11+ Vocab

# ENGLISH
# 11+ Vocabulary
# Book 1

*Vocab – the edge in 11+ and beyond!*

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Age 10-11
Suitable for KS2/KS3

**Fill in the blanks**
**Synonyms**
**Antonyms**
**Meanings**
**Inferences**

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| | | | | |
|---|---|---|---|---|
| scuttle | diabolical | impetuous | impetus | allure |
| dainty | indolent | nonchalant | epitome | frugal |

## Exercise 1 – Fill in the Blanks

1. The _____ of the country life had brought him back to his small town.
2. The incident threatened to _____ the peace talks.
3. The little girl's _____ little hands stood out in the crowd.
4. The management decided to take drastic measures after the team's _____ performance in the game.
5. He is fat and _____ but has a sharp mind.
6. She is the _____ of kindness and generosity.
7. Jobless and old, he survived on a _____ meal of bread and cheese during the entire pandemic.
8. Her _____ decision proved to be very expensive for her.
9. The head teacher's speech provided the necessary _____ for the students to work harder.
10. He tried to appear _____ in the face of the dangers that lied ahead.


| | | | | |
|---|---|---|---|---|
| scuttle | diabolical | impetuous | impetus | allure |
| dainty | indolent | nonchalant | epitome | frugal |


## Exercise 2 - Meanings

1. _____ : to deliberately cause something to fail; (2) to run with quick short steps
2. _____ : small and delicate in a way that is attractive; (2) careful, in a way that suggest good manners
3. _____ : evil and morally bad
4. _____ : lazy, not wanting to work
5. _____ : a perfect example of something
6. _____ : careful with resources, e.g. money, food and using only as much is needed
7. _____ : done quickly without much thought
8. _____ : something that stimulates a process or activity to develop more quickly; (2) the force of energy with which something moves
9. _____ : in a calm and relaxed way
10. _____ : the quality of being attractive and exciting

## Synonyms - Exercise A

Underline the word that is closest in meaning.

1. **allure**
   A) comrade B) entice C) repel D) refer

2. **scuttle**
   A) scurry B) sculpt C) hurdle D) harass

3. **dainty**
   A) delicate B) dark C) murky D) laborious

4. **diabolical**
   A) loathe B) diagnose C) terrible D) stupendous

5. **Indolent**
   A) rude B) lazy C) polite D) mediocre

6. **epitome**
   A) equable B) tomb C) marquee D) embodiment

7. **frugal**
   A) extravagant B) meagre C) fragile D) hubris

8. **impetuous**
   A) important B) impulsive C) impish D) momentum

9. **impetus**
   A) stimulus B) important C) impossible D) dole

10. **nonchalant**
    A) unchallenged B) confused C) biased D) casual

11. **limpid**
    A) crude B) lump C) transparent D) insipid

12. **pertinent**
    A) possible B) perennial C) stealth D) relevant

13. **mound**
    A) heap B) mould C) whisper D) momentum

14. **mirth**
    A) misty B) merriment C) gloomy D) heath

15. **bellow**
    A) yell B) below C) belly D) mellow

## Antonyms - Exercise A

Underline the word that is most **opposite** in meaning.

1. **repulsion**
   A) allure B) repel C) pulsate D) pulverise
2. **conviction**
   A) courage B) acquittal C) guilty D) sentence
3. **coward**
   A) shepherd B) craven C) valiant D) strong
4. **naive**
   A) astute B) innocent C) novice D) amateur
5. **wiles**
   A) chicanery B) honesty C) willingness D) conceal
6. **sophisticated**
   A) decorated B) artistic C) inflexible D) naive
7. **plethora**
   A) scarce B) abundance C) plenty D) plead
8. **stately**
   A) rudely B) unexplained C) ordinary D) politely
9. **turbulent**
   A) trivial B) serene C) agitated D) stormy
10. **impetuous**
    A) cautious B) important C) momentum D) pituitary
11. **pliable**
    A) obdurate B) unappetising C) Imply D) unpleasant
12. **pertinent**
    A) related B) irrelevant C) coward D) traction
13. **cynical**
    A) wisdom B) cyclical C) doubtful D) optimistic
14. **haphazard**
    A) hazardous B) orderly C) blizzard D) serene
15. **conceit**
    A) honesty B) modesty C) reveal D) nervous

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# 11+ ENGLISH

# SPAG

# BOOK 1

*SPAG Essentials - for 11+ and beyond!*

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**Spellings**

**Punctuations**

**And**

**Grammar**

Age 9 - 12+

Year 4 / 5 / 6 / 7...

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## Chapter 1 - Nouns – a re-cap!

I know you must be bored to death learning about nouns every time you open a Grammar book. But this chapter is really not for you, it is more for any younger sibling you may have or your parents who may need a refresher course. Just read it out to them!

**Nouns** are words that name a **person**, **place**, **thing**, **concept** or **quality**.

There are 4 main types of nouns - **common nouns**, **proper nouns**, **collective nouns**, and **abstract nouns**. Nouns that can be seen or touched are also known as **concrete nouns**.

### Proper Nouns

Proper nouns are nouns that refer to ***specific*** people, places, things, or organizations. They always ***begin with a capital letter***, regardless of where they appear in a sentence. Here are some examples:

Personal names: John, Mary, Ahmed, Wang, Katrina

Place names: London, Paris, New York, Tokyo, Mumbai

Names of organisations: United Nations, Google, Apple, Sony

Names of days, months and festivals: Monday, January, Christmas, Diwali

Names of planets and stars: Earth, Mars, Jupiter, Sun, Alpha Centauri

Names of historical events: World War II, French Revolution

Religious names: Bible, Koran, Islam, Hinduism, Christianity, Buddhism, Judaism

### Collective Nouns

Collective nouns are nouns that **refer to a group or collection of people, animals, or things as a single entity**. They can be singular or plural, depending on the context. You are likely to see some questions on these for 11+ exams!

**team**: a group of people who work together for a common purpose

**audience**: a group of people who watch or listen to a performance or speech

**family**: a group of people who are related by blood or marriage

**crowd**: a large group of people gathered together in a public place

**staff**: a group of people who work for an organization

**flock**: a group of birds or sheep

**herd**: a group of cattle, elephants, or other large animals

**pack**: a group of wolves, dogs, or other animals that hunt together

**school**: a group of fish or dolphins (e.g., a school of dolphins)

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## SPAG - Exercise 1

1. I **love** spending time with my family.
   *What type of word is '**love**' in the sentence above? Underline the correct option below.*

   a) Abstract noun
   b) Adjective
   c) Verb
   d) Common noun

2. **Love** is a force that can overcome even the greatest obstacles.
   *What type of word is '**love**' in the sentence above? Underline the correct option below.*

   a) Abstract noun
   b) Common noun
   c) Verb
   d) Proper noun

*For the words below, write their **plural** forms*

3. Ox _____
4. Mother-in-law _____
5. Runner-up _____
6. Forty-one _____
7. Wife _____
8. Loaf _____
9. Deer _____
10. Life _____

*Underline all **nouns** in the sentences below*

11. The city was bustling with activity.
12. "The cat sat on the windowsill, watching the birds outside."
13. "We drove through the countryside, admiring the rolling hills and green fields."
14. "The teacher asked the students to take out their books and turn to page 25."
15. "The family went on a picnic in the park and enjoyed the warm weather."
16. "I poured myself a glass of water and sat down at the table."

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## Chapter 2 - Commas

OK, I get it. I threw you in the deep end in the previous exercise without any tips on commas and dashes. However, I hope you managed to swim out successfully.

Let's explore the different types of scenarios where commas are useful to make better sense of the sentence.

### Use of commas in a List

Commas are useful to separate items in a list. But what is a list? List is nothing but a series of names or items. As a rule, commas are needed where you have more than 2 items in a list.

I bought apples and bananas at the store. *[Here, you don't need any commas as there are only 2 items]*

**I bought apples and bananas at the store.**

*Here, you don't need any commas as there are only 2 items! Lucky!*

**I bought apples, bananas and oranges at the store.**

*Here, you need one comma as there are 3 items.*

**I bought apples, bananas, mangoes and oranges at the store.**

*Here, you need two commas as there are 4 items.*

**Top Tip**

Do not need to put a comma between the last two items in the list.

Let's see a few more examples:

**She enjoys reading, writing and hiking in her free time.**

**Running, skipping, jumping or loud noises are not allowed here.**

**Did you know?**

*In American English, it is OK to put a comma even between the last 2 items when there are more than 2 items. Beware of this!! This would be wrong for 11+ Exams.*

*"The team consists of John, Sarah, Mark, and Lisa."*

## Use of comma in speech marks

Use of commas in speech marks is a very common 11+ SPAG question. Make sure you really understand this. The good news is that it is very easy (once you understand, that is). The bad news is that it is easy to miss these due to over-confidence. ☺

There are 3 rules here, which I can think of.

**Rule #1**

**If the speech marks appears at end of the main sentence, then put a comma before the speech mark begins.**

He said, "Please don't wait for me."

Rule #1.1: It is important to put this **comma before the speech mark begins**.

Rule #1.2: **The sentence inside the speech marks** should be treated as a separate sentence, and hence **needs to begin with a capital letter** (this is a very important point, can you remember this?).

Rule #1.3: As the main sentence ends with a speech mark, the full-stop (or question mark or exclamation mark) should be inside the speech mark. Of course, you have known this for the last 98 years, but sometimes I have seen some adults who put a full stop after the speech mark. Can you believe it? Me neither!

**Rule #2**

**If the speech marks appears in the beginning of the main sentence, then put a comma before the speech mark ends.**

"Please don't wait for me," he said.

Rule #2.1: It is important to **put this comma <u>just before</u> the speech mark <u>ends</u>**. Note, the comma replaces only the full stop, and not any question mark or exclamation mark.

Rule #2.2: The main sentence should continue with small case letter – *he said* - (even if the sentence inside the speech marks ends with a question mark or exclamation mark).

"Will you come to the party?" <u>h</u>e said.

If you thought this was too much, then please don't turn over the page to see rule #3. ☺

11+ Vocab

*Maths series*

# 11+ MATHS
## MUST KNOW TOPICS

# Book 3

*Maths – Must Know Topics!*

**Fractions**
**(4 operators)**
**Mixed Fractions**
**Fraction comparison**
**Decimal to Fractions**
**Percentages to Fractions**
**Worded Problems**

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## Fraction comparison – which one is bigger when Numerators are same?

For 11+ exams, it is important that you know how to determine if one fraction is bigger or smaller than the other. Let's see some examples on this topic.

$\frac{1}{3}$ or $\frac{1}{4}$

**Which one is bigger?**

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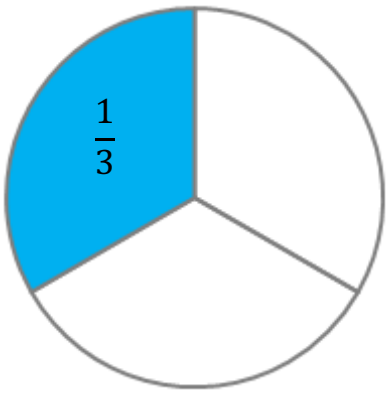
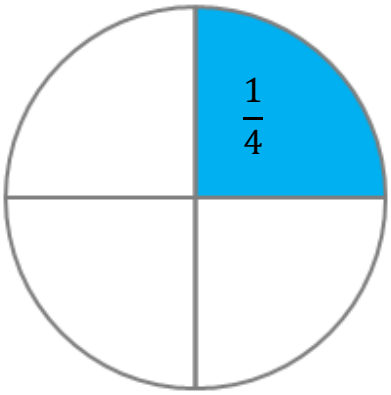
When comparing fractions, sometimes it is easier to imagine it in terms of a share you would get from one whole pizza. Is $\frac{1}{3}$ of a pizza bigger or $\frac{1}{4}$ ?

Sometimes elder siblings may try to play this trick on you, that 4 is bigger than 3 and I am giving you ¼ of the pizza. Don't fall for it (although you can always try this trick on your younger sibling!).

When it comes to fractions, the thumb rule is, **bigger the denominator smaller the fraction. This is true as long as the numerators are same**.




It is now easier to see that $\frac{1}{3}$ is bigger than $\frac{1}{4}$ .

**When the numerators are same, then bigger the denominator smaller is the fraction.**

$\frac{1}{3}$ **is bigger than** $\frac{1}{4}$ .

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### Comparing fractions with decimals, percentages and other fractions

You can expect to see questions where multiple fractions, decimals and percentages are given and you are asked to find the smallest value or biggest value (or to make matter crueller, some practise papers may ask for the 2nd highest value!)

**Which is the smallest value?**

$0.2 \quad \frac{1}{7} \quad \frac{2}{13} \quad 18\% \quad \frac{3}{14}$

The way to approach this is, target two items and eliminate one of them. Keep doing this until only one item is left.

**0.2 or 18% which one is smaller?**

We know 18% = 18/100 = 0.18

Comparing 0.2 and 0.18, we know we have to add zeros to make it same number of decimals. So, 0.20 or 0.18? Now we can see 0.18 is smaller. So, 0.2 can be struck off.

**Which is the smallest value?**

~~$0.2$~~ $\frac{1}{7} \quad \frac{2}{13} \quad 18\% \quad \frac{3}{14}$

**Next, we can compare $\frac{1}{7}$ and $\frac{3}{14}$** *(as it is easy to make the denominator same to compare)*

We can easily see that $\frac{1}{7}$ is same as $\frac{2}{14}$.

We know $\frac{2}{14}$ is smaller than $\frac{3}{14}$. So, we can discard $\frac{3}{14}$.

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**Which is the smallest value?**

~~$0.2$~~ $\frac{1}{7} \quad \frac{2}{13} \quad 18\% \quad$ ~~$\frac{3}{14}$~~

Next, we can compare the two fractions left.

**Which is smaller $\frac{1}{7}$ or $\frac{2}{13}$?**

## Fraction addition – Denominators are not same

When denominators are not the same, then your aim should be to make the denominator the same. Simple, isn't it? Well, a bit easier to say then actually doing it. Luckily, my role is to just say, and your role is to do. ☺

In fraction comparison, we already saw how to use LCM. So, the good thing is you already have some experience using LCM. Let's see one example in action.

$$\frac{1}{4} + \frac{2}{3}$$

**STEP 1:** Find the LCM. In this case the LCM is 12

**STEP 2:** Convert each fraction to have LCM i.e., 12, as the denominator and then just add.

$$\frac{1 \times 3}{4 \times 3} + \frac{2 \times 4}{3 \times 4}$$

$$= \frac{3}{12} + \frac{8}{12}$$

$$= \frac{11}{12}$$

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Let's do one more example:

$$\frac{3}{4} + \frac{2}{3}$$

**STEP 1:** Find the LCM. In this case the LCM is 12

**STEP 2:** Convert each fraction to have LCM as the denominator and then just add.

$$\frac{3 \times 3}{4 \times 3} + \frac{2 \times 4}{3 \times 4}$$

$$= \frac{9}{12} + \frac{8}{12}$$

$$= \frac{17}{12}$$

Oops! Top heavy fraction, so write answer as a mixed fraction

$$= 1\frac{5}{12}$$

## Mixed Fraction – Multiplication (what not to do!)

Mixed Fractions multiplication is easy but requires a different technique. **The techniques that helped us in Mixed Fraction addition and subtraction will not work for multiplication**. Yes, you read that right!

Let's pretend we didn't read the above paragraph and try to use all our (over) smartness to use the same technique.

### What not to do!

$$3\frac{1}{2} \quad x \quad 3\frac{1}{2}$$

Multiply the numbers and fractions separately.

$3 \times 3 = 9$, and $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

Never do this!

$$= 9\frac{1}{4}$$

Let's check our answer:

We know $3\frac{1}{2} = 3.5$. Using a calculator we see that $3.5 \times 3.5 = 12.25$

i.e., the correct answer is $12\frac{1}{4}$ but how to get this answer? Read on!

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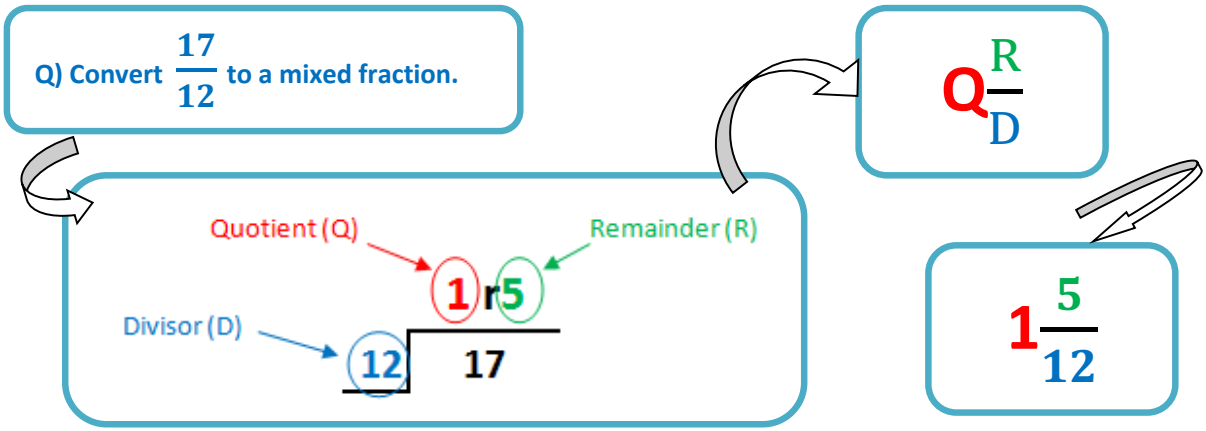
Before we embark on our mission to find out how to do multiplication of Mixed Fractions, there is one small important thing to learn. So, let's take a detour to learn that first.

### Converting Mixed Fractions to Top Heavy Fractions

So far in the book, we learnt how to convert Top Heavy Fractions to Mixed Fractions. Now we have to somehow reverse engineer that method to do the opposite. First let's refresh our memory from past life on how to convert top heavy fraction to a mixed fraction.