

English & Applied Verbal Reasoning

Revision Guide

Table of contents

1	Introduction	3
2	Developing Comprehension Skills.....	4
3	Grammar.....	6
4	Punctuation	11
5	Spelling and Vocabulary.....	13
6	Continuous Writing	16
7	Applied Verbal Reasoning (AVR).....	20
7.1	ANALOGIES.....	20
7.2	CODES.....	22
7.3	REASONING	24
7.4	SEQUENCING	31
7.5	WORD PATTERNS	38
8	Appendix 1 – Reading List.....	43

1 Introduction

This English Revision Guide has been written for children following the 11+ Online programme. This is a highly useful resource, which should be understood and absorbed, as it will undoubtedly assist in doing well in the 11+ practice tests and mock exams.

Many children are often stressed by the prospect of English revision and simply do not know where to start. This guide is a good place to commence building your knowledge around the major areas of English that is tested in exams, SATS and 11+ exams.

The English revision guide is a process through which you can broaden your knowledge of the principles required to do well in this subject area. By following this guide, you can 'Learn' and subsequently achieve success in the 11+ online practice and testing programme.

The 11+ online programme will provide ample practice in applying the principles set out in this guide and drive you to success.

It is a fact that the best way you can hone your learning skills is to attempt as many past papers as possible and cover all areas of the 11+ syllabus extensively. The 11+ online programme will provide daily practice to raise your confidence and prepare you to tackle 11+ Exam, with 12 Full Mock Exams to help build your knowledge, skill and confidence.

The English 11+ CSSE Exam marks are allocated as follows:

- Comprehension = 66.67%
- Continuous Writing = 33.33%

The guide which follows shall address the above areas in the following order:

2 Developing Comprehension Skills

It is no secret that reading regularly, develops the skills required to deal effectively with comprehension and verbal reasoning tests and exams. This guide will prepare the child for the 'Practice Tests' and 'Mock Exams'.

Reading exposes children to the use of grammar (adjectives, adverbs, colloquialism, similes, metaphors, verbs etc), punctuation (commas, full stops, quotations, etc), and spelling and vocabulary. They will become aware of how sentences can be constructed in different ways and be able to apply the rules of grammar, punctuation and spelling and vocabulary more effectively and correctly.

Wide reading of many different types of literature is very important. Literature, such as fiction and non-fiction, letters, poetry, short stories, magazines and newspaper articles. All assist in improving comprehension understanding and continuous writing skills.

As stated above, a very good understanding of grammar, punctuation and spelling and vocabulary is required to develop good comprehension skills and continuous writing skills. These will be dealt with separately, under their own headings.

We have included a reading List of appropriate books (163) for the 11+ at Appendix 1.

We have tabulated below, the skills a child will require to tackle the comprehension text effectively.

DEVELOPING COMPREHENSION SKILLS		
<u>Skill Tested</u>	<u>Description</u>	<u>Sample Text</u>
The child needs to:		
Grasp what is the <u>passage about</u> .	<p>This will be in a variety of places:</p> <ul style="list-style-type: none">• The Title;• The first sentence;• The first paragraph;• In the solution or problem;• Concluding paragraph	<p>Southend High School for Girls has the highest number of places available in year 7 with 180. This is followed by Colchester County High School for Girls with 160 places. Third, is Colchester Royal Grammar School for Boys with 120 places.</p> <p>The passage is about Schools and the number of places available in year 7.</p>
<u>Identify cause and effect</u> (He slipped on a banana skin and fell backwards).	<p>Recognised by the use of certain words:</p> <p>accordingly; also; as a result of; because; but; consequently; for this reason; if; in order to; may be due to; not only; this led to; since.</p>	I was late (effect) for school due to sleeping in (cause).

<p>Distinguish between <u>fact</u> and <u>opinion</u>.</p>	<p>A statement of fact expresses only what actually happened, or what could be proven by objective data.</p> <p>A statement of opinion expresses an attitude toward something – it makes a judgment, view, or conclusion, or gives an opinion that cannot be proven true or false.</p>	<p>Westcliffe Grammar School is in Essex (fact).</p> <p>I am convinced that the demand for grammar school places, will result in the opening of a new grammar school in our area (opinion).</p>
<p>Understand when an <u>inference</u> is made within the passage e.g. some text is not stated but implied.</p>	<p>An inference is an idea or conclusion that's drawn from evidence and reasoning. An inference is an educated guess.</p>	<p>She grabbed her swimsuit and drove off to the leisure centre.</p> <p>Inference is she is going swimming.</p>
<p>Differentiate between <u>comparing</u> and <u>contrasting</u> in the passage.</p>	<p>Comparing focuses on similarities and Contrasting on differences.</p> <p>Comparing words: both; compared with; like; same as; similarly.</p> <p>Contrasting words: although; but; however, instead, on the other hand.</p>	<p>Both Amy and Caron have blue eyes (comparison).</p> <p>Ben loves to jog every morning but Kevin hates all forms of exercise (contrasting).</p>
<p>Follow the <u>sequencing</u> of events in the passage</p>	<p>Words that help to clarify the sequence of the events are:</p> <p>first; second..., not long after, next, then, initially, before, after etc.</p>	<p>It was exam day and first to arrive was Sue, followed by Ali, then Gill and finally Kim. (sequence shows the order of arrivals for the exam).</p>
<p>Summarise the passage and be able to <u>draw conclusions</u> and state their own opinion about the passage</p>	<p>The child is expected to consider and interpret the passage and possibly form his or her own opinions.</p>	<p>Cuddles watched the robin attentively from the closed window. Had it not been shut, she would surely have pounced straight out at the robin. Cuddles will have to make do, hunting mice in the basement.</p> <p>Who is Cuddles?</p> <p>From the information provided, we can form an opinion.</p> <p>(Conclusion: Cuddles is a Cat)</p>

3 Grammar

The Grammar Guide that follows covers the areas of questioning that will be assessed in the 'Practice Tests' and 'Mock Exams'. This has been complied to give the child an understanding of the different types of Grammar the child will need to understand in order to score well in comprehension and to also act as an aid in developing the skills required for continuous writing.

The eight parts of speech are detailed below, and followed by other grammar, which is tabulated:



Type	Description	Example
Abbreviations	Words or phrases shortened, often to initials, which may be pronounced individually	E.g. (“exempli gratia”) which is Latin “for example” A.S.A.P = As soon as possible Rd = Road
Adjectives (One of the Eight Parts of Speech)	Descriptive words that normally appear before nouns and pronouns. Adjectives make the writing a lot more imaginative and interesting for the reader.	He lives in an enormous, white mansion.
Adverbs (One of the Eight Parts of Speech)	Used to qualify, change or clarify the meaning of an adjective, verb or adverb etc.	The cat hurriedly chased the mouse.
Alliteration	The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.	The Swan was Swimming Silently on a Sunny Spring day. My Citroen was completely crushed in a car crash. Daddy did a duet with Doris at the dance party. The baby with bouncing bright blue eyes.
Analogy	A comparison to show a similarity.	Fire is to hot as ice is to cold. Good is to bad as happy is to sad.
Antonyms	Words that are opposite in meaning.	Good and Bad Quiet and Loud Hot and Cold Rich and Poor
Clichés	A phrase or opinion that is overused and shows a lack of original thought.	In the nick of time. Only time will tell. Lost track of time.

Colloquialisms	A word or phrase that is not formal or literary and is used in ordinary or familiar conversation.	A bunch of numpties; meaning a group of idiots. He went bananas; meaning he is angry. Buzz off; meaning go away. There's more than one way to skin a cat; meaning lots of ways to get it done.
Conjunction (One of the Eight Parts of Speech)	A part of speech used to connect words, phrases, clauses and sentences.	And, as, because, but, for, just as, or, neither, nor, not only, so, whether, yet I am working harder at Maths but I am still struggling to receive an A grade.
Homonyms	Words that are spelled and pronounced the same but have different meanings.	Address (home address or someone addresses the house) Bat (cricket bat or bat in a cave) Can (I can do and I'll pick up a can of beans) Dear (Dear Sir, I am afraid the shopping was dear and not cheap)
Homophones	Words that have the same pronunciation but have different meanings	Knew and New To and Two So and Sew Eight and Ate
Idioms	Common phrases or terms whose meaning is not real, but can be understood by their popular use.	It's raining cats and dogs. A piece of cake. Give it a shot
Interjection (One of the Eight Parts of Speech)	A word solely designed to convey emotion. It expresses meaning or feeling.	Aha, fiddlesticks, hurray, oh dear, phew, shoo, yuck
Irony	A situation in which something which was intended to have a particular result has the opposite or a very different result.	The irony is that her mistake will actually improve the situation. The biggest dog in Britain is called Tiny.
Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.	Fishing in troubled waters. Broken heart. Apple of my eye. Bubbly personality.

Noun (One of the Eight Parts of Speech)	Can be defined as a person, place, animal or thing.	My father looks a lot like my grandfather , and I look like both of them . Let's go to the school . The cat chased the mouse .
Onomatopoeia	A word that mimics the sound of the object or action it refers to.	Bang Crash Pop
Personification	A figure of speech in which human characteristics are given to an animal or an object.	The wind howled. The kettle whistled. The flowers were dancing in the breeze.
Prefix	Pair of letters at the beginning of a word that changes the meaning of the word.	Arrange to Rearrange (re) Convenient to Inconvenient (in) Cast to forecast (fore)
Prepositions (One of the Eight Parts of Speech)	Words that link nouns and pronouns in a sentence.	Send the dog with her.
Pronouns (One of the Eight Parts of Speech)	They are very short and can replace a noun to allow better speech and writing flow.	He She They It We Who He chased me all the way to the school.
Proverbs	A saying, stating the truth or offering advice.	A chain is only as strong as its weakest link. A friend in need is a friend indeed. The journey of a thousand miles begins with a single step.
Rhetorical Questions	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	Are you stupid? Is this supposed to be some kind of joke?

Simile	A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid.	As brave as a lion. It fits like a glove. As cold as ice. They fought like cats and dogs.
Synonyms	Words that are similar or have related meanings.	Beautiful: Attractive, Pretty, Lovely, Stunning.
Tenses	A form taken by a verb to show the time of an action.	Present - She is running to the shop Past – She had ran to the shop Future – She will run to the shop
Verb (One of the Eight Parts of Speech)	Words that describe an action, state or occurrence.	Example of verb expressing physical action: <i>I hear</i> the airplane flying over the house. Examples of verbs expressing mental action: <i>I know</i> who did it? Examples of verbs expressing a state of being: <i>I am</i> a child. Examples of verbs expressing an occurrence: Where did the accident happen ?

4 Punctuation

The Punctuation Guide that follows covers the areas of questioning that will be assessed in the ‘Practice Tests’ and ‘Mock Exams’. This has been complied to give the child an understanding of the different types of Punctuation the child will need to understand in order to score well in comprehension and to also act as an aid in developing the skills required for continuous writing.

Type	Description	Example
Apostrophe (common)	Apostrophes are used to indicate possession or the omission of letters.	Examples include: Jack’s bag can’t meaning cannot
Brackets	Brackets (parentheses) are used to enclose words or figures to separate them from the context.	An example includes: I am going to a shopping centre today (even though I have no money).
Capital Letters (common)	Capital letters are placed at the beginning of the first word of a sentence, a fragment, a title, and a proper noun.	An example includes: The boy saw Jane walk into the University of Essex, reading Lord of the Rings.
Colon	Colons are used to introduce that something follows like a list or quotation. They also join a main clause with a noun.	Examples include: We knew who would win: Katherine. She kept shouting: “Give me my chocolate!” I bought a lot of fruit from the supermarket: apples, bananas, mangoes, grapes, kiwis, blueberries and apricots.
Comma (common)	Commas indicate a pause in a sentence or separates items in a list.	Examples include: She walked into the room, which was empty. I bought drinks, bread, butter and eggs.
Dash	Dashes are used to separate groups of words. It is a mark of separation stronger than a comma, less formal than a colon and more relaxed than brackets (parentheses).	An example includes: She is only afraid of one thing – snakes.
Direct Speech	Direct Speech is actual words spoken by someone with speech marks or inverted commas enclosing the words spoken.	Examples include: “I am going to the store,” said Billy. “Ellie is very clumsy,” says Lucy.

Double Quotation (common)	Double Quotations are used to indicate the exact words that someone else said or used within single quotation marks.	Examples include: “Why is she running?” he asked. “Do you know what ‘fluorescent’ means?” she asked.
Ellipsis	An ellipsis is used to show that words have been left out from a quotation or they are used to create a pause for effect.	Examples include: “So ... what happened?” “Um ... I think that is a lie.” “I don’t know what to do...”
Exclamation Mark (common)	Exclamation marks are used at the end of a sentence (instead of full stops) to express excitement, surprise, astonishment, shock, dismay or any other strong emotion.	Examples include: I won the lottery! She fell off the cliff!
Full Stop (common)	Full stops are used at the end of a sentence to show it has finished.	Examples include: She climbed the ladder. He ran a race.
Hyphen	Hyphens are used to connect the parts of a compound word,	An example includes: There are twenty-seven cupcakes on the table.
Question Mark (common)	Question marks are used to indicate the end of a question.	Examples include: Have you seen that film yet? When is dinner? Can I come over?
Reported Speech	Reported Speech does not contain speech marks. It is used to communicate what someone else said, but without using the exact words.	Examples include: Billy said that he was going to the store. Lucy says that Ellie is very clumsy.
Semicolon	Semicolons mark a break between two clauses. It is stronger than a comma but not as final as a full stop.	Examples include: My dad is going bald; his hair is falling out. Katie likes Cats; Anna likes dogs.
Single Quotation	Single Quotations are used to indicate the exact words that someone else said or used within double quotation marks.	Examples include: ‘He is late!’ she said. “The book is called ‘Alice in Wonderland’. It is very good!” she said.

5 Spelling and Vocabulary

Spelling & Vocabulary will be assessed in the 'Practice Tests' and 'Mock Exams'. This has been complied to give the child an understanding of the different types of spelling and vocabulary, the child will need to know in order to score well in comprehension and to also act as an aid in developing the skills required for continuous writing.

No.	Sample Question Types								
1	<p>Select from 1 to 5 to complete the sentence?</p> <p>1 = daylight; 2 = suspicion; 3 = religious; 4 = opportunity; 5 = tests</p> <p>The 11+ (A) are now more competitive because of the increased demand in the number of students wanting to gain entry to grammar schools.</p>								
2	<p>Select the word that is correctly using double letters?</p> <p>A = balloon</p> <p>B = accidentally</p> <p>C = accepttable</p> <p>D = vaccum</p>								
3	<p>The police arrived first at the crime _____.</p> <p>Select the correct homophone from the two choices below?</p> <p>A = scene</p> <p>B = seen</p>								
4	<p>Which one word in the group below, has been spelt incorrectly?</p> <p>A = anceint</p> <p>B = counterfeit</p> <p>C = believe</p> <p>D = eight</p>								
5	<p>During musical chairs at the party, I past the parcel just as the music stopped.</p> <table border="1"><tr><td>A</td><td>B</td><td>C</td><td>D</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	A	B	C	D				
A	B	C	D						

6	<p>Which two letters, in order, are missing from –e-th?</p> <p>A = pa B = te C = la D = be E = None</p>
7	<p>Which word is correctly spelt below?</p> <p>A = cemetary B = cemitary C = cemetary D =cemitory</p>
8	<p>Which one prefix is a correct match for the word stated below:</p> <p>A = de; B = fore; C = dis; D = super; E = un</p> <p>Word Approve</p>
9	<p>Which one suffix is a correct match for the word stated below:</p> <p>A = dom; B = al; C = en; D = er; E = ship</p> <p>Word Magic</p>
10	<p>Sasha did not receive any ----- in the post.</p> <p>Select the correct missing word ----- from the choices below:</p> <p>A= mail B = lots C = male D = sent E = None</p>

11	<p>Which word below is the plural of aircraft?</p> <p>A = aircraft</p> <p>B = aeroplanes</p> <p>C = airplane</p> <p>D = aircarfts</p>
12	<p>Which one of the following words contains a silent letter?</p> <p>A = Whistle</p> <p>B = Flute</p> <p>C = Music</p> <p>D = Piano</p> <p>E = Drums</p>

The links below provide a very comprehensive list of words that are most difficult to spell. The child should be familiar with the spellings of the words contained in the links below:

<http://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html> (Total 100 words)

<http://blog.oxforddictionaries.com/2015/08/words-everyone-spells-wrong/> (Total 23 words)

<http://www.11plusguide.com/wp-content/uploads/2017/05/11Plus-Vocabulary-List.pdf> (Total 567 words)

<https://www.examninja.co.uk/learning-zone/11-plus-vocabulary-list/> (Free 1800 words for downloading)

6 Continuous Writing

Continuous writing for the 11+ Exam may take several forms. A point of note is that there are no model answers available for continuous writing exam questions. However, we are aware of the types of questions that have been written for previous 11+ students. We have analysed the continuous writing questions for the familiarisation paper and the last 3-year entry papers written by the CSSE.

Hence, in the last 3 years the form of questioning has focussed on a small number of sentences and writing instructions. However, the child should also be prepared for other forms, such as letter writing or even one longer continuous writing task worth 30 marks, appearing in future papers.

The current 11+ continuous writing tasks have a time allocation of a total of 20 minutes for both tasks. Therefore, time is very short and the child has to work quickly and accurately to complete both tasks.

The 11+ past papers state that the continuous writing section will be assessed on appropriate style (sentences and paragraphs or Instruction piece of work), grammar, punctuation, spelling and originality.

Effective continuous writing skills for the examiner will include:

- Creativity, imagination, planning and structured;
- A free-flowing and engaging writing style;
- Clever use of punctuation and different types;
- Correct use and good range of grammar;
- Correct spellings and a good range of vocabulary displayed;

The child can significantly develop and improve the continuous writing skills required for the 11+ by:

- Reading a wide range of books (see reading list included at Appendix 1) to increase creativity, imagination and to help with planning and structured writing for the 11+ exam;
- The wide reading will also assist with writing in a free-flowing manner that engages the examiner;
- Punctuation, grammar and spelling and vocabulary will be developed on our Online 11+ programme.

I would further add that the child should ensure that their handwriting is legible and easy to read, and practice writing in paragraphs.

In terms of reading materials, it is strongly recommended that the child reads material covering a wide range as possible: This may include reading about:

- Activities;
- Animals;
- Autobiography;
- Buildings;
- Emotions & feelings;
- Fantasy;
- Hobbies;
- Instruction writing;
- Letter writing;
- Newspaper articles;
- Science;
- The natural world; and
- Trips and holidays.

We have prepared answers for continuous writing below. Please note that the illustration is to indicate what can be achieved in 5 sentences. However, we do not believe that the vast majority of 11+ children can or be expected to deliver an answer of this type. Nevertheless, it's a very useful example to help the child prepare for future Exam questions on continuous writing.

We have developed similar type questions and response to give your child ideas on how to respond and tackle future continuous writing exam questions.

You will note that paramount and a good grasp of grammar, punctuation, spelling and originality is required to present a very good answer to an Exam question of this type.

Question: Write 5 or 6 sentences describing your holiday home in Cyprus and a member of your family to a friend.

Answer

Well, well...! My home is a breath of fresh air, where the flowers dance from side-to-side, placed at the corner of the slightly ajar window in the living room. The home has: luxurious furniture; old wooden cutlery; a giant study desk; flashy shower cubicles and a state of the art bath; fans shaped like pelican beaks; and an alarm clock stuck to the ceiling. The spick and span study desk, placed well away from my bedroom, is a relief, so I cannot hear my dad (Mr Short who is ironically over 6 feet tall) working late into the night, signing punctually on to his computer at 9pm sharp. We daren't play or make noises after 9pm as dad is working; he has eyes like a hawk on the back of his head and would readily explode like a volcano if we misbehaved. I say to Ben (my friend), "Is this a good description of my holiday home? Penny for your thoughts?"

Please see table below for a sample of grammar captured in 5 sentences from the above response.

Grammar & Punctuation	Sample of what has been written in 5 sentences
Adjective	Giant, ajar, luxurious, old, wooden, flashy, spick and span,
Alliteration	spick and span
Adverb	Punctually, readily, slightly, late, ironically
Apostrophe	daren't
Bracket	(my friend), (Mr Short who is ironically over 6 feet tall)
Capital	Capital letter use – The, Well, My, Mr, Short, I, Ben, Is, Penny, We
Colon	has:
Comma	The spick and span study desk, placed well away from my bedroom, is a relief, so I cannot hear my dad There are 8 commas in total in the passage.
Complex and simple sentences	A good range and level of sentences have been used in the above example
Conjunction	If, and, or, so, etc
Ellipsis	well...
Exclamation mark	well...!

Full stop	room. ceiling. sharp. misbehaved.
Hyphen	side-to-side
Idiom	“Penny for your thoughts?”
Interjection	Well, well
Inverted Comma	“Is this a good description of my classroom? Penny for your thoughts?”
Irony	Mr Short, who is ironically over 6ft tall
Metaphor	My holiday home is a breath of fresh air
Noun	home, breath, air, flowers, corner, window, living room, furniture, cutlery, study desk, shower cubicles, bath, fans, pelican, beaks, alarm clock, ceiling, bedroom, dad, Mr Short, computer, noises, eyes, hawk, back, head, volcano, Ben, friend, description, holiday, home, penny, thoughts
Personification	flowers dance
Preposition	On, at, from, in, into, after
Present tense	Care needs to be taken to ensure the right tense is used throughout
Pronoun	he, his, I, we
Question mark	thoughts? home?
Semicolon	luxurious furniture; old wooden cutlery; a giant study desk;
Simile	explode like a volcano, eyes like a hawk, fan shaped like pelican beaks
Spelling & Vocabulary	Spelling is accurate and good range of vocabulary used
Verb	Hear, dance, placed, has, shaped, stuck, working, signing, play, make, explode, misbehaved, say

Question

Write down, in 5 or 6 sentences or as instructions for a younger brother, on how to iron trousers straight from the dryer.

Answer as (Instructions)

There are five steps to follow to iron trousers correctly:

- Step 1 – Take the iron, hold it at 45 degrees under the tap and fill with water to generate steam for ironing;
- Step 2 – Ensure the iron is placed safely on the ironing board and then plug into electrical socket;
- Step 3 – Straighten the trousers as so (demonstrating how to straighten) and place on the ironing board;
- Step 4 – Take the hot iron and press trousers on both sides and inside legs, removing all creases as necessary;
- Step 5 – Remove ironed trouser, place in hanger and switch off iron and place on board to let it cool down.

Answer as (Sentences)

First, take the iron, hold it at 45 degrees under the tap and fill with water to generate steam for ironing. Second, ensure the iron is placed safely on the ironing board and then plug into electrical socket. Then, straighten the trousers as so (demonstrating how to straighten) and place on the ironing board. Next, take hot iron and press trousers on both sides and inside legs, removing all creases where necessary. Finally, remove ironed trouser, place in hanger and switch off iron and place on board to let it cool down.

You will note that originality coupled with good grammar, punctuation and spelling and vocabulary are key in delivering a good answer for continuous writing. We will focus from week 1 to 52 on developing these skills and testing them in the practice test. From week 29 we will have continuous writing questions included within our Mock Exams.

All our marking in the Practice Tests and Mock Exams will be system generated, except continuous writing, which will be marked by Learn 11+ Online. Therefore it is very important that you complete and deliver your Mock Exams on time.

7 Applied Verbal Reasoning (AVR)

The AVR Guide that follows covers the areas of questioning that will be assessed in the 'Practice Tests' and 'Mock Exams'. This has been compiled to give the child an understanding of the different types of AVR questions so that the child may tackle any AVR question with complete confidence.

7.1 ANALOGIES

- **COMPARISONS**

In these questions, find one word from each group that will complete the analogy in the best way. Choose both words from the options provided.

Example

chair is to (sit crawl write) = sit
as bed is to (drink run sleep) = sleep

- **SIMILAR MEANINGS**

In these questions it is necessary to find two words, one from each group, which are most similar in meaning.

Example

What two words are similar in meaning?

(hide empty disclose)
(express conceal begin)

Answer: hide and conceal

- **OPPOSITE MEANINGS**

In these questions you need to find two words, one from each group, which are most opposite in meaning.

Example

What two words from each bracketed group are opposite in meaning?

(loud noise sound)

(hear quiet drums)

Answer: loud and quiet

- **ODD ONES OUT**

In these questions three of the five words are related in some way. Two words are not related to the other three and are odd ones out and must be identified.

Example

Which two words are the odd ones out?

Happy, elated, distressed, joyful, sorrowful

Answer: distressed and sorrowful

7.2 CODES

- **ALPHABET CODES (I)**

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

The above alphabet is there to help you with these questions. Work out the letters that complete each question in the best way.

Example

FG is to GH as RS is to Answer: ST

- **ALPHABET CODES (II)**

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

The above alphabet is there to help you with these questions. Each question has a different code. Work out the correct answer by using the code provided.

Example

The code for GIRL is HJSM. Work out the code for FARM. Answer: GBSN

- **SECRET CODES**

In these questions there are four words. Three of the words have been given a code. The codes are not written in the same order as the words. Work out the code for the given word.

Example

TAP EAT APE TOP

125 354 135

Work out the code for TOE. Answer: 124

7.3 REASONING

MATHEMATICAL REASONING

Substitution

These questions employ a simple form of algebra, where letters stand for numbers. Substitute the numbers for the letters and do the calculation. When the answer is obtained, it must be converted back to a letter.

Example

If $A = 4$, $B = 11$, $C = 12$, $D = 2$, $E = 3$

What is the answer to this sum written as a letter?

Substitute the numbers for the letters:

$$D \times A + E$$

$$2 \times 4 + 3 = 11 \text{ (B)}$$

The answer is: B

Arithmetic equations

It is important to understand the relationship between the four rules of number. Inverse means opposite.

$+$ and $-$ are a pair of operations.

$$2 + 3 = 5; \quad 5 - 2 = 3; \quad 5 - 3 = 2$$

\times and \div are a pair of operations.

$$4 \times 5 = 20; \quad 20 \div 5 = 4; \quad 20 \div 4 = 5$$

Equations are mathematical sentences. The numbers on the left side are balanced or equal to what is on the right side. This is signified by an equal sign ($=$). The equal sign means a missing number can be found. Inverse operations can be used to solve the equations.

Remember: $+$ is inverse to $-$ and \times is inverse to \div

Example

Find the missing number in this equation.

$$7 \times 8 = 224 \div [?]$$

$$7 \times 8 = 56$$

$$56 = 224 \div [?]$$

$$56 = 224 \div \underline{4} \quad (\text{This number is found by doing } 224 \div 56)$$

The answer is: 4

- **POSITIONAL REASONING**

Positional reasoning questions appear in many forms. They can relate to age, time, direction, size and order. All positional reasoning questions are best solved with diagrams. This allows precise organisation of the given information and avoids confusion.

A. Basic types

Most positional reasoning questions are straightforward and can be solved with a simple diagram.

Example

In a hotel, Nicole is staying two floors above Ben and one floor below Alex. Holly is staying one floor below Nicole. Olivia is staying a floor above Ben.

Who lives on the same floor?

- a) Holly and Nicole
- b) Holly and Olivia
- c) Olivia and Ben
- d) Alex and Olivia
- e) Nicole and Ben

Draw a grid that represents the floors of the hotel:

1	Alex
2	Nicole
3	Holly, Olivia
4	Ben

Answer: Holly and Olivia

B. Complex types

Some positional reasoning questions are more complex. They can still be solved using diagrams, but it may not be quite so obvious which one to use.

Example

Ethan, George, Jane, Jill and Mary are 15, 14, 13, 13 and 12 years old, but not respectively in this order. Ethan is 2 years younger than Jill. George is 2 years younger than Jane. Mary is older than Ethan.

Which two children are twins?

- a) Ethan and Mary
- b) Jane and Jill
- c) George and Ethan
- d) Mary and George
- e) Jill and Mary

Hints:

- The twins must be 13 years old.
- There is only a 3-year age gap between all the children.
- Ethan is 2 years younger than Jill.
- George is 2 years younger than Jane.
- Mary is older than Ethan.
- Set out the ages and fit the children into them according to the statements given.

15	Jane
14	Jill
13	George Mary
12	Ethan

Answer: Mary and George

- **RELATIONAL REASONING**

Relational reasoning questions appear in two forms:

- A. Relative information
- B. Relative meaning

A. Relative information

This type involves sorting out and reordering statements that relate to each other.

Example

Train 1 leaves the train station at 7.00 a.m. Train 2 leaves at 6.45 a.m. Train 2 takes twice as long as Train 3 to make the same journey. Train 3 leaves 15 minutes after Train 1 and arrives at 8.00 a.m.

What times does Train 2 arrive?

- a) 9.15 a.m.
- b) 8.45 a.m.
- c) 8.15 a.m.
- d) 9.00 a.m.
- e) 8.30 a.m.

Answer: 8.15 a.m.

B. Relative meaning

Some questions involve selecting a statement from the possible answers that relates most closely to the meaning in the given statement.

Example

A cucumber is green. Cucumbers are vegetables.

If these statements are true, only one of the sentences must be true. Which one?

Vegetables come in many different colours.

All vegetables are green.

Everything green is a vegetable.

A cucumber is a green vegetable.

Answer: A cucumber is a green vegetable.

- **TABULAR REASONING**

These questions involve the processing of a large amount of information and are solved by creating a grid or table.

Example

Amanda, Ben, Charlotte and Dean all like ice cream. Ben, Charlotte and Dean like chocolate and vanilla. Ben likes chocolate, vanilla, mint and strawberry. Dean and Amanda like lemon and mint. All the boys like lemon.

Set out the information on a grid like this. Take care you have noted all information from each of the statements.

	Chocolate	Vanilla	Mint	Strawberry	Lemon
Amanda	X	X	✓	X	✓
Ben	✓	✓	✓	✓	✓
Charlotte	✓	✓	X	X	X
Dean	✓	✓	✓	X	✓

- a) Who likes the most flavours? Answer: Ben
- b) Who likes the least flavours? Answer: Amanda & Charlotte
- c) How many people like 4 flavours? Answer: 1
- d) Who likes both strawberry and lemon ice cream? Answer: Ben
- e) Which girl likes chocolate ice cream? Answer: Charlotte

7.4 SEQUENCING

- **LETTER SEQUENCING**

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

The above alphabet is there to help you with these questions. Study the patterns in the sequence and write the next two letters.

Example

JK KL LM MN Answer: NO

- **NUMBER SEQUENCING**

Adding and subtracting

i. Basic sequences

Basic adding and subtracting sequences comprise:

A. Arithmetic progressions
(Add/subtract a constant number)

2, ${}^{+2} 4$, ${}^{+2} 6$, ${}^{+2} 8$, ${}^{+2} 10$, ${}^{+2} 12$, ${}^{+2} [?]$ Add 2 to the previous number.

The next number will be: 14

B. Increasing or decreasing gaps
(Add/subtract an increasing or decreasing number)

0, ${}^{+1} 1$, ${}^{+2} 3$, ${}^{+3} 6$, ${}^{+4} 10$, ${}^{+5} 15$, ${}^{+6} [?]$ Add 1, then add 2, then 3 etc.

The next number will be: 21

C. Alternating gaps
(Add/subtract numbers on an alternating basis)

3, ${}^{+7} 10$, ${}^{-3} 7$, ${}^{+6} 13$, ${}^{-4} 9$, ${}^{+5} 14$, ${}^{-5} [?]$ Add 7, subtract 3. Add 6, subtract 4 etc.

The next number will be: 9

ii. Complex sequences

Complex adding and subtracting sequences comprise:

D. Leapfrogging

(Add/subtract, then leapfrog over to the next but one number)

43 25 47 29 51 [?]

$\Rightarrow 43 \quad +4 \quad 47 \quad +4 \quad 51$
 $\Rightarrow 25 \quad +4 \quad 29 \quad +4 \quad [?]$

The next number will be: 33

E. Repeating patterns

(Add/subtract numbers in a repeating pattern of operations)

5, ${}^{+2}7$, ${}^{+3}10$, ${}^{-4}6$, ${}^{+2}8$, ${}^{+3}11$, ${}^{-4}?$

The next number will be: 7

F. Adding the previous terms

(Add the previous two terms to find the next term)

4, 5, ${}^{4+5}9$, ${}^{5+9}14$, ${}^{9+14}23$, ${}^{14+23}?$

Add the previous two terms to get the next.

The next number will be: 37

Multiplying and dividing

i. Basic sequences

Basic multiplying and dividing sequences comprise:

A. Multiply or divide by the same number
(Multiply/divide repeatedly)

$3, \times^2 6, \times^2 12, \times^2 24, \times^2 48, \times^2 [?]$

Multiply by 2 on a repeated basis.

The next number will be: 96

B. Geometric progressions
(Multiply/divide repeatedly by an increasing number)

$2, \times^1 2, \times^2 4, \times^3 12, \times^4 48, \times^5 [?]$

Multiply by 1, then by 2, then by 3 etc.

The next number will be: 240

C. Multiplying the gaps
(Multiply/divide the gap by the same number)

$(2 \times 2) \quad (4 \times 2) \quad (8 \times 2) \quad (16 \times 2)$

$0, +^2 2, +^4 6, +^8 14, +^{16} 30, +^{32} [?]$

Multiply the gap by 2 repeatedly etc.

The next number will be: 62

D. Double operations
(Two operations, e.g. multiply, then subtract for the next number)

$0, \times^{2+2} 2, \times^{2+2} 6, \times^{2+2} 14, \times^{2+2} 30, \times^{2+2} [?]$

Multiply by 2, then add 2 etc.

The next number will be: 62

ii. Complex sequences

Complex multiplying and dividing sequences comprise:

E. Square numbers
(Multiply the number by itself once)

1, 4, 9, 16, 25, [?]

Multiply 1 by itself, then 2 etc.

The next number will be: 36

F. Cube numbers
(Multiply the number by itself twice)

1, 8, 27, 64, [?]

Multiply 1 by itself twice etc.

The next number will be: 125

- **NUMBER LINKS**

- i. **Single Operation**

Perform one mathematical calculation to two numbers, linking to a third:

Example

Find the missing number:

$$\begin{array}{ll} (14 [42] 3) & (15 [60] 4) \\ (16 [x] 5) & \end{array}$$

In the above example the two outer numbers are multiplied together to derive at the middle number e.g. $16 \times 5 = 80$.

Hence $x = 80$

ii. Double Operation

Perform two mathematical calculations (+ - x ÷) to produce the third number:

Example

Find the missing number:

$$(15 [36] 3) \quad (12 [32] 4)$$

$$(21 [x] 9)$$

In the above example the two outer numbers are added together, then multiplied by two to produce the middle number e.g. $21+9 = 30 \times 2 = 60$.

Hence $x = 60$

7.5 WORD PATTERNS

- **ONE WORD PATTERNS**

In these questions there are three pairs of words. The last pair of words is made up in the same way as the first two pairs. Work out the missing word.

Example

(rink ink) (raid aid) (rage ?) Answer: age

- **TWO WORD PATTERNS**

In these questions, the word in the middle of the second group is made in the same way as the word in the middle of the first group. Fill in the word that is missing in the second group.

Example

(tap [tab] bin) (fan [.....] tea) Answer: fat

- **LETTER SHIFTS**

In these questions, one letter can be moved from the first word to the second word making two new words. The order of the letters must not be changed and the new words must make sense. Write the two new words.

Example

FLAKE and IT become FAKE and LIT

Answer = L

- **COMPOUND WORDS**

In these questions find one word from each group that makes one correctly spelt compound word when joined together. The word from the first group always comes first. Choose both words from the options provided and write the new word.

Example

(lot cat car)

(ten tip pet)

car and pet Answer = carpet

For a comprehensive list of compound words (100), you may download the web link provided below:

<https://thetutoress.com/blog/2013/09/23/compound-word-list-for-11-exams>

- **HIDDEN WORDS**

In these sentences, a hidden four-letter word can be found at the end of one word and the beginning of the next word. Choose the two words from the sentence provided and write the hidden word.

Example

I can't swim anymore.

Two Words: swim anymore

Answer: many

- **MISSING LETTERS**

In these questions the same letter will fit into both sets of brackets to end the word in front of the brackets and start the word after the brackets. Write the correct letter that completes all four words.

Example

san [?] own

kin [?] amp

Answer: d

(The four words are sand, down, kind and damp.)

- **MISSING WORDS**

In these questions, the word in capitals has three consecutive letters removed. These three letters will make one correctly spelt word without changing their order.

Example

What is the missing three-letter expression?

I could PIBLY finish all of my work today.

Five possibilities are given in the answers section:

OSS ALL IDD RAN EGG

Answer: OSS (POSSIBLY)

- **WORD LINKS**

In these questions two pairs of words are given. A choice between five words is given in the answers. Only one of these words will go equally well with both of these pairs.

Example

What one word in the answers section will link the two pairs of bracketed words?

(earth world)

(sphere ball)

Possible answers: round, ground, ring, globe, and galaxy

Answer: globe

8 Appendix 1 – Reading List

TITLE	AUTHOR
A SERIES OF UNFORTUNATE EVENTS SERIES OF BOOKS	SNICKET, LEMONY
A CHRISTMAS CAROL	CHARLES DICKENS
A LITTLE PRINCESS	FRANCES HODGSON BURNETT
A LONG WAY HOME	ANN TURNBULL
A WIZARD OF EARTHSEA	URSULA LE GUIN
A WORLD OF POETRY	MICHAEL ROSEN
ALL CREATURES GREAT AND SMALL	JAMES HERRIOT
ALICE IN WONDERLAND	LEWIS CARROLL
ANIMAL FARM	GEORGE ORWELL
ANNE OF GREEN GABLES	L. MONTGOMERY
AROUND THE WORLD IN 80 DAYS	JULES VERNE
ARTEMIS FOWL	EOIN COLFER
ARTHUR HIGH KING OF BRITAIN	MICHAEL MORPURGO
BALLET SHOES	NOEL STRETFORD
BECKY BANANAS	JEAN URE
BEOWULF: DRAGON SLAYER	ROSEMARY SUTCLIFFE
BEYOND THE DEEPWOODS	PAUL STEWARD AND CHRIS RIDDEL
BILLY THE KID	MICHAEL MORPURGO
BLACK BEAUTY	ANNA SEWELL
BOY	ROALD DAHL
BOY IN THE STRIPED PYJAMAS	JOHN BOYNE
BRIDGE TO TERABITHIA	KATHERINE PATERSON
BUG MULDOON AND THE GARDEN OF FEAR	PAUL SHIPTON
CARRIE'S WAR	NINA BAWDEN
CHARLIE AND THE CHOCOLATE FACTORY	ROALD DAHL
CHARLOTTE'S WEB	E B WHITE
CHILDHOOD'S END	ARTHUR C CLARKE
CHILDREN OF THE RED KING SERIES OF BOOKS	JENNY NIMMO
CLASSIC POEMS TO READ ALOUD	JAMES BERRY
CLOCKWORK	PHILIP PULLMAN
CORAL ISLAND	R.M. BALLANTYE
DANNY CHAMPION OF THE WORLD	ROALD DAHL
DOUBLE IMAGE	PAT MOON
DR DOLITTLE	HUGH LOFTING
EMIL AND THE DETECTIVES	ERICH KÄSTNER
FIREWEED	JILL PATON WALSH
FIVE CHILDREN AND IT	E. NESBIT
FLOUR BABIES	ANNE FINE
FOREVER X	GERALDINE MCCAGHREAN
FOXSPELL	GILLIAN RUBINSTEIN
FROM HEREABOUT HILL	MICHAEL MORPURGO

TITLE	AUTHOR
GOODNIGHT MISTER TOM	MICHELLE MAGORIAN
GOOSEBUMPS COLLECTION	R.L STINE
GRANNY	ANTHONY HOROWITZ
GULLIVER'S TRAVELS	JONATHAN SWIFT
HARRY POTTER AND THE PHILOSOPHER'S STONE	J K ROWLING
HA TCET	GARY PAULSEN
HEIDI	JOHANA SPYRI
HITLER'S CANARY	SANDI TOKSVIG
HOLES	LOIS SACHER
HOW THE WHALE BECAME	TED HUGHES
HURRINCANE SUMMER	ROBERT SWINDELLS
I AM DAVID	ANNE HOLM
I LIKE THIS POEM	KAYE WEBB
IN DEEP WATER	MICHELLE MAGORIAN
INGO ADVENTURES SERIES OF BOOKS	HELEN DUNMORE
JANE EYRE	CHARLOTTE BRONTE
JOHNNIE'S BLITZ	BERNARD ASHLEY
JOURNEY TO THE CENTRE ODF THE EARTH	JULES VERNE
JUNGLE BOOK	RUDYARD KIPLING
JUST WILLIAM BOOKS	RICHMAL CROMPTON
KENSUKE'S KINGDOM	MICHAEL MORPURGO
LITTLE HOUSE IN THE BIG WOODS	LAURA INGALLS WILDER
LITTLE HOUSE ON THE PRAIRIE	LAURA INGALLS WILDER
LITTLE WOMEN	LOUISA MAY ALCOTT
LORD OF THE FLIES	WILLIAM GOLDING
LORD OF THE RINGS	J.R.R TOLKEIN
MADAME DOUBTFIRE	ANNE FINE
MATILDA	ROALD DAHL
MIDNIGHT OVER SANCTAPHRAX	PAUL STEWARD AND CHRIS RIDDEL
MRS. FRISBY AND THE RATS OF NIMH	ROBERT O'BRIEN
MUDDLE EARTH	PAUL STEWARD
MY FAMILY AND OTHER ANIMAL	GERALD DURRELL
NANCY DREW MYSTERIES	CAROLYN KEENE
NO FRIEND OF MINE	ANN TURNBULL
NOTHERN LIGHTS TRILOGY	PHILIP PULLMAN
NOUGHTS & CROSSES	MALORIE BLACKMAN
OVER SEA, UNDER STONE	SUSAN COOPER
PARVANA'S JOURNEY	DEBORAH ELLIS
PETER PAN	J.M. BARRIE
PIG HEART BOY	MALORIE BLACKMAN
POLLANNA	ELEANOR H.PORTER
REDWALL SERIES	BRIAN JACQUES
RED, WHITE AND BLUE: FINDING OUT THE HARD WAY	ROBERT LEESON
ROBINSON CRUSOE	DANIEL DEFOE

TITLE	AUTHOR
SCRIBBLEBOY	PHILLIP RIDLEY
SCRUFFY	PAUL GALLICO
SHERLOCK HOLMES	SIR ARTHUR CONAN DOYLE
SILVER SWORD	IAN SERRAILLIER
SIR GAWAIN AND THE GREEN KNIGHT	MICHAEL MORPURGO
SKELLY	DAVID ALMOND
SOMEONE CAME KNOCKING	ANNE MERRICK
STIG OF THE DUMP	CLIVE KING
STORMBREAKER	ANTHONY HOROWITZ
STORMCHASES	PAUL STEWART & CHRIS RIDDEL
STREET CHILD	BERLIE DOHERTY
SWALLOWS AND AMAZONS	ARTHUR RANSOME
TALKING TURKEYS	BENJAMIN ZEPHANIAH
TELL ME NO LIES	MALORIE BLACKMAN
THE ADVENTURES OF HUCKLEBERRY FIN	MARK TWAIN
THE ADVENTURES OF TOM SAWYER	MARK TWAIN
THE BFG	ROALD DAHL
THE BOLPHIN CROSSING	JILL PATON WALSH
THE BORROWERS	MARY NORTON
THE BREADWINNER	DEBORAH ELLIS
THE BUTTERFLY LION	MICHAEL MORPURGO
THE CALL OF THE WILD	JACK LONDON
THE CROWSTARVER	DICK-KING SMITH
THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME	MARK HADDON
THE ENDLESS STEPPE	ESTHER HAUTZIG
THE FIRE THIEF FIGHT BACK	TERRY DEARY
THE GHOST OF THOMAS KEMPE	PENELOPE LIVELY
THE GIANT PEACH	ROALD DAHL
THE GREAT ELEPHANT CHASE	GILLIAN CROSS
THE HAUNTING	MARGARET MAHY
THE HITCHHIKER'S GUIDE TO THE GALAXY	D ADAMS
THE HOBBIT	J R R TOLKIEN
THE HOUND OF THE BASKERVILLES	SIR ARTHUR CONAN DOYLE
THE INCREDIBLE JOURNEY	SHEILA BURNFORD
THE LION, THE WITCH AND THE WARDROBE	C S LEWIS
THE LOST WORLD	SIR ARTHUR CONAN DOYLE
THE LIFE OF PI	YAN MARTEL
THE LITTLE WHITE HORSE	ELIZABETH GOUDGE
THE MIRACULOUS JOURNEY OF EDWARD TULANE	KATE DICAMILLO
THE MIDNIGHT FOX	BETSY BYARS
THE MYSTERIOUS BENEDICT SOCIETY AND THE PERILOUS JOURNEY	LEE TRENTON STEWART
THE OLD MAN AND THE SEA	ERNEST HEMINGWAY
THE PENDERWICKS	JEANNE BIRDSALL

TITLE	AUTHOR
THE PHOENIX AND THE CARPET	E NESBIT
THE RAILWAY CHILDREN	E NESBIT
THE SECRET GARDEN	FRANCES HODGSON BURNETT
THE SHEEP PIG	DICK-KING SMITH
THE SNOW GOOSE	PAUL GALLICO
THE STAR OF KAZAN	EVA IBBOTSON
THE STORY OF THOMAS ALVA EDISON	MARGARET COUSINS
THE SWORD IN THE STONE	T H WHITE
THE TIME MACHINE	H.G. WELLS
THE TREASURE SEEKERS	E. NESBIT
THE WATER BABIES	CHARLES KINGSLEY
THE WIND IN THE WILLOWS	KENNETH GRAHAME
THE WIZARD OF OZ	L. FRANK BAUM
THE WOLVES OF WILLOUGHBY CHASE	JOAN AIKEN
THE WOULDBEGOODS	E. NESBIT
THIEF	MALORIE BLACKMAN
THIS POEM DOESN'T RHYME	GERARD BENSON
THUNDER AND LIGHTNINGS	JAN MARK
TOM'S MIDNIGHT GARDEN	PHILIPPA PEARCE
TOM'S PRIVATE WAR	ROBERT LEESON
TOM'S WAR PATROL	ROBERT LEESON
TREASURE ISLAND	ROBERT LOUIS STEVENSON
TRUCKERS	TERRY PRATCHETT
TRUTH, LIES AND HOMEWORK	JOSEPHINE FEENEY
VERSE	V ARIOUS
WALKABOUT	JAMES VANCE MARSHALL
WAR HORSE	MICHAEL MORPURGO
WATERSHIP DOWN	RICHARD ADAMS
WHAT KATY DID	SUSAN COOLIDGE
WHAT KATY DID NEXT	SUSAN COOLIDGE
WHEN HITLER STOLE PINK RABBIT	JUDITH KERR
WHITE BOOTS	NOEL STRETFORD
WHITE FANG	JACK LONDON
WHY THE WHALES CAME	MICHAEL MORPURGO
WOLF BROTHER (CHRONICLES OF ANCIENT DARKNESS)	MICHELLE PAVER
YOUNG BOND SERIES	CHARLIE HIGSON