Bucks Test-style 11+ Practice Paper 3

English · Verbal Reasoning · Analogies · Odd One Out and Analogies · Nets, Folds and Layers · Turns and Flips · Mathematics

SAMPLE

Name _____ **Date** _____

Instructions

- Do not open this booklet until you are told to.
- Mark every answer on the separate answer sheet. Rough working can go in this booklet.
- Each section has its own time limit. Stop when you are told to, even if you have not finished.
- Each type of question starts with a worked example, except the questions about the reading passage. Read it carefully.
- Work as quickly and carefully as you can. If a question is too hard, mark your best guess and move on. Come back to it if you have time.

What is in this paper

Section	Questions	Time
Part 1 · English	1 to 24	25 minutes
Part 1 · Verbal Reasoning	25 to 54	20 minutes
Part 2 · Analogies	55 to 62	5 minutes
Part 2 · Odd One Out and Analogies	63 to 70	5 minutes
Part 2 · Nets, Folds and Layers	71 to 78	5 minutes
Part 2 · Turns and Flips	79 to 86	5 minutes
Part 2 · Mathematics	87 to 111	25 minutes

Do not turn over until you are told to do so

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Before you start: notes for the adult

Each section of this paper is timed, at about the pace of the real test, so your child can practise working at the right speed. The real test may split its time differently, because not every section timing is published. You will need:

- this question booklet, and the answer sheet printed separately,
- a pencil and an eraser,
- a clock or timer that you control.

Running the paper. Read each worked example with your child before you start the clock for that section. Then give the time shown at the top of the section. When the time is up, say "Stop", even if the section is not finished. A short break between sections is fine.

Marking. Use the answer key on the first page of the solutions booklet. Each correct answer scores one mark. Then read the worked solutions together for every question your child got wrong or guessed.

What to practise next. The solutions booklet ends with a list of the skills in each section. Practise them with the three 11+ Workbooks that come free with this paper, and with the free Smart Cub videos and exercises.

Tips for you, the test taker

- Read every question carefully, all the way to the end.
- Look at every answer choice before you choose one.
- Mark your answer next to the right question number on the answer sheet.
- If you are stuck, make your best guess, mark it, and move on. Come back to it if you have time.

SAMPLE

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PART 1: VERBAL SKILLS

Section 1: English

25 minutes | Questions 1 to 24

Read the passage carefully. Then answer the questions. You can look back at the passage as often as you like.

The Great Stink of London

This article explains why the River Thames became dreadfully smelly in the summer of 1858 and how engineers solved the problem.

In the summer of 1858, the people of London discovered that their great river had become almost impossible to bear. For several weeks the weather was baking hot, and the River Thames, which wound through the middle of the city, began to give off a smell so foul that it became known as the Great Stink. Handkerchiefs soaked in perfume were pressed to noses, and windows along the riverbank were kept firmly shut.

The cause was simple but shocking. London was then the biggest city in the world, with millions of people packed into its streets. Most homes had no proper way to carry away waste, so it drained through pipes and ditches straight into the river. The same river also supplied much of the city's drinking water. In the heat, the sluggish brown water barely moved, and the waste in it began to rot. The smell crept through the streets like an unwelcome guest that refused to leave.

Parliament's meeting rooms stood right beside the river, so the politicians who worked there could not escape. Curtains were soaked in chemicals to keep the stench out, but they did little good. Newspapers poked fun at the situation, yet the politicians were suddenly far more interested in the problem than they had ever been before. Some of them cut their meetings short and hurried out of the building.

At that time, most people believed that illness was spread by bad air, which they called miasma. Smelly air, they thought, carried sickness from place to place. This idea was wrong. We now know that diseases such as cholera are spread by tiny living things called germs, which can lurk in dirty drinking water. A doctor named John Snow had suggested this a few years earlier, but few people believed him. Strangely, the mistaken belief about air still did some good: it frightened Parliament into action, and so it led to the right solution by accident.

The job was given to an engineer called Joseph Bazalgette. His plan was enormous. Instead of letting waste flow into the Thames in the middle of the city, he would build a web of huge sewers under the streets to catch it and carry it eastwards, many miles downstream, away from the crowds. Over about ten years, workers dug deep tunnels and lined them with hundreds of millions of bricks. Pumping stations with giant steam engines lifted the waste so that it could keep flowing. Some of these buildings were so grand that they looked like palaces.

The new sewers needed room, so the engineers built tall stone embankments along the edge of the river, claiming strips of muddy shore from the water. The sewers were tucked inside the embankments, and on top of them went new roads and gardens. The Thames became cleaner, and the terrible outbreaks of cholera stopped. Today, people stroll along the riverside without knowing that a hidden system still works beneath their feet. It was one of the most remarkable feats of engineering of its age.

SAMPLE

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Questions about The Great Stink of London

1 According to the first paragraph, what was the weather like when the Great Stink happened?

- **A** Hot for several weeks
- **B** Wet and stormy for several weeks
- **C** Freezing cold for several weeks
- **D** Foggy for several weeks

2 In the second paragraph, the river is described as “the sluggish brown water” (line 11). What does “sluggish” mean here?

- **A** Flowing very fast
- **B** Moving slowly
- **C** Quite shallow
- **D** Sparkling in the sun

3 How did waste from most homes end up in the Thames?

- **A** Workers threw it from the bridges
- **B** Rain washed it down from the fields
- **C** It drained through pipes and ditches into the river
- **D** Boats carried it out and tipped it in

4 The writer says the smell was “like an unwelcome guest that refused to leave” (lines 12 to 13). What does this comparison show?

- **A** The smell only came at night
- **B** The smell was quiet and easy to ignore
- **C** People were pleased to have visitors
- **D** The smell was unwanted and hard to get rid of

5 Why did the politicians suddenly care about the problem?

- **A** The smell reached the building where they worked
- **B** Newspapers told them how to fix it
- **C** They had read John Snow’s ideas about germs
- **D** They wanted to cut their meetings short

6 What did people in 1858 mean by “miasma”?

- **A** A tiny living thing in water
- **B** Bad air that was thought to spread illness
- **C** A strong chemical for curtains
- **D** A name for the river’s smell in summer

SAMPLE

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