

## 11 Plus Programme- Boost (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 as thoroughly as possible within the time available.

### Who should be doing it?

- The course is designed to boost 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.
- The course covers Verbal Reasoning, Numerical Reasoning and Non-Verbal Reasoning plus it focuses on the core skills that lead to success.

**N.B. This is our shortest full course. It is very intensive and ideal for those with not long to go before the exam. It is designed for preparation with 6-15 weeks to go until an exam.**

### 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. This is especially true when time is tight.
- 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 6-15 weeks to go until the CEM 11 Plus exam. The course is delivered in 10 parts and ideally a week would be spent on each. It could be completed in 6 weeks by working more intensively or in a more relaxed way in 15 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**





11 Plus Programme - Boost - Part 2

This course is very intensive but it is important to ensure all elements are completed properly otherwise progress will not be maximised. Please ensure you are using the personal words lists

English and Vocabulary Development

- Reading:** This is always the first item on our list of work because it is so important. *Front Sheets* be found free on the website. *These sheets come at the front of every part of the course.* *They let you know what is included in each part of the course.* *We let you know when to approach each activity and why it is important.* (www.learnit.co.uk) reading text. We have also given you a paired reading.
- Your Personal Words List:** Use this sheet to write out any words from this section. Try to find ten or more words from your own activities. **Also revise the words from Part 1.**
- Synonyms:** This section includes words such as **astute**. When you think you have really learnt the words please write them down and then test yourself again to make sure the words are yours.
- Synonyms Test:** This is a simple test a few days after you have learnt the words. Hesitancy will indicate they could be learnt more.
- Words from Past Papers:** If you are not sure then add the word to your personal words list. This time words include **economical** and **majestic**.
- Opposites 1 Revision:** This page revises all the opposites you learnt last time. Remember to add any words you are not sure of to your personal words list. Remember to add any words you are not sure of to ensure you see them with greater frequency. *The whole course is planned for you with revision built in.* This is your diary.
- Homophones:** Remember to use the personal words list. Remember to note down any words that are new and that you were not sure of.
- More Difficult Opposites:** Come back to this sheet two or three times to try and find the solutions. Remember to note down any unknown words in your personal words list.



9. **Homographs:** Can you think of two meanings for the word **batter**. Do the exercise to check your understanding of these words. Learn any you didn't get.

10. **Opp:** *Front Sheets*  
If you revise all the opposites you learnt last time. When you should get 100%. Remember to add any your personal words list to ensure you see them

11. **Hom** *continued*  
exercise You can expect around 20-30

11. **Hom** *individual activities*  
exercise focusing on different

12. **Syn** *areas of learning in*  
using revising each part of the course.  
that you should be learning the words more

13. **Paired Reading:** **The Railway Children by E. Nesbit**. If you enjoy the paired reading text then why not read the whole book? Reading classic books not only helps children develop a wide vocabulary but also helps them to develop their comprehension skills.

14. **Find the Mistakes:** I really want you to be a **brilliant** teacher and mark this work correctly!

15. **Damage and Repair:** Useful vocabulary for you.

16. **Plurals:** Nouns ending in O and an exercise on nouns ending in O.

17. **Focus on Spelling-PH:** Some should make it easier we hope

18. **Gender:** Please learn any you can  
*The course includes verbal reasoning (including vocabulary), Non-Verbal Reasoning and Numerical Reasoning with a focus on CEM question type development.*

### CEM Verbal Reasoning

- You will have seen from the CEM Question types how important it is to really learn your vocabulary properly.

### CEM Question type 4: CLOZE Comprehension

These tests examine vocabulary and comprehension ability by giving children partial words to complete within a text.

# Words from past papers

- These words have come up before in 11 Plus past papers and may come up again.
- Insert the right word into each sentence. Watch out because some words will fit more than one sentence but there is only one solution. Use your logic skills to re-adjust if you go wrong.
- If you don't know any of the words then add them to your weekly vocabulary sheet.

quench	flourish	submit	release
pr	<b>Words from past papers</b>		ambition
merc	This series looks at		digest
	hundreds of challenging		permit
	words which have come		tenant
	up in past 11 plus papers		ordeal
	or in papers produced by		
	publishers.		

1. He needed \_\_\_\_\_
2. She gained \_\_\_\_\_
3. He was \_\_\_\_\_
4. The \_\_\_\_\_
5. The popular \_\_\_\_\_
6. Peter tried to \_\_\_\_\_ his younger sisters.
7. The criminal begged for \_\_\_\_\_.
8. No matter how much water she drank, she could not \_\_\_\_\_.
9. She went to \_\_\_\_\_ her application for the job.

*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.*

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

10. He began \_\_\_\_\_
11. The accident \_\_\_\_\_
12. He \_\_\_\_\_
13. She determined \_\_\_\_\_ to win by training four times a week.
14. He took \_\_\_\_\_ information.
15. She had \_\_\_\_\_ 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)
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## Personal Words List

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

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

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

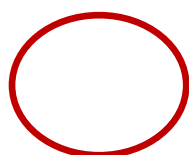


# Synonyms

FOLD

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

First attempt



Second attempt



# Synonyms 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.*

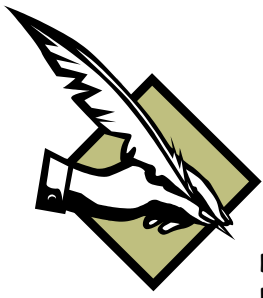
ghost                      app \_ \_ it \_ \_ \_  
apart                      as \_ \_ d \_ r  
dressed                    att \_ \_ r \_  
greedy                     ava \_ \_ c \_ ous

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**





# 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.

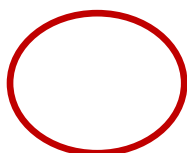




# Opposites

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

First attempt



Second attempt



# More Difficult Opposites

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

## More Difficult Opposites

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

AFFIRM

S \_ \_ \_ N

GULLIBLE

\_ A \_ Y

IRRATIONAL

C \_ H \_ \_ \_ NT

ALEERT

D \_ \_ \_ \_ Y

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

**Marks /10**

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

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



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

***Paired Reading***

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

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*

## Questions

*The following words are all underlined in the text above:*

### **Paired reading vocabulary testing**

*At the end of each  
paired reading section  
we use these tests to  
draw out potentially  
new vocabulary.*

*These texts and the  
vocabulary in them  
really help children to  
develop and refine  
their comprehension  
skills as well as their  
vocabulary.*

Unpleasant  
Vanished  
Excessive  
Hectic  
Poignant  
Overwhelming  
Distinguish  
Exhilaration  
Extreme  
Immediately  
Frail

**-E, write down a word from the box  
matches the following definitions**

busy or full of frantic activity

very impressive and magnificent

disappear suddenly and  
completely

having or showing elegance and  
sophistication

to be eager or inquisitive about  
something

D

E

**2) For the following five sentences, pick a word from the box  
above to complete the sentence so that it makes sense**

As they had left hours ago, the arrival of her grandparents was \_\_\_\_\_ .

# The History of Coal Mining in the UK

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

## Industrial Revolution

Coal production increased and gathered pace, as a fuel for the Watt steam engine. A key development of the 18th century, of coke which was used in the development of the steam engine, and later, the blast furnace. The added impetus, and coal consumption grew rapidly as the railway network expanded through the Victorian period. Coal was widely used for domestic heating owing to its low cost and widespread availability. The manufacture of coke also provided coal gas, which could be used for heating and lighting.

## 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 comprehension. We include a comprehension exercise in each and every part of the course.



# Shuffled Sentences



## How to approach these questions.

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

### Technique

#### 1/ Look at the question

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

#### 2/ Identify the subject

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

house for walked around dog the food looking

#### Subject

house  
dog  
food

#### Action

walked  
looking

#### Other

the  
around  
for  
the

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

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



# 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



# Alternative Word Test

Circle the word that fits best with each sentence.

1. Since the weaker army **appeared** when a weaker army is defeated.

2. The winner **appeared** is a winner.

**All Question Types Covered**

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

3. People **of** an extraordinary head for heights love the mountains.

4. The Hound of the Baskervilles is **introduced** the detective Sherlock Holmes.

*Once each type has been introduced it is then revised in each part of the course.*

5. Mary looked at the chipped **piece** of stone and wondered if she could glue it back on.

# 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 find ten poppies of

Find ten (once.) Write spellings in

pepper

**Development of thinking skills**

*Because CEM Verbal Reasoning can change at any time without notice we also help children develop active thinking skills.*

less

It can have an unrelated meaning by

to solve the puzzle e.g. **pop** and **pies** -

parts of words. (Use each part only and underneath. Learn meanings and as a learning exercise, not a test.

over

due  
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.*

base

*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 PURPLE is to (purple, blue, red)

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.*

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 and plant for the artesian water, and a well and kept cool in the shade.

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 children, 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><b>Speed and Accuracy Tests</b></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><b>Speed and Accuracy Tests</b></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

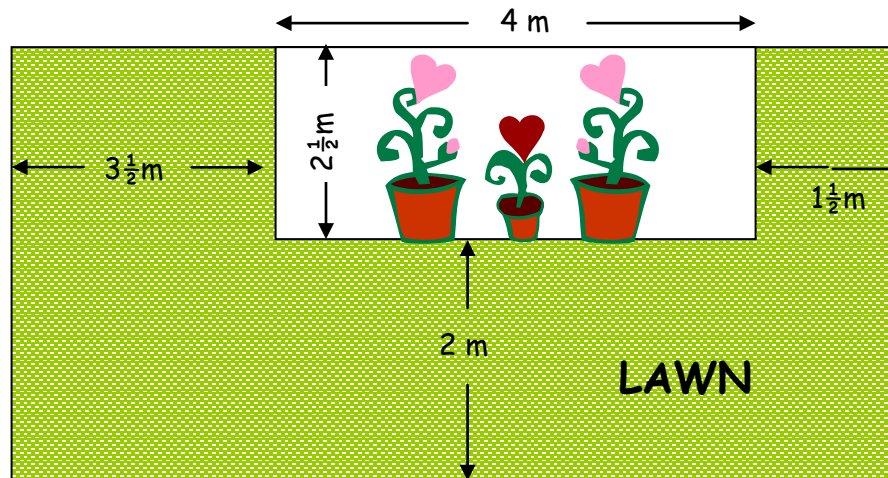
⑫ What is the product of 8 and 50 = 58

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:

**B**rainet **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:

**D**ivision (if required), then

**M**ultiplication (if required), then

**A**ddition (if required), then

**S**ub

**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.*

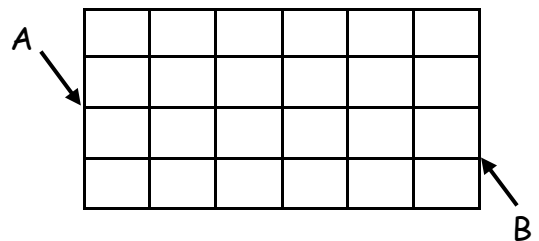
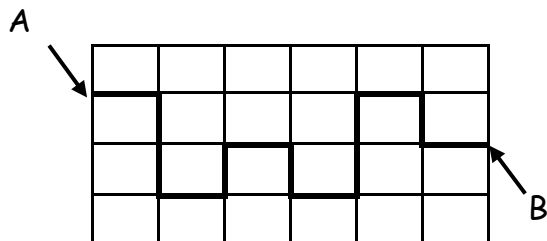
3. 
$$\begin{array}{r} 10\ \square \\ 7 \overline{) 763} \end{array}$$

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

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.*

Divide this grid into two halves: 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

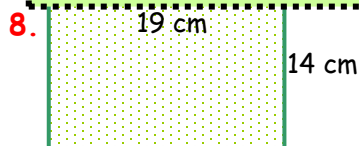
5. Draw a rhombus

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:  
= \_\_\_\_\_

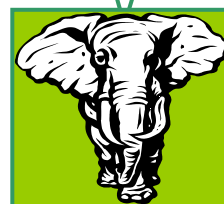
9.  $4.9 \text{ L} =$  \_\_\_\_\_ mls

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 = \_\_\_\_\_

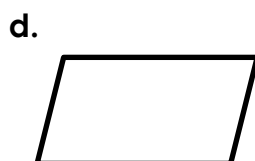
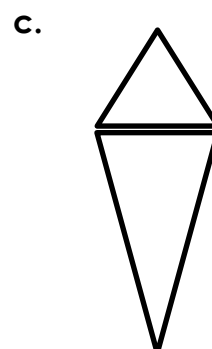
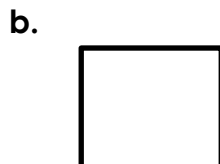
c. 60% of £60.00 = \_\_\_\_\_ g.  $4(x + y)$  when  $x = 6.1$  and  $y = 3.8$

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**

18. A fan  
water. The  
every 3 sec

*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.*

0 litres of  
water

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.

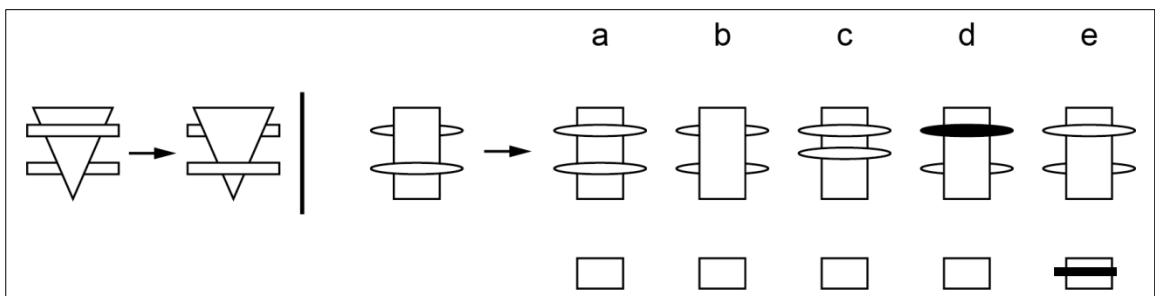
**As with:** We explain what the questions entails and what children need to look out for to solve it.

- 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

a      b      c      d      e

**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

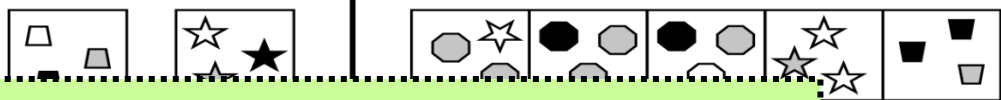


# Non-Verbal Reasoning

## Revision

### 7. MOST LIKE / TYPE 7

Example



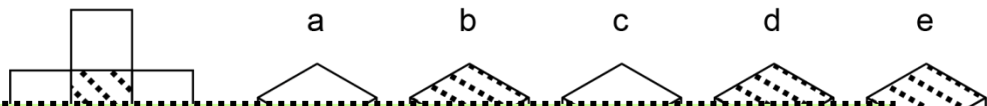
#### Timed Papers

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 Jack, one white be C.

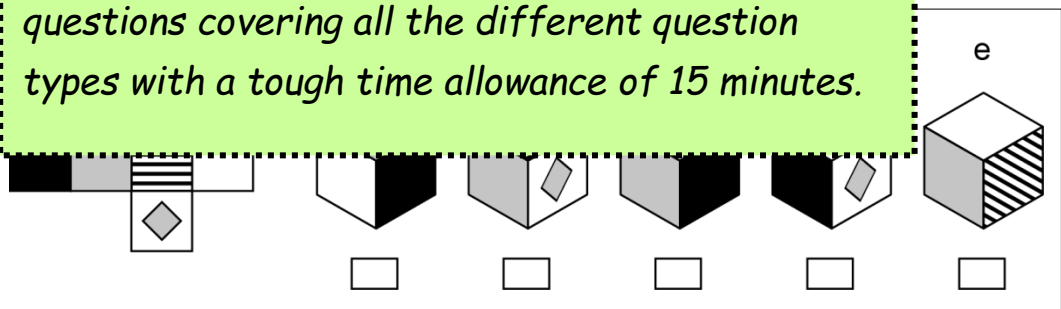
1



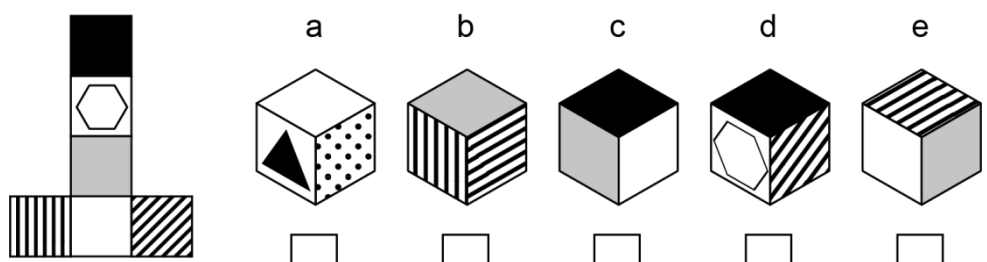
#### Timed Papers

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



**Synonyms Match-up**

asunder  
cautious  
apparel  
catastrophe  
attired  
beverages  
anticipate  
assembly  
apparition  
avaricious  
arrogant  
assistance  
audacity  
anonymous  
bombard  
austere  
cease  
astonishment  
broad  
annual

**Words from Past Paper**

objection  
lenient  
hasty  
frequent  
puncture  
majestic  
promote  
resolve  
vessel  
economical  
harbour  
commit  
dispute  
debate  
adopt

**Opposites Revision**

ancestor  
fertile  
dismantle/disperse

I want to go abroad.  
I would like to accept the invitation.

~~I have a very ancient~~

**Homographs**

- 1 batter
- 2 beam
- 3 blind
- 4 bonnet
- 5 bowl
- 6 bug
- 7 counter
- 8 crane

**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.*

Revision

was very broad.  
was timid.  
was free.  
is slim.  
s are cheap.

- 8/ sell
- 9/ haul, hall
- 10/ feat, feet

**More Difficult Opposites**

Irritate  
Wane  
Demean  
Punctual  
Loyalty  
Oppress  
Conclude  
Kind  
Agreeable  
Validate

**Homographs**

- 1 chest
- 2 coach
- 3 coast
- 4 coat
- 5 conduct
- 6 cornet
- 7 cross
- 8 current
- 9 cycle
- 10 die