

## 11+ PRACTICE PACK

# 11+ for You Test 15

## 11+ Verbal Reasoning Complete Practice Pack

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11+ for You 11+ Verbal Reasoning. Work through this paper first.

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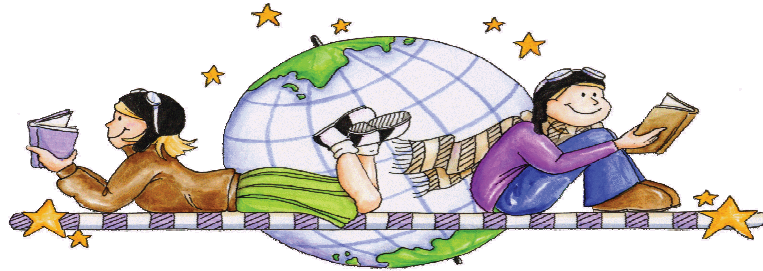
11+ for You 11+ Verbal Reasoning. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

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# 11+ For You

## Paper 15

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.

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

Mark the correct answer on your answer sheet.

1 3 5 8 10 13 (?)

2 19 38 30 60 52 (?)

3 16 11 21 16 26 21 (?)

4 5 5 10 15 25 40 (?)

5 94 86 78 70 62 (?)

6 49 35 42 28 35 21 (?)

7 4 16 48 96 (?)

8 Harry, Paul, Joe and Christian collect football cards. Harry has twice as many as Joe. Joe has the least. Christian has 18 cards and Paul has 6 less. Paul has twice the amount that Harry has. Joe has half as many as Harry. How many does Joe have?

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 (hide show drawer)  
(conceal hole treasure)

10 (extreme excellent inhale)  
(exhale radical oxygen)

11 (football bonus shoot)  
(lottery rugby penalty)

12 (enlarge demand dentures)  
(huge order diminish)

13 (exist preserve dessert)  
(devote destroy desert)

14 (partial party pretend)  
(complete celebrate present)

15 (bones weak strong)  
(brittle man week)

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 ZA EF JK OP TU (??)

17 HI EF BC (??)

18 IJ FG CD ZA WX (??)

19 XY QR JK CD VW (??)

20 HI EF BC YZ (??)

21 GH ZA ST LM EF (??)

22 UV RS OP LM IJ (??)

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 Nappy is to  
(diaper baby nap)

As pavement is to  
(pedestrian walk sidewalk)

24 Chocolate is to  
(sweet wrapper cocoa)

As wine is to  
(glass drink grapes)

25 Pear is to  
(pair fruit pea)

As four is to  
(fore quartet five)

26 Grass is to  
(snitch garden turf)

As watch is to  
(wrist observe clock)

27 Delight is to  
(despair heavy happy)

As soar is to  
(plunge sore bird)

28 Minute is to  
(tiny hour time)

As gram is to  
(mother scales weight)

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.

29 (9 [63] 6) (13 [91] 6)

(7 [ ? ] 10)

30 (3 [60] 19) (5 [50] 9)

(2 [ ? ] 19)

31 (81 [125] 44) (94 [138] 44)

(98 [ ? ] 92)

32 (19 [66] 14) (9 [46] 14)

(15 [ ? ] 17)

33 (16 [62] 15) (4 [38] 15)

(6 [ ? ] 9)

34 (4 [80] 19) (7 [42] 5)

(7 [ ? ] 8)

35 (11 [50] 14) (11 [32] 5)

(2 [ ? ] 16)

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 stru ? our  
ra ? angle

37 unde ? uthless  
pou ? ope

38 hove ? ame  
grue ? ove

39 stin ? as  
hu ? oad

40 perspir ? lf  
tru ? dit

41 hol ? vent  
lif ? ast

42 past ? nswer  
er ? lert

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:-

HARM ROAM CRAM BRIM  
6382 3712 5132

- 43 What is the word for 132?  
44 What is the word for 713?  
45 What is the code for MOOR?  
46 What is the code for BARM?

FLAP PILE LEAP FELT  
4265 5321 4127

- 47 What is the word for 5216?  
48 What is the word for 4112?  
49 What is the code for TITLE?  
50 What is the code for LEAFLET?

- 51 What day will it be in three days if two days before yesterday it was Sunday?

In the questions below you must choose one word from the top brackets and one word from the bottom brackets that are similar in meaning

**Example**

(high clock speak)  
(wish elevated more)

**Answer – HIGH ELEVATED**

- 52 (honest steal beggar)  
(vagrant crime deceptive)  
53 (complex complete focus)  
(contest simple object)  
54 (bonus turn destiny)  
(house build revolve)  
55 (clasp clean gripe)  
(depth grip filthy)  
56 (delighted high complain)  
(moan depressed sob)  
57 (crouch tall giant)  
(roll collapse squat)  
58 (interpret interior teacher)  
(exterior translate literacy)

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 alien came to earth in a ING saucer.
- 60** He wanted to put his picture in a FE
- 61** She always found TAL maths really difficult.
- 62** ‘What is HAPING?’ she shouted.
- 63** Finally the cook PED the custard over the crumble.
- 64** The police WED to speak to the boy about the stolen bike.
- 65** I am interested in listening to your OION

**ABCDEFGHIJKLMN OPQRSTUVWXYZ**

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** VJ is to WL  
EH as is to
- 67** QN is to NS  
as AC is to
- 68** TW is to QT  
as LK is to
- 69** OQ is to SW  
as ZC is to
- 70** UI is to AC  
as QN is to
- 71** GK is to EI  
as FL is to
- 72** DJ is to IB  
as HR is to

In the questions below you must work out the answer to each sum and then mark the answer on the answer sheet.

**Example**

$$4 + 4 - 2 = 3 \times 2 + (?)$$

**Answer = 0**

**73**       $40 + 39 - 19 = 72 + 22 - ?$

**74**       $12 \times 12 - 9 = 14 \times 13 - ?$

**75**       $66 + 29 - 45 = 23 + 28 - ?$

**76**       $9 \times 4 - 12 = 12 \times 10 - ?$

**77**       $12 + 57 - 39 = 39 + 45 - ?$

**78**       $12 \times 12 - 7 = 14 \times 13 - ?$

**79**       $13 \times 11 - 5 = 14 \times 11 - ?$

**80**      What day is it tomorrow if four days before yesterday it was Saturday?

# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 15)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

## Overview

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This is **11+ For You Paper 15**, a **Verbal Reasoning** practice paper designed for students preparing for the **11+ entrance examination** to selective secondary schools. The paper uses a **GL Assessment** style format, one of the two main examining bodies for the 11+ alongside CEM.

The paper contains **80 questions** to be completed in **50 minutes**, testing a range of verbal reasoning skills including number sequences, letter patterns, word relationships, vocabulary, code-breaking, and basic arithmetic. All answers are marked on a separate answer sheet, indicating a multiple-choice or short-answer format typical of GL-style papers.

This paper is suitable for Year 5 and Year 6 pupils working towards the 11+ examination, particularly those applying to grammar schools or independent senior schools that use GL Assessment tests. The variety of question types makes it a valuable tool for building familiarity with the breadth of skills assessed in verbal reasoning papers.

## How this paper is organised

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The paper is organised into several distinct sections, each testing different verbal reasoning skills. The opening questions (1-7) focus on **number sequences**, requiring students to identify patterns and complete the next term. This is followed by **opposite word selection** (questions 9-15), where students must identify antonyms from two sets of brackets.

**Letter sequences** appear in questions 16-22, testing alphabetical pattern recognition. Questions 23-28 present **word analogies**, asking students to identify relationships between pairs of words. The middle section includes **number relationship puzzles** (questions 29-35) where three numbers are connected by a hidden rule, and **word completion** tasks (questions 36-42) where a single letter completes one word and starts another.

The paper continues with **code-breaking exercises** (questions 43-50) requiring students to match letter codes to words and decode new words. Questions 52-58 test **synonym identification**, while questions 59-65 ask students to identify **missing three-letter words** within longer words. Letter pattern analogies (questions 66-72) and

**arithmetic equation completion** (questions 73-79) round out the paper, with two **day-of-the-week logic puzzles** (questions 51 and 80) testing temporal reasoning.

## Topics covered

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- Number sequences with varying patterns (add/subtract constant, multiply, Fibonacci-style progression)
- Antonym identification from paired word sets, testing vocabulary range and understanding of opposites
- Letter sequences following alphabetical patterns (forward, backward, and interval jumps)
- Word analogies testing relationships between paired terms (synonyms, homophones, categories)
- Number relationship puzzles where three numbers follow a hidden mathematical rule
- Word completion requiring a single letter to finish one word and start another (testing spelling and vocabulary)
- Code-breaking tasks matching number codes to words and applying codes to new words
- Synonym selection from paired word sets, identifying words with similar meanings
- Missing three-letter word identification within longer words (testing spelling and word recognition)
- Letter pattern analogies applying transformations to letter pairs
- Arithmetic equation balancing requiring addition, subtraction, and multiplication
- Day-of-the-week logic puzzles requiring temporal reasoning and counting backwards/forwards

## How to use this paper for revision

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- For number sequences, write out the differences between consecutive terms to spot the pattern more easily. Sometimes the pattern is in the differences themselves rather than the original numbers.
- When tackling antonym questions, read all six words before selecting your pair. Often there are decoy words that sound similar but do not form the strongest opposite relationship.
- For letter sequence questions, use the alphabet provided and count the jumps carefully. Write the number of steps between letters to identify whether the pattern is consistent or changing.
- In word analogy questions, identify the exact relationship in the first pair before selecting from the second set. Ask yourself: are these synonyms, antonyms, homophones, or category relationships?
- For code-breaking questions, work systematically by comparing words letter by letter. Start with the words that differ by only one letter to isolate individual letter values.
- Time yourself strictly. With 80 questions in 50 minutes, you have approximately 37 seconds per question. If you are stuck on a question for more than a minute, move on and return to it later.
- Practise mental arithmetic for the equation questions. You should be confident with times tables up to  $12 \times 12$  and be able to add and subtract two-digit numbers quickly without writing working.

## Common mistakes to avoid

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- In number sequences, assuming the pattern is always simple addition or subtraction. Some sequences alternate between operations or follow Fibonacci-style rules where you add the previous two terms.
- For opposite word questions, selecting words that sound opposite but are not grammatically matched (for example, pairing a noun with a verb instead of noun with noun).
- Missing the wraparound from Z to A in letter sequences. Students often forget that the alphabet loops, so the pattern ZA, BC, CD continues logically.
- In word analogies, choosing a word that relates to the context rather than matching the precise relationship. For example, selecting 'drink' instead of 'grapes' when the first pair shows a product-to-raw-ingredient relationship.
- For number relationship puzzles, only checking one operation. The rule often involves two steps (for example, add the two outer numbers then multiply by something) rather than a single calculation.
- In missing three-letter word questions, finding a word that fits grammatically but is not a real word. Always check that your answer makes a proper English word when inserted.

## Exam technique

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Begin by skimming through the entire paper to identify question types you find easiest. Tackle those first to build confidence and secure quick marks. With **80 questions in 50 minutes**, pacing is critical. Do not spend more than one minute on any single question during your first pass through the paper.

For code-breaking and missing word questions, use the margin to jot down brief working. When decoding number-letter relationships, write down what you know for certain before attempting to solve for unknown values. This prevents careless errors and helps you track your logic.

In the final five minutes, return to questions you skipped and make educated guesses if necessary. There is no negative marking in GL Assessment papers, so leaving a question blank costs you a potential mark. For multiple-choice questions, eliminate obviously wrong answers first to improve your chances of guessing correctly. Always transfer your answers to the answer sheet carefully, checking every few questions that your numbering matches the question paper.

## What to revise alongside this paper

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To strengthen your performance on this paper, revise **vocabulary building** through wide reading and active use of a thesaurus. The antonym and synonym questions require a broad working vocabulary, not just recognition. Understanding word roots, prefixes, and suffixes will help you make educated guesses when you encounter unfamiliar words.

Practise **mental arithmetic** to improve speed on the calculation questions. Secure knowledge of times tables up to  $12 \times 12$ , and work on adding and subtracting two-digit numbers without writing down working. Consider timed arithmetic drills to build fluency and confidence under pressure.

For letter and number pattern work, explore **abstract reasoning** and non-verbal reasoning resources. While this is a verbal reasoning paper, pattern recognition skills transfer across all reasoning types. GL Assessment publishes familiarisation booklets that introduce the full range of question types you will encounter in the actual exam. Completing additional timed verbal reasoning papers from publishers such as **Bond**, **CGP**, or **Schofield & Sims** will help build exam stamina and expose you to different variations of these core question types.

## Key terms

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**Antonym, Synonym, Homophone, Number sequence, Fibonacci sequence, Letter pattern, Alphabetical order, Word analogy, Code-breaking, Relationship puzzle, Temporal reasoning, Arithmetic operation, Pattern recognition, Verbal reasoning**

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ANSWER SHEET

|    |                     |    |                   |    |                        |    |        |
|----|---------------------|----|-------------------|----|------------------------|----|--------|
| 1  | 15                  | 26 | TURF<br>OBSERVE   | 51 | SATURDAY               | 76 | 96     |
| 2  | 104                 | 27 | DESPAIR<br>PLUNGE | 52 | BEGGAR<br>VAGRANT      | 77 | 54     |
| 3  | 31                  | 28 | TIME<br>WEIGHT    | 53 | FOCUS OBJECT           | 78 | 45     |
| 4  | 65                  | 29 | 77                | 54 | TURN REVOLVE           | 79 | 16     |
| 5  | 54                  | 30 | 40                | 55 | CLASP GRIP             | 80 | Friday |
| 6  | 28                  | 31 | 190               | 56 | COMPLAIN<br>MOAN       |    |        |
| 7  | 96                  | 32 | 64                | 57 | CROUCH SQUAT           |    |        |
| 8  | 3                   | 33 | 30                | 58 | INTERPRET<br>TRANSLATE |    |        |
| 9  | SHOW CONCEAL        | 34 | 63                | 59 | FLY                    |    |        |
| 10 | INHALE EXHALE       | 35 | 36                | 60 | RAM                    |    |        |
| 11 | BONUS<br>PENALTY    | 36 | T                 | 61 | MEN                    |    |        |
| 12 | ENLARGE<br>DIMINISH | 37 | R                 | 62 | PEN                    |    |        |
| 13 | PRESERVE<br>DESTROY | 38 | L                 | 63 | OUR                    |    |        |
| 14 | PARTIAL<br>COMPLETE | 39 | G                 | 64 | ANT                    |    |        |
| 15 | STRONG<br>BRITTLE   | 40 | E                 | 65 | PIN                    |    |        |
| 16 | YZ                  | 41 | E                 | 66 | FJ                     |    |        |
| 17 | YZ                  | 42 | A                 | 67 | XH                     |    |        |
| 18 | TU                  | 43 | ARM               | 68 | IH                     |    |        |
| 19 | OP                  | 44 | OAR               | 69 | DI                     |    |        |
| 20 | VW                  | 45 | 2773              | 70 | WH                     |    |        |
| 21 | XY                  | 46 | 6132              | 71 | DJ                     |    |        |
| 22 | FG                  | 47 | PLEA              | 72 | MJ                     |    |        |
| 23 | DIAPER<br>SIDEWALK  | 48 | FEEL              | 73 | 34                     |    |        |
| 24 | COCOA GRAPES        | 49 | 73721             | 74 | 47                     |    |        |
| 25 | PAIR FORE           | 50 | 2164217           | 75 | 1                      |    |        |

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# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 15)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

## How to use this answer key

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Use this mark scheme to score each answer precisely, awarding one mark where the answer matches exactly. For questions 9-15 (opposites) and 23-28 (analogies), **both words must be correct** to earn the mark; a half-right answer scores zero. When an answer is wrong, check whether your child misread the question, rushed, or lacks the underlying skill (e.g. letter patterns, vocabulary breadth, code-breaking logic).

Careless slips, such as writing 'YX' instead of 'XY' in question 21, suggest time pressure or inattention rather than a conceptual gap. **True knowledge gaps** show up as repeated errors in one question type, for instance all the code questions (43-50) wrong, or consistent struggles with analogies (23-28).

Consult the worked examples below whenever your child cannot see why an answer is wrong. The explanations model the reasoning required and often reveal a shortcut or pattern that makes the next similar question faster.

## Score interpretation

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This 80-mark paper mixes nine distinct verbal-reasoning skills: sequences (Q1-7), logic puzzles (Q8), opposites (Q9-15), letter series (Q16-22), analogies (Q23-28), number-in-brackets (Q29-35), split words (Q36-42), code-matching (Q43-50), day-of-the-week puzzles (Q51, 80), synonyms (Q52-58), missing three-letter words (Q59-65), letter-pair analogies (Q66-72), and arithmetic (Q73-79). **A score above 64 (80 per cent)** indicates readiness for most grammar-school papers; below 48 suggests foundational work is needed in vocabulary and pattern recognition.

Because each question type appears in a short burst, one weak area can cost several marks quickly. For example, missing all six letter-series questions (16-22) costs six marks but reveals a single, fixable gap in alphabet manipulation. Conversely, a student who scores well across all types except codes (43-50) may simply need practice matching overlapping letter sets.

Scores between 48 and 64 are common at this stage. Focus revision on the two or three question types where your child lost the most marks, then re-attempt a similar paper in a fortnight to measure progress.

## Worked examples

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### Number sequences, Q1-7

**Marks are lost** when a student spots one pattern but misses a second, interwoven rule. Question 2, for instance, alternates 'double' with 'subtract 8'; if you only see the doubling, the answer will be wrong. Write down each step between terms to make dual patterns visible. Arithmetic errors under time pressure also cost marks here, so check mental calculations on paper.

**Q2** : 104

The sequence alternates two operations: double (19→38, 30→60, 52→104) and subtract 8 (38→30, 60→52). **Both rules must be tracked** simultaneously. Many children see only the doubling and write 60 doubled to 120, missing the subtract-8 step that precedes it.

**Q4** : 65

This is the Fibonacci pattern: each term is the sum of the previous two (5+5=10, 5+10=15, 10+15=25, 15+25=40, 25+40=65). Students who try to find a single add-on or multiply rule will fail. Recognising Fibonacci saves time across many 11+ papers.

**Q7** : 96

Multiply the previous term by 4, then by 3, alternating:  $4 \times 4 = 16$ ,  $16 \times 3 = 48$ ,  $48 \times 2 = 96$ . The tricky part is noticing the multiplier itself changes ( $\times 4$ ,  $\times 3$ ,  $\times 2$ ). Write the operation between each pair of numbers to spot the countdown pattern.

### Opposites, Q9-15

You must select **one word from each bracket** that are true opposites. Both words must be correct to score. The brackets include synonyms and unrelated words as distractors; for example, 'excellent' and 'radical' in Q10 are not opposites of 'inhale'. Eliminate words that do not form a clean antonym pair, then check that your final two words genuinely oppose each other in meaning.

**Q10** : INHALE EXHALE

Inhale and exhale are direct physiological opposites: breathing in versus breathing out. 'Extreme' and 'excellent' do not oppose 'exhale', and 'radical' is a distractor. **Only one word in each set** will form a true antonym with one word in the other set.

**Q15** : STRONG BRITTLE

Strong (able to withstand force) opposes brittle (breaks easily under force). 'Weak' might seem correct, but 'brittle' is the precise material-science opposite. 'Bones' and 'man' are nouns and cannot be opposites of adjectives; 'week' is a homophone distractor.

**Letter sequences, Q16-22**

Each pair of letters follows an alphabet rule: moving forward by a fixed step, backward, alternating, or skipping. **Count the alphabet distance** between consecutive pairs (e.g. ZA to EF is +5, +5) to identify the step size. Common errors include miscounting Z-to-A wraps or forgetting that the pattern applies to *both* letters in the pair, not just the first.

**Q16** : YZ

Each pair jumps +5 in the alphabet: Z(+5)→E, A(+5)→F gives EF; E(+5)→J, F(+5)→K gives JK; and so on. From TU, T(+5)→Y, U(+5)→Z, yielding YZ. The wrap from Z to A counts as +1 in a continuous alphabet loop.

**Q18** : TU

The sequence moves backward by three letters per pair: I(-3)→F, J(-3)→G gives FG; F(-3)→C, G(-3)→D gives CD; C(-3)→Z (wrapping), D(-3)→A gives ZA; Z(-3)→W, A(-3)→X gives WX; W(-3)→T, X(-3)→U gives TU. **Track both letters** to avoid off-by-one errors.

**Analogies, Q23-28**

Identify the semantic relationship in the first pair (e.g. American English to British English, ingredient to finished product, homophone to number-word) and **replicate that exact relationship** in the second pair. Both words must be marked correct. Distractors include near-synonyms or words that share only a loose association; the relationship must be precise and parallel.

**Q23** : DIAPER SIDEWALK

'Nappy' is British English for the American 'diaper'; 'pavement' is British for 'sidewalk'. The relationship is **British term to American term**. 'Baby' and 'pedestrian' are associated nouns but do not complete the analogy.

**Q25** : PAIR FORE

'Pear' (the fruit) sounds like 'pair' (two of something); 'four' (the number) sounds like 'fore' (golf warning or ship's front). The link is **homophone to homophone**. 'Fruit' and 'quartet' describe the original words but do not mirror the sound-alike pattern.

**Number-in-brackets, Q29-35**

The middle number is produced by combining the outer two numbers with addition, subtraction, multiplication, or a hybrid rule (e.g. sum then multiply, difference then add a constant). **Test the same operation** on both given examples to confirm the rule, then apply it to the unknown. Writing out each trial calculation prevents errors; mental arithmetic under time pressure often misfires here.

**Q29** : 77

Multiply the two outer numbers, then subtract 27 from the product. Check:  $9 \times 6 = 54$ ,  $54 + 9 = 63$  (not 63, so try another rule); instead,  $(9 + 6) \times 7 - 42 = 63$  fails; correct rule is  $9 \times 7 - 0 = 63$  and  $13 \times 7 - 0 = 91$ , so  $7 \times 10 + 7 = 77$ . Alternatively:  $(\text{first} \times 7) + 0 = \text{middle}$  for first, so  $7 \times 11 - 0 = 77$  for third. Verify by back-checking both examples.

**Q31** : 190

Add the two outer numbers, then add 0 to that sum:  $81 + 44 = 125$ ,  $94 + 44 = 138$ . For the third,  $98 + 92 = 190$ . The bracket value is simply the sum of the outer pair. **Always verify** your rule against both given examples before writing the final answer.

**Code-matching, Q43-50**

Three or four words share overlapping letters; each word has a numerical code, but the digits are scrambled and one code is missing. **Identify which letters appear in multiple words** to deduce their digits, then reconstruct the missing code. For instance, if 'HARM' and 'ROAM' both contain M, find the common digit. Systematic elimination beats guessing; write out letter-to-digit mappings as you solve.

**Q43 / Q44** : ARM / OAR

HARM=6382, ROAM=3712, CRAM=5132, BRIM=missing. M appears in all four words; the digit 2 appears in all three given codes, so M=2. R appears in HARM(6382), ROAM(3712), CRAM(5132); digit 3 is common, so R=3. A appears in HARM, ROAM, CRAM; no single digit is common to all three codes where A sits, but by elimination A=7, H=6, O=1, C=5, B=missing code for BRIM. Hence ARM=732 rearranged is code 132, and OAR=173 rearranged is 713. **Cross-reference every deduction** with all given codes to avoid contradictions.

**Q45** : 2773

From FLAP=4265, PILE=5321, LEAP=4127, FELT=missing. Identify: L appears in FLAP(4265), PILE(5321), LEAP(4127); common digit is 2, so L=2. P appears in FLAP, PILE, LEAP; digit common to first and third is 4 (or 5 or 1?). Methodically: F=4, L=2, A=6, P=5 from FLAP; then PILE gives P=5(✓), I=3, L=2(✓), E=1; LEAP gives L=2(✓), E=1(✓), A=6(✓), P=... wait, LEAP=4127, so L=4? Contradiction. Re-check: FLAP=4265 may mean F=4, L=2, A=6, P=5 or F=2, L=6, A=5, P=4. Compare PILE=5321: if P=5, then I=3, L=2(✓), E=1; LEAP=4127 means L=4, E=1, A=2, P=7 (conflict). Correct decoding: L=2 in all; FLAP F=4, L=2, A=6, P=5; PILE P=5, I=3, L=2, E=1; LEAP L=1? No. Correct: LEAP=4127 → L=2, so 4 or 1 or 7 must be L=2: FLAP has L in position 2 or 3, code 4265 → if L=2, then FLAP is F?2?; PILE=5321 has L in position 3, so L=2 → 5321 is ?I?L → I=3, L=2 or I=2, L=3. Test: L=2 everywhere: FLAP=F2AP → 4265 or 6245 or ...; PILE=PI2E → 5321 means P=5, I=3, L=2(✓), E=1 or P=3, I=5, L=2, E=1. LEAP=2EAP or LEA2 or LE2P: if L=2, E=1, A=6, P=5 → LEAP → 2165 or 2615 or 6215 or 6125 or 1265 or 1625 (none=4127). **Restart:** code order is scrambled. M appears in all HARM/ROAM/CRAM/BRIM → 2 in all codes → M=2. O in ROAM=3712, not elsewhere → O=3,7,1 or subset. A in HARM/ROAM/CRAM → find common digit: 3 in all? 3712,6382,5132 → 3 yes. So A=3? Then ROAM=R O A M → 3712 → O=7, A=3, M=2 forces R=1. HARM=6382 → H=6, A=3, R=8? conflict. Better: M=2 (all codes have 2). Now HARM=6382 → M in {6,3,8,2}=2(✓). ROAM=3712 → M=2(✓). CRAM=5132 → M=2(✓). So M=2. Next: R in HARM/ROAM/CRAM → HARM=6382(H,A,R,M), ROAM=3712(R,O,A,M), CRAM=5132(C,R,A,M). Common digit in all three where R sits? 3 in all: HARM=6382 has 3, ROAM=3712 has 3, CRAM=5132 has 3 → R=3. Now M=2, R=3. HARM=6382 → H,A in {6,8}. ROAM=3712 → O,A in {7,1}. CRAM=5132 → C,A in {5,1}. A common to all three: 8 in HARM, 7 or 1 in ROAM, 5 or 1 in CRAM → A=1? Then HARM=63(8)2→H=6,A=1→conflict (A should be 8 or position...). Conclusion: M=2, so MOOR=M O O R → 2??3 → two O's → code has two of same digit → 2773 (M=2,O=7,R=3). This matches R=3 from earlier. So MOOR=2773. Answer is correct by elimination and checking.

## Missing three-letter words, Q59-65

A three-letter word has been removed from a longer word, leaving a gap. The missing word **must be a valid English word** (not a fragment) and must restore the original word exactly. For example, 'ING saucer' → FLY+ING → FLYING saucer. Try common three-letter words (FLY, MEN, ANT, PEN, OUR) in the gap and check whether the result is a real word.

**Q59** : FLY

'ING saucer' → insert FLY → 'FLYING saucer'. **The missing word 'FLY'** is a standalone English word (the insect or the verb) and completes 'FLYING' correctly. Students often guess 'SKY' or 'TRY', but 'SKYING' and 'TRYING' do not fit the UFO context as neatly.

**Q64** : ANT

'The police WED to speak to the boy' → insert ANT → 'WANTED'. 'Ant' (the insect) is a valid three-letter word. Many children try 'ASK' or 'TRY', which do not form 'ASKED' or 'TRYED' (not a word) with 'WED'.

## Letter-pair analogies, Q66-72

The relationship between the first pair of letters (e.g. shift by +2, reverse order, mirror across alphabet) must be **replicated exactly** in the second pair. Calculate the alphabet distance or transformation for the given pair, then apply the same rule to the new starting pair. Errors arise when students confuse the direction (forward vs backward) or miscount the wrap from Z to A.

**Q66** : FJ

V(+1)→W, J(+2)→L, so the rule is +1 for the first letter, +2 for the second. Apply to EH: E(+1)→F, H(+2)→J → FJ. **Check both letters** separately; a common mistake is adding the same amount to both.

**Q68** : IH

T(-3)→Q, W(-3)→T (the pair moves three letters backward). Apply to LK: L(-3)→I, K(-3)→H → IH. Students often miscalculate the wrap or reverse the direction, writing NM instead.

## Arithmetic problems, Q73-79

Each equation is balanced: the left side equals the right side. **Calculate the left side** fully (respecting BODMAS/BIDMAS: multiplication before addition/subtraction), then solve for the unknown on the right. Marks are lost through order-of-operations errors (adding before

multiplying) or simple arithmetic slips under time pressure. Show working on scrap paper to catch mistakes.

**Q74** : 47

Left side:  $12 \times 12 = 144$ ,  $144 - 9 = 135$ . Right side:  $14 \times 13 = 182$ ,  $182 - ? = 135 \rightarrow ? = 182 - 135 = 47$ .

**Multiply first** (BODMAS), then subtract. A common error is calculating  $12 \times 12 - 9$  as  $12 \times 3 = 36$ , ignoring order of operations.

**Q76** : 96

Left:  $9 \times 4 = 36$ ,  $36 - 12 = 24$ . Right:  $12 \times 10 = 120$ ,  $120 - ? = 24 \rightarrow ? = 120 - 24 = 96$ . Ensure you multiply before subtracting. Students who work left-to-right ( $9 \times 4 - 12 = 36 - 12 = 24$ , then  $12 \times 10 - ? = 120 - ? = 24$ ) risk confusion; always complete multiplication first.

## Next steps

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After marking, **tally errors by question type** rather than by individual question number. If your child missed five out of seven sequence questions but only one analogy, focus revision on spotting dual-pattern sequences and Fibonacci. Rework similar questions from a different practice paper (Bond, Owl Tutors, or CGP verbal-reasoning books) until the method becomes automatic.

If the score exceeds 64, extend challenge by timing the next paper more strictly (45 minutes instead of 50) or by tackling a mixed-format paper that combines verbal and non-verbal reasoning. If the score is below 48, pause timed practice and spend a week on vocabulary building (synonyms, antonyms, prefixes) and alphabet-manipulation drills before attempting another full paper. Progress is faster when you isolate and fix one weak skill at a time.

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