
Work out where the hidden shape is. The hidden shape can be found in one of the answer options. *Hint: It will be exactly the same size and way round, wherever it is hidden.*



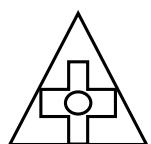
A



B



C



D

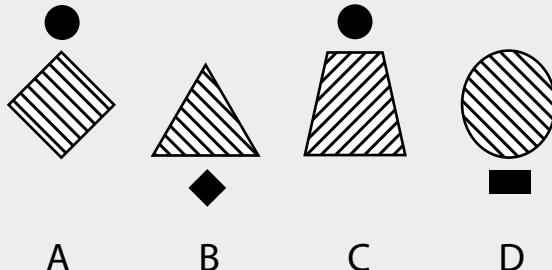
Answer

141258

SAMPLE QUESTION

Find the odd one out.

Question



How to work it out

- For these types of question you need to pay careful attention to colours, patterns, shapes, size etc.
- You will notice that figures A, B and D have diagonal lines going from top left to bottom right.
- Whereas in figure C, the diagonal lines are going from top right to bottom left. This is the opposite and therefore is the difference.

Answer

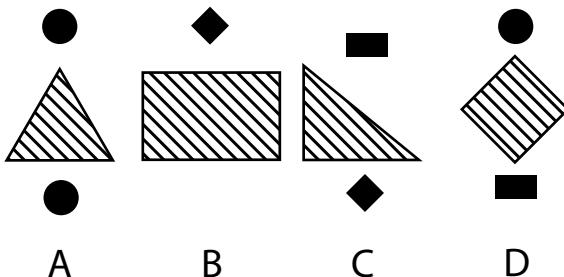
C

Please write the letter of your chosen answer in the answer box provided.

ODD ONE OUT

Question 6

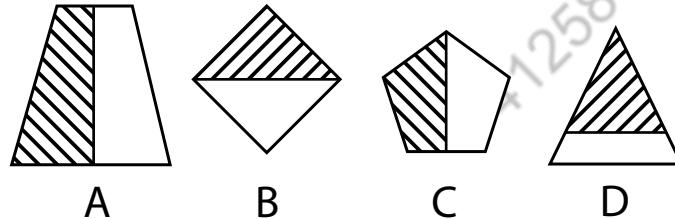
Which figure (A, B, C or D) is the odd one out?



Answer

Question 7

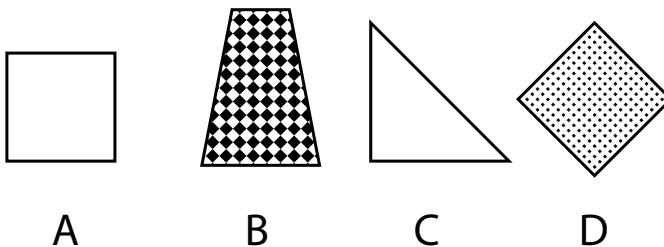
Which figure (A, B, C or D) is the odd one out?



Answer

Question 8

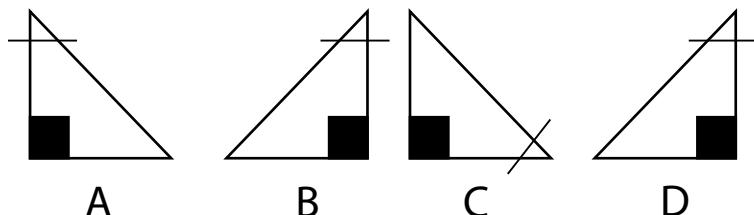
Which figure (A, B, C or D) is the odd one out?



Answer

Question 9

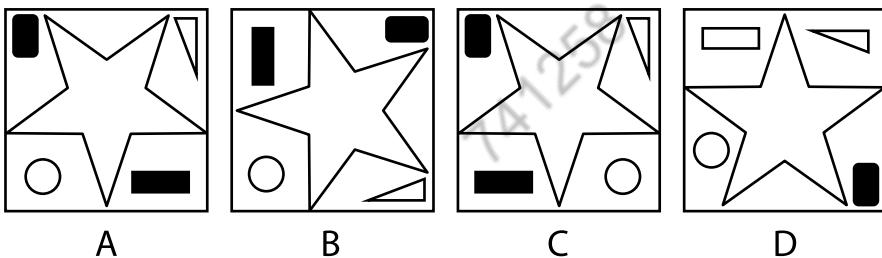
Which figure (A, B, C or D) is the odd one out?



Answer

Question 10

Which figure (A, B, C or D) is the odd one out?

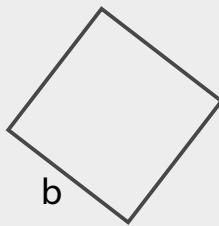
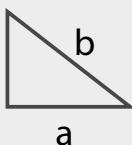
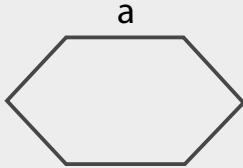


Answer

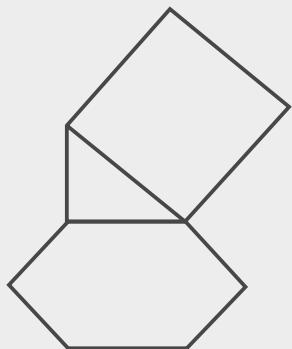
SAMPLE QUESTION

Connect the shapes. Match each side up with the correct letter to form the overall shape.

Question



End result:

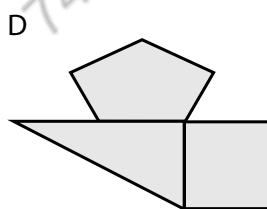
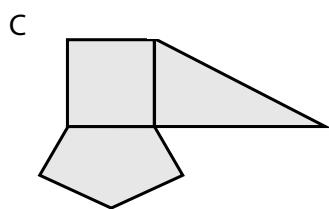
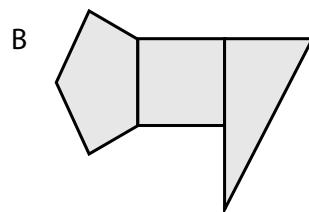
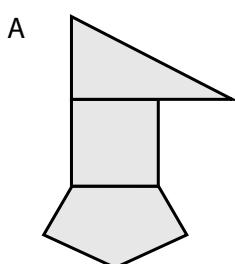
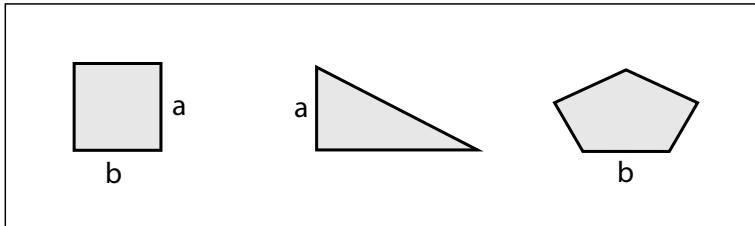


Please write the letter of your chosen answer in the answer box provided.

CONNECT THE SHAPES

Question 11

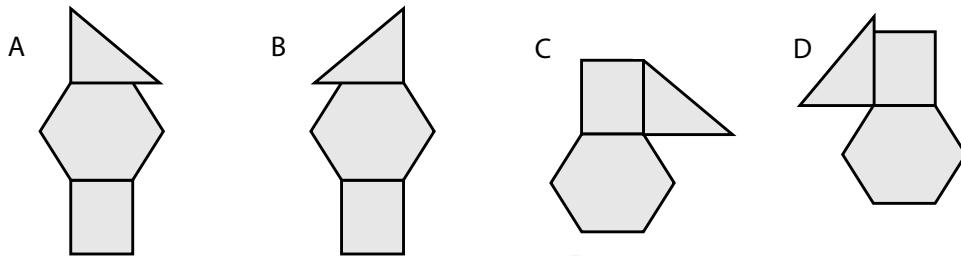
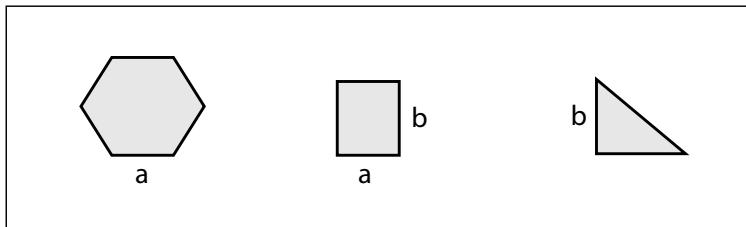
Which answer figure best represents how the first figure will look when joined to the second and third?



Answer

Question 12

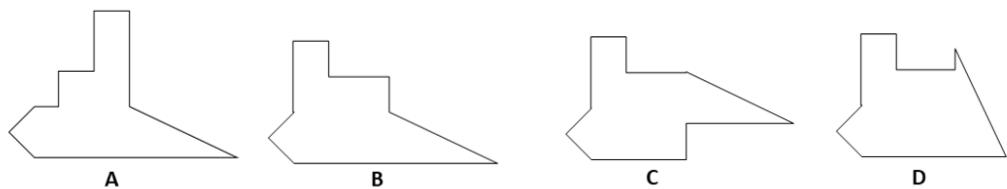
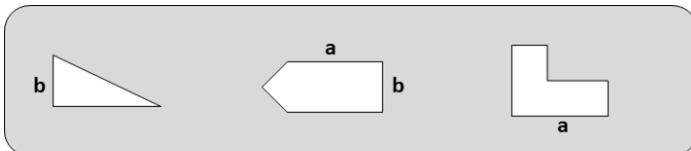
Which answer figure best represents how the second figure will look when joined to the first and third?



Answer

Question 13

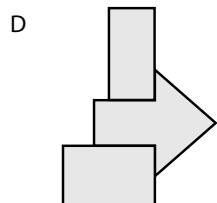
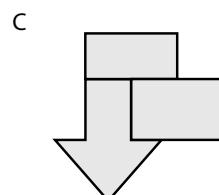
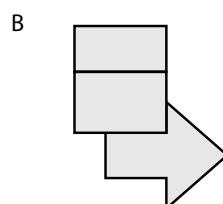
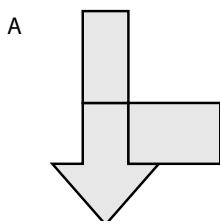
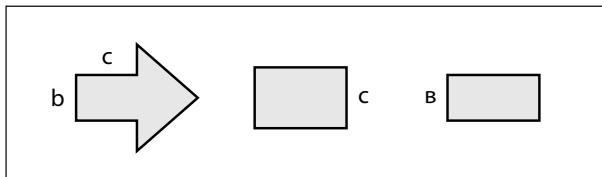
Using the corresponding letters, which answer option shows the shapes in the correct positions?



Answer

Question 14

Which answer figure best represents how the first figure will look when joined to the second and third?

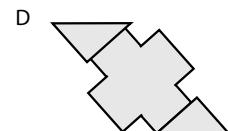
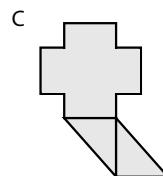
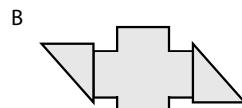
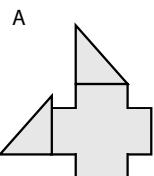
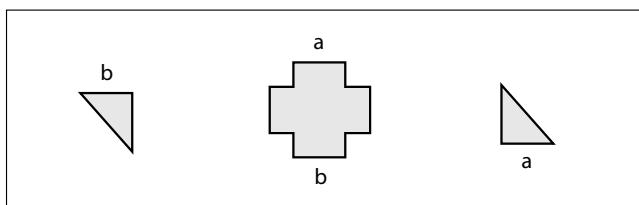


Answer

741258

Question 15

Which answer figure best represents how the second figure will look when joined to the first and third?

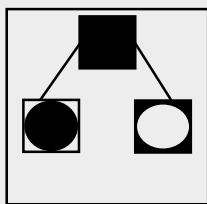


Answer

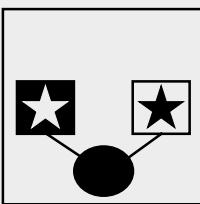
SAMPLE QUESTION

Complete the pair. Look at how the figure changes from box 1 to box 2 and then apply the same changes in order to get the correct answer.

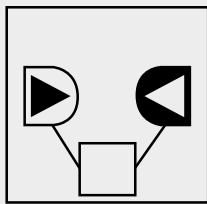
Question



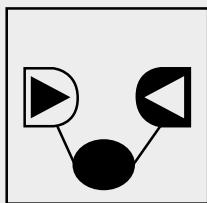
is to



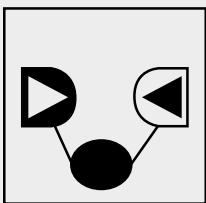
as



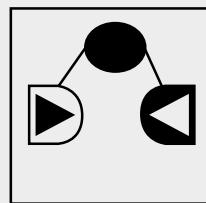
is to



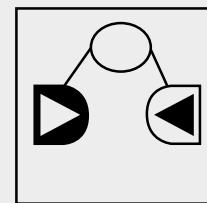
A



B



C



D

- You have to apply the same changes that happened in the first example, to the question figure. (black square at top, to black circle at bottom etc.)

Answer

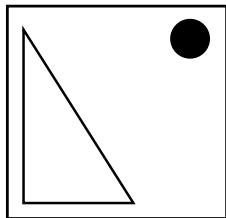
D

Please write the letter of your chosen answer in the answer box provided.

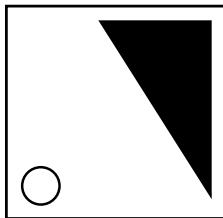
COMPLETE THE PAIRS

Question 16

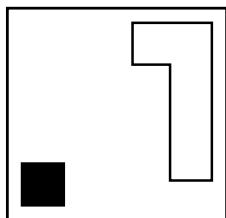
Complete the pair. Look at how the figure changes from box 1 to box 2 and then apply the same changes in order to get the correct answer.



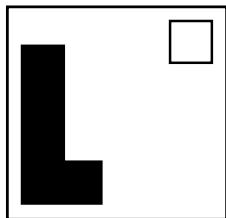
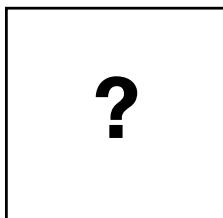
is to



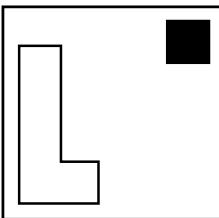
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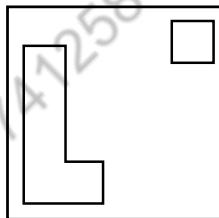
is to



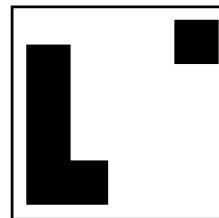
A



B



C

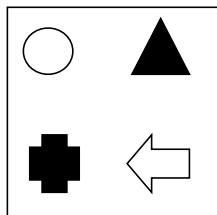


D

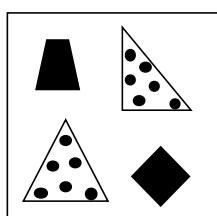
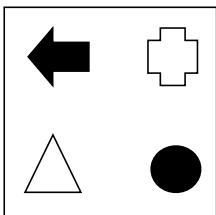
Answer

Question 17

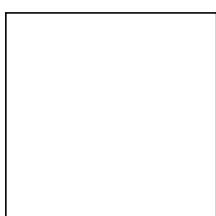
Complete the pair. Look at how the figure changes from box 1 to box 2 and then apply the same changes in order to get the correct answer.



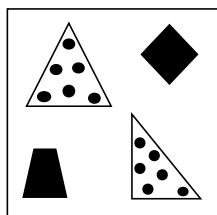
is to



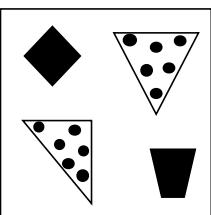
as



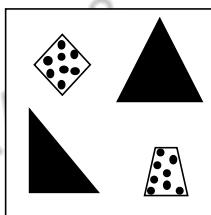
is to



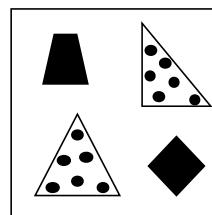
A



B



C

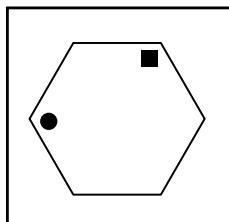


D

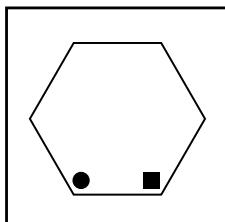
Answer

Question 18

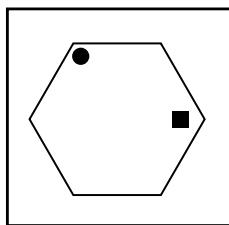
Complete the pair. Look at how the figure changes from box 1 to box 2 and then apply the same changes in order to get the correct answer.



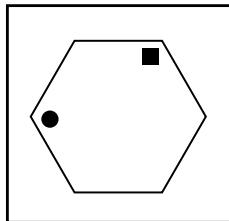
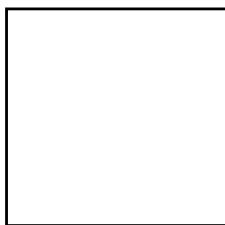
is to



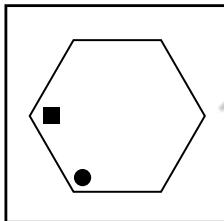
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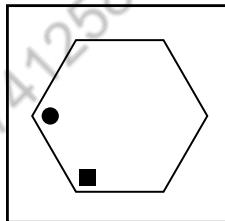
is to



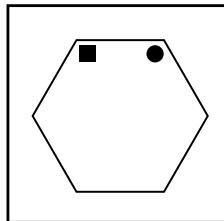
A



B



C

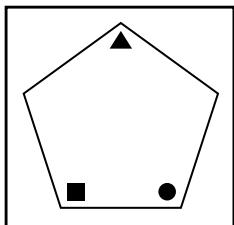


D

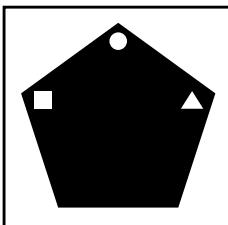
Answer

Question 19

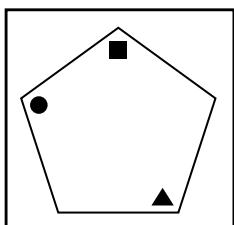
Complete the pair. Look at how the figure changes from box 1 to box 2 and then apply the same changes in order to get the correct answer.



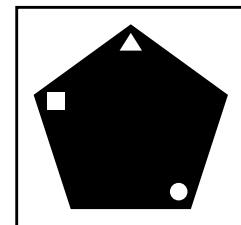
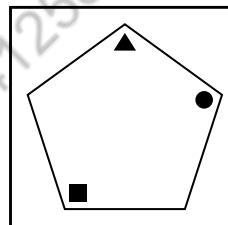
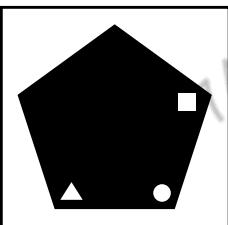
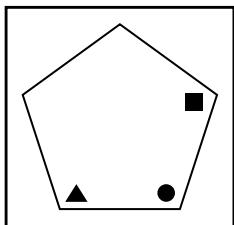
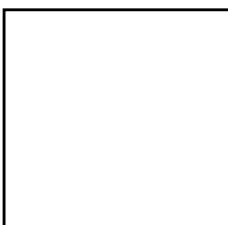
is to



as



is to



A

B

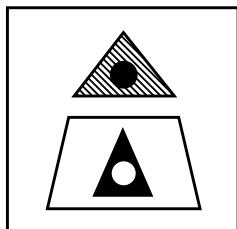
C

D

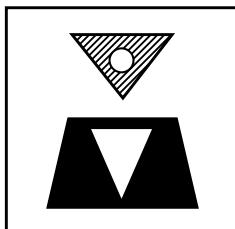
Answer

Question 20

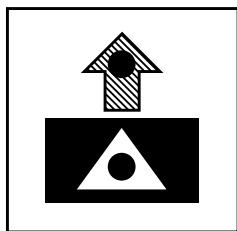
Complete the pair. Look at how the figure changes from box 1 to box 2 and then apply the same changes in order to get the correct answer.



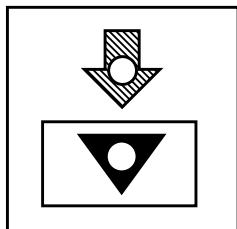
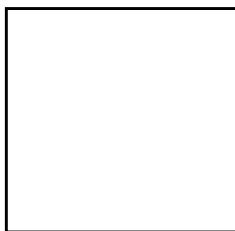
is to



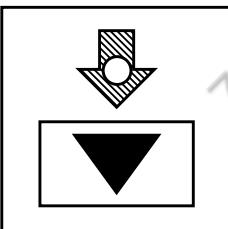
as



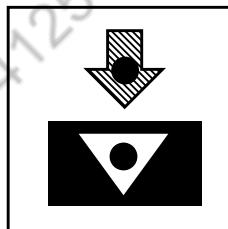
is to



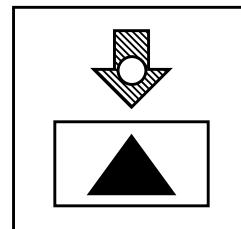
A



B



C



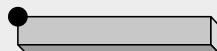
D

Answer

SAMPLE QUESTION

3D shapes. Which rotated answer is identical to the shapes first shown?

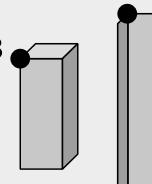
Question



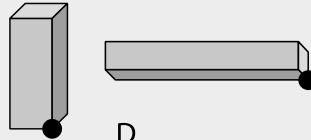
A



B



C



D

How to work it out

- To get from the figure shown, to Option C, you would rotate both objects 180 degrees clockwise or anticlockwise.
- REMEMBER = both shapes need to be rotated exactly the same number of times, in the exact same direction.

Answer

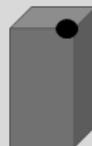
C

Please write the letter of your chosen answer in the answer box provided.

COMPLETES THE PAIRS

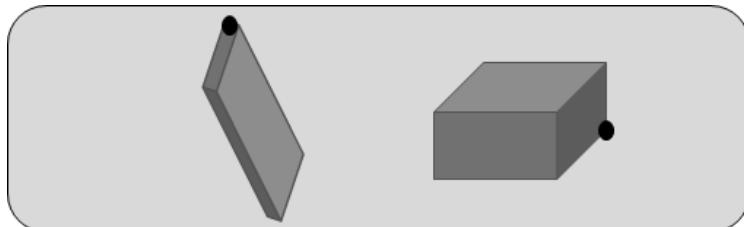
Question 21

Which rotated figure (A, B, C or D) is identical to the shapes in the shaded box?

**A****B****C****D***Answer*

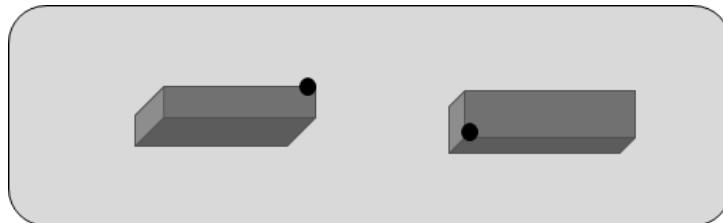
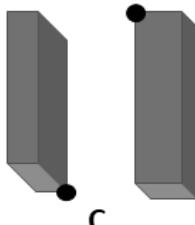
Question 22

Which rotated figure (A, B, C or D) is identical to the shapes in the shaded box?

**A****B****C****D***Answer*

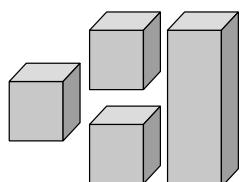
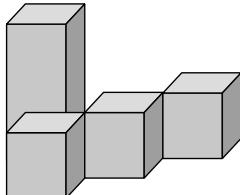
Question 23

Which rotated figure (A, B, C or D) is identical to the shapes in the shaded box?

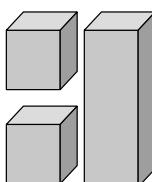
**A****B****C****D***Answer*

Question 24

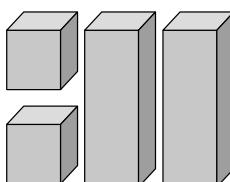
What 3D shapes are needed from the answer options in order to create the final shape?



A



B



C

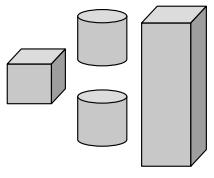
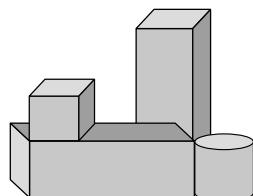
None
of
these

D

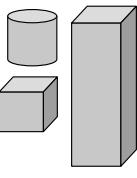
Answer

Question 25

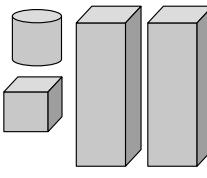
What 3D shapes are needed from the answer options in order to create the final shape?



A



B



C

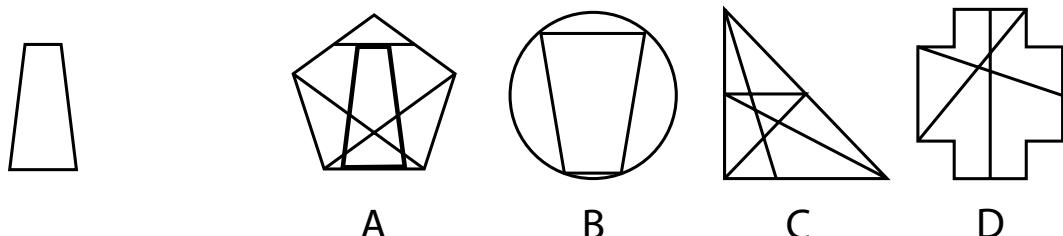
None
of
these

D

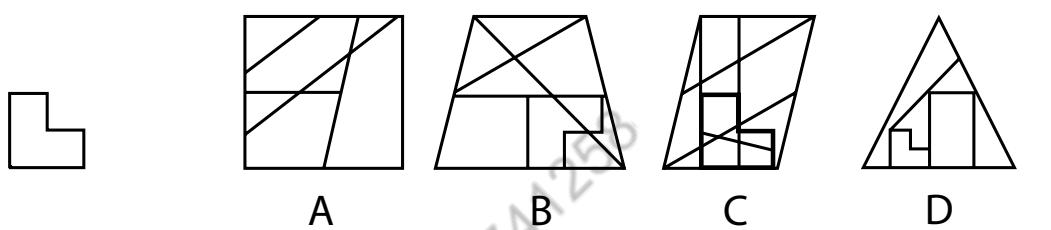
Answer

ANSWERS TO NON-VERBAL REASONING – TEST 2**Q1. A**

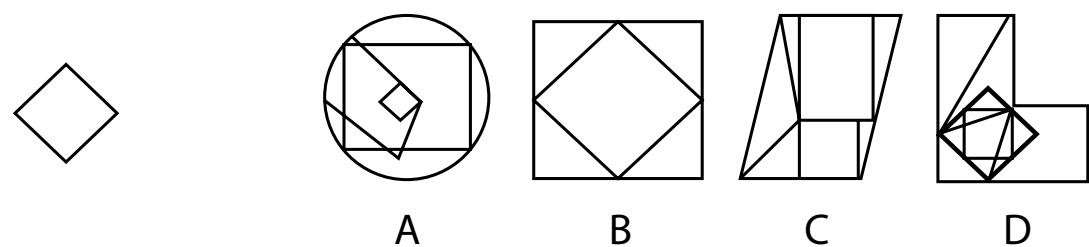
EXPLANATION =

**Q2. C**

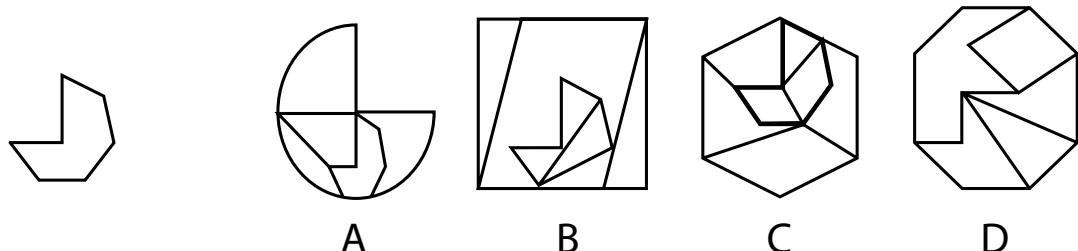
EXPLANATION =

**Q3. D**

EXPLANATION =

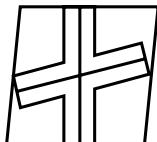
**Q4. C**

EXPLANATION =

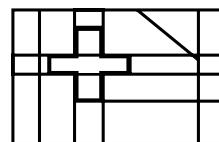


Q5. B

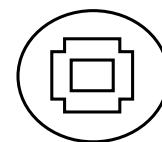
EXPLANATION =



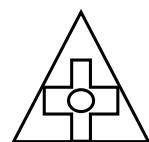
A



B



C



D

Q6. B

EXPLANATION = figure B is the odd one out because all the other figures have two small shapes at the top and bottom, outside the big shape. Figure B has only one.

Q7. D

EXPLANATION = figure D is the odd one out because the other figures are shaded 50%. Figure D is shaded more than half.

Q8. C

EXPLANATION = figure C is the odd one out because the other figures are four sided shapes, whereas figure C is a three sided shape.

Q9. C

EXPLANATION = figure C is the odd out because all the other figures show the line crossing over the top of the triangle, whereas in figure C it crosses over at the bottom.

Q10. D

EXPLANATION = figure D is the odd one out because all the other figures have two small black shapes and two small white shapes. Figure D has three small white shapes and only one small black shape.

Q11. C

EXPLANATION = figure C is the correct answer. After placing the shapes together, all the shapes are in the correct position.

Q12. C

EXPLANATION = figure C is the correct answer. After placing the shapes together, all the shapes are in the correct position.

Q13. B

EXPLANATION = figure D is the correct answer. After placing the shapes together, all the shapes are in the correct position if you rotate the entire shape 90 degrees clockwise.

Q14. A

EXPLANATION = figure A is the correct answer. After placing the shapes together, all the shapes are in the correct position if you rotate the entire shape 90 degrees clockwise.

Q15. D

EXPLANATION = figure D is the correct answer. After placing the shapes together, all the shapes are in the correct position if you rotate the entire shape 45 degrees anticlockwise.

Q16. A

EXPLANATION = the example shows a white triangle in the bottom left corner and a black circle in the top right corner. This changes to a black triangle in the top right corner and a white circle in the bottom left corner. Therefore the same method should be used to work out the missing box. The black square in the bottom left corner will become a white square in the top right corner and the white ‘L’ shape in the top right corner will become a black ‘L’ shape in the bottom right corner.

Q17. C

EXPLANATION = the first pair sees two black shapes switch places and become white and the two white shapes switch places and become black. This method can be applied to the second pair where two black shapes change places and become spotted and the two spotted shapes switch places and become black.

Q18. C

EXPLANATION = in the top set of squares the small black circle moves around the hexagon anti-clockwise one place. The small black square moves around the hexagon clockwise two places.

Q19. B

EXPLANATION = in the top set of squares the left hand side hexagon is white with black shapes whereas the right side hexagon is black with white shapes. The small black circle moves around the hexagon anti-clockwise two places. The small black square moves around the hexagon clockwise one place. The

small black triangle moves clockwise one place.

Q20. B

EXPLANATION = in the top left square there is a striped triangle with a black circle in the centre. Below this is a white trapezium with a black triangle with a white circle. In the top right square the striped triangle is now inverted and the circle is black. Below this the trapezium is now black, the inner triangle inverted and white with no central circle.

Q21. A

EXPLANATION = if you rotate the left-hand column 90 degrees clockwise, it will appear as it does in option A. The same goes for the right-hand column.

Q22. A

EXPLANATION = if you rotate both of the shapes by 180 degrees, they will appear as they do in answer option A.

Q23. D

EXPLANATION = if you rotate both of the shapes by 180 degrees, they will appear as shown in answer option D.

Q24. A

EXPLANATION = the final figure shows 3 cubes and a cuboid.

Q25. C

EXPLANATION = the final figure includes two cuboids, a cylinder and a cube.

END OF REASONING TEST

CHAPTER 4

WRITTEN EXERCISE

Alongside the English, Maths and Reasoning exams, there will also be a writing exercise that will be carried out on the same day.

Please note, that while this written piece is mandatory and every pupil will be made to take it, it will not be marked. The written exercise may be used by a local head teacher panel as part of the assessment stage of the Kent Test process. The written exercise may also be looked at if a child's test has been appealed and has asked to be reconsidered.

It is often thought that the written exercise of the 11+ Kent test, is the part that pupils tend not to enjoy. However, take comfort in the fact that this is not marked, but still gives a child the chance to put their writing skills into action and create a factual or fictional written piece.

HOW LONG DOES THE EXERCISE LAST?

40 minutes will be allowed for the written exercise, which includes 10 minutes of planning time.

The written exercise has been made considerably shorter in order for pupils to be able to complete the exam in one day.

HOW CAN YOU PREPARE FOR THE WRITTEN EXERCISE?

Although the titles change each year, the objectives and themes are somewhat similar. The main way a pupil can be ready for the written exercise is to practice their writing at home.

Think of any title or topic and make a plan as to how you would answer it. Using spider diagrams are always a useful learning tool which allows a pupil to visually see what they have written.

Be as creative as you want! The best way to do well in the Kent Test is to practice beforehand. Therefore you need to spend as much time as you possibly can preparing and practicing for all types of questions, including the written exercise.

WHAT TO EXPECT

For the written exercise, there is usually a choice of titles to choose from. These titles change slightly every year, but they tend to address the same common themes and motives. Not only does this give pupils the chance to express themselves through writing, but it also allows them to think creatively, and describe things using powerful vocabulary, punctuation, descriptions and plotlines.

For creative writing, the exam may present you with a title such as:

- Being lost;
- Being scared or alone;
- Achieving something or doing something exciting;
- Having an adventure;
- The storm, hurricane, tornado etc;
- A place or person that inspires you;
- Visiting relatives;
- Memories.



- This exercise focuses on your ability to creatively write a piece of factual or fictional writing;
- Try to be imaginative and creative. Think of new ideas that are exciting and different;
- Vocabulary! Remember to use adjectives and adverbs;
- Link the tone of your work to narrative based elements, such as the weather, the surrounding environment and feelings. Make sure you really describe what is going on so other people can imagine the same thing you are;
- Don't skip the planning session! This will allow you to gather up all your thoughts and refer to them throughout the exercise.

HOW TO WORK THROUGH THE WRITTEN EXERCISE

**CHOOSE YOUR TITLE FROM
THE OPTIONS PROVIDED**

1

PLANNING STAGE

2

2.1 Who are the characters?
Description? Their role?

2.2 Where is the story set? Give a
detailed picture of where it's set

2.3 Plot line. Your story needs a
beginning, middle and end

2.4 **Bullet point** your story with
what you want to include

WRITING STAGE

3

PAY ATTENTION TO:

- Grammar, spelling, vocabulary, punctuation, paragraphs,
sentence structure, details, creative and imaginative thoughts

4

WRITTEN EXERCISE EXAMPLES

Below is an example that demonstrates the type of question a pupil may get in the exam, and a sample answer of how they could answer in order to achieve high marks.

Written Exercise

Write a story titled ‘Lost’. This can be from a true or personal experience, or completely fictional. Include your thoughts and feelings towards the situation and what happened.

Sample Extract Answer

Lost

I didn't know where I was. I didn't know how I got there, or how I was going to get out. All I knew was that I was lost!

My name is Sam. Well, Samantha actually. I'm a student at Tree Hill High School. I have come to realise that as we strain to grasp the things we desire, such as money, fame or popularity, we begin to ignore what truly matters. We begin to ignore the simple things in life, like friendship, love or family. It took me a life changing, terrifying experience to realise this. It was an experience that changed my entire perspective...

My eyes peered out into the darkness. All I could see was shadows. I assumed that I was in a wooded area. The air clawed at the back of my neck with damp fingers. I was as cold as the bottom of the ocean. I sat down underneath a tree and listened to the rustling of the leaves above my head. Where was I? How did I get here? More importantly, how would I get home? There was a sharp crack above my head. Footsteps? No, just the wind. The soil crawled beneath my feet. I decided that this was where I would die. There would be no funeral, no well-wishers and no cheesy music while they carried my coffin to the grave. They'd find me right here, a little frozen ball curled up underneath a great big tree. They might never find me at all.

My mind started to wander. The last few weeks at home had been truly unpleasant, although that was mostly down to me skipping school and getting into trouble. I hadn't appreciated what my family were trying to do for me. Now, it was too late. I'd never see them again. I'd never see my dog, Jerome. I'd never feel his warm, soft fur against my cheek; or breathe in the greased odour of my Mum's chipati flatbread. I laid my head back against the base of the tree. I was tired. I was tired of running, tired of being lost and alone. It was time to give up.

Somewhere to the left, there was a short sharp whistling sound. I opened my eyes and peered into the gloom. Footsteps. Real ones this time. A man. I tried to get up, but my legs were made of lead. This was where I would die. The man stepped out of the shadows and stared down at me. He reached out his hand...

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Answer Feedback

- This answer demonstrates high levels of critical thinking and creative imagination.
- It gives a clear depiction of what the title addresses – being lost.
- This answer is an extract from an answer which introduces the importance of being lost, as well as addressing other themes associated with lost; scared, vulnerable, perspective, apprehension. This introduction refers to these themes in great detail, using great descriptions.
- Punctuation and spelling is important in any written exercise which this extract is successful at.
- Using particular vocabulary and sentence structure is important to get your point across clearly and effectively.
- The introduction draws upon all the emotions and thoughts that would be felt if someone was to get lost, and the passage does this with great narration.
- It uses a first person point of view which allows the reader to be drawn in instantly and allows the reader to view the story as if they were experiencing it for themselves. This is a powerful literary device that helps engage the reader with the story.
- It uses similes and metaphors to emphasise particular points in the story.
- It provides a clear and descriptive story that includes all the right literary elements for a creative piece of writing.
- Although it is not completed, (it's only an extract), it is clear to see that the scene and the storyline have been set up in a creative way to ensure the story can be progressed.

HAVE A GO YOURSELF – WRITTEN EXERCISE

Question

You are trapped in a storm on a ship out at sea. The storm is getting closer. Write a short story describing the events of the storm, what happened, feelings and thoughts, characters, scenery etc.

You have 10 minutes of planning time.

NOTES:

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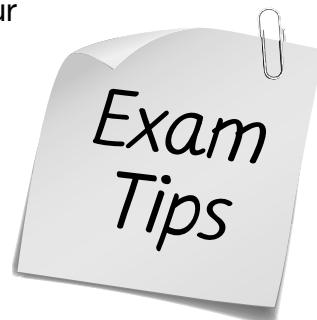
You now have 30 minutes to write your answer.

WRITTEN EXERCISE:

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- Be as imaginative as you can. You want your story to stand out and be exciting.
- Make sure you have provided detailed descriptions about characters, settings, events, thoughts and feelings.
- Take care in your spelling, vocabulary, grammar, punctuation, paragraphing etc. These little details in essay writing all add up to your overall score.
- Maybe your ship was shipwrecked and you had to wait out the storm. Maybe your captain fell overboard and you had to come up with a way to get everyone to safety. It does not matter how you choose to continue the story. What does matter is how you choose to tell it.
- Be descriptive! Your reader wants to be able to visualise what you see. Don't expect your reader to already know something. Make it clear and make it descriptive.



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CHAPTER 5

ANSWERING YOUR QUESTIONS

For each exam in the Kent Test, you will be provided with a testing booklet and an answer booklet:

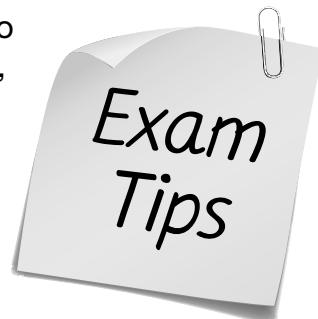
- Maths and English Testing Booklet;
- Maths and English Answer Sheet;
- Reasoning Testing Booklet;
- Reasoning Answer Sheet.

You need to read the questions in the testing booklet and choose the correct answer, which you MUST then write on the answer sheet provided.

Once you have taken the Kent Test, only the answers that were written on the answer sheet will be marked. Any other written work, or rough drafts on any other paper or in the testing booklet, will not be marked.

Make sure at the start of your Kent Test, you take the time to carefully read through the set of instructions listed on the front of your examination booklet. This will tell you everything you will need to know regarding the Kent Test, including how to answer the questions and where to write your answers.

- Make sure that you mark your chosen answer to the corresponding question number. For example, if you answered question 5, make sure that for your answer, you mark the answer for question 5!
- Lightly erase any mistakes on your answer booklet and mark your new answer clearly. Your answer needs to be clear so don't scribble on your answer sheet!
- Any rough work, drafts or workings out should not be written on the answer sheet. Instead, you can ask for extra sheets of paper or write them in your testing booklet. (Any additional paper or the testing booklet will not be marked).



EXAMPLE ANSWER SHEET

Here is a basic example of what the marking sheet will look like. During your real Kent Test, you will have to answer all of your questions in this format. So if you chose 'B' as the correct answer for question 1 on the English test, you would mark a line in pencil or pen horizontally through the box (as shown).

English				
Q1.	a	b	c	d
Q2.	a	b	c	d
Q3.	a	b	c	d
Q4.	a	b	c	d
Q5.	a	b	c	d
Q6.	a	b	c	d

Maths				
Q1.	a	b	c	d
Q2.	a	b	c	d
Q3.	a	b	c	d
Q4.	a	b	c	d
Q5.	a	b	c	d
Q6.	a	b	c	d

Verbal Reasoning				
Q1.	a	b	c	d
Q2.	a	b	c	d
Q3.	a	b	c	d
Q4.	a	b	c	d
Q5.	a	b	c	d
Q6.	a	b	c	d

Non-Verbal Reasoning				
Q1.	a	b	c	d
Q2.	a	b	c	d
Q3.	a	b	c	d
Q4.	a	b	c	d
Q5.	a	b	c	d
Q6.	a	b	c	d

Remember, we have also provided you with some additional free online educational tests which will help to improve your competence further in this particular testing area. To gain access, simply go to:

www.MyEducationalTests.com

Good luck with your 11+ Kent Test. We wish you the best of luck with all your future endeavours!

The how2become team

The How2Become team

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