

# 11 Plus Vocabulary 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.
- 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.**

## 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.

## 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 and revision exercises.
  - *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.*
- 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.
  - *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?

- We have three vocabulary courses. A 40 part course, a 20 part course and a 10 part course.
- In an ideal world children should spend around a week on each part of the course to get best value from it.
- The courses are already intensive but they can be done in a little less time than a week if children are prepared to work very hard.
- Ideally we'd suggest the following:

The Complete Vocabulary Course	40 parts	30 - 40+ weeks
Vocabulary Enhance	20 parts	15 - 30 weeks
Vocabulary Boost	10 parts	6 - 15 weeks

So this vocabulary 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 enhance course as it covers more ground.
  - If you have less than 6 weeks to go please do try the vocabulary boost course but be aware that it covers roughly 200 pages in total. Work will need to be intensive.
- 
- **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**

## What does the Vocabulary Boost preview show?

**SCROLL DOWN TO SEE COURSE EXAMPLES**



## Vocabulary 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 at least half an hour reading text to do

**2. Your Personal Words:** Every week? Your words you are not reading or listening

**3. Synonyms 3:** You the Look, Cover, V **comprehend** and **co**

**4. Synonyms Match-** have learnt these v learnt more thorough

**5. Words from Past:** come up in published tests before. If you are not sure then add the word to your personal words list. 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 have learnt these words. Any mistakes or hesitanc learnt more thoroughly.

**8. Homophones:** Homophones are words which **SOUND** differently. 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.*

Please make sure you read for 20 minutes every day. We have also given you a paired

Use your personal words list every week. Remember to add words if you do not note down words as you find yourself through

Please learn these words using the Look, Cover, Write, Check method. This section includes words such as

Use the test a few days after you have learnt these words. The test will indicate they could be

These words come up in published tests before. If you are not sure then add the word to your personal words list.

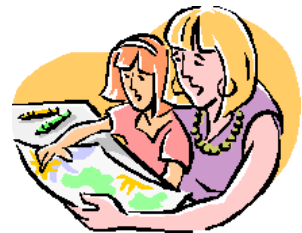
*The whole course is planned for you with revision built in.*



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 words. Use these words using the Look, Cover, Write, Check method. Check **entrance** and **fair-play**.
11. **Opposites Match-Up Test:** Can you match these words? You have learnt these words. Any mismatched words should be learnt more thoroughly. **around 13-16 individual activities focusing on different areas of vocabulary development in each part of the course.** Use these words using words such as **ground**.
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 page contains words you learnt last time using a **CLOZE** format. Remember to add any words you are not sure of to your personal words list to ensure you see them with greater frequency.
14. **Paired Reading: Robinson Crusoe by Daniel Defoe.** We have produced an excerpt for you from this popular classic book. Read it together using the instructions we gave you in the introduction pack. Also 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 13-16 individual activities focusing on different areas of vocabulary development in each part of the course.*

- 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 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 \_\_\_\_\_ the votes.
3. He was \_\_\_\_\_ manufacturing industry.
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 \_\_\_\_\_ g four times a week.
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.*

**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. .*

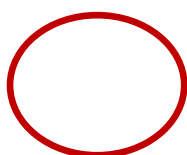


# Synonyms

FOLD

Harder Word		Easier Word
abandon	<p><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
<div data-bbox="172 539 890 920" style="border: 1px dashed black; background-color: #e0ffe0; padding: 5px;"> <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</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 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                      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 \_\_\_\_\_ 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.



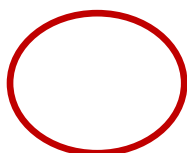
# Opposites

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 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. **Revision** exercises using the opposite of the word in bold.

The man was **drunk** when he left the pub.  
The **captain** was responsible for the attack.  
The **climber** fell from the rock.  
The **climber** fell three metres.

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

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 this exercise you will have completed the opposites 3.

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

# 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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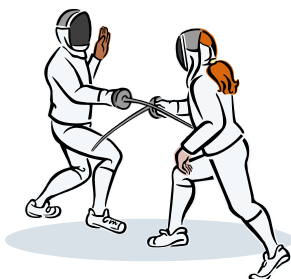
## Homographs

*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 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 the brown branches and sprays

*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.*

worked like a sort of 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 \_\_\_\_\_ .

**Synonyms Match-up**

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

**Words from Past Papers**

convict  
 article  
 invalid  
 enterprise  
 fund  
 domestic  
 erect  
 contest  
 offend  
 retain  
 besieged  
 destitute  
 comrade  
 sow  
 poultry

**Opposites Revision**

inferior  
 separate  
 adult  
 captivity  
 mad  
 spendthrift  
 motorist

The dog was very fat.

5/ wood  
 6/ see  
 7/ tear  
 8/ would  
 9/ tied, tide  
 10/ raise, rays

**Opposites Revision**

stationary  
 nowhere  
 transparent

**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.*

rs to her  
 were  
 ly wide.  
 her had  
 r only a few  
 tidy her  
 h ate sweets.  
 e to the  
 m upstairs  
 nant.  
 e decoration  
 plain.

suspend  
 vapour  
 wholly  
 grieve  
 oblige  
 noted  
 oppress  
 pledge

**Homophones**

1/ gambol  
 2/ rap  
 3/ sea  
 4/ sole

peace  
 polite

**Homographs**

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