

## **SAMPLE**

# **Entrance Examination**

### **MATHEMATICS**

Time allowed: 60 minutes

#### Instructions

- Calculators are NOT allowed. You may use a ruler.
- Attempt all questions.
- If you cannot do a question, go on to the next one and try again later on.
- Do not ask the teacher to explain a question to you.
- If you finish before the end, check your answers and then wait quietly in your place.
- If you do not finish, or if you cannot understand all the questions, do not worry.

#### Section A

- You should spend about 20 minutes on this section.
- Each question is provided with FIVE possible answers, only ONE answer is correct.
- Write the correct answer in the box on the right, if you make a mistake, rub it out and try again.

#### Section B

- You should spend about 40 minutes on this section
- Write your answers and working in the spaces provided. DO NOT use extra paper.

#### **Section A**

### **1.** What is 148 + 476?

A: 514 B: 524 C: 614 D: 624 E: 634

2.

Which of the following gives the correct number for \*?

A: 3 B: 4 C: 5 D: 6 E: 7

3. What is  $45 \times 160$ ?

A: 720 B: 4800 C: 7200 D: 640 E: 1440

**4.** Work out three-sevenths of 91

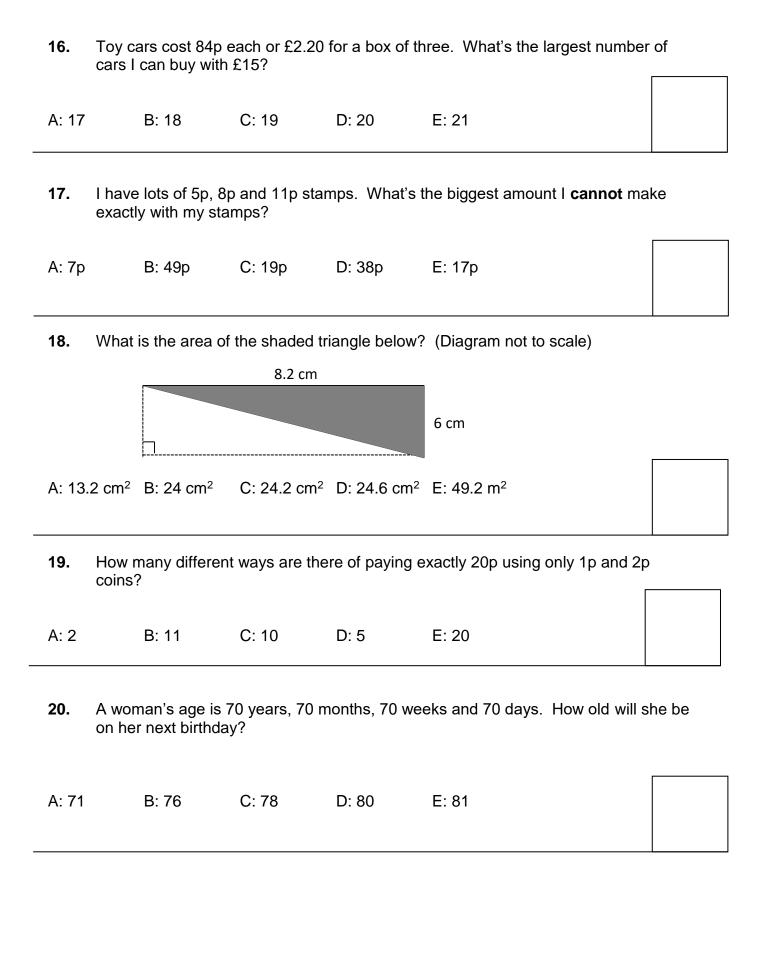
A: 42 B: 39 C: 36 D: 26 E: 13

**5.** What is 423÷9?

A: 43 B: 47 C: 35 D: 57 E: 37

6. Wha	t number is ha	alfway betwee	n $4\frac{1}{2}$ and $7\frac{1}{2}$	?	
A: 5 <sup>1</sup> / <sub>4</sub>	B: 5½	C: 5 <sup>3</sup> / <sub>4</sub>	D: 6	E: 6 <sup>1</sup> / <sub>4</sub>	
<b>7.</b> Work	∢ out 1+2×3+	4×5+6			
A: 21	B: 35	C: 71	D: 33	E: 231	
8. Thre	e-quarters of	a number is 3	6 less than th	e number. What's the number?	
A: 144	B: 48	C: 124	D: 154	E: 52	
9. Whic	ch of the follow	ving is the larg	gest?		
A: 13×14	B: 12×15	C: 11×16	D: 9×18	E: they're all equal	
<b>10.</b> Find	the sum of al	I the prime nu	mbers betwee	en 30 and 50	
A: 152	B: 168	C: 19	97 D: 19	99 E: 201	

<b>11.</b> What	time is 1 hou	r 32 minutes t	pefore 7:19 pr	n?		
A: 4:42 pm	B: 4:52 pm	C: 5:47 pm	D: 3:42 pm	E: 2:56 am		
<b>12.</b> What	t fraction of thi	is rectangle is	shaded?			
A: ½10	B: <sup>3</sup> / <sub>10</sub>	C: 1/	3	D: ½	E: $\frac{2}{5}$	
		oars for 65 per get from a £5		5 bags of cris	sps for 55p each. F	low
A: 30p	В: 35р	C: 40p	D: 45p	E: 50p		
		rs multiply tog n the two num		180. What is	s the smallest poss	sible
A: 3	B: 8	C: 11	D: 21	E: 57		
<b>15.</b> Work	out 80% of £	535.				
A: £107	B: £372	C: £400	D: £418	E: £4	128	



### Section B

- **21.** Fill in the missing numbers in the following sequences:
  - a) 10, 13, 16, \_\_\_\_, 25, 28

b) 29, 22, 15, 8, \_\_\_\_, -13, -20

c) 1, -2, 4, -8, \_\_\_\_, 64, -128

22.	a) Work out 53×173
	Answer:
	b) Subtract 235 from 412.
	Answer:
	c) What is the remainder when 531 is divided by 17?
	Answer:

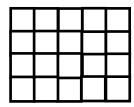
23.	Here are two ways of making a to	otal of 12 from three <b>different</b> whole numbers:
	2 + 3 + 7 = 12	3 + 4 + 5 = 12
	a) Write down all the ways of manumbers (don't count 2 + 3 + 7 a	aking a total of 12 using three different whole s different from 3 + 7 + 2).
	b) How many ways are there of numbers?	making a total of 15 using three different whole

Answer:.....

24.				
	Th	~ ?	by '	2 ro
		e 2	-	316
	cai	12 rc	20	

The 2 by 3 rectangle above contains eight squares: six 1 by 1 squares and two 2x2 squares.

a) How many squares are in this 4 by 5 rectangle?



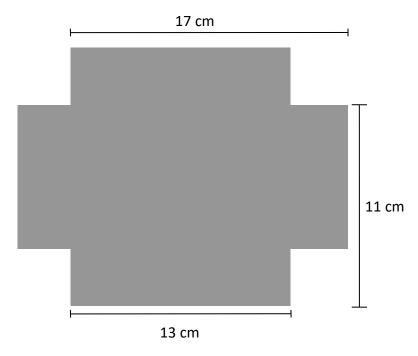
A 10 0 14 0 15	
Answer	 

b) Find a rectangle which contains exactly 20 squares.

Answer:....

25.	a) Robin thinks of a number. When he triples the number and then subtracts 13, he gets 11. What's his number?
	Answer:
	b) Ros thinks of a number. When she subtracts the number from 91 and then adds 19 to the answer, she gets 12. What's her number?
	Answer:
	c) Neetha thinks of a number. When she multiplies the number by 5 and then subtracts the answer from 84 she gets her original number. What's her number?
	Answer:
	/ \(\text{IIOWO}\)

**26.** A shape is made by cutting equal squares from the corners of a rectangular piece of card. Find the area of the remaining card.



(Diagram not to scale)

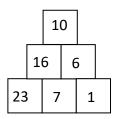
Answer:

27.	Here's a rule to combine two numbers: multiply each number by itself, then add these two numbers together; finally add together the digits of this answer. For example 5 and 8 combine to give 17 because $(5\times5)+(8\times8)=89$ and then $8+9=17$ .
	a) What do you get when you combine 3 and 7 using this rule?
	Answer:
	b) I'm thinking of two different numbers. When I combine them using this rule, I get the answer 9. What could my two numbers be?
	Answer:
	Mia and Julian play a game. In the game, Mia chooses a whole number, and then Julian has to choose another whole number so that when he combines it with Mia's number using the rule above, the answer is 7. If he can't find a number, Mia wins.
	c) If Mia says the number 3, what number should Julian choose?
	Answer:
	d) If Mia says the number 9, what number should Julian choose?
	Answer:

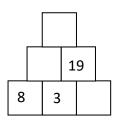
B. elow:	A pattern is made using blac	k and white	squares.	The first fo	ur patterns a	are shown
	a) Complete the table below	:				
	Pattern number	1	2	3	4	
	Number of white squares	1	_			
	Number of black squares	0	3			
	b) How many black squares	11010 0	0	pattorii:		
	Answer:					
	c) How many squares will th	ere be in to	tal in the 19	9 <sup>th</sup> pattern?	?	
	Answer:  c) Which pattern number ha				eguaros?	
	o) which pattern number ha	3 or write 3	quares and	2 00 black	squares:	
	Answer:					
	d) Sam draws a pattern like and 95 white squares in my miscounted?					
	Answer:					

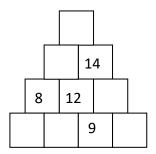
29.	My watch (which is a 12 hour watch) gains 3 minutes every 2 hours.
	a) I set my watch to the correct time at noon on 1st January. If I don't reset it, when will it next show the correct time?
	WILL HEAT SHOW the correct time:
	Answer:
	Mrs Varma's watch (also a 12 hour watch) loses 5 minutes every 2 hours. She also sets her watch to the correct time at noon on 1 <sup>st</sup> January.
	b) When will our two watches next show the same time?
	Answer:
	c) When will our watches next show the same, <b>correct</b> time?
	Answer:

**30.** The diagram below is made using the following rule: the number in each square is the difference between the numbers in the two squares below it:

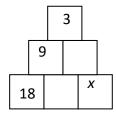


a) Copy and complete the diagrams below using the same rule and only positive numbers.





b) If the same rules are used in the diagram below, what are the possible values for the number *x*?



Answer<sup>-</sup>