

11 Plus Vocabulary and Verbal Reasoning Enhance (CEM) – Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course. It covers the Vocabulary and Verbal Reasoning elements of the CEM 11 Plus exams.

Who should be doing it?

- The course is designed to enhance the skills of pupils going for a CEM 11 Plus Exam.
- 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. **Many Tutors use our courses as the basis of the work they do and find it especially useful for homework. If your tutor doesn't give homework then this course will fill the gap.**

Why is the course so successful?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills and our course will provide your child with all the necessary skills in this area.
- The course is fully planned which makes life much easier for parents than using books alone.
- We build in just the right amount of revision as we go along to ensure skills stay fresh.
- The course gradually introduces children to timed tests in the right way so that they build their skills and confidence as they go.
- While the course is regularly updated the core of it has been used for many years with proven success.

Who is this course right for?

This course is ideal for any pupil with around 15-30 weeks to go until the CEM 11 Plus exam. The course is delivered in 20 parts and ideally a week would be spent on each. It could be completed in 15 weeks by working more intensively or in a more relaxed way in 30 weeks.

We also offer a Vocabulary and Verbal Reasoning Boost Course that is ideal for students looking for a less intense version of this Enhance course. The Boost Course will take around 6-15 weeks to complete, depending on the speed at which your child works through the content. The Boost course is delivered in 10 parts and ideally a week would be spent on each part.

11 Plus Vocabulary and Verbal Reasoning Enhance (CEM) – Course Preview

If you are looking for a full course which also covers Maths and Non-Verbal Reasoning in the same timeframe, then our [11 Plus Programme Enhance CEM course](#) is the best bet.

- No book covers the ground so completely.
- This course is fully structured, revision is built in.
- There's much less planning work for parents to do.

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 reading text to do in addition to

Front Sheets

These sheets are 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 help with vocabulary growth. Words you are not sure of, add yourself through reading of

3. **Words from Past Papers:** Words that have come up in published tests before. If you are not sure of a word, add it to your personal words list. This time words included

4. **Synonyms:** We let you know how to approach each activity and why it is important. The Lookalike Words section includes synonyms. Please learn these words using the Lookalike Words section. This section includes words such as **anonymously**.

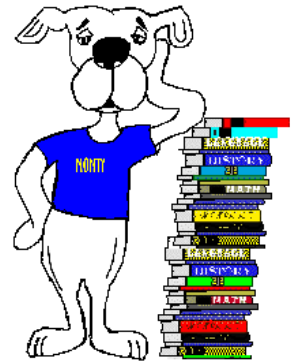
5. **Synonyms Match-Up Test:** Only do this simple test a few days after you have learnt these words. Any mistakes or hesitancy will indicate they could be learnt more thoroughly.

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

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

8. **Homophones:** Homophones are words which **SOUND** the same but are **SPELT** differently. Remember to use the personal words list to note down any that are new and that you were not sure of.

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 learnt.

11. Oppo *You can expect around 12-19 individual activities focusing on different areas of learning in each part of the course.* Rem *revises all the opposites you learnt last time.* ensur *be not sure of to your personal words list to frequency.*
12. Comr *h word out loud five times and write it out* five *you have learnt them properly. A few days* later *check test to further embed your ability to* spell

13. Paired Reading: **Robinson Crusoe by Daniel Def** *The course includes both vocabulary and specific and detailed CEM question type development.* excer *pt for you from this popular classic book.* instru *ctions we gave you in the introduction pack.* try to *draw out some new vocabulary from the text.*

CEM Verbal Reasoning

CEM Questions type 3: Opposites

14. Technique guidance and introduction: Read this sheet and then complete the tests.
15. Test version 1: - note down words you didn't know in your personal words lists.
16. Test version 2: - note down words you didn't know in your personal words lists.
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
		ice	permit
		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 decision.

7. The criminal begged for _____.

8. No matter how much water she _____ her thirst.

9. She went to _____ her _____

10. He began to _____

11. The accident had been a scary _____

12. He _____ with his _____

13. She demonstrated her fierce _____

14. He took a few moments to _____

15. She had been a perfect _____ of the house.

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.

g four times a week.

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.

[illegible]

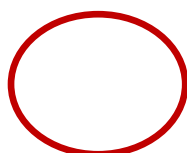


Synonyms

FOLD

Harder Word		Easier Word
abandon	Synonyms <i>These sheets ask children to learn words actively, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i>	leave
abridge		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate	<i>We cover hundreds of synonyms during the course. Children will know some of them but be less familiar with or not know others.</i>	
aggressive		
aid		
ally		
altitude		height
amazement	<i>They are encouraged to make a note of less familiar words in their personal words list.</i>	wonder
amiable		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> Synonyms match-up A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise. </div>		austere	catastrophe
		avaricious	cautious
		bombard	cease

at	
career	
clothes	
disaster	
dressed	
drinks	
expect	
gathering	
ghost	
greedy	
haughty	
help	
impulse	
name	
pelt	
sever	
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.

expectantp.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 many 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	
help	
surp	
name	
cloth	
impu	
wide	b __ __ d

This revision exercise boosts frequency and helps children retain the word at front of mind. It is revision activities like these which make all the difference and result in really good outcomes.

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			<p>Essential Spelling</p> <p><i>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.</i></p>
system			
communicate			
existence			
conscious			
queue			
community			
explanation			
competition			
conscience			

Choose from the words you have just learnt and use each a maximum of 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 _____ between different companies.
- 3/ I wanted to _____ my views to the _____.
- 4/ The _____ of the _____ depended on the local factory.
- 5/ My _____ was that my _____ would not allow me to not report the crime.

Fill in the gaps to find the word meaning the SAME or nearly the same as the words on the left.

description _____ converse _____
 routine _____ neighbourhood _____

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 foil fine dip fence flex dart flutter draw duck

- Write in the word from the list above to complete the meaning:

1. He had to _____ as he went through the doorway.
The _____ waddled around the pond.

2. He tried to _____
His leg was bleeding

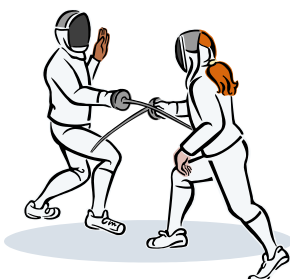
3. There was a slight _____
She wanted to _____

4. He would _____
He used his new pen

Homographs

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

5. The _____ came to town every summer.
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 _____ their plans.
Her mother had wrapped her sandwiches in _____.
8. She tripped over the _____ of the Hoover.
He liked to _____ his muscles as the ladies walked past.
9. We gripped our swords and started to _____.
The women stood talking over the garden _____.
10. He liked a little _____ on the horses.
She would always _____ her eyelashes to get what she wanted.



Fence

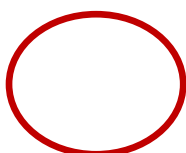




Opposites

Easy Words		FOLD
1. come		go
2. Opposites		warm
3. <i>These are similar sheets to our</i>		light/fair
4. <i>synonyms work. We ask children to</i>		night
5. <i>learn these thoroughly over a few days.</i>		shallow
6. defend		attack
7. deny		admit
8. depart		arrive
Harder Words		
9. conceal		reveal
10. condemn		<i>By including some easier words we help ensure everything is covered in a way that also helps boost confidence.</i>
11. confined		
12. confirm		
13. contract		
14. coward		hero
15. damp		dry
16. defeat	<i>Children will cover hundreds of</i>	victory
17. defeat	<i>opposites during the course.</i>	height
18. drunk		sober

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
<div style="border: 2px dashed black; padding: 10px;"> <p>Opposites Match Up</p> <p><i>We ask children to only do these pages a few days after they have learnt the opposites.</i></p> </div>		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 react? _____

What is the opposite of? _____

What is the opposite of? _____

Fill in the gaps using the opposite of the word in bold.

The **hero** did not hide behind the rock.

The shape had a **height** of three metres.

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

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

defend a _ _ _ _ k

admit d _ _ y

deep sh _ _ _ ow

SCORE:

If you did _____ ites 3.

Opposites

further revision

In the following part of the course we include this opposites revision exercise.

Opposites further revision

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

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

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 ongoing attention.

AFFIRM

S _ _ _ N

GULLIBLE

_ A _ Y

IRRATIONAL

C _ H _ _ _ NT

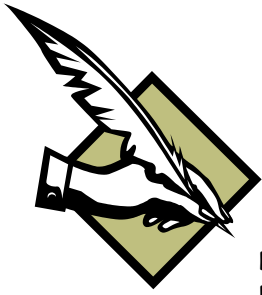
ALERT

D _ _ _ _ V

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 are spelt differently.

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

Weight	How heavy a thing is
Waist	Part of the body between the ribs and the hips
Waste	To make poor use of. Rubbish

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 spend _____
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.

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

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.

appear

argue

August

awkward

beautiful

because

beginning

We first ask children to learn the words properly and then test again later to reinforce learning.

Britain

I PROMISE

I know all these
10 words.

Signed:

.....



150 Commonly Misspelt Words

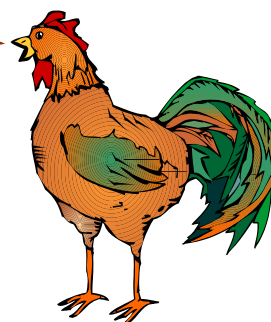
- Remember to check each word and tick it if it is correct. ✓
- You must do this as you go along, not at the end!
- Say the word out loud each time you write it.
- Write each word out 4 times, the more you write it out the better.

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				
February	150 Commonly Misspelt Words Further Testing These words typically respond well to increased frequency of exposure so we ask children to go through a further testing exercise using the standard Look, Cover Write Check process they have been through before.			
final				
fluoresce				
foreign				
fort				
fries				
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

Aide

Sold

Soled

Wholly

Holy

Bold

Bowler

Ate

Eight

Chilli

Chilly

Rapt

Wrapped

Heal

Heel

Does

Doze

Female deer

Not warm

Hurled

Totally

Site of bought

Up

Assistant

Plus one

Need paper and sticky tape

Re

Not sleep

Med

Need this if worn too much

Sacred

Eaten with rice?

Opposite of timid

Spellbound

Part of the foot

Homophones Fun

Tests

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.

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*

It
h
w
re

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

loveliest was that climbing
tendrils which made
each other or at a far
made lovely bridges
now and Mary did not

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 in a comprehension test.

brown branches and sprays looked like a sort of crazy 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

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

and indeed it was

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. There have been found in Lancashire and Yorkshire. By 1750 brick lined shafts to 150 foot deep

Comprehension Exercises

CEM Verbal Reasoning includes comprehension exercises throughout the course.

mines were shallow and had many trunks and branches of mines. By 1750 brick

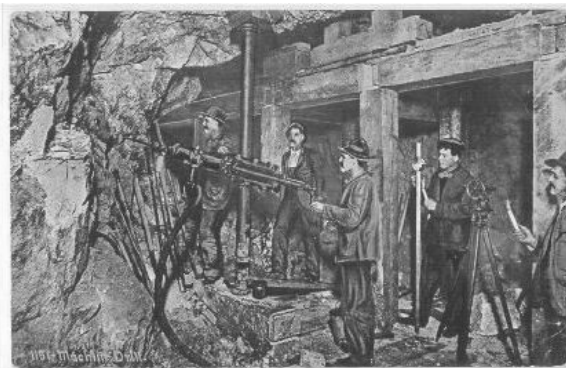
Industrial Revolution

Coal production increased and gathered pace, as a fuel for the Watt steam engine. A key development in the 18th century, of coke which was used to make pig iron in a blast furnace. The development of the steam locomotive early in the 19th century gave added impetus, 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.

Industrial Revolution gave rise to the steam engine, and later, the railway. In the early 19th century, in the early

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.



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 kenne

2/ Identify the subject

- **WORK ACTIVELY** - Remember is to work actively. Remember that even if 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.

Technique

Development

CEM Verbal Reasoning includes several known question types:

Shuffled sentences, synonyms, opposites, comprehension, CLOZE comprehension and alternative word CLOZE

mes

indicate mistakes. You can just leap to the answer. The word is called a kennel.

Most important thing to remember is to work actively. Remember that even if 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.

house for walked around dog the food looking

Subject

Action

Other

house	walked	the
dog	looking	around
food		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. Does it make sense? You make it work? 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.**

King Numitor was king of Alba Longa, but his wicked brother Amulius seized the throne from him and hid the king's male heirs. To royal twins, called Romulus and Remus, he had the babies

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

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 decid e _ _ _ _ _ This is an example of a for themselves and their f o _ l _ _ _ r s. CLOZE comprehension.

While they were building the new city the
with each other about who s h _ _ _
with a h _ _ _ y stone. Romulus beca
named after himself - Rome.

Marks /2

Remember, to improve your cloze performance, you need to expand 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.

Compound Words

Now try these questions:

In each question choose one word from each group to make a whole longer word.

Practice Questions

In each case we show you the technique then provide ten 11 plus standard questions to work through.

1) (life) (sur) (sur)

2) (key) (lead) (lead)

3) (teak) (down) (down)

4) (fore might slam) (shut not close)

5) (dark moon black) (might) (might)

6) (all next over) (together) (together)

7) (jam butter bread) (not nut) (not nut)

8) (damp book upper) (cellar seller story)

9) (horse short wiry) (hair shampoo canter)

10) (slaps body long) (stick hard guard)

Doing ten questions as part of the process of learning technique helps children develop their skills fully.

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 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 on

l _ _ _ y

Section 2

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

perimeter

circuit

circumference

interior

border

queasy

ill

nauseous

well

happy

hesitant

particular

aggravate

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

decided

age

decisive

proffered

solace

Orangutans are found on the island of Sumatra ⁱⁿ _{on} Indonesia.

in
on
around
by

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

weight
length

All Question Types

Covered

them the *This is an alternative word test of the type CEM use.* as well as helping them climb
trees. *We cover every known CEM question type.*

This is an alternative word test of the type CEM use.

We cover every known CEM question type.

our
are
is
am

leaf
leaves
leafs
leives

that they find in the forest.

thought
think
thinks

from their orange coloured hair, in fact in the Malay language 'orang'

means
mean
meant

'person' and the

translacion
translation
translatian

of 'utan' is 'forest'. Orangutans

are the people of the forest.

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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 use a compound word to solve the puzzle e.g. pop and pies - poppies or

Find ten compound words. (Use each part only once.)
Write out the words in the space below. Learn meanings and spellings if you don't know. This is an exercise, not a test.

pepper less over

due fort

prim off

ice mint

spring

rain

ate

night

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

These act as revision as well as developing thinking skills.

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

1/ _____ 4/ _____

2/ _____ 8/ _____

3/ _____

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 choose the word:

4/ (duffle, tog, coat)

5/ (buy, bee, be)

6/ (bang, left, by)

A word of four letters

Underline the correct

7/ In the end she

8/ I'd left my books at home.

9/ At the first opportunity they stopped for fuel.

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

Join and make a whole longer

End and the beginning of the next.

Identify four letter word.

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 (help, hurt, 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

This sheet is an

example of the type

of variety questions

we cover to aid

flexible preparation.

Move one letter from the word on the left and put it into 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

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
dandle 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 traversing
sleep. At length lassitude succeeded to the
bed in my clothes, endeavouring to seek a few
indeed, but I was disturbed by the wildest dream

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

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
going to the house which I inhabited, where I
up and down in the greatest agitation, listening
as if it were to announce the approach of the
en life.

I discovered to my sleepless and aching eyes the
which indicated the sixth hour. The porter opened
in 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
boured from a black and comfortless sky.

Please answer the questions on the following page

Word Letter Codes

Now try these questions:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- 1) If the code for MAKE is LARVN what does BCJY mean?
- 2) If the code for CRIME is LARVN what does BCJY mean?
- 3) If the code for CRIME is LARVN what does BCJY mean?
- 4) If the code for CRIME is LARVN what does BCJY mean?

- 5) If the code for TENNIS is HSBWVG what is the code for NORMAL?

- 6) If the code for NEVER is PUXU
- 7) If the code for PUPIL is NRLDF
- 8) If the code for CRACK is DUFJ

- 9) If the code for SOUND is PLRKA what is the code for TAPES?

- 10) If the code for SHOE is HSLV what does OZHG mean?

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

QUESTION

More Alternative Questions

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

QUESTION

QUESTION 3

(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)
(there, their, they're)

QUESTION 5

(dry, wet, tepid)
(liquid, humid, humidity)

QUESTION 6

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

GO STRAIGHT ON

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 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)
as day is to (night, afternoon, year)

QUESTION 11

help is to (fall, kind, assist)
as 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 house. There were great stables, where a dozen grooms and boys had their quarters; an endless and orderly array of outhouses, long grassy patches. Then there was the pumping plant for the artesian well. Miller's boys took their morning plunge and kept cool in the swimming tank.

And over this great domain Buck had lived the four years of his life. It was true, there were 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 the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored, for he was king,—king over all creeping, crawling, flying things of Judge Miller's place, humans included.

His father, Elmo, a huge St. Bernard, had been the Judge's inseparable companion, and Buck bid fair to follow in the way of his father. He was not so large,—he weighed only one hundred and forty pounds,—for his mother, Shep, had been a Scotch shepherd dog. Nevertheless, one hundred and forty pounds, to which was added the dignity that comes of good living and universal respect, enabled him to carry himself in right royal fashion. During the four years since his puppyhood he had lived the life of a sated 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.

Shuffled Sentences

Section 1:

1. The guard dog negated the need for an alarm - impelled
2. The duke's manner was annoyingly haughty - nebulous
3. I can vouch for this man - concur
4. Nimbleness is a trait of gymnasts - flexible
5. Chastisement was certain to follow failure - dilate

Opposites Test

Section 1:

- descendent
assist
unravel
gaunt
captivity

Section 2:

- random
forfeit
serious

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.

ms Test

1:

- gance
on
ty

2:

estimated

- critical
tranquil
bedlam

Comprehension

Sentence order: C A E F D G B

Suggested words (there are others, so if necessary check your dictionary to make sure your answer is right):

Tragedy: disaster, calamity

Conflagration: a large and disastrous fire

Citizens: the inhabitants of a city or state

Futile:	pointless, useless
Consumed:	devastated, destroyed
Provident:	lucky, fortunate
Plight:	difficulty, trouble
Principal:	chief, leading, head

CLOZE Comprehension

Edward VI was born in 1537 and was the only **legitimate** son of Henry VIII and his third wife Jane Seymour. Edward's mum died a few days after he was born. As the son of a king, Edward was given a **rigorous** education and was highly **intellectual**. However, his health was never very strong.

Edward was only nine when he was **crowned** King and his father had arranged for people to rule on his **behalf**. However, Edward's uncle soon **established** himself as Edward's protector. His uncle was **determined** to make England a Protestant state and Edward himself had been brought up as a protestant.

It soon became clear that Edward was **suffering** from tuberculosis and would not live long. Edward was persuaded to change the order of **succession** so that his Catholic sister Mary was **declared** illegitimate. However his **successor** Lady Jane Grey only ruled for a few days before Mary took the throne due to **overwhelming** public support.