



BROAD HORIZON
— TUITION CENTRE —

11+ Tuition

Year 4

Progress Test 1

Name: _____

Date: _____

Total: _____ **/122** **%**

Pass mark is 65% 80/122

Contents

Maths Section.....	4
Multiplying and Dividing Numbers by 10 and 100	4
Column Multiplication.....	5
Division – Bus Stop Method	6
Rounding	7
BIDMAS – Order of Operations	8
Comprehension.....	9
Verbal Reasoning.....	10
GL Techniques	12
Non-Verbal Reasoning.....	14
Rotation.....	14
Reflection.....	15
Layering.....	16
Vocabulary Test	17

Overview of Your Scores

		%
x/÷ by 10 and 100	/ 10 marks	
Multiplication	/ 6 marks	
Short Division	/ 6 marks	
Rounding	/ 20 marks	
BIDMAS	/ 5 marks	

Maths Total	/ 47 marks	
Comprehension	/ 10 marks	
Verbal Techniques	/ 13 marks	
Non-Verbal	/12 marks	
Vocabulary	/ 40 marks	
TOTAL =	/ 122	

Maths Section

Multiplying and Dividing Numbers by 10 and 100

1) $4.6 \div 10 =$

2) $150 \div 100 =$

3) $34.8 \div 10 =$

4) $17 \div 10 =$

5) $2 \div 100 =$

6) $150 \times 10 =$

7) $24.5 \times 100 =$

8) $63 \times 100 =$

9) $0.05 \times 10 =$

10) $0.1 \times 100 =$

(10 marks)

Column Multiplication

1)						2)						3)				
	2	3	4				6	7	8				3	7	6	0
×			5			×			9			×				8
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
4)						5)						6)				
		8	6	1				7	5	2			2	3	6	5
×			4	3		×			6	8		×			3	4
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				
_____						_____						_____				

(6 marks)

Rounding

Round the following numbers to the nearest **10**

1)	13	
2)	18	
3)	134	
4)	372	
5)	5253	

Round the following numbers to the nearest **100**

6)	145	
7)	181	
8)	350	
9)	1054	
10)	8728	

Round the following numbers to the nearest **1000**

11)	1978	
12)	6500	
13)	13,483	
14)	123,436	
15)	999,501	

Round the following numbers to **1 decimal place**

16)	5.03	
17)	7.55	
18)	12.09	
19)	44.347	
20)	49.253	

(20 marks)

BIDMAS – Order of Operations

1) $(13 + 35) \div (-3 + 5)$

2) $(13 - 5) + 12 \div 2$

3) $(13 + 2) + 18 \div 2$

4) $(10 + 43 - 5) \div 24$

5) $(12 + 2) \times 14 - 5$

(5 marks)

Comprehension

Our activity trip

Last weekend we went for an activity weekend at the Wyefield Activity Centre. There were two classes from our school, and two from Highpark Junior. I shared a room with Sharon and Jane and two girls from Highpark, Susie and Beth. I was a bit worried about sharing with girls I didn't know but we soon got on fine.

On Friday we went to the mining museum and saw how they used to mine coal there. It was so dark and spooky in the mine. After a picnic lunch we went canoeing on the Wye. We were shown how to paddle and given lifejackets, then we set off in the rain! It was good fun, but hard work. At first we just went round in circles, then we got the hang of it, but I was glad to see the minibus. Mike and Imran were best at canoeing. Susie and Beth had to be towed by Mr Thompson.

Supper was pretty good then we watched a DVD. We stayed up talking in bed really late, until Mrs Wiggins came round and told us off! I was pretty tired the next morning. Still the morning trip to the leisure centre was amazing. The water slides were the best ever. The double flume was amazing, like shooting the rapids in a real river. You swooshed down incredibly fast. I must have gone down a dozen times.

I must admit I was a bit tired out for the last part of the trip, the survey of Wentbury Castle. The castle was right on the top of the hill, surrounded by a deep ditch. Some of the walls were a bit bashed down but most of it was still there. Not bad, as it was built in the Middle Ages! You could imagine knights clanking over the drawbridge in their armour. I hope they had good fires. It was cold and windy and the rain pelted down just before we got onto the bus again. It was a great two days but I was really glad to be home again. The best bit was the leisure centre. The worst was the rain. Thank goodness we had our wellies and macs!

Bryony Phillips, Lowbury Junior School

5

10

15

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25

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35

Now answer these questions

1) Where did the children go for their activity weekend?

- A) Wentbury Castle
- B) The Leisure Centre
- C) Highpark Junior School
- D) Wyefield Activity Centre

2) Who did the writer share a room with?

- A) Sharon, Jane, Susie, and Beth
- B) Mike, Imran, and Susie
- C) Mr Thompson and Mrs Wiggins
- D) Jane, Mike, and Imran

3) What was the first activity they did on Friday?

- A) Watching a DVD
- B) Visiting the leisure centre
- C) Going to the mining museum
- D) Canoeing

4) How did the writer describe the mine?

- A) Bright and exciting
- B) Dark and spooky
- C) Cold and noisy
- D) Hot and crowded

5) What happened at first when they went canoeing?

- A) They went really fast
- B) They just went round in circles
- C) They fell in the water
- D) They didn't enjoy it

6) Who had to be towed by Mr Thompson?

- A) Susie and Beth
- B) Sharon and Jane
- C) Mike and Imran
- D) The writer and Imran

7) What did they do in the evening after supper?

- A) Played board games
- B) Watched a DVD
- C) Read books
- D) Went for a walk

8) What was the writer's favourite part of the trip?

- A) The castle visit
- B) The leisure centre
- C) Canoeing on the Wye
- D) The mining museum

9) What was the worst part of the trip?

- A) The food
- B) Missing home
- C) The rain
- D) The bus journey

10) What helped them deal with the rain?

- A) Umbrellas
- B) Fireplaces
- C) The minibus
- D) Wellies and macs

(10 marks)

Verbal Reasoning

GL Techniques

Type 1:

Underline the TWO words which should change places with each other in order to make sense of the following sentences. Here is an example:

The mat sat on the cat.

- 1) At books I keep my school in my desk.
- 2) My Sally is called dog.
- 3) Four added to three makes one.

Type 2:

In each of the following, there is the SAME connection between the word outside each set of brackets and one word inside each set of brackets. You must find this same connection and underline the two words, one from each set of brackets. For Example:

Car is to (road, wheel, garage) as barge is to (coal, lock, canal)

- 4) Yacht is to (sail, sea, crew) as aeroplane is to (pilot, sky, airport)
- 5) Train is to (station, track, platform) as car is to
(motorway, driver, passenger)
- 6) Dog is to (bone, paw, bark) as horse is to (saddle, rider, hoof)

Type 3:

One letter from the word on the left-hand side must be taken and placed into or added to the word on the right-hand side so that TWO new and proper words are formed which are correctly spelt. All the other letters must remain in the same position. For Example:

B A T H and T E N become (B A T) and (T H E N)
 ^ ^

- 7) F A T E and T U B become (_____) and (_____)
 8) T O R N and T I P become (_____) and (_____)
 9) N E A T and M E T become (_____) and (_____)

Type 4:

A word on the left-hand side will join together with a word on the right-hand side to form a completely new and proper word. The word on the left-hand side always begins this new word. Underline the two words, one from each group. For Example:

tar / won / ton : get / in / low

- 10) in / on / round : come / go / out
 11) power / move / go : full / less / let
 12) a / if / now : way / on / gone
 13) pass / won / win : in / out / age

(13 marks)

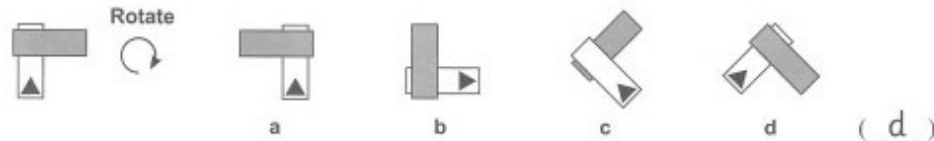
Non-Verbal Reasoning

Rotation

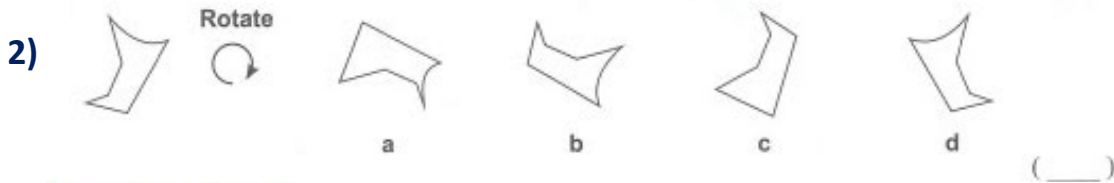
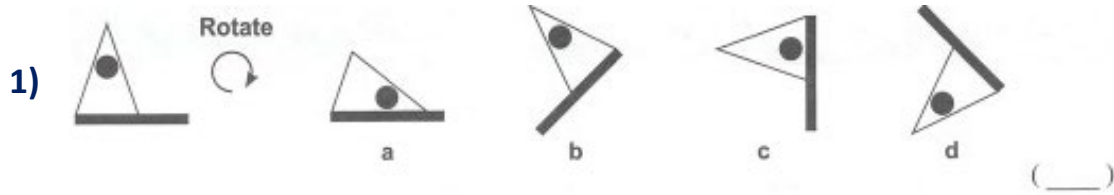
Rotate the Figure

Work out which option would look like the figure on the left if it was rotated.

Example:



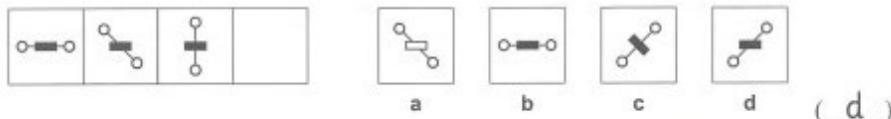
The figure has been rotated 45 degrees clockwise.



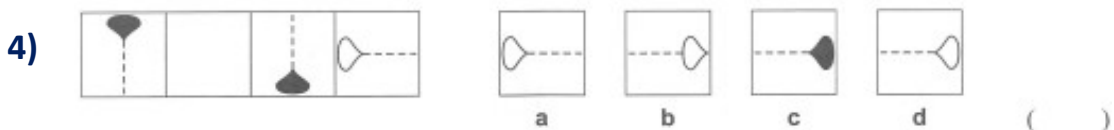
Complete the Series

Work out which of the options best fits in place of the missing square in the series.

Example:



In each series square, the line rotates 45 degrees clockwise. (The black rectangle does not change.)



Reflection

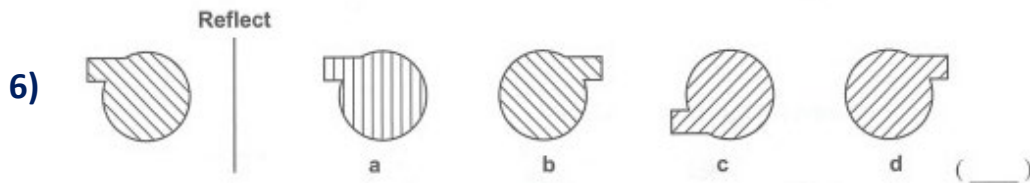
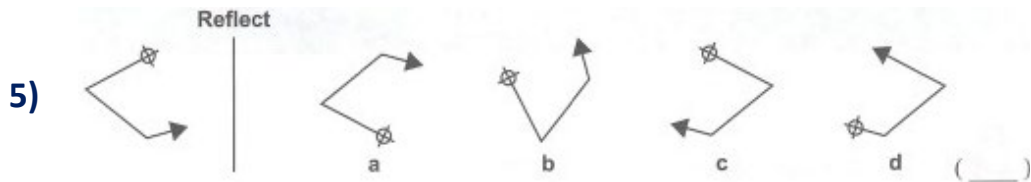
Reflect the Figure

Work out which option would look like the figure on the left if it was reflected over the line.

Example:



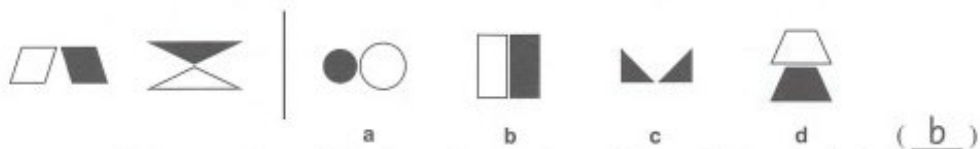
Options A, C and D are rotations instead of reflections.



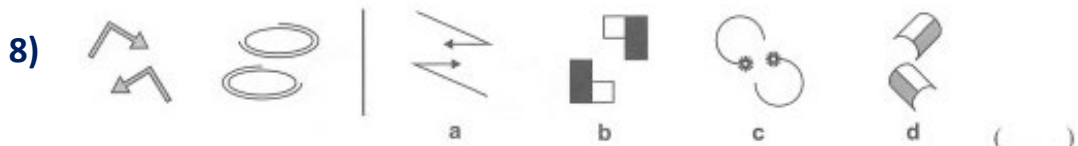
Find the Figure Like the First Two

Work out which option is most like the two figures on the left.

Example:



All figures must have a black shape and a white shape which are reflections of each other.



Layering

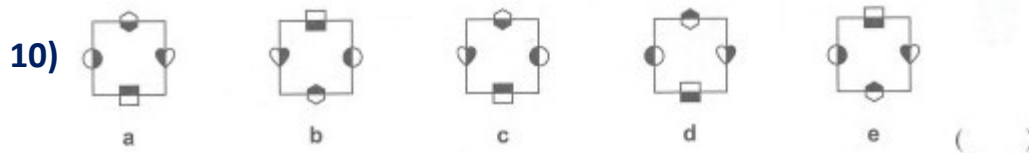
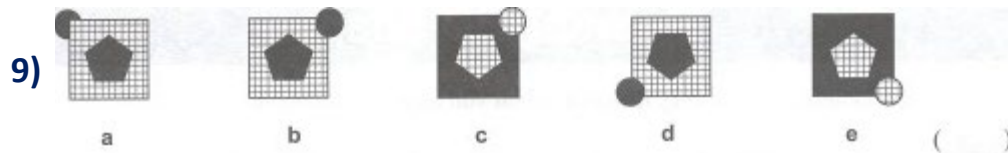
Odd One Out

Find the figure in each row that is most unlike the other figures.

Example:



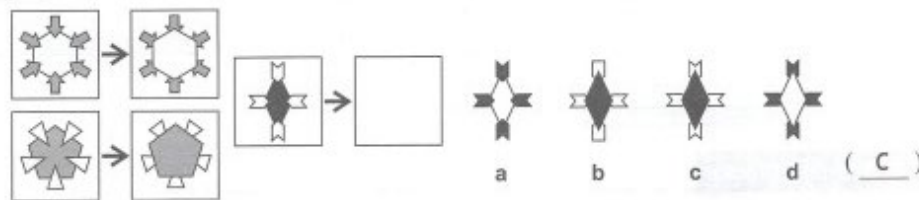
In all the other figures, the black shape is at the front.



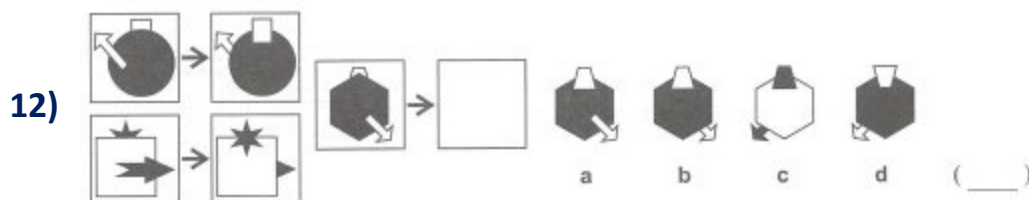
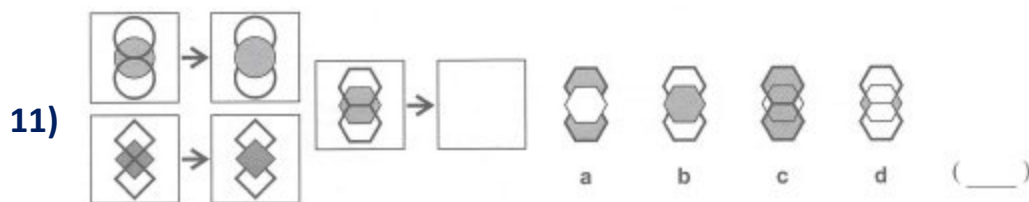
Complete the Pair

Look at how the first two figures are changed, and then work out which option would look like the third figure if you changed it in the same way.

Example:



The arrows move to the back of the figure and the central shape moves to the front.



(12 marks)

Vocabulary Test

Write the **definition** for each word. (2 marks for each word)

1) Demonstrate	
2) Imagine	
3) Foggy	
4) Invert	
5) Machinery	
6) Advise	
7) Safeguard	

Write a **sentence** for each word. (2 marks for each word)

1) Reunite	
2) Aerial	
3) Operate	
4) Courageous	
5) Initiate	
6) Itinerary	
7) Reluctant	

Pick a missing word to fill each sentence. (2 marks for each word)

1) Mark was going to be late for his dinner but he had nobut to stay until the end of the meeting.

a: effective

b: alternative

c: reluctant

2) The lazy pupil had a very approach to his homework.

a: casual

b: maintain

c: effective

3) It would be to expect a tortoise to win a race against a hare.

a: ridiculous

b: permanent

c: accept

4) My brother was so late home that my mum had to him about where he had been.

a: interrogate

b: leisure

c: misuse

5) In the winter, ice can wreak on the roads.

a: fossil

b: havoc

c: interrogate

6) We saw Picasso's 'Guernica' at the gallery and it was incredibly striking.

a: ground

b: misuse

c: masterpiece

END OF ASSESSMENT**(40 marks)**