

# 11 Plus Vocabulary and Verbal Reasoning

## Boost Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

### Who should be doing it?

- The course is designed to enhance the vocabulary of any 11 plus pupil, but particularly for pupils doing a CEM 11 Plus test. It 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. **Vocabulary development happens at home it NEVER happens effectively in the classroom.**
- For CEM pupils the course includes full structured verbal reasoning preparation including timed tests.

### Why is vocabulary development so important?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills.
- Vocabulary is the single most important area.
- Children without a strong vocabulary cannot do well in CEM Verbal Reasoning Tests.

### How does this course differ from using books?

- Fully structured and planned so you know you'll cover the topic properly in the time available.
  - *Books tend to just scratch the surface of topics or are so specialised you'd need to buy several books to cover the ground properly. (It's also difficult to know which book to buy).*
- Includes: active learning exercises, tests to make sure learning has happened revision exercises, every CEM verbal reasoning question type and timed tests.
  - *Books tend to just include tests with each word being exposed only once. Children simply cannot develop the depth of knowledge they'll need by using tests alone.*
  - *CEM verbal reasoning books don't include a focus on vocabulary development which is essential for a good result.*

# 11 Plus Vocabulary and Verbal Reasoning

## Boost Course Preview

- This course includes, within its structure, the method of developing vocabulary properly through a range of activities. We encourage children to read, to develop personal word lists, to build their own bespoke vocabulary for on-going revision. The course includes full verbal reasoning technique explanations.
  - *Books essentially just include tests and unless you go through a full, well planned, process little development will happen.*

### Who is this course right for?

Vocabulary and Verbal Reasoning Enhance	20 parts	15 - 30 weeks
Vocabulary and Verbal Reasoning Boost	10 parts	6 - 15 weeks

So this Vocabulary and Verbal Reasoning Boost Course (10 parts) could be started with anything from 6 - 15 weeks to go until the exam.

- Some parents successfully use this course to give an additional boost over the summer holidays before the 11 Plus exam.
- Where you have longer to go than 15 weeks please also consider the 20 part Vocabulary and Verbal Reasoning Enhance course as it covers more ground.
- If you have less than 6 weeks to go please do try the Vocabulary and Verbal Reasoning Boost course but be aware that it covers roughly 200 pages in total. Work will need to be intensive.

### Verbal Reasoning

- We cover all known CEM question types.
- We help to ensure knowledge is flexible so that children can cope if questions change (which can happen).
- We provide plenty of sample questions to ensure knowledge is secure plus full timed test papers.
- All answers are provided.

### What does the Vocabulary and Verbal Reasoning Boost preview show?

**N.B. Each part of the course includes between 17 - 24 items of work. This preview is 25 pages long to give you a full flavour of the type of work delivered during the course.**

**SCROLL DOWN TO SEE COURSE EXAMPLES**



## Have you revised your personal words from the last section?

### Vocabulary and Verbal Reasoning Boost - Part 3

In this section are your third batch of synonyms and two batches of opposites all with match-up tests. Remember that frequency helps embed these words. Say them out loud, write them out.



- 1. Reading:** Are you enjoying reading every day... Please make sure you read for at least half an hour each reading text to do in addition.
- 2. Your Personal Words List:** every week? Your vocabulary words you are not yet sure of reading or listening.
- 3. Synonyms 3:** Your third batch of synonyms. Use the Look, Cover, Write, Check method. **comprehend** and **countenance**.
- 4. Synonyms Match-Up Test:** You have learnt these words. A match-up test to see how well you have learnt more thoroughly.
- 5. Words from Past Papers:** You have seen these words before. If you are not sure of them, write them down. This time words include **moderate** and **admission**.
- 6. Opposites 3:** Your third batch of opposites. This section includes words such as **condemn** and **contract**. When you think you have really learnt the words please wait a couple of days and then test yourself again to make sure the words have really sunk in.
- 7. Opposites Match-Up Test:** Only do this simple test if you have learnt these words. Any mistakes or hesitancy in your test means you have not learnt more thoroughly.
- 8. Homophones:** Homophones are words which **SOUND** the same but are different. Remember to use the personal words list to note down any that are new and that you were not sure of.

#### Front Sheets

*These sheets come at the front of every part of the course. They let you know what is included in each part of the course.*

*We let you know when to approach each activity and why it is important.*

Also given you a paired

your personal words list you do not note down and yourself through

learn these words using includes words such as

a few days after you indicate they could be

appear in published tests for your personal words list.

*The whole course is planned for you with revision built in.*



9. **Homographs:** Can you think of two meanings for the word **flutter**. Do the exercise to check your understanding of these words. Learn any you didn't get.
10. **Opposites 4:** Your fourth batch of opposites. Please learn these words using the Look, Cover, Write, Check method. This section includes words such as **entrance** and **fair-play**.
11. **Opposites Match-Up Test:** Only do this simple test a few days after you have learnt these words. Any mistakes or hesitancy will indicate they could be learnt more thoroughly.
12. **Homographs:** Can you think of two meanings for the word **ground**. Do the exercise to check your understanding of these words. Learn any you didn't get.
13. **Synonyms Revision:** This section is in the format of a cloze test. You are to use your personal words list to complete the sentences. You are to use words you learnt last time if you are not sure of to increase frequency.
14. **Paired Reading: Robins:** This section is an excerpt for you from the book. We have produced an audio recording of it together using the instructions we gave you. You are to note down any words you didn't know in your personal words list.
15. **More Difficult Opposites:** Remember these sheets are not a test, they are a learning exercise. We expect children will need to do further work on at least 50% of these words on average. Use your personal words list to help you.

**Front Sheets  
continued**  
*You can expect  
around 17-24  
individual activities  
focusing on different  
areas of learning in  
each part of the  
course.*

*The course includes  
both vocabulary and  
specific CEM  
question type  
development.*

**CEM Verbal Reasoning**

**CEM Question type 6: Shuffled Sentences**

16. **Shuffled Sentences Introduction:** Read the guidance before doing any questions.
17. **10 Shuffled Sentences:** Complete the 10 questions.

**CEM Questions type Revision**

18. **Shuffled Sentences:** Complete the test.
19. **Alternative word CLOZE:** Complete the 5 sections

- 20. **Opposites:** Complete the two sets
- 21. **Synonyms:** Complete the two sets
- 22. **Comprehension - The Great Wall** questions.
- 23. **CLOZE Comprehension:** Complete

**Front Sheets  
continued**  
*We focus on every known CEM question type in this course.*  
*We go through technique, provide examples questions, regularly revise questions and then provide timed tests*

answer the

- 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.**

# 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 weekly vocabulary sheet.

quench	flourish	submit	release
pr	<b>Words from past papers</b>		ambition
merc	This series looks at		digest
	hundreds of challenging		permit
	words which have come		tenant
	up in past 11 plus papers		ordeal
	or in papers produced by		
	publishers.		

1. He need \_\_\_\_\_
2. She gain \_\_\_\_\_
3. He was \_\_\_\_\_
4. The \_\_\_\_\_ was shocking.
5. The popular \_\_\_\_\_ song.
6. Peter tried to \_\_\_\_\_ his younger sisters.
7. The criminal begged for \_\_\_\_\_.
8. No matter how much water she drank, she could not \_\_\_\_\_.
9. She went to \_\_\_\_\_ her application for the job.

*Children will know some of these words but many will be new. Some of the words might seem extreme but they are reflective of the papers children will face.*

*We use a similar CLOZE format to the one children will find in their CEM 11 Plus exam.*

10. He began \_\_\_\_\_ he got older.
11. The accident \_\_\_\_\_.
12. He \_\_\_\_\_
13. She determined \_\_\_\_\_ to win by training four times a week.
14. He took \_\_\_\_\_ information.
15. She had \_\_\_\_\_ house.

**Marks /15**

# 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 develops 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)
---------------------------------------	---	---

## Personal Words List

*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.*

*There is little point in embarking on any vocabulary enhancement exercise without using personal words lists like these. All vocabulary books fail in this regard. .*

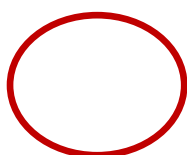


# Synonyms

FOLD

Harder Word		Easier Word
abandon	<p><b>Synonyms</b></p> <p><i>We use these sheets to ask children to learn their synonyms. These sheets actively ask children to learn words, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i></p>	leave
abridge		shorten
abound		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate	<p><i>We cover over 1000 synonyms during the course. Children will know some of them but be less familiar with or not know others.</i></p>	
aggressive		
aid		
ally		
altitude		height
amazement		wonder
amiable	<p><i>They are encouraged to make a note of less familiar words in their personal words list.</i></p>	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
<p><b>Synonyms match-up</b></p> <p>A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.</p>		austere	catastrophe
		avaricious	cautious
		bombard	cease
career		<p>We ask children to wait a few days because the delay will reveal how well the learning activity was completed. Any words they get wrong should be added to their personal words list so that they see it with greater frequency.</p>	
clothes			
disaster			
dressed			
drinks			
expect			
gathering			
ghost			
greedy			
haughty			
help			
impulse	<p>The vast majority of vocabulary books only expose children to each word once so there's little chance that they will actually learn the words properly.</p>		
name			
pelt			
sever			
stop			
surprise			
wide			
yearly			

# Synonyms Revision

You have already learnt these. Fill in the gaps to reveal the correct synonym.

expect ..... ant ..... p ..... e

**Synonyms Revision**

*In the following part of the course children will get this tough revision exercise which uses a similar CLOZE format seen in CEM 11 Plus tests. If they learnt the words properly previously then they should score highly.*

ghost                      app \_ \_ it \_ \_ \_

apart                      as \_ \_ d \_ r

dressed                      att \_ \_ r \_

greedy                      ava \_ \_ c \_ ous

disas                      *This revision exercise boosts frequency*

help                      *and helps children retain the word at*

surp                      *front of mind. It is revision activities*

name                      *like these which make all the*

cloth                      *difference and result in really good*

impu                      *outcomes.*

wide                      b \_ \_ \_ d

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.

<p><b>Reading</b></p> <p><i>We emphasise the need to read at every opportunity.</i></p>	<p>erson</p>
<p><b>Reading</b></p> <p><i>Reading helps children in very many ways but it is particularly important for vocabulary development.</i></p>	<p>agle s Naylor Wilder bn Burnett dler Warner</p>
<p><b>Reading</b></p> <p><i>It is unlikely that children who read for less than half an hour a day will reach their full potential.</i></p>	<p>chlan ks</p>
<p>The Giver James and the Giant Peach Little House in the Big Woods Roll of Thunder, Hear My Cry Stone Fox Number the Stars Mrs. Fris and the Rats of Nimh The Best Christmas Pageant Ever Matilda Tales of a Fourth Grade Nothing Ramona Quim, Age 8 The Trumpet of the Swan The Chronicles of Narnia The Phantom Tollbooth Tuck Everlasting Anne of Green Gables The Great Gilly Hopkins Little House books</p>	<p>Lois Lowry Roald Dahl Laura Ingalls Wilder Mildred D. Taylor John Reynolds Gardiner C. S. Lewis Norton Juster Natalie Babbitt Lucy Maud Montgomery Katherine Paterson Laura Ingalls Wilder</p>
<p><b>Reading</b></p> <p><i>There's little point in embarking on any 11 Plus preparation exercise unless children are reading every day, that's why we constantly remind you to do it.</i></p>	<p>ugh stein water Gannett sch George Speare Christopher Paul Curtis</p>



# 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

## Homophones

These are words which sound the same but have different meanings and they are spelt differently. We will expose children to over 400 of these words.

Children need to actively learn these words so that they become more familiar with this category.

Choose the correct words from the pair to complete these sentences:

1. A quadruped has \_\_\_\_\_ legs; two hind legs and two \_\_\_\_\_ legs. **four fore**

2. Cutlery is usually made \_\_\_\_\_

3. Queen Elizabeth is our \_\_\_\_\_

4. Chloe decided to \_\_\_\_\_

5. The miners dug a tunnel \_\_\_\_\_

6. Most people \_\_\_\_\_

7. Millions of people spread ~~an~~ over the world \_\_\_\_\_ for peace. **prey pray**

8. In the \_\_\_\_\_ the rider used the \_\_\_\_\_ to guide the horse along the muddy track. **rein rain**

9. She placed the rubbish in the \_\_\_\_\_ bin. **waist waste**

10. Her shirt was coming apart at the \_\_\_\_\_. **seam seem**

*Children who have not developed their skills in this area will struggle with Verbal Reasoning and with some literacy tests.*

**wait**

You should learn these off by heart.



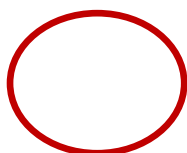
# Opposites

FOLD

Easy Words	
1. come	go
2. <b>Opposites</b>	
3. <i>These are similar sheets to our</i>	
4. <i>synonyms work. We ask children to</i>	
5. <i>learn these thoroughly over a few days.</i>	
6. <i>These opposites are a mix of easier</i>	
7. <i>words and more difficult words.</i>	
8. depart	arrive
Harder Words	
9. conceal	reveal
10. condemn	By including some easier words we help ensure everything is covered in a way that also helps boost confidence.
11. confined	
12. confirm	
13. contract	
14. coward	
15. damp	expand
16. defend	Children will cover over 1000 opposites during the course.
17. depend	
18. drunk	sober

Abroad

First attempt



Second attempt



# Opposites Match-up

Below you will see words from the opposites you have just learnt.  
Match each word from the box below with its opposite in the list below.

big	clever	bow	cheap
black	cold	bright	chubby
bottom	bitter	broad	coarse
<p><b>Opposites Match Up</b></p> <p><i>We ask children to only do these pages a few days after they have learnt the opposites.</i></p>		captive	
		captivity	
curs			
dirty			
dull			
expensive/dear			
free			
freedom			
hot			
narrow			
sell			
slim			
small			
smooth			
stern			
stupid			
sweet			
timid			
top			
white			

**Opposites Match Up**

*Their score will reveal how well they learnt the words first time round and may indicate further work is necessary.*

# Opposites 3 - Revision

You have learnt these harder words now do the following exercises.

What is the opposite of conceal? \_\_\_\_\_

What is the opposite of condemn? \_\_\_\_\_

What is the opposite of retract? \_\_\_\_\_

What is the opposite of retreat? \_\_\_\_\_

What is the opposite of retreat? \_\_\_\_\_

*In the following part of the*

*course we include*

*this opposites*

*revision exercise.*

The ~~opponent~~ was ~~three~~ metres.

The man was **drunk** when he left the pub.

Fill in the gaps on the right to find the opposite of the word in bold. **Opposites further revision**

defend a \_\_\_\_\_ k

admit d \_ \_ y

deep sh \_ \_ \_ ow

**SCORE:**

If you did **revision** *become more familiar.* **Opposites 3.**

**Opposites further revision**

*This aims to not only test whether children know each word but also extends their understanding of contextual meaning.*

# 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	ter draw duck
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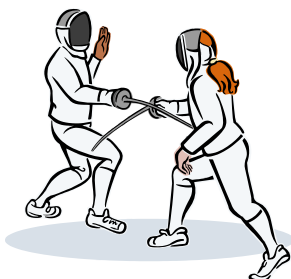
## Homographs

*These are words which have the same spelling but more than one meaning. We will cover over 400 of these words.*

*Children will be tested on these in their Verbal Reasoning and Literacy tests and it is essential that they broaden their knowledge of them.*

- Write in
- 1. He had to \_\_\_\_\_  
The \_\_\_\_\_
- 2. He tried to \_\_\_\_\_  
His leg was \_\_\_\_\_ it.
- 3. There was \_\_\_\_\_  
She wanted \_\_\_\_\_
- 4. He would \_\_\_\_\_  
He used his \_\_\_\_\_
- 5. The \_\_\_\_\_  
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 \_\_\_\_\_  
Her mother had wrapped \_\_\_\_\_
- 8. She tripped over the \_\_\_\_\_  
He liked to \_\_\_\_\_ his \_\_\_\_\_
- 9. We gripped our swords and \_\_\_\_\_  
The women stood talking \_\_\_\_\_
- 10. He liked a little \_\_\_\_\_ on the horses.  
She would always \_\_\_\_\_ her eyelashes to get what she wanted.

*By asking children to actually write out the words, learning tends to happen with greater effect than it does with tests alone.*



Fence





# More Difficult Opposites

Complete the word on the right so that it has the opposite meaning to the word on the left.

## More Difficult Opposites

*These sheets extend learning on opposites. The main opposites sheets cover all the basics, these more difficult words will really stretch children and it's likely that they will be writing out a number of these words into their personal words lists for on-going attention.*

AFFIRM

S \_ \_ \_ N

GULLIBLE

\_ A \_ Y

IRRATIONAL

C \_ H \_ \_ \_ NT

ALEERT

D \_ \_ \_ \_ Y

*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.**



## 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**

*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*

*Imagine. The  
climbing roses  
knew they were  
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 most beautiful and loveliest was that which had tendrils which made each other or at a far distance made lovely bridges now and Mary did not know how to climb them.

*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.*

and indeed it was

*We use specially selected excerpts from classic books for paired reading which should be enough for a twenty minute session of paired reading each time.*

## Questions

*The following words are all underlined in the text above:*

### **Paired reading vocabulary testing**

*At the end of each  
paired reading section  
we use these tests to  
draw out potentially  
new vocabulary.*

*These texts and the  
vocabulary in them  
really help children to  
develop and refine  
their comprehension  
skills as well as their  
vocabulary.*

Unpleasant  
Vanished  
Excessive  
Hectic  
Poignant  
Overwhelming  
Distinguish  
Exhilaration  
Extreme  
Immediately  
Frail

**-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

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 \_\_\_\_\_ .

# The History of Coal Mining in the UK

It is probable that the Romans used outcropping coal ('outcropping' means where the coal comes to the earth's surface or appears in exposed rock faces) when working iron or burning lime for building purposes. There is no mention of coal mining in the Domesday Book of 1086 though lead and iron mines are recorded. In the 13th century there are records of coal digging in Durham and Northumberland, Nottinghamshire and Derbyshire, Staffordshire, Lancashire, the Forest of Dean and North and South Wales. At this time coal was referred to as *sea cole*, a reference to coal found on the shore, washed up by the sea from cliffs or undersea. bell pits where coal was close to the surface have been found in Lancashire. lined shafts to 150 foot deep were used in the 17th century.

## Industrial Revolution

Coal production increased and gathered pace, as a fuel for the Watt steam engine. A key development of the 18th century, of coke which was used in the development of the steam engine.

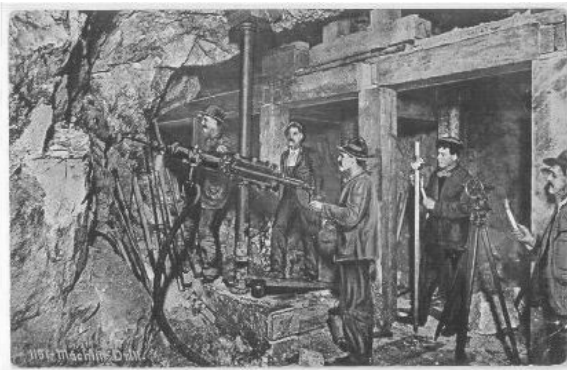
Coal consumption grew rapidly as the railway network expanded through the Victorian period. Coal was widely used for domestic heating owing to its low cost and widespread availability. The manufacture of coke also provided coal gas, which could be used for heating and lighting.

## Decline

By the 1960s, the coal industry was declining. In March 1968, the last pit in the Black Country closed and pit closures were a regular occurrence in many other areas. In the mid 1970s, 130 million tons of coal was being produced annually, but production started to fall below 100 million tons during the 1980s. Over the next twenty years numerous pit closures were announced as only the most economic could afford to stay in operation. By 1995 only 50 million tons of coal was produced. In January 2008 the last deep mine in South Wales closed when the coal was exhausted. Britain now has to import most of its coal.

## Comprehension Exercises

CEM Verbal Reasoning includes comprehension. We include a comprehension exercise in each and every part of the course.



# Shuffled Sentences



## How to approach these questions.

Shuffled sentences are simply sentences that have been jumbled up. Sometimes you will be asked to put them in the correct order. Sometimes a word will be added that doesn't belong in the sentence and you have to identify it.

### Technique

#### 1/ Look at the question

- Always write out the sentence.
- When children look at a shuffled sentence, e.g. house kennel kennel.

#### 2/ Identify the subject

- **WORK ACTIVELY** - Remember is to work actively. The best approach is to work actively. Remember that even if you have done some of these questions before you still have to click on the day and the best way of doing that is to work actively.
- **The best approach** - Identify the subject (look for nouns). If there are more than one list them. Let's take the jumbled sentence below as an example.

house for walked around dog the food looking

#### Subject

house  
dog  
food

#### Action

walked  
looking

#### Other

the  
around  
for  
the

We provide detailed technique guidance for each type, sample questions and ongoing practice throughout the course.

- Then identify action words (verbs) and list them.
- Then list the other words.
- Use a little trial and error. Imagine the sentence. How about **The house**? How about **The dog**? **The dog** seems most likely.
- Next try some options, **The dog walked**? **The dog looking**? **The dog walked around the house**? Keep trying options and you should get there. **The dog walked around the house looking for food.**

# Romulus and Remus



Fill in the gaps. This is a cloze type exercise

King Numitor was king of Alba Longa, but his wicked **b r \_ \_ \_ e r** Amulius seized the throne from him and **\_ i \_ \_ e d** the king's male **h \_ \_ r** birth to royal **t \_ \_ \_ s**, called Romulus. **s f o \_ \_ d** out, he had the babies **t i b e r** in a basket.

## CEM Practice and Questions

*Having shown the technique for each question type we then give specific practice questions for each individual type.*

He hoped that **h e** could **r e \_ \_ \_ n** ruler, but they were **-w**olf called Lupa who heard their **c r** with her own **m \_ \_ k** and **\_ s** they were found and **u s**, and his wife. The twins, **i \_ n \_ \_** **p r \_ \_ \_ d** to be taken in by **u s**, and his wife. The twins, **i \_ n \_ \_** **p r \_ \_ \_ d** to be natural leaders and they both **g \_ \_ \_ e d** many followers.

When they discovered the truth of their royal birth they **k i \_ \_ \_ d** Amulius and restored Numitor to his **r i n** **f \_ \_ l** throne. Rather than wait to inherit Alba Longa, the twins **n e w** city for themselves and their **f o \_ l \_ \_**

*This example is of CLOZE comprehension.*

While they were building the new city they **d** with each other about who **s h \_ \_** **l e d** Remus with a **h \_ \_ \_ y** stone. Romulus **t h e** city he named after himself - Rome.

*We do the same for shuffled sentences, synonyms, opposites, alternative word CLOZE and every other CEM Verbal Reasoning question type.*

Marks /

**Remember, to improve your cloze performance, improve your vocabulary through reading. Read for at least half an hour per day. Don't worry if you don't get 100%. No one will know every word.**

# Opposites Test

Some of these words will be new to you. Try to find as many as you can. This test includes two styles of question.

## Section 1

Fill in the blanks in the words on the left.

smart

mean

childish

diminish

lofty

**Question Type  
Revision**

*Once we have introduced each CEM question type we then revise them in each part of the course.*

opposite meaning to the word

l \_ \_ \_ y

## Section 2

Choose the word on the right which is most opposite in meaning to the word on the left.

perimeter

circuit

circumference

interior

border

queasy

ill

nauseous

well

happy

hesitant

particular

aggravated

*Ongoing revision is given for each and every CEM question type including: comprehension, shuffled sentences, synonyms, opposites, CLOZE comprehension, alternative word CLOZE*

decisive

proffered

solace

# Alternative Word Test

Circle the word that fits best with each sentence.

1. Since the weaker army **appeared** when a weaker army is defeated.

2. This type of **winner** is a winner.

*All Question Types Covered*  
*This is an alternative word test of the type CEM use. We cover every known CEM question type.*

3. People who **love** an extraordinary head for heights love the mountains.

4. The Hound of the Baskervilles is **introduced** in the detective Sherlock Holmes.

*Once each type has been introduced it is then revised in each part of the course.*

5. Mary looked at the chipped **piece** of stone and wondered if she could glue it back on.



# Compound Word Puzzle

Compound words do not have to be traditional e.g. **black** and **board** - **blackboard**, but can sometimes have an unrelated meaning by themselves.

Often you find ten poppies of

Find ten (once.) Write spellings in

pepper

**Development of thinking skills**

*Because CEM Verbal Reasoning can change at any time without notice we also help children develop active thinking skills.*

less

It can have an unrelated meaning by

to solve the puzzle e.g. **pop** and **pies** -

parts of words. (Use each part only and underneath. Learn meanings and as a learning exercise, not a test.

over

due

fort

prim

off

ice

mint

spring

rain

ate

night

*This is an example of a difficult compound word puzzle that we use.*

*Children are encouraged to persevere and use the clues to help them work through the puzzles.*

base

*We also include anagram and crossword puzzles using words they have learnt.*

*These act as revision as well as developing thinking skills.*

/ \_\_\_\_\_ 4/ \_\_\_\_\_

/ \_\_\_\_\_ 8/ \_\_\_\_\_

0/ \_\_\_\_\_

Clues: 1/ A monkey or gorilla 2/ Children 3/ A place of work 4/ two weeks 5/ A place to store information 6/ hold back 7/ late 8/ To thoroughly dig up 9/ A type of herb 10/ forever

# Verbal Reasoning variety questions

Underline the two words that are different from the other three:

1/ apple straw

2/ read book

3/ Carl Chloe

In each question underline the two words that are different from the other three:

4/ (duffle, tog, coat, cap)

5/ (buy, bee, be, by)

6/ (bang, left, by, bring)

A word of four letters is hidden in the next. Underline the two words that are different from the other three:

7/ In the end she

8/ I'd left my books at home.

9/ At the first opportunity they stopped for fuel.

In each question choose two words, one from each group in brackets, that best completes the sentence:

10/ LIGHT is to (shine, dark, sun) as DAY is to (night, afternoon, year)

11/ HELP is to (fall, kind, assist) as HARM is to (hurt, help, harm)

12/ SCARLET is to (pink, lips, red) as BLUE is to (purple, green, yellow)

Find one letter that fits in the brackets:

13/ char ( ) etal                      poe ( ) agic

14/ bos ( ) alty                        onu ( ) tep

15/ blin ( ) eep                        cloa ( ) ayak

Move one letter from the word on the left to the word on the right.

Two new words should be created: write out the two new words

16/ coat      heat

17/ pink      aid

18/ share      pin

**Alternative**

**Questions**

*CEM questions can change at any time. We help children keep their vocabulary skills flexible. If question types change they will be prepared.*

blue

draw

Carol

to join and make a whole longer

word and the beginning of the word in the hidden four letter word.

*This sheet is an example of the type of variety questions we cover to aid flexible preparation.*

Carefully read through the passage and then answer the questions that follow.

## Buck

Buck lived at a big house in the sun-kissed Santa Clara Valley. Judge Miller's place, it was called. It stood back from the road, half hidden among the trees, through which glimpses could be caught of the wide cool veranda that ran around its four sides. The house was approached by gravelled driveways which wound about through wide-spreading lawns and under the interlacing boughs of tall poplars. At the rear things were on every side. There were great stables, where a dozen grooms and boys had their quarters, an endless and orderly array of outhouses, long gravelled paths, a pump and plant for the artesian water, and kept cool in the shade of the trees.

And over this great place here he had lived the four years of his life. It was true, but he was not other dogs on so vast a place, but they did not count. The Judge's dogs, or lived obscurely in the recesses of the house after the manner of Ysabel, the Mexican hairless,—strange creatures that rarely came out. On the other hand, there were the fox terriers, a score of them at least, who yelped fearful promises at Toots and Ysabel looking out of the windows at them and protected by a legion of housemaids armed with brooms and mops.

But Buck was neither house-dog nor kennel-dog. The whole realm was his. He plunged into the swimming tank or went hunting with the Judge's sons; he escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning rambles; on wintry nights he lay at the Judge's feet before the roaring library fire; he carried the Judge's grandsons on his back, or rolled them in the grass, and guarded their footsteps through wild adventures down to the fountain in the stable yard, and even beyond, where the paddocks were, and the berry patches. Among these things he utterly ignored, for he was king,—king over humans included.

His father, Elmo, a huge St. Bernard, had been a dog to follow in the way of his father. He was not so big as his mother, Shep, had been a Scotch shepherd dog, which was added the dignity that comes of going in right royal fashion. During the four years of his aristocrat; he had a fine pride in himself, was even a trifle egotistical, as country gentlemen sometimes become because of their insular situation. But he had saved himself by not becoming a mere pampered house-dog. Hunting and kindred outdoor delights had kept down the fat and hardened his muscles; and to him, as to the cold-tubbing races, the love of water had been a tonic and a health preserver.

And this was the manner of dog Buck was in the fall of 1897, when the Klondike strike dragged men from all the world into the frozen North. But Buck did not read the newspapers, and he did not know that Manuel, one of the gardener's helpers, was an undesirable acquaintance. Manuel had one besetting sin. He loved to play Chinese lottery. Also, in his gambling, he had one besetting weakness—faith in a system; and this made his damnation certain. For to play a system requires money, while the wages of a gardener's helper do not lap over the needs of a wife and numerous progeny.

### **Timed Assessment Tests**

*We include full timed assessment tests including each CEM question type.*

*These tests give children an excellent preparation for the CEM tests they will have.*

**Synonyms Match-up**

nimble  
option  
persuade  
moisture  
mute  
myth  
plume  
minimum  
necessity  
peculiar  
penetrate  
pathetic  
peruse  
melancholy  
perceive  
omen  
odour  
motionless  
obstinate  
pandemonium

**Words from Past Papers**

inhabit  
lodge  
scripture  
empire  
composition  
debate  
cultivate  
appeal  
convert  
pretence  
origin  
sacred  
declare  
stout  
traitor

**Opposites Match-up**

juvenile  
none  
never  
liberty  
lean  
miserable  
light  
minority  
new  
motorist  
loud

6 subject  
7 saw  
8 scales  
9 school  
10 score

**Opposites Match-up**

nowhere  
numerous  
past  
out  
plain

**Full answers for every question**

*There are answers provided for every question in each part of the course.*

*Where a full detailed explanation is needed we give it.*

8/ sent  
9/ bored, board  
10/ our, hour

**Homographs**

1 rose  
2 row  
3 ruler  
4 sack  
5 safe

2 second  
3 serve  
4 shed  
5 sink  
6 slip  
7 sole  
8 sound  
9 spell  
10 spirit