

11 Plus Vocabulary and Verbal Reasoning

Enhance 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

Enhance 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 Enhance course (20 parts) could be started with anything from 15 - 30 weeks to go until an exam.

- Some parents successfully use this course over a longer period to enhance homework given by tutors or tuition centres (for instance doing one part every two weeks).
- The reason we suggest you use the 10 part course if you have less than 15 weeks to go is simply that this course will be too intensive to do over a short period.

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 Enhance preview show?

N.B. Each part of the course includes between 12 and 18 items of work. This preview is 31 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 Enhance - Part 3

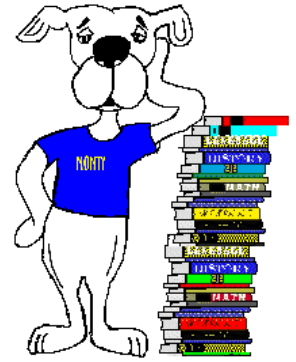
The words from past papers worksheets help to introduce you to new words quickly. Use your personal words list if you are not completely sure of them.

- 1. Reading: Are you enjoying reading every day. Please make sure you read for at least half an hour each day. In this section we will have a reading text to do in addition to...

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.

- 2. Your Personal Words: Managing to use your personal words list to manage your vocabulary growth. Words you are not sure of will be listed yet secure. Read through your personal words list and yourself through...



- 3. Words from Tests: Words that have come up in published tests before. Add the word to your personal words list. This time we have a word: majestic.

- 4. Synonyms: We let you know when to approach each activity and why it is important. Synonyms. Please learn these words using the Look and Learn section. This section includes words such as anonymous.

- 5. Synonyms: This simple test a few days after you have learnt a word. If you are unsure or hesitancy will indicate they could be learnt more thoroughly.

- 6. Homographs: Can you think of two meanings for the word counter. Do the exercise to check your understanding. You didn't get.

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

- 7. Essential Spelling: More words to learn. Do the tests when the words have been added to your personal words bank. Only do the tests when the words have been added to your personal words bank. Only do the tests when the words have been added to your personal words bank.

- 8. Homophones: Homophones are words that sound the same but are spelled differently. Remember to use the personal words list to note down any that are new and that you were not sure of. They are SPelt.

- 9. Opposites 3: Your third batch of opposites. This section includes words such as condemn and defeat.



10. 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 let

Front Sheets

11. Oppo **continued** advises all the opposites you learnt last time.
Reme *You can expect* not sure of to your personal words list to
ensur **around 12-19** equency.

12. Comr **individual activities** ch word out loud five times and write it out
five *focusing on different* you have learnt them properly. A few days
later **areas of learning in** **check** test to further embed your ability to
spell **each part of the**

13. Paire **course.** **by Daniel Defoe.** We have produced an
exce classic book. Read it together using the
 instructions we gave you in the introduction pack. There is a test at the end to
 try to draw out some new vocabulary from the text.

CEM Verbal Reasoning

CEM Questions type 3: Opposites

14. Technique guidance and introductory **The course includes** complete the
tests. **both vocabulary and**

15. Test version 1: - note down words **specific and detailed** words lists

16. Test version 2: - note down words **CEM question type** words lists
development.

17. Comprehension Test - A Childhood in Sparta: Read the text and answer the
questions



- 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	Words from past papers		ambition
merc	This series looks at hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.		digest
		tenant	ordeal

1. He need _____
2. She gain _____
3. He was _____
4. The _____ was shocking.
5. The pop _____ 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

10. _____ school as he got older.

11. _____

12. _____ colleagues.

13. _____ to win by training four times a week.

14. _____ the information.

15. _____ of the house.

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

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.

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)
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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. .

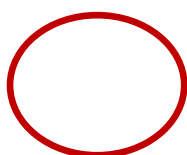


Synonyms

FOLD

Harder Word		Easier Word
abandon	<p>Synonyms</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
<div data-bbox="172 539 890 920" style="border: 1px dashed black; background-color: #e0ffe0; padding: 5px;"> <p>Synonyms match-up</p> <p>A few days after the latest batch of synonyms have been learnt properly we encourage children to do this</p> </div>		austere	catastrophe
		avaricious	cautious
at		bombard	cease
career			
clothes			
disaster			
dressed			
drinks			
expect			
gathering			
ghost			
greedy			
haughty			
help			
impulse			
name			
pelt			
several			
stop			
surprise			
wide			
yearly			

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.

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.

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

Essential Spelling

Learn these words. Test yourself using the look, learn, cover, write, check method.

Look/Learn/Cover	Write/Check 1	Write/Check 2...	Write/Check 3
committee			
system			
communicate			
existence			
conscious			
queue			
community			

Essential Spelling

These sheets feature the 200 words children have to learn as part of their KS2 course. It's highly likely these words will feature in 11 Plus tests because they are linked to the literacy curriculum.

These words are not covered in any 11 Plus preparation book to our knowledge.

words you have just learnt and use each a maximum once to fill in the sentences below.

(you may need to use logic to get the right answer)

1/ I was _____ that the _____ at the ticket office was very long.

2/ The _____ allowed for some companies.

3/ I wanted to _____ my views to

4/ The _____ of the _____ d

5/ My _____ was that my _____ the crime.

We ask children to learn these words properly because as tests seek to reward those who have done well through the KS2 curriculum rather than through tutoring it is likely that they will occur with increased frequency in tests.

Fill in the gaps to find the word same as the w

description _____

routine _____

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.

Charlotte's Web	Reading	John Gerson
Hatchet	<i>We emphasise the need to read at every opportunity.</i>	
The Lion and the Lamb		
Charlie and the Chocolate Factory	<i>Reading helps children in very many ways but it is particularly important for vocabulary development.</i>	Roald Dahl
A Wrinkle in Time		Mildred D. Taylor
Shiloh		William Steig
Little House on the Prairie		Laura Ingalls Wilder
The Secret Garden		Florence Knapp Burnett
The Berenstain Bears		Janice Van Dyke
Sarah, Plain and Tall	<i>It is unlikely that children who read for less than half an hour a day will reach their full potential.</i>	Patricia Polacco
The Island on the Border		John Gerson
Maniac McGee		Chris Van Allsburg
The Boy Who Swam to America		John Gerson
The Giver		Lois Lowry
James and the Giant Peach		Roald Dahl
Little House in the Big Woods		Laura Ingalls Wilder
Roll of Thunder, Hear My Cry		Mildred D. Taylor
Stone Fox		John Reynolds Gardiner
Number the Stars		Janice Van Dyke
Mrs. Fris and the Rats of Nimh		John Gerson
The Best Christmas Pageant Ever	<i>We cannot do more than encourage regular reading but do remind you to do it during each part of the course because it is so important.</i>	
Matilda		Roald Dahl
Tales of a Fourth Grade Nothing		Judith Kerr
Ramona Quim, Age 8		John Gerson
The Trumpet of the Swan		John Gerson
The Chronicles of Narnia		C. S. Lewis
The Phantom Tollbooth		Norton Juster
Tuck Everlasting		Natalie Babbitt
Anne of Green Gables		Lucy Maud Montgomery
The Great Gilly Hopkins		Katherine Paterson
Little House books		Laura Ingalls Wilder
Sideways	<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>	John Gerson
Hatchet		John Gerson
A Long Walk from Home		John Gerson
Mr. Gannett		John Gannett
My Friend Dahmer		John Gerson
Stuart Little		John Gerson
Wagon Wheels		John Gerson
The Boy Who Swam to America		John Gerson
The Watsons Go to Birmingham - 1965		Christopher Paul Curtis

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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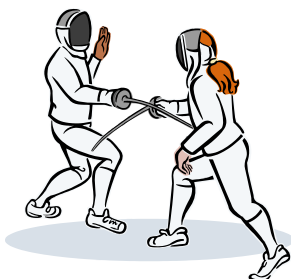
Homographs

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





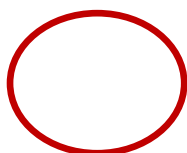
Opposites

FOLD

Easy Words	
1. come	go
2. Opposites	
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>Opposites Match Up</p> <p>We ask children to only do these pages a few days after they have learnt the opposites.</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 retreat? _____

What is the opposite of retreat? _____

What is the opposite of retreat? _____

Revision In the following part of the course we include this opposites revision exercise. **Responsible** for the attack.

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

The rock was **three metres** high.

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

Fill in the gaps on the right to find the opposite of the word on the left.

defend a _____ k

admit d _ _ y

deep sh _ _ _ ow

SCORE:

If you did **revision** exercises 3.

Further exposure to each word also helps the words become more familiar.

Opposites further revision

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

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.



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.

150 Commonly Misspelt Words

Say the word out loud, write it out five times while saying it aloud each time, then use the LOOK COVER WRITE CHECK method to learn them.

You **MUST** learn them.

There are 15 sheets altogether.

150 Commonly Misspelt Words

appear

argue

August

awkward

beautiful

because

beginning

These words are those which research has shown children of this age struggle with most. There are bound to be some in this list which your child struggles with.

We firstly ask children to learn the words properly and then test again later to re-enforce learning.

I PROMISE

I know all these
10 words.

Signed:
.....



150 Commonly Misspelt Words

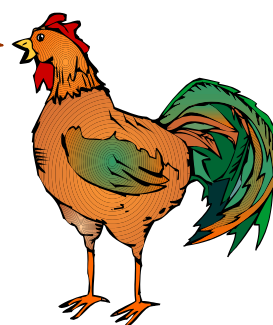
- Remember to check each word and tick it if it is correct. ✓
- You must do this as you go along, not at the end!
- Say the word out loud each time you write it.
- Write each word out 4 times, the more you write it out the better.

It's really important to learn how to spell these words because mistakes are often made here. Challenge yourself to make a special effort to learn them thoroughly.

Look Cover Write Check

Look/Learn/Cover	Write/Check 1	Write/Check 2	Write/Check 3	Write/Check 4
extremely				
favourite				
Febru	<div style="border: 2px dashed black; background-color: #e0ffe0; padding: 10px;"> <p>150 Commonly Misspelt Words Further Testing</p> <p>These words typically respond well to increased frequency of exposure so having asked children to learn them once we then ask them to go through a further testing exercise using the standard Look, Cover Write Check process they have been through before.</p> </div>			
final				
fluore				
fore				
for				
frie				
govern				
graffiti				

Writing out each word correctly lots of times and saying each word as you write it helps you to learn properly.



Homophones Fun Test 4

Words which sound the same but have different meanings. Match each word to the correct words on the right hand side.



Some of the meanings are exact some are a little more fun

Aid		Female deer
Aide		Not warm
Sold		Hurled
Soled		Totally
Wholly	<p>Homophones Fun Tests</p> <p><i>These tests use a mix of definitions and fun clues to engage pupils and help them to keep these words at the front of their minds.</i></p>	site of bought
Holy		elp
Bold		ssistant
Bowler		a plus one
Ate		need paper and sticky tape
Eight		re
Chilli		it sleep
Chilly		med
Rapt		need this if worn too much
Wrap		d
Heal	with rice?	
Heel		Opposite of timid
Does		Spellbound
Doze		Part of the foot

Marks /18



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.

brown branches and sprays of white flowers like a soft or hazy mantle spreading over everything, walls, and trees, and even brown grass, where they had fallen from their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from what she had seen in the pictures 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 closely packed. In the 14th century, brick-lined shafts to 150 foot depth

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

development of the steam engine and 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

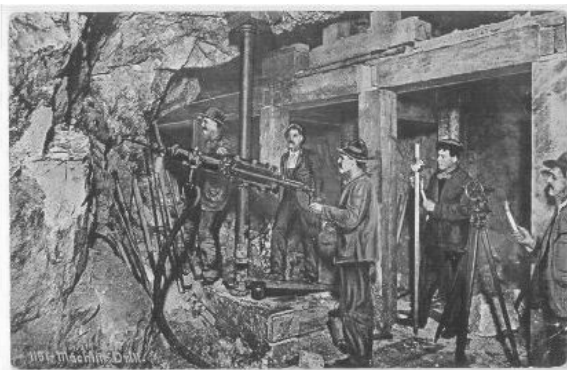
By the 1960s, the coal industry was declining. In March 1968, the last pit in the Black Country closed and pit closures were a regular occurrence in many other areas. In the mid 1970s, 130 million tons of coal was being produced annually, but production started to fall below 100 million tons during the 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 a comprehension exercise in each and every part of the course.

mines were shallow runks and branches very. By 1750 brick

Industrial Revolution engine, and later, the Blackdale, in the early blast furnace. The added impetus, and



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. If after some simple trial and error the answer has not come then try the specific activities below. 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 cared for them **_ s** they were found and taken in by **h e r** us, 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 g** **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, you need to 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

decisive

proffered

solace

Orangutans



This is a cloze type exercise. Circle the most appropriate word from each selection.

Orangutans are found on the island of Sumatra ⁱⁿ ^{on} ^{around} ^{by} Indonesia.

Orangutans are large apes and live in family groups. They stand quite

tall and an adult is twice the ^{weight} ^{length} of many types of gibbon.

Orangutans ^{are} ^{is} ^{am} herbivores and will eat the fruit, branches and ^{leaf} ^{leaves} ^{leafs} ^{leives} that they find in the forest. Their long arms give them the ^{weight} ^{length} as well as helping them climb trees.

All Question Types

Covered

This is an alternative word test of the type CEM use. We cover every known CEM question type.

Orangutans ^{our} ^{are} ^{is} ^{am} herbivores and will eat the fruit, branches and

^{leaf}
^{leaves}
^{leafs}
^{leives}

that they find in the forest.

While many people today ^{thought} ^{think} ^{thought} ^{think} the name 'orang-utan' comes

from their orange color ^{thought} ^{think} ^{thought} ^{think} Malay language 'orang'

^{means}
^{mean}
^{meant}

'person' and the ^{translation} ^{translation} 'forest'. Orangutans

are the people of the forest.

Tip - Sometimes you will be given the past/present/future tense of a word. Make sure you use the text to help you decide which is correct.

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 can find parts of words. (Use each part only once.) We use these to solve the puzzle e.g. **pop** and **pies** -

Find ten words hidden in the puzzle. (Use each part only once.) We use these to solve the puzzle e.g. **pop** and **pies** - parts of words. (Use each part only once.) We use these to solve the puzzle e.g. **pop** and **pies** -

pepper less 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.

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

These act as revision as well as developing thinking skills.

1/ _____ 4/ _____
2/ _____ 8/ _____
3/ _____ 10/ _____

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, sock)

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

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.

FRANKENSTEIN by Mary Shelley

Frankenstein is a story about a scientist who achieves the impossible and creates a living human being in his laboratory. In this extract, the scientist – Victor – has just brought his creature to life for the first time.

Stretch Comprehension

We include comprehension exercises throughout the course. In addition we provide some of the most difficult comprehension texts available using classic texts.

held the accomplishment of my toils. With an anxiety instruments of life around me that I might infuse a my feet. It was already one in the morning; the rain dle was nearly burnt out, when, by the glimmer of eye of the creature open; it breathed hard, and a

rophe, or how delineate the wretch whom with such m? His limbs were in proportion, and I had selected his yellow skin scarcely covered the work of muscles black, and flowing; his teeth of a pearly whiteness; contrast with his watery eyes, that seemed almost which they were set, his shrivelled complexion and

I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the and disgust filled my heart. Unable to endure the room and continued a long time travers sleep. At length lassitude succeeded to the t bed in my clothes, endeavouring to seek a fe indeed, but I was disturbed by the wildest dre

These texts really stretch children and help to develop their skills further.

horror
ut of
nd to
n the
slept,

I started from my sleep with horror; a cold dew covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken,

Currently CEM Verbal Reasoning tests do not include comprehension texts which are as difficult as this. Tests however can change without notice.

seemingly to detain me, but I escaped and rushed onging to the house which I inhabited, where I up and down in the greatest agitation, listening s if it were to announce the approach of the en life.

discovered to my sleepless and aching eyes the which indicated the sixth hour. The porter opened n my asylum, and I issued into the streets, pacing wretch whom I feared every turning of the street the apartment which I inhabited, but felt impelled oured from a black and comfortless sky.

Please answer the questions on the following page

11 PLUS ALTERNATIVE QUESTION TEST

Find two words, one from each group, that are closest in meaning.

Example

(devilish, deity, dreary)
(desperate, dear, divinity)

Answer

deity, divinity

Find a single word which goes equally well with both pairs of words. Choose from the selection below each question.

Example

(PLANT CULTIVATE) (PIG BOAR)
soil, grow, hog, produce, sow

Answer

sow

QUESTION **3** *More Alternative Questions*

CEM questions can change at any time. We help children prepare flexibly by including questions that CEM could change to.

QUESTION **4**

(diligent, lazy, happy)
(prudent, indolent, forgetful)

Identify the words with the most opposite meanings (one from each set of three)

Example

(rich, plentiful, feeble)
(weak, scarce, enough)

Answer

scarce is the opposite of plentiful

QUESTION **4**

(now, here, hear)

QUESTION **5** *We're not aware of any other course which prepares children to this degree of depth.*

QUESTION **6**

(leave, export, expire)
(imply, impart, import)

GO STRAIGHT ON

QUESTION **7**

(GREET BECKON) (SEA CURRENT)
call, wave, water, tide

QUESTION **8**

(CAR SPACE) (SWINGS PLAYING)
engine, gap, park, slide

QUESTION **9**

(RIP HOLE) (CRY UPSET)
tear, break, sad, miserable

In each question choose two words, one from each group in brackets, that best complete the

This test includes just the type of vocabulary based questions CEM may include

Answer

horizontal is to vertical, as retreat is to attack (they are connected because they are opposites)

QUESTION **10**

light is to (shine, dark, sun)
is day is to (night, afternoon, year)

QUESTION **11**

help is to (fall, kind, assist)
is happy is to (smile, cheerful, sad)

QUESTION **12**

scarlet is to (pink, lips, red)
as navy is to (army, blue, black)

GO STRAIGHT ON TO THE NEXT PAGE

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 even with the main building. 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 for the artesian water, and kept cool in the shade of the trees.

And over this great place he had lived the four years of his life. It was true, but he was not like other dogs on so vast a place, but they did not count. The Judge's house after the house after the house, the creatures that ran 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.

Words from Past Papers

banish
 contribute
 consideration
 endeavour
 wither
 rowdy
 constant
 combination
 dilute
 revive
 pasture
 consist
 artful
 impudent
 immerse

Synonyms match-up

quantity
 purchase
 raiment
 prohibit
 procure
 quaint
 prominent
 portion
 rank
 rapid
 prompt
 reckless
 recollect
 ramble
 putrid
 rare
 regret
 purloin
 reluctant
 puny

Homographs

- 1 spit
- 2 spoke
- 3 spot
- 4 spur
- 5 stable
- 6 staff
- 7 stalk
- 8 stall
- 9 stamp

Homophones Fun Test

Pear
 Gild
 Flew
 Reed
 Pair
 There
 Pore
 Poor

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.

Opposites

Would the sunshine
 discontinue?
 The eggs were an
 inessential part of the
 recipe.

 discontent
 incorrect
 unaware

irrational
 Virtue
 Exorbitant
 Sparse
 Accept
 Sustain