

11 Plus Revision Course (CEM) – Course Preview

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

Who should be doing it?

- The course is designed to help pupils prepare for a CEM 11 Plus Exam.
- It should be central to the revision work of any child preparing at home in the weeks leading up to the exam.
- 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 our course is similarly weighted so you spend the correct amount of time on each area.
- The course is fully planned which makes life much easier for parents than using books alone.
- We revise the key areas children struggle with most in the exam in detail.
- The course has plenty of timed tests to build exam skills and confidence.
- 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 4-8 weeks to go until the CEM 11 Plus exam. The course is delivered in 4 parts and ideally a week would be spent on each. It could be completed in less than 4 weeks by working more intensively or in a more relaxed way in 8 weeks.

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

SCROLL DOWN TO SEE COURSE EXAMPLES



Struggling for time on your papers? Revisit the exam technique advice in the introduction.

LEARNING STREET 11 PLUS REVISION COURSE- CEM

WEEK 3



Maths and Numerical Reasoning

There are a wide range of items in this section. We cover the very important basics of accuracy, help children in key topic areas and deliver some timed testing work to help children work accurately under pressure.

1. **Maths Revision Test:**

go over any mistakes that come up.

2. **Core Calculations Test:**

Remember if these don't work out the calculation to re-check.

3. **Detailed Long Division:**

you'll certainly have to do this.

4. **Pie Chart Revision:**

Use your knowledge.

Clear Instructions

Every part of the CEM Revision Course starts with a front sheet which looks like this. It details every item of work that is in that part and, where relevant, gives you some guidance on how to approach each item and what to focus on. Full answers are provided for every question.

5. **11 Plus Maths Timed Paper:** This paper is calculation heavy as 11 Plus tests sometimes are. It'll be a real test of your ability to do the basics immaculately which often makes all the difference. Go for it!

Vocabulary Development

Vocabulary knowledge always makes up a large percentage of the marks in CEM tests, especially in literacy and verbal reasoning. We help enhance a child's ability by presenting activities which get them to use their existing vocabulary. The activities help children to bring their knowledge to the front of their mind, develop the kind of tenacity needed with vocabulary related questions and of course develop new vocabulary. Often CEM questions will ask children to fill in the gaps in words and much of what we do builds on those skills.

1. **Reading:** You should be reading every day, even when the exams are looming. Ideally you should read for half an hour or more and be reading a mix of texts including classic books. This helps children to relax and also helps build vocabulary while exercising the skills needed for comprehension.
2. **Personal Words List:** Through reading and other activities seek out 20 or more words each week and work through them. Learn their spelling; develop your knowledge of their meaning. Revise these words as you go along. The process of looking out for new words also helps refresh your general vocabulary knowledge.
3. **Most Difficult Homophones:** Homophones are often a feature of CEM tests. This exercise helps children revise their homophones knowledge.

4. **Synonyms and Opposites:** In CEM tests knowledge of synonyms and opposites is often useful in verbal reasoning. These exercises help you to develop your knowledge.
5. **Crossword Revision Puzzle:** Children will need to work actively and show persistence to get all the questions correct. They should come back to this time and time again, don't rush this test. As children struggle they will develop more active working skills and great persistency.
6. **Compound Word Puzzle:** Treat in the same way as the crossword puzzle. Children will find it difficult; it is not designed to be easy. The more children work at it the better their core skills will become.

Grammar, Spelling, Punctuation and Comprehension

CEM tests do tend to include quite a bit of comprehension related work and they have previously included more grammar and punctuation work than they do currently. They could change at any time. We believe that this is all important work for children to do to ensure their preparation for the CEM exam is flexible enough to cope with change should it come. The comprehension tests included in this section are at the more difficult end of the spectrum and it is likely that if children can cope with these then they should be able to do very well on the day itself.

1. **40 Commonly Misspelt Words:** It's important, even as the exam approaches, that children keep developing their spelling skills. Some children may be able to spell all the words correctly, in which case going through the work will help embed knowledge further and
2. **Sentence Correction:** knowledge. Do this with corrections in detail as
3. **Past Tense:** Further part of the course.
4. **Punctuation:** A revision through any mistakes: the test.
5. **Spelling Test:** A further test to challenge your knowledge of words children often have trouble with. Make sure you learn any words you got wrong.
6. **Timed English Paper:** This paper includes several useful elements that we believe will come up in the CEM exam. First, a full comprehension using the most difficult form of classic text- CEM tests have recently been featuring lots of comprehension testing. This is then followed by a spelling test passage and some questions testing punctuation- these have come before, but not recently. They may do again.

Organised for you

One of the main problems with using books is that it is difficult to know which ones to buy and which order to do the work in and what to cover. We know from feedback that this course solves that problem for many parents leaving them free to help their child.

Verbal Reasoning

The revision materials will not only expose children to lots of questions on the types that have been most recently used but we also include lots of variety questions to ensure children prepare flexibly. At the end of each section we include a timed paper covering the main types of questions we believe are likely to come up. This verbal reasoning work is designed to accompany the vocabulary development work built into each part of the course. Children with a wide vocabulary are likely to perform much better than others in CEM verbal reasoning tests.

1. **Verbal Reasoning Variety Test**: CEM tests are not set in stone. While the current set of question types is relatively well known they can change without notice at any time. This is why we include this variety test. Children should do this test carefully knowing that it will help them should CEM decide to vary the test without notice, as they could do.
2. **Shuffled Sentences**: This is a known CEM test type and we also include some spelling questions and questions on homophones for variety.
3. **Alternative Word Test**: This is a known CEM question type which is used to test grammatical and spelling ability.
4. **Opposites Test**: CEM tests often include lots of opposites questions in different formats. Here we challenge pupils with some harder opposites in two forms we believe CEM have used in the past and are likely to use again.
5. **Synonyms Test**: CEM tests often include lots of synonyms questions in different formats. Here we challenge pupils with some harder synonyms in two forms we believe CEM have used in the past and are likely to use again.
6. **Comprehension**: The Great Fire of London. CEM tests do include comprehension in various forms; this is a straightforward comprehension test that we would hope most pupils can ace.
7. **CLOZE Comprehension**: Edward VI. Children are challenged to use their comprehension and vocabulary skills to find the missing letters to complete each word. If children take the time to understand the passage then these questions become easier. Sometimes they may need to return to a question and will find it is easier having seen more of the context.
8. **CEM Timed Verbal Reasoning Test**: Pupils won't face a specific verbal reasoning test in the exam but we have produced these assessment tests to focus on the types of questions which may come up. The time allowance ensures children develop the skills to work quickly enough to complete the paper. They will need to work at this sort of pace in the exam itself.

Non-Verbal Reasoning

Two more timed tests this week. Detailed answers have been provided so try to understand where you have gone wrong on any questions you didn't get right. Don't be afraid to look back at the technique guidance sheets from week 1 if there are any particular question types you are struggling with.

1. **Non-Verbal Reasoning Paper 3**: 39 questions to answer in 25 minutes. You should now be feeling more confident at working to exam pace!
2. **Non-Verbal Reasoning Paper 4**: Sit this second paper on a different day to the first one. Try to beat your score from paper 3!

These types of questions
how to

Maths

It is good fun to know
how.

Division of fractions

Start with a division sum: $\frac{4}{5} \div 2$ This can be written as $\frac{4}{5} \div \frac{2}{1}$

Then change the \div sign to a \times sign and invert (turn upside down) the fraction after it.

This now makes the sum: $\frac{4}{5} \times \frac{1}{2}$ Then cross cancel if you can: $\frac{4}{5} \times \frac{1}{2}$

So now you get $\frac{2}{5} \times \frac{1}{1}$ which means $\frac{2}{5} \times 1$, so the answer is: $\frac{2}{5}$

This is how you do all division of fraction sums.

Now follow this example carefully - it takes exactly the same steps:

$$\frac{7}{8} \div \frac{11}{16} = \frac{7}{\cancel{8}} \times \frac{16}{11} = \frac{7}{1} \times \frac{2}{11} = \frac{14}{11} = 1\frac{3}{11}$$

Remember: 1. Change the sign
2. Invert the fraction after it
3. Cross cancel if possible

Can you see how this works? Now try these:

1. $\frac{2}{7}$

In the maths section there are always some sheets focussing on an individual skill that children may find difficult. This one revises division of fractions; others include area, shapes, graphs and long division.

4. $\frac{7}{8}$

3. $\frac{4}{5} \div \frac{7}{15} =$

6. $\frac{3}{10} \div 1\frac{4}{5} =$

Convert to an improper fraction first ($\frac{9}{5}$), then it is easy!

Did you enjoy those?

Accuracy and Core Maths Skills

- You must show your work
- Work must be neat and attention to detail is necessary.
- If mistakes are made, it is a strong indication that children will drop marks needlessly in the actual exam. Do this test several times if necessary.

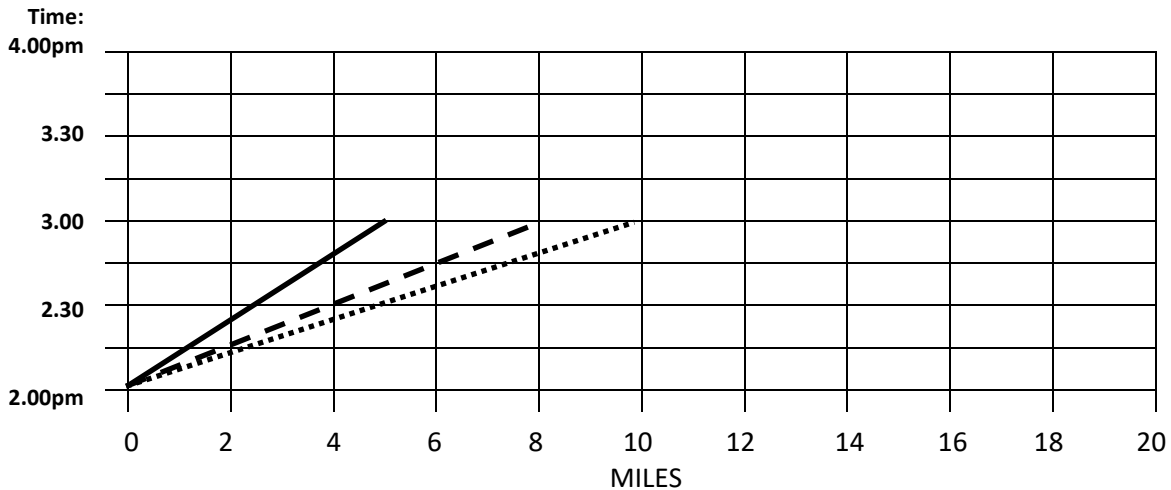
| | | | | |
|----------------|--|-----------------|----------------|----------------|
| $8 + 7 =$ | $9 - 4 =$ | $6 \times 7 =$ | $54 \div 6 =$ | $8 + 4 =$ |
| $7 \times 5 =$ | $48 \div 8 =$ | $8 \times 5 =$ | $7 + 8 =$ | $2 - 0 =$ |
| $12 - 7 =$ | $9 + 5 =$ | $7 \times 9 =$ | $42 \div 6 =$ | $9 \times 8 =$ |
| $96 \div 8 =$ | $5 + 6 =$ | $72 \div 6 =$ | $8 - 7 =$ | $54 \div 9 =$ |
| $6 \times 3 =$ | $56 \div 7 =$ | $7 \times 12 =$ | $30 \div 6 =$ | $0 + 1 =$ |
| $5 + 8 =$ | <p>In each part of the course we focus on this important area in different ways. For most children, being able to work accurately is more important than developing complex skills. Unless they can work accurately, children will not be successful. This sheet looks at working quickly and accurately with core calculations.</p> | | | $8 =$ |
| $5 \times 6 =$ | | | | $6 =$ |
| $5 + 7 =$ | | | | $\div 8 =$ |
| $16 - 8 =$ | | | | $7 =$ |
| $7 \times 6 =$ | | | | $\div 9 =$ |
| $17 - 9 =$ | | | | $+ 5 =$ |
| $8 \times 3 =$ | | | | $7 =$ |
| $11 - 6 =$ | | | | $+ 6 =$ |
| $8 \times 6 =$ | | | | $9 =$ |
| $5 \times 7 =$ | | | | $- 7 =$ |
| $7 - 2 =$ | $56 \div 8 =$ | $8 \times 12 =$ | $13 - 8 =$ | $32 \div 4 =$ |
| $3 + 7 =$ | $16 - 7 =$ | $7 + 8 =$ | $4 \times 6 =$ | $14 - 6 =$ |
| $12 - 9 =$ | $9 \times 3 =$ | $11 - 8 =$ | $49 \div 7 =$ | $5 + 8 =$ |
| $8 \times 9 =$ | $6 + 7 =$ | $27 \div 9 =$ | $15 - 4 =$ | $9 \times 7 =$ |
| $72 \div 8 =$ | $13 - 9 =$ | $5 \times 12 =$ | $4 + 8 =$ | $18 - 7 =$ |

Score /100

Maths Papers

Three friends (Oliver, Milo, and Ben) cycled around a track. They

The graph shows how each of them did during the first hour.



Key: Oliver: - - - - - Milo: _____ Ben:

Questions:

1. What percentage of Ben's distance did Milo do? _____
2. How many laps of the track did Oliver complete? _____

In the

Milo

3. _____ cycled by 4pm.

Ben

punct

4. _____ 6 miles he had a

Oliver

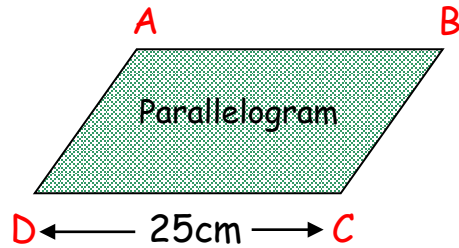
5. _____ cycled by 4pm.

6. _____

7. At what time did Ben have his puncture? _____

In each part of the course there is a timed maths paper. These tests help to uncover any areas of confusion that children have and aim to cover the whole syllabus. They also of course help children work to time which is a crucial skill. These papers are not available anywhere else.

- $2^5 = 2 \times 2 \times 2 \times 2 \times 2 =$ _____
- $10^5 = 10 \times 10 \times 10 \times 10 \times 10 =$ _____
- The perimeter of this parallelogram is 72 cm.
Find the length of AD or BC _____



- $\frac{4.56 \text{ m}}{8} =$ _____
- $9.072 \times 7 =$ _____
- Each part of the course includes a revision test. This one from the end of course includes questions on 30 different topics.
- 0.15 0.25 0.125 which of these decimals equals $\frac{1}{8}$? _____

- Write as a decimal the sum of 5, three-tenths and $\frac{84}{100}$

- The square root of 36 = _____

- $1.36 \div 8 =$ _____

- $7.3 \times 5 =$ _____



Score this week:

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 develop 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) |
|--|--|--|
| | | |
| | | |
| | | |
| <p>We include a whole section on vocabulary development in each part of the course. Vocabulary skills are possibly the most important of all the skills children will learn. In some 11 Plus tests over 60% of the questions are concerned with vocabulary in some way. This sheet is our unique personal words list. Using it helps children to focus on developing their own vocabulary. We recommend children try to find twenty new words each week while reading and working through our vocabulary development worksheets.</p> | | |
| | | |
| | | |
| | | |
| | | |

Words from Past Papers

PAPERS

Fill in the gaps in the sentences below to find the correct word.

1. It was stuffy, the _ e n _ _ l a _ i o _ in the room was not adequate.
2. Tom aimed to be as e _ _ n o _ i _ a _ with his time as possible.
3. The judge was l _ _ i _ n t as she decided on the sentence for the crim
4. Lucy was
5. Joe coul
6. It was h
7. George c
8. Freddie's _ _ p u d _ _ t behaviour was always a constant source of frustration for his mother.
9. The army had _ e s _ _ g e _ the city.
10. She asked for a receipt so her boss could _ _ i m b _ r _ e her for her expenses.

We include a number of unique development tools in this section. This sheet seeks to introduce children to, or refresh their memory of, the type of vocabulary that has come up in previous 11 Plus tests around the country.

Opposites and Synonyms

- A particularly verbal reasoning.
- This test encourages you to trawl your memory to complete the test. Learn any words that you don't get.
- Don't give up, persevere, try different letters and think about possible endings. You will need to persevere and work actively in the exam - do not just stare at the page.

FIND THE SYNONYMS ON THE RIGHT OF THE WORDS ON THE LEFT

quarrelsome
abundant
friendly
apparition
impudence

FIND THE OPPOSITES

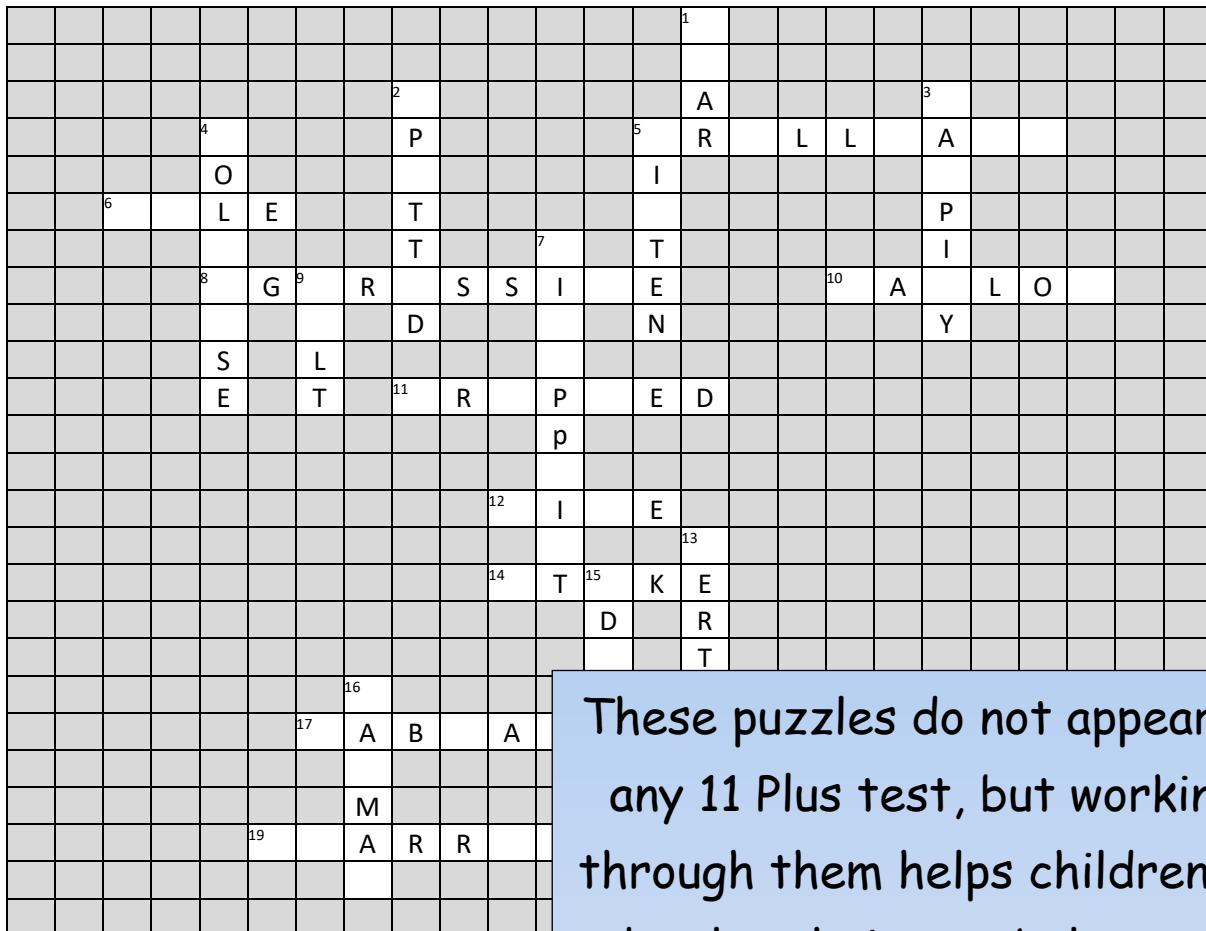
plain
poverty
smart
cramped
straight

Questions involving opposites and synonyms tend to come up in verbal reasoning and in some comprehension tests. We focus on these in each part of the course.

_ _ _
 p _ _ sp _ _ _ t _
 _ love _ l _
 _ pac _ o _ s
 c _ oo _ _ d

Crossword Revision Puzzle

The puzzle helps pupils develop perseverance. Work actively, don't just stare blankly at the question- try different letters and think about word endings.



Clues down

1. Sounds like saw. The act of rising upwards.
2. Caught sight of something.
3. Similar to joyously.
4. To fall down.
5. What an insect does to you.
7. Fail to meet expectations.
9. A coating of gold. Sounds like guilt.
13. A place to keep a boat. Sounds like birth.
15. Speak to someone **OR** the location of your house.
16. A type of animal that has nourishes its young with its own milk. Humans are such animals.

These puzzles do not appear in any 11 Plus test, but working through them helps children to develop their vocabulary and bring their existing knowledge to the front of their mind.

These puzzles also help children to develop the kind of tenacity and active working skills which result in success.

We include a crossword puzzle in each part of the course.

Compound Word Puzzle

Compound
but can
e.g. or a

ackboard,
nselves

Often you will have to alter pronunciation to solve the puzzle e.g. **pop** and **pies** - **poppies** or **do** and **me** - **dome**.

Without using the clues, these puzzles are extremely difficult.

Find ten compound words from these parts of words. (Use each part only once.) Write out the words you have found underneath. Learn meanings and spellings if you don't know them - this is a learning exercise, not a test.

come

her

sea

up

light

some

main

mint

back

be

ward

stream

spear

lift

1/ _____

2/ _____

5/ _____

6/ _____

9/ _____

10/ _____

These puzzles can be really difficult and many children will have to come back to them several times to complete them. They really help to switch on a child's vocabulary recognition and recall.

Clues 1/ A period of the year 2/ chewing gum flavour 3/ A glow in the night 4/ Occasionally 5/ Raise 6/ Evolve 7/ Not fully developed 8/ Towards the higher part of a river 9/ Property that is owned 10/ An oily fish

Devilish Double Letters

Some words have double letters and this can cause uncertainty.

In this little series of tests we list 20 words. Some of them either have too many double letters or too few. Identify the spelling mistakes and write them out correctly.



disapoint

proccedure

labeled

retirred



dissappear

posession

occurence

arressted

misspel

millenium

acquire

dumbell

mising

personell

harrass

detertence

acommodatic

Spelling is an important skill within 11 Plus tests and we include a variety of sheets covering misspelt words and difficult spellings.

This sheet covers double letters and asks children to spot which words have too many letters and which ones have too few and to spell them correctly. Double letters often cause confusion amongst children and therefore often come up in some form in 11 Plus tests.



Sentence Correction

There is either one mistake or more than one mistake in each of these sentences.

Write each sentence out correctly

1. Immediately she ran to the injured woman.

2. I saw a cat with it's owner which had a long tail.

3. A tabl

4. There

5. Someo

Our sentence correction tests cover punctuation, spelling and use of English. In CEM tests these types of questions have come up historically but not recently; CEM could re-introduce these at any point without warning.

6. Our teacher is on holiday, the lesson needs to be cancelled.

7. He didnt finish his lunch, however he did eat his pudding.

8. You should see whose taking the training session.

9. "Don't say that" his mother shouted, "I've been working on his all day"!

10. Its on its way, isnt it.

English Exam Paper

In the following passage there are some spelling mistakes. On each numbered line there is either one mistake, two mistakes or no mistakes. Each line is divided into groups of words with a letter underneath. If there is a mistake, ring the correct letter(s). If there is no mistake ring X.

- 1) Mr. Bessel was the A senior partner in the B firm of Bessel, Hart, C and Brown, of St. D **X**
- 2) Paul's Churchyard, A and for many years he B was well known among C those intrested D **X**
- 3) in psychical research A as a liberal-minded B and consciencious investigator. He was C D **X**

Each part of the course includes an English exam paper. Each paper has a comprehension section involving an extract from a classic book; this is the most difficult type of text children could face. The test then has a second section which looks at grammar, spelling and punctuation. CEM exams historically have always included comprehension sections so this work will ensure they are fully prepared for that as well as enhancing their GSP skills should those question types emerge this year.

8) The dogs tail got trapped in the door.

9) Jason's mothers cottage is right next to his girlfriends house.

10) "the weather is glorious," said Patrick.

SHUFFLED SENTENCES TEST

These sentences intentionally use very difficult vocabulary. If you do not know a word, use your personal words list.

Section 1

Order the words in a correct sentence. Identify the one word in each sentence which is not needed. Remember to work actively, try and find the subject of each sentence and come back to any you don't get.

1. barb a fished ended hook with the double
2. face a of Janes' look anguish raucous crossed

3. ear
4. tri
5. pio

Section
Write

1. The
2. The

CEM uses a number of known question types. We cover them here but, due to the nature of CEM tests, one never knows what may or may not come up. This sheet looks at shuffled sentences and then touches on homophones and spelling (both of which CEM could include if they wished to).

Section 3

Choose and write out the correct spelling from each pair given

1. harrass, harass _____ dissappear, disappear _____

Alternative Word Test

Circle the word that fits best with each sentence.

1. The boys were chasing
 road.
- along
before
to
after
- the ball as it bounced down the

This is an alternative word cloze sheet. These questions often come up in CEM tests. Children will work on these each week.

3. Mums always try to take good care of
 children.
- they're
them
their
there

4. The Saracens rugby team came out in the second half to set
 overhauling their opponents
- at
in
about
on

5. Swinging from a trapeze is not what most people would
 a normal pastime
- see
contemplate
think
consider

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

smart s l _ _ e n _ y

mean g e n _ _ _ u _

Opposites questions are a regular feature of CEM but are asked in different ways. Therefore, we include two forms of the test to ensure full preparation.

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 | intrusive | stubborn | opinionated | decisive |
| participated | abstained | disregarded | disengage | proffered |
| aggravation | brazen | hurtful | dignify | solace |

Synonyms 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 word on the right so that it has a similar meaning to the word on the left.

punish

r e b _ _ _

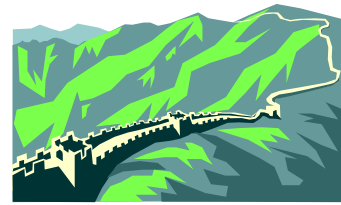
Synonyms feature in CEM tests in a similar way to opposites. We include lots of synonyms work in every part of the course to ensure a sound knowledge of them.

Section 2

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

| | | | | |
|-----------------|---------|-----------|----------|------------|
| sturdy | hard | robust | vigorous | imperative |
| bleak | rough | sorrowful | desolate | austere |
| amend | improve | consider | deceive | deface |
| lose | loose | misplace | lost | found |
| resonate | reason | echo | repeat | shatter |

The Great Wall of China



The Great Wall of China, a true wonder of the world, was built more than 2,000 years ago. It is a series of fortifications made of stone, brick, tamped earth, and wood. Wider and taller than a house, it was built to protect the Chinese Empire from attacks from the Mongol tribes to the north. It winds, like a gigantic dragon, for over 5500 miles across deserts and grasslands and over mountains and hills. It is still there today and it can be seen from space.

The Emperor who wanted the wall built was cruel. He forced thousands of Chinese men to leave their homes and work on the wall. Many of them were killed or worked to death.

This story about

Meng Jiang-nu lives

her husband and

Meng had no idea

that she must set

She reached the

Soldiers were ordered

who knew her husband's

body, and the gods

CEM tests often include a comprehension section. We include a comprehension test for children in each part of the course in order to keep their skills fresh.

suffered:

or's soldiers took

k for many years.

ome, she decided

ted and starving.

eng met a worker

searched for his

ext day the cruel

Emperor came to inspect the wall. He saw Meng and decided he wanted her for one of his wives. He offered her a jewelled tomb for her husband if she would marry him. As soon as her husband had been placed in his tomb, Meng looked with hatred at the Emperor and threw herself off the wall into the raging river below. As she drowned, the gods changed her into a beautiful silverfish.

1. How long has the Great Wall been standing?

2. Why was it built?

3. How long is it?

4. Who ordered it to be built?

5. Who built it?

6. What was the high price of building the wall?

7. Why did the soldiers take Meng's husband?

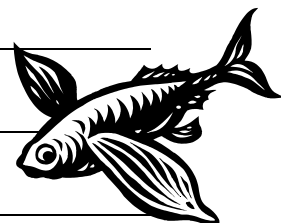
8. How were the builders treated?

9. Who helped Meng find her husband's body?

10. What made Meng agree to marry the Emperor?

11. Why did Meng kill herself?

12. What happened to Meng as she was dying?



Bosworth Field



Fill in the blanks. This is a Cloze type exercise.

Remember to work actively. Read the piece through; always use the meaning of a sentence before or after a word to help you.

Think about endings. Try some options.

Henry VII came to the h n e in one of the bloodiest b l of the age. Twenty thousand men met in the m i d e of England, the battle was fierce, e n t and brutal.

Sometimes CEM includes tests which are an amalgamation of a comprehension test and a vocabulary test. Children need to complete the missing word using the sense of the text to help them. We include some testing on this area in each part of the course.

grave so it would not become a f o point for his s p t e s.

The body of Richard III was r c n l y discovered under a supermarket car park in Leicester just as the history books s u g t e d.

Marks /13

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

Complete the word on the right which has the **most opposite** meaning to the word in bold on the left.

Example

| | | | | | |
|----|-----------------|-------------|----------|--------------|------------|
| | host | swarm | horde | guest | party |
| 1/ | humble | menial | modest | arrogant | successful |
| 2/ | curse | hate | bless | blasphemy | harangue |
| 3/ | trivial | unimportant | incident | error | serious |
| 4/ | disperse | scatter | dispel | gather | associate |

There is a timed test focussing exclusively on CEM style verbal reasoning questions in each part of the course. In this test there is a comprehension with 12 questions, a similar words test, a shuffled sentences test, two opposites tests, two synonyms tests and an alternative word test. Each test is designed to reflect the variety of questions CEM has most recently been using.

___ /10

Complete the word on the right so that it has a **similar meaning** to the word on the left.

Example:

| | | |
|-----|--------------------|--|
| | treacherous | d <u>a</u> n <u>g</u> e r <u>o</u> u s |
| 1/ | blatant | b _ _ z _ n |
| 2/ | scarce | _ _ _ e |
| 3/ | admonish | rep _ _ _ an _ |
| 4/ | adversity | mi _ _ ort _ _ _ |
| 5/ | diminutive | p _ _ _ te |
| 6/ | mock | t _ ia _ |
| 7/ | din | _ p _ _ ar |
| 8/ | surround | en _ _ _ c _ _ |
| 9/ | acute | s _ _ _ p |
| 10/ | trick | _ _ _ x |

___ /10

VERBAL REASONING VARIETY TEST 1

Marks

1. Inside the brackets write the letter which will end the first word and begin the second.

S L A (....) A P L E

.....

2. Complete this analogy.

MEAT is to BUTCHER as is to BAKER

.....

3. Underline the word which cannot be made from some or all of the letters of the word MARRIAGE, using each letter not more than once.

GRIME MIRAGE MIRE MEAGRE RAGE

.....

4. As CEM could change the types of question they ask at any time and introduce an entirely new format, we include a variety section in every part of the course. This is to stretch children and ensure that they are thinking flexibly.

.....

5. in alphabetical order.

.....

snow snout sneer snapper snail

.....

8. Inside the brackets write the word of three letters which will complete all five words.

... scape ... horse ... shore ... weed ... shell (. . .)

.....

9. Underline the two words below which are opposite in meaning.

prepare wait depart stand arrive arise

.....

10. In a certain code TPMFNO means SOLEMN. What does MFNPOT mean in the same code?

(.....)

.....

11. Underline the word which does not fit in with the others.

sparrow rook lark crow butterfly eagle

.....

12. Write the word which has both these meanings.

(a) to detect or notice something

(b) a speck or a blemish

(.....)

.....

13. If 2 3 4 5 6 means OCEAN, then 3 5 6 2 4 means

.....

Non-Verbal Reasoning

3. ROTATIONS / TYPE 3

In these questions you are given an image and then asked which of the options is a rotation of the original.

This sounds simple but you will need to pay close attention to the options because there is normally plenty there that could trip you up.

What to look out for

Typically rotations questions will have two elements, there will be a main shape which rotates and potentially a secondary item (such as diagonal lines or hatched shading) which may also rotate.

- Remember firstly that the best way to solve these questions is to identify the main shape of the shape and then turn it in either direction.
- Shapes are normally rotated through 90 degrees clockwise.
- Shapes are often irregular so that you can't rely on angles having been rotated.
- There will often be mirror reflections so you are looking for a rotation not a reflection.
- You will often end up with two options that look like a rotation. A good tip is to check the concentration at this point. A good tip is to check the two options is wrong rather than the one that is otherwise leap to the wrong answer.

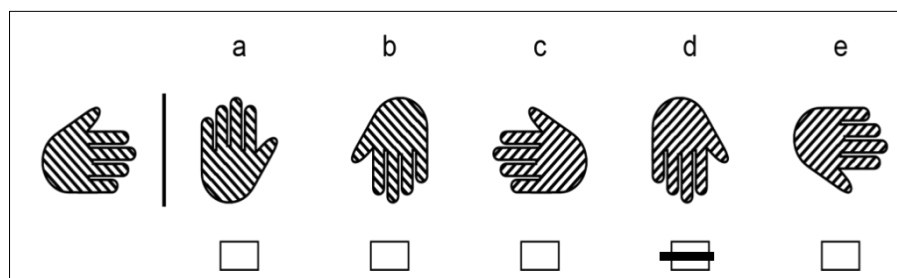
We have identified 13 core types of non-verbal reasoning question children could face in the 11 Plus exam. In the first part of the Revision Course we recap key technique points for each question type before giving 5 questions to try. This sheet looks at rotations questions.

Technique Tips

Some people are naturally better at these questions than others. However each pupil should be aware of their own awareness area. The only way to do this is by focussing on these questions individually. By just doing question after question you will not improve.

- If you are not a natural at this, do not worry. It is a skill that can be learned.
- If you have two options (having excluded others) then remember there will be something wrong with one of them.
- Pay attention to the detail. If there is a shape with a filling then the filling is important. Lines, for instance, should be pointing in the same direction (just rotated).
- Be ready for more difficult questions with more than two elements, where you see these all elements should be subject to the same rotation.

Example



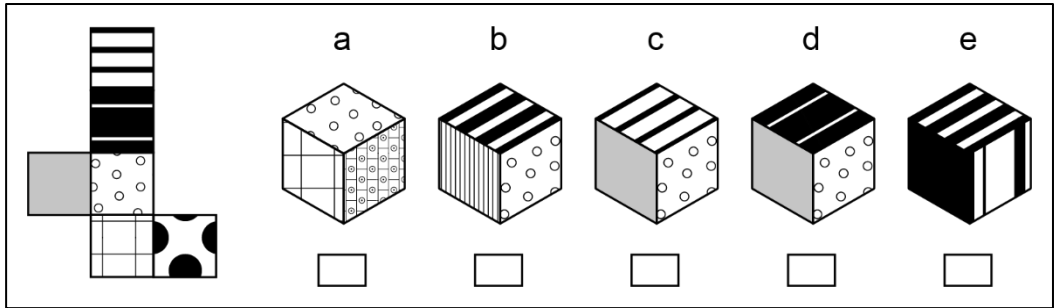
Explanation

Only one of the answers is a rotation of the original. D is the only possible answer as it is the only hand with the thumb still on the left hand side. The lines also go from the bottom left of the hand to the top right.

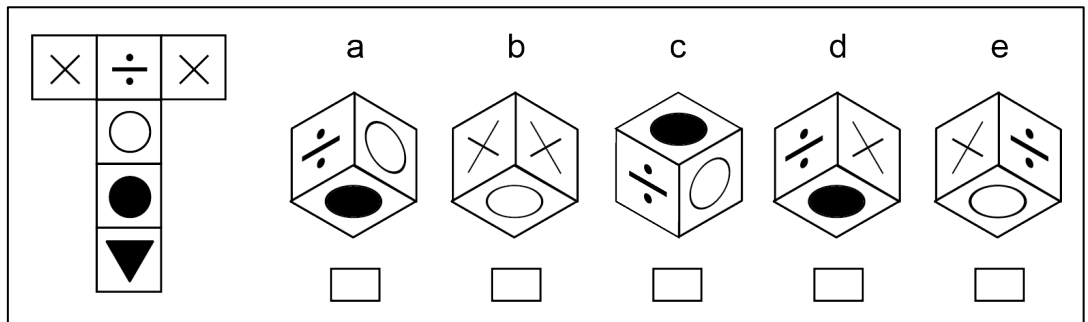
Non-Verbal Reasoning

8. NETS / TYPE 8

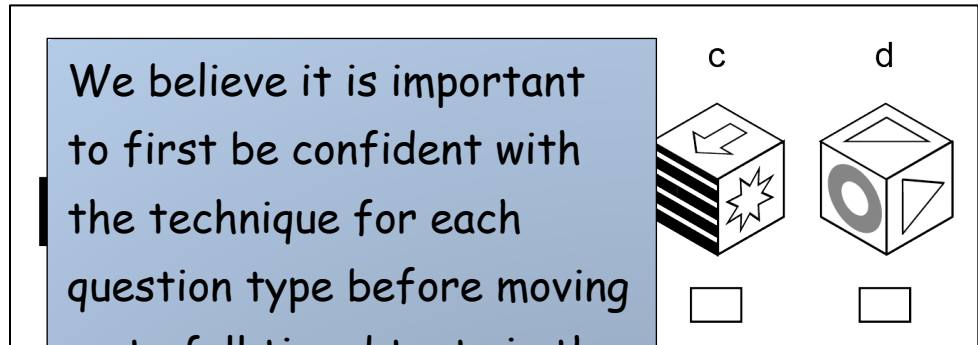
1



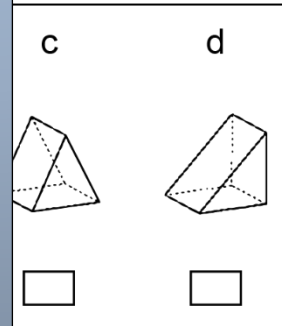
2



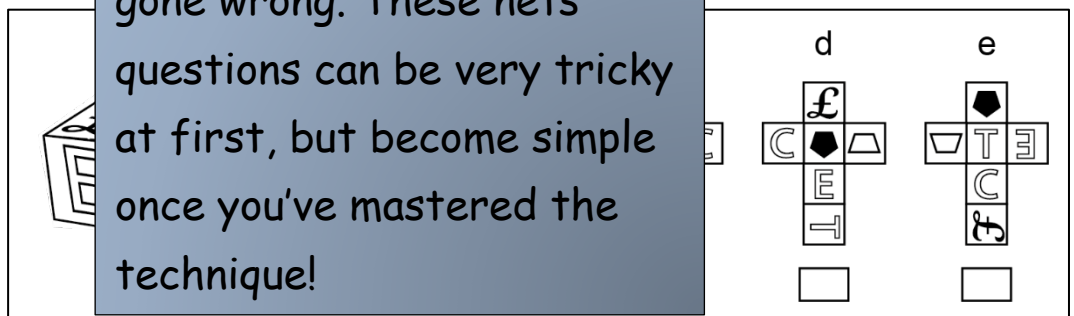
3



4



5



We believe it is important to first be confident with the technique for each question type before moving on to full timed tests in the rest of the course. Detailed answers are given for every question to help you understand where you have gone wrong. These nets questions can be very tricky at first, but become simple once you've mastered the technique!

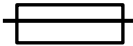
Learning Street

11 PLUS PREPARATION

NON-VERBAL REASONING PAPER

| | |
|----------------|--|
| Name: | |
| Date of Birth: | |
| Today's Date: | |

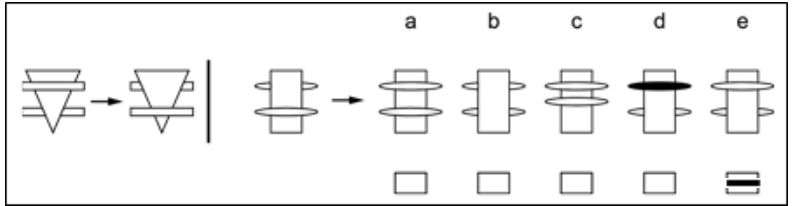
READ THESE INSTRUCTIONS CAREFULLY BEFORE STARTING.

- You have 25 minutes to complete the paper.
- Mark your answer like this: 
- This paper features a total of 39 questions from 13 different question types. An example is given at the start of each question type.
- Each question is worth one mark. If you can't answer a question, move on.
- If you finish early check your answers for mistakes.
- Once the test has started you may not ask for help.

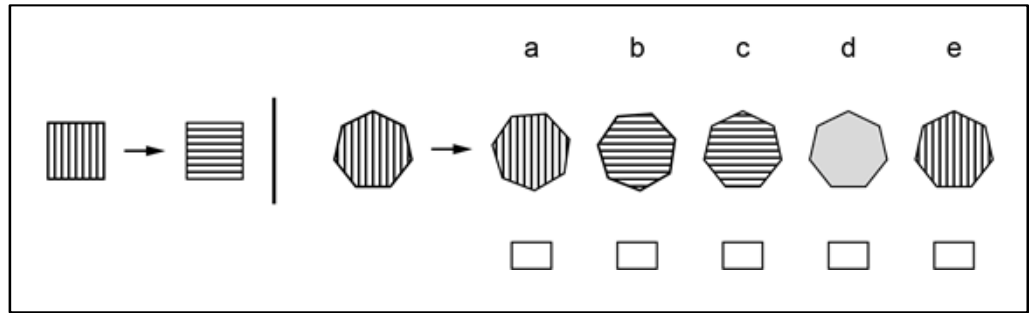
1. LIKE SHAPES / TYPE 1

Work out which of the answer shapes is related to the question shape in the same way that the example shapes are related.

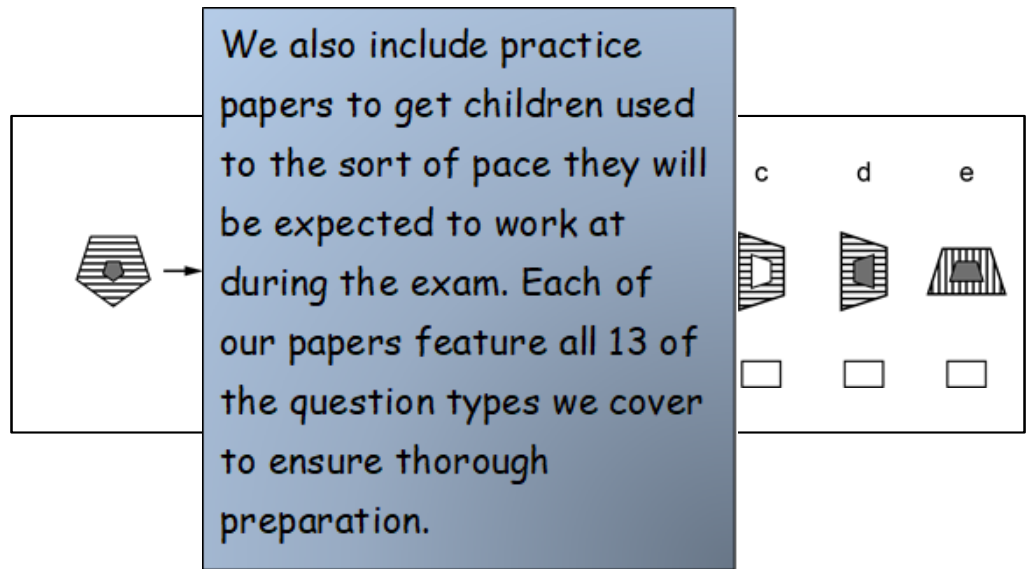
Example



1

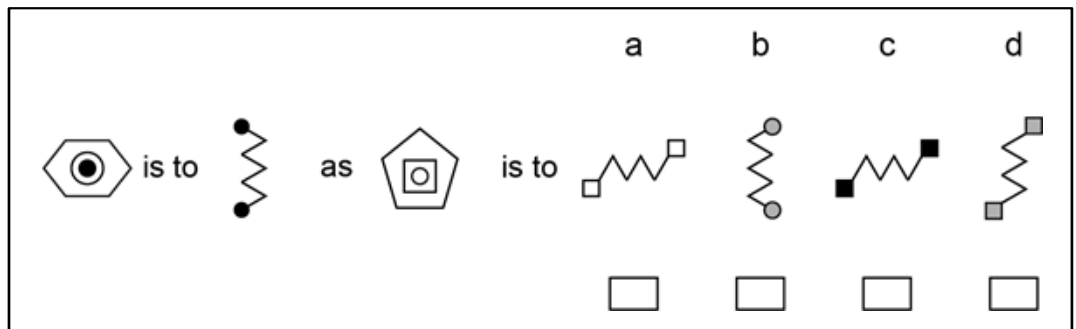


2



We also include practice papers to get children used to the sort of pace they will be expected to work at during the exam. Each of our papers feature all 13 of the question types we cover to ensure thorough preparation.

3



Revision Test

1. 32

- Notice that you do not work this out by thinking 2×5 . You need very good times tables skills to do these calculations quickly.

2. 100,000

- Notice the
times table

3. 11cm

- If DC is 2
11cm.

4. 57cm

- When you have a question in one unit and an answer in another then change both to the same, in this case cm. The sum you should be doing is $456 \text{ cm} \div 8 = 57\text{cm}$.

5. 63.504

- With these it is straightforward long multiplication- just make sure to have the decimal in the right place. If you are not sure then do a common sense check e.g. $9 \times 7 = 63$ so we know the answer will be a little more, not 635.04 or 6.3504.

6. 0.125

- You may know, but don't guess. Work it out- firstly use common sense. You should be able to see that it isn't 0.25 as that would be $\frac{1}{4}$, so work out $8 \times 0.15 = 1.2$. So it must be 0.125 because $8 \times 0.125 = 1$, therefore $\frac{1}{8} = 0.125$.

7. 6.14

- Convert all these to decimals and add them. $5.00 + 0.3 + 0.84 = 6.14$

8. 6

- Times tables knowledge should instantly lead you to the answer.

9. 0.17

- This is basic division but remember to focus on ensuring the decimal is in the right place.

Detailed Answers

We provide full answers for every single question. More detailed explanations are given where appropriate so that children can properly learn from their mistakes.

ANSWERS - 11 PLUS REVISION COURSE - MATHS WEEK 1

10. 36.5

- Hopefully an easy multiplication to end on- watch the decimal.

Probability Problems

1. $a = \frac{1}{6}$ $b = \frac{1}{2}$ $c = \frac{1}{2}$

2. $a = \frac{3}{10}$ $b = \frac{1}{2}$ $c = \frac{1}{5}$ $d = \frac{4}{5}$

3. $\frac{3}{7}$

4. $\frac{1}{3}$

5. $\frac{1}{10}$

Division of Fractions

1. $\frac{2}{7} \div 8 = \frac{2}{7} \div \frac{8}{1} = \frac{2}{7} \times \frac{1}{8} = \frac{1}{7} \times \frac{1}{4} = \frac{1}{28}$

2. $\frac{1}{4} \div 11 = \frac{1}{4} \div \frac{11}{1} = \frac{1}{4} \times \frac{1}{11} = \frac{1}{44}$

3. $\frac{4}{5} \div \frac{7}{15} = \frac{4}{5} \times \frac{15}{7} = \frac{4}{1} \times \frac{3}{7} = \frac{12}{7} = 1\frac{5}{7}$

4. $\frac{2}{9} \div \frac{12}{17} = \frac{2}{9} \times \frac{17}{12} = \frac{1}{9} \times \frac{17}{6} = \frac{17}{54}$

5. $4 \div \frac{1}{3} = \frac{4}{1} \div \frac{1}{3} = \frac{4}{1} \times \frac{3}{1} = \frac{12}{1} = 12$

6. $\frac{3}{10} \div 1\frac{4}{5} = \frac{3}{10} \div \frac{9}{5} = \frac{3}{10} \times \frac{5}{9} = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

Angles of the Same Size

1. 110°