

The Complete GL 11+ Programme – Preview

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

Who is this course right for?

- The course is designed to fully prepare pupils for the GL 11 Plus exam and should be central to the work of any child preparing at home.
- It is also very useful for any child using a tutor or going to a tuition centre. **Many Tutors use our courses as the basis of their work, especially for setting homework. If your tutor doesn't give homework then this course will fill the gap.**
- The programme is perfect if your child has 30 - 40+ weeks to go until the exam. It is delivered in 40 parts. Ideally a week would be spent on each part, however the programme could be completed more intensively in 30 weeks, or in a more relaxed way over longer than 40 weeks.

Why is the course so successful?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills. Our course is similarly weighted to reflect this.
- The course is fully planned and structured, which makes life much easier for parents than using books alone.
- Revision and tests are gradually introduced so that children build their skills and confidence as they go.
- While the course is regularly updated, the core of it has been used for many years with proven success.

SCROLL DOWN TO SEE COURSE EXAMPLES





The Complete GL 11+ Programme - Preview

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

Vocabulary

- 1. Reading:** It is essential to read every day for at least half an hour. You will have read in the introduction pack and the introduction to the programme. In this section you will read in addition to your daily reading. **Clear Instructions**
Every part of The Complete 11+ Programme starts with a front sheet like this. It details every item of work that is in that part and, where relevant, gives guidance on how to approach each item. Full answers are provided for every question.
- 2. Your Personal Words** It is there for you to use. We introduce you to a word by talking or listening activity.
- 3. Words from Past Papers** before. If you are not sure of the word, look it up in your personal words list. This time words include **prosperous** and **ventilation**.
- 4. Synonyms 1 and Synonyms Instructions:** Read the instructions for synonyms from the introduction pack and then learn the words for this section. Use the **Look, Cover, Write, Check** method to help you. Like all learning exercises you should come back to this exercise a number of times to ensure learning is properly embedded. Please do not rush this learning activity.
- 5. Synonyms Match-Up Test:** Only do this simple test a few days after you have learnt these words. Any mistakes or hesitancy will indicate they could be learnt more thoroughly.
- 6. Homographs:** Homographs are words which are spelt exactly the same but which have **more than one meaning**. Do the exercise to check your understanding of these words.
- 7. Essential Spelling:** These have previously been prescribed for all state school pupils to learn during KS2. There are **200** of them in total. We will be doing a few during some parts of the course until they are all learnt. Learn the words first. Only complete the test section once you are sure your knowledge is sound.



8. **Homophones:** Homophones are words which **SOUND** the same but are **SPELT** differently.
9. **Opposites 1 and Opposites Instructions:** Read the instructions for opposites from the introduction pack and then learn the words for this week. Use the **Look, Cover, Write, Check** method to help you. Please do not rush this learning activity. When you think you have learnt the words wait for a few days and then test yourself again to see if the learning has properly sunk in.
10. **Opposites Match-Up Test:** **Only do this simple test a few days after you have learnt these words.** Any mistakes or hesitancy will indicate they could be learnt more thoroughly.
11. **Commonly Misspelt Words:** These are the top **150** commonly misspelt words. Test yourself to check Look, Cover, Write, Check words correctly.
12. **More Difficult Opposites:** Children should keep copies of their answers (at least two of each) so that children could improve their spelling sheets.
13. **Paired Reading:** **The Secret Garden by Frances Hodgson Burnett.** We have produced an excerpt for you from this popular classic book. Read it together using the instructions we gave you in the introduction pack. There is a test at the end to try to draw out some new vocabulary from the text.

Organised for you

One of the main problems with using books is that it is difficult to know which ones to buy, which order to do the work in and what to cover. Parents have fed back to us that this programme solves that problem, leaving them free to help their child.

English

14. **Mad Word Pictures:** 2 hard spellings to make sure of: **necessary** and **definitely**. These sheets should help you. Please learn them.
15. **Find the Mistakes:** How good are you at correcting work? Get your red biro ready. Did you get them all?
16. **Animals with double letters:** How many of these do you already know?
17. **Comprehension Exercise:** **Edgar Evans**
18. **Diminutives:** Please learn any you didn't know and do the tests.

Verbal Reasoning

19. Introduction:

Read this carefully so you understand the approach we'll be taking to this preparation.

GL Verbal Reasoning question type 1:

20. Words closest in meaning - Introduction and technique

Read the technique instruction carefully before attempting the sample questions.

21. Words closest in meaning - 10 questions

Do the sample questions but remember that technique can only take you so far you also need a wide vocabulary.

GL Verbal Reasoning question type 2:

22. Words with opposite meaning - Introduction and technique

Read the instructions carefully first please.

23. Words with opposite meaning - 10 questions

Do the questions. Revisit technique if necessary.

24. VR terms you should know

Try to become familiar with these terms.

25. Alphabet work

We will be doing a stick with it.

Used by Tutors

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

Maths

26. Working Accurately

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

27. Mental Maths Technique Development. These sheets focus on giving children some tips for working quickly with mental calculations.

28. **Mental Maths.** These questions are reasonably straightforward and children should be aiming for full marks, especially on those questions they feel they should know.
29. **Sudoku Fractions and Decimals.** A fun table to fill out. Can you get to the right answer?
30. **Shapes Revision.** It's important to know your shapes well. Read this carefully, cover up the words and see if you can remember the descriptions. Get someone to read the descriptions out loud and see if you can name the shapes.

Non-Verbal Reasoning

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



- Please sign below when you have completed everything.
- Your helper may have to test you on some things.

Signed: (Parent/Teacher and Pupil).....

Please do lots of reading throughout this programme.
We hope you enjoyed your first part of the course.

Words from past papers

- These words have come up before in 11 Plus past papers and may come up again.
- Insert the right word into each sentence. Watch out because some words will fit more than one sentence but there is only one solution. Use your logic skills to re-adjust if you go wrong.
- If you don't know any of the words then add them to your personal words list.

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

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

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

Marks /15

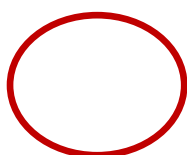


Synonyms

FOLD

Harder Word		Easier Word
abandon		leave
abbreviate		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
accommodation		room
accurate	<i>We cover hundreds of synonyms during the programme. Children will know some, but will be less familiar others. New words learnt should be added to their personal words list.</i>	correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate		loving
aggressive		harsh
aid		help
ally		friend
altitude		height
amazement		wonder
amiable		friendly
ample		plentiful
ancient		old
animosity		hatred

First attempt



Second attempt



Synonyms Match-up

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

annual	arrogant	attired	beverages
anonymous	assembly	audacity	broad
anticipate	assistance	austere	catastrophe
apparel	astonishment	avaricious	cautious
apparition	asunder	bombard	cease

apart

careful

clothes

disaster

dressed

drinks

expect

gathering

ghost

greedy

haughty

help

impudence

nameless

pelt

severe

stop

surprise

wide

yearly

A few days after the latest batch of synonyms we encourage children to do this revision exercise. The delay will reveal how well the words have been learnt. Repeated exposure is crucial to widen a child's vocabulary.

Synonyms Revision

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

expect	ant _ _ _ p _ _ e
severe	aus _ e _ e
pelt	bo _ b _ _ d
stop	c _ a _ e

drinks
careful
gathering
haughty
yearly
ghost
apart

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

dressed	att _ _ r _
greedy	ava _ _ c _ ous
disaster	cat _ _ _ _ _ ph _
help	ass _ _ _ _ _ ce
surprise	ast _ _ _ s _ _ ent
nameless	an _ _ y _ _ _ s
clothes	ap _ _ r _ l
impudence	au _ _ c _ _ y
wide	b _ _ _ d

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

Marks / 20

Recommended Books for 9-12 years-olds

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

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

Reading

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

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

Essential Spelling

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

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

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

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

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

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

description _____ converse _____
 routine _____ neighbourhood _____

Words with More than One Meaning

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

For example:

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

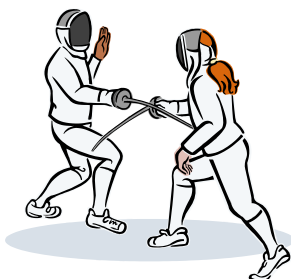
fair foil fine dip fence flex dart flutter draw duck

Homographs

These are words which have the same spelling but more than one meaning.

We cover hundreds of homographs throughout the programme. Children will be tested on them in their Verbal Reasoning and Literacy tests so it is essential to have a broad knowledge.

- Write in the word from the box.
1. He had to _____ as he was late.
The _____ waddled around.
 2. He tried to _____ between them.
His leg was bleeding where _____.
 3. There was a slight _____ in the air.
She wanted to _____ her hand.
 4. He would _____ the curtains.
He used his new pencils to _____.
 5. The _____ came to town.
He didn't think it was _____.
 6. The weather was _____.
He had to pay his parking _____.
 7. He was determined to _____ their plans.
Her mother had wrapped her sandwiches in _____.
 8. She tripped over the _____ of the Hoover.
He liked to _____ his muscles as the ladies walked past.
 9. We gripped our swords and started to _____.
The women stood talking over the garden _____.
 10. He liked a little _____ on the horses.
She would always _____ her eyelashes to get what she wanted.



Fence



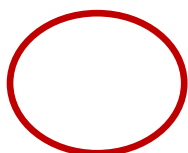


Opposites

Easy Words		FOLD	
1. come		go	
2. cool		warm	
3. dark		light/fair	
4. day		night	
5. deep		<i>Opposites are taught in a similar way to synonyms:</i> <ol style="list-style-type: none"><i>1. Children learn new words in a sheet like this.</i><i>2. A match-up exercise is completed a few days later to consolidate learning.</i><i>3. In the following part of the course a revision test is set.</i>	
6. defend			
7. deny			
8. depart			
Harder Words			
9. conceal			
10. condemn			
11. confined			
12. confirm			
13. contract		expand	
14. coward		hero	
15. damp			
16. defeat			
17. depth			
18. drunk			

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

First attempt



Second attempt



More Difficult Opposites

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

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

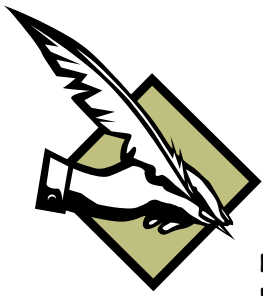
More Difficult Opposites

These sheets extend learning on opposites.

It is this mix of stretching and encouraging pupils to interact with words frequently which makes the course so successful.

Marks /10

If you want to improve your vocabulary make sure you read for at least half an hour every day.



Homophones



Some words are pronounced like other words but are different in spelling and meaning, e.g. write and right.

Die	To stop living
Dye	To colour or stain something, e.g. hair
Four	The number after 3
Fore	At or near the front e.g. forehead
Pray	To beg or implore, e.g. to say prayers to God
Prey	Animal hunted or captured for food
Rain	Water falling from the clouds
Reign	The act of ruling; to dominate

Homophones

These are words which sound the same but have different meanings and they are spelt differently. We will expose children to hundreds of these words.

er of coal

Waste To make poor use of. Rubbish

Choose the correct words from the pair to complete these sentences:

- A quadruped has _____ legs; two hind legs and two _____ legs. **four fore**
- Cutlery is usually made of stainless _____. **steel steal**
- Queen Elizabeth is our monarch. Long may she _____! **rein reign**
- Chloe decided to _____ her hair green. **die dye**
- The miners dug a tunnel until they _____
- Most people _____ with the _____
- Millions of people spread all over _____
- In the _____ the rider used _____ muddy track. **rein rain**
- She placed the rubbish in the _____
- Her shirt was coming apart at the _____. **seam seem**

Children who have not developed their skills in this area will struggle with Verbal Reasoning and with some literacy tests.

You should learn these off by heart.

150 Commonly Misspelt Words

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

You **MUST** learn them.

There are 15 sheets altogether.

appearance

argument

August

awkward

beautiful

because

beginning

believe

bicycle

Britain

150 Commonly Misspelt Words

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

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

I PROMISE

I know all these
10 words.

Signed:
.....



Homophones Fun Test 4

Words which sound the same but have different meanings.
Match each word to the correct meaning on the right.
Some of the meanings are exact, some are a little more fun.



Aid
Aide
Sold
Soled
Wholly
Holy
Bold
Bowled
Ate
Eight
Chilli
Chilly
Rapt
Wrapped
Heal
Heel
Does
Doze

Female deer
Not warm
Hurled
Totally
Opposite of bought
nt
one
paper and sticky tape
ep
Consumed
Shoes need this if worn too much
Sacred
Eaten with rice?
Opposite of timid
Spellbound
Part of the foot

These tests use a mix of definitions and fun clues to engage pupils and help them to keep these words at the front of their minds.

Marks /18



CHAPTER IX

-THE STRANGEST HOUSE

ANY ONE EVER LIVED IN-

The Secret Garden is a classic novel which follows the story of Mary Lennox, an orphan who moves into her uncle's mansion. With the help of an enthusiastic

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

When which she is sees Mary's

It h imagine. The climbing roses which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India. All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the loveliest was that climbing rose which made lovely bridges between each other or at a far distance made lovely bridges across the garden now and Mary did not know how the brown branches and stems of everything, walls, and gates were fastened and their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from other gardens which had not been left all by themselves so long; and indeed it was different from any other place she had ever seen in her life.

It is especially useful to do this with classic texts where children can be exposed to a segment of a book in the same way they might be with a comprehension test. Each excerpt should be manageable in around 20 minutes.

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

Questions

The following words are all underlined in the text above:

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

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

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

E, write down a word from the box matches the following definitions

busy or full of frantic activity

very impressive and magnificent

disappear suddenly and completely

having or showing elegance and sophistication

to be eager or inquisitive about something

B

C

D

E

2) For the following five sentences, pick a word from the box above to complete the sentence so that it makes sense

As they had left hours ago, the arrival of her grandparents was _____ .

A. Arthur Lee's school work for marking

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

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

On the o

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

with an e
particula

Familiarity with this type of exercise is also important as GL have used spot the mistake type questions in past English tests.

desperat for custard tarts at brekfast. Strainge isnt it?

How many mistakes in spelling or grammar did you spot?

Using Colons

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



Exercise 1:

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

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

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

4. The boy's hobbies include h

5. Tori's favourite animals are

Punctuation and Grammar

We also work on punctuation and grammar throughout the course as GL tests often have a section where children will need to correct mistakes.

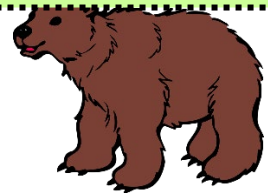
Exercise 2:

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

1. Your favourite foods

2. Your favourite subjects at school

3. What you need to make a cup of tea



Edgar Evans

Edgar Evans was born on March 7th 1876, near Rhossili in Wales. At fifteen he joined the Royal Navy. A few years later, while serving on HMS Majestic, he met a young naval lieutenant, Robert Falcon Scott. It was a fateful meeting.



In 1911, Captain Scott, by now a famous polar explorer, wanted to be the first man to reach the South Pole. The Norwegian, Roald Amundsen, had the same intention. Scott sailed south with a large team, and after weeks of training and setting up food dumps along the intended route, he selected his team to make the final race to the pole. He chose his four best men - Petty Officer Evans, Lt. Henry Bowers, Capt. Titus Oates, and Dr. Edward Wilson. Scott described Evans as a 'giant worker'. "He is responsible for the equipment - every sledge, every sledge-fitting, the tents, sleeping-bags, harnesses, everything. He is a big man, strong, resourceful and always cheerful so he boosts our morale."

Eleven weeks after setting off from base camp, the five men reached the South Pole on 17 January 1912. They had man-hauled their sledge, with their food, tents and equipment on board, across hundreds of miles of rutted ice and snow. Imagine their despair when they saw the Norwegian flag planted in the ice. Amundsen's party had beaten them by five weeks.

Disheartened, Scott's team became a desperate affair and the wound did not heal as well as physically, suffering a concussion. His condition worsened as his food supplies gradually collapsed. He died in the 'man' who continuously suffered

Comprehension

GL English tests always tend to include some comprehension. We build skills by using a mix of texts including non-fiction texts like this one and the more difficult classic book fiction texts.

By March, Oates too was suffering. His companions, walked out into the freezing night never to be seen again. The party was now three and there was no food left. The next food depot was only eleven miles away but the weather was closing in. Trapped in their tent by a ferocious blizzard, with temperatures plummeting, they could make no further progress.

The bodies of Scott and his companions were discovered by a search party on 12 November 1912 and his diary and their records retrieved. Their final camp became their tomb; a high cairn of snow was erected over it, topped by a roughly fashioned cross. In January 1913, before Terra Nova left for home, a large wooden cross was made by the ship's carpenters, inscribed with the names of the lost party and Tennyson's line from his poem *Ulysses*: "To strive, to seek, to find, and not to yield". It was erected as a permanent memorial on Observation Hill, overlooking Hut Point.

A Plaque in the little Norman church at Rhossili reads: "To the Glory of God and in memory of Edgar Evans 1st Class Petty Officer, R.N., and a native of this Parish, who perished on the 17 February 1912, when returning from the South Pole with the Southern Party of the British Antarctic Expedition under the command of Captain Robert Falcon Scott."

THREE MEN IN A BOAT – Jerome K. Jerome

This is a humorous novel that follows the adventures of three friends embarking on a boat trip along the River Thames. The extract below comes from the beginning of the story where the two of the three characters are starting out on their trip and getting ready to camp out on their first night. The narrator imagines past camping trips spent by the river before thinking about the trip he is on, where it is raining. The narrator is one of the three men; his friends are called Harris and George.

George and I

Slowly the go
sorrowing ch
harsh croak o
breathes out

From the dir
noiseless trea
feet, above t
throne, folds
pale stars, rei

Then we run

cooked and eaten. Then the big pipes are filled and lighted, and the pleasant chat goes round in musical undertone; while, in the pauses of our talk, the river, playing round the boat, prattles strange old tales and secrets, sings low the old child's song that it has sung so many thousand years—will sing so many thousand years to come, before its voice grows harsh and old—a song that we, who have learnt to love its changing face, who have so often nestled on its yielding bosom, think, somehow, we understand, though we could not tell you in mere words the story that we listen to.

And we sit there, by its margin, while the moon, who loves it too, stoops down to kiss it with a sister's kiss, and throws her silver arms around it clingingly; and we watch it as it flows, ever singing, ever whispering, out to meet its king, the sea—till our voices die away in silence, and the pipes go out—till we, common-place, everyday young men enough, feel strangely full of thoughts, half sad, half sweet, and do not care or want to speak—till we laugh, and, rising, knock the ashes from our burnt-out pipes, and say "Good-night," and, lulled by the lapping water and the rustling trees, we fall asleep beneath the great, still stars, and dream that the world is young again—young and sweet as she used to be ere the centuries of fret and care had furrowed her fair face, ere her children's sins and follies had made old her loving heart—sweet as she was in those bygone days when, a new-made mother, she nursed us, her children, upon her own deep breast—ere the wiles of painted civilization had lured us away from her fond arms, and the poisoned sneers of artificiality had made us ashamed of the simple life we led with her, and the simple, stately home where mankind was born so many thousands years ago.

Harris said:

Timed English Papers

Our English papers always include a comprehension exercise. This one uses a difficult classic book text to ensure children are prepared for every eventuality. It is delivered as a timed 11 Plus English paper with further questions dealing with punctuation and grammar.

Metamorphosis

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) "How about if I sleep a little bit longer and forget all this nonsense", he thought,
A B C D X
- 2) but that was something he was unable to do becuse he was used to sleeping on
X
- 3) his rig
X
- 4) hard h
X
- 5) He mu
X
- 6) look at
A B C D X
- 7) mild, dull pain there that he had never felt before.
A B C D X

Timed English Papers - Mistakes Section

Our papers also include, in addition to the comprehension elements, sections on using correct spelling, punctuation and grammar. These questions mirror the type of questions children may face in their exam.

In the following sentences, there are either one or two mistakes in punctuation. Rewrite each sentence using the correct punctuation in the space provided.

- 8) The singer's voice was known as one of the country's best; his' dancing was known as the worst.

- 9) Catherine his wife of many years had decided to go and live in Spain.

- 10) Fred was asked to hold-up the picture.

- 11) My parents' house is in one of the citys nicest areas, said Josh.

Letter Connections

This type of question requires a strong alphabetical knowledge but doesn't test vocabulary or spelling.

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

The question

CG is to FM

As QW is to ___

The answer

TC

The Technique

1) These questions are all about n. Always add ABCDEFG to the end of y help you move around quickly.

2) The question is not asking you comparing the first letter of the first our example:

CG is to **FM** as **QW** is to ___?

What is the relationship between C and F? The answer is forward 3 places. We then apply the same to the second section.

As QW is to ___? From Q, 3 forwards is T so the first letter of our answer is T.

3) Then we do the same with the second letter.

CG is to **FM** as **QW** is to T_?

The relationship between G and M is forward 6, so the relationship between W and the answer is forward six. $W + 6 = C$

4) With multiple choice questions if only one answer option started with a T then that would be the correct one. (realising this may have saved time)

Some GL Verbal Reasoning questions focus on highly developed technique rather than a broad vocabulary. In these cases we provide very full technique guidance to ensure children can tackle the questions properly.

Word Letter Codes

Now try these questions:

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

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

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

3) If the code for STYLE is QVWUX what does BCAJY mean?

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

5) If the code for TENNIS is HSB BWG what is the code for NORMAL?

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

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

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

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

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

Practice Questions

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

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

Write out the alphabet before you start this exercise.

THE ALPHABET

1. Write the letter that occurs most often in the word MESSENGER.
2. Which letter occurs only once in HEATING?
3. Which letter is nearest the end of the alphabet?
4. Which letter occurs most often in both BUSINESS and ASSASSIN?
5. If all the letters in the word FUZZY were omitted from the alphabet, which would be the last of the remaining letters?
6. Make a word from the two letters which occur most often in ATTACK.
7. What position does the middle letter in the alphabet?
8. Write the letters in the word SPIN in the second half of the alphabet.
9. Which letters in the word HOPE occur in the alphabet?
10. Which letter in the word SPONDER occurs first in the alphabet?

Core Skills Work

As well as work on each question type we also provide lots of core skills work.

This sheet focuses on developing alphabet skills which are particularly important with some GL verbal reasoning question types.

How many correct? _____

If you have written out the alphabet first, your marks will be better.



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

Example

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

Answer

deity, divinity

QUESTION 1

(delusion, g
(contract,

Identify the words meanings (one from

Example

(rich, pl
(weak, s

Answer

scarce is the

QUESTION 2

(reductio
(increase,

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 3

(SMALL THIN) (BRIGHT LUMINOUS)
agile, light, torch, radiant

GO STRAIGHT ON

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

Example

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

Answer

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

QUESTION 4

, era)
, sharp)

word from each word.

Revision Paper

This paper is in the style of a GL verbal reasoning paper, complete with answer sheet, to get children used to the format of the exam.

We include several of these throughout the programme, building up to full length 50 minute tests of 85 questions.

In each pair the second word is formed from the letters of the first word in the same way each time. Find the missing word in the third pair.

Example

(stones nest) (stewed west) (deacon ?)

Answer

code

QUESTION 6

(spot pot) (stop top) (four ?)

GO STRAIGHT ON TO THE NEXT PAGE

REVISION PAPER ANSWER SHEET NO 2 – 11 PLUS GL VR

15	
A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

16	
30	<input type="checkbox"/>
36	<input type="checkbox"/>
32	<input type="checkbox"/>
24	<input type="checkbox"/>

17	
15	<input type="checkbox"/>
14	<input type="checkbox"/>
17	<input type="checkbox"/>
13	<input type="checkbox"/>

18	
JMTE	<input type="checkbox"/>
LNUB	<input type="checkbox"/>
JMTC	<input type="checkbox"/>
KLTC	<input type="checkbox"/>

19A	19B	19C	19D
FEAR <input type="checkbox"/>	4637 <input type="checkbox"/>	62524 <input type="checkbox"/>	TREAD <input type="checkbox"/>
DEAR <input type="checkbox"/>	4267 <input type="checkbox"/>	63534 <input type="checkbox"/>	DRAFT <input type="checkbox"/>
READ <input type="checkbox"/>	4367 <input type="checkbox"/>	62534 <input type="checkbox"/>	DREAD <input type="checkbox"/>
RAFT <input type="checkbox"/>	4337 <input type="checkbox"/>	63524 <input type="checkbox"/>	TREND <input type="checkbox"/>

20	
javelin	<input type="checkbox"/>
football	<input type="checkbox"/>
netball	<input type="checkbox"/>
running	<input type="checkbox"/>
hockey	<input type="checkbox"/>

21	
SNIP	<input type="checkbox"/>
PINS	<input type="checkbox"/>
PIPS	<input type="checkbox"/>
SNAP	<input type="checkbox"/>
NAPS	<input type="checkbox"/>

Answer Sheets

In their exam children will be faced with particular kinds of answer sheets.

In these revision papers we show children how to use the answer sheets so they get used to the process.

VERBAL REASONING VARIETY TEST 1

Marks

1. Inside the brackets write the letter which will end the first word and begin the second.

S L A (....) A P L E

.....

2. Complete this analogy.

MEAT is to BUTCHER as is to BAKER

.....

3. Underline the word which cannot be made from some or all of the letters of the word MARRIAGE, using each letter not more than once.

GRIME MIRAGE MIRE MEAGRE RAGE

.....

4. What is the thirteenth letter of the alphabet?

.....

5. Write one word to continue this series.

rumble, crumble rate, crate

.....

6. Write the next two letters in this series

D H L

.....

7. Underline the word which would come first in alphabetical order.

snow snout sneer

.....

8. Inside the brackets write the word of which the first letter is the same as the last letter of the word.

... scape ... horse ... shore ... weed ... shell (. . .)

.....

9. Underline the two words below which are opposite in meaning.

prepare wait depart stand arrive arise

.....

10. In a certain code TPMFNO means SOLEMN. What does MFNPOT mean in the same code?

(.....)

.....

11. Underline the word which does not fit in with the others.

sparrow rook lark crow butterfly eagle

.....

12. Write the word which has both these meanings.

(a) to detect or notice something

(b) a speck or a blemish

(.....)

.....

13. If 2 3 4 5 6 means OCEAN, then 3 5 6 2 4 means

.....

Marks

Speed and Accuracy Test

- You have five minutes. Children should be working towards scoring 100%.
- Watch out for the changes to $+$ $/\div$ $-$ $/$ \times
- This test will be repeated five times, where mistakes are made it will be an indication that further times tables work and attention to detail is necessary.

$8 + 7 =$	$9 - 4 =$	$6 \times 7 =$	$54 \div 6 =$	$8 + 4 =$
$7 \times 5 =$	<p>Speed and Accuracy Tests</p> <p><i>At the beginning of the course we spend time exposing whether pupils have sufficiently solid core skills. As these skills provide the fundamental basis from which children will develop, ensuring these are well established will aid them during the other sections of the course.</i></p>			$=$
$12 - 7 =$				$=$
$96 \div 8 =$				$9 =$
$6 \times 3 =$				$=$
$5 + 8 =$				$=$
$5 \times 6 =$				$=$
$5 + 7 =$	$15 - 6 =$	$48 \div 6 =$	$5 + 4 =$	$64 \div 8 =$
$16 - 8 =$	$36 \div 9 =$	$8 + 8 =$	$42 \div 7 =$	$7 \times 7 =$
$7 \times 6 =$	$9 - 6 =$	$72 \div 9 =$	$9 + 8 =$	$108 \div 9 =$
$17 - 9 =$	$9 + 6 =$	$6 \times 8 =$	$19 - 7 =$	$12 + 5 =$
$8 \times 3 =$	$7 \times 8 =$	$63 \div 7 =$	$6 + 9 =$	$11 - 7 =$
$11 - 6 =$	$32 \div 8 =$	$12 - 9 =$	$7 \times 4 =$	$13 + 6 =$
$8 \times 6 =$	$14 - 5 =$	$7 + 5 =$	$63 \div 9 =$	$9 \times 9 =$
$5 \times 7 =$	$2 + 9 =$	$45 \div 9 =$	$4 + 3 =$	$13 - 7 =$
$7 - 2 =$	$56 \div 8 =$	$8 \times 12 =$	$13 - 8 =$	$32 \div 4 =$
$3 + 7 =$	$16 - 7 =$	$7 + 8 =$	$4 \times 6 =$	$14 - 6 =$
$12 - 9 =$	$9 \times 3 =$	$11 - 8 =$	$49 \div 7 =$	$5 + 8 =$
$8 \times 9 =$	$6 + 7 =$	$27 \div 9 =$	$15 - 4 =$	$9 \times 7 =$
$72 \div 8 =$	$13 - 9 =$	$5 \times 12 =$	$4 + 8 =$	$18 - 7 =$

Spot the Mistakes - Maths

- Victor has completed his Mental Maths task but unfortunately he's made a number of mistakes. His answers are underlined.
- Circle the mistakes. See if you can work out where he might have gone wrong.

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

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

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

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

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

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

⑦ From 1070mm take 20cm = 1050mm

⑧ $1 - \frac{3}{8} = \frac{5}{8}$

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

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

7.04

⑩ $2\text{km } 90\text{m} = \underline{290\text{m}}$

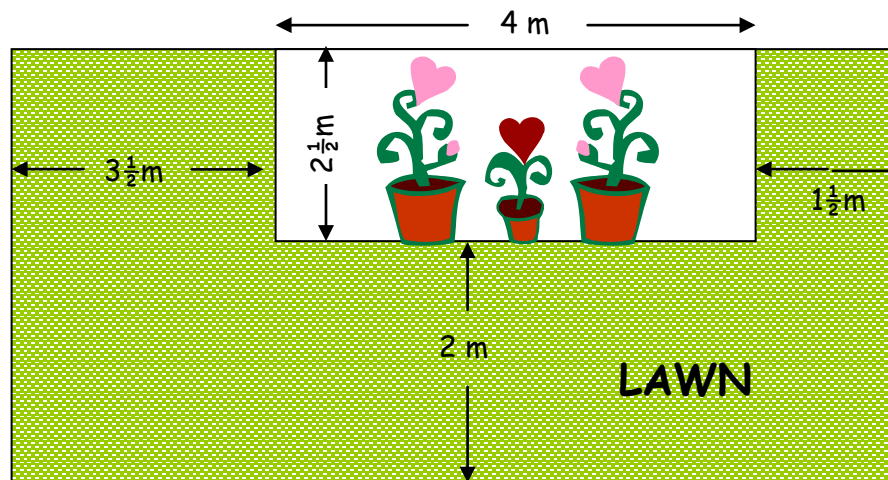
⑪ What is the product of 8 and 50 = 58

Marks /

Area Problems

A rectangular garden comprises a rectangular flowerbed surrounded on three of its sides by a lawn.

Answer the following questions which relate to this diagram.



a) How long is the garden? _____

b) How wide is the garden? _____

We also make sure we cover the core topics children may get questions on. This sheet is one we use to help children learn about area.

c) Work out, _____

Answer: _____

Other core topics covered include:

d) Work out, _____

Answer: _____

- Shapes
- Fractions
- Factors

e) What is the area of the lawn? _____

Answer: _____

- Volume
- Averages

f) Find the cost of re-sowing the lawn if grass seed costs £1.86 for each square metre of lawn.

Answer: _____

The BODMAS Rule

The rule for the order in which you conduct calculations is: **BODMAS**

This means:

Brackets **O**rders **D**ivision **M**ultiplication **A**ddition **S**ubtraction.

In other words:

1. You must work out the sum in the **B**racket first and then complete any **O**rders (this also means indices, powers, or roots e.g. 3^2).
2. Next you must work out any **D**ivision or **M**ultiplication.
3. Finally complete any **A**ddition or **S**ubtraction required.

Remember - if a number appears immediately before a bracket it means you must **M**ultiply (the result of the sum in the bracket) by that figure, so: $5(3.1 + 1.9)$ means $5 \times (3.1 + 1.9) = 5 \times 5 = 25$

Here is an example of the **BODMAS** rule in action:

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

BODMAS

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

Now look at th

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

Do the **B**racket sum first - $2.36 + 5.62 = 7.98$
Then **M**ultiply

Please file this away safely because you will need to refer to it again.

TIMED TEST NUMBER 1

You have 30 minutes to complete this test.

Write the missing number in the box:

1. $8 \overline{) 10 \square}$

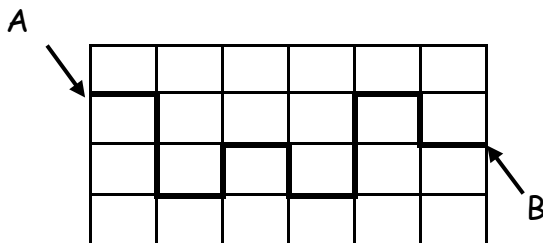
3. $7 \overline{) 763}$ $5 \overline{) 153 \square}$

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

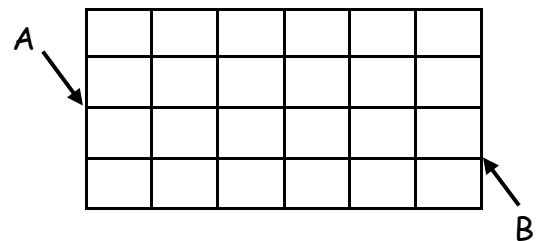
This calculation has the same number missing from each box.
What is it?

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

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



6. Divide the area of this grid into two halves. Start at A and go along the lines, finishing at B.



Mathematics Revision Test 2

1. $323.76 + 19$ hundredths
= _____

12. $12 \times 8 =$ _____

2. Draw a hexagon in this space:

13. $6 \times 7 =$ _____

3. $13^2 =$ _____

15. How many tenths in 23.9?

Maths Revision Tests

Throughout the course we ensure children are using the skills they have regularly. This is an example of our regular revision test sheets. These sheets cover a great deal of the syllabus and little by little help to re-enforce knowledge and give children confidence.

4. Draw an obtuse angle - label it.

NO/YES

5. Draw a rhombus

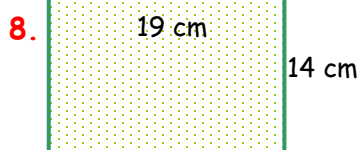
20. How many lines of symmetry has a hexagon?
= _____

6. $724 \div 100 =$ _____

SCORE BOX:

20

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



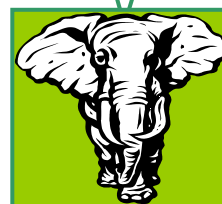
Find the area of this shape:
= _____

I can remember how to do long multiplication!

9. $4.9 \text{ L} =$ _____ mls

10. Write 555 tenths as a decimal = _____

11. 9 squared = _____



Are you improving? YES/ANY MINUTE NOW

5. Complete the following money problems.

a. A single bus fare to work costs £1.25. How much have I spent altogether on bus fares by the time I have returned home? _____

b. If I go to the newsagent and buy 5 magazines costing £3.99 each. How much do I have left? _____

c. I bought in _____

6. Answer the following questions. _____

a. Six squared = _____ e. The square root of 100 = _____

b. The cube root of 27 = _____ f. Two fifths of 75kg = _____

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

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

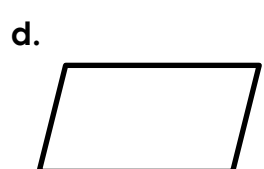
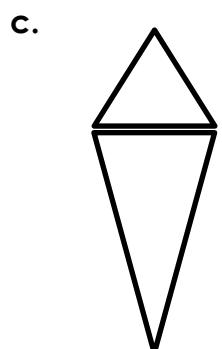
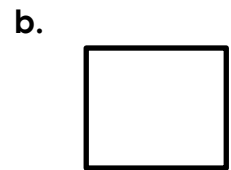
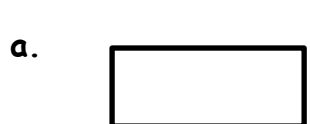
7. If $a = 5$, $b = 4$ and $c = 2$, answer the following questions:

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

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

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

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



Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

In these questions you will be given an example where one shape becomes another shape. You will then be given a question shape and be asked to choose which one of five shapes it should become. You should use the example to help you choose. You should look at the example and understand exactly what changes for it to become the second shape and then apply the same reasoning to the question shape.

What to look out for

As with all Non-Verbal Reasoning question types this is largely a test of **logic** and **close observation**.

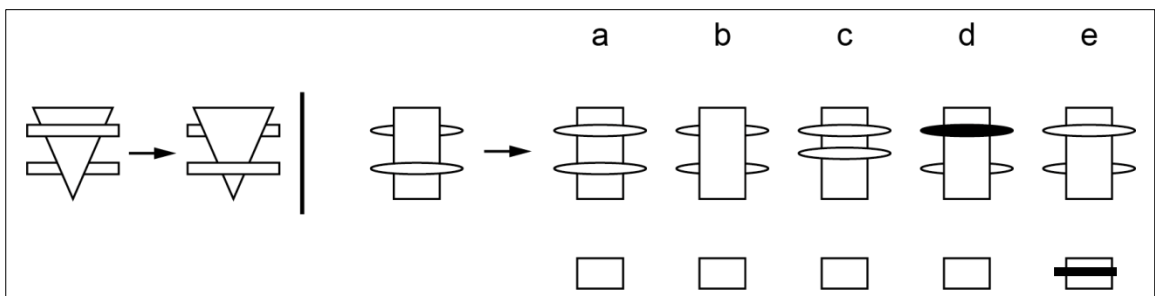
- How many sides do the shapes have?
- Are they rotating, and if so in which direction and by how many degrees?
- Are they reflections?
- Have the shapes got diagonal lines then?
- What size are the shapes?
- What thickness or boldness is there?
- Do shapes that are

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

Technique tips

- Focus exactly on how the first shape has changed to become the second shape, more than one thing may have changed.
- Make a list of the changes if necessary.
- Once you have done this look at the answer options and see which has changed in the same way.
- Often you will be left with two options which are close, there will always be a small distinguishing item which makes one of these a closer match than the other (e.g. direction of diagonal lines within a shape). You will need to renew your focus to find it.
- Unless you are doing a timed test do one question at a time. Give your answer then check if it is correct and review the explanation. This takes time but looking at the answer and explanation while the question is still fresh is the only way to learn.

Example



Explanation

There is no change in the large shape from the first set of shapes to the second. However the shape that is behind the larger moves to the front and the other shape that is in front moves behind.

Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

1

2

Like Shapes - Examples

Having explained the question type, we give children a few questions to try out to secure their learning. Very detailed answers are given to help children learn from their mistakes.

3







4

5

Non-Verbal Reasoning

3. ROTATIONS / TYPE 3

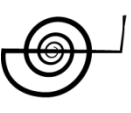




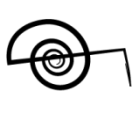
Example

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

Explanation

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

1

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

2

Timed Papers

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

e

3

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

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

e

Maths**Speed and Accuracy Test**

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

Spot the Mistakes

- ① 5 thousands and 4 units

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

- ④ Answers should be a)100 and b)200

(There are 1000 metres in a km not 100)

- ⑤ £3.10

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

- ⑥ 145

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

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

- ⑫ $7 \times 6 = 42$ not 52

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

Mental Mathematics Skills Development

1) 231

2) 26

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

Where a full detailed explanation is needed we give it.

9) 156

10) 112

Mental Mathematics

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

2) 270

3) 200cm

4) 17

5) 19

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

7) 143min

8) 101

9) 600ml

10) 4.2kg

11) 62

12) 150g