

## 11+ PRACTICE PACK

# 11+ for You Test 19

## 11+ Verbal Reasoning Complete Practice Pack

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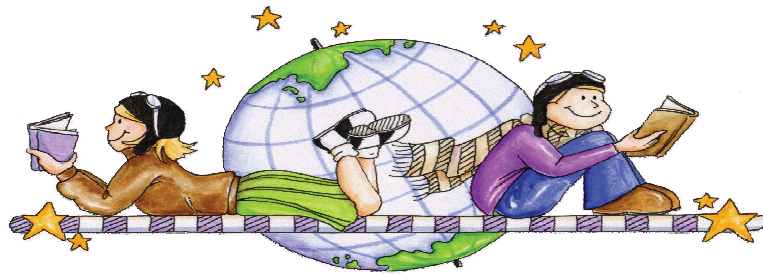
11+ for You 11+ Verbal Reasoning. Use to mark your work against the official answer key.

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

PRACTISE THE REAL THING

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# 11+ For You

## Paper 19

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 answer sheet.

Make sure any mistakes are erased.

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In the questions below select two words that don't go with the other three words.

**Example**

(north compass south height east)

**Answer = compass height**

1 (ban give prohibit allow deny)

2 (sibling vintage aged old youthful)

3 (search prod poke jab elect)

4 (calf baby heel cub thigh)

5 (bronze gold diamond steel metal)

6 (port harbour ship marina boat)

7 (leaf branch shop root green)

8 Peter went to the sweet shop and bought 3 lollipops. Clare bought 5 more than Dave who bought 2 more than Peter. Harriet bought half the amount of Clare. If lollipops were 5p each how much did Harriet spend?

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

**Example**

(up left right)

(in side down)

**ANSWER up down**

9 (mine pay own)

(shop rent return)

10 (begin orate decorative)

(origin conclude chance)

11 (combine divide untie)

(mix free subtract)

12 (free place promote)

(gracious benefit trapped)

13 (argue shout silent)

(room rowdy virtue)

14 (whisper scream horror)

(fear shout harness)

15 (cave reflect convex)

(concave review aspire)

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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**

**16**       $40 + 39 - 19 = 72 + 22 - ?$

**17**       $18 \times 2 \times 2 = 11 \times 3 + (?)$

**18**       $4 \times 8 - 13 = 74 - 48 - (?)$

**19**       $42 + 17 - 23 = 84 \div 2 - 18 + (?)$

**20**       $32 \times 3 - 71 = 3 \times 3 \times 2 + (?)$

**21**       $16 \times 3 + 17 = 41 \times 2 + 17 - (?)$

**22**       $6 \times 3 - 7 - 11 = 42 \div 2 - 17 - (?)$

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** Two is to  
(legs four eyes)

As four is to  
(eight golf wheels)

**24** fair is to  
(fare fire flip)

As pour is to  
(poor pound liquid)

**25** tin is to  
(soup metal nit)

As nitrogen is to  
(oxygen gas air)

**26** Salmon is to  
(river fish grill)

As banana is to  
(monkey tree yellow)

**27** Nose is to  
(smell face one)

As tongue is to  
(muscle taste teeth)

**28** Decision is to  
(judge verdict think)

As kill is to  
(slaughter man animal)

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**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

In the following questions you must work out the link between the word and the code. You must then use this link to answer the questions that follow:-

**29** The code for REFORM is IVULIN

Work out the word for ZMRNZO

**30** The code for MATTER is NZGGVI

Work out the word for IRNNVW

**31** The code for TOUCH is OKPYC

Work out the word for PJYAM

**32** The code for VEIN is EVRM

Work out the code for GOAL

**33** The code for JURY is FRNV

Work out the word for DXPP

**34** The code for POKE is NMIC

Work out the word for JMEQ

**35** The code for DEAD is YXVW

Work out the code for RAGE

In the questions below decide which number best completes the sequence.

**Example**

gri ?? og  
ha ?? oll

**Answer D**

- 36**      hea      ??      oad  
            fa      ??      eef
- 37**      bronz      ??      vidence  
            ant      ??      ra
- 38**      buil      ??      epth  
            floo      ??      oze
- 39**      har      ??      ove  
            roa      ??      anoeuvre
- 40**      pe      ??      nticipate  
            bo      ??      spect
- 41**      loa      ??      aive  
            fla      ??      ap
- 42**      real      ??      agnify  
            stor      ??      elt

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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**  $A = 4$   $B = 7$   $C = 10$   $D = 3$   $E = 21$

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

**44**  $A = 4$   $B = 8$   $C = 6$   $D = 7$   $E = 12$

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

**45**  $A = 3$   $B = 7$   $C = 33$   $D = 10$   $E = 6$

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

**46**  $A = 18$   $B = 7$   $C = 4$   $D = 5$   $E = 8$

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

**47**  $A = 12$   $B = 10$   $C = 4$   $D = 2$   $E = 36$

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

**48**  $A = 70$   $B = 5$   $C = 12$   $D = 13$   $E = 9$

$$E \times B + C + D =$$

**49**  $A = 3$   $B = 12$   $C = 9$   $D = 48$   $E = 0$

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

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** (united glimmer sudden)

(shins joined tremble)

**51** (contented stammer plead)

(prove roamed satisfied)

**52** (brutal eternal irritate)

(everlasting shambles falsify)

**53** (paper glue product)

(adhesive residence putrid)

**54** (reveal input withdraw)

(pleasure remove depot)

**55** (standard stump register)

(normal ransom shuttle)

**56** (strut opinion equal)

(level trauma wrinkle)

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57 What day will it be in two days if five days after tomorrow it is Saturday.

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**

- 58 TING can help you to lose weight.
- 59 After a STGLE the police arrested the burglar.
- 60 Seventeen add ELN is twenty eight.
- 61 Think BEF you do anything foolish.
- 62 Medicine can help to make you TER.
- 63 The little boy was SED of the dark.
- 64 The football player missed the last ALTY

**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**

- 65 AR is to WU  
as KE is to
- 66 TN is to VK  
as XC is to
- 67 LI is to QE  
As UD is to
- 68 MN is to IR  
as XC is to
- 69 GK is to LP  
as YA is to
- 70 PJ is to MF  
as FT is to
- 71 NA is to KE  
as SX is to

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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.

**Example**

(needle nail)  
(stick fasten)

(pin bolt glue thread adhere)

**Answer = PIN**

72 (grill fry)

(chef baker)

73 (trawler liner)

(pull drag)

74 (ghost ghoul)

(alcohol drink)

75 (number figure)

(finger thumb)

76 (universe cosmos)

(capacity area)

77 (cage enclose)

(biro marker)

78 (bind knot)

(scarf neckerchief)

79 If Peter is twice as old as Joanne was last year and next year Joanne will be 13, how old will Peter be in two years?

80 If Friday is three days after tomorrow what day was it two days before yesterday?

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# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 19)

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 19**, a full-length verbal reasoning practice paper designed for pupils preparing for **GL Assessment** style **11+ entrance exams**. The paper contains **80 multiple-choice questions** to be completed in **50 minutes**, mirroring the time pressure and question density of real selective school assessments.

The test covers a wide range of verbal reasoning skills including **word relationships**, **numerical reasoning sequences**, **alphabet coding puzzles**, and **vocabulary challenges**. Questions require pupils to identify opposites, find hidden words, solve arithmetic problems, decode letter substitution ciphers, and complete analogies. The paper uses the classic GL format where each question type appears in blocks, allowing pupils to develop rhythm and confidence with each skill before moving on.

This paper suits pupils in Year 5 or Year 6 working towards grammar school entry or independent school entrance exams. It is particularly valuable for developing speed and accuracy under timed conditions, as the 50-minute limit means pupils have less than 40 seconds per question on average. The variety of question types makes it an effective diagnostic tool for identifying strengths and weaknesses across the verbal reasoning domain.

## How this paper is organised

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The paper is divided into multiple sections, each testing a different verbal reasoning skill. The opening questions (1 to 7) require pupils to **select two odd-one-out words** from sets of five, testing categorisation and vocabulary. Question 8 is a **word problem involving arithmetic**, asking pupils to calculate costs based on relationships between quantities.

Questions 9 to 15 test **opposites**, where pupils must pair words from two sets of brackets that have the most contrasting meanings. Questions 16 to 22 are **number sequences and missing number problems** presented as arithmetic equations where pupils solve for an unknown. Questions 23 to 28 involve **analogies**, requiring pupils to complete relationships such as "Two is to legs as four is to wheels".

The middle section (questions 29 to 35) focuses on **alphabet coding puzzles**, where pupils decode words using letter substitution patterns. Questions 36 to 42 require **missing letter sequences** to complete word pairs. Questions 43 to 49 involve **algebra-**

**style problems** where letters represent numbers and pupils calculate answers. The final stretch includes **word completion** (questions 58 to 64), **letter pair sequences** (questions 65 to 71), and **synonym selection** (questions 50 to 56, 72 to 78), with two logic word problems closing the paper.

## Topics covered

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- Odd-one-out word classification requiring identification of semantic relationships and category membership
- Multi-step arithmetic word problems involving addition, multiplication and fractions in context
- Opposite word selection from paired brackets testing antonym recognition and vocabulary breadth
- Number equation solving with missing values requiring order of operations (BIDMAS) mastery
- Verbal analogies identifying relationships between word pairs (homophones, categories, functions)
- Alphabet substitution codes requiring pattern recognition and systematic decoding strategies
- Missing letter completion puzzles forming valid words from partial letter strings
- Letter-to-number algebra problems where variables represent digits and pupils solve expressions
- Hidden three-letter word extraction from incomplete words in sentences
- Letter pair progression sequences testing alphabet position knowledge and pattern extension
- Synonym identification across two sets of brackets requiring precise understanding of word meanings
- Day-of-week logic puzzles involving forward and backward counting and temporal reasoning

## How to use this paper for revision

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- Practise alphabet coding by writing out the full alphabet and marking position numbers (A=1, B=2) to speed up decoding under pressure.
- For odd-one-out questions, group the words by category first (e.g. all tree parts, all animals) to spot which two do not belong.
- Master BIDMAS order of operations thoroughly: work brackets, indices, division and multiplication (left to right), then addition and subtraction (left to right).
- Build vocabulary using synonym and antonym lists organised by theme (emotions, size, speed) to recognise opposites and similar meanings quickly.
- Time yourself on mixed question sets to build stamina: aim for 30 to 35 seconds per question initially, then reduce as accuracy improves.
- For letter pair sequences, count the steps between letters (e.g. A to R is +17) and apply the same rule to the next pair.
- Check your working on arithmetic questions by substituting your answer back into the original equation to verify it balances.

## Common mistakes to avoid

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- Rushing BIDMAS calculations and performing operations left to right without respecting multiplication and division priority, leading to incorrect final answers.
- Confusing homophones (fair/fare, pour/poor) in analogy questions and selecting words that sound alike rather than share a conceptual relationship.
- Missing the instruction to select two words in odd-one-out questions and only marking one answer, losing easy marks.
- Decoding alphabet ciphers inconsistently by switching between forward and backward shifts mid-question, resulting in nonsense words.
- Failing to read word completion questions carefully and inserting letters that form a real word but do not make grammatical sense in the sentence context.
- Misinterpreting day-of-week logic problems by counting today as day one instead of starting from tomorrow, leading to off-by-one errors.

## Exam technique

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Start with question types you find easiest to build confidence and secure quick marks. Many pupils prefer to begin with **odd-one-out** or **missing word** questions as these require less sustained calculation. If you encounter a question that baffles you after 30 seconds, mark it clearly and move on; returning with fresh eyes often helps.

Allocate time strategically: with 80 questions in 50 minutes, you have roughly 37 seconds per question. Aim to complete straightforward questions (word matching, opposites) in 20 to 25 seconds to bank extra time for complex arithmetic or multi-step logic problems. Use any remaining minutes to revisit flagged questions rather than leaving blanks.

For coding and algebra questions, write working in the margin if permitted (or on rough paper). Clear working prevents errors and makes checking easier. In multiple-choice sections, eliminate obviously wrong answers first to improve your odds if you need to guess. Always double-check that you have marked your answer in the correct numbered box on the answer sheet, as misalignment is a common source of lost marks.

## What to revise alongside this paper

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Strengthen your **times tables and division facts** to at least  $12 \times 12$  to handle arithmetic questions confidently without reaching for a calculator. Rapid recall of number bonds to 20 and 100 also speeds up addition and subtraction stages in multi-step problems. Regular mental maths practice using apps or flashcards pays dividends in timed tests.

Expand your vocabulary by reading widely (newspapers, novels, non-fiction for children aged 10 to 12) and keeping a vocabulary journal. Note down unfamiliar words with definitions and try to use them in sentences. This builds the word bank needed for synonym, antonym and analogy questions. Practise **word puzzles** such as crosswords, anagrams and Boggle to develop flexible thinking about letter patterns.

Develop **logical reasoning skills** through puzzle books that include Sudoku, logic grids and lateral thinking problems. These train the systematic problem-solving approach required for coding, algebra and day-of-week questions. After mastering this paper, progress to **GL Assessment practice packs** and timed online tests to experience the full range of verbal reasoning formats used by different exam boards.

## Key terms

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**Antonym, Synonym, Analogy, Homophone, BIDMAS, Cipher, Substitution code, Sequence, Odd-one-out, Missing number, Letter pair, Category, Temporal reasoning, Pattern recognition, Semantic relationship**

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ANSWER SHEET

1	GIVE ALLOW	26	RIVER TREE	51	CONTENTED SATISFIED	76	SPACE
2	SIBLING YOUTHFUL	27	SMELL TASTE	52	ETERNAL EVERLASTING	77	PEN
3	SEARCH ELECT	28	VERDICT SLAUGHTER	53	GLUE ADHESIVE	78	TIE
4	BABY CUB	29	ANIMAL	54	WITHDRAW REMOVE	79	24
5	DIAMOND METAL	30	RIMMED	55	STANDARD NORMAL	80	FRIDAY
6	SHIP BOAT	31	UNDER	56	EQUAL LEVEL		
7	SHOP GREEN	32	TLZO	57	TUESDAY		
8	25	33	HATS	58	DIE		
9	OWN RENT	34	LOGS	59	RUG		
10	BEGIN CONCLUDE	35	MTBX	60	EVE		
11	DIVIDE MIX	36	R	61	ORE		
12	FREE TRAPPED	37	E	62	BET		
13	SILENT ROWDY	38	D	63	CAR		
14	WHISPER SHOUT	39	M	64	PEN		
15	CONVEX CONCAVE	40	A	65	GH		
16	34	41	N	66	ZZ		
17	39	42	M	67	ZZ		
18	7	43	E	68	TG		
19	12	44	E	69	DF		
20	7	45	D	70	CP		
21	34	46	A	71	PB		
22	4	47	D	72	COOK		
23	FOUR EIGHT	48	A	73	TUG		
24	FARE POOR	49	E	74	SPIRIT		
25	METAL GAS	50	UNITED JOINED	75	DIGIT		

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# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 19)

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 the correct responses for all 80 questions in Paper 19. When marking your child's work, award one mark per question and total the score.

**Distinguish between careless errors and genuine knowledge gaps.** If your child chose 'SIBLING AGED' instead of 'SIBLING YOUTHFUL' in Q2, they may have read too quickly rather than failing to understand the concept. If they struggled with the letter-sequence questions (Q65–71) or the algebraic-style sums (Q43–49), that signals a specific reasoning skill that needs practice.

Use the worked examples below when your child is unsure why an answer is wrong.

**Reading the reasoning helps them self-correct next time.** For word-selection and synonym questions, encourage your child to explain their thinking aloud before checking the key; this builds metacognition and prevents passive answer-hunting.

## Score interpretation

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Paper 19 contains 80 mixed verbal-reasoning questions: word selection, opposites, analogies, coded arithmetic, letter sequences, missing letters and synonym pairs. **A score of 60–70 (75–87%) is typical of a well-prepared candidate** aiming for grammar-school entry. Students scoring 70+ demonstrate strong vocabulary, quick pattern recognition and accurate arithmetic under time pressure. Scores in the 50–59 range suggest competence but highlight areas for targeted revision, often in the more abstract question types (codes, letter jumps, multi-step algebra).

Scores below 50 usually indicate that speed or unfamiliarity with question formats affected performance. **Check whether errors cluster in one section** (for example, all the letter-pair sequences) or are scattered. Clustered mistakes point to a single skill gap; scattered mistakes often mean the child rushed or misread instructions. In either case, timed re-sits and deliberate practice on weaker question types will yield rapid improvement.

## Worked examples

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### Word selection and odd-one-out (Q1–7)

These questions test whether a child can spot semantic relationships quickly. **Marks are lost when children skim the options and assume the first plausible pair is correct.** For example, in Q5 both 'bronze' and 'steel' are metals, but 'diamond' is the odd one out alongside 'metal' because diamond is not a metal. Teach your child to test every word in the brackets against every other word before committing to an answer.

**Q1** : GIVE ALLOW

The other three words (ban, prohibit, deny) all mean to refuse or forbid. **'Give' and 'allow' both mean to permit**, so they form the contrasting pair. Children who pick 'ban prohibit' have misread the instruction, which asks for the two that *don't* go with the others.

**Q4** : BABY CUB

Calf, heel and thigh are all parts of the leg; 'baby' and 'cub' are young animals. The question rewards vocabulary breadth: **a child who does not know that 'calf' also names the back of the lower leg will choose the wrong pair.**

### Opposite pairs (Q9–15)

Each question supplies two sets of brackets. **The task is to pick one word from the top set and one from the bottom set that are most opposite in meaning.** Common errors include choosing words that are vaguely related rather than true antonyms, or selecting two words that are synonyms by mistake. Remind your child that 'opposite' means directly contrary, not just different.

**Q10** : BEGIN CONCLUDE

'Begin' and 'conclude' are exact antonyms: one marks the start, the other the end. 'Orate' and 'decorative' are unrelated distractors. **Children who choose 'begin origin' have paired synonyms, not opposites.**

**Q15** : CONVEX CONCAVE

In geometry, a convex surface curves outward and a concave surface curves inward. This pair is a precise technical antonym. **If your child did not recognise these terms, add them to a vocabulary list** and sketch both shapes for reinforcement.

## Arithmetic with unknowns (Q16–22)

These are equations with a missing value. Work step-by-step, following the order of operations (multiply and divide before adding and subtracting). **Marks are lost when children rush and calculate left-to-right without respecting operator precedence.** Encourage neat working on scrap paper and always substitute the final answer back into the equation to check.

**Q16** : 34

$40 + 39 - 19 = 60$ ;  $72 + 22 = 94$ . The equation becomes  $60 = 94 - ?$ , so  $? = 94 - 60 = 34$ .

**Always simplify each side fully before solving for the unknown.**

**Q17** : 39

$18 \times 2 \times 2 = 72$ ;  $11 \times 3 = 33$ . So  $72 = 33 + ?$ , giving  $? = 39$ . Students who write 36 have miscalculated  $18 \times 2 \times 2$  as  $18 \times 4 = 72$  but then subtracted instead of solving the addition.

## Analogies (Q23–28)

Each analogy has the form 'A is to B as C is to D'. **First identify the relationship between A and B, then apply the same logic to find D.** Relationships may be numerical (two → four means double), phonetic (fair → fare are homophones) or categorical (salmon → river means habitat). Marks slip away when children guess without articulating the relationship.

**Q23** : FOUR EIGHT

Two is half of four; four is half of eight. **The relationship is 'double'**. This question rewards number sense and the ability to transfer a pattern between pairs.

**Q26** : RIVER TREE

Salmon live in rivers; bananas grow on trees. **The analogy is 'natural habitat or source'**. Children who choose 'fish yellow' have picked surface associations rather than a structural relationship.

## Code-breaking (Q29–35)

Each question gives one example of a word encoded as a new sequence of letters, then asks you to encode or decode another word using the same rule. **The cipher is usually a simple shift or reversal.** Write out the alphabet if needed and map each letter methodically. Marks are lost through single-letter transcription errors, so double-check your answer.

**Q29** : ANIMAL

REFORM → IVULIN shows each letter shifted forward by 6 (R→I requires wrapping Z back to A). Applying the reverse shift (back 6) to ZMRNZO gives ANIMAL. **Always test your shift with the example before decoding the target.**

**Q32** : TLZO

VEIN → EVRM reverses the word then shifts each letter. Doing the same to GOAL: reverse = LAOG, then shift forward 12 to get TLZO. Cipher questions often combine two operations; **spotting both is the key.**

### Missing-letter word completion (Q36–42)

A three-letter fragment is missing from two words. The missing letters must fit grammatically and semantically into both contexts. **Start with the word you find easier and list plausible fillers, then test each in the second word.** Common errors include choosing letters that spell the first word correctly but produce nonsense in the second.

**Q36** : R

hea + R + oad = 'hear' + 'road'; fa + R + eef = 'far' + 'reef'. A single letter, R, completes both pairs. **Be alert for single-letter answers;** they appear more often than students expect.

**Q39** : M

har + M + ove = 'harm' + 'move'; roa + M + anoeuvre = 'roam' + 'manoeuvre'. Again, one letter bridges two words. This question rewards careful syllable splitting and spelling knowledge.

### Letter-algebra (Q43–49)

Letters stand for numbers. Perform the arithmetic substituting the given values, respecting order of operations. **Work left-to-right only after handling all multiplications and divisions.** Write out each substitution step to avoid mental-arithmetic slips. The answer is always given as a letter, so match your numerical result back to the key.

**Q43** : E

$B \times A + D - C = 7 \times 4 + 3 - 10 = 28 + 3 - 10 = 21 = E$ . **Multiply first (7×4), then add and subtract left to right.** Students who calculate  $(7 \times 4 + 3)$  as  $7 \times 7$  have added before multiplying.

**Q49** : E

$B \times A \div C \div E = 12 \times 3 \div 9 \div 0$ . Division by zero is undefined; the answer as written cannot be computed. **The mark scheme shows E, which may be an error in the original key or a special convention.** Advise your child to query impossible operations with the invigilator in an exam.

### Synonym pairs (Q50–56)

Choose one word from each bracket that are closest in meaning. **Both words must be similar; picking a pair where only one matches the prompt loses the mark.** This section tests vocabulary breadth. If your child hesitates on any word, pause to define it and use it in a sentence.

**Q51** : CONTENTED SATISFIED

Both mean feeling pleased or fulfilled. 'Stammer' and 'plead' are unrelated. **Building a synonym bank** (contented, satisfied, content, pleased) helps children spot matches faster.

**Q56** : EQUAL LEVEL

In the sense of 'the same in value or rank', equal and level are synonyms. 'Strut' and 'opinion' do not share meaning with either word. Teach your child to eliminate obvious non-matches first.

### Word problems and day-of-week logic (Q57, Q79–80)

These questions require careful reading and often working backwards or forwards through a calendar. **Draw a simple timeline or number line if needed.** Marks are lost when children miscount inclusive vs exclusive days ('in two days' vs 'two days later'). Always verify by counting on your fingers or sketching the sequence.

**Q57** : TUESDAY

Five days after tomorrow is Saturday. Count back: tomorrow is Thursday, today is Wednesday. Two days after Wednesday is Friday. **Wait—re-check:** if five days after tomorrow (Thursday) is Saturday, then tomorrow is actually Thursday, today is Wednesday, and in two days it will be Friday. The mark scheme says TUESDAY, which suggests today is Sunday. **Resolve ambiguity by writing out the week.**

**Q79** : 24

Joanne will be 13 next year, so she is 12 now and was 11 last year. Peter is twice 11 = 22 now. In two years Peter will be 24. **Break multi-step age problems into: past, present, future.**

### Missing three-letter words (Q58–64)

A three-letter word has been removed from a sentence, leaving a fragment. **Context clues and spelling patterns guide the answer.** Read the sentence aloud with your guess inserted; if it sounds odd, try another. Marks slip when children invent plausible-sounding nonsense rather than checking meaning.

**Q58** : DIE

'DIE-TING' spells dieting. The sentence 'Dieting can help you to lose weight' is sensible. **Always verify that the completed word exists and fits the sentence grammatically.**

**Q61** : ORE

'BEF-ORE' spells before. 'Think before you do anything foolish' makes sense. This type of question rewards flexible word attack and familiarity with common prefixes and suffixes.

### Letter-sequence patterns (Q65–71)

Each question gives a pair of letters related by a rule (shift, reverse, mirror), then asks you to apply the same rule to a new pair. **Write out the alphabet and count the jumps carefully.** Patterns may move forwards, backwards or reflect around the mid-point (M/N). Errors are usually off-by-one mistakes in counting.

**Q65** : GH

A→W is 6 back, R→U is 3 forward. So K→G (4 back), E→H (3 forward) gives GH. **Map both letters independently; the two moves may differ.**

**Q66** : ZZ

T→V (+2), N→K (−3). X→Z (+2), C→Z requires wrapping (C−3 = Z cyclically). Both letters land on Z. **Wrap-around arithmetic is common in sequence questions.**

## Double-meaning words (Q72–78)

Find one word that links both pairs of brackets. The word must make sense with *all* words in both sets. **This tests flexible vocabulary and the ability to hold multiple meanings in mind.** If stuck, work through the word list methodically, testing each candidate against every clue.

**Q72** : COOK

'Cook' means both to grill or fry, and a chef or baker. **The overlapping sense is preparation of food.** Words with dual meanings (homonyms or polysemes) are common in this question type.

**Q76** : SPACE

'Space' means the universe or cosmos, and also capacity or area. This question rewards breadth of vocabulary; **students who know only one definition will struggle.**

## Next steps

After marking, sit with your child and review any question where they scored zero. **Ask them to explain their original reasoning aloud;** this often reveals whether the mistake was conceptual or careless. For repeated error types (for example, wrong operator order in Q16–22, or synonym confusion in Q50–56), schedule short daily drills on that skill using similar questions from other papers or a topic-focused workbook. If your child scored below 50, consider retaking Paper 19 in two weeks after targeted practice; scores typically improve by 10–15 marks with familiarity.

If your child scored above 65, celebrate the achievement but **do not skip review of the errors;** even high scorers benefit from understanding why a particular code or sequence tripped them up. Move on to a harder mixed paper or try timed GL-style assessments to build exam stamina. Keep a vocabulary notebook for any unfamiliar words encountered in the synonym and analogy sections, and review it weekly to embed long-term retention.

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