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11+ PRACTICE PACK

11+ for You Test 11

11+ Verbal Reasoning Complete Practice Pack

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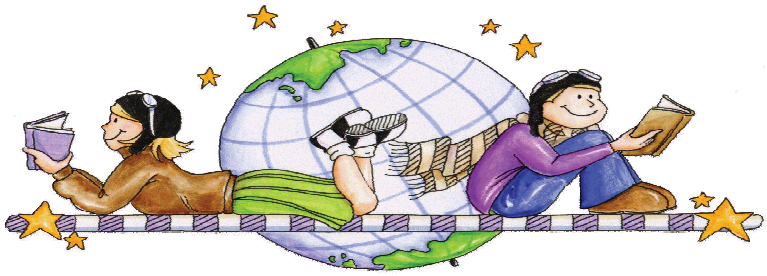

11+ For You
Paper 11

Please put your name at the bottom of the page.

This 11+ paper contains 80 questions.

You have 50 minutes to complete the test.

Mark all answers clearly on the answersheet.

Make sure any mistakes are erased.

Paper 11

In the questions below complete the number sequences with the next correct answer.

Mark the correct answer on your answer sheet.

1 3 9 12 36 39 (?)

2 17 25 33 41 49 57 (?)

3 73 64 56 49 43 38 (?)

4 4 12 24 72 (?)

5 27 18 36 27 54 (?)

6 34 49 56 71 78 93 (?)

7 3 3 6 9 15 24 (?)

8 If Joanne's mother was three times Joanne's current age last year and next year Joanne will be 12 how old will her mother be in two years time?

In the questions below select one word from the top set of brackets and one word from the bottom set of brackets that are the most opposite in meaning. Mark your answers on your answer sheet.

9	(static	hurl	energy)
	(stationery	mobile	exercise)
10	(hygienic	positive	battery)
	(plus	neutral	negative)
11	(beneath	elevate	humble)
	(subtract	elegant	overhead)
12	(sanitary	sane	doctor)
	(unhygienic	stable	sanitation)
13	(grow	groan	grief)
	(heave	shrink	enlarge)
14	(certain	award	defence)
	(certainty	ascertain	uncertain)
15	(clumsy	settled	focus)
	(smooth	agitated	agony)

ABCDEFGHIJKLMNOPQRSTUVWXYZ

In the questions below complete the letter sequences with the correct pair of letters. There is an alphabet to help you.

Example

AB CD EF GH IJ

Answer KL

16 EH HK KN NQ QT (??)

17 VO RR PT LW JY FB (??)

18 SG YF DE HD KC (??)

19 LZ KB MD JF NH (??)

20 IU FY GA DE EG (??)

21 RD OI KN HS DX AC (??)

22 WJ UC TX RQ QL (??)

In the questions below select the word that best goes with each sentence. Mark both answers on your answer sheet.

Example

Little is to
(large life tiny)
as true is to
(tale false truth)

Answer large false

23 right is to
(tick correct left)

As ascend is to
(decent raise descend)

24 line is to
(rule lie cue)

As snag is to
(sag sang problem)

25 monkey is to
(tail gorilla banana)

As lion is to
(Africa meet meat)

26 Paris is to
(French France city)

As Germany is to
(country Berlin capital)

27 puck is to
(ice-hockey pick sport)

As ball is to
(tennis marathon bell)

28 Nile is to
(nail boats river)

As Everest is to
(climb birds mountain)

In the questions below the three numbers in the brackets are related in the same way

Find the number that complete the final group and mark it on the answer sheet.

EXAMPLE

2 (4) 2 4 (9) 5

6 (?) 3

ANSWER = 9

29 (12 [72] 5) (15 [150] 9

(8 [?] 16)

30 (21 [93] 72) (95 [130] 35)

(27 [?] 54)

31 (82 [22] 60) (48 [30] 18)

(67 [?] 1)

32 (12 [120] 10) (2 [28] 14)

(18 [?] 1)

33 (60 [5] 55) (24 [3] 21)

(29 [?] 1)

34 (2 [32] 14) (8 [48] 16)

(18 [?] 7)

35 (81 [19] 62) (93 [84] 9)

(64 [?] 49)

In the questions below select the letter that best completes the word on the left and starts the word on the right.

Example

gri ?? og
ha ?? oll

Answer D

36	son	?	oat
	fan	?	ang
37	rip	?	ager
	grav	?	ver
38	smok	?	vent
	injur	?	ntertain
39	an	?	error
	por	?	ripe
40	cal	?	avour
	woo	?	ollow
41	sni	?	retend
	yel	?	overty
42	el	?	ost
	roo	?	ower

In the questions below you must match the number code to the correct word. The codes are not written in the same order as the words and one code is not there.

You must then use the codes to answer the questions that follow:-

King Grin Rink Gown

5231 7235 1723

43 What is the code for RING?

44 What does 235 spell?

45 What is the code for RIGGING?

46 What does 5235 spell?

Dart Soar Hard Road

6214 4215 1324

47 What is the code for OAR?

48 What does 1321 spell?

49 What is the code for TROD?

50 What is the code for TOAD?

51 What day will it be the day after tomorrow if three days before yesterday it was Tuesday?

In the questions below you must choose one word from the top brackets and one word from the bottom brackets so that a new word is created.

Example

(time clock speak)
(wish less more)

Answer - TIMELESS

52	(lady	house	woman)
	(caught	bird	tree)
53	(good	view	eye)
	(I	read	sight)
54	(man	sale	photo)
	(large	graph	sell)
55	(diary	page	note)
	(book	music	writing)
56	(bar	sing	fast)
	(voice	gain	break)
57	(point	house	finger)
	(mouse	catch	tip)
58	(open	door	down)
	(trap	find	way)

In the questions below a three letter word has been taken from each of the words in capitals. Select the word you think is missing from the answersheet.

Example

The CHER taught lots of lessons.

Answer TEA

59 The gold watch was extremely EXSIVE

60 The sick people were told to stay in QUATINE

61 The Queen of England wears a CN on her head.

62 SLAND it a place where men wear kilts.

63 The religious ceremony was held in a large CADRAL.

64 Winning the TERY made the man a millionaire.

65 There were many different FERS in the garden.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

In the questions below find the next pair of letters and mark it on your answer sheet.

Example

BC is to DE
As EF is to

Answer GH

66 GK is to LD
as JY is to

67 TM is to XI
as EA is to

68 PZ is to MD
as FJ is to

69 EM is to VN
as KQ is to

70 CW is to UX
as LH is to

71 BF is to WX
as TS is to

In the questions the letters stand for numbers. Work out the answer to each sum and then mark the answer as a letter on the answer sheet.

Example

If A= 1 B = 2 C = 3 D = 5 = E = 6

What is the answer to this sum as a letter?

A + B + C = (?) **Answer = E**

72 A = 2 B = 36 C = 18 D = 7 E = 14

B ÷ A + D – C =

73 A = 9 B = 4 C = 3 D = 12 E = 15

A x B ÷ C + D – E =

74 A = 2 B = 18 C = 3 D = 4 = E = 28

E x C ÷ A – B + D =

75 A = 8 B = 7 C = 32 D = 17 E = 0

A x B – C – D – E =

76 A = 7 B = 17 C = 3 D = 25 E = 16

B x C + A – D - B=

77 A = 20 B = 4 C = 6 = D = 17 E = 36

E ÷ B – C + D =

78 A = 3 B = 7 C = 9 D = 49 = E = 5

D ÷ B x A – C – E =

79 If Boris is 8 next year and last year Clive was twice as old as him, how old will Clive be in five years?

80 What day was it yesterday if three days after tomorrow it is Friday?

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 11)

Compiled by SATs-Papers.co.uk to help you get the most from this paper.

Overview

This is an **11+ verbal reasoning practice paper** published by **11+ For You**, designed to prepare students for **GL Assessment** style entrance tests. The paper contains **80 questions** to be completed in **50 minutes**, testing a wide range of verbal reasoning skills including numerical sequences, letter patterns, vocabulary relationships, code breaking, and logical problem solving.

The question types mirror those commonly found in selective school entrance examinations, with formats including number and letter sequences, opposite word pairs, analogies, code breaking puzzles, missing letters, and multi-step arithmetic problems using letter substitution. All answers are recorded on a separate answer sheet, following standard multiple-choice examination conventions.

This paper suits students preparing for **Year 7 entry** to grammar schools and independent schools using GL Assessment style tests. The variety and volume of questions make it particularly valuable for building stamina and developing systematic approaches to different question types under timed conditions.

How this paper is organised

The paper is divided into multiple sections, each focusing on a specific verbal reasoning skill. It opens with **seven number sequences** (questions 1-7) followed by **seven letter sequence puzzles** (questions 16-22) requiring students to identify patterns and complete pairs of letters. A substantial section tests **vocabulary through opposite word selection** (questions 9-15) and **analogies** (questions 23-28), where students must identify relationships between word pairs.

The middle portion includes **number relationship problems** (questions 29-35) where three numbers in brackets follow a hidden rule, and **missing letter questions** (questions 36-42) that complete one word whilst starting another. Two extended **code breaking sections** (questions 43-50) require students to match number codes to words and decode new combinations. The paper also features **missing three-letter word puzzles** (questions 59-65), more **letter analogy problems** (questions 66-71), and concludes with **algebraic substitution questions** (questions 72-78) and two **day-of-the-week logic problems**.

Question 8 and questions 51, 79 and 80 are standalone **age and time problems** requiring multi-step logical reasoning. With **80 questions in 50 minutes**, students have approximately 37 seconds per question, demanding both accuracy and pace.

Topics covered

- Number sequences: identifying and extending patterns involving addition, subtraction, multiplication, and alternating operations
- Letter sequences: finding missing letter pairs by tracking forward and backward alphabetical movements
- Opposite word selection: identifying antonyms from two sets of three words with careful attention to precise meanings
- Verbal analogies: recognising relationships (synonyms, categories, associations) to complete word pairs
- Number relationships: decoding the rule connecting three numbers in brackets, often involving operations like addition, subtraction, and multiplication
- Missing letters: selecting a single letter that completes one word and begins another, testing vocabulary and spelling knowledge
- Code breaking: matching number codes to words and using the pattern to decode or encode new words
- Missing three-letter segments: identifying words from context when a consecutive three-letter portion is removed
- Letter analogies using alphabet positions: applying transformations to letter pairs based on alphabetical distance
- Algebraic substitution and BODMAS: solving arithmetic expressions where letters represent numbers, following correct order of operations
- Day-of-the-week logic: working forwards and backwards through the calendar to determine specific days from given conditions

How to use this paper for revision

- For number sequences, write out the differences between consecutive terms to spot patterns of addition or multiplication that alternate or repeat.
- In letter sequence questions, use the alphabet provided to count forwards and backwards systematically; jot down the positions if needed.
- When selecting opposite words, eliminate clearly incorrect options first, then test remaining pairs for true antonym relationships rather than vague contrast.
- For code breaking questions, start by identifying which letters appear in multiple words, as these provide anchor points to crack the code.
- Missing letter problems benefit from trying each option aloud to hear whether both words sound correct and are genuine English words.
- In algebraic substitution questions, always apply BODMAS strictly: brackets, orders, division and multiplication (left to right), then addition and subtraction (left to right).
- For day problems, draw a simple timeline marking 'yesterday', 'today', 'tomorrow' and count carefully forwards or backwards, avoiding the common error of miscounting the reference day itself.

Common mistakes to avoid

- In number sequences, students often identify only the first operation and miss alternating patterns, such as sequences that multiply then add repeatedly.
- Letter sequences can be misread when students forget whether the movement is forwards or backwards through the alphabet, especially when movements change direction within a pair.
- Opposite word questions frequently trip students who select words that are merely different rather than truly opposite (e.g. 'neutral' and 'positive' are not opposites).
- Code breaking puzzles cause confusion when students assign codes inconsistently or overlook that one code is deliberately unused as a distractor.
- In algebraic substitution, forgetting to work through operations in BODMAS order leads to wrong answers, particularly when division or multiplication appears mid-expression.
- Day-of-the-week problems are prone to off-by-one errors because students include or exclude the reference day incorrectly when counting forwards or backwards through the week.

Exam technique

With **80 questions in 50 minutes**, pace is critical. Aim for roughly 35 to 40 seconds per question, moving swiftly through sections where you feel confident and marking trickier questions to revisit if time permits. Start with question types you find easiest to build momentum and secure straightforward marks early.

Read each question carefully to identify exactly what is being asked. In sequence questions, write down your working to avoid mental arithmetic errors. For code breaking, jot down letter-to-number mappings clearly. In vocabulary questions, eliminate obviously wrong answers first to narrow your choices. Always double-check that you are filling in the correct question number on the answer sheet, as losing your place can waste valuable time.

If a question stumps you, make an educated guess and move on rather than lingering. Return to difficult questions only after completing the entire paper if time allows. Keep an eye on the clock, aiming to finish all questions with a few minutes remaining to review any uncertain answers and ensure no questions have been accidentally skipped.

What to revise alongside this paper

Students should revise **times tables up to 12 × 12** and practise mental arithmetic to speed up number relationship and algebraic questions. Strengthening vocabulary by reading widely and keeping a word journal will support opposite word and analogy sections, as will learning common prefixes, suffixes and root words to deduce meanings.

Familiarity with the **order of operations (BODMAS)** is essential for algebraic substitution questions, so practise simplifying expressions methodically. Work on **alphabet position recall** to handle letter sequences more fluently; knowing that A=1, M=13, Z=26 helps with quick mental counting. Logical reasoning puzzles from other sources (riddles, sudoku, basic probability) build the flexible thinking needed for day problems and code breaking.

Once confident with this paper, progress to **mixed verbal reasoning papers with increased time pressure** or papers that combine verbal and non-verbal reasoning. Practising under strict timed conditions replicates exam pressure and builds the stamina needed for the actual test day.

Key terms

Number sequence, **Letter sequence**, **Antonyms**, **Analogies**, **Code breaking**, **BODMAS**, **Algebraic substitution**, **Missing letters**, **Vocabulary relationships**, **Pattern recognition**, **Opposite meanings**, **Day logic problems**, **Alphabetical movement**, **Word completion**, **Multi-step reasoning**

For more free 11+ practice papers, past papers and online practice tests, visit **SATs-Papers.co.uk**.

ANSWER SHEET

1	117	**26**	city country	**51**	Monday	**76**	E
2	65	**27**	ice-hockey tennis	**52**	Ladybird	**77**	A
3	34	**28**	river mountain	**53**	Eyesight	**78**	B
4	144	**29**	136	**54**	Photograph	**79**	18
5	45	**30**	81	**55**	Notebook	**80**	Sunday
6	100	**31**	66	**56**	Bargain		
7	39	**32**	18	**57**	Fingertip		
8	33	**33**	28	**58**	Doorway		
9	static mobile	**34**	50	**59**	PEN		
10	positive negative	**35**	15	**60**	RAN		
11	beneath overhead	**36**	G	**61**	ROW		
12	sanitary unhygienic	**37**	E	**62**	COT		
13	grow shrink	**38**	E	**63**	THE		
14	certain uncertain	**39**	T	**64**	LOT		
15	settled agitated	**40**	F	**65**	LOW		
16	TW	**41**	P	**66**	OR		
17	DD	**42**	M	**67**	IW		
18	MB	**43**	7231	**68**	CN		
19	IJ	**44**	Ink	**69**	PJ		
20	BK	**45**	7211231	**70**	DI		
21	WH	**46**	Kink	**71**	OK		
22	OE	**47**	321	**72**	D		
23	left descend	**48**	Roar	**73**	A		
24	lie sag	**49**	5134	**74**	E		
25	banana meat	**50**	5324	**75**	B		

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 11)

Compiled by SATs-Papers.co.uk to help you mark this paper and learn from each answer.

How to use this answer key

This mark scheme provides the correct answers but no working or explanation. When marking, award one point per question and record the total out of 80. Resist the temptation to give half marks or benefit of the doubt — verbal reasoning rewards precision, and ambiguous answers rarely earn credit in real examinations.

Distinguish between careless slips (copying the wrong letter, misreading the question) and true gaps in technique. If your child consistently struggles with one question type — letter sequences, word codes, or analogies, for example — that signals a skill to practise separately. Random errors across all sections suggest rushed working or insufficient focus.

Use the worked examples below to understand the reasoning behind trickier answers. If a mistake was careless, move on quickly; if it reveals a misunderstanding of the method, spend time on similar practice questions before attempting another full paper.

Score interpretation

This paper contains 80 questions to be completed in 50 minutes, which gives roughly 37 seconds per question. A score above 65 (roughly 81 per cent) suggests strong all-round verbal reasoning skills and readiness for selective-school standard papers. Between 50 and 65 marks indicates solid competence with room to improve speed or accuracy in one or two question types. Below 50 suggests that core techniques — recognising patterns in sequences, manipulating letter codes, or identifying opposites — need further practice before sitting another timed paper.

Because the paper mixes number sequences, vocabulary, logic puzzles and code-breaking, a middling score often masks uneven performance. Check whether errors cluster in particular sections: if all the mistakes fall in questions 43 to 50 (the number-code puzzles), targeted practice on that format will lift the overall mark quickly. Conversely, errors spread evenly across the paper point to time pressure or concentration lapses rather than a specific weakness.

Remember that 50 minutes is tight. Many children who understand every question type still drop marks through hurrying. If the score is lower than expected but most wrong answers were 'nearly right' or simple slips, a second attempt under the same time limit — after a week's gap — will show whether accuracy improves with familiarity.

Worked examples

Number sequences, Q1–8

These sequences test pattern recognition under time pressure. Marks are lost when candidates assume the pattern continues in the simplest way without checking every term. **Always verify that your rule works for all given numbers** before writing the answer. Question 8 is a word problem that requires reverse-working from future ages; misreading 'last year' or 'in two years' costs the mark even if the arithmetic is correct.

> **Q4** : `144`
>
> The sequence is 4, 12, 24, 72, (?). Multiply 4 by 3 to get 12; multiply 12 by 2 to get 24; multiply 24 by 3 to get 72. The pattern alternates ×3 and ×2. Therefore 72 × 2 = 144. Many students assume ×3 every time and write 216, which breaks the established pattern.

> **Q7** : `39`
>
> The sequence is 3, 3, 6, 9, 15, 24, (?). Each term is the sum of the previous two: 3 + 3 = 6; 3 + 6 = 9; 6 + 9 = 15; 9 + 15 = 24; 15 + 24 = 39. This is the Fibonacci pattern. Candidates who only check the last two terms may miss that the rule applies throughout.

> **Q8** : `33`
>
> Next year Joanne will be 12, so she is currently 11. Last year she was 10, and her mother was three times that age: 30. Her mother is currently 31. In two years' time, her mother will be 33. The phrase 'in two years' time' means adding two to the mother's current age, not to Joanne's age next year.

Opposite pairs, Q9–15

Each question asks for one word from the top row and one from the bottom row that are **most opposite in meaning**. Marks are lost when students choose words that are merely different rather than true antonyms. 'Sanitary' and 'stable' are both positive qualities but not opposites; 'sanitary' and 'unhygienic' are. Read all six words before deciding; the distractor pairs are deliberately plausible.

Q12 : `sanitary unhygienic`

The top row offers 'sanitary', 'sane', 'doctor'; the bottom row offers 'unhygienic', 'stable', 'sanitation'. 'Sanitary' means clean and hygienic; 'unhygienic' is its direct opposite. 'Sane' and 'stable' are related but not opposites. 'Doctor' and 'sanitation' share a medical theme but are not antonyms.

Letter sequences, Q16–22

Use the printed alphabet to count forward or backward. **Write the pattern rule in pencil** next to the question so you can check it against every pair. Common errors include confusing the direction (forwards versus backwards) or miscounting when the gap is large. Question 17, for example, moves backwards in the alphabet for the first letter and forwards for the second, which is easy to reverse under time pressure.

Q16 : `TW`

The first letters are E, H, K, N, Q, T: each moves forward three places in the alphabet. The second letters are H, K, N, Q, T, W: also forward three each time. Therefore the answer is TW. Students who count forward four places by mistake will write UX, which does not continue the established gap.

Q19 : `IJ`

The first letters are L, K, M, J, N: down one, up two, down three, up four. The next move is down five, giving I. The second letters are Z, B, D, F, H: up two every time. The next is J. The answer is IJ. This question rewards careful pattern-checking because the first-letter rule is irregular.

Analogies, Q23–28

These test relationships between word pairs. The mark scheme expects **both answers to be written**; if only one word is given, no mark is awarded. The most common mistake is choosing a word that shares a category with the first word rather than the same relationship. For example, 'puck' is used in ice-hockey (tool of the game), so 'ball' must pair with a game that uses a ball — tennis — not with 'marathon', even though both are sports.

Q27 : `ice-hockey tennis`

A puck is the object used in ice-hockey; a ball is the object used in tennis. The relationship is 'equipment to game'. 'Marathon' is a sport but does not use a ball as its defining piece of equipment. 'Bell' is a distractor that rhymes with 'ball'.

Number-code puzzles, Q43–50

You are given words and their number codes, with one code missing. Build a letter-to-number key by comparing the words. **Write your key down** — guessing wastes time and rarely works. If two words share a letter in the same position, their codes will share a digit in the same position. Questions 47–50 expect you to construct new words from your key; double-check that every letter in your answer has a code.

> **Q43** : `7231`
>
> The words are King, Grin, Rink, Gown, with codes 5231, 7235, 1723 (and one unknown). Compare 'Grin' (7235) and 'Rink' (1723): both have I, N in different positions. 'Grin' is G-R-I-N; 'Rink' is R-I-N-K. Matching positions shows that I = 2 and N = 3. 'King' must be 5231 (K-I-N-G). 'Ring' shares R with 'Grin', so R = 7. Therefore 'Ring' is 7231.

> **Q50** : `5324`
>
> From Q47–49 we know that O = 3, A = 2, R = 1, D = 4, T = 5. 'Toad' is T-O-A-D, which codes to 5-3-2-4. Students who confuse the order of letters will write 5423 or similar; always map each letter individually rather than rearranging the code.

Missing three-letter words, Q59–65

A short word has been removed from a longer word, leaving a nonsense fragment. **Read the sentence for context** before guessing. 'EXSIVE' in the context of a gold watch suggests 'expensive', so the missing letters are PEN. Marks are lost when candidates choose a valid three-letter word that does not fit the meaning — for example, writing 'TAN' for QUATINE instead of RAN (quarantine).

> **Q62** : `COT`
>
> The sentence reads 'SLAND it a place where men wear kilts.' The missing word is Scotland, and the removed fragment is COT. The sentence should read 'Scotland is a place where men wear kilts.' Students often write 'AND' because it appears in the fragment, but that would give 'SLND', not 'SLAND'.

Letter-pair analogies, Q66–71

These resemble the earlier sequences but test relationships between two pairs of letters. Identify the rule connecting the first pair, then apply the same rule to the second. **Count carefully** using the printed alphabet. Question 70, for example, uses a backwards relationship (C to U is +18, wrapping round the alphabet), which many students misread as a simple forward count.

> **Q69** : PJ
>
> E to V is forward 17 places; M to N is forward 1 place. The rule is (first letter +17, second letter +1). Applying the same rule to K and Q: K + 17 = B (wrapping past Z), but that does not match the mark scheme. Re-examine: E (5) to V (22) is +17; M (13) to N (14) is +1. For K (11) and Q (17), we need the pair that matches the same pattern. The correct reading is likely a reversal or reflection pattern; consult the question paper for the exact wording.

Algebra-style sums, Q72–78

Letters stand for numbers. Substitute the values, then work left to right respecting the order of operations: ×÷ before +−. **Write each step** to avoid arithmetic slips. The answer is a letter, so find which variable matches your final number. Question 76, for example, asks for B × C + A − D − B; students often forget the final '− B' and choose the wrong letter.

> **Q76** : E
>
> Given A = 7, B = 17, C = 3, D = 25, E = 16, the sum is B × C + A − D − B. Calculate: 17 × 3 = 51; 51 + 7 = 58; 58 − 25 = 33; 33 − 17 = 16. The answer is 16, which corresponds to E. Many candidates write 33 (answer D) because they miss the final subtraction.

Next steps

Record the score and any recurring error patterns in a notebook. If the same question type caused trouble across multiple sections — for example, all the number-code puzzles or every opposite-pair question — practise that format in isolation using a topic-specific workbook before attempting another mixed paper. If errors were scattered and mostly careless, the priority is building stamina and accuracy under timed conditions: try the same paper again in a week, aiming to better the original score by at least five marks.

If the score exceeded 70, challenge your child with papers from publishers who set harder sequences or more abstract logic puzzles (for example, CEM-style papers or independent-school specimens). If the score was below 45, spend a fortnight working through untimed exercises in each question type, then return to full timed papers once confidence is higher. Verbal reasoning improves rapidly with deliberate practice, but only if mistakes are understood rather than ignored.
