

11 Plus All-in-One 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 all elements of 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 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 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.

- **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



Please focus on completing your personal words list.



The 11 Plus Programme - Enhance - Part 1

This course will help you to develop all the skills you need for the exam. If you do a little work each day and work consistently you will give yourself the best chance.

English and Vocabulary Development

1. **Reading:** It is essential to read every day for at least half an hour. You will have read in the introductory document how reading helps to build a wide vocabulary. In this section we have also given you a paired reading text to do

Clear Instructions

2. *Every part of the CEM all-in-one 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.*

part of the course.
a focus from those
through reading or

in published tests
personal words list.

4. **Instructions for synonyms** from the introduction pack and then learn the words for this section. Use the **Look, Cover, Write, Check** method to help you. Like all learning exercises you should come back to this exercise a number of times to ensure learning is properly embedded. Please do not rush this learning activity.

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:** Homographs are words which are spelt exactly the same but which have **More Than One Meaning**. Do the exercise to check your understanding of these words.

7. **Essential Spelling:** These have previously been prescribed for all state school pupils to learn during KS2. There are **200** of them in total. We will be doing a few during some parts of the course until they are all learnt. Learn the words first. Only complete the test section once you are sure your knowledge is sound.



8. **Homophones:** Homophones are words which **SOUND** the same but are **SPELT** differently.
9. **Opposites 1 and Opposites Instructions:** Read the instructions for opposites from the introduction pack and then learn the words for this week. Use the **Look, Cover, Write, Check** method to help you. Please do not rush this learning activity. When you think you have learnt the words wait for a few days and then test yourself again to see if the learning has properly sunk in.
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 more thoroughly.
11. **Commonly Misspelt Words:** These are the top **150** commonly misspelt words. Test yourself to check you have learnt them properly. A few days later do the Look, Cover, Write, Check test to further embed your ability to spell these words correctly.
12. **More Difficult Opposites:** These sheets are a learning opportunity not a test. Children should keep coming back to the sheet and keep trying to think of the answers (at least two or three times). On average our experience shows that children could improve their familiarity with well over 50% of the words in the sheets.
13. **Paired Reading:** **The Secret Garden by Frances Hodgson Burnett.** 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. There is a test at the end to try to draw out some new vocabulary from the text.

14. **Mad** *One of the main problems with using books* **necessary** and
defin *is that it is difficult to know which ones to*
15. **Find** *buy and which order to do the work in and* your red biro
ready *what to cover. We know from feedback*
16. **Anim** *that this course solves that problem for* know?
many parents leaving them free to help
17. **Diminutives:** *their child.* Please learn any you didn't know and do the tests.

CEM Verbal Reasoning

18. Introduction to CEM Verbal Reasoning: Please read this introduction carefully before starting your verbal reasoning work.

CEM Question type 1: Comprehension

19. Comprehension instructions

20. Comprehension text: The History of Coal Mining in the UK - read the text and

at

Maths

21. Used by Private Tutors
Private tutors also use this course as the central part of their work with their pupils because it gives a clear structure, not only for lessons, but also for homework . Much more detail on the type of work you will encounter covering Vocabulary, Literacy and Verbal Reasoning , Numerical Reasoning (Maths) and Non-Verbal Reasoning is included below, just scroll down.

mental work indicates how sult, you can on checking make.

22. Mental Maths Technique Development. These sheets focus on giving children some tips to help them develop strategies for working quickly with mental calculations.

23. Mental Maths. These questions are reasonably straightforward and children should be aiming for full marks- especially on those questions they feel they should know.

24. Sudoku Fractions and Decimals. A fun table to fill out, can you get to the right answer ?

25. Shapes Revision. It's important to know your shapes inside out. Read this carefully, cover up the words and see if you can remember the descriptions. Get someone to read the descriptions out loud and see if you can name the shapes.

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

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

7. The criminal begged for _____ .
8. No matter how much water she drank, she could not _____
9. She went to _____ her application for the job

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

10. _____ school as he got older.
11. _____ .
12. _____ colleagues.
13. _____ to win by training four times a week.
14. _____ the information.
15. _____ of the house.

Marks /15

My Personal Words List

Each week you will find new words or words you haven't quite learnt yet. Familiarisation and a wide vocabulary only develops with frequent exposure. Use this sheet to identify new words, then revise them regularly

New Word (Write the new word here)	Meaning (Write down its meaning in your own words)	New word in sentence (Write a short sentence with your new word in it)
---------------------------------------	---	---

Personal Words List

*This simple sheet is at the heart of everything we do. Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.*

These personal word lists should be used by children to identify 20 words (during each part of the course) that they have either not quite learnt properly, or discovered through their reading.

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

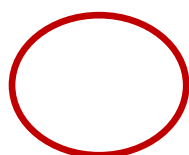


Synonyms

FOLD

Harder Word		Easier Word
abandon	<p>Synonyms</p> <p><i>We use these sheets to ask children to learn their synonyms. These sheets actively ask children to learn words, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i></p>	leave
abridge		shorten
abound		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate	<p><i>We cover over 1000 synonyms during the course. Children will know some of them but be less familiar with or not know others.</i></p>	
aggressive		
aid		
ally		
altitude		height
amazement		wonder
amiable	<p><i>They are encouraged to make a note of less familiar words in their personal words list.</i></p>	friendly
ample		plentiful
ancient		old
animosity		hatred

First attempt



Second attempt



Synonyms Revision

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

expect ant p e

Synonyms Revision

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

ghost app _ _ it _ _ _
apart as _ _ d _ r
dressed att _ _ r _
greedy ava _ _ c _ ous

disas This revision exercise boosts frequency
help and helps children retain the word at
surp front of mind. It is revision activities
name like these which make all the
cloth difference and result in really good
impu outcomes.
wide b _ _ _ d

Remember - this is a test and learning exercise. If you get them all correct you will have done incredibly well. If you haven't just learn the ones you missed. As you progress your vocabulary will grow each week

Marks / 20

Essential Spelling

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

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

Essential Spelling

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

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

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

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

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

2/ The _____ allowed for some companies.

3/ I wanted to _____ my views to

4/ The _____ of the _____ of

5/ My _____ was that my _____ the crime.

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

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

description _____

routine _____

Words with More than One Meaning

Some words have more than one meaning. They are called homographs.

For example:

I will **show** you how it is done. They went to the theatre to see a **show**.

fair	ter draw duck
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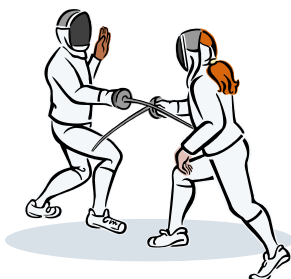
Homographs

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

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

- Write in
- 1. He had to _____
The _____
- 2. He tried to _____
His leg was _____ it.
- 3. There was _____
She wanted _____
- 4. He would _____
He used his _____
- 5. The _____
He didn't think it was _____ that he had to do all the washing up.
- 6. The weather was _____ .
He had to pay his parking _____ .
- 7. He was determined to _____
Her mother had wrapped _____
- 8. She tripped over the _____
He liked to _____ his _____
- 9. We gripped our swords and _____
The women stood talking _____
- 10. He liked a little _____ on the horses.
She would always _____ her eyelashes to get what she wanted.

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



Fence



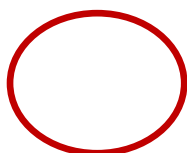


Opposites

FOLD

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

First attempt



Second attempt



Opposites Match-up

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

big	clever	bow	cheap
black	cold	bright	chubby
bottom	bitter	broad	coarse
<p>Opposites Match Up</p> <p><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.

More Difficult Opposites

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

More Difficult Opposites

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

AFFIRM

S _ _ _ N

GULLIBLE

_ A _ Y

IRRATIONAL

C _ H _ _ _ NT

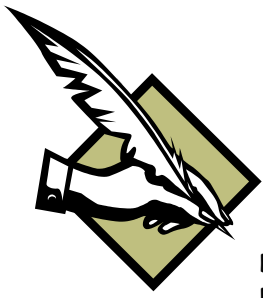
ALEERT

D _ _ _ _ Y

It is this mix of stretching and encouraging pupils to interact with words frequently which makes the course so successful.

Marks /10

If you want to improve your vocabulary make sure you read for at least half an hour every day.



Homophones



Some words are pronounced like other words but are different in spelling and meaning, e.g. write and right.

Die	To stop living
Dye	To colour or stain something, e.g. hair
Four	The number after 3

Homophones

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

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

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

- A quadruped has _____ legs; two hind legs and two _____ legs. **four fore**
- Cutlery is usually made _____
- Queen Elizabeth is our _____
- Chloe decided to _____
- The miners dug a tunnel _____
- Most people _____
- Millions of people spread _____ over the world _____ for peace. **prey pray**
- In the _____ the rider used the _____ to guide the horse along the muddy track. **rein rain**
- She placed the rubbish in the _____ bin. **waist waste**
- Her shirt was coming apart at the _____. **seam seem**

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

wait

You should learn these off by heart.

150 Commonly Misspelt Words

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

You **MUST** learn them.

There are 15 sheets altogether.

150 Commonly Misspelt Words

appear

argue

August

awkward

beautiful

because

beginning

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

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

I PROMISE

I know all these
10 words.

Signed:
.....



Homophones Fun Test 4

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



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

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

Marks /18



CHAPTER IX -THE STRANGEST HOUSE ANY ONE EVER LIVED IN-

The Secret Garden is a classic novel which follows the story of Mary Lennox, an orphan who moves into her uncle's mansion. With the help of an enthusiastic

Paired Reading

Paired reading (reading out loud together while both following the text) works magically to improve a child's reading skills and vocabulary knowledge.

It
h
w
re

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

brown branches and sprays looked 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

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.

and indeed it was

A. Arthur Lee's school work for marking

When I red ***Find the mistakes*** whales I
did not believ *While vocabulary is of crucial*
troo, could it *importance to both CEM-VR work and* ssibly be
-English work we also need to ensure
children work accurately. e storey
for the newspaper's.

Everyone knose that whales only eat plankton and other
see creatures.

On t ***Find the mistakes***
with *This is a type of exercise we use throughout the course*
part *to help children focus on spotting mistakes. This is*
desp *particularly important, not only in terms of their spelling*
development but also because CEM have used spot the
mistake type questions in past English tests.

it?

How many mistakes in spelling or grammar did you spot?

Using Colons

- A **colon** is a **punctuation** mark that we can use to **introduce** the items in a **list**.
- For example: 'To bake a cake you will need: butter, flour, eggs and milk.'
- We use commas to **separate** each **item** in the list. Then we use the connective '**and**' before the last item.
- You will often see colons used in **ingredient** lists and sometimes in **instruction** manuals.



Punctuation

We also work on punctuation throughout the course. CEM tests often have a section where children will need to correct punctuation and the work we do ensures children are better able to do well.

Exercise 1:

The colons in the sentences and put

1. The countries G
The countries G
2. Sasha's favourit

3. At the green grocers: we bought bread, potatoes, carrots, apples and bananas.

4. The boy's hobbies include hockey, dancing, singing and: painting.

5. Tori's favourite animals are: the following monkeys, bears, tigers and elephants.

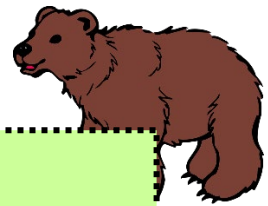
Exercise 2:

Write a list using a colon to describe the things below:

1. Your favourit

2. Your favourite subjects at school

3. What you need to make a cup of tea



Punctuation

This sheet looks at the correct use of colons

Connectives

- A **connective** is a word such as 'and', 'but', or 'because', that we use to **join** two ideas or short sentences together.
- **For example:** 'Timothy likes bananas. He doesn't like apples'. These two short sentences can be **combined** by using the connective 'but'. The new sentence would read 'Timothy likes bananas **but** he doesn't like apples'.
- Connectives are **useful** as they allow us to write **longer**, more **interesting** sentences.

Exercise 1:

Use an appropriate connective from the box to join these short sentences together. One has been done for you.

and

Grammar

although

whilst

1. Kira likes

Kira likes

2. Gary reads

Throughout the course we work on improving children's grammar ability.

3. Toby brushed his teeth. He had eaten his breakfast.

4. Dad was singing loudly. He was in the shower.

5. I revise for 3 months. I have an exam.

6. Miranda hates raisins. She also hates mushrooms.

7. Chloe

Grammar

Exercise:

Match up connectives

This sheet re-enforces their existing knowledge on connectives and abstract nouns.

and underline each

Ashir was good at maths

unless his sister was going too.

Jamie got the bus to work

so they decided to eat inside.

Tristan didn't want to go to the party

and he always did well in tests.

It started to rain heavily

because his car had broken down.

The History of Coal Mining in the UK

It is probable that the Romans used outcropping coal ('outcropping' means where the coal comes to the earth's surface or appears in exposed rock faces) when working iron or burning lime for building purposes. There is no mention of coal mining in the Domesday Book of 1086 though lead and iron mines are recorded. In the 13th century there are records of coal digging in Durham and Northumberland, Nottinghamshire and Derbyshire, Staffordshire, Lancashire, the Forest of Dean and North and South Wales. At this time coal was referred to as *sea cole*, a reference to coal found on the shore, washed up by the sea from cliffs or undersea bell pits where coal was closely packed. In the 14th century, brick-lined shafts to 150 foot depth

Industrial Revolution

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

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

Decline

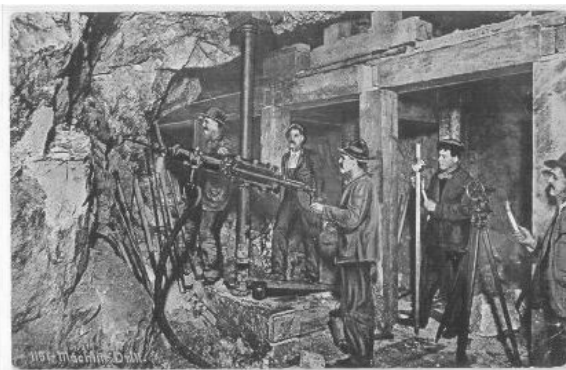
By the 1960s, the coal industry was declining. In March 1968, the last pit in the Black Country closed and pit closures were a regular occurrence in many other areas. In the mid 1970s, 130 million tons of coal was being produced annually, but production started to fall below 100 million tons during the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

Comprehension Exercises

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

mines were shallow runks and branches

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



Shuffled Sentences



How to approach these questions.

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

Technique

1/ Look at the question

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

2/ Identify the subject

- **WORK ACTIVELY** - Remember is to work actively. The most important thing to remember is to work actively. The best way of doing that is to work actively. If after some simple trial and error the answer has not come then try the specific activities below. Remember that even if you have done some of these questions before you still have to click on the day and the best way of doing that is to work actively.
- **The best approach** - Identify the subject (look for nouns). If there are more than one list them. Let's take the jumbled sentence below as an example.

house for walked around dog the food looking

Subject

house
dog
food

Action

walked
looking

Other

the
around
for
the

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

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

Romulus and Remus



Fill in the gaps. This is a cloze type exercise

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

CEM Practice and Questions

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

He hoped that **h e** could **r e _ _ _ n** ruler, but they were **-w**olf called Lupa who heard their **c r** with her own **m _ _ k** and **_ s** they were found and **c a r e d** for them. **t**aken in by **h e r** mother, they were **p r _ _ _ d** to be **i _ n _ _** natural leaders and they both **g _ _ _ e d** many followers.

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

This example is of CLOZE comprehension. We do the same for shuffled sentences, synonyms, opposites, alternative word CLOZE and every other CEM Verbal Reasoning question type.

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

Marks /

Remember, to improve your cloze performance, you should 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

- 1) (life) (sur)
In each case we show you the technique then
- 2) (key) (lead)
provide ten 11 plus standard questions to
- 3) (teak) (own)
work through.

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

- 5) (dark moon black) (might)

- 6) (all next over) (together)

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

- 8) (dame book writer) (caller seller story)

- 9) (shampoo canter)

- 10) (yard guard)

Most books don't strike the right balance between teaching technique and giving practice exercises.

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 words on the left.

smart

mean

childish

diminish

lofty

**Question Type
Revision**

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

opposite meaning to the word

l _ _ _ y

Section 2

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

perimeter

circuit

circumference

interior

border

queasy

ill

nauseous

well

happy

hesitant

particular

aggravated

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

decisive

proffered

solace

decisive

proffered

solace

Orangutans



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

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

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

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

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

All Question Types

Covered

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

Orangutans ^{our} ^{are} ^{is} ^{am} herbivores and will eat the fruit, branches and ^{leaf} ^{leaves} ^{leafs} ^{leives} that they find in the forest.

While many people today ^{thought} ^{think} ^{thought} ^{think} the name 'orang-utan' comes from their orange color ^{thought} ^{think} ^{thought} ^{think} Malay language 'orang' ^{means} ^{mean} ^{meant} 'person' and the ^{translation} ^{translation} 'forest'. Orangutans

are the people of the forest.

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

Compound Word Puzzle

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

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

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

spellings in the puzzle. (Use each part only once.) We use these to solve the puzzle e.g. **pop** and **pies** -

pepper due fort
prim off
ice mint
spring rain
ate night

This is an example of a difficult compound word puzzle that we use. Children are encouraged to persevere and use the clues to help them work through the puzzles.

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

These act as revision as well as developing thinking skills.

/ _____ 4/ _____
/ _____ 8/ _____
0/ _____

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

Verbal Reasoning variety questions

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

1/ apple straw

2/ read book

3/ Carl Chloe

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

4/ (duffle, tog, coat, cap)

5/ (buy, bee, be, by)

6/ (bang, left, by, bring)

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

7/ In the end she

8/ I'd left my books at home.

9/ At the first opportunity they stopped for fuel.

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

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

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

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

Find one letter that fits in the brackets:

13/ char () etal poe () agic

14/ bos () alty onu () tep

15/ blin () eep cloa () ayak

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

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

16/ coat heat

17/ pink aid

18/ share pin

Alternative

Questions

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

blue

draw

Carol

to join and make a whole longer

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

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

FRANKENSTEIN by Mary Shelley

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

Stretch Comprehension

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

held the accomplishment of my toils. With an anxiety
instruments of life around me that I might infuse a
my feet. It was already one in the morning; the rain
andle 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 traver
sleep. At length lassitude succeeded to the t
bed in my clothes, endeavouring to seek a fe
indeed, but I was disturbed by the wildest dre

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

horror
ut of
nd to
n the
slept,

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

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

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

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

Please answer the questions on the following page

11 PLUS ALTERNATIVE QUESTION TEST

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

Example

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

Answer

deity, divinity

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

Example

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

Answer

sow

QUESTION **3** *More Alternative Questions*

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

QUESTION **4**

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)

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

QUESTION **6**

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

GO STRAIGHT ON

QUESTION **7**

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

QUESTION **8**

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

QUESTION **9**

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

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

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

Answer

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

QUESTION **10**

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

QUESTION **11**

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

QUESTION **12**

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

GO STRAIGHT ON TO THE NEXT PAGE

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

Buck

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

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

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

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

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

Timed Assessment Tests

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

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

Speed and Accuracy Test

- You have five minutes. Children should be working towards scoring 100%.
- Watch out for the changes to $+$ \div $/$ $-$ $/$ \times
- This test will be repeated five times, where mistakes are made it will be an indication that further times tables work and attention to detail is necessary.

$8 + 7 =$	$9 - 4 =$	$6 \times 7 =$	$54 \div 6 =$	$8 + 4 =$
$7 \times 5 =$	<p>Speed and Accuracy Tests</p> <p><i>At the beginning of the course we spend time exposing whether pupils have sufficiently solid core skills. As these skills provide the fundamental basis from which children will develop, ensuring these are well established will aid them during the other sections of the course.</i></p>			$=$
$12 - 7 =$				$=$
$96 \div 8 =$				$9 =$
$6 \times 3 =$				$=$
$5 + 8 =$				$=$
$5 \times 6 =$				$=$
$5 + 7 =$	$15 - 6 =$	$48 \div 6 =$	$5 + 4 =$	$64 \div 8 =$
$16 - 8 =$	$36 \div 9 =$	$8 + 8 =$	$42 \div 7 =$	$7 \times 7 =$
$7 \times 6 =$	$9 - 6 =$	$72 \div 9 =$	$9 + 8 =$	$108 \div 9 =$
$17 - 9 =$	$9 + 6 =$	$6 \times 8 =$	$19 - 7 =$	$12 + 5 =$
$8 \times 3 =$	<p>Speed and Accuracy Tests</p> <p><i>This test uses what many consider easy maths but is very difficult due to the time pressure. It exposes whether children have sufficiently solid core skills and provides an important source of revision for those that do.</i></p>			$1 - 7 =$
$11 - 6 =$				$3 + 6 =$
$8 \times 6 =$				$\times 9 =$
$5 \times 7 =$				$3 - 7 =$
$7 - 2 =$				$2 \div 4 =$
$3 + 7 =$	$16 - 7 =$	$7 + 8 =$	$4 \times 6 =$	$14 - 6 =$
$12 - 9 =$	$9 \times 3 =$	$11 - 8 =$	$49 \div 7 =$	$5 + 8 =$
$8 \times 9 =$	$6 + 7 =$	$27 \div 9 =$	$15 - 4 =$	$9 \times 7 =$
$72 \div 8 =$	$13 - 9 =$	$5 \times 12 =$	$4 + 8 =$	$18 - 7 =$

Spot the Mistakes - Maths

- Victor has completed his Mental Maths task but unfortunately he's made a number of mistakes. His answers are underlined.
- Circle the mistakes. See if you can work out what he might have done wrong

① $300 +$ **Spot the mistakes** $=$ 1050mm

We also use other accuracy tests like this Spot the Mistakes test. Children that cannot work accurately will not do well in an 11 plus exam because of the time pressure.

② $2 \frac{1}{2}$ Kg

③ $£1.00 - 58p =$ 42p

⑨ $116\text{mm} =$ 11cm 6mm

④ Find the sum of £1.15 and

£2.85

Find the mistakes

Helping children to switch on their self-checking skills helps them work more accurately in the exam.

⑩ $\frac{1}{2}$ of £4.16 = £1.04

⑤ Find the costing:

$90\text{m} =$ 290m

⑥ What is the product of $9 + 99 =$ 108

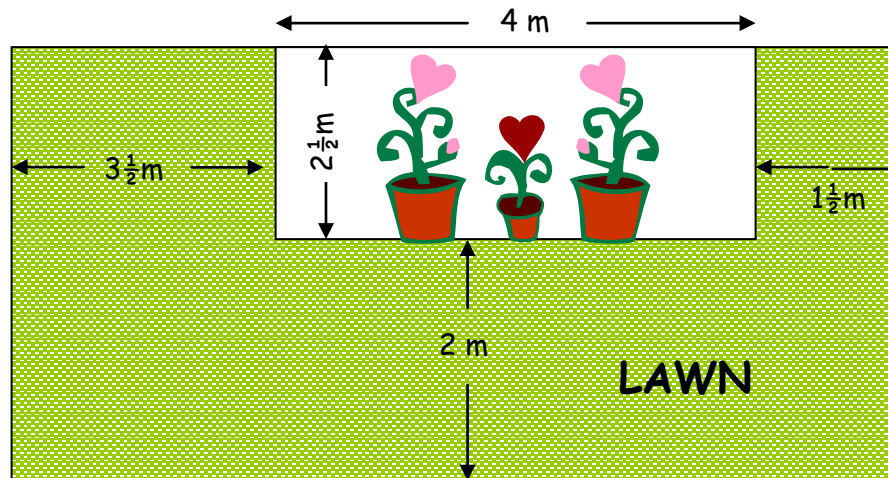
⑫ What is the product of 8 and 50 = 58

Marks /

Area Problems

A rectangular garden comprises a rectangular flowerbed surrounded on three of its sides by a lawn.

Answer the following questions which relate to this diagram.



a) **Area Problems**

We also make sure we cover the core topics

b) *children may get questions on. This sheet is one we use to help children learn about area.*

c)

garden.

Answer: _____

d) Work out, in square metres, the area of the flowerbed.

Answer: _____

e) What is the area of the lawn?

Answer: _____

f) Find the cost of re-sowing the lawn if grass seed costs £1.86 for each square metre of lawn.

Answer: _____

The BODMAS Rule

The rule for sums containing brackets is: **BODMAS**

This means:

Brainet **O**ver **D**ivision **M**ultiplication **A**ddition and **S**ubtraction.

In other words you must work out the sum in the **B**rainet first, and then complete the question by doing:

Division (if required), then

Multiplication (if required), then

Addition (if required), then

Sub

BODMAS

Remember: *This is another example of the focus we place on individual topic knowledge. For some children topics will be entirely new, for others it will act as useful re-enforcement.*

Here is an

$$\begin{aligned} 6(12 - 3) &= 6 \times 2 - 3 && \text{Then Multiply} \\ &= 12 - 3 && \text{Then Subtract} \\ &= 9 \checkmark \end{aligned}$$

Now look at this question:

BODMAS
As part of each topic introduction/review we include further work and examples to ensure knowledge has sunk in properly.

Please ~~write this away~~ ~~carefully~~ because you will need to refer to it again when you start your Revision papers.

PS: I bet no one in your class will know this.

TIMED TEST NUMBER 1

You have 30 minutes to complete this test.

Write the missing number in the box:

1. **Timed Tests**
We start doing easier timed tests early on to get children used to working under the time constraints similar to that of an exam.

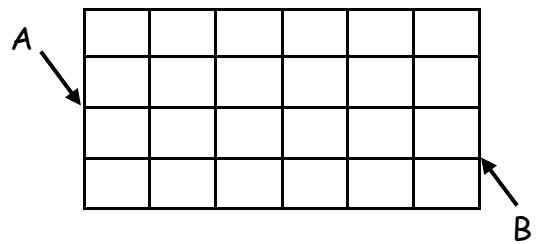
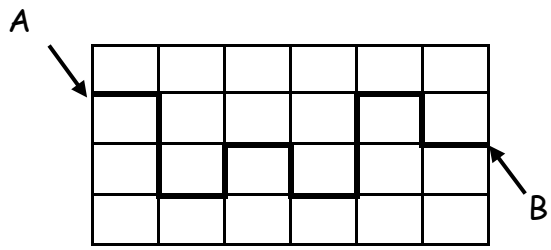
3.
$$\begin{array}{r} 10\ \square \\ 7 \overline{) 763} \end{array}$$

$$\begin{array}{r} 153 \\ 5 \overline{) 7\square 5} \end{array}$$

This calculation has the same number missing from each box. What is it?

5. **Timed Tests**
While easier than full 11 Plus tests, these tests include questions which could end up in the test itself. This is beneficial as it gets students familiar with the types of question they might encounter.

Start at A and go along the lines, finishing at B.



Mathematics Revision Test 2

1. $323.76 + 19$ hundredths
= _____

12. $12 \times 8 =$ _____

2. Draw a hexagon in this space:

13. $6 \times 7 =$ _____

3. $13^2 =$ _____

14. $9 \times 6 =$ _____

Maths Revision Tests

Throughout the course we ensure children are using the skills they have regularly. This is an example of our regular revision test sheets. These sheets cover a great deal of the syllabus and little by little help to re-enforce knowledge and give children confidence.

4. Draw an obtuse angle - label it.

NO/YES

5. Draw a rhombus

20. How many lines of symmetry has a hexagon?
= _____

SCORE BOX:

Maths Revision Tests

With Maths it's essential that children use their skills regularly so we provide enough of these and other pages to ensure children are working at the level of frequency.



Find the area of this shape:
= _____

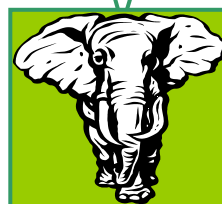
9. $4.9 \text{ L} =$ _____ mls

10. Write 555 tenths as a decimal = _____

11. 9 squared = _____

Are you improving? YES/ANY MINUTE NOW

to do long multiplication!



5. Complete the following money problems.

a. A single bus fare to work costs £1.25. How much have I spent altogether on bus fares by the time I have returned home? _____

b. If I go to the newsagent and buy 5 magazines costing £3.99 each. How much do I have left? _____

c. I bought in _____
 question: *Midway through we start to give a full timed paper in each part of the course. We ask*

6. Answer: *parents to ensure this is administered correctly.*

a. Six squared = _____ e. The square root of 6 = _____

b. The cube root of 27 = _____ f. Two fifths of 75kg = _____

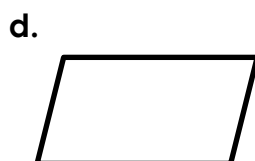
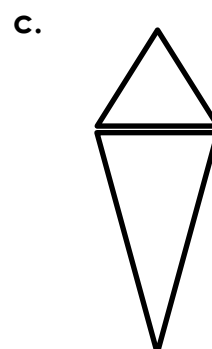
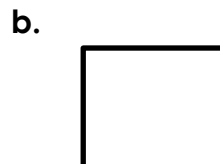
c. 60% of £60.00 = _____ g. $4(x + y)$ when $x = 6.1$ and $y = 3.8$

d. $2(p - q)$ when $p = 4.7$ and $q = 2.3$ = _____

Maths Papers

7. If *Children get every opportunity to learn to complete the papers within the time allowance and the work we have done on core skills and topics means they should be focussed on accuracy.*

8. How many lines of symmetry do these shapes have? Some may have none.



17. When Peter went to Spain recently the exchange rate was 1.2 Euros to the pound sterling. He bought a bottle of wine costing 6.7 Euros. What was the cost of the bottle in pounds sterling? (round your answer to the nearest penny).

Maths Paper

We continue to work on technique throughout the course but equally we ensure children have masses of exam practice as they are asked to do a full maths paper or tests every week.

18. A fan takes 10 litres of water. The fan takes 10 litres of water every 3 seconds.

19. Which of these numbers is closest to three? _____

- A. 3.075 B. 3.08 C. 3.1 D. 3.089 E. 3.101

20. _____
start
took

Maths Paper

The papers towards the end are at least as difficult as the questions they will find in the exam so they will be very well prepared. We also ensure they see a variety of different types of question to ensure they are prepared for every eventuality.

ever, it
ed and

21. _____

6.4 6.5 6.6 6.7 6.8

22. A jar of marbles was made up like this:

	Large	Small
Black	8	14
Red	12	16

What percentage of the marbles were small? _____

Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

In these questions you will be given an example where one shape becomes another shape. You will then be given a question shape and be asked to choose which one of five

shapes it should become. You should use the example to help you choose. You should look at the example and then apply

Like Shapes - Explanation

What: We identify 9 different types of non-verbal reasoning question. With each we introduce it with a very detailed explanation and an example.

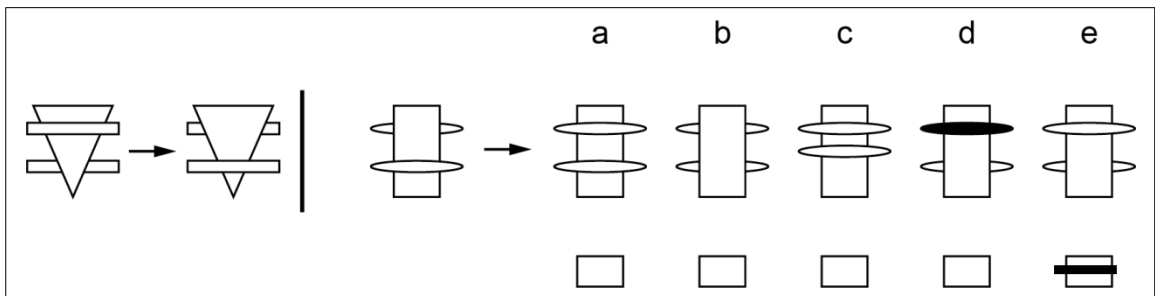
As with: We explain what the questions entails and what children need to look out for to solve it.

- What size are the shapes or items within the overall shape in relation to each other?
- What thickness or length are any lines whether these are floating or used to make up shapes? Boldness is often a feature within questions.
- Do shapes that are behind another shape change to become in front?

Technique tips

- Focus exactly on how the first shape has changed to become the second shape, more than one thing may have changed.
- Make a list of the changes if necessary
- Once you have done this look at the answer options and see which has changed in the same way.
- Often you will be left with two options which are close, there will always be a small distinguishing item which makes one of these a closer match than the other (EG direction of diagonal lines within a shape). You will need to renew your focus to find it.
- Unless you are doing a timed test do one question at a time. Give your answer then check if it is correct and review the explanation. This takes time but looking at the answer and explanation while the question is still fresh is the only way to learn.

Example



Explanation

There is no change in the large shape from the first set of shapes to the second. However the shape that is behind the larger moves to the front and the other shape that is in front moves behind.

Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

1

2

Like Shapes - Examples

Having explained the question type we then give children a few questions to try out to secure their learning. Each question has a very detailed solution and as children progress they learn through reading each detailed answer and reviewing their answer vs the options.

3

4

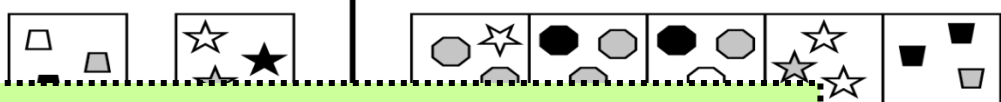
5

Non-Verbal Reasoning

Revision

7. MOST LIKE / TYPE 7

Example



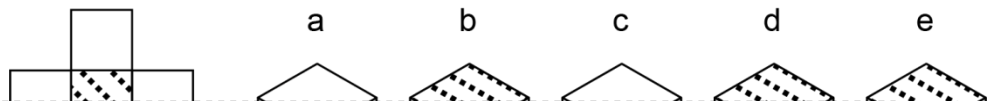
Timed Papers

Once we have introduced children to each of the nine different Non-Verbal Reasoning questions types we have identified we then start giving them timed revision tests.

Explanation

and the order of
black, one white
be C.

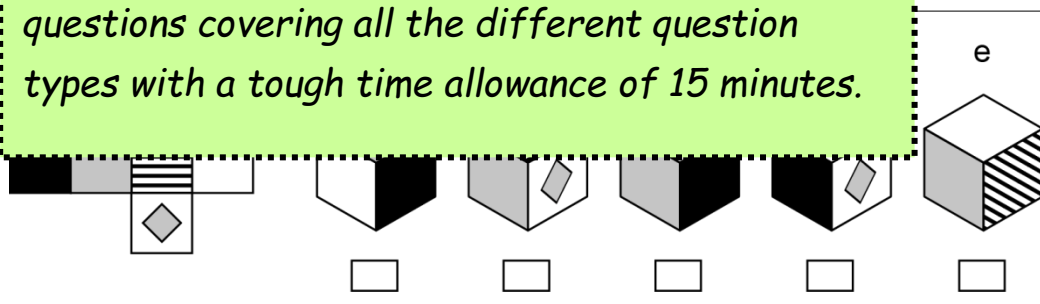
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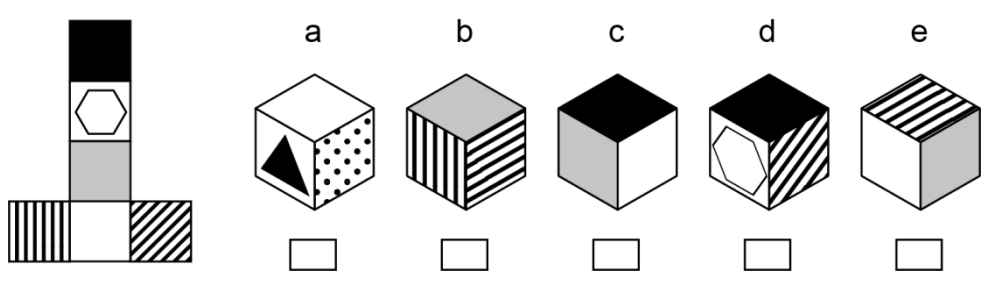
Timed Papers

Each test contains a mix of questions and a reducing time allowance. This test has 27 questions covering all the different question types with a tough time allowance of 15 minutes.

2



3



Words from Past Papers

temptation
score
concentrated
burden
adopt
determine
embrace
margin
employ
margin
employ
grate
restrain
suspect
pioneer
punctual

Synonyms Match-up

infuriated
inquire
industrious
insolent
malady
intoxicated
loath
lofty
mammoth
interior
jovial
mechanism
insane
matrimony
maximum
lubricate
invaluable
mariner
meagre
invincible

Homographs

- 1 pine
- 2 pitch
- 3 plain
- 4 plane
- 5 plant
- 6 play
- 7 plot
- 8 poach
- 9 pool
- 10 post

Tail
To
Tea
Sun
Boar
Scent
Sail
Allowed
Sale

More Difficult Opposites

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.

failure
strong

Homophones Fun Test

Aloud
Bore
Tale
Cent
Son
Tee
Too