

## The Complete FSCE 11 Plus Programme - Preview

This preview is designed to show you in some depth the work we'll go through in this course. It covers all the core skills for the FSCE 11 Plus exam, but the question types are different.

### Who is this course right for?

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

### Why is the course so successful?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- This course covers the core topics needed to perform well on an FSCE mock. *Covering English, Maths and Creative Writing*
- The course is fully planned and structured, which makes life much easier for parents than using books alone.
- Revision and tests are gradually introduced so that children build their skills and confidence as they go.
- While the course is regularly updated, the core of it has been used for many years with proven success.

**SCROLL DOWN TO SEE COURSE EXAMPLES**



## Have you revised your personal words from the last section?

### The Complete FSCE 11+ Programme -

The words from past papers worksheets help to introduce you to new words quickly. Use your personal words list if you are not completely sure of them.



1. **Reading:** Are you enjoying reading every day? There's an old saying - 'Those who read, succeed'. It's you read for at least ha

#### Clear Instructions

Every part of the course 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** every week? Your voc words you are not yet reading or listening.
3. **Opposites 1 and Oppos** from the introduction 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.

4. **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.

5. **Homographs:** Can you think of two meanings for the word **badger**? Do the exercise to check your understanding of these words. Learn any you didn't get.

6. **Essential Spelling:** More words to learn from the essential spelling bank. Only do the tests when the words have been learnt properly.

7. **Words from Past Papers:** These words have come up in published tests before. Match each word to its sentence. If you are not sure then add the word to your personal words list. This time words include **majestic** and **fre**

#### Organised for you

8. **Mo** *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.* **Chi** *unity not a test.* **ans** *g to think of the* **chi** *ence shows that* **she** *the words in the*



have learnt in this section. This game is not designed to be easy, you can expect to have to work at it and to have to have several goes before you get them correct. Remember this is a learning exercise so write any words you don't get on your personal words list.

10. **Revision Puzzle - Crossword:** Most children enjoy doing these crosswords so we will include them in each part. Each crossword focusses on words we have been working with in this section. Children should not expect to get all the words correct on first attempt; it is something they will need to work at. This process acts as revision and enhances a child's familiarity.

### **Tailored Content**

*This course specifically targets improvement in vocabulary, English and maths. Therefore it will not cover areas you won't be tested on, such as verbal and non-verbal reasoning .*

#### **English:**

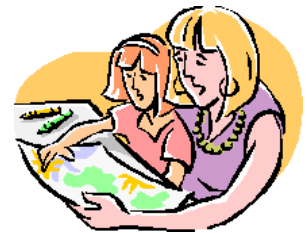
11. **Comprehension:** Read the text and then answer the questions. This week you will learn how to spell definitely.
12. **Mad Word Pictures:** These sheets will help you to learn how to spell definitely. This week you will learn how to spell definitely.
13. **Find the Mistakes:** How good are you at correcting work? Get your red biro ready. Did you get them all?
14. **Animals with Double Letters:** How many of these do you already know?
15. **Plurals - Add an 's':** This is an easy start to this topic. Learn how we can add an 's' to words to make them plural. We will cover all the main plural rules.
16. **Plurals Test:** Once you have learnt the plural words for this section do this test to ensure learning has been properly completed.
17. **Introduction to Creative Writing**
18. **Writing Task 1:** Describe your first visit to the seaside.

- **Spot the mistakes.** Are your mistake spotting skills improving? When they do, your own accuracy will also improve.
- 20. **Mental Maths Technique Development:** More useful mental maths technique thoughts for you to try. Keep trying to use some of the new techniques you have learnt.
- 21. **Mental Maths:** Try to focus on working accurately, can you get 100% on those you feel you should get the answer to?
- 22. **Temperature Graph:** A new graph for the next two weeks. Is it getting cooler or warmer?
- 23. **Square Numbers & Square Roots:** Can you work these out?

***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 .*

work out how much



- 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 this part of the course.**



# Words from past papers

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

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

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

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

**Marks /15**

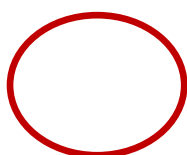


# Synonyms

FOLD

Harder Word		Easier Word
abandon		leave
abbreviate		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
accommodation		room
accurate	<i>We cover hundreds of synonyms during the programme. Children will know some, but will be less familiar with 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	as _ _ d _ r
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

*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.*

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**.

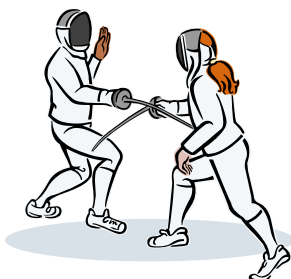
fair foil fine dip fence flex dart flutter draw duck

## 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 the English section of the 11+ test so it is essential to have a broad knowledge.*

- Write in the word from the box.
1. He had to \_\_\_\_\_ as he was late.  
The \_\_\_\_\_ waddled around.
  2. He tried to \_\_\_\_\_ between them.  
His leg was bleeding where \_\_\_\_\_.
  3. There was a slight \_\_\_\_\_ in the air.  
She wanted to \_\_\_\_\_ her hand.
  4. He would \_\_\_\_\_ the curtains.  
He used his new pencils to \_\_\_\_\_.
  5. The \_\_\_\_\_ came to town 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.



Fence





# Opposites

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	

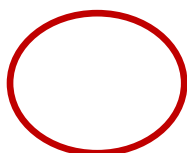
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*Opposites are taught in a similar way to synonyms:*

- 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

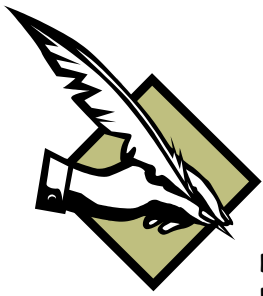
## ***More Difficult Opposites***

*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:

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

Children who have not developed their skills in this area will struggle in the English section of the 11+ test.

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		Female deer
Aide		Not warm
Sold		Hurled
Soled		Totally
Wholly		Opposite of bought
Holy	<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>	Ant
Bold		Stone
Bowled		paper and sticky tape
Ate		Step
Eight		Consumed
Chilli		Shoes need this if worn too much
Chilly		Sacred
Rapt		Eaten with rice?
Wrapped		Opposite of timid
Heal		Spellbound
Heel	Part of the foot	
Does		
Doze		

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.*

*pen which she is  
er 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 develop and refine a child's comprehension skills as well as their 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

**C**

**D**

**E**

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

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

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

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

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

On the o  
with an e  
particula

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

*Familiarity with this type of exercise is also important, as the 11+ test will include similar questions that require you to spot spelling mistakes.*

desperat for custard tarts at brekfast. Strainge isnt it?

---

How many mistakes in spelling or grammar did you spot?

# Using Colons

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



## Exercise 1:

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

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

\_\_\_\_\_

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

\_\_\_\_\_

4. The boy's hobbies include k

\_\_\_\_\_

5. Tori's favourite animals are

\_\_\_\_\_

## ***Punctuation and Grammar***

*We also work on punctuation and grammar throughout the course as 11+ tests often have a section where children will need to correct mistakes.*

## Exercise 2:

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

1. Your favourite foods

\_\_\_\_\_

2. Your favourite subjects at school

\_\_\_\_\_

3. What you need to make a cup of tea

\_\_\_\_\_

\_\_\_\_\_





# Punctuation



- These questions test your ability to recognise if a sentence contains the correct punctuation. Choose the correct sentence. You will encounter questions in this style in the 11 Plus exam.
- These questions require a really sharp eye for detail, as something as simple as the placement of a comma can determine whether a sentence is correct or incorrect.
- Be prepared for the different sentences in each question to be designed to confuse you; they will often be similar to each other and only have subtle changes.
- Remember to add any words you do not know or recognise to your personal words list!

1)

- A) Its a sunny day today
- B) It's a sunny day today
- C) It's a sunny day today
- D) It's a sunny day today
- E) Its' a sunny day today

## Technical English Questions

*These questions mirror those that children will encounter in the 11+ test. The first parts of the course contain an introduction, such as this one, to each of the 12 different topics that children will come across:*

*Adjectives, Adverbs, Synonyms, Antonyms, Homophones, Prefixes, Suffixes, Spelling, Punctuation, Language Technique, Word Type and recognising which word is Grammatically Correct.*

2)

- A) My (twin) brothers year.
- B) My twin brothers (Joe and Nathan) are both twenty-one this year.
- C) My twin brothers Joe and Nathan are both twentyone this year.
- D) My twin brothers (Joe and Nathan) are both twenty-one this year.
- E) My twin brothers Joe and Nathan are both twenty-one this year.



# Prefixes

- These questions test your ability to recognise the meaning of a specific prefix. You are given two words that both contain the same prefix (shown in bold). Choose the correct meaning of each prefix.
- You will encounter questions in this style in the 11 Plus exam.
- Be prepared for the different options in each question to be designed to confuse you; they will often be similar to each other.
- Therefore, it is really important to focus on each option in every question. If you are unsure of the meaning of the prefix, try to spot any similarity in the meaning between the two example words given, as well as with any other words you can think of with the same prefix. This will give you a clue as to its meaning.
- Remember to add any words you do not know or recognise to your personal words list!

1) **Contravention**, **contradict**

- A) To undo
- D) The same

2) **Autograph**, **autopilot**

- A) Small
- D) Different

3) **Conjoined**, **conform**

- A) Around
- D) Closely

4) **Bicycle**, **bilingual**

- A) One
- D) Two

5) **Illegal**, **illogical**

- A) All
- D) More

- B)
- E)

## Technical English Questions

*Here is another example introduction sheet with advice on how to tackle these questions. Each introduction sheet comes with questions for children to practice, along with detailed explanations in the answers section when they are necessary.*

- B)
- E)

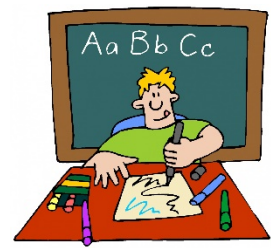
- B) Between
- C) The same
- E) With

- B) With
- C) Together
- E) Between

- B) Not
- C) Within
- E) Bad



# Adjectives



Choose the most suitable adjective to fill in the gap in each sentence.

1) It is \_\_\_\_\_ whether your statement is true or not.

- A) questionable      B) quintessential      C) questioning
- D) quaint              E) quantitative

2) How are you \_\_\_\_\_

- A) fluid                      B)
- D) fluky                      E)

**Technical English Questions**

Once each topic has been introduced, each part of the course will contain three practice sheets like this one with questions from a selection of three different topics.

3) That temple is \_\_\_\_\_ to many people.

- A) faithful                  B) sacred                  C) moral
- D) scared                  E) worshipping

These questions pool together the skills being developed in other areas of the course. They are provided in each part of the course in order to give children both a good indication as to their overall progress, as well as good practice on questions in the same style as those in the 11+ test.

...e, so I don't think  
...ead

- A) hurried                  B) hurt                      C) hushed
- D) hurtful                  E) humble

# Learning Street

## 11 PLUS PREPARATION

### Technical English Questions

Name:
Date of Birth:
Today's Date:

#### *Technical English Questions*

*The practice questions included in each part of the course build up to several timed tests towards the end of the course. These tests mirror the timings and format children will encounter in 11+ tests. By the end of the course your child will have completed nearly 600 Technical English Questions and will be in a great place to take on the 11+.*

**READ THESE**

**BE**

- You have 10 minutes to complete the paper.
- Each question is worth one mark. If you can't do a question, give it your best guess; try not to leave any questions blank.
- If you finish early then check your answers.
- Once the test has started you may not ask for help.

# 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. Scott sailed south with a large team, and after weeks of training and setting up food dumps along the intended route, he selected his team to make the final race to the pole. He chose his four best men - Petty Officer Evans, Lt. Henry Bowers, Capt. Titus Oates, and Dr. Edward Wilson. Scott described Evans as a 'giant worker'. "He is responsible for the equipment - every sledge, every sledge-fitting, the tents, sleeping-bags, harnesses, everything. He is a big man, strong, resourceful and always cheerful so he boosts our morale."

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

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

## Comprehension

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

This pole, itally they rious the Evans rited

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

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

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

## THE WONDERFUL WIZARD OF OZ – L. Frank Baum

This extract comes from the novel that the popular film, *The Wizard of Oz*, was based on. This is a story about Dorothy and her dog Toto, who are carried away in a cyclone and end up in Oz. In your extract, the cyclone has just hit Dorothy's prairie in Kansas.

Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor and a roof, which made one room; and this room contained a rusty looking cookstove, a cupboard for the dishes, a table, three or four chairs, and the beds. Uncle Henry and Aunt Em had a big bed in one corner, and Dorothy a little bed

in another corner called a cyclone enough to crush from which a

### ***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. The 11+ often uses more difficult texts in its comprehension exercise. Our exercise is delivered as a timed 11+ English paper with further questions dealing with punctuation and grammar.*

5  
10  
15  
When Dorothy prairie on every the edge of the little cracks run long blades until painted, but the and grey as ever

When Aunt Em too. They had to from her cheeks

20  
When Dorothy, who was an orphan, first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears; and she still looked at the little girl with wonder that she could find anything to laugh at.

25  
Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was grey also, from his long beard to his rough boots, and he looked stern and solemn, and rarely spoke.

30  
It was Toto that made Dorothy laugh, and saved her from growing as grey as her other surroundings. Toto was not grey; he was a little black dog, with long silky hair and small black eyes that twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him, and loved him dearly.

Today, however, they were not playing. Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even greyer than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was washing the dishes.

35  
From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up.

## Questions

Answer by circling the letter next to your chosen response.

1) Who does Dorothy live with? Choose one answer:

- a) Her parents
- b) Her aunt and uncle
- c) Her employers

2) What colour is mentioned?

- a) Black
- b) White
- c) Yellow
- d) Grey

3) What sort of climate is shown in Kansas in the second paragraph? Choose one answer:

- a) Kansas seems to be a hot and dry place
- b) They have a lot of rain in Kansas
- c) Kansas is really cold

4) Do you think Dorothy is happy living with Uncle Henry and Aunt Em? Support your answer with evidence from the passage.

[4 marks]

.....

.....

.....

.....

5) Why do Uncle Henry and Aunt Em only have a 'small' house (Lines 2-3)? Use your own words.

[2 marks]

.....

.....

***Timed English Papers***  
*Most of our comprehension exercises use multiple choice, however in the latter part of our course we also include comprehension exercises which require written answers. Children will therefore be fully prepared for both styles of question.*

## Metamorphosis

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

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

### Timed English Papers - Mistakes Section

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

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

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

---

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

---

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

---

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

---

# Using accurate vocabulary

## A BETTER WORD THAN NICE



Your writing will come to life the more you use accurate vocabulary. Using words with a broad meaning like 'nice', instead of a more accurate word changes your writing. Look at the words you could use instead of

### Accurate

### Vocabulary

We use a variety skill exercises to cover the important areas such as spelling, punctuation, proof reading and grammar.

Cheerful

Clamorous

Delicious

Entertaining

Well-behaved

Tasty

Interesting

Lovely

Striking

Smart

Satisfying

Restful

Pleasant

Now choose one word from the box above to replace the word nice in each of these sentences. An example has been provided:

The cherry was so ~~nice~~ delicious that I ate the whole bag



- 1) The chair was so nice \_\_\_\_\_ that I did not want to get up.
- 2) The children had a nice \_\_\_\_\_ rollercoasters.
- 3) The lady thought it was nice \_\_\_\_\_ thank you.
- 4) It was nice \_\_\_\_\_ training.
- 5) The old man was clearly nice \_\_\_\_\_ smiling.
- 6) The book was so nice \_\_\_\_\_ put it down.
- 7) The dog must have thought his name \_\_\_\_\_ as he ate it very quickly.
- 8) Holly thought that the tall cathedral \_\_\_\_\_ building.
- 9) The woman had a nice \_\_\_\_\_
- 10) The teacher thought that her class was a nice \_\_\_\_\_ class to teach.

We do aim to develop more specific skills. In this sheet series we are asking children to use specific and accurate vocabulary. Using accurate vocabulary enhances their written work.

# Your Second Writing Task

This is your second writing task. To begin with you should have by now not only written your first writing task about a visit to the seaside but you have also re-written it to try to improve it. We'll be using that process of re-writing work to improve them throughout the course as it is a process which has been proven to improve writing.

Now have your story and

## Your second writing task

- Focus on the ways you improved your first writing task with this second writing task.
- Try to use literary devices such as similes.
- Try to use literary devices such as similes.
- Try to use literary devices such as similes.

*Our initial writing tasks focus on asking children to write short descriptive pieces.*

## Remember:

- Focus on the ways you improved your first writing task with this second writing task.
- Try to use literary devices such as similes.



## Thoughts to help you:

- It could be winter or summer or perhaps autumn or spring. You choose but **bring out the character of the season you choose.**
- You could be looking at a mountain or walking up it or climbing it, you could be looking up at it from a distance. **Choose any scenario you can read about.**
- Think about how you can describe the mountain. Use words like wind, rocks, grass, trees, clouds, snow or rain or ice. **How you describe your description to life.**

*This process helps them to use many of the core skills they have learnt or refreshed as the course progresses.*

## Choose

such as the rabbits, help bring

**Aim:** to write about 120-150 words. This is a short piece of writing written by one of our children. It is neither is it the worst. It will give you a chance to react to your own child's work.

example when but you could



**Describe a mountain, if you have not yet visited one then use your imagination.**

There needn't be any other characters in the story/description. Try to use a range of different sentence starters.

# Speed and Accuracy Test

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

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

# Spot the Mistakes - Maths

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

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

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

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

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

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

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

⑦ From 1070mm take 20cm = 1050mm

⑧  $1 - \frac{3}{8} = \frac{5}{8}$

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

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

7.04

⑪  $2\text{km } 90\text{m} = \underline{290\text{m}}$

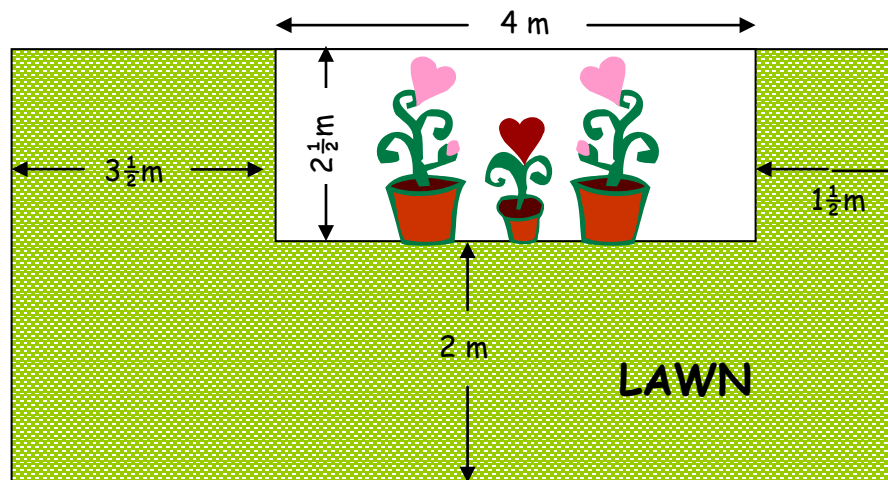
⑫ What is the product of 8 and 50 = 58

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) How long is the garden? \_\_\_\_\_

b) How wide is the garden? \_\_\_\_\_

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

c) Work out, \_\_\_\_\_  
Answer: \_\_\_\_\_

*Other core topics covered include:*

d) Work out, \_\_\_\_\_  
Answer: \_\_\_\_\_

- Shapes
- Fractions
- Factors

e) What is the area of the lawn? \_\_\_\_\_  
Answer: \_\_\_\_\_

- Volume
- Averages

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

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

# The BODMAS Rule

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

This means:

**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:

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

## **BODMAS**

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

Now look at th

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

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

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

# TIMED TEST NUMBER 1

You have 30 minutes to complete this test.

Write the missing number in the box:

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

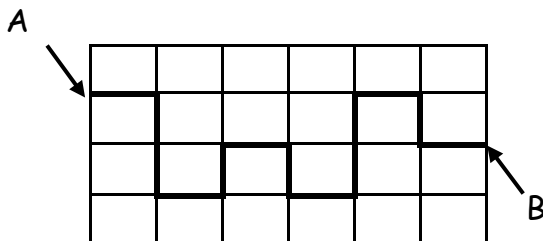
3. 
$$\begin{array}{r} 10\boxed{\phantom{0}} \\ 8 \overline{) 763} \end{array}$$

$$\begin{array}{r} 153 \\ 5 \overline{) 7\boxed{\phantom{0}}5} \end{array}$$

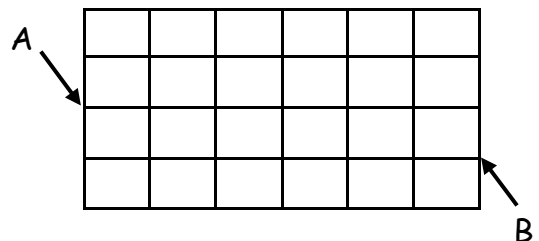
This calculation has the same number missing from each box.  
 What is it?

5.  $\boxed{\phantom{0}} \times \boxed{\phantom{0}} - \boxed{\phantom{0}} = 30$

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



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



# Mathematics Revision Test 2

1.  $323.76 + 19$  hundredths  
= \_\_\_\_\_

12.  $12 \times 8 =$  \_\_\_\_\_

2. Draw a hexagon in this space:

13.  $6 \times 7 =$  \_\_\_\_\_

14.  $9 \times 6 =$  \_\_\_\_\_

3.  $13^2 =$  \_\_\_\_\_

15. How many tenths in 23.9?

## Maths Revision Tests

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

4. Draw an obtuse angle - label it.

NO/YES

5. Draw a rhombus

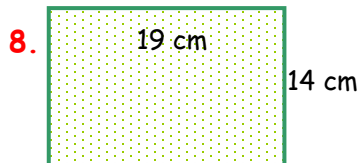
20. How many lines of symmetry has a hexagon?  
= \_\_\_\_\_

6.  $724 \div 100 =$  \_\_\_\_\_

SCORE BOX:

_____ 20
-------------

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



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

I can remember how to do long multiplication!

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

10. Write 555 tenths as a decimal = \_\_\_\_\_



11. 9 squared = \_\_\_\_\_

Are you improving? YES/ANY MINUTE NOW

5. Complete the following money problems.

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

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

c. I bought in \_\_\_\_\_

6. Answer the following questions. \_\_\_\_\_

a. Six squared = \_\_\_\_\_ e. The square root of 100 = \_\_\_\_\_

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

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

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

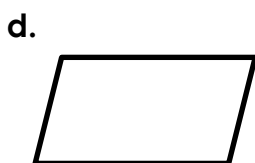
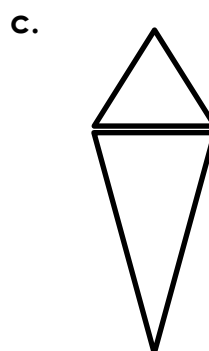
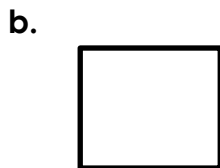
7. If  $a = 5$ ,  $b = 4$  and  $c = 2$ , answer the following questions:

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

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

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

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



**Find the Mistakes - Q**

received Spain  
 I recieved a postcard from Spane yesterday. My Gran is having a  
 brief niece believe  
breif holiday by the sea with her neice. She could not beleeve  
 was beach burnt  
 how hot it were. She had sat too long on the beechn and got burnd.  
 Their neighbours conditioning  
There neighbours in the next villa don't have  
 ceiling  
 a cieling fan so they were really suffering. T  
 cream rationed  
 out of ice creem and water is being rashoned  
 deceived agent  
 Gran says she was decieved by the travel aje  
 can't an  
 would be nice and cool in July. You cant trust  
 relief  
 It will be a releif to get home, she wrote.

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

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

**English Exam - Robinson Crusoe**

- |                        |               |
|------------------------|---------------|
| 1) b                   | 5) c          |
| 2) a                   | 6) a, d and f |
| 3) a, b, c, e, g and h | 7) d          |
| 4) b                   | 8) b          |

9) *Crusoe expects to be on the island for a long time, at least several years, as he keeps a calendar that marks the 'weekly, monthly and yearly reckoning of time'.*

1 mark given for a reasonable inference and 1 mark for evidence from the passage to support it. The example answer above uses a quote as evidence - this is a concise way to show how you have used the passage to reach your answer.

10) *Crusoe means that he did not find the tools he needed in the shipwreck (1 Mark). As a result, the actions he undertakes in order to build his home on the island (1 Mark) take a lot longer than if he had been able to use tools (1 Mark).*

This is a tricky question, which point 4 on the advice sheet refers to. There were 3 marks available, so you needed to cover 3 separate points. 1 mark for explaining each of the following: why he had a 'want of tools'; what he was referring to with 'every work'; what he meant by 'go on heavily'.