

11 Plus Revision Course (GL) – Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course. It covers all elements of GL 11 Plus exams.

Who should be doing it?

- The course is designed to help pupils prepare for a GL 11 Plus Exam.
- It should be central to the revision work of any child preparing at home in the weeks leading up to the exam.
- It is also very useful for any child using a tutor or going to a tuition centre. **Many Tutors use our courses as the basis of the work they do and find it especially useful for homework. If your tutor doesn't give homework then this course will fill the gap.**

Why is the course so successful?

- 11 Plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills our course is similarly weighted so you spend the correct amount of time on each area.
- The course is fully planned which makes life much easier for parents than using books alone.
- We revise the key areas children struggle with most in the exam in detail.
- The course has plenty of timed tests to build exam skills and confidence.
- While the course is regularly updated the core of it has been used for many years with proven success.

Who is this course right for?

This course is ideal for any pupil with around 4-8 weeks to go until the GL 11 Plus exam. The course is delivered in 4 parts and ideally a week would be spent on each. It could be completed in less than 4 weeks by working more intensively or in a more relaxed way in 8 weeks.

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

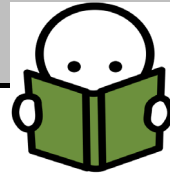
SCROLL DOWN TO SEE COURSE EXAMPLES



Focus on working accurately. Children succeed when they get 100% on the questions they should know.

LEARNING STREET 11 PLUS REVISION COURSE- GL

WEEK 2



Maths and Numerical Reasoning

There are a wide range of items in this section. We cover the very important basics of accuracy, help children in key topic areas and deliver some timed testing work to help children work accurately under pressure.

1. **Maths Revision Test:**

aim for 100%, if there not rush.

2. **Core Calculations Test:**

yourself to get 100% if the sort of pace you want. Remember these questions to do a similar calculation.

3. **Rotational and Line**

children have knowledge children to see where the

Clear Instructions

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

4. **Division Practice:** Long division especially concerning money and decimal places often causes problems. Do this work carefully to make sure your knowledge is secure.

5. **Timed Maths Preparation Paper:** Remember to revisit the test administration instructions from your introduction. It's essential that you understand how to help your child through timing issues and how to use the marking and review process to get best value from the paper. The paper covers a wide range of topics, many of which stand a good chance of coming up in your 11 plus exam.

Vocabulary Development

Vocabulary knowledge always makes up a large percentage of the marks in GL tests, especially in literacy and verbal reasoning. We help enhance your knowledge by presenting activities which get you to develop new vocabulary and use your existing vocabulary, bringing it to the front of your mind. We help you develop the kind of tenacity needed with vocabulary related questions.

1. **Reading:** You should be reading every day, even when the exams are looming. Ideally you should read for half an hour or more and be reading a mix of texts including classic books. This helps children to relax and also helps build vocabulary while exercising the skills needed for comprehension.

2. **Personal Words List:** Through reading and other activities seek out 20 or more words each week and work through them. Learn their spelling; develop your knowledge of their meaning. Revise these words as you go along. The process of looking out for new words also helps refresh your general vocabulary knowledge.

3. **Most Difficult Homographs:** Homographs often come up in GL tests in one form or another, particularly in verbal reasoning. This test helps children to bring some of their homographs knowledge to the front of their mind.

4. **Synonyms and Opposites:** often useful in verbal reasoning knowledge.

5. **Crossword Revision Puzzle:** persistence to get all the words and time again, don't rush, active working skills and good memory.

6. **Compound Word Puzzle:** They will find it difficult; it is the better their core skills will become.

Organised for you

One of the main problems with using books is that it is difficult to know which ones to buy and which order to do the work in and what to cover. We know from feedback that this course solves that problem for many parents leaving them free to help their child.

Grammar, Spelling, Punctuation and Comprehension

In some cases GL tests have a specific English paper, in other cases topic areas such as comprehension, grammar and punctuation are built into a more general test. Either way the skills we cover are highly relevant for GL tests. As is always the case, most progress will be gained by those that make sure they go over mistakes thoroughly and do not rush through the work.

1. **40 Commonly Misspelt Words:** It's important, even as the exam approaches, that children keep developing their spelling skills. Some children may be able to spell all the words correctly, in which case going through the work will help embed knowledge further and add to confidence levels.
2. **Sentence Correction:** Tricky work designed to test a child's grammatical knowledge. Do this work carefully, don't rush and make sure you go through corrections in detail as that is where the improvement will happen.
3. **Past Tense:** Two sheets testing knowledge of the past tense, which is a tricky area where mistakes are often made.
4. **Speech Marks:** Children often have trouble with speech marks and associated punctuation points. This sheet revises the most common areas of error.
5. **Timed English Paper:** This paper includes several useful elements that will come up in GL English tests. First, a full comprehension using the most difficult form of classic text. This is then followed by a spelling test passage and some questions testing punctuation.

Verbal Reasoning

As part of the revision process for verbal reasoning we focus on individual question types and technique, we help children to prepare flexibly so they can face any new questions on the day and we give structured GL questions in the form of revision papers. In each part of the course we also do lots of work on vocabulary which is designed to work alongside the verbal reasoning revision work. Vocabulary is the most important skill a pupil will need to do well in verbal reasoning tests.

1. **Codes Revision**: Two sheets focussing on codes with detailed tips and technique points to help children develop their skills further.
2. **Verbal Reasoning Revision**: Focus on three question types with detailed tips and technique help.
3. **Verbal Reasoning Variety Practice**: 24 questions designed to help children apply their verbal reasoning skills in a flexible way.
4. **Revision Papers 2 and 3**: These papers are slightly different, they deliver one of each of the 21 different types of question. Any mistakes should be used to help build a child's technique in that particular type of question. Don't do both papers back to back, allow a few days between them. If you want to do these timed then allow 15 minutes.

Non-Verbal Reasoning

This week we move on to full timed tests. Detailed answers have been provided so try to understand where you have gone wrong on any questions you didn't get right. Don't be afraid to look back at the technique guidance sheets from last week if there are any particular question types you are struggling with.

1. **Non-Verbal Reasoning Paper 1**: 39 questions to answer in 25 minutes. This is the sort of pace you will be expected to work at in the exam. If you can't answer a question mark it, move on and come back to it at the end. It is important that you get used to working within the time pressure of the exam.
2. **Non-Verbal Reasoning Paper 2**: Sit this second paper on a different day to the first one. Try to beat your score from paper 1!

These types of questions
how to

Maths

It is good fun to know
how.

Division of fractions

Start with a division sum: $\frac{4}{5} \div 2$ This can be written as $\frac{4}{5} \div \frac{2}{1}$

Then change the \div sign to a \times sign and invert (turn upside down) the fraction after it.

This now makes the sum: $\frac{4}{5} \times \frac{1}{2}$ Then cross cancel if you can: $\frac{4}{5} \times \frac{1}{2}$

So now you get $\frac{2}{5} \times \frac{1}{1}$ which means $\frac{2}{5} \times 1$, so the answer is: $\frac{2}{5}$

This is how you do all division of fraction sums.

Now follow this example carefully - it takes exactly the same steps:

$$\frac{7}{8} \div \frac{11}{16} = \frac{7}{8} \times \frac{16}{11} = \frac{7}{1} \times \frac{2}{11} = \frac{14}{11} = 1\frac{3}{11}$$

Remember: 1. Change the sign
2. Invert the fraction after it
3. Cross cancel if possible

Can you see how this works? Now try these:

1. $\frac{2}{7}$

4. $\frac{7}{8}$

In the maths section there are always some sheets focussing on an individual skill that children may find difficult. This one revises division of fractions; others include area, shapes, graphs and long division.

3. $\frac{4}{5} \div \frac{7}{15} =$

6. $\frac{3}{10} \div 1\frac{4}{5} =$

Convert to an improper fraction first ($\frac{9}{5}$), then it is easy!

Did you enjoy those?

Accuracy and Core Maths Skills

- You must show your work
- Work must be accurate and attention to detail is necessary.
- If mistakes are made, it is a strong indication that children will drop marks needlessly in the actual exam. Do this test several times if necessary.

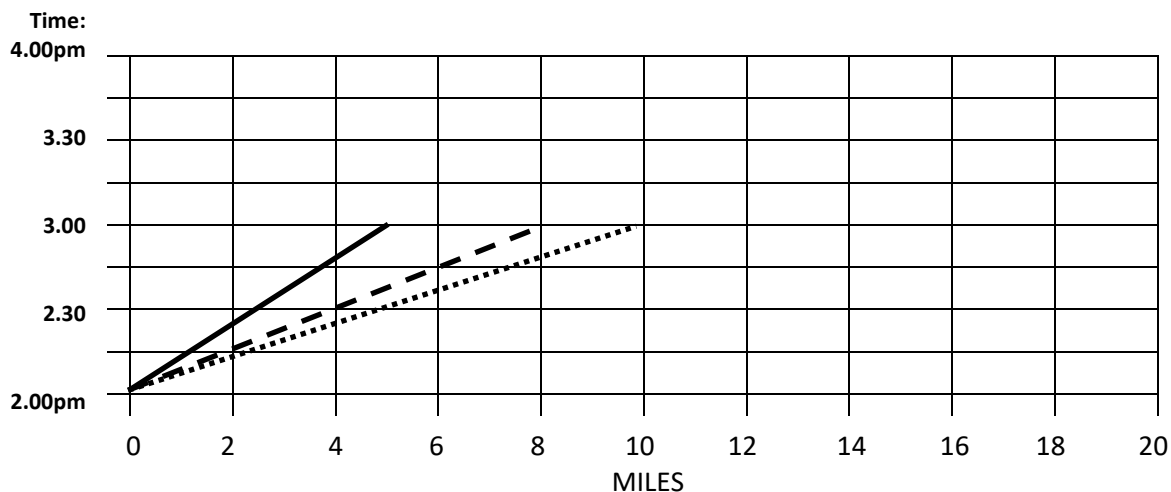
| | | | | |
|----------------|--|-----------------|----------------|----------------|
| $8 + 7 =$ | $9 - 4 =$ | $6 \times 7 =$ | $54 \div 6 =$ | $8 + 4 =$ |
| $7 \times 5 =$ | $48 \div 8 =$ | $8 \times 5 =$ | $7 + 8 =$ | $2 - 0 =$ |
| $12 - 7 =$ | $9 + 5 =$ | $7 \times 9 =$ | $42 \div 6 =$ | $9 \times 8 =$ |
| $96 \div 8 =$ | $5 + 6 =$ | $72 \div 6 =$ | $8 - 7 =$ | $54 \div 9 =$ |
| $6 \times 3 =$ | $56 \div 7 =$ | $7 \times 12 =$ | $30 \div 6 =$ | $0 + 1 =$ |
| $5 + 8 =$ | <p>In each part of the course we focus on this important area in different ways. For most children, being able to work accurately is more important than developing complex skills. Unless they can work accurately, children will not be successful. This sheet looks at working quickly and accurately with core calculations.</p> | | | $8 - 8 =$ |
| $5 \times 6 =$ | | | | $6 =$ |
| $5 + 7 =$ | | | | $\div 8 =$ |
| $16 - 8 =$ | | | | $7 =$ |
| $7 \times 6 =$ | | | | $\div 9 =$ |
| $17 - 9 =$ | | | | $+ 5 =$ |
| $8 \times 3 =$ | | | | $7 =$ |
| $11 - 6 =$ | | | | $+ 6 =$ |
| $8 \times 6 =$ | | | | $9 =$ |
| $5 \times 7 =$ | | | | $- 7 =$ |
| $7 - 2 =$ | $56 \div 8 =$ | $8 \times 12 =$ | $13 - 8 =$ | $32 \div 4 =$ |
| $3 + 7 =$ | $16 - 7 =$ | $7 + 8 =$ | $4 \times 6 =$ | $14 - 6 =$ |
| $12 - 9 =$ | $9 \times 3 =$ | $11 - 8 =$ | $49 \div 7 =$ | $5 + 8 =$ |
| $8 \times 9 =$ | $6 + 7 =$ | $27 \div 9 =$ | $15 - 4 =$ | $9 \times 7 =$ |
| $72 \div 8 =$ | $13 - 9 =$ | $5 \times 12 =$ | $4 + 8 =$ | $18 - 7 =$ |

Score /100

Three friends cycled around a track. They

Maths Papers

The graph shows how each of them did during the first hour.



Key: Oliver: - - - - - Milo: ————— Ben:

Questions:

1. What percentage of Ben's distance did Milo do? _____
2. How many laps of the track did Oliver complete? _____

In the

Milo

3. _____ cycled by 4pm.

Ben _____ 6 miles he had a

punct

4. _____ cycled by 4pm.

Olive

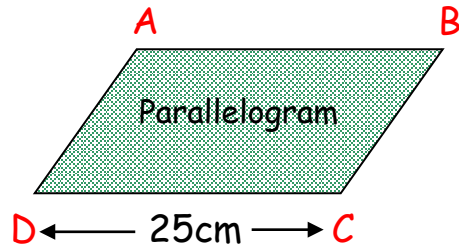
5. These papers are not available cycled by 4pm.
6. _____ anywhere else.

7. At what time did Ben have his puncture? _____

1. $2^5 = 2 \times 2 \times 2 \times 2 \times 2 =$ _____

2. $10^5 = 10 \times 10 \times 10 \times 10 \times 10 =$ _____

3. The perimeter of this parallelogram is 72 cm.
Find the length of AD or BC _____



4. $\frac{4.56 \text{ m}}{8} =$ _____

5. $9.072 \times 7 =$ _____

Each part of the course includes a revision test. This one from the end of course includes questions on 30 different topics.

6. 0.15 0.25 0.125 which of these decimals equals $\frac{1}{8}$? _____

7. Write as a decimal the sum of 5, three-tenths and $\frac{84}{100}$

8. The square root of 36 = _____

9. $1.36 \div 8 =$ _____

10. $7.3 \times 5 =$ _____



Score this week:

My Personal Words List

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

| New word (Write the new word here) | Meaning (Write down its meaning in your own words) | New word in sentence (Write a short sentence with your new word in it) |
|---------------------------------------|--|---|
| | | |
| | | |
| | | |
| | <p>We include a whole section on vocabulary development in each part of the course. Vocabulary skills are possibly the most important of all the skills children will learn. In some 11 Plus tests over 60% of the questions are concerned with vocabulary in some way. This sheet is our unique personal words list. Using it helps children to focus on developing their own vocabulary. We recommend children try to find twenty new words each week while reading and working through our vocabulary development worksheets.</p> | |
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Words from Past Papers

Fill in the gaps in the sentences below to find the correct word.

1. It was stuffy, the _ e n _ _ l a _ i o _ in the room was not adequate.
2. Tom aimed to be as e _ _ n o _ i _ a _ with his time as possible.
3. The judge was l _ _ i _ n t as she decided on the sentence for the crim
4. Lucy was
5. Joe coul
6. It was h
7. George c
8. Freddie's _ _ p u d _ _ t behaviour was always a constant source of frustration for his mother.
9. The army had _ e s _ _ g e _ the city.
10. She asked for a receipt so her boss could _ _ i m b _ r _ e her for her expenses.

We include a number of unique development tools in this section. This sheet seeks to introduce children to, or refresh their memory of, the type of vocabulary that has come up in previous 11 Plus tests around the country.

Opposites and Synonyms

- A particularly verbal reasoning.
- This test encourages you to trawl your memory to complete the test. Learn any words that you don't get.
- Don't give up, persevere, try different letters and think about possible endings. You will need to persevere and work actively in the exam - do not just stare at the page.

FIND THE SYNONYMS ON THE RIGHT OF THE WORDS ON THE LEFT

quarrelsome
abundant
friendly
apparition
impudence

FIND THE OPPOSITES

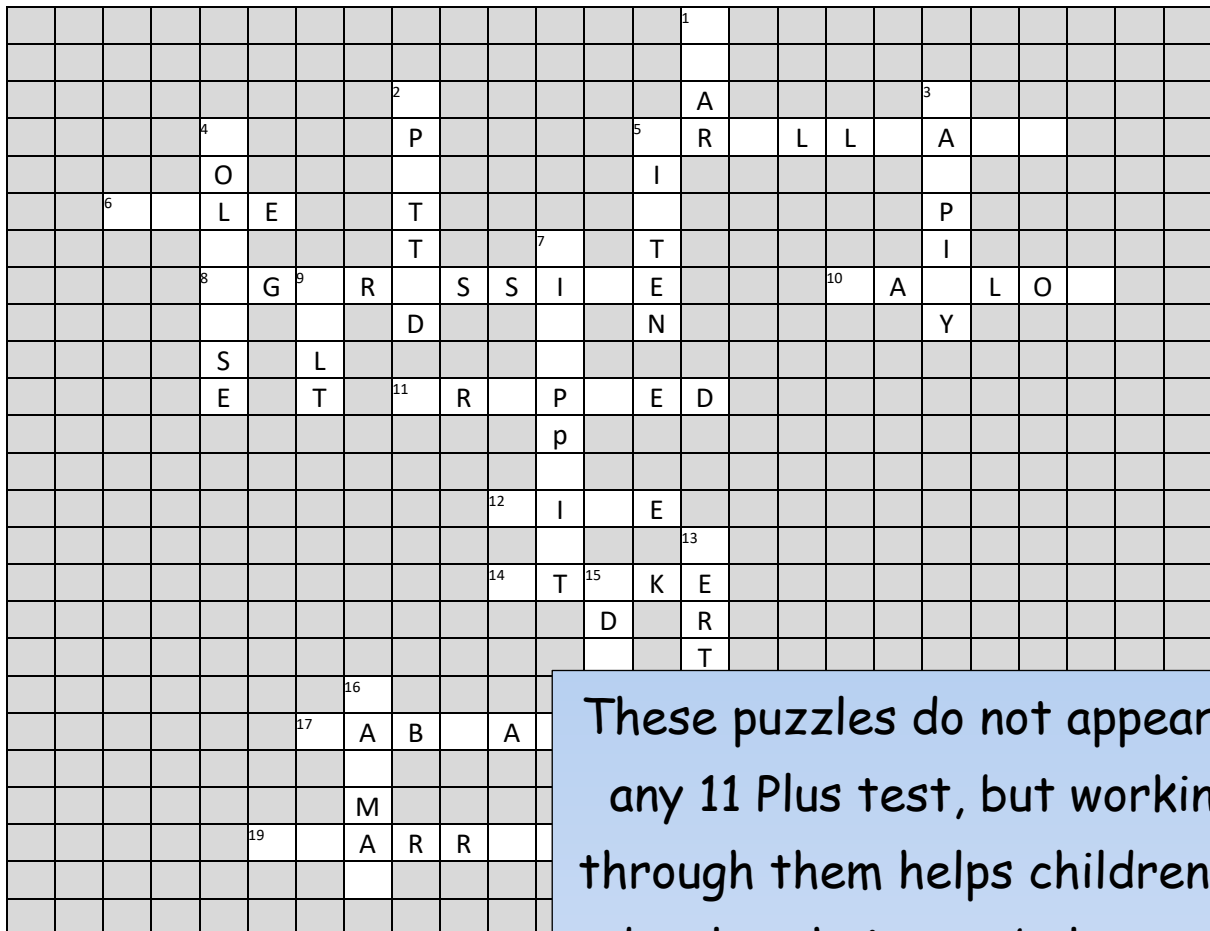
plain
poverty
smart
cramped
straight

Questions involving opposites and synonyms tend to come up in verbal reasoning and in some comprehension tests. We focus on these in each part of the course.

— — —
p _ _ sp _ _ _ t _
_ love _ l _
_ pac _ o _ s
c _ oo _ _ d

Crossword Revision Puzzle

The puzzle helps pupils develop perseverance. Work actively, don't just stare blankly at the question- try different letters and think about word endings.



Clues down

1. Sounds like saw. The act of rising upwards.
2. Caught sight of something.
3. Similar to joyously.
4. To fall down.
5. What an insect does to you.
7. Fail to meet expectations.
9. A coating of gold. Sounds like guilt.
13. A place to keep a boat. Sounds like birth.
15. Speak to someone OR the location of your house.
16. A type of animal that has nourishes its young with its own milk. Humans are such animals.

These puzzles do not appear in any 11 Plus test, but working through them helps children to develop their vocabulary and bring their existing knowledge to the front of their mind.

These puzzles also help children to develop the kind of tenacity and active working skills which result in success.

We include a crossword puzzle in each part of the course.

Compound Word Puzzle

Compound
but can
e.g. or a

blackboard,
nselfs

Often you will have to alter pronunciation to solve the puzzle e.g. **pop** and **pies** - **poppies** or **do** and **me** - **dome**.

Without using the clues , these puzzles are extremely difficult.

Find ten compound words from these parts of words. (Use each part only once.) Write out the words you have found underneath. Learn meanings and spellings if you don't know them - this is a learning exercise, not a test.

come

her

sea

up

light

some

main

mint

back

be

ward

stream

spear

lift

1/ _____

2/ _____

5/ _____

6/ _____

9/ _____

10/ _____

These puzzles can be really difficult and many children will have to come back to them several times to complete them. They really help to switch on a child's vocabulary recognition and recall.

Clues 1/ A period of the year 2/ chewing gum flavour 3/ A glow in the night 4/ Occasionally 5/ Raise 6/ Evolve 7/ Not fully developed 8/ Towards the higher part of a river 9/ Property that is owned 10/ An oily fish

Devilish Double Letters

Some words have double letters and this can cause uncertainty.

In this little series of tests we list 20 words. Some of them either have too many double letters or too few. Identify the spelling mistakes and write them out correctly.



disappoint

procedure

labeled

retired



disappear

possession

occurrence

arrested

misspell

millennium

acquire

dumbbell

missing

personnel

harrass

deterrence

accommodation

Spelling is an important skill within 11 Plus tests and we include a variety of sheets covering misspelt words and difficult spellings.

This sheet covers double letters and asks children to spot which words have too many letters and which ones have too few and to spell them correctly. Double letters often cause confusion amongst children and therefore often come up in some form in 11 Plus tests.



Sentence Correction

There is either one mistake or more than one mistake in each of these sentences.

Write each sentence out correctly

1. Immediately she ran to the injured woman.

2. I saw a cat with it's owner which had a long tail.

3. A tabl

4. There

5. Someo

Our sentence correction tests cover punctuation, spelling and use of English. These types of questions often come up and so it's a worthwhile skill to focus on!

6. Our teacher is on holiday, the lesson needs to be cancelled.

7. He didnt finish his lunch, however he did eat his pudding.

8. You should see whose taking the training session.

9. "Don't say that" his mother shouted, "I've been working on his all day"!

10. Its on its way, isnt it.

English Exam Paper

In the following passage there are some spelling mistakes. On each numbered line there is either one mistake, two mistakes or no mistakes. Each line is divided into groups of words with a letter underneath. If there is a mistake, ring the correct letter(s). If there is no mistake ring X.

- | | | | | |
|--------------------------|-----------------------|---------------------------------|-------------------|----------|
| 1) Mr. Bessel was the | senier partner in the | firm of Bessel. Hart. | and Brown, of St. | |
| A | B | C | D | X |
| 2) Paul's Churchyard, | and for many years he | was well known amoung | those intrested | |
| A | B | C | D | X |
| 3) in psychical research | as a liberal-minded | and consciencious investigator. | He was | |
| A | B | C | D | X |

Each part of the course includes an English exam paper. Each paper has a comprehension section involving an extract from a classic book; this is the most difficult type of text children could face. The test then has a second section which looks at grammar, spelling and punctuation. This exam format is similar to GL tests and will enable children to tackle those tests with confidence.

Her mum replied, "much better thank you."

- 8) The dogs tail got trapped in the door.

- 9) Jason's mothers cottage is right next to his girlfriends house.

- 10) "the weather is glorious," said Patrick.

Cracking Codes

To learn the technique for the question below, look at the accompanying sheet first.

When you get these codes to solve, you are trying to match numbers to words. Once achieved, words can be written in number code, and the number code translated into words.

Question:

6413, 5124, 3415, 5341, and 2734 are codes for the words LEAF, FLEA, REAL, TILE and FATE **but not in that order**. Find the code for each of the following words and write it in the brackets:

GL tests include 21 different question types plus variants. These days the tests have evolved so that around the country the focus tends to be more on the vocabulary based tests and on certain types of reasoning question. However, codes questions could still come up and they can be tricky so we do help to revise these and other question types.

We are trying to match a digit to a letter. We are looking for a digit, which is in the same position in the numbers as a letter is in the words.

Always spend a few seconds studying carefully all the numbers.

Verbal Reasoning - Variety Practice 1

Not all of these question types will come up in your exam, however they are useful for revision. They will help you adapt to any new questions which you find and help keep the verbal side of your brain alive.

There is no set time limit for these questions.

Here are some crossword questions. One word has been put into the crossword for you. On the right are five words that you need to complete the crossword. Use each word ONCE only. Fill in the rest of the crossword.

EXAMPLE

| | | |
|---|---|---|
| T | E | N |
| A | R | E |
| P | A | T |

NET
ARE
PAT
TAP
ERA

1.

| | | |
|---|---|---|
| | | |
| D | A | Y |
| | | |

EWE
BYE
ORB
RAW
ODE

2.

In some areas GL tend not to give out too much information about the tests or the question types which may come up. For this reason, we include some verbal reasoning variety practice to ensure children are thinking flexibility.

Make sense of each sentence below by underlining the five words that should change places.

EXAMPLE: He cut the knife with a sharp string.

4. The elephants at the zoo started to feed the keepers at four o'clock.
5. The parcel was wrapped in brown string and tied up with paper.
6. In this name every player has to jump when I say his game.

REVISION PAPER – 11 PLUS VOCABULARY AND GL VR
PLEASE USE THE ANSWER SHEET TO INDICATE YOUR ANSWERS

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

Example

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

Answer

deity, divinity

QUESTION 1

(fat, sparse, abundant)
 (plentiful, empty, none)

QUESTION 2

(rigid,
 (insiste

QUESTION

(dilig
 (prudent

Identify the word meanings (one from

Example

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

Answer

scarce is the opposite of plentiful

QUESTION 4

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

QUESTION 5

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

QUESTION 6

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

GO STRAIGHT ON

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

Example

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

Answer

sow

QUESTION 7

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

QUESTION 8

(SS PLAYING)
 , slide

(UPSET)
 miserable

words, one from
 best complete the

Example

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

Answer

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

QUESTION 10

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

QUESTION 11

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

QUESTION 12

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

GO STRAIGHT ON TO THE NEXT PAGE

During the course we include five GL format revision tests. One focuses on the 10 vocabulary focussed question types and the others feature questions on all 21 different question types.

REVISION PAPER – 11 PLUS VOCABULARY AND GL VR – 85 QUESTIONS NO 1

PLEASE USE THE ANSWER SHEET TO INDICATE YOUR ANSWERS

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

Example

Answer

QUESTION

QUESTION

QUESTION

QUESTION

QUESTION

QUESTION

QUESTIONS

In each line find the two words that are different from the remaining three.

QUESTION

QUESTION

QUESTION

QUESTION

QUESTION

QUESTION

QUESTION

At the end of the course we feature a full GL style question paper. This includes 85 questions and is extremely useful for helping children prepare for the real test.

start lid

2

dined one

3

trip sill

4

harm sip

5

cane mat

6

grown bat

7

deny man

release, seize, clasp, grip, lose

9

chicken, kangaroo, horse, turtle, dolphin

10

Russia, Asia, China, Africa, Europe

11

gossip, conference, quarrel, dispute, argument

12

climb, summit, fall, peak, top

13

Thames, Severn, Clyde, Seine, Amazon

14

Tenerife, Lanzarote, Spain, Madrid, Fuerteventura

GO STRAIGHT ON

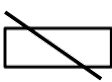
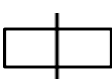
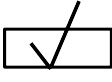
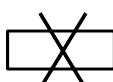
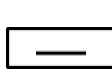
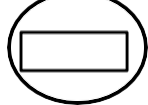
GO STRAIGHT ON TO THE NEXT PAGE

REVISION PAPER ANSWER SHEET NO 1 – 11 PLUS VOCABULARY AND GL VR

Answer Sheet Instructions

The answer sheet provided is similar to those you will see in the exam.

Mark your answer like this: 

Not in these ways:      

You will always be shown how to fill out answer sheets in the actual exam.

| 1 | |
|---|----------------------|
| s | <input type="text"/> |
| t | <input type="text"/> |
| a | <input type="text"/> |
| r | <input type="text"/> |
| t | <input type="text"/> |

| 2 | |
|---|----------------------|
| d | <input type="text"/> |
| i | <input type="text"/> |
| n | <input type="text"/> |
| e | <input type="text"/> |
| d | <input type="text"/> |

| 3 | |
|---|----------------------|
| t | <input type="text"/> |
| r | <input type="text"/> |
| i | <input type="text"/> |
| p | <input type="text"/> |
| | <input type="text"/> |

| 4 | |
|---|----------------------|
| h | <input type="text"/> |
| a | <input type="text"/> |
| r | <input type="text"/> |
| m | <input type="text"/> |
| | <input type="text"/> |

| 5 | |
|---|----------------------|
| c | <input type="text"/> |
| a | <input type="text"/> |
| n | <input type="text"/> |
| e | <input type="text"/> |
| | <input type="text"/> |

| 6 | |
|---|----------------------|
| g | <input type="text"/> |
| r | <input type="text"/> |
| o | <input type="text"/> |
| w | <input type="text"/> |
| n | <input type="text"/> |

| 7 | |
|---|----------------------|
| d | <input type="text"/> |
| e | <input type="text"/> |
| n | <input type="text"/> |
| y | <input type="text"/> |
| | <input type="text"/> |

| 8 | |
|---------|----------------------|
| release | <input type="text"/> |
| seize | <input type="text"/> |
| clasp | <input type="text"/> |
| grip | <input type="text"/> |
| lose | <input type="text"/> |

All of our GL style question papers mimic the style of multiple choice questions GL uses complete with answer sheets.

| 11 | |
|------------|----------------------|
| gossip | <input type="text"/> |
| conference | <input type="text"/> |
| quarrel | <input type="text"/> |
| dispute | <input type="text"/> |
| argument | <input type="text"/> |

| 12 | |
|--------|----------------------|
| climb | <input type="text"/> |
| summit | <input type="text"/> |
| fall | <input type="text"/> |
| peak | <input type="text"/> |
| top | <input type="text"/> |

| | |
|--------|----------------------|
| Severn | <input type="text"/> |
| Clyde | <input type="text"/> |
| Seine | <input type="text"/> |
| Amazon | <input type="text"/> |

| | |
|---------------|----------------------|
| Lanzarote | <input type="text"/> |
| Spain | <input type="text"/> |
| Madrid | <input type="text"/> |
| Fuerteventura | <input type="text"/> |

| 15 | |
|----|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

| 16 | |
|----|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

| 17 | |
|----|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

| 18 | |
|----|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

Non-Verbal Reasoning

3. ROTATIONS / TYPE 3

In these questions you are given an image and then asked which of the options is a rotation of the original.

This sounds simple but you will need to pay close attention to the options because there is normally plenty there that could trip you up.

What to look out for

Typically rotations questions will have two elements, there will be a main shape which rotates and potentially a secondary item (such as diagonal lines or hatched shading) which may also rotate.

- Remember firstly that the best way to solve these questions is to identify the main shape of the shape and then turn it in either direction.
- Shapes are normally rotated through 90 degrees clockwise or 90 degrees counter-clockwise.
- Shapes are often irregular so that you can tell if they have been rotated.
- There will often be mirror reflections as well as rotations. You are looking for a rotation not a reflection.
- You will often end up with two options that look like a rotation. A good way to check if one of the two options is wrong rather than the other is to look for the otherwise leap to the wrong answer.

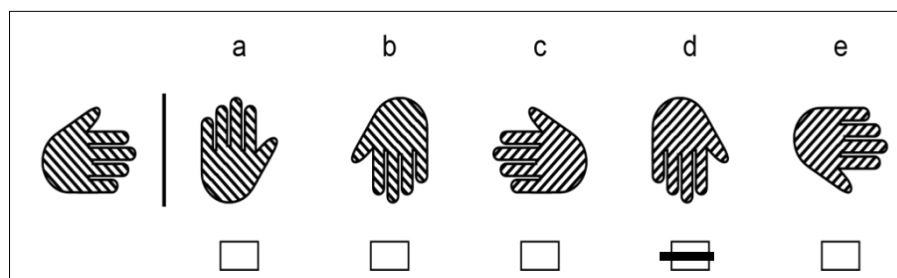
We have identified 13 core types of non-verbal reasoning question children could face in the 11 Plus exam. In the first part of the Revision Course we recap key technique points for each question type before giving 5 questions to try. This sheet looks at rotations questions.

Technique Tips

Some people are naturally better at these questions than others. However each pupil should be aware of their own awareness area. The only way to do this is by focussing on the question type and them individually. By just doing question after question you will not improve.

- If you are not a natural at this, do not worry. It is a skill that can be learned.
- If you have two options (having excluded others) then remember there will be something wrong with one of them.
- Pay attention to the detail. If there is a shape with a filling then the filling is important. Lines, for instance, should be pointing in the same direction (just rotated).
- Be ready for more difficult questions with more than two elements, where you see these all elements should be subject to the same rotation.

Example



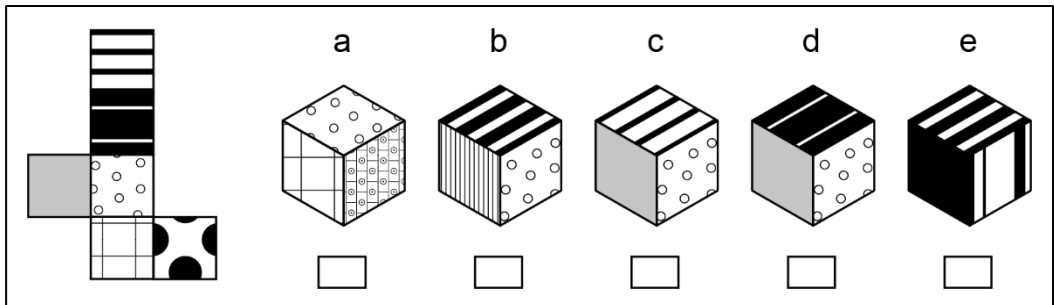
Explanation

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

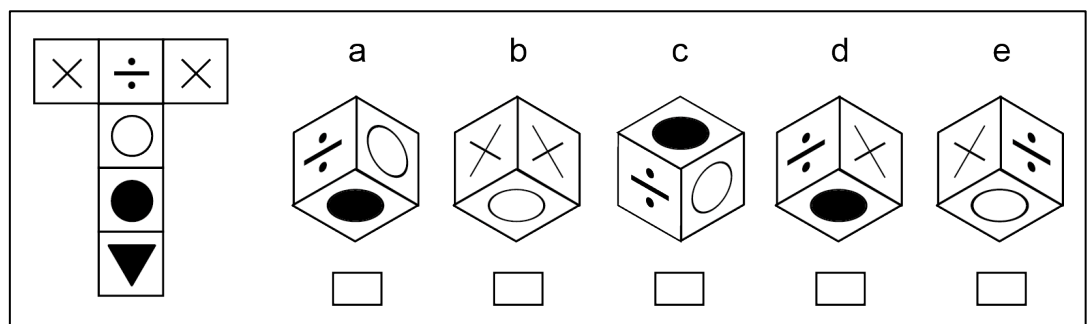
Non-Verbal Reasoning

8. NETS / TYPE 8

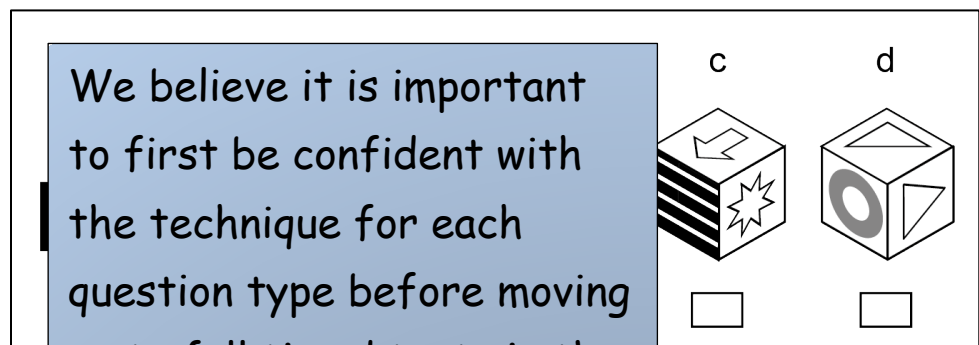
1



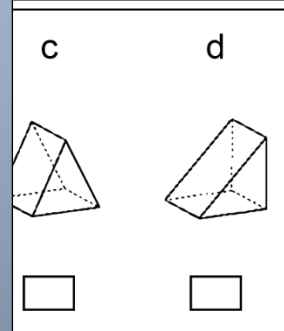
2



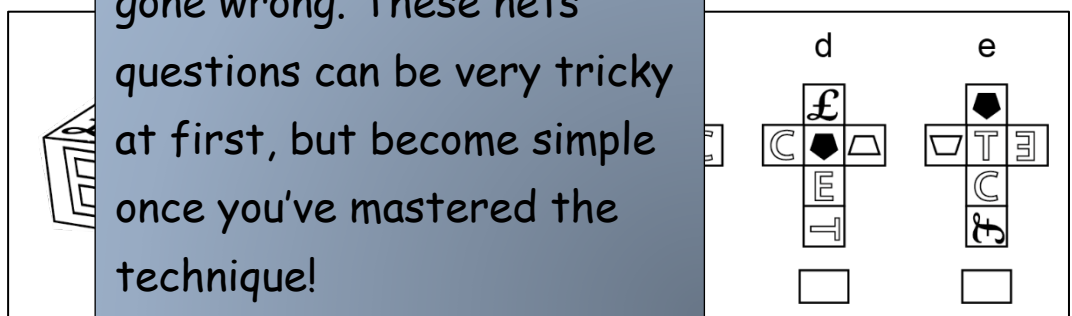
3



4



5



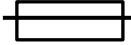
We believe it is important to first be confident with the technique for each question type before moving on to full timed tests in the rest of the course. Detailed answers are given for every question to help you understand where you have gone wrong. These nets questions can be very tricky at first, but become simple once you've mastered the technique!

Learning Street

11 PLUS PREPARATION NON-VERBAL REASONING PAPER

| | |
|----------------|--|
| Name: | |
| Date of Birth: | |
| Today's Date: | |

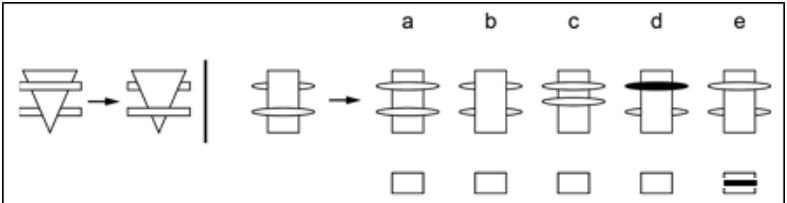
**READ THESE INSTRUCTIONS CAREFULLY
BEFORE STARTING.**

- You have 25 minutes to complete the paper.
- Mark your answer like this: 
- This paper features a total of 39 questions from 13 different question types. An example is given at the start of each question type.
- Each question is worth one mark. If you can't answer a question, move on.
- If you finish early check your answers for mistakes.
- Once the test has started you may not ask for help.

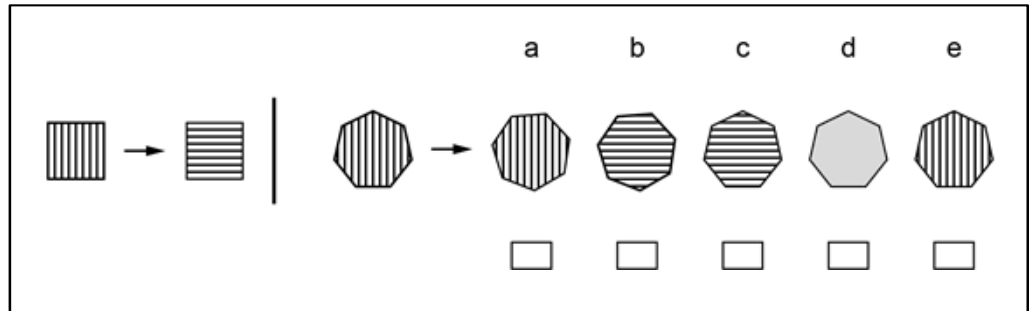
1. LIKE SHAPES / TYPE 1

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

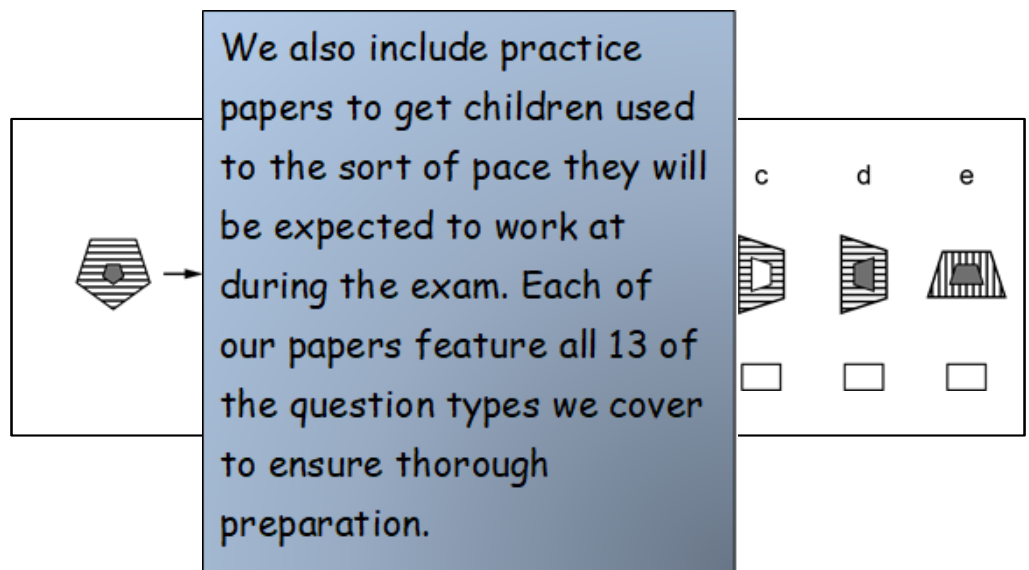
Example



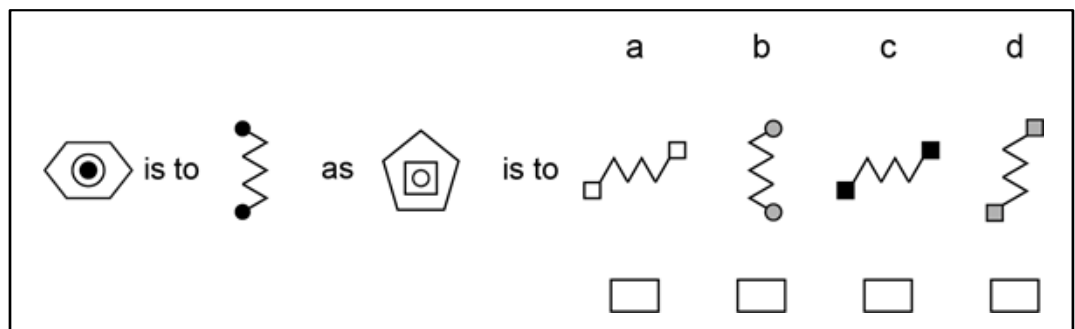
1



2



3



Revision Test

1. 32

- Notice that you do not work this out by thinking 2×5 . You need very good times tables skills to do these calculations quickly.

2. 100,000

- Notice the
times table

3. 11cm

- If DC is 2
11cm.

4. 57cm

- When you have a question in one unit and an answer in another then change both to the same, in this case cm. The sum you should be doing is $456 \text{ cm} \div 8 = 57 \text{ cm}$.

5. 63.504

- With these it is straightforward long multiplication- just make sure to have the decimal in the right place. If you are not sure then do a common sense check e.g. $9 \times 7 = 63$ so we know the answer will be a little more, not 635.04 or 6.3504.

6. 0.125

- You may know, but don't guess. Work it out- firstly use common sense. You should be able to see that it isn't 0.25 as that would be $\frac{1}{4}$, so work out $8 \times 0.15 = 1.2$. So it must be 0.125 because $8 \times 0.125 = 1$, therefore $\frac{1}{8} = 0.125$.

7. 6.14

- Convert all these to decimals and add them. $5.00 + 0.3 + 0.84 = 6.14$

8. 6

- Times tables knowledge should instantly lead you to the answer.

9. 0.17

- This is basic division but remember to focus on ensuring the decimal is in the right place.

Detailed Answers

We provide full answers for every single question. More detailed explanations are given where appropriate so that children can properly learn from their mistakes.

ANSWERS - 11 PLUS REVISION COURSE - MATHS WEEK 1

10. 36.5

- Hopefully an easy multiplication to end on- watch the decimal.

Probability Problems

1. $a = \frac{1}{6}$ $b = \frac{1}{2}$ $c = \frac{1}{2}$

2. $a = \frac{3}{10}$ $b = \frac{1}{2}$ $c = \frac{1}{5}$ $d = \frac{4}{5}$

3. $\frac{3}{7}$

4. $\frac{1}{3}$

5. $\frac{1}{10}$

Division of Fractions

1. $\frac{2}{7} \div 8 = \frac{2}{7} \div \frac{8}{1} = \frac{2}{7} \times \frac{1}{8} = \frac{1}{7} \times \frac{1}{4} = \frac{1}{28}$

2. $\frac{1}{4} \div 11 = \frac{1}{4} \div \frac{11}{1} = \frac{1}{4} \times \frac{1}{11} = \frac{1}{44}$

3. $\frac{4}{5} \div \frac{7}{15} = \frac{4}{5} \times \frac{15}{7} = \frac{4}{1} \times \frac{3}{7} = \frac{12}{7} = 1\frac{5}{7}$

4. $\frac{2}{9} \div \frac{12}{17} = \frac{2}{9} \times \frac{17}{12} = \frac{1}{9} \times \frac{17}{6} = \frac{17}{54}$

5. $4 \div \frac{1}{3} = \frac{4}{1} \div \frac{1}{3} = \frac{4}{1} \times \frac{3}{1} = \frac{12}{1} = 12$

6. $\frac{3}{10} \div 1\frac{4}{5} = \frac{3}{10} \div \frac{9}{5} = \frac{3}{10} \times \frac{5}{9} = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

Angles of the Same Size

1. 110°