

The Complete CEM 11+ Programme – Preview

Vocabulary and Verbal Reasoning

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

Who is this course right for?

- The course is designed to fully prepare pupils for the Vocabulary and Verbal Reasoning CEM 11 Plus exam and should be central to the work of any child preparing at home. If you would like to prepare for all aspects of the 11 Plus exam, our Complete CEM 11+ Programme is also available.
- 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 their work, especially for setting homework. If your tutor doesn't give homework then this course will fill the gap.**
- The programme is perfect if your child has 30 - 40+ weeks to go until the exam. It is delivered in 40 parts. Ideally a week would be spent on each part, however the programme could be completed more intensively in 30 weeks, or in a more relaxed way over longer than 40 weeks.

Why is the course so successful?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- The course is fully planned and structured, which makes life much easier for parents than using books alone.
- Revision and tests are gradually introduced so that children 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.

SCROLL DOWN TO SEE COURSE EXAMPLES



Please focus on completing your personal words list.



The Complete CEM 11+ Programme - Preview Vocabulary and Verbal Reasoning

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.

Vocabulary

1. **Reading:** It is essential to read every day for at least half an hour. You will have read in the introduction pack and in the introduction to the course. In this section you will read in addition to your daily reading.
2. **Your Personal Words**
It is there for you to record words that we introduce you to. A word is a word in talking or listening activity.
3. **Words from Past Papers**
These are words that you have seen before. If you are not sure what a word means, add it to your personal words list. This time words include **prosperous** and **ventilation**.
4. **Synonyms 1 and Synonyms Instructions:** Read the 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.

Clear Instructions

Every part of The Complete 11+ Programme starts with a front sheet like this. It details every item of work that is in that part and, where relevant, gives guidance on how to approach each item. Full answers are provided for every question.



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 Word Pictures:** 2 hard spellings to make sure of: **necessary** and **definitely**. These sheets should help you. Please learn them.
15. **Find the Mistakes:** How good are you at correcting work? Get your red biro ready. Did you get them all?
16. **Animals with double letters:** How many of these do you already know?
17. **Diminutives:** Please learn any you didn't know and do the tests.

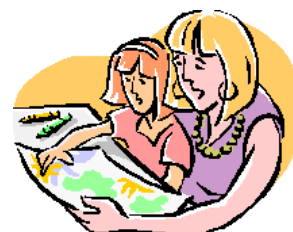
Verbal Reasoning

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 answer the questions



- Please sign below when you have completed everything.
- Your helper may have to test you on some things.

Signed: (Parent/Teacher and Pupil).....

Please do lots of reading throughout this programme.

We hope you enjoyed your first part of the course.

Organised for you

One of the main problems with using books is that it is difficult to know which ones to buy, which order to do the work in and what to cover. Parents have fed back to us that this programme solves that problem, leaving them free to help their child.

My Personal Words List

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

[illegible]

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 personal words list.

quench	flourish	submit	release
proportion	garment	ambition	digest
expense	influence	permit	
mercy	conferred	tenant	ordeal

1. He needed a _____ to park his car there.
2. She gained a large _____ of the votes.
3. He was employed in the _____ manufacturing industry.
4. The _____ of repairing the damage was shocking.
5. The popstar wanted to _____ a new song.
6. Peter tried to _____ his younger
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.
10. He began to _____ at school as he grew older.
11. The accident had been a scary _____.
12. He _____ with his colleagues.
13. She demonstrated her fierce _____ to win by training four times a week.
14. He took a few moments to _____ the information.
15. She had been a perfect _____ of the house.

This series looks at hundreds of challenging words that have come up previously in 11 plus papers or in papers produced by publishers.

Marks /15

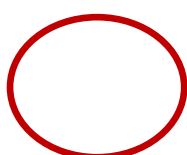


Synonyms

FOLD

Harder Word		Easier Word
abandon		leave
abbreviate		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
accommodation		room
accurate	<i>We cover hundreds of synonyms during the programme. Children will know some, but will be less familiar others. New words learnt should be added to their personal words list.</i>	correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate		loving
aggressive		harsh
aid		help
ally		friend
altitude		height
amazement		wonder
amiable		friendly
ample		plentiful
ancient		old
animosity		hatred

First attempt



Second attempt



Synonyms Match-up

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

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

apart

careful

clothes

disaster

dressed

drinks

expect

gathering

ghost

greedy

haughty

help

impudence

nameless

pelt

severe

stop

surprise

wide

yearly

A few days after the latest batch of synonyms we encourage children to do this revision exercise. The delay will reveal how well the words have been learnt. Repeated exposure is crucial to widen a child's vocabulary.

Synonyms Revision

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

expect

ant _ _ _ p _ _ e

severe

aus _ e _ e

pelt

bo _ b _ _ d

stop

c _ a _ e

drinks

careful

gathering

haughty

yearly

ghost

apart

dressed

greedy

disaster

help

surprise

nameless

clothes

impudence

wide

att _ _ r _

ava _ _ c _ ous

cat _ _ _ _ _ ph _

ass _ _ _ _ _ ce

ast _ _ _ s _ _ ent

an _ _ y _ _ _ s

ap _ _ r _ l

au _ _ c _ _ y

b _ _ _ d

In the next part of the course, children will get this tough revision exercise to consolidate the words learnt in the previous part. It uses a similar CLOZE format to that seen in many 11 Plus tests.

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

Marks / 20

Recommended Books for 9-12 years-olds

The National Education Association has created a list of one hundred books which it recommends as great reading for children. Here are the books from that list for children aged 9 to 12.

Charlotte's Web
Hatchet
The Lion, the Witch, and the Wardrobe
Bridge to Terabithia
Charlie and the Chocolate Factory
A Wrinkle in Time
Shiloh
Little House on the Prairie
The Secret Garden
The Boxcar Children
Sarah, Plain and Tall
The Indian in the Cupboard
Island of the Blue Dolphins
Maniac Magee
The BFG
The Giver
James and the Giant Peach
Little House in the Big Woods
Roll of Thunder, Hear My Cry
Stone Fox
Number the Stars
Mrs. Frisby and the Rats of NIMH
The Best Christmas Pageant Ever
Matilda
Tales of a Fourth Grade Nothing
Ramona Quim, Age 8
The Trumpet of the Swan
The Chronicles of Narnia
The Phantom Tollbooth
Tuck Everlasting
Anne of Green Gables
The Great Gilly Hopkins
Little House books
Sideways Stories from Wayside School
Harriet the Spy
A Light in the Attic
Mr. Popper's Penguins
My Father's Dragon
Stuart Little
Walk Two Moons
The Witch of Blackbird Pond
The Watsons Go to Birmingham-1963

E. B. White
Gary Paulsen
C. S. Lewis

Reading

In each part of the course we remind you that children should be reading for at least half an hour every day to reach their full potential.

Reading helps children in many ways, but it is particularly important for vocabulary development.

Mildred D. Taylor
John Reynolds Gardiner
Lois Lowry
Robert C. O'Brien
Barbara Robinson
Roald Dahl
Judy Blume
Beverly Cleary
E. B. White
C. S. Lewis
Norton Juster
Natalie Babbitt
Lucy Maud Montgomery
Katherine Paterson
Laura Ingalls Wilder
Louis Sachar
Louise Fitzhugh
Shel Silverstein
Richard Atwater
Ruth Stiles Gannett
E. B. White
Sharon Creech
Elizabeth George Speare
Christopher Paul Curtis

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			Essential Spelling <i>These sheets feature the 200 words children have to learn as part of KS2. It's highly likely these words will feature in 11 Plus tests because they are linked to the literacy curriculum.</i>
system			
communicate			
existence			
conscious			
queue			
community			
explanation			
competition			
conscience			

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

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

- 1/ I was _____ that the _____ at the ticket office was very long.
- 2/ The _____ allowed for some _____ between different companies.
- 3/ I wanted to _____ my views to the _____.
- 4/ The _____ of the _____ depended on the local factory.
- 5/ My _____ was that my _____ would not allow me to not report the crime.

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

description _____ converse _____
 routine _____ neighbourhood _____

Words with More than One Meaning

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

For example:

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

fair foil fine dip fence flex dart flutter draw duck

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

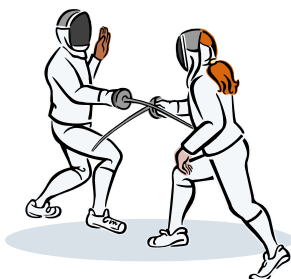
1. He had to _____ as he went through the door.
The _____ waddled around the pond.
2. He tried to _____ between the cars.
His leg was bleeding where the _____ had pinched it.
3. There was a slight _____ in the road.
She wanted to _____ her fingers in the jam.
4. He would _____ the curtains at 9pm every night.
He used his new pencils to _____.
5. The _____ came to town every summer.
He didn't think it was _____ that he had to come.
6. The weather was _____.
He had to pay his parking _____.
7. He was determined to _____ their plans.
Her mother had wrapped her sandwiches in _____.
8. She tripped over the _____ of the Hoover.
He liked to _____ his muscles as the ladies walked past.
9. We gripped our swords and started to _____.
The women stood talking over the garden _____.
10. He liked a little _____ on the horses.
She would always _____ her eyelashes to get what she wanted.

Homographs

These are words which have the same spelling but more than one meaning.

We cover hundreds of homographs throughout the programme, and have similar exercises covering homophones.

Children will be tested on both in the 11 Plus exam.



Fence

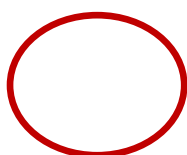




Opposites

	Easy Words	FOLD	
1. come			go
2. cool			warm
3. dark			light/fair
4. day			night
5. deep		<i>Opposites are taught in a similar way to synonyms:</i> 1. Children learn new words in a sheet like this. 2. A match-up exercise is completed a few days later to consolidate learning. 3. In the following part of the course a revision test is set.	
6. defend			
7. deny			
8. depart			
	Harder Words		
9. conceal			
10. condemn			
11. confined			
12. confirm			
13. contract			expand
14. coward			hero
15. damp		<i>By including some easier words we help ensure everything is covered in a way that also helps boost confidence.</i>	
16. defeat			
17. depth			
18. drunk			

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.

COMPLIMENT	I _ _ _ LT
CHEERFUL	SU _ _ _ N
INDULGE	DE _ _ _ VE
PERMIT	P _ _ _ _ BIT
AFFIRM	S _ _ _ N
GULLIBLE	_ A _ Y
IRRATIONAL	C _ H _ _ _ NT

More Difficult Opposites

These sheets extend learning on opposites.

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.

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.

appearance

argument

August

awkward

beautiful

because

beginning

believe

bicycle

Britain

150 Commonly Misspelt Words

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

We ask children to learn the words properly before taking on a test to re-enforce learning.

I PROMISE

I know all these
10 words.

Signed:

.....



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

It h... imagine. The climbing roses which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India. All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the loveliest was that climbing rose which made lovely bridges across each other or at a far distance made lovely bridges across the garden now and Mary did not see the brown branches and saw everything, walls, and

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 other gardens which had not been left all by themselves so long; and indeed it was different from any other place she had ever seen in her life.

"How still it is!" she whispered. "How still!"

Questions

The following words are all underlined in the text above:

<u>Peculiar</u>	<u>Imminent</u>	<u>Unpleasant</u>	<u>Exhilaration</u>
<u>Intermittent</u>	<u>Vanished</u>	<u>Distinguish</u>	
<u>Excessive</u>	<u>Hectic</u>	<u>Extreme</u>	
<u>Poignant</u>	<u>Overwhelming</u>	<u>Immediately</u>	<u>Frail</u>

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

This process will really help children to refine their comprehension skills and vocabulary.

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

A

busy or full of frantic activity

B

very impressive and magnificent

C

disappear suddenly and completely

D

having or showing elegance and sophistication

E

to be eager or inquisitive about something

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 _____ .

A. Arthur Lee's school work for marking

When I red about sailors feading choclates to whales I did not beleive it for one minit. It could not possibly be troo, could it. Someone must have invented the storey for the newspaper's.

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

On the other hand, my frend's Auntie carol has a fishtank with an enormus goldfish in it. It will eat enything and particulally likes peanut butter sandwiches. It is also desperat for custard tarts at brekfast. Strainge isnt

it?

Recognising the mistakes of others is a brilliant way to improve your own accuracy.

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.



Exercise 1:

The colons in the sentences below have been used in the wrong places. Re-write the sentences and put the colons in the correct place. An example has been given.

1. The countries George has been to: include France, Italy, Spain, Ireland and Wales.
The countries George has been to include: France, Italy, Spain, Ireland and Wales.
2. Sasha's favourite colours are the following blue, orange, red: and yellow.

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

4. The boy's hobbies include h

5. Tori's favourite animals are

Punctuation and Grammar

We also work on punctuation and grammar throughout the course. Other topics include the correct use of connectives.

Exercise 2:

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

1. Your favourite foods

2. Your favourite subjects at school

3. What you need to make a cup of tea



The History of Coal Mining in the UK

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

Industrial Revolution

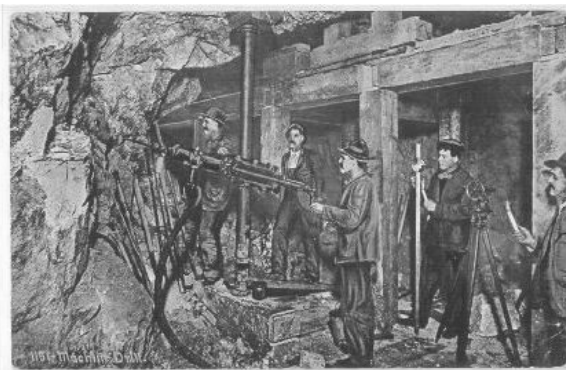
Coal production increased and gathered pace, as a fuel for the Watt steam engine. A key development of the 18th century, of coke which was used in the development of the steam engine. Coal consumption grew rapidly as the railway network expanded through the Victorian period. Coal was widely used for 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, they often think it is a house and a kennel.

2/ Identify the subject

- **WORK ACTIVELY** - The most important thing to remember is to work actively. It is the mistake that most children make. 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.

A night photograph of the Colosseum in Rome, Italy. The iconic amphitheater is illuminated with warm, golden lights that highlight its tiered arches and weathered stone. The structure is set against a deep blue twilight sky. In the foreground, a paved plaza and a low metal railing are visible, leading the eye towards the massive monument.

CEM Practice and Questions

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

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.*

Verbal Reasoning question type.

En

Compound Words

Now try these questions:

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

Practice Questions

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

- 1) (life) (sur) (sur)
2) (key) (lead) (lead)
3) (teak) (down) (down)

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

- 5) (dark moon black) (might)

- 6) (all next over) (together)

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

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

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

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

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

Opposites Test

Some of these words will be new to you. Try to find as many as you can. This test includes two styles of question.

Section 1

Fill in the blanks in the word on the right so that it has opposite meaning to the word on the left.

smart s l _ _ e n _ y

mean g e n _ _ _ u _

childish m _ _ _ r e

diminish i n _ _ _ _ s _

lofty l _ _ _ y

Once we have introduced each CEM question type we then revise them throughout the course.

Section 2

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

This is an example of an opposites revision page including both of the known ways CEM test opposites.

perimeter circuit circumference interior border

queasy ill nauseous well happy

hesitant intrusive stubborn opinionated decisive

participated abstained disregarded disengage proffered

aggravation brazen hurtful dignify solace

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
height of many types of gibbon.

Orangutans are enormously
colossal
well
massive strong creatures. Their long arms give

them the benefit of massively
increased
improving leverage as well as helping them climb

trees.

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
thinks that the name 'orang-utan' comes

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

means
mean
meant 'person' and the translacion
translation
translation of 'utan' is '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 simply be two parts of a word that have an unrelated meaning by themselves e.g. **or** and **bit** - **orbit**.

Often you will have to alter pronunciation e.g. **poppies** or **do** and **me** - **dome**.

Find ten compound words from the list (once.) Write out the words you have found and their spellings if you don't know them -

Development of thinking skills

This is an example of a difficult compound word puzzle that we use.

Because CEM Verbal Reasoning can change at any time we also include anagram and crossword puzzles using words they have learnt.

These act as revision as well as developing thinking skills.

pepper less
due
prim off end
ice mint rest
spring root up
rain
ate night off
base

1/ _____ 2/ _____ 3/ _____ 4/ _____
5/ _____ 6/ _____ 7/ _____ 8/ _____
9/ _____ 10/ _____

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

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

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

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

Currently CEM Verbal Reasoning tests do not include comprehension texts which are as difficult as this. Tests can, however, 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

QUESTION 1

(fat, sparse, abundant)
(plentiful,

QUESTION 2

(rigid, strait)
(insistent, rigid)

QUESTION 3

(diligent, diligent)
(prudent, indolent, forgetful)

Identify the words with the most opposite meanings (one from each set of three)

Example

(rich, plentiful, feeble)
(weak, scarce, enough)

Answer

scarce is the opposite of plentiful

QUESTION 4

(now, here, hear)
(there, their, they're)

QUESTION 5

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

QUESTION 6

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

GO STRAIGHT ON

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

Example

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

Answer

sow

QUESTION 7

(GREET BECKON) (SEA CURRENT)

wave, water, tide

(SWINGS PLAYING)

gap, park, slide

(CRY UPSET)

tear, break, sad, miserable

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

Example

horizontal is to (flat, across, vertical)
as **retreat** is to (attack, backwards, defend)

Answer

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

QUESTION 10

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

QUESTION 11

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

QUESTION 12

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

GO STRAIGHT ON TO THE NEXT PAGE

Alternative Questions

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

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

Buck

Buck lived at a big house in the sun-kissed Santa Clara Valley. Judge Miller's place, it was called. It stood back from the road, half hidden among the trees, through which glimpses could be caught of the wide cool veranda that ran around its four sides. The house was approached by gravelled driveways which wound about through wide-spreading lawns and under the interlacing boughs of tall poplars. At the rear things were on even higher ground than at the front. There were great stables, where a dozen grooms and boys kept their horses; a long row of outhouses, long green sheds for the tools, a pump plant for the artesian well, and a big cistern. And there were endless and orderly array of flower patches. Then there was the pumping station. Judge Miller's boys took their morning plunge in the swimming pool.

Timed Assessment Tests

And over this great life. It was true, it did not count. The house after the creatures that rarely came. We include full timed assessment tests including each CEM question type.

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

His father, Elmo, a huge St. Bernard, had been the Judge's inseparable companion, and Buck bid fair to follow in the way of his father. He was not so large,—he weighed only one hundred and forty pounds,—for his mother, Shep, had been a Scotch shepherd dog. Nevertheless, one hundred and forty pounds, to which was added the dignity that comes of good living and universal respect, enabled him to carry himself in right royal fashion. During the four years since his puppyhood he had lived the life of a sated aristocrat; he had a fine pride in himself, was even a trifle egotistical, as country gentlemen sometimes become because of their insular situation. But he had saved himself by not becoming a mere pampered house-dog. Hunting and kindred outdoor delights had kept down the fat and hardened his muscles; and to him, as to the cold-tubbing races, the love of water had been a tonic and a health preserver.

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

Opposites Match-up

asleep
adult
alive
arrive
ancestor
assemble
barren
backward
back
bad
abroad
ancient
absence
answer
accept
bent
beautiful
better

Words With More Than One Meaning

- 1 arm
- 2 ball
- 3 band
- 4 bark
- 5 bat
- 6 bear
- 7 boil
- 8 bolt
- 9 bow
- 10 badger

Words from Past Papers

objection
lenient
hasty
frequent
puncture
majestic

promote
resolve
vessel
economical
harbour

There are answers provided for every question in each part of the course.

Where a full detailed explanation is needed we give it.

son
tee
too
tail
to
tea
sun
boar
scent
sail
allowed
sale

More Difficult Opposites

Insult
Sullen
Deprive
Prohibit
Spurn
Wary
Coherent
Drowsy
Hollow
Unkempt

Revision Anagrams

1. Answer
2. Forward
3. Assemble
4. Barren
5. Descendant
6. Continue
7. Colonies
8. Dispute
9. Bore
10. Tale
11. Tee
12. Backward
13. Abroad
14. Ancient
15. Dismantle

Crossword Revision Puzzle

Down

1. Scent
2. Majestic
4. Arrive
5. Harbour
7. Beautiful
8. Presence
9. February
13. Batteries
14. Lenient
19. Aloud

Across

3. Straight
6. Strawberry
10. Worse
11. Separate
12. Puncture
15. Ancestor
16. Vessel
17. Objection
18. Perhaps
19. Economical