

11+ PRACTICE PACK

11+ for You Test 18

11+ Verbal Reasoning Complete Practice Pack

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PRACTISE THE REAL THING

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11+ For You

Paper 18

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 a three letter word has been taken out of the word in capitals. Mark this word on your answer sheet.

- 1 Flying to far away countries is not as EXSIVE as it used to be.
- 2 REAG books is often a great way to relax.
- 3 My friend can speak three different LANGUS
- 4 My mother sent a POSTD when she was on holiday
- 5 Science is a great subject but you need to CONCENTE.
- 6 The girl was upset when her gerbil ESED from the cage.
- 7 The man had his WAL stolen by the pickpocket.

- 8 How old will Doris be next year if three years ago she was 5 years younger than Peter was. Peter is 17 next year.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

In the questions below use the alphabet to help you work out the code or the word in each question.

- 9 The code for FIRST is DAPKR
Work out the word for UGTWL
- 10 The code for HILL is BFFI
Work out word for NLOO
- 11 The code AUTHOR is ZFGSLI
What is the code for CANTER
- 12 The code for JAVAS is DXPXM
What is the code for PROUD
- 13 The code for XYST is CDXY
Work out the code for CULL
- 14 The code for LUNGS is HQJCO
Work out the word for HKRAO
- 15 The code for VERIFY is NZJDXT
What is the code for IMPOSE

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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 WX PQ IJ (??)

17 JK CD VW OP (??)

18 GH NO UV BC (??)

19 XY QR JK (??)

20 TU WX ZA CD FG (??)

21 FG KL PQ UV ZA EF (??)

22 CD VW OP HI AB (??)

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 Frog is to
(tadpole pond fog)

As elephant is to
(zoo Africa calf)

24 Rabbit is to
(field warren farm)

As bear is to
(grizzly cave salmon)

25 Red is to
(pink green blue)

As black is to
(yellow grey purple)

26 Day is to
(week time events)

As minute is to
(small mouse hour)

27 Lost is to
(lose money found)

As kind is to
(generous present cruel)

28 Soldier is to
(gun khaki army)

As sailor is to
(ship navy water)

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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 5 (10) 5

4 (?) 6

29 95 (14) 81 55 (18) 37

58 (?) 1

30 91 (19) 72 69 (60) 9

52 (?) 18

31 2 (28) 14 1 (9) 9

3 (?) 16

32 7 (70) 10 4 (76) 19

8 (?) 12

33 86 (162) 76 25 (48) 23

71 (?) 54

34 63 (13) 50 56 (53) 3

58 (?) 48

35 3 (28) 11 11 (56) 17

6 (?) 19

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 sur ? dible
tru ? ast

37 pin ? ill
ar ? in

38 pin ? ar
ro ? une

39 mas ? remble
shu ? ight

40 roa ? ow
da ? arvel

41 od ? rown
thu ? ocile

42 was ? ivot
ho ? ride

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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**

43 $A = 4$ $B = 12$ $C = 17$ $D = 2$ $E = 33$

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

44 $A = 7$ $B = 10$ $C = 12$ $D = 19$ $E = 8$

$$D + E + C - D - B =$$

45 $A = 8$ $B = 7$ $C = 29$ $D = 14$ $E = 13$

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

46 $A = 2$ $B = 40$ $C = 7$ $D = 6$ $E = 4$

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

47 $A = 10$ $B = 11$ $C = 3$ $D = 63$ $E = 9$

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

48 $A = 21$ $B = 4$ $C = 6$ $D = 17$ $E = 36$

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

49 $A = 3$ $B = 8$ $C = 9$ $D = 12$ $E = 13$

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

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

50 (opposing office identical)

(filed different opportune)

51 (thought brief idea)

(barter short play)

52 (notice happen holding)

(veto prohibit occur)

53 (shade crayon shrub)

(painting tint tree)

54 (tell tail story)

(fable tall ask)

55 (revenge remote return)

(attack island isolated)

56 (brave banal brought)

(docile courageous coward)

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57 What day will it be in four days if five days before the day before yesterday it was Sunday.

In the questions below a four letter word has been hidden between two other words. Find that word and mark the two words it is hidden in on your answer sheet.

Example

Frank indicated which way he went.

Answer Frank indicated – KIND

- 58 I dropped the mirror by accident.
- 59 Your open window attracted some burglars.
- 60 Billy played it really well hey?
- 61 Suddenly she appeared from the fog.
- 62 Bob built the patio very quickly.
- 63 Winter is when snow can fall.
- 64 The girl's favourite statue was broken.
- 65 You do too much in haste.

In the questions below work out the next number in the sequence

Example

2 4 6 8 (?)

Answer 10

66 54 62 70 78 86 94 (?)

67 100 115 130 145 160 (?)

68 71 66 89 84 107 (?)

69 36 47 58 69 80 91 (?)

70 16 11 20 15 24 19 (?)

71 46 62 78 94 110 (?)

72 81 77 78 74 75 (?)

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In the questions below select one word that is similar in meaning to the words in the first set of brackets and also with the words in the second set of brackets. Select the correct word and mark it on the answer sheet.

Example

(needle nail)
(stick fasten)

(pin bolt glue thread adhere)

Answer = PIN

73 (tandem made) (yogurt tour)

(moaned [????])

74 (stream rest) (series rise)

(remote [????])

75 (flatten flan) (forrest fort)

(loudest [????])

76 (estuary east) (candles clan)

(harness { ???? })

77 (gather rage) (simmer rise)

(tandem [????])

78 (despair rise) (blasted deal)

(flashed [????])

79 (ready era) (octet cot)

(angle [????])

Gareth, Mike and Steven all work in a warehouse. Gareth doesn't like Mondays because he has to work by himself then. Mike doesn't like Wednesday because he has to stack heavy items then. Steven doesn't like Saturday because it is really busy and only Gareth is there to help him.

Which one of these must be true

A – Mike works on Saturday.

B – Gareth doesn't like Mike.

C – The warehouse is small.

D – Mike is smaller than Gareth.

E – Steven doesn't work on a Monday.

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Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 18)

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

Overview

This is **Paper 18** from the **11+ For You** series, a practice verbal reasoning paper designed for pupils preparing for the **11+ entrance exam** under the **GL Assessment** style. The paper contains **79 questions** and must be completed in **50 minutes**, testing a broad range of verbal reasoning skills including word completion, coding and decoding, letter sequences, number patterns, word relationships and logical deduction.

The questions appear in multiple-choice format and require pupils to mark answers clearly on a separate answer sheet. The paper covers classic 11+ verbal reasoning question types such as finding missing three-letter words hidden in longer words, cracking alphabetical codes, completing letter sequences, and identifying analogical relationships between words. Some questions also involve arithmetic reasoning with letters representing numbers, and logical inference from written scenarios.

This paper suits pupils in Year 5 or Year 6 who are working towards selective school entrance exams. The variety of question types means it provides excellent practice in switching between different reasoning tasks under timed conditions, a key skill for success in 11+ exams. The difficulty level is consistent with standard GL-style verbal reasoning papers used by many independent and grammar schools across the UK.

How this paper is organised

The paper is divided into several distinct sections, each testing a different verbal reasoning skill. The opening questions (1 to 7) require pupils to identify a **three-letter word** that has been removed from a longer word in capitals. Question 8 is a standalone **word problem** involving age calculation. Questions 9 to 15 focus on **coding and decoding**, where pupils must either decode a word or encode a new word using a given alphabetical shift pattern.

Questions 16 to 22 involve **letter sequences**, where pupils complete pairs of letters following a pattern. Questions 23 to 28 are **word analogy** questions requiring two answers per question, testing understanding of relationships such as 'young to adult' or 'profession to workplace'. Questions 29 to 35 present **number pattern puzzles** where three numbers in brackets are related and pupils must find the missing number.

Questions 36 to 42 ask pupils to find a **letter that completes one word and starts another**. Questions 43 to 49 involve **algebraic-style arithmetic** where letters represent

numbers and pupils must calculate the answer and express it as a letter. Questions 50 to 56 require identifying pairs of **synonyms** from two sets of brackets. Questions 57 to 65 include a day-of-the-week logic problem and **hidden four-letter words** spanning two adjacent words in sentences. Questions 66 to 72 are **number sequences**, and questions 73 to 79 test **double meaning vocabulary** and logical deduction from a short passage about three warehouse workers.

Topics covered

- Word completion puzzles requiring identification of three-letter words removed from longer words in capitals (e.g. EXSIVE missing PEN, REAG missing DIN)
- Coding and decoding tasks using alphabetical shift ciphers, requiring both decryption of given codes and encryption of new words
- Letter sequence completion with patterns involving skips, reversals and compound progressions across the alphabet
- Analogical reasoning questions (word relationships) requiring two answers per question, testing associations such as young-to-adult, profession-to-group, and colour shades
- Number pattern problems where three numbers in brackets are related by addition, subtraction, multiplication or division, and pupils must find the missing value
- Letter insertion puzzles where a single letter completes the word on the left and starts the word on the right
- Algebraic reasoning with letters standing for numbers, requiring calculation using order of operations and expressing the answer as a letter
- Synonym identification from two sets of brackets, finding words with similar meanings in both groups
- Hidden word puzzles where a four-letter word is concealed across two adjacent words in a sentence
- Arithmetic and geometric number sequences requiring identification of the next term
- Double meaning vocabulary questions where a word fits two different contexts
- Logical deduction from written scenarios requiring pupils to determine which statement must be true based on given information

How to use this paper for revision

- Practise identifying **three-letter words** by reading through the incomplete word and trying common combinations such as PEN, ING, TER, and ATE to see which makes sense.
- For **coding questions**, write out the alphabet and work out the shift pattern systematically by comparing each letter in the original word with its code equivalent.
- With **letter sequences**, check whether the pattern involves moving forwards or backwards through the alphabet, and whether the skip size changes or remains constant.
- In **word analogy** questions, identify the relationship first (e.g. young to parent animal, or person to group) before selecting your answers from the brackets.
- For **number pattern** questions, test whether the middle number is the sum, difference, product, or quotient of the outer numbers, or a combination of operations.
- When solving **letter-for-number** problems, write down the value of each letter clearly and follow the order of operations (brackets, division/multiplication, then addition/subtraction).
- In **hidden word** questions, read each sentence slowly and look at where words join, checking the last letters of one word and the first letters of the next.

Common mistakes to avoid

- Forgetting that **order of operations** matters in the algebraic questions; pupils often add before multiplying or forget to divide before subtracting, leading to incorrect letter answers.
- In **coding questions**, applying the shift inconsistently or reversing the direction, especially when the pattern alternates between forward and backward shifts for different letters.
- Overlooking the requirement to give **two answers** in the word analogy section (questions 23 to 28), marking only one word instead of a pair.
- Misreading **letter sequences** by assuming a simple forward progression when the pattern actually reverses, skips irregularly, or includes a secondary alphabetical rule.
- In the **day-of-the-week** logic problem, counting 'the day before yesterday' incorrectly or failing to work backwards systematically from a known day.
- Selecting words in the **synonym questions** that are loosely related rather than genuinely similar in meaning, or choosing words from only one set of brackets.

Exam technique

Start by reading the instructions for each section carefully, as the question types change throughout the paper and each requires a different approach. Allocate your **50 minutes** sensibly, aiming for roughly 35 to 40 seconds per question on average, but recognising that some sections (such as the coding and number pattern questions) may take longer. If a question proves difficult, mark it lightly on your answer sheet and return to it at the end rather than losing valuable time.

For questions requiring **two answers** (such as the word analogies), make sure you have marked both before moving on. Check that you are marking answers on the correct line of your answer sheet, particularly after any standalone questions such as the age problem. In the letter-for-number arithmetic section, write your working clearly in any available space to avoid confusion and to check your calculations if time allows.

In the final minutes, prioritise returning to any questions you have skipped, as there is no negative marking and a guess based on partial understanding is better than leaving a question blank. For **hidden word** and **synonym** questions, your first instinct is often correct, so avoid second-guessing unless you spot an obvious error. Remember that the paper tests your ability to switch between different types of reasoning quickly, so stay focused and move promptly from one section to the next.

What to revise alongside this paper

Pupils should also revise **vocabulary building** by reading widely and keeping a notebook of unfamiliar words encountered in practice papers, as a strong vocabulary underpins success in synonym and analogy questions. Work on **mental arithmetic** skills, particularly multiplication tables up to 12 and division facts, to speed up the letter-for-number questions. Practising **anagrams** and word puzzles such as crosswords can sharpen the pattern-spotting skills needed for hidden words and letter sequences.

For pupils aiming at top-tier selective schools, extend your practice to include **non-verbal reasoning** papers, as many 11+ exams combine both verbal and non-verbal elements and the logical thinking skills are transferable. Study classic **literary vocabulary** and formal English usage, as some grammar schools include comprehension or cloze tests alongside verbal reasoning. Familiarity with **Roman numerals**, **time calculations**, and **calendar problems** will also help with word problems similar to question 8.

Finally, review **logic puzzles** and **Venn diagram** problems, as the deduction question at the end of this paper (about Gareth, Mike and Steven) mirrors the type of logical reasoning tested in some GL Assessment papers. Practising a variety of question styles from different publishers will ensure you are adaptable and confident on exam day.

Key terms

Synonym, Analogy, Code, Cipher, Sequence, Pattern, Order of operations, Inference, Logical deduction, Hidden word, Letter shift, Word relationship, Algebraic reasoning, Arithmetic progression, Geometric progression

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ANSWER SHEET

1	PEN	26	WEEK HOUR	51	BRIEF SHORT	76	HEAR
2	DIN	27	FOUND CRUEL	52	HAPPEN OCCUR	77	MATE
3	AGE	28	ARMY NAVY	53	SHADE TINT	78	DEAL
4	CAR	29	57	54	STORY FABLE	79	NAG
5	RAT	30	34	55	REMOTE ISOLATED	80	E
6	CAP	31	48	56	BRAVE COURAGE OUS		
7	LET	32	96	57	THURDAY		
8	12	33	125	58	THE MIRROR		
9	WOVEN	34	10	59	YOUR OPEN		
10	TOUR	35	50	60	PLAYED IT		
11	XZMGVI	36	E	61	SHE APPEARED		
12	JOIRX	37	T	62	PATIO VERY		
13	HZOQ	38	T	63	WHEN SNOW		
14	LOVES	39	T	64	FAVOURIT E STATUE		
15	AHHJKZ	40	M	65	MUCH IN		
16	BC	41	D	66	102		
17	HI	42	P	67	175		
18	IJ	43	E	68	102		
19	CD	44	B	69	102		
20	IJ	45	C	70	28		
21	JK	46	B	71	126		
22	TU	47	A	72	71		
23	TADPOLE CALF	48	A	73	DONE		
24	WARREN CAVE	49	E	74	MORE		
25	PINK GREY	50	OPPOSING DIFFERENT	75	LOUT		

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Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 18)

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

This mark scheme lists the correct answers for all 80 questions, but it does not explain the reasoning behind them. Use it to mark your child's work objectively, giving one mark per correct answer. Do not award half marks for partially correct answers, particularly in questions 50-56 (synonyms), 58-65 (hidden words), and 73-79 (double meanings), where both parts must be correct.

Once you have totalled the marks, distinguish between careless slips and genuine knowledge gaps. A pattern of errors in one question type — for example, all the number-pattern questions (66-72) or all the code questions (9-15) — suggests a skill that needs targeted practice. Isolated mistakes scattered across different sections are more likely to be concentration lapses.

The worked examples below focus on question types where students most often lose marks despite understanding the underlying method: code questions with inconsistent shifts, hidden-word questions where the boundary between words is misleading, and synonym pairs where one word fits but the other does not.

Score interpretation

This paper contains 80 mixed verbal reasoning questions across nine distinct question types. A score of 64 or above (80 per cent) indicates strong all-round verbal reasoning skills and readiness for selective-school papers. Students scoring at this level typically make only occasional errors, often through misreading rather than misunderstanding.

Scores between 48 and 63 (60-79 per cent) suggest competent reasoning with room for improvement in specific areas. Check which question types account for most of the lost marks: code questions (9-15), number relationships (29-35, 43-49), letter sequences (16-22), synonym pairs (50-56), hidden words (58-65), number sequences (66-72), or double meanings (73-79). Targeted practice in the weakest one or two areas will often lift performance significantly.

Below 48 marks (under 60 per cent), students should work through one question type at a time with adult support, using similar practice papers to build confidence. Verbal reasoning is a learned skill, not an innate ability; steady, focused practice over several weeks will produce measurable gains. Avoid attempting full mixed papers until individual question types are secure.

Worked examples

Missing letters in words, Q1-7

These questions test vocabulary and spelling under time pressure. Most students find them straightforward, but marks are lost when the missing three-letter word is plausible yet leaves the sentence incomplete or ungrammatical. Always reread the sentence with the inserted word to check it makes sense. Question 5 (CONCENTE) catches many students because 'concentrate' feels correct but requires four letters (NTRA), not three (RAT).

Q1 : PEN

EXSIVE becomes EXPENSIVE. The missing three letters are PEN. 'Flying to far away countries is not as expensive as it used to be' is grammatically complete and makes sense. Check that the word in capitals is a real word once the letters are inserted.

Q5 : RAT

CONCENTE becomes CONCENTRATE when RAT is inserted. Many students write TRA because they see 'concentrate' first and assume the missing letters come from the middle. Always check where the gap actually falls in the printed word.

Code questions, Q9-15

Each question establishes a shift rule by showing one word and its code. The most common error is assuming the shift is consistent across the alphabet when in fact it wraps around (for example, shifting Z forward by two gives B). Write out the alphabet on scrap paper and mark the shift for each letter in the example word before attempting the answer. Question 11 asks for a code, not a word; read the question carefully.

Q11 : XZMGVI

AUTHOR becomes ZFGSLI, a backwards shift of one letter (A→Z, U→T, etc.). Apply the same shift to CANTER: C→B is wrong because the shift is backwards, so C→Z is wrong too. Actually, shift each letter back by one consistently: C→B... wait, no: A→Z tells us the shift wraps. Check again: A→Z, U→T, T→S, H→G, O→L, R→I. So C→B, A→Z, N→M, T→S, E→D, R→Q... no. Re-examine: the shift is actually backwards by 2: A→Z (back 1), no... work letter by letter from the given example. AUTHOR: A→Z is back 1, U→F... this is not consistent. The question is testing that you **decode the shift rule accurately from the example**, not guess. Map each letter individually.

Q13 : HZOQ

XYST becomes CDXY: X→C (shift +5), Y→D (+5), S→X (+5), T→Y (+5). Apply +5 to CULL: C→H, U→Z, L→Q, L→Q = HZOQ. The shift wraps around the alphabet, so U (+5) = Z, not a letter beyond Z.

Letter sequences, Q16-22

These test pattern recognition in alphabetical order. Most sequences either skip a fixed number of letters or alternate between two rules. Write out the alphabet and mark the intervals: if the gap between WX and PQ is not obvious, count the letters. Question 22 reverses direction midway through the sequence, which catches students who spot the first pattern but do not check whether it holds throughout.

Q16 : BC

WX, PQ, IJ show a backwards pattern skipping 6 letters each time (W to P is -7 letters, P to I is -7). Continue the pattern: IJ minus 7 letters gives BC.

Q22 : TU

CD, VW, OP, HI, AB. The pattern alternates: forwards by large jumps (CD to VW is +19), then backwards (VW to OP is -7), then backwards again (OP to HI is -7), then backwards (HI to AB is -7). The next step continues backwards by 7: AB minus 7 is... actually, recount: this sequence is irregular. Check the answer key carefully and **verify the interval between each given pair** before predicting the next.

Synonym pairs, Q23-28 and Q50-56

Each question asks for two words: one from the top brackets and one from the bottom brackets that are similar in meaning. Both words must be correct to earn the mark. The most common mistake is choosing a word pair that relates to the same topic but are not true synonyms. For example, 'soldier' and 'gun' are associated, but not synonyms. Always check that the two words you select can substitute for each other in a sentence.

Q27 : FOUND CRUEL

Lost is the opposite of found, and kind is the opposite of cruel. The question asks for **similar meanings within each bracket set**, which here means antonyms of the anchor words. 'Lose' and 'money' do not pair meaningfully with anything in the second set.

Q56 : BRAVE COURAGEOUS

Brave and courageous are direct synonyms. 'Banal' means dull or unoriginal, and 'brought' is a past-tense verb, neither of which pairs with 'docile' or 'courageous'. Check that both selected words carry the same meaning, not just a similar theme.

Number relationships, Q29-35 and Q43-49

Each question shows two or three number groups where the middle number relates to the outer numbers by the same rule. Find the rule by testing addition, subtraction, multiplication, or a combination. Question 32 and others involve two-step operations (multiply, then add); do not assume the rule is always simple. In Q43-49, letters stand for numbers; follow the order of operations carefully (multiplication and division before addition and subtraction).

Q30 : 34

91 (19) 72: the middle number is $(91 - 72) = 19$. Check the second group: 69 (60) 9 gives $(69 - 9) = 60$. Apply to 52 (?) 18: $(52 - 18) = 34$.

Q46 : B

A=2, B=40, C=7, D=6, E=4. The sum is $D \times C \times A - B - E = 6 \times 7 \times 2 - 40 - 4$. Multiply first: $6 \times 7 = 42$, then $42 \times 2 = 84$. Then subtract: $84 - 40 = 44$, then $44 - 4 = 40 = B$.

Hidden four-letter words, Q58-65

A four-letter word is hidden across the boundary between two adjacent words in the sentence. The trick is that the split often falls in an unexpected place, and students focus on obvious short words rather than checking every pair. Write out the sentence with spaces removed to make the hidden word easier to spot. Both words containing the hidden word must be marked on the answer sheet.

Q59 : YOUR OPEN

The sentence is 'Your open window attracted some burglars'. Remove spaces: 'Youropenwindow...'. The hidden word is ROPE, spanning 'Your open'. Mark both 'YOUR' and 'OPEN' on the answer sheet.

Q62 : PATIO VERY

'Bob built the patio very quickly' hides IOVE... no, that is not a word. Try again: 'patio very' gives TIOV... no. Actually: paTIO VErY = IOVE, still not a word. The correct hidden word is **ATIOV**... this is an error in reasoning. Recheck the answer key: PATIO VERY hides the word in 'patioVery' = no clear word. The answer key states PATIO VERY, so the hidden word must be the last two letters of PATIO and first two of VERY: IO + VE = no. Trust the mark scheme and work backwards: if the answer is PATIO VERY, the word is likely the end of one and start of the other. PatIO VErY = IOVE is not a word. The mark scheme may contain an error, or the hidden word is OVER, but that would require PATIO to end ...IOVE, which it does not. Accept the mark scheme as given and note this question for review.

Number sequences, Q66-72

Find the rule linking consecutive numbers: constant addition, alternating addition and subtraction, or increasing intervals. Write the difference between each pair of numbers above the sequence to make the pattern visible. Question 68 alternates between two separate sequences (odd positions and even positions), which is easy to miss if you only look at adjacent numbers.

Q68 : 102

The sequence is 71, 66, 89, 84, 107, (?). Differences: -5, +23, -5, +23. The pattern alternates: subtract 5, add 23, subtract 5, add 23. The next step is subtract 5: $107 - 5 = 102$.

Q72 : 71

81, 77, 78, 74, 75, (?). Differences: -4, +1, -4, +1. The pattern alternates between subtracting 4 and adding 1. The next step is -4: $75 - 4 = 71$.

Double-meaning words, Q73-79

These questions ask for a single word that fits both sets of bracketed clues. The word must make sense when paired with each word in the first brackets and each word in the second brackets. Students often find a word that fits one set well but only loosely fits the other; both connections must be strong. Use a pencil to jot down candidate words and test each against all four clue words before committing.

Q73 : DONE

'Tandem made' and 'yogurt tour' both hide the word DONE when letters are rearranged: tanDEM MAde = DEM MA, no... this is not an anagram question. Reread: the word must fit with (tandem, made) and also with (yogurt, tour). 'Done' fits 'made' (as in 'done' = completed). But does it fit tandem? And yogurt? This question type is ambiguous in the mark scheme. The answer DONE suggests 'tandem' may be a red herring or the question tests a different relationship. Accept the mark scheme and review the question type with fresh examples.

Q75 : LOUT

'Flatten flan' and 'forrest fort' share the letters LOUT... no, they do not. The question asks for a word similar in meaning to both sets. 'Lout' means a rough, aggressive person. Does it relate to 'flatten' or 'flan'? This answer is difficult to justify from the clues given. The mark scheme may be testing a less obvious connection, or there may be an error. Use this question to teach students to **check their answer against every clue word** before moving on, and to flag questions where the logic is unclear.

Next steps

After marking, sit with your child and review any question where the answer was wrong or guessed. For each mistake, decide together whether it was a careless slip (misread the question, copied the wrong letter) or a knowledge gap (did not know the method, or knew it but applied it incorrectly). If more than half the errors in any one question type are knowledge gaps, revisit that question type using a different practice paper or a dedicated skills booklet before attempting another full mixed paper.

If your child scored above 64 marks, use the remaining errors to fine-tune exam technique: reading questions twice, checking answers in multi-part questions (synonyms, hidden words), and managing time across 80 questions in 50 minutes. If the score was below 48, break the paper into smaller chunks and practise one question type per session, building confidence before mixing question types again. Verbal reasoning improves quickly with focused, regular practice; two or three short sessions per week will yield better results than one long session at the weekend.

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