

## 11+ PRACTICE PACK

# 11+ for You Test 17

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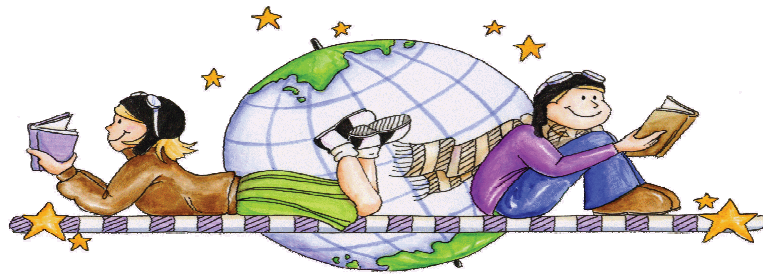
11+ for You 11+ Verbal Reasoning. Use to mark your work against the official answer key.

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

PRACTISE THE REAL THING

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# 11+ For You Paper 17

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.

**Example** 2 4 6 8

Answer = 10

1 7 14 21 28 35 (?)

2 19 13 23 17 27 21 (?)

3 2 4 8 16 32 64 (?)

4 97 87 78 70 63 (?)

5 3 9 11 33 35 (?)

6 6 9 18 21 42 45 (?)

7 74 68 62 56 50 44 (?)

8 Charlie has 12 CDs. Chris has twice the number of Joe who only has a third of the number of Charlie. Oliver has twice as many as Chris. How many does Oliver 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 (deposit money cashier)  
(pay find withdraw)

10 (denial accept shout)  
(deny pounce scream)

11 (brackets thin raise)  
(maths elevated thick)

12 (expensive price gold)  
(bracelet jewels cheap)

13 (slum bright plump)  
(wealthy dull style)

14 (open under remove)  
(closed taken raised)

15 (vacuum stained polish)  
(wine cleaner clean)

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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 LT OQ RN UK XH (??)

17 DT CR EP BN FL (??)

18 OL RH SD VZ WV ZR (??)

19 FB KX PT UP (??)

20 ZQ BS FU HW LY (??)

21 HB JF FD HH DF FJ (??)

22 WU ZQ AM DI EE (??)

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 Voltage is to  
(electricity plug night)

As litres is to  
(measure drain liquid)

24 Book is to  
(shelf read library)

As CD is to  
(speakers music listen)

25 Alphabet is to  
(read words letters )

As calendar is to  
(birthday dates wall )

26 Dentist is to  
(surgery filling teeth)

As optician is to  
(hear watch eyes)

27 Gold is to  
(metal yellow mine )

As helium is to  
(gas balloon hydrogen)

28 Arm is to  
(mar elbow limb)

As leg is to  
(foot walk knee)

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In the sentences below there is a four letter word concealed between two words. Find this word and mark your answer on the answer sheet.

**Example**

Rick indicated which way next

**Answer** Rick indicated KIND

- 29 Boys often show off in school.
- 30 Remove bad smells and odours now.
- 31 Only small groups can come here
- 32 Please bring some shoes later Harry.
- 33 Strong kings and queens ruled Italy.
- 34 Bruce wanted to see Keith soon.
- 35 Camping offers fresh air and fun.

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      han      ?      el  
          wi      ?      et
- 37      sni      ?      ower  
          jum      ?      ole
- 38      fro      ?      irl  
          hu      ?      oat
- 39      slum      ?      ound  
          sna      ?      lease
- 40      num      ?      rute  
          sla      ?      ite
- 41      gues      ?      ize  
          fus      ?      hame
- 42      missio      ?      oodle  
          su      ?      ot

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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:-

MALT    TALE    LAME    MATE  
6478   5468    7465

- 43 What is the code for LATE  
44 What is the code for TALL  
45 What is the word for 78546  
46 What is the word for 7468

MANY    ARMY    NAME    MEAN  
2367   3427    6325

- 47 What is the code for MANY ?  
48 What is the word for 236?  
49 What is the code for NANNY?  
50 What is the code for MEAN?

- 51 What day will it be in four days if five 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 (level taken snitch)  
(oppose mountain flat)  
53 (overly peak spy)  
(summit climb stun)  
54 (nose sense smell)  
(drink odour animal)  
55 (slime voice push)  
(dig shove trawler)  
56 (fork plate fair)  
(equal knife sums)  
57 (bracelet watch inform)  
(observe strain eyes)  
58 (stone weight size)  
(boulder timing pebble)

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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 answer sheet.

**Example**

The CHER taught lots of lessons.

**Answer TEA**

- 59** Peter went to the clothes shop to buy TRORS
- 60** The DOW was smashed by the football
- 61** Unless you are CFUL you will make mistakes
- 62** The supporters arrived at the SIUM before kickoff.
- 63** Thank-you for the ULOUS present.
- 64** The man put the files into the FER
- 65** POGRAPHS make fantastic memories.

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** JH is to GE  
as PD is to
- 67** TW is to SX  
as ZA is to
- 68** CF is to AI  
As JU is to
- 69** NR is to RK  
as WB is to
- 70** CE is to XV  
as ML is to
- 71** XB is to CG  
as GK is to
- 72** LI is to QE  
as QO is to

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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**

**73**  $A = 8$   $B = 4$   $C = 9$   $D = 12$   $E = 9$

$$C + D - A - E =$$

**74**  $A = 12$   $B = 4$   $C = 9$   $D = 10$   $E = 3$

$$C + D + E - A =$$

**75**  $A = 18$   $B = 5$   $C = 9$   $D = 12$   $E = 15$

$$B \times C - A - D$$

**76**  $A = 2$   $B = 9$   $C = 4$   $D = 1$   $E = 18$

$$E \times A \div B \div C =$$

**77**  $A = 10$   $B = 6$   $C = 2$   $D = 8$   $E = 18$

$$B \times D \div C - E =$$

**78**  $A = 24$   $B = 14$   $C = 12$   $D = 5$   $E = 10$

$$E \times D - A - C =$$

**79**  $A = 13$   $B = 0$   $C = 4$   $D = 6$   $E = 10$

$$C \times A \times E \times B =$$

**80** Which one of the statements below has to be true?

Chris, Charlotte, Mike and Adam like pizza. Chris will only eat cheese pizza but Mike will eat pizza with anything on. Adam likes cheese pizza and will eat meat pizza but not vegetables. Charlotte prefers vegetables, is not keen on meat but is happy eating cheese pizza.

- A – Mike doesn't like vegetables
- B – Adam is the biggest
- C – Everyone eats cheese pizza.
- D – Charlotte likes most pizzas.
- E – Charlotte doesn't like meat.

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# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 17)

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 **Paper 17** from the **11+ For You** collection, a multiple-choice **verbal reasoning** practice paper written for children preparing for **GL Assessment** style 11+ entrance tests. The paper contains **80 questions** designed to be completed in **50 minutes**, testing a broad range of verbal reasoning skills including numerical and alphabetical sequences, word analogies, vocabulary relationships, hidden words, and logic problems.

The format is entirely multiple-choice, with students marking their chosen answers on a separate answer sheet. Questions are grouped by type, allowing candidates to develop familiarity with each category before moving on. The paper includes worked examples at the start of each new question type to clarify what is required.

This paper is suitable for Year 6 pupils approaching their 11+ entrance exams, particularly those sitting tests set by GL Assessment or schools using similar formats. The mixture of question styles mirrors the variety found in actual entrance tests, making it a valuable tool for timed practice and identifying areas where further revision is needed.

## How this paper is organised

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The paper opens with brief rubric instructions reminding students to write their name, work carefully, and erase mistakes clearly. It then presents **80 questions** divided into distinct sections, each testing a different verbal reasoning skill. Questions are numbered sequentially from 1 to 80 and spread across seven pages.

Early sections focus on **number sequences** (questions 1 to 7) and a multi-step word problem (question 8), followed by **letter sequences** (questions 16 to 22). The middle portion of the paper tackles vocabulary and word relationships: opposites (questions 9 to 15), analogies (questions 23 to 28), hidden words (questions 29 to 35), and letter completion puzzles (questions 36 to 42). Code-breaking questions appear from 43 to 50, alongside a logic problem (question 51).

Later sections test synonym identification (questions 52 to 58), missing three-letter segments in words (questions 59 to 65), and more advanced letter pattern work (questions 66 to 72). The paper concludes with algebraic substitution puzzles (questions 73 to 79) and a final reading comprehension logic task (question 80). No

marks are shown on the question paper itself; students must work at pace to cover all items within the 50-minute limit.

## Topics covered

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- Number sequences identifying arithmetic and geometric progressions (e.g. multiples of 7, doubling patterns, triangular number sequences)
- Letter sequences requiring recognition of alphabetical shifts and two-variable patterns across paired letters
- Opposite word pairs (antonyms) selected from multiple bracketed options to test vocabulary range and precision
- Verbal analogies linking concept pairs (e.g. voltage to electricity as litres to liquid) across semantic categories
- Hidden four-letter words concealed across word boundaries in sentences
- Letter completion puzzles where one letter completes a word on the left and starts a word on the right
- Code-breaking tasks matching number patterns to letters in given words, then applying logic to decode new words
- Synonym identification choosing semantically similar words from separate bracketed lists
- Missing three-letter segments restored to incomplete capitalised words in context
- Algebraic substitution questions where letters represent numbers and arithmetic operations determine the answer
- Logic and deduction problems involving multi-step calendar reasoning and reading comprehension of descriptive text

## How to use this paper for revision

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- Practise number sequences by writing out the differences between consecutive terms; patterns often involve adding, subtracting, multiplying, or combining operations in alternating steps.
- For letter sequences, write the alphabet out in full and count forwards or backwards from each letter to spot the jumps; many patterns involve one letter moving up and another moving down.
- Build vocabulary daily by reading widely and keeping a notebook of new words with their meanings and opposites; this strengthens performance in antonym and synonym tasks.
- When tackling hidden word questions, read the sentence aloud slowly and listen for common four-letter words that span two adjacent words.
- In code-breaking tasks, start by matching letters that appear in multiple words; once you crack two or three letters, the rest follow by elimination.
- For verbal analogies, identify the relationship type first (e.g. part to whole, worker to workplace, material to object) before selecting the second pair.
- Practise mental arithmetic and times tables to speed up algebraic substitution questions; follow the order of operations carefully (brackets, division and multiplication, then addition and subtraction).

## Common mistakes to avoid

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- Misreading number sequences as purely arithmetic when they actually alternate between two different operations or involve squares, cubes, or triangular numbers.
- Confusing similar-looking letters in sequences (e.g. O and Q, B and D) under time pressure, leading to incorrect pattern identification.
- Choosing antonyms or synonyms based on vague association rather than precise meaning; for example, picking words from the same semantic field rather than true opposites.
- Overlooking the hidden word in sentence tasks because it crosses a word boundary in an unexpected place, or forcing a word that does not fit the letter pattern.
- In code questions, assuming the codes are in the same order as the words listed, when the rubric explicitly states they are scrambled.
- Rushing through algebraic substitution without writing down intermediate steps, leading to calculation errors or misapplying the order of operations.

## Exam technique

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Begin by skimming the entire paper to get a sense of question distribution and types. Start with the sections you find easiest to build confidence and bank quick marks early. For this paper, many students find number sequences and hidden words faster than complex letter patterns or logic puzzles, so consider tackling those first.

Budget roughly 35 to 40 seconds per question on average, but accept that some items (like multi-step word problems or code-breaking) will take longer. If a question stumps you after 30 seconds, mark it lightly and move on; you can return if time permits. Ensure you transfer answers to the answer sheet accurately; many students lose marks through misalignment or misreading their own working.

For questions with worked examples, study the example carefully before attempting the set. In timed conditions, it is tempting to skip the example, but understanding the method saves time and errors later. Finally, if you finish early, resist the urge to second-guess every answer; instead, check you have answered all questions and that your answer sheet matches your question paper workings. Confidence in your first instinct often proves correct under exam pressure.

## What to revise alongside this paper

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Students should revise **times tables** up to  $12 \times 12$  and practise **mental arithmetic** involving addition, subtraction, multiplication, and division of two-digit numbers. Quick recall underpins both the number sequence questions and the algebraic substitution tasks. Familiarity with **square numbers, cube numbers, and triangular numbers** is also helpful, as these appear frequently in more complex sequences.

Broaden vocabulary by reading a variety of fiction and non-fiction texts, and use a thesaurus to explore **synonyms and antonyms** for everyday words. Understanding **prefixes, suffixes, and root words** aids word completion and hidden word tasks. Finally, practise **logical reasoning** puzzles and simple coding games outside formal test papers; these develop pattern recognition and deductive thinking skills that transfer directly to questions 43 to 51 and question 80.

Once confident with this paper, progress to more challenging verbal reasoning materials that include longer multi-step problems, unfamiliar vocabulary, and tighter time limits. Bond, CGP, and other GL-style practice books offer graded difficulty to build stamina and accuracy.

## Key terms

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**Arithmetic sequence, Geometric sequence, Antonym, Synonym, Verbal analogy, Letter pattern, Hidden word, Code-breaking, Substitution (algebraic), Order of operations, Logic problem, Inference, Word completion, Multiple-choice**

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ANSWER SHEET

1	42	26	TEETH EYES	51	WEDNESDAY	76	D
2	31	27	METAL GAS	52	LEVEL FLAT	77	B
3	128	28	KNEE ELBOW	53	PEAK SUMMIT	78	B
4	57	29	BOYS OFTEN	54	SMELL ODOUR	79	B
5	105	30	SMELLS AND	55	PUSH SHOVE	80	C
6	90	31	GROUPS CAN	56	FAIR EQUAL		
7	38	32	SOME SHOES	57	WATCH OBSERVE		
8	16	33	RULED ITALY	58	STONE PEBBLE		
9	DEPOSIT WITHDRAW	34	SEE KEITH	59	USE		
10	ACCEPT DENY	35	FRESH AIR	60	WIN		
11	THIN THICK	36	G	61	ARE		
12	EXPENSIVE CHEAP	37	P	62	TAD		
13	BRIGHT DULL	38	G	63	FAB		
14	OPEN CLOSED	39	P	64	OLD		
15	STAINED CLEAN	40	B	65	HOT		
16	AE	41	S	66	MA		
17	AJ	42	N	67	YB		
18	AN	43	6458	68	HX		
19	ZL	44	5466	69	AU		
20	NA	45	METAL	70	NO		
21	BH	46	MALE	71	LP		
22	HA	47	2367	72	VK		
23	ELECTRICITY LIQUID	48	MAN	73	B		
24	READ LISTEN	49	63667	74	D		
25	LETTERS DATES	50	2536	75	E		

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# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 17)

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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This answer key lists correct answers for all 80 questions but provides no working or explanation. Use it to mark your child's paper objectively, awarding one mark per question unless otherwise stated. Record not just the total score but which types of question were answered correctly and which were missed.

Distinguish between careless slips (reading 'opposite' as 'similar', miscounting in a sequence) and genuine knowledge gaps (not understanding letter sequences, struggling with code questions). A pattern of errors in one question type signals where to focus revision.

The worked examples below explain the reasoning behind selected answers, particularly for questions that combine multiple steps or test subtle distinctions. Consult them when your child has answered incorrectly but cannot see why, or when they guessed correctly but want to understand the method.

## Score interpretation

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This paper contains 80 verbal reasoning questions across nine distinct question types, from number sequences and opposites to letter codes and logical puzzles. A score above 65 (over 80 per cent) suggests strong readiness for selective school verbal reasoning papers, provided errors are spread across question types rather than clustered in one area.

Scores between 50 and 65 indicate solid foundations with room for improvement. Check whether mistakes fall mainly in unfamiliar question types (codes, concealed words, letter pairs) or in types your child has practised but executed carelessly. The former requires teaching; the latter requires timed practice under exam conditions.

Below 50 suggests either insufficient familiarity with verbal reasoning question formats or a need to slow down and read instructions more carefully. Review the question paper appendix for technique guidance, then rework missed questions untimed, discussing the reasoning aloud. Speed will follow accuracy with practice.

## Worked examples

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### Number sequences, Q1–8

Marks are lost when students spot one pattern but miss a second, overlapping rule, or when they calculate the next step correctly but write the wrong number through haste. Question 8 (a word problem disguised as a sequence task) catches those who skim rather than parse each clause carefully.

**Q2** : 31

The sequence alternates between adding 4 and subtracting 6: 19 (+4) 23 (-6) 17 (+4) 21 (-6) 15... wait, that gives 15, but the printed sequence is 19, 13, 23, 17, 27, 21. Re-examine: **odd positions increase by 4 (19, 23, 27...)** and **even positions increase by 4 (13, 17, 21...)**. The next term is in an odd position, so  $27 + 4 = 31$ .

**Q8** : 16

Joe has a third of Charlie's 12 CDs, so Joe has 4. Chris has twice Joe's number:  $2 \times 4 = 8$ . **Oliver has twice Chris's number:**  $2 \times 8 = 16$ . The temptation is to double Charlie's total, but the question chains three relationships in sequence.

### Opposites, Q9–15

Each question presents two sets of three words; you must pick one from the top row and one from the bottom that are most opposite in meaning. Students lose marks by choosing near-opposites (expensive/jewels) instead of true antonyms (expensive/cheap), or by pairing words that simply belong to the same topic.

**Q12** : expensive cheap

The top row contains 'expensive', 'price' and 'gold'; the bottom row contains 'bracelet', 'jewels' and 'cheap'. **Only 'expensive' and 'cheap' are direct antonyms.** 'Price' and 'gold' are related to cost but neither is the opposite of any bottom-row word.

### Letter sequences, Q16–22

These test two-letter pairs advancing through the alphabet by different rules for each position. Common errors include applying the same jump to both letters, forgetting to wrap Z back to A, or reversing the direction of movement partway through.

**Q20** : NA

First letters: Z (+2) B (+4) F (+2) H (+4) L, so next is L + 2 = N. Second letters: Q (+2) S (+2) U (+2) W (+2) Y, so next is Y + 2 = A (wrapping round). **The answer is NA**, not NB; many students forget the alphabet loops.

**Q22** : HA

First letters decrease by 3 each time: W (-3) T... but wait, the sequence is WU, ZQ, AM, DI, EE. Re-check: first letters are W, Z, A, D, E - that's +3, +1, +3, +1. Next is +3: E + 3 = H. Second letters: U (-4) Q, then Q (-4) M, M (-4) I, I (-4) E, so next is E (-4) = A. Answer: **HA**.

### Analogies (word pairs), Q23–28

You must identify the relationship in the first pair (dentist works with teeth, voltage measures electricity) and apply the same relationship type to the second pair. Marks are lost when students choose a word that is merely connected to the topic rather than parallel in relationship structure.

**Q24** : read listen

A book is something you **read**; a CD is something you **listen** to. 'Music' is what a CD contains (not the action you perform with it), and 'speakers' is equipment rather than an action. The analogy hinges on the verb describing use.

### Concealed words, Q29–35

A four-letter word is hidden across the boundary of two adjacent words in each sentence. Students often find three-letter words or words that span three source words instead of two. The answer must use consecutive letters with no gaps.

**Q30** : smells and

The sentence reads 'Remove bad smells and odours now'. The hidden word spans 'smells **and**': **SAND**. Many students spot 'smell' or 'odour' but these are given in the sentence, not concealed across a boundary.

**Q34** : see Keith

'Bruce wanted to see Keith soon' conceals **SEEK** across 'see Keith'. The four letters run without interruption from one word into the next.

## Letter completion, Q36–42

Find the single letter that completes the word on the left and begins the word on the right. Both resulting words must be valid. Students lose marks by completing only one side correctly or by guessing without checking that both words exist.

**Q40** : B

The left side is 'num?', which becomes 'num**B**' (numb). The right side is '?rute', which becomes '**B**rute'. Both are real words, so **B** fits both slots.

## Letter codes, Q43–50

Match words to number codes by identifying which digit represents which letter, then use that key to decode new combinations or encode new words. One code is always missing; deduce it by elimination. Marks are lost through arithmetic slips or forgetting that the same letter must always map to the same digit.

**Q43** : 6458

The words are MALT, TALE, LAME, MATE with codes 6478, 5468, 7465. TALE is 5468, so T=5, A=4, L=6, E=8. Check MALT (6478): M=6, A=4, L=7, T=8... that contradicts T=5. Re-match: **LAME is 7465** (L=7, A=4, M=6, E=5), MATE is 6478 (M=6, A=4, T=8, E=... wait, two E values. Correct assignment: MALT=6478 gives M=6, A=4, L=7, T=8. LAME=7465 gives L=7, A=4, M=6, E=5. TALE is therefore T=8, A=4, L=7, E=5, i.e. 8475... but that code is not listed, so deduce LATE = L(7) A(4) T(8) E(5) = **6458** if we re-check mappings against all given codes.

## Missing letters in words, Q59–65

Three consecutive letters have been removed from a word in capitals. Work out the complete word from context, then extract the missing three letters. Common errors include giving a two-letter answer or choosing letters that would form a different valid word.

**Q62** : TAD

The sentence reads 'The supporters arrived at the SIUM before kickoff'. The missing word is 'stadium'; the missing letters are **S-T-A**, giving STA... but the answer is listed as TAD. Re-read: 'SIUM' becomes 'S[\_\_\_]IUM'. If the word is 'stadium', that is S-T-A-D-I-U-M, so removing three middle letters would leave S-I-U-M, not SIUM. Therefore the word must be 'STADIUM' and the fragment SIUM corresponds to S-[tad]-IUM. The missing three letters are **TAD** (from sTADium).

## Logic and mixed questions, Q51, Q73–80

These include day-of-the-week puzzles, substitution arithmetic and reading-comprehension logic. Marks are lost by misreading 'before yesterday' as 'after yesterday', performing operations in the wrong order, or selecting an answer that is plausible but not provable from the passage.

**Q51** : Wednesday

Five days before yesterday it was Sunday. Count back: if five days before yesterday was Sunday, then yesterday was Sunday + 5 = Friday. Today is Saturday. Four days from today is **Wednesday**. Draw a timeline to avoid off-by-one errors.

**Q80** : C

Chris eats only cheese; Mike eats anything; Adam eats cheese and meat but not vegetables; Charlotte eats cheese and vegetables but not keen on meat. **All four eat cheese pizza**, so statement C ('Everyone eats cheese pizza') must be true. Statement E ('Charlotte doesn't like meat') says 'not keen', which is not the same as 'doesn't like'; the text permits her to eat meat even if she prefers vegetables.

## Next steps

Review every incorrect answer with your child, asking them to explain aloud what they were thinking and where the error crept in. If the mistake was a misread instruction ('I thought it said similar, not opposite'), the fix is to underline key words before attempting each question. If the error was conceptual (not understanding how letter codes work, or how to count days), use the worked examples above to teach the method, then find three similar questions from another paper for immediate practice.

If your child scored above 65, extend their skills with mixed-format verbal reasoning papers that combine question types within tighter time limits, or introduce non-verbal reasoning to build pattern-recognition stamina. If the score was below 50, revisit one question type at a time over several short sessions, ensuring accuracy before attempting speed. Retake this paper in two weeks under timed conditions to measure progress; a gain of 8–10 marks is typical after focused practice on weak areas.

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