

# The 11 Plus Programme - Enhance - Lancashire - 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 in the Lancashire area.

## Who should be doing it?

- The course is designed to enhance the skills of pupils going for a GL 11 Plus exam in the Lancashire area. It 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 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?

- The course is specifically tailored for 11 Plus exams in the Lancashire area. It therefore thoroughly prepares pupils for the subjects covered in Lancashire, including English, Verbal Reasoning (with a focus on vocabulary) and Maths.
- Time will not be wasted revising subjects that are not tested in Lancashire.
- The course is fully planned which makes life much easier for parents than using books alone.
- We build in just the right amount of revision as we go along to ensure skills stay fresh.
- The course gradually introduces children to timed tests in the right way so that they 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.

## Who is this course right for?

This course is ideal for any pupil with around 15-30 weeks to go until the 11 Plus exam in Lancashire. The course is delivered in 20 parts and ideally a week would be spent on each. It could be completed in 15 weeks by working more intensively or in a more relaxed way in 30 weeks.

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

**SCROLL DOWN TO SEE COURSE EXAMPLES**





### The 11 Plus Programme - Enhance - Part 1

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.

#### English and Vocabulary Development

- 1. Reading:** It is essential to read every day for at least half an hour. You will have read in the introduction and in the personal words list. In this section, you will learn to read in addition to your dictionary.
- 2. Your Personal Words:** It is there for you to use. We introduce you to words through reading, talking or listening and writing.
- 3. Words from Past Papers:** If you are not sure about the meaning of 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.

#### *Clear Instructions*

*Every part of the GL Enhance 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.*



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 F** *Organised for you* **t words.**  
 Test yourself *One of the main problems with using books* **er do the**  
 Look, Cover *is that it is difficult to know which ones to* **ell these**  
 words correctly *buy and what order to do the work in. We*  
 12. **More Diffic** *know from feedback that this course solves* **ot a test.**  
 Children should *that problem for many parents, leaving* **nk of the**  
 answers (at *them free to help their child.* **ows that**  
 children could **ds in the**  
 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.
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.

## GL Verbal Reasoning

We'll be covering the technique needed for each question type. Please cover this properly and go over any mistakes in the ten sample questions in detail.

### 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

### *Used by Tutors*

22. Wc *Private tutors also use this course as the central*  
Rec *part of their work with their pupils because it gives*
23. Wc *a clear structure, not only for lessons, but also for*  
Do *homework. Much more detail on the type of work*
24. VR *you will encounter is included below, just scroll*  
Try *down.*

### 25. Alphabet work

We will be doing a lot of alphabet work. For some VR questions it is vital so stick with it.

## 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.
- **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 to help them develop strategies 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 inside out. Read this carefully, cover up the words and see if you can remember the descriptions. Get someone to read the descriptions out loud and see if you can name the shapes.



- 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 weekly vocabulary sheet.

quench	flourish	submit	release
pr	<b>Words from past papers</b>		ambition
merc	<i>This series looks at hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.</i>		digest
		tenant	ordeal

1. He needed \_\_\_\_\_ hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.
2. She gained \_\_\_\_\_ votes.
3. He was \_\_\_\_\_ the manufacturing industry.
4. The \_\_\_\_\_ was shocking.
5. The pop \_\_\_\_\_ song.
6. Peter tried to \_\_\_\_\_ his younger sisters decision.
7. The criminal begged for \_\_\_\_\_.

8. No matter how much water she drank \_\_\_\_\_ her thirst.
9. She went to \_\_\_\_\_ her \_\_\_\_\_.
10. He began to \_\_\_\_\_.
11. The accident had been a scary \_\_\_\_\_.
12. He \_\_\_\_\_ with his \_\_\_\_\_.
13. She demonstrated her fierce \_\_\_\_\_ four times a week.
14. He took a few moments to \_\_\_\_\_.
15. She had been a perfect \_\_\_\_\_ of the house.

*Children will know some of these words but many will be new. Some of the words might seem extreme but they are reflective of the papers children will face.*

**Marks /15**

# 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 develops 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)
---------------------------------------	---	---

***Personal Words List***  
 This simple sheet is at the heart of everything we do. Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.

*These personal word lists should be used by children to identify 20 words (during each part of the course) that they have either not quite learnt properly or discovered through their reading.*



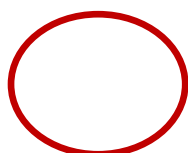

# Synonyms

FOLD

Harder Word		Easier Word
abandon	<p><b>Synonyms</b></p> <p><i>These sheets ask children to learn words actively, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i></p>	leave
abridge		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate		
aggressive		
aid		
ally		
altitude		height
amazement		wonder
amiable	<p><i>They are encouraged to make a note of less familiar words in their personal words list.</i></p>	friendly
ample		plentiful
ancient		old
animosity		hatred

*We cover hundreds of synonyms during the course. Children will know some of them but be less familiar with or not know others.*

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
<p><b>Synonyms match-up</b></p> <p>A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.</p>		austere	catastrophe
		avaricious	cautious
		bombard	cease
careful			
clothes			
disaster			
dressed			
drinks			
expect			
gathering			
ghost			
greedy			
haughty			
help			
impatient			
name			
pelt			
several			
stop			
surprise			
wide			
yearly			

## Synonyms match-up

A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.

We ask children to wait a few days because the delay will reveal how well the learning activity was completed. Any words they get wrong should be added to their personal words list so that they see it with greater frequency.

The vast majority of vocabulary books only expose children to each word once so there's little chance that they will actually learn the words properly.

# Synonyms Revision

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

expect                                  ant                          p                          e

## *Synonyms Revision*

*In the following part of the course children will get this tough revision exercise which uses a similar CLOZE format seen in many 11 Plus tests. If they learnt the words properly previously then they should score highly.*

ghost                                  app \_ \_ it \_ \_ \_

apart                                  as \_ \_ d \_ r

dressed                                  att \_ \_ r \_

greedy                                  ava \_ \_ c \_ ous

disas                                  *This revision exercise boosts frequency*

help                                  *and helps children retain the word at*

surpr                                  *front of mind. It is revision activities*

name                                  *like these which make all the*

cloth                                  *difference and result in really good*

impu                                  *outcomes.*

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**

# Essential Spelling

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

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

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

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

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

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

description \_\_\_\_\_ converse \_\_\_\_\_  
 routine \_\_\_\_\_ neighbourhood \_\_\_\_\_

# Words with More than One Meaning

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

For example:

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

fair foil fine dip fence flex dart flutter draw duck

- Write in the word from the list above to complete the meaning:

1. He had to \_\_\_\_\_ as he went through the doorway.  
The \_\_\_\_\_ waddled around the pond.

2. He tried to \_\_\_\_\_  
His leg was bleeding.

3. There was a slight \_\_\_\_\_  
She wanted to \_\_\_\_\_

4. He would \_\_\_\_\_  
He used his new pen \_\_\_\_\_

5. The \_\_\_\_\_ came to town every summer.  
He didn't think it was \_\_\_\_\_ that he had to do all the washing up.

6. The weather was \_\_\_\_\_.  
He had to pay his parking \_\_\_\_\_.

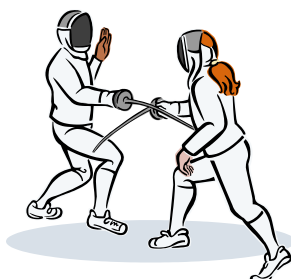
7. He was determined to \_\_\_\_\_ their plans.  
Her mother had wrapped her sandwiches in \_\_\_\_\_.

8. She tripped over the \_\_\_\_\_ of the Hoover.  
He liked to \_\_\_\_\_ his muscles as the ladies walked past.

9. We gripped our swords and started to \_\_\_\_\_.  
The women stood talking over the garden \_\_\_\_\_.

10. He liked a little \_\_\_\_\_ on the horses.  
She would always \_\_\_\_\_ her eyelashes to get what she wanted.

**Homographs**  
*These are words which have the same spelling but more than one meaning. We will cover hundreds of these words.*



Fence

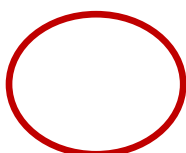




# Opposites

Easy Words		FOLD
1. come		go
2. <b>Opposites</b>		warm
3. <i>These are similar sheets to our</i>		light/fair
4. <i>synonyms work. We ask children to</i>		night
5. <i>learn these thoroughly over a few days.</i>		shallow
6. defend		attack
7. deny		admit
8. depart		arrive
Harder Words		
9. conceal		reveal
10. condemn		<i>By including some easier words we help ensure everything is covered in a way that also helps boost confidence.</i>
11. confined		
12. confirm		
13. contract		
14. coward		hero
15. damp		dry
16. defeat	<i>Children will cover hundreds of</i>	victory
17. depend	<i>opposites during the course.</i>	height
18. drunk		sober

First attempt



Second attempt



# Opposites Match-up

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

big	clever	bow	cheap
black	cold	bright	chubby
bottom	bitter	broad	coarse
<p><b>Opposites Match Up</b></p> <p><i>We ask children to only do these pages a few days after they have learnt the opposites.</i></p>		captive	
		captivity	
curs			
dirty			
dull			
expensive/dear			
free			
freedom			
hot			
narrow			
sell			
slim			
small			
smooth			
stern			
stupid			
sweet			
timid			
top			
white			

**Opposites Match Up**

*Their score will reveal how well they learnt the words first time round and may indicate further work is necessary.*

# Opposites 3 - Revision

You have learnt these harder words now do the following exercises.

What is the opposite of conceal? \_\_\_\_\_

What is the opposite of condemn? \_\_\_\_\_

What is the opposite of react? \_\_\_\_\_

What is the opposite of further? \_\_\_\_\_

What is the opposite of retreat? \_\_\_\_\_

Write sentences using the opposite of the word in bold.

The **hero** did not hide behind the rock.

The shape had a **height** of three metres.

The man was **drunk** when he left the pub.

Fill in the gaps on the right to find the opposite of the word in bold.  
left.

defend a \_ \_ \_ \_ k

admit d \_ \_ y

deep sh \_ \_ \_ ow

**SCORE:**

If you did **well** in the test, you should be proud. Write 3.

**Opposites**

**further revision**

In the following part of the course we include

this opposites

revision exercise.

**Opposites further revision**

This aims to not only test whether children know each word but also extends their understanding of contextual meaning.

Further exposure to each word also helps the words become more familiar.

# More Difficult Opposites

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

## *More Difficult Opposites*

*These sheets extend learning on opposites. The main opposites sheets cover all the basics, these more difficult words will really stretch children and it's likely that they will be writing out a number of these words into their personal words lists for ongoing attention.*

AFFIRM

S \_ \_ \_ N

GULLIBLE

\_ A \_ Y

IRRATIONAL

C \_ H \_ \_ \_ NT

ALEERT

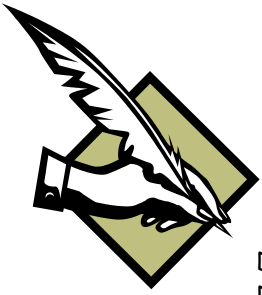
D \_ \_ \_ \_ Y

*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

## Homophones

*These are words which sound the same but have different meanings and are spelt differently.*

*Children need to actively learn these words so that they become more familiar with this category.*

Weight	How heavy a thing is
Waist	Part of the body between the ribs and the hips
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 \_\_\_\_\_.
- Queen Elizabeth is our \_\_\_\_\_.
- Chloe decided to \_\_\_\_\_.
- The miners dug a tunnel \_\_\_\_\_.
- Most people \_\_\_\_\_.
- Millions of people speak \_\_\_\_\_.
- In the \_\_\_\_\_ the rider used the \_\_\_\_\_ to guide the horse along the muddy track. **rein rain**
- She placed the rubbish in the \_\_\_\_\_ bin. **waist waste**
- 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.

## ***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.*

appear

argue

August

awkward

beautiful

because

beginning

*We first ask children to learn the words properly and then test again later to reinforce learning.*

Britain

### **I PROMISE**

I know all these  
10 words.

Signed:  
.....



# 150 Commonly Misspelt Words

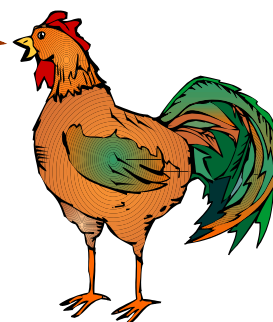
- Remember to check each word and tick it if it is correct. ✓
- You must do this as you go along, not at the end!
- Say the word out loud each time you write it.
- Write each word out 4 times, the more you write it out the better.

It's really important to learn how to spell these words because mistakes are often made here. Challenge yourself to make a special effort to learn them thoroughly.

## Look Cover Write Check

Look/Learn/Cover	Write/Check 1	Write/Check 2	Write/Check 3	Write/Check 4
extremely				
favourite				
Febru	<div style="border: 2px dashed black; background-color: #e0ffe0; padding: 10px;"> <p><b>150 Commonly Misspelt Words Further Testing</b></p> <p>These words typically respond well to increased frequency of exposure so we ask children to go through a further testing exercise using the standard Look, Cover Write Check process they have been through before.</p> </div>			
final				
fluores				
fore				
for				
frie				
govern				
graffiti				

Writing out each word correctly lots of times and saying each word as you write it helps you to learn properly.



# Homophones Fun Test 4

Words which sound the same but have different meanings. Match each word to the correct words on the right hand side.



Some of the meanings are exact, some are a little more fun.

Aid		Female deer
Aide		Not warm
Sold		Hurled
Soled		Totally
Wholly	<p><b>Homophones Fun Tests</b></p> <p><i>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.</i></p>	site of bought
Holy		lp
Bold		sistant
Bowler		plus one
Ate		need paper and sticky tape
Eight		re
Chilli		t sleep
Chilly		med
Rapt		need this if worn too much
Wrapped		Sacred
Heal	Eaten with rice?	
Heel	Opposite of timid	
Does	Spellbound	
Doze	Part of the foot	

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*

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

*en which she is  
er sees Mary's*

*Imagine. The  
climbing roses  
knew they were  
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 loveliest was that climbing tendrils which made each other or at a far made lovely bridges now and Mary did not

*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 in a comprehension test.*

brown branches and sprays looked like a sort of crazy mantle spreading over everything, walls, and trees, and even brown grass, where they had fallen from 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 and indeed it was

*We use specially selected excerpts from classic books for paired reading which should be enough for a twenty minute session each time.*

## Questions

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

*Paired reading  
vocabulary testing*

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

*These texts and the  
vocabulary in them  
really help children to  
develop and refine  
their comprehension  
skills as well as their  
vocabulary.*

Unpleasant  
Vanished  
Excessive  
Hectic  
Poignant  
Overwhelming  
Distinguish  
Exhilaration  
Extreme  
Immediately  
Frail

**-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

D

E

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

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

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

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

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

On t  
with  
parti  
desp

***Find the mistakes***  
*This is a type of exercise we use throughout the course to help children focus on spotting mistakes. This is particularly important, not only in terms of their spelling development but also because GL have used spot the mistake type questions in past English tests.*

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.

## Punctuation

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



### Exercise 1:

The colons in the sentences and put

1. 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 hockey, dancing, singing and: painting.

5. Tori's favourite animals are: the following monkeys, bears, tigers and elephants.

### 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





# Connectives

- A **connective** is a word such as 'and', 'but', or 'because', that we use to **join** two ideas or short sentences together.
- **For example:** 'Timothy likes bananas. He doesn't like apples'. These two short sentences can be **combined** by using the connective 'but'. The new sentence would read 'Timothy likes bananas **but** he doesn't like apples'.
- Connectives are **useful** as they allow us to write **longer, more interesting** sentences.

## Exercise 1:

Use an appropriate connective from the box to join these short sentences together. One has been done for you.

and     ~~but~~     because     before     after     although     whilst

1. Kira likes rugby. She doesn't like football.

Kira likes rugby but she doesn't like football.

2. Gary ran to school. He was late.

3. Toby brushed his teeth. He had eaten his breakfast.

4. Dad was singing loudly. He was in the shower.

5. I revise for 3 months. I have an exam.

6. Miranda hates raisins. She also hates mushrooms.

7. Chloe went to the cinema. She didn't want to.

## Exercise 2:

Match up the start of these sentences to the correct ending and underline each connective. One has been done for you.

Ashir was good at maths

Jamie got the bus to work

Tristan didn't want to go to the party

It started to rain heavily

unless his sister was going too.

so they decided to eat inside.

and he always did well in tests.

because his car had broken down.

# Edgar Evans

Edgar Evans was born on March 7<sup>th</sup> 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. S

food dumps along  
He chose his four  
Edward Wilson. S  
- every sledge, ev  
man, strong, resou

## *Comprehension*

*GL English tests tend to include some comprehension. We ensure children are working at their comprehension skills throughout the course.*

Eleven weeks aft  
January 1912. The  
across hundreds

Norwegian flag planted in the ice. Amundsen's party had beaten them by five weeks. Disheartened, Scott's team now had to make the return journey of 1,500km back to safety. This became a desperate affair. Evans had cut his hand in an accident as they were nearing the pole, and the wound did not heal properly. During the return journey he began to deteriorate mentally as well as physically, suffering from frostbite to his fingers, nose and cheeks. Then, as they descended the Beardmore Glacier, he fell into a crevasse, sustaining a head wound and serious concussion. His condition rapidly worsened. This slowed up the progress of the party, and the food supplies gradually diminished. On 16 February 1912, nearing the base of the glacier, Evans collapsed. He died in the tent that night. In his diaries Scott described Evans as a 'spirited

ing and setting up  
race to the pole.  
us Oates, and Dr.  
For the equipment  
thing. He is a big

South Pole on 17  
quipment on board,  
hen they saw the

n  
B  
C  
a  
w  
t  
T

## *Comprehension*

*We use a mix of texts including non-fiction texts like this one and the more difficult classic book fiction texts.*

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.

ving he was holding back his  
in. The party was now three  
miles away but the weather  
temperatures plummeting,

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 rigt  
X
- 4) hard he  
X
- 5) He mu  
X
- 6) look at the flowndering legs, and only stopped when he began to feel a  
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 sections on using correct spelling, punctuation and grammar in addition to the comprehension elements. These questions mirror the type of questions children may face in the 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.

\_\_\_\_\_

# Words Closest in Meaning

This is a real test of vocabulary. As with other vocabulary based tests if words are not known - learn them. Remember results in this area will only improve alongside vocabulary growth.

As this is a vocabulary test there is very little technique to learn - but the more questions you do the better your vocabulary will get.

Find two words from the first set which are closest in meaning.  
(Tip - remember to choose the word which is closest in meaning - not opposite, not close - but not the same. For example, dear, divinity)

**Technique Guides**

*There are 21 different GL Verbal Reasoning question types. We provide a detailed technique guide for each one.*

Technique

Remember you are looking for the actual meaning not word association (which is a common mistake). You are also looking for the actual meaning not word association (which is a common mistake).

- 1) You should just work methodically through the words. Take the first word in the first set of words and compare it to each of the words in the second set. Are any similar?
- 2) Then do the same with the second word and then the third word.
- 3) It may well be that you will quickly arrive at the word which is closest in meaning (not an opposite).
- 4) If you do not know the answer then you should consider some options. If so, your guess will have a higher chance of being correct.

*A number of GL question types focus on vocabulary. We deal with these first.*

Children with a wider vocabulary can do better. You should read and learn the meaning of new words that you find.

Remember this technique will not lead you directly to the answer but working in a systemised way is the best approach. It helps save time and cuts out errors.

# Compound Words

Now try these questions:

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

## Practice Questions

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

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

- 5) (dark moon black)      (might)

- 6) (all next over)      (together)

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

- 8) (damp book unner)      (caller seller story)

- 9)      (ampoo canter)

- 10)      (ard guard)

*Most books don't strike the right balance between teaching technique.*

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

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 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 SPREAD in the second half of the alphabet. ....
9. Which letters in the word HOPEFUL are nearest the beginning in the alphabet? .....
10. Which letter in the word SPONTANEOUS comes nearest to L 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 question types.*

How many correct? \_\_\_\_\_

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



REVISION PAPER – 11 PLUS VOCABULARY AND GL VR

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

Example

(dev  
(desp

Answer

QUESTION

(fat  
(ple

QUESTION

(rigid, straight, yielding)  
(insistent, rigorous, strict)

QUESTION 3

(diligent, lazy, happy)  
(prudent, indolent, forgetful)

Identify the words with the most opposite meanings (one from each set of three)

Example

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

Answer

scarce is the opposite of plentiful

QUESTION 4

(now,  
(there, t

QUESTION 5

(dry,  
(liquid, hu

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

er

sow

QUESTION 7

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

QUESTION 8

(CAR SPACE) (SWINGS PLAYING)  
engine, gap, park, slide

QUESTION 9

(RIP HOLE ) (CRY UPSET)  
tear, break, sad, miserable

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

Example

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

Answer

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

10

(fine, dark, sun)  
(night, afternoon, year)

11

(ill, kind, assist)  
(smile, cheerful, sad)

12

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

GO STRAIGHT ON TO THE NEXT PAGE

Revision Paper

Once we have been through the technique and practice questions for each type we then revise them.

The paper is presented in a similar style to the exam, with a corresponding answer sheet to get children used to how they will have to mark their answers.



# VERBAL REASONING VARIETY TEST 1

Marks

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

**VR Variety Test**

..... L E

2. Cc

*While GL previously have used the 21 question types we have been through, these are subject to change.*

..... is to BAKER

3. Un the

made from some or all of the letters of er not more than once.

GR

AGRE RAGE

4. Wh

phabet? .....

5. Wr

rumble, crumble rate, crate lock, .....

6. Write the next two letters in this series.

D H L P

*We therefore provide several VR variety tests which use slightly different questions requiring similar technique.*

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

snow snout sneer snapper

8. Inside the brackets write the word of three or five words.

... 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? ( . . . . . )

*These questions ensure children develop flexible skills so they can tackle whatever they face on the day.*

11. Underline the word which is different from the others.

sparrow eagle

12. Write the meanings.

(a) to do ( . . . . . )  
(b) a sp

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

Marks

# 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

**More Technique Guides**

*Some GL Verbal Reasoning questions require highly developed technique, these questions are not vocabulary based.*

to FM

is to \_\_\_

answer

C

The T

1) Always help y

*require highly developed technique, these questions are not vocabulary based.*

2)

compare the first PAIR. Instead you should be comparing the first letter of the first pair to the first letter of the second pair. So in our example:

CG is to FM as QW is to \_\_\_?

What is the relationship between C and F? apply the same to the second section.

As QW is to \_\_\_? From Q, 3 forwards is T

3) Then we do the same with the second

CG is to FM as QW is to T\_?

The relationship between G and M is forward 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.)5)

*In these cases we provide very full technique guidance to ensure children can tackle the questions properly.*

then

d the

# 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 is the code for CRIME?

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

5) If the code for TENNIS is HSBWVG 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.*

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

Example

(devil)  
(desperado)

*Revision Papers*

*Once we have been through the question types we then start on regular revision.*

Answer

QUESTION

(delusion, gift, arrangement)  
(contract, signature, stable)

Identify the words with the most opposite meanings (one from each set of three).

Example

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

Answer

scarce is the opposite of plentiful

QUESTION 2

(reduction, reduce, small)  
(increase, minute, many)

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  
The road is horizontal (flat, across, vertical)  
The army retreat is to (attack, backwards, defend)  
The road is vertical, as retreat is to attack (they are connected because they are opposites)

QUESTION 4

are is to (not, aren't, era)  
as avid is to (keen, diva, sharp)

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

*These revision papers cover all 21 different types of question ensuring children have regular exposure to each type.*

(felt, mass)  
(age, acre)  
sacred

QUESTION

(reduction, reduce, small)  
(increase, minute, many)

(two, four, me)  
(have, time, get)

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

15

16

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"/>

## Answer Sheets

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

19A

19D			
62524	<input type="checkbox"/>	TREAD	<input type="checkbox"/>
63534	<input type="checkbox"/>	DRAFT	<input type="checkbox"/>
62534	<input type="checkbox"/>	DREAD	<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"/>

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

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

drain

*Full Timed Test Papers*

*We provide full timed test papers for children in a GL style.*

Answer

rain

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

ber, boot, stocking, sandal, sock

Answer

the answer is stocking and sock. The other three words are all types of shoe - slipper, boot, sandal

QUESTION

1

start lid

QUESTION

8

release, seize, clasp, grip, lose

QUESTION

2

QUESTION

9

dined one

*These papers include 11 plus standard questions.*

turtle, dolphin

QUESTION

3

trip sill

Africa, Europe

QUESTION

4

QUESTION

11

harm sip

gossip, conference, quarrel, dispute, argument

QUESTION

5

QUESTION

12

climb, summit, fall, peak, top

QUESTION

*There are 85 questions on each paper and a time allowance of 50 minutes which reflects what they'll face in an exam.*

QUESTION

13

Thames, Severn, Clyde, Seine, Amazon

QUESTIONS

7

QUESTION

14

deny man

Tenerife, Lanzarote, Spain, Madrid, Fuerteventura

GO STRAIGHT ON

GO STRAIGHT ON TO THE NEXT PAGE

# 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.

$8 + 7 =$	$9 - 4 =$	$6 \times 7 =$	$54 \div 6 =$	$8 + 4 =$
$7 \times 5 =$	<i><b>Speed and Accuracy Tests</b></i>  <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>			
$12 - 7 =$				
$96 \div 8 =$				
$6 \times 3 =$				
$5 + 8 =$	$14 - 9 =$	$0 \times 8 =$	$8 + 6 =$	$12 - 8 =$
$5 \times 6 =$	$44 \div 4 =$	$7 + 9 =$	$28 \div 7 =$	$9 \times 6 =$
$5 + 7 =$	$15 - 6 =$	$48 \div 6 =$	$5 + 4 =$	$64 \div 8 =$
$16 - 8 =$	$36 \div 9 =$	$8 + 8 =$	$42 \div 7 =$	$7 \times 7 =$
$7 \times 6 =$	$9 - 6 =$	$72 \div 9 =$	$9 + 8 =$	$108 \div 9 =$

Score /50

# 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 what he might have done wrong

①  $300 +$  *Spot the mistakes*  $=$  1050mm

②  $2 \frac{1}{2}$  Kg *We also use other accuracy tests like this Spot the Mistakes test. Children that cannot work accurately will not do well in an 11 plus exam because of the time pressure.*

③  $£1.00 - 58p =$  42p

⑨  $116\text{mm} =$  11cm 6mm

④ Find the sum of £1.15 and £2.85

⑩  $\frac{1}{4}$  of £4.16 = £1.04

⑤ Find the costing: *Find the mistakes*  $90\text{m} =$  290m  
*Helping children to switch on their self-checking skills helps them work more accurately in the exam.*

⑥ What is the product of  $9 + 99 =$  108

⑫ What is the product of 8 and 50 = 58

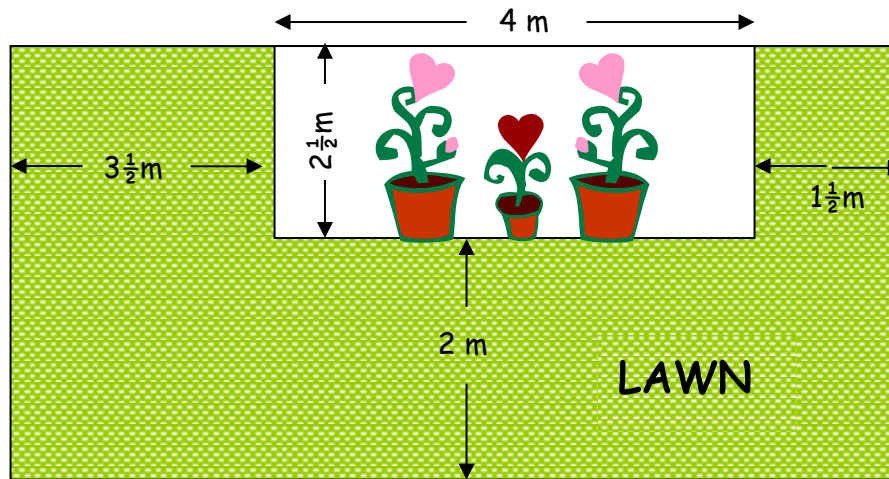
Marks /



# Area Problems

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

Answer the following questions which relate to this diagram.



a) **Area Problems**

*We also make sure we cover the core topics*

b) *children may get questions on. This sheet is one we use to help children learn about area.*

c)

garden.

Answer: \_\_\_\_\_

d) Work out, in square metres, the area of the flowerbed.

Answer: \_\_\_\_\_

e) What is the area of the lawn?

Answer: \_\_\_\_\_

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

Answer: \_\_\_\_\_

# The BODMAS Rule

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

This means:

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

In other words:

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

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

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

$$\begin{aligned} &6(1.2 + 0.8) - (4.6 - 1.6) \quad \text{Do the } \mathbf{B} \text{racket sums first} \\ &= 6 \times 2 - 3 \\ &= 12 - 3 \\ &= 9 \checkmark \end{aligned}$$

## **BODMAS**

*As part of each topic introduction/review we include further work and examples to ensure knowledge has sunk in properly.*

Now look at this question:

$$6(2.36 + 5.62) =$$

$$6(2.36 + 5.62) =$$

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

$$6 \times 7.98 = 47.88 \checkmark$$

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. *Timed Tests*  
*We start doing easier timed tests early on to get children used to working under the time constraints similar to that of an exam.*

3. 
$$\begin{array}{r} 10\ \square \\ 7 \overline{) 763} \end{array}$$

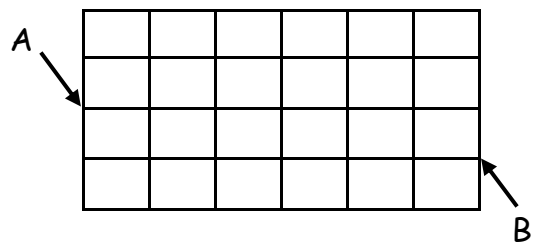
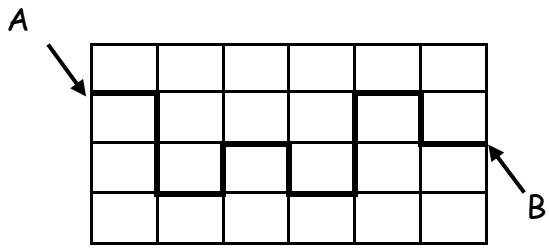
$$\begin{array}{r} 153 \\ 5 \overline{) 7\square 5} \end{array}$$

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

5. *Timed Tests*  
*While easier than full 11 Plus tests, these tests include questions which could end up in the test itself. This is beneficial as it gets students familiar with the types of question they might encounter.*

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 consolidate knowledge and give children confidence.

4. Draw an obtuse angle - label it.

NO/YES

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

5. Draw a rhombus

## SCORE BOX:

## Maths Revision Tests

With Maths it's essential that children use their skills regularly so we provide enough of these and other pages to ensure children are working at the level of frequency.



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

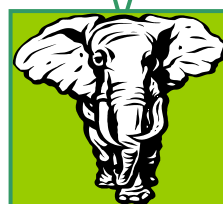
how to do long

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 \_\_\_\_\_

question: *Midway through we start to give a full timed paper in each part of the course. We ask*

6. Answer: *parents to ensure this is administered correctly.*

a. Six squared = \_\_\_\_\_ e. The square root of 6 = \_\_\_\_\_

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

**Maths Papers**

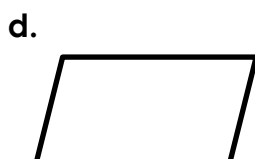
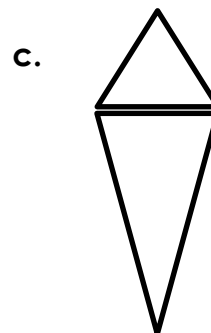
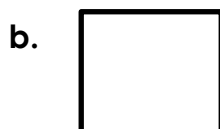
7. If *Children get every opportunity to learn to complete*

a. *the papers within the time allowance and the work*

b. *we have done on core skills and topics means they*

c. *should be focussed on accuracy.*

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



17. When Peter went to Spain recently the exchange rate was 1.2 Euros to the pound sterling. He bought a bottle of wine costing 6.7 Euros. What was the cost of the bottle in pounds sterling? (round your answer to the nearest penny).

\_\_\_\_\_

18. A family built a pond in their garden. When it is full it holds 9900 litres of water. The pond is filled from the garden tap which delivers a litre of water every 3 seconds. How long will it take to fill the pond? \_\_\_\_\_

-----

19. Which of

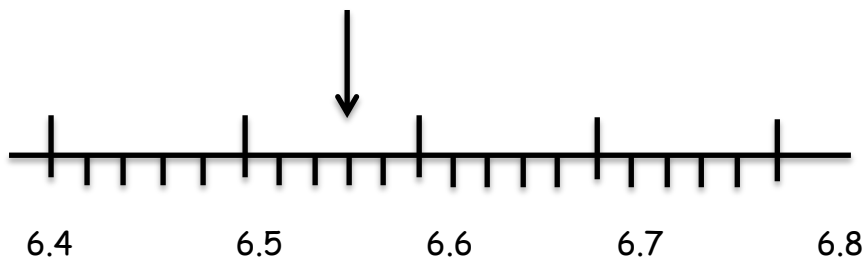
A. 3.075

-----

20. My bus started 12 m

took 45 minutes. At what time did it arrive? \_\_\_\_\_

21. What measurement does the arrow point to on the scale below? \_\_\_\_\_



22. A jar of marbles was made up like this:

	Large	Small
Black	8	14
Red	12	16

What percentage of the marbles were small? \_\_\_\_\_

ANSWERS - MATHS ENHANCE - PART 12

Revision Test 9

1.  $40^\circ$
2. 9m
3.  $\frac{3}{4}$
4. £28
5. 1.0 1.2
6. 8
7. 3.96
8. 52
9. 7
10. 270g

2.
  - a. 10
  - b. 28
  - c. 75
  - d. 6.5
  - e. 4

*Full answers for every question*

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

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

Equations

1. 4
2. 11
3. 12
4. 15
5. 7
6. 7
7. 15
8. 28
9. 7
10. 14
11. 18
12. 20

- a. 800
- e. 8500

5.
  - a. 42
  - b. 26
  - c. 13
  - d. 126
  - e. 21

Maths paper

Page 1

1.
  - a. 120,000
  - b. 2600
  - c. 300,000
  - d. 180,000
  - e. 14,400

6.
  - a. £9.55
  - b. 5
  - c. 125

7.
  - a.  $\frac{1}{4}$  hr
  - b.  $\frac{3}{4}$  hr

## ANSWERS - MATHS ENHANCE - PART 12

- c.  $\frac{1}{10}$  hr
- d.  $\frac{7}{12}$  hr
- e.  $\frac{1}{5}$  hr

Page 3

- 8.
  - a. square
  - b. rectangle
  - c. equilateral triangle
  - d. kite
  - e. Right-angled triangle
  - f. parallelogram

- 9.
  - a. 72
  - b. 37
  - c. 20
  - d. 15.75

Page 4

- 10.
  - a. 180 Euros
  - b. 225 US Dollars
  - c. 285 Australian Dollars
  - d. 285 Swiss Francs
  - e. £10
  - f. £2
  - g. £280
  - h. £25

11.

- a. -3 storage
- b. -4 computers

- c. -2
- d. -8

e.

Lift A = -1 Lift B = ground floor

Page 5

12.

- a.  $90^\circ$
- b.  $180^\circ$
- c.  $150^\circ$
- d.  $240^\circ$
- e.  $270^\circ$
- f.  $150^\circ$

13.

- a. 7hr 15 mins
- b. 1kg

Page 6

14.

- a. F & R
- b. H & W
- c. H

15.

- a. 4
- b. 2
- c. 2