

The Sutton 11+ Programme – Enhance: 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 Sutton 11 Plus exam.

Who is this course right for?

- The course is designed to fully prepare pupils for the Sutton 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 15 - 30 weeks to go until the exam. It is delivered in 20 parts. Ideally a week would be spent on each part, however the programme could be completed more intensively in 15 weeks, or in a more relaxed way over longer than 30 weeks.

Why is the course so successful?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills. Our course is similarly weighted to reflect this.
- The course is fully planned and structured, which makes life much easier for parents than using books alone.
- Revision and tests are gradually introduced so that children build their skills and confidence as they go.
- While the course is regularly updated, the core of it has been used for many years with proven success.
- Our course has been specifically tailored to prepare you for the 11 Plus test in the Sutton area.
- For example, one of the focuses of the Sutton test is on **Technical English Questions**, something which our course provides a lot of practice on. Our course also mirrors the **difficult comprehension texts** that normally appear in the Sutton test.

SCROLL DOWN TO SEE COURSE EXAMPLES



Have you revised your personal words from the last section?



The Sutton 11+ Programme - Enhance - Preview

There is a great deal of vocabulary work in this course because it is the single most important skill children will need to do well. Please spend the necessary time on it.

English and Vocabulary Development

1. **Reading:** This is always the first item on our list of work because it is so important. In this section we have also given you a paired reading text to do in addition to your daily reading.
2. **Your Personal Words List:** Remember to use this sheet to write out any words from this section, words from your own activities and words from your own personal words list. **Also revise the words** *Clear Instructions*
Every part of The Complete Sutton 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.
3. **Opposites 2:** Your second exercise is the Look, Cover, Write. **bitter** and **captivity**.
4. **Opposites Match-Up Test:** You have now learnt these words. Answer the questions you have learnt more thoroughly.
5. **Synonyms Revision:** This page revises all the synonyms you learnt last time using a **CLOZE** format. Remember to add any words you are not sure of to your personal words list to ensure you see them with greater frequency.
6. **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.

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.

any words you are not sure of to your personal words list to ensure you see them with greater frequency.

the essential spelling bank. Only properly.

words list to note down any that

the opposites you learnt last time. You should get 100%. Remember to add



10. **Commonly Misspelt Words:** These are the top **150** commonly misspelt words. Test yourself to check you have learnt them properly. A few days later do the Look, Cover, Write, Check test to further embed your ability to spell these words correctly.
11. **Paired Reading: The Railway Children by E. Nesbit.** If you enjoy the paired reading text then why not read the whole helps children develop a wide vocabulary comprehension skills.
12. **Find the Mistakes:** Have fun. Get your those horrible mistakes!
13. **Similar Words:** Some words are confusing once you complete this work.
14. **Comprehension Exercise: Invasion**
15. **Collective Nouns:** Some of these will be found need to learn.
16. **Technical English Questions:** This week's 11 Plus style questions contain an introduction to questions on building **grammatically correct** sentences, **homophones** and **prefixes**. The language techniques being introduced this week are **metaphors** and **onomatopoeia**.

Tailored Content

The 11+ test in the Sutton area only focuses on vocabulary, English and maths, so our course specifically targets improvement in those areas. This means we don't include practice in this course on areas you won't be tested on, such as verbal and non-verbal reasoning.

Maths

17. **Working Accurately**
- **Accuracy table.** Another speed and accuracy test for you. Try to complete all the questions in five minutes. Next week we will combine the tests to see how much your accuracy under pressure is improving.
 - **Spot the mistakes.** More mistakes to spot, see if you can get them all!
18. **Mental Maths Technique Development:** You may not use all these techniques but some will strike you as useful, have a go at using them and see how you get on.
19. **Mental Maths:** These questions are reasonably straightforward and children should be aiming for full marks- especially on those questions they feel they should know.

20. **Finding The Area of a Triangle**: Easy when you know how! There is often a question requiring this skill.

21. **Revision of Area**: Revise your knowledge of area with these questions. Make sure you go over any mistakes.

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 .



- 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.**

My Personal Words List

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

New word (Write the new word here)	Meaning (Write down its meaning in your own words)	New word in sentence (Write a short sentence with your new word in it)
---------------------------------------	---	---

*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.

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

dressed

greedy

disaster

help

surprise

nameless

clothes

impudence

wide

as _ _ d _ r

att _ _ r _

ava _ _ c _ ous

cat _ _ _ _ _ ph _

ass _ _ _ _ _ ce

ast _ _ _ s _ _ ent

an _ _ y _ _ _ s

ap _ _ r _ l

au _ _ c _ _ y

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>Essential Spelling</p> <p><i>These sheets feature the 200 words children have to learn as part of KS2. It's highly likely these words will feature in Sutton 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**.

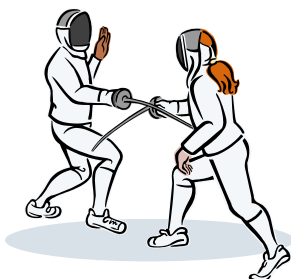
fair foil fine dip fence flex dart flutter draw duck

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 Sutton 11+ test so it is essential to have a broad knowledge.

- Write in the word from the list.
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

FOLD

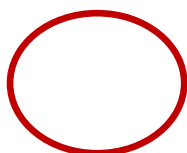
Easy Words	
1. come	go
2. cool	warm
3. dark	light/fair
4. day	night
5. deep	
6. defend	
7. deny	
8. depart	
Harder Words	
9. conceal	
10. condemn	
11. confined	
12. confirm	
13. contract	expand
14. coward	hero
15. damp	
16. defeat	
17. depth	
18. drunk	

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

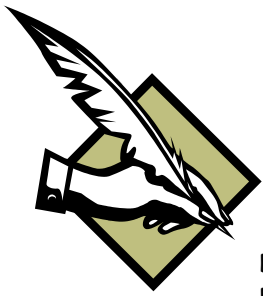
More Difficult Opposites

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 the _____.
- In the _____ the rider used _____ 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 in the English section of the Sutton 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

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

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.

ant

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

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.

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

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

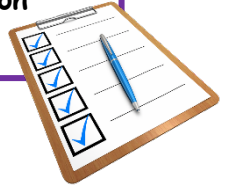
particula

desperat for custard tarts at brekfast. Strainge isnt it?

How many mistakes in spelling or grammar did you spot?

Using Colons

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



Exercise 1:

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

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

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

4. The boy's hobbies include h

5. Tori's favourite animals are

Punctuation and Grammar

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

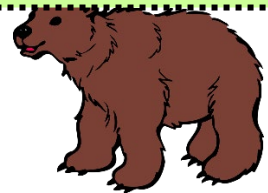
Exercise 2:

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 Sutton 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)

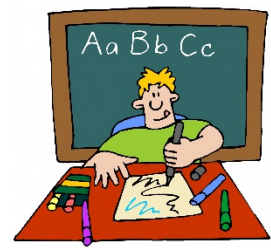
- B) Between
- C) The same
- E) With

- 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 Sutton 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 the Sutton 11+ tests. By the end of the course your child will have completed nearly 400 Technical English Questions and will be in a great place to take on the Sutton 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 7th 1876, near Rhossili in Wales. At fifteen he joined the Royal Navy. A few years later, while serving on HMS Majestic, he met a young naval lieutenant, Robert Falcon Scott. It was a fateful meeting.



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

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

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

Comprehension

Sutton 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 lac

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 Sutton 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 unti
painted, but the
and grey as ever

When Aunt Em
too. They had t
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 it?

- a) Kansas seems to be a good climate
- 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, which mirrors stage 1 of the Sutton 11+. However, in the latter part of our course we also include comprehension exercises which require written answers, which mirrors stage 2 of the Sutton 11+. Children will therefore be fully prepared for both stages.

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 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.

Learning Street

COMPARISON OF TEXTS

Multiple-Choice

Name:	
Date of Birth:	
Today's Date:	

TIME ALLOWANCE - 30 MINUTES

READ THE FOLLOWING CAREFULLY

- Read both passages then answer the questions that follow. You can go backwards and check your answers as you wish, whenever you wish. **THIS IS NOT A MEMORY TEST.**
- If you cannot answer a question then move on and come back to it later.
- Where you are asked to choose a response from a selection, always choose the **MOST APPROPRIATE** response.
- If you finish with time to spare please check your work.

Comprehension passage 1: Read the two passages carefully, then answer the questions that follow. Text adapted from Treasure Island by Robert Louis Stevenson, which is in the public domain.

1 I was so pleased at having given the slip to Long John, that I began to enjoy myself and look around me with some interest on the strange land that I was in.

I had crossed a marshy tract full of willows, bulrushes, and odd, outlandish, swampy trees; and I had now come out upon the skirts of an open piece of undulating, sandy country, about a mile long, dotted with a few pines, and a great foliage quaint:

5 I now shipmate and foliage his head spinning noise

10 Then I heard

20 brambles; the boughs curiously twisted, the foliage compact, like matting. The thicket stretched down from the top of one of the sandy knolls, spreading and growing taller as it went, until it reached the margin of the broad, reedy fen, through which the nearest of the little rivers soaked its way into the anchorage. The marsh was steaming in the strong sun, and the outline of the Spy-glass trembled through the haze.

25 All at once there began to go a sort of bustle among the bulrushes; a wild duck flew up with a quack, another followed, and soon over the whole surface of the marsh a great cloud of birds hung screaming and circling in the air. I judged at once that some of my shipmates must be drawing near along the borders of the fen. Nor was I deceived, for soon I heard the very distant and low tones of a human voice, which, as I continued to give ear, grew steadily louder and nearer.

30 This put me in a great fear, and I crawled under cover of the nearest live-oak and squatted there, hearkening, as silent as a mouse.

Another voice answered, and then the first voice, which I now recognized to be Silver's, once more took up the story and ran on for a long while in a stream, only now and again interrupted by the other. By the sound they must have been talking earnestly, and almost fiercely; but no distinct word came to my hearing.

35 At last the speakers seemed to have paused and perhaps to have sat down, for

Comparison of Texts

Sutton has recently introduced a new text comparison comprehension test that is unique. While the Sutton test can change at any time without notice, we have included examples of these types of questions in the course.

Children doing our course will emerge with very strong comprehension skills, but these new comprehension tests will ensure that they are fully prepared.

Comprehension passage 2: Text adapted from Robinson Crusoe by Daniel Defoe, which is in the public domain.

1 My next work was to view the country, and seek a proper place for my habitation, and where to stow my goods to secure them from whatever might happen. Where I was, I yet knew not; whether on the continent or on an island; whether inhabited or not inhabited; whether in danger of wild beasts or not.

5 There was a hill not above a mile from me, which rose up very steep and high, and which seemed to overtop some other hills, which lay as in a ridge from it northward. I took out one of the fowling-pieces, and one of the pistols, and a horn of powder; and thus armed, I travelled for discovery up to the top of that hill, where, after I had with great labour and difficulty got to the top, I saw any

10 fate, to my great affliction - viz. that I was in an island environed every way with the sea: no land to be seen except some rocks, which lay a great way off; and two small islands, less than this, which lay about three leagues to the west.

I found also that the island I was in was barren, and, as I saw good reason to believe, uninhabited except by wild beasts, of whom, however, I saw none. Yet I

15 saw abundance of fowls, but knew not their kinds; neither when I killed them could I tell what was fit for food, and what not. At my coming back, I shot at a great bird which I saw sitting upon a tree on the side of a great wood. I believe it was the first gun that had been fired there since the creation of the world. I had no sooner fired, than from all parts of the wood there arose an innumerable

20 number of fowls, of many sorts, making a confused screaming and crying, and every one according to his usual note, but not one of them of any kind that I knew. As for the creature I killed, I took it to be a kind of hawk, its colour and beak resembling it, but it had no talons or claws more than common. Its flesh was carrion, and fit for nothing.

25 Contented with this discovery, I came back to my raft, and fell to work to bring my cargo on shore, which took me up the rest of that day. What to do with myself at night I knew not, nor indeed where to rest, for I was afraid to lie down on the ground, not knowing but some wild beast might devour me, though, as I afterwards found, there was really no need for those fears.

30 However, as well as I could, I barricaded myself round with the chest and boards that I had brought on shore, and made a kind of hut for that night's lodging. As for food, I yet saw not which way to supply myself, except that I had seen two or three creatures like hares run out of the wood where I shot the fowl.

I now began to consider that I might yet get a great many things out of the ship

35 which would be useful to me, and particularly some of the rigging and sails, and such other things as might come to land; and I resolved to make another voyage on board the vessel, if possible. And as I knew that the first storm that blew must necessarily break her all in pieces, I resolved to set all other things apart till I had got everything out of the ship that I could get. Then I called a

40 council - that is to say in my thoughts - whether I should take back the raft; but

1. Which of these statements are true about both passages?

Choose ONE correct answer.

- A. They are both written in the first person.
- B. They are both written the third person.
- C. The first passage is written in the first person and the second passage is written in the third person.
- D. The first passage is written in the third person and the second passage is written in the first person.
- E. The narrator doesn't really exist in the story.

2. Which of these statements is true about both main characters?

Choose ONE correct answer.

- A. They have both been living on an island for some time.
- B. They have both just landed on an island.
- C. They were both born on an island.
- D. They are both dreaming.
- E. They have landed on an island with other people.

3. Which of these is the difference between the narrators in the first and second passages?

Choose ONE correct answer.

- A. The second narrator is clearly enjoying exploring the island.
- B. The first narrator is clearly apprehensive.
- C. The first narrator is clearly enjoying exploring the island.
- D. The second narrator end up more scared at the end of the passage than he was at the start.
- E. The second narrator discovered other people on the island.

Speed and Accuracy Test

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

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

Spot the Mistakes - Maths

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

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

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

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

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

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

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

⑦ From 1070mm take 20cm = 1050mm

⑧ $1 - \frac{3}{8} = \frac{5}{8}$

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

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

7.04

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

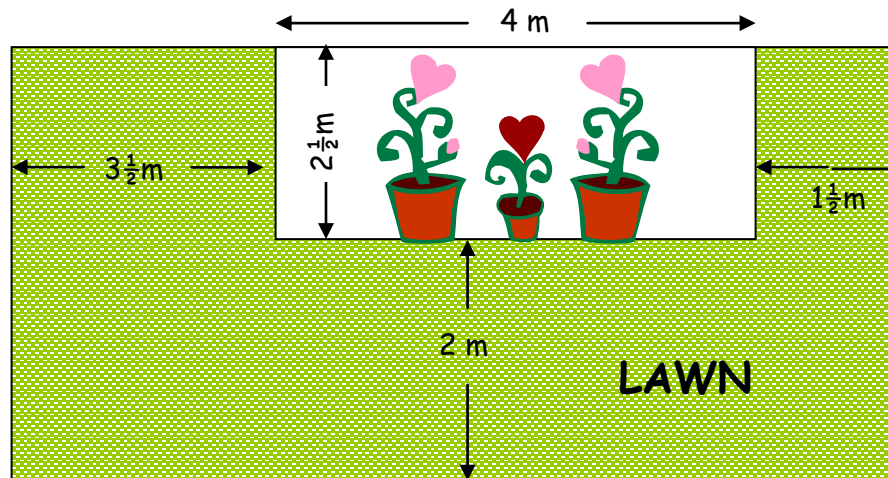
⑫ What is the product of 8 and 50 = 58

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:

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

In other words:

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

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

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

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

BODMAS

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

Now look at th

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

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

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

TIMED TEST NUMBER 1

You have 30 minutes to complete this test.

Write the missing number in the box:

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

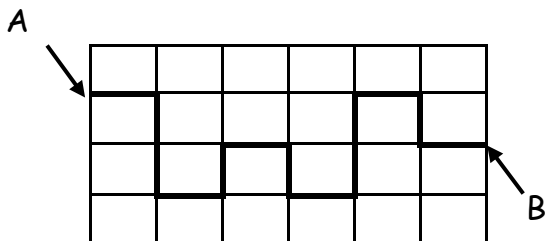
3. $7 \overline{) 763}$ $5 \overline{) 153\Box}$

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

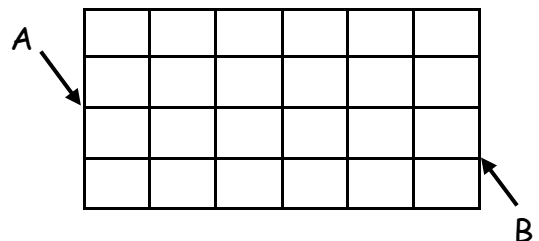
This calculation has the same number missing from each box.
What is it?

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

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



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



Mathematics Revision Test 2

1. $323.76 + 19$ hundredths
= _____

12. $12 \times 8 =$ _____

2. Draw a hexagon in this space:

13. $6 \times 7 =$ _____

3. $13^2 =$ _____

15. How many tenths in 23.9?

Maths Revision Tests

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

4. Draw an obtuse angle - label it.

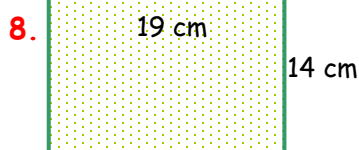
NO/YES

5. Draw a rhombus

6. $724 \div 100 =$ _____

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

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



Find the area of this shape:
= _____

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

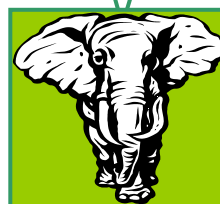
10. Write 555 tenths as a decimal = _____

11. 9 squared = _____

SCORE BOX:

20

I can remember how to do long multiplication!



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 $q = 2.3$ = _____

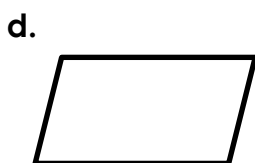
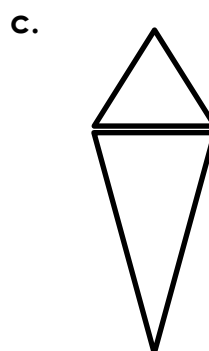
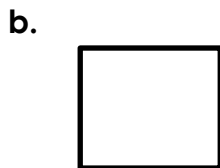
7. If $a = 5$, $b = 4$ and $c = 2$, answer the following questions:

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 beech and got burnd.
 Their neighbours conditioning
There neighbours in the next villa don't have
 ceiling
 a cieling fan so they were really suffering. There
 cream rationed
 out of ice creem and water is being rashoned.
 deceived agent
 Gran says she was decieved by the travel aje.
 can't any
 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'.