

# The Complete GL 11+ Programme - Lincolnshire - 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 in the Lincolnshire area.

## Who is this course right for?

- The course is designed to fully prepare pupils for the GL 11 Plus exam in the Lincolnshire area 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?

- The course is specifically tailored for 11 Plus exams in the Lincolnshire area. It therefore thoroughly prepares pupils for the subjects covered in Lincolnshire, including verbal reasoning (with a focus on vocabulary) and non-verbal reasoning.
- The course is fully planned and structured, which makes life much easier for parents than using books alone.
- Time will not be wasted revising subjects that are not tested in Lincolnshire. The course is fully relevant to the GL 11 Plus exam in Lincolnshire.
- 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, use 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.*

## **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 .*

**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 job.
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**

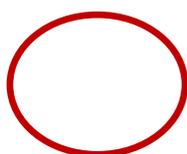


# Synonyms

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	<p>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.</p>
dressed	
drinks	
expect	
gathering	
ghost	
greedy	
haughty	
help	
impudence	
nameless	
pelt	
severe	
stop	
surprise	
wide	
yearly	

# 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><b>Essential Spelling</b></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**.

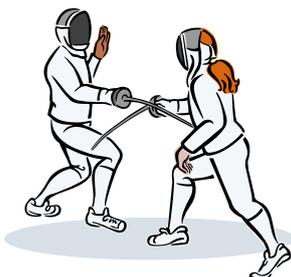
fair foil fine dip fence flex dart flutter draw duck

## 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 \_\_\_\_\_ between them.  
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

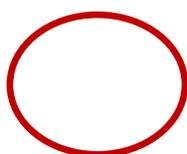
		FOLD		
		Easy Words		
1.	come			go
2.	cool			warm
3.	dark			light/fair
4.	day			night
5.	deep			
6.	defend			
7.	deny			
8.	depart			
		Harder Words		
9.	conceal			
10.	condemn			
11.	confined			
12.	confirm			
13.	contract			expand
14.	coward			hero
15.	damp			
16.	defeat			
17.	depth			
18.	drunk			

*Opposites are taught in a similar way to synonyms:*

- 1. Children learn new words in a sheet like this.*
- 2. A match-up exercise is completed a few days later to consolidate learning.*
- 3. In the following part of the course a revision test is set.*

*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 first 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 tendrils which made each other or at a far distance made lovely bridges across now and Mary did not see brown branches and saw everything, walls, and

*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.*

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.

"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 \_\_\_\_\_ .

# 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 are in the alphabet? .....
10. Which letter in the word SPONDER is 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 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

*We provide several verbal reasoning variety tests which use slightly different questions requiring similar technique to keep skills flexible.*

# 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**.

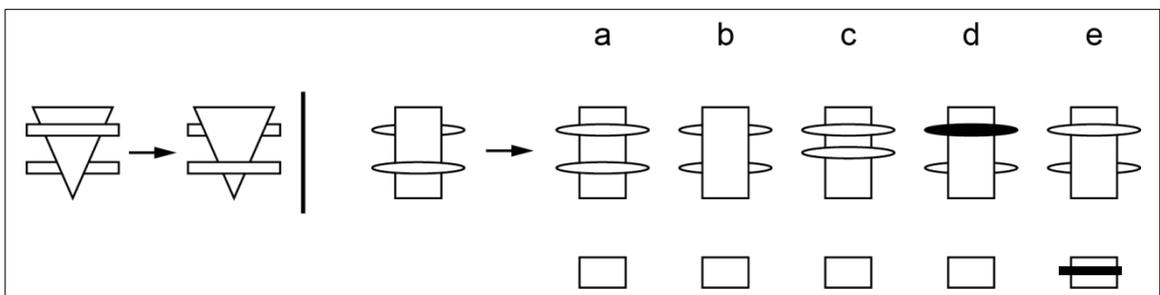
- How many sides do the shapes have?
- Are they rotating, and if so in which direction and by how many degrees?
- Are they reflections?
- Have the shapes got diagonal lines then?
- What size are the shapes?
- What thickness or boldness is there?
- Do shapes that are

*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

a      b      c      d      e

2

a      b      c      d      e

**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

a      b      c      d      e

5

a      b      c      d      e

# Non-Verbal Reasoning

## 3. ROTATIONS / TYPE 3

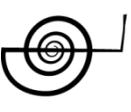
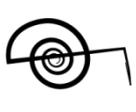
Example

	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

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

e

## ANSWERS - COMPLETE VERBAL REASONING - GL - PART 4

### Word Connections

- 1) tab                                  moor  
(tab is an anagram of bat, moor is an anagram of room)
- 2) bear                                 pig  
(the offspring of a bear is a cub, the offspring of a pig is a piglet)
- 3) wind                                 snow  
(gale is a type of wind, blizzard describes specific snow conditions)
- 4) caravan                             trailer  
(a car would tow a caravan, a tractor would tow a trailer)
- 5) insect                                fish  
(ant is a type of insect, cod is a type of fish)
- 6) cook                                 slack  
(both cook and slack have the first letter changed)
- 7) lion                                 dog  
(lions roar, dogs bark)
- 8) male                                 thyme  
(male is a homophone of mail, thyme is a homophone of time)
- 9) grapes                                apples  
(wine is made from grapes, cider is made from apples)

- 10) rats                                 part  
(rats is an anagram of star, part is an anagram of trap)

### Alphabetical Order

#### Exercise 1

1. 4,5,1,2,3
2. 4,3,2,1,5
3. 1,4,5,2,3
4. 3,5,1,2,4
5. 3,1,4,2,5

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

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

2. mash
3. border
4. lancet
5. repair