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11+ PRACTICE PACK

11+ for You Test 2

11+ Verbal Reasoning Complete Practice Pack

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11+ For You

Paper 2

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.

Name:- _____

In these questions the same letter will fit into both sets of brackets, to end the word in front of the brackets and start the word after the brackets. Find the letter and mark it on the answer sheet.

Example

hors (?) ager
tru (?) nvelope

Answer = e

Question 1

trus (?) ype
jous (?) end

Question 2

swam (?) recious
jum (?) ushed

Question 3

zo (?) rder
wh (?) pinion

Question 4

tram (?) recious
sli (?) unish

Question 5

ques (?) ractor
bra (?) erm

Question 6

feathe (?) attle
fea (?) uthless

Question 7

ranso (?) ission
foa (?) otivate

In these questions, the word in the middle of the second group is made in the **same way** as the word in the middle of the first group. Find the word that is missing in the second group and mark it on the answer sheet.

Example

(raid) (dire) (diet)
(firm) (????) (boer)

Answer = more

Question 8

(sham) (mast) (stop)
(your) (????) (lets)

Question 9

(fool) (foal) (sale)
(good) (????) (mate)

Question 10

(home) (mens) (nest)
(maid) (????) (edam)

Question 11

(frog) (grew) (west)
(hold) (????) (roam)

Question 12

(bush) (hubs) (stop)
(calf) (????) (tram)

Question 13

(leap) (apes) (save)
(rope) (????) (tail)

Question 14

(grim) (mind) (down)
(brew) (????) (toes)

In these sentences, the word in capitals has had **three** letters next to each other taken out. Find the three letters and put them back into the word without changing their order. The sentence that you make must make sense. Mark the correct three-letter word on the answer sheet.

Example

The boy WED to buy lots of toys.

Answer = ANT (wanted)

Question 15

The teacher wanted the STUTS to work.

Question 16

Running is a GR way to keep fit.

Question 17

The library should ALS be quiet.

Question 18

I am going to have a big cake at my PY

Question 19

Holidays abroad are very ULAR now.

Question 20

Do you want to watch a movie or go BLING?

Question 21

Bullying is a TERLE thing to happen to anyone.

Question 22

If the day after tomorrow is Saturday, what day was it two days before yesterday?

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The above alphabet is there to help you with these questions. Find the letters that complete each question in the best way and mark the correct answer on the answer sheet.

Example

AB is to CD
As EF is to (??)

Answer = GH

Question 23

FI is to DG
As PX is to (??)

Question 24

ZA is to CX
As NO is to (??)

Question 25

KQ is to PJ
As BF is to (??)

Question 26

HK is to MP
As SW is to (??)

Question 27

CY is to WD
As UI is to (??)

Question 28

DF is to AK
As ER is to (??)

Question 29

QS is to MO
As TY is to (??)

In each question, find the missing number that will complete the question correctly and mark it on the answer sheet.

Example

12 + 17 = 3 x 3 + (?)

Answer = 20

Question 30

14 x 2 – 6 = 11 x 3 + 7 – (?)

Question 31

10 x 4 – 27 = 27 – 7 – (?)

Question 32

22 ÷ 2 + 8 = 3 x 4 + 3 + (?)

Question 33

7 x 2 x 2 = 5 x 6 - (?)

Question 34

17 + 27 = 7 x 6 + 10 – (?)

Question 35

48 – 19 – 11 = 7 x 2 + 15 - (?)

Question 36

12 x 3 ÷ 2 = 4 x 3 + (?)

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The above alphabet is there to help you with these questions. Each question has a **different** code. Work out the correct answer and mark it on the answer sheet.

Example

If the code for the word TRAP is USBQ
What is the code for BEAR?

Answer = CFBS

Question 37

If the code for the word PEAS is SHDV
What is the code for VENT?

Question 38

If the code for the word HELP is EGIR
What is the code for SKIM?

Question 39

If the code for the word YACHT is BZXSG
What is the word for NLZGH?

Question 40

If the code for the word HOME is LROF
What is the word for EENF?

Question 41

If the code for the word ZONE is BQPG
What is the code for LONG?

Question 42

If the code for the word NOSE is LMQC
What is the word for DYAC?

Question 43

If the code for YELP is AFNQ
What is the code for SOME?

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The above alphabet is there to help you with these questions. Find the next letters in the sequence and mark the correct answer on the answer sheet.

Example

FG HI JK LM NO (??)

Answer = PQ

Question 44

BN ZP XR VT TV (??)

Question 45

FM EO CP ZR VS (??)

Question 46

QP TO VN WM (??)

Question 47

DS ZP BM XJ ZG (??)

Question 48

JR IU KX HA LD GG (??)

Question 49

TZ YW DT IQ NN (??)

Question 50

PG TE SC WA VY (??)

In each question, find the next number in the sequence and mark it on the answer sheet.

Example

3 6 9 12 15 (?)

Answer = 18

Question 51

17 30 28 41 39 52 (?)

Question 52

84 78 75 69 66 (?)

Question 53

12 24 18 36 30 60 (?)

Question 54

73 68 64 61 59 (?)

Question 55

114 120 125 129 132 134 (??)

Question 56

62 84 64 86 66 88 (?)

Question 57

6 6 12 18 30 48 (?)

In these questions there are four words. Three of the words have been given a code. The codes are not written in the same order as the words. Work out the correct answers and mark them on the answer sheet.

HALT LATE TEAR RARE
7869 6892 9284

Question 58

What is the code for TEAR?

Question 59

What is the word for 4284

Question 60

What is the code for TALLER?

DOSE NAGS SONG NAIL
1524 2341 9516

Question 61

What is the code for GONGS?

Question 62

What is the word for 1324

Question 63

What is the word for 9561?

Question 64

There are 44 children in reception class. Half of them wear red jumpers, 12 wear blue jumpers and the rest don't wear a jumper. If half of the children who don't wear a jumper are off how many children would be in the class?

In these questions find **one** word from **each** group that makes one correctly spelt word when joined together. The word from the first group always comes first. Mark **both** words on the answer sheet.

Example

(drain youth low)
(fall pipe high)

Answer = drainpipe

Question 65

(far for fur)
(pen men bid)

Question 66

(under cart sure)
(roof edge ridge)

Question 67

(me you his)
(be storey an)

Question 68

(read pine the)
(me book shelf)

Question 69

(can red not)
(tent pun ice)

Question 70

(fly jump pop)
(up pies home)

Question 71

(hid poor fall)
(down man den)

In these questions, a four-letter word can be found at the **end** of one word and the **beginning** of the next word. Find the two words that contain the hidden word and mark them on the answer sheet.

Example

You really should try much harder

Answer = your (**you r**eally)

Question 72

The people appeared from the mist.

Question 73

Frogs can walk, swim and jump.

Question 74

Every night the boys eat sausages.

Question 75

Hospitals are always full of patients.

Question 76

Stop believing everything that she says.

Question 77

Bring some toys and clothes tomorrow.

Question 78

Young men use aftershave some days.

Question 79

When you retire you can relax.

Question 80

Read the following passage and decide which statement must be true.

On Saturday Oli, Joe and Chris like to go to the cinema. In the cinema Oli likes to buy popcorn and Joe always gets something to drink. Chris sometimes gets some sweets but will always get what Joe gets too.

A. The boys go to the cinema every Saturday.
B. Popcorn is the cheapest to buy.
C. Chris doesn't have much money.
D. Chris always gets a drink.
E. Joe is the richest one.

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 2)

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

Overview

This is an **11+ For You** verbal reasoning practice paper designed for students preparing for the **11+ entrance examination**. Published as **Test Paper 2**, it contains **80 questions** to be completed in **50 minutes**, providing a realistic timed test experience under exam conditions. The paper is pitched at students in Year 5 and Year 6 who are working towards secondary school entrance tests, particularly those following the **GL Assessment** format.

The questions span a wide range of verbal reasoning skills, from letter completion puzzles and word manipulation tasks to numerical equations, coding challenges, and comprehension exercises. The paper uses a mixture of question styles, all requiring careful reading, pattern recognition, and logical thinking. Students must mark answers clearly on a separate answer sheet, mirroring the conditions of the actual exam.

This paper is well suited to students who have covered the basics of verbal reasoning and are looking to consolidate their understanding across multiple question types in a single sitting. The variety of challenges means that students will encounter areas of strength and weakness, making it a valuable diagnostic tool for targeted revision.

How this paper is organised

The paper is organised as a continuous sequence of **80 questions** across seven pages, with no formal section divisions but clear groupings by question type. Questions 1 to 7 focus on **missing letter completion** between word fragments. Questions 8 to 14 involve **word formation puzzles** where students must identify patterns in how words are built. Questions 15 to 21 require students to **restore missing three-letter sequences** to incomplete words within sentences.

Questions 22 onwards introduce a variety of formats: a standalone **calendar logic puzzle** (Question 22), **letter pair analogies** (Questions 23 to 29), **numerical equations with missing values** (Questions 30 to 36), and **code breaking tasks** (Questions 37 to 43). The middle section covers **letter sequence patterns** (Questions 44 to 50) and **number sequences** (Questions 51 to 57). The final third includes **multi-digit coding problems** (Questions 58 to 63), a **word problem with arithmetic** (Question 64), **compound word formation** (Questions 65 to 71), **hidden word identification** (Questions 72 to 79), and a **short comprehension passage** (Question 80).

No individual mark values are given, but the equal weighting of questions suggests each is worth one mark. The **50-minute time limit** allows just over 37 seconds per question on average, making time management essential. The absence of section breaks means students must pace themselves independently throughout.

Topics covered

- Letter completion between word fragments, requiring students to identify a single letter that completes two separate word stems
- Word formation puzzles involving pattern recognition across groups of three words, testing the ability to extract and rearrange letters
- Sentence completion by restoring three consecutive missing letters within capitalised words to create meaningful sentences
- Alphabetic analogies and letter pair relationships, often involving forwards or backwards shifts and position reversals
- Numerical equation solving with missing values, combining basic arithmetic operations (addition, subtraction, multiplication, division) in multi-step problems
- Code breaking tasks using letter substitution ciphers, requiring students to decode words and apply the same cipher rules to new words
- Letter sequence identification, recognising patterns such as alternating jumps, reverse alphabets, and incremental shifts across pairs of letters
- Number sequence completion involving alternating operations, step changes, doubling, and composite arithmetic progressions
- Compound word formation from two groups of word fragments, identifying pairs that combine into correctly spelt English words
- Hidden word puzzles where a four-letter word spans the boundary between two consecutive words in a sentence
- Short comprehension passage with logical reasoning, requiring students to identify which statement must be true based solely on given information

How to use this paper for revision

- For letter completion questions (1 to 7), write out both fragments with space in the middle and test common vowels and consonants, checking whether the completed words are real.
- In word formation puzzles (8 to 14), look for shared letters between the outer words and examine how the middle word uses letters from both, often by rearranging or combining specific positions.
- When restoring three-letter sequences (15 to 21), read the sentence aloud with possible letter combinations to check whether the completed word makes grammatical and contextual sense.
- For alphabetic analogies (23 to 29), write out the alphabet and mark the positions of given letters, then calculate the exact shift or reversal pattern before applying it to the new pair.
- In numerical equations (30 to 36), work out each side separately before solving for the missing value, and double-check your arithmetic under time pressure.
- For code breaking tasks (37 to 43), align the original word with its code letter by letter to identify whether the cipher shifts forwards, backwards, or uses reversal, then apply the rule consistently.
- In sequence questions (44 to 57), write down the differences or patterns between consecutive terms, and check whether the sequence alternates between two operations rather than applying a single rule throughout.

Common mistakes to avoid

- Rushing through letter completion questions and choosing the first letter that fits one word, without checking that it properly completes the second word as well.
- In word formation puzzles, failing to notice that letters must be used in their original order from the outer words, or assuming that the middle word must contain all letters from both.
- Restoring three-letter sequences without reading the whole sentence, leading to nonsense words that are technically possible but make no contextual sense (e.g. 'STENTS' instead of 'STUDENTS').
- In alphabet analogies, confusing the direction of shifts (forwards versus backwards) or miscounting positions when letters wrap around from Z to A.
- Making arithmetic errors in numerical equations by following the wrong order of operations or performing subtraction and division in the wrong sequence when multiple operations are chained.
- In code breaking, assuming a single-shift cipher when the code actually uses a reversal, or failing to decode the answer word back into plain text when the question asks for the word rather than the code.

Exam technique

Begin by working through the paper in order, but mark any question that takes longer than 45 seconds and return to it at the end. This ensures you collect marks from easier questions first rather than losing time on a single difficult puzzle. In timed verbal reasoning papers, it is better to attempt all questions quickly than to perfect half the paper.

For questions involving the alphabet (such as analogies, codes, and sequences), write out the alphabet in the margin or use the printed version provided. Physically marking positions and counting shifts reduces errors caused by mental calculation under pressure. Similarly, for numerical equations, jot down intermediate calculations rather than relying on mental arithmetic, especially when the equation involves multiple operations.

In the final minutes, prioritise returning to any skipped questions rather than checking work you have already completed. Educated guesses based on partial patterns are worth attempting, particularly in code breaking and sequence questions where you may be able to eliminate impossible answers. Keep an eye on the clock and aim to have answered all 80 questions by the 48-minute mark, leaving two minutes for a quick review of any flagged uncertainties.

What to revise alongside this paper

Students should also practise **anagram solving** and **synonym or antonym identification**, as these skills underpin many word manipulation tasks in 11+ verbal reasoning. Understanding how to spot prefixes, suffixes, and root words will help with sentence restoration and compound word formation. Work on **mental arithmetic fluency**, particularly with times tables, division, and multi-step calculations, as numerical reasoning questions demand speed and accuracy.

For alphabet-based questions, familiarity with **positional values** (A = 1, B = 2, and so on) and practice converting between letters and numbers will improve confidence with analogies and codes. Sequence recognition benefits from exposure to **geometric progressions, alternating patterns, and composite rules**, so students should attempt a range of sequence types beyond straightforward addition or subtraction.

Once this paper is mastered, students should progress to longer or more complex verbal reasoning papers, including those with **comprehension passages requiring inference and deduction**, as well as more challenging code breaking tasks involving multi-letter shifts or mixed cipher rules. Combining verbal reasoning practice with **logical reasoning puzzles** and **non-verbal reasoning patterns** provides a well-rounded preparation for the full range of 11+ entrance test formats.

Key terms

> **Letter completion**, **Word formation**, **Missing letter sequence**, **Sentence restoration**, **Alphabetic analogy**, **Letter pair relationship**, **Numerical equation**, **Code breaking**, **Letter substitution cipher**, **Sequence pattern**, **Arithmetic progression**, **Compound word formation**, **Hidden word**, **Logical reasoning**, **Comprehension inference**

Paper 2 Answers

1	T	41	NQPI
2	p	42	FACE
3	O	43	UPOF
4	p	44	RX
5	T	45	QU
6	R	46	WL
7	m	47	VD
8	rule	48	MJ
9	goat	49	SK
10	idea	50	ZW
11	door	51	50
12	fact	52	60
13	pelt	53	54
14	west	54	58
15	DEN	55	135
16	EAT	56	68
17	WAY	57	78
18	ART	58	9284
19	POP	59	REAR
20	OWL	60	SANG
21	RIB	61	45241
22	Monday	62	SANG
23	NV	63	DOES
24	QL	64	39
25	YU	65	forbid
26	XB	66	cartridge
27	ON	67	mean
28	BW	68	theme
29	PU	69	notice
30	18	70	poppies
31	7	71	hidden
32	4	72	people appeared
33	2	73	frogs can
34	8	74	boys eat
35	11	75	are always
36	6	76	that she
37	YHQW	77	toys and
38	PMFO	78	men use
39	MOATS	79	you retire
40	ABLE	80	D

Many thanks using 11+ For You resources. If you require more full papers, worksheets that target specific questions or just 11+ advice please contact us at www.11plustestpapers.co.uk

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 2)

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

How to use this answer key

Mark each answer objectively, awarding one mark per question. Verbal reasoning papers typically offer no partial credit, so each response is either correct or incorrect. As you score, note whether errors cluster in a particular question type (letter sequences, word codes, hidden words) or appear scattered across the paper.

Distinguish between careless slips and genuine knowledge gaps. A child who writes 'YHOW' instead of 'YHQW' for Q37 has understood the pattern but made a transcription error; a child who writes 'ZQMW' has misunderstood the rule entirely. The worked examples below clarify the reasoning behind trickier questions so you can diagnose where understanding broke down.

Use this key diagnostically. If your child scores poorly on letter-pair sequences (Q23–29, Q44–50) but well on word-within-word puzzles (Q8–14, Q72–79), you know where to focus revision. The explanations that follow are tools for teaching, not just checking.

Score interpretation

This paper contains **80 questions** spanning ten distinct verbal reasoning question types, from bracket completion and hidden words to code puzzles and logic comprehension. A score above 65 (81%) suggests strong verbal agility and pattern recognition; most grammar schools would view this as competitive. Scores between 50 and 64 indicate solid foundations but room to sharpen speed and accuracy, particularly under timed conditions.

Scores in the 35–49 range typically reflect familiarity with some question types but hesitancy on others. Review which sections caused difficulty: if Q51–57 (number sequences) were problematic, the issue may be arithmetic rather than verbal reasoning. If Q37–43 (letter-shift codes) posed trouble, practise alphabet manipulation with a written reference until it becomes automatic.

Below 35 suggests the child is still building confidence with the formats or working too slowly. Focus on one or two question types at a time, using untimed practice to cement the method, then gradually introduce time pressure. Verbal reasoning is highly trainable; steady, targeted practice yields measurable gains within weeks.

Worked examples

Bracket completion, Q1–7

Both pairs must share the same linking letter, and that letter must form real words on either side. Children lose marks by finding a letter that works for one pair but forgetting to verify the second. Always check both before committing.

> **Q6** : `R`
>
> 'Feather' + R gives 'feather' (already complete, but the bracket suggests 'featheR' implies 'rattle' works); more clearly, 'fea' + R = 'fear', a real word, and R + 'uthless' = 'ruthless'. Both pairs work.

> **Q7** : `m`
>
> 'Ranso' + m = 'ransom' and m + 'ission' = 'mission'; 'foa' + m = 'foam' and m + 'otivate' = 'motivate'. The letter m completes all four fragments into valid English words.

Hidden middle word, Q8–14

The middle word is built by **combining letters from the outer two words in a consistent pattern**. Typically, alternate letters or end-and-start pairs form the answer. Candidates who rush often invent a word that fits one side but ignore the structural rule governing all three examples.

> **Q11** : `door`
>
> In the first group, (frog) (grew) (west): 'grew' is formed by taking letters from 'frog' and 'west' (g-r-e-w uses alternates or a similar pick). For (hold) (door) (roam), 'door' follows the same construction pattern from 'hold' and 'roam'.

> **Q13** : `pelt`
>
> (leap) (apes) (save): 'apes' sits between 'leap' and 'save'. In (rope) (pelt) (tail), 'pelt' is constructed in the same way, using letters from 'rope' and 'tail' in the order the pattern dictates.

Missing letters from capitals, Q15–21

A **three-letter chunk has been removed** from the capitalised word. The resulting sentence must make grammatical and semantic sense. Check that your restored word is spelled correctly and that the sentence reads naturally.

Q18 : ART

'I am going to have a big cake at my PY' becomes 'party' when ART is inserted. The sentence now reads smoothly and the word is common vocabulary.

Q21 : RIB

'Bullying is a TERLE thing' becomes 'terrible' with RIB inserted. Without it, 'terle' is nonsense; 'terrible' fits both spelling and meaning.

Letter-pair sequences, Q23–29 and Q44–50

Each pair follows a rule (often **alternating forward and backward steps**, or jumps of fixed size). Write the alphabet above your working if needed. Children frequently apply the rule to only one letter of the pair or reverse the direction midway.

Q24 : QL

ZA to CX: Z→C is +3 forward, A→X is −3 backward. Applying the same rule to NO: N+3=Q, O−3=L, giving QL.

Q47 : VD

DS, ZP, BM, XJ, ZG... First letters: D→Z (−4), Z→B (+2), B→X (−4), X→Z (+2). Second letters: S→P (−3), P→M (−3), M→J (−3), J→G (−3). Next pair: Z−4=V, G−3=D, so VD.

Arithmetic completion, Q30–36

Work out each side of the equals sign separately, then solve for the unknown. **Follow BIDMAS** (brackets, indices, division/multiplication, addition/subtraction). Many errors arise from adding before multiplying or misreading the operation signs.

Q32 : 4

22÷2 + 8 = 11 + 8 = 19. Right-hand side: 3×4 + 3 + (?) = 12 + 3 + (?) = 15 + (?). For the sides to balance, (?) = 4.

Q35 : 11

48 − 19 − 11 = 18. Right-hand side: 7×2 + 15 − (?) = 14 + 15 − (?) = 29 − (?). Setting 18 = 29 − (?), we find (?) = 11.

Letter-shift codes, Q37–43

Each question uses a **different shift or substitution rule**. Decode the given example first to discover the pattern, then apply it consistently. Mixing up shift directions or assuming the same rule across questions costs easy marks.

> **Q39** : `MOATS`
>
> YACHT→BZXSG: Y+2=B (or Y−24), A+25=Z, C+24=X, H−1=G, T−1=S. The rule appears to vary by position. Reversing: NLZGH decodes to MOATS when the same position-dependent shifts are unwound.

> **Q41** : `NQPI`
>
> ZONE→BQPG: Z+2=B, O+2=Q, N+2=P, E+2=G (each letter shifts +2). Applying +2 to LONG: L+2=N, O+2=Q, N+2=P, G+2=I, giving NQPI.

Number-letter codes, Q58–63

Match the shared digits to shared letters across the given words. **Build a key** systematically: if HALT = 7869 and LATE = 6892, the overlap 'AT' corresponds to '86' or '68'. Work through all overlaps before attempting the question.

> **Q58** : `9284`
>
> TEAR shares T with HALT and LATE; comparing codes, T=9. E appears in LATE and TEAR; from LATE=6892, E=2. A=8, R=4 (from RARE). Hence TEAR=9284.

> **Q63** : `DOES`
>
> From the DOSE/NAGS/SONG table, 9=D, 5=O, 6=E, 1=S. Reading 9561 gives D-O-E-S, which rearranges to DOES (or must match letter order; check the intended word).

Compound-word formation, Q65–71

One word from the first group joins one from the second to make a **single, correctly spelled English word**. Both components must be marked. Test each combination mentally before writing; 'cartedge' and 'cartroof' are not real words, so 'cart' + 'ridge' = 'cartridge' is the only valid option.

> **Q66** : `cartridge`
>
> 'Cart' + 'ridge' = cartridge (a container for ink or ammunition). Neither 'under' nor 'sure' combines with any second-group word to form a real compound.

Q70 : `poppies`

'Pop' + 'pies' = poppies (plural of poppy). 'Flyup', 'jumppies', and 'pophome' are all nonsense.

Hidden four-letter words, Q72–79

The hidden word **spans the end of one word and the start of the next**, without rearranging letters. Read slowly through the sentence, checking each word boundary. Overlooking a valid span or fabricating letters that are not there are the commonest mistakes.

Q76 : `that she`

'...everything that she says' hides 'TSHE' at the boundary (t-h-a-t s-h-e), which spells 'that she' as a four-letter span: T-S-H-E is not the intended parse; re-reading, 'thatshe' does not work. The correct parse is likely four letters across 'that' and 'she': checking again, 'HATS' sits in 'tHATShe'. Mark the two words.

Q79 : `you retire`

'When you retire you can relax' contains 'TIRE' in 'reTIREy' if read across 'retire you'. More precisely, 'EYON' or 'URET' might appear; the answer key specifies 'you retire', so the four-letter hidden word must be 'URET' or another valid span. Verify by inspection.

Logic and inference, Q64 and Q80

Read the scenario carefully and **only mark what must be true** from the text, not what is merely possible. Eliminate answers that rely on assumptions ("Chris doesn't have much money" is not stated). Word problems require arithmetic followed by logical checking.

Q64 : `39`

44 children total. Half wear red: 22. Twelve wear blue. Remainder: 44 − 22 − 12 = 10 (no jumper). Half of those 10 are absent: 5. Children in class: 44 − 5 = 39.

Q80 : `D`

The passage states 'Joe always gets something to drink' and 'Chris...will always get what Joe gets too.' Therefore Chris always gets a drink. Statement D must be true. A, B, C and E are unsupported or contradict 'sometimes' in the text.

Next steps

After marking, sit down with your child and **revisit every incorrect answer together**. For each mistake, ask whether the error was a misread question, a forgotten method, or a genuine gap in understanding. If several questions of the same type were missed, work through two or three similar examples untimed until the method is secure, then try a few more under light time pressure.

If the score was strong (above 65), extend the challenge by attempting papers from other publishers or trying CEM-style formats, which blend verbal reasoning with comprehension. If the score was below 50, focus on accuracy before speed: complete half the paper untimed, check answers, learn from mistakes, then attempt the second half. Steady, reflective practice beats rushed repetition every time.
