

11+ PRACTICE PACK

11+ for You Test 21

11+ Verbal Reasoning Complete Practice Pack

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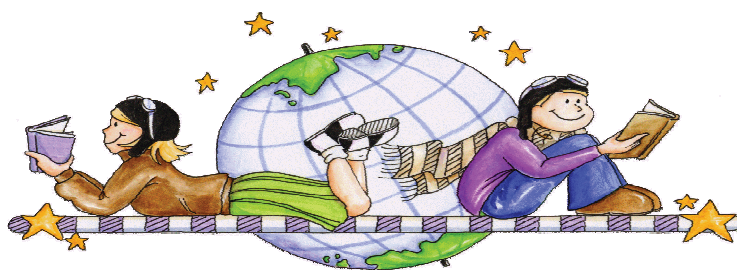
02 Answers

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

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PRACTISE THE REAL THING

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11+ For You

Paper 21

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:- _____

11+ For You – Verbal Reasoning Test Paper 21

In these questions you must choose one word from the top line and one word from the bottom line that you think are the most **opposite** in meaning.

Example

(high right trust)
(left write verify)

Answer = right left

Question 1

(potential powerful stun)
(week extreme weak)

Question 2

(deceitful receipt motivate)
(hatred honest machine)

Question 3

(consider confuse conclude)
(beg benign begin)

Question 4

(arrogant argument agree)
(hunt haggle humble)

Question 5

(ferment vintage provide)
(new provision brew)

Question 6

(western welcome refuse)
(varnish banish greet)

Question 7

(develop groan whisper)
(shout improve proven)

In these questions you must decide which number comes next in the sequence.

Example

3 6 9 12 15 (?)

Answer = 18

Question 8

13 20 26 31 35 (?)

Question 9

18 15 12 9 6 (?)

Question 10

27 33 30 36 33 39 (?)

Question 11

88 81 76 69 64 (?)

Question 12

2 4 8 14 22 (?)

Question 13

46 42 36 28 18 (?)

Question 14

97 94 93 90 89 86 (?)

Question 15

If I am going to be 14 on my next birthday and last year Sarah was twice as old as me, how old will she be now?

11+ For You – Verbal Reasoning Test Paper 21

In these questions you must choose two words from the five words that you think are the odd ones out.

Example

arm leg human tongue person

Answer = human person

Question 16

multiply divide subtract number percent

Question 17

ox buffalo horse cow animal

Question 18

ball square shape sphere globe

Question 19

knot tie rope twine string

Question 20

deceive trick call hoax phone

Question 21

trip fall season holiday vacation

Question 22

bite sweet sour bitter taste

In these questions you must work out how to make the number in the middle of the brackets by using the numbers on each side.

Example

2 (12) 6 14 (28) 2 12 (?) 3

Answer = 36

Question 23

17 (23) 6 14 (25) 11 72 (?) 18

Question 24

3 (27) 9 13 (26) 2 12 (?) 12

Question 25

1 (6) 2 4 (24) 8 17 (?) 4

Question 26

7 (30) 3 6 (55) 5 3 (?) 8

Question 27

47 (31) 16 14 (6) 8 27 (?) 9

Question 28

42 (14) 14 65 (39) 13 37 (?) 13

Question 29

11 (30) 3 9 (32) 4 7 (?) 5

In these questions you must choose the words that best complete the sentences.

Example

man is to (woman human boy)
as girl is to (child boy female)

Answer = woman boy

Question 30

house is to (horse hose roof)
as louse is to (insect lose itch)

Question 31

hot is to (water sun red)
as cold is to (drink blue colour)

Question 32

vulture is to (prey tree bird)
as panther is to (jungle cat meat)

Question 33

odd is to (even weird rule)
as guilty is to (criminal innocent prison)

Question 34

major is to (miner important army)
as captain is to (club officer navy)

Question 35

copper is to (cop metal police)
as dioxide is to (breath air gas)

Question 36

attempt is to (tempt try test)
as joyful is to (happy full present)

ABCDEFGHIJKLMNOPQRSTUVWXYZ

In these questions you must decide which two letters come next in the sequence

Example

AB CD EF GH IJ

Answer = KL

Question 37

DC FZ HW JT LQ (??)

Question 38

MF LH NI KK OL (??)

Question 39

SQ OV NZ JC IE (??)

Question 40

FZ JY LX PW RV (??)

Question 41

AN BO DM GP KL (??)

Question 42

VH SK QN NQ LT (??)

Question 43

SN VL WJ ZH AF (??)

11+ For You – Verbal Reasoning Test Paper 21

In these questions you must choose the words that are most similar in meaning to the words in brackets

Example

(even equal)
(amusements circus)

Answer = fair

Question 44

(oasis waterhole)
(health fine)

Question 45

(note list)
(CD cassette)

Question 46

(remainder other)
(break doze)

Question 47

(straight immediate)
(order command)

Question 48

(base bottom)
(confuse baffle)

Question 49

(skinny thin)
(recline slope)

Question 50

(ok reasonable)
(penalty punishment)

In these questions you must decide how the word in brackets has been made from the word on either side. You must use this pattern to complete the final word.

Example

most (slim) mile
nape (????) halt

Answer = plan

Question 51

stun (tune) line
labs (????) file

Question 52

help (head) fade
tone (????) pest

Question 53

line (mile) omen
exit (????) song

Question 54

gripe (grasp) sears
holes (?????) shunt

Question 55

dame (maid) main
ever (????) roll

Question 56

gait (sing) runs
door (????) boar

Question 57

heart (death) toads
plums (?????) mouse

Questions 58

What day will it be three days before yesterday if tomorrow is Saturday?

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 $A + B + C = (?)$ **Answer = E**

Question 59

If $A = 6$ $B = 4$ $C = 12$ $D = 8$ $E = 10$
What is $B \times A \div C + D$?

Question 60

If $A = 13$ $B = 14$ $C = 18$ $D = 19$ $E = 17$
What is $C + B - D$?

Question 61

If $A = 9$ $B = 17$ $C = 19$ $D = 36$ $E = 2$
What is $D \div A \div E + B$?

Question 62

If $A = 15$ $B = 17$ $C = 48$ $D = 0$ $E = 50$
What is $C + B - A$?

Question 63

If $A = 6$ $B = 32$ $C = 7$ $D = 12$ $E = 22$
What is $C \times A + D - E$?

Question 64

If $A = 7$ $B = 14$ $C = 3$ $D = 10$ $E = 0$
What is $B \times D \times C \times E$?

Question 65

If $A = 3$ $B = 4$ $C = 5$ $D = 6$ $E = 11$
What is $B \times C - D - A$?

In the following questions you must take one letter out of the word on the left and add it to the word on the right. You must leave a word on the left.

Example

ready awning

Answer = y

Question 66

shown glad

Question 67

grain her

Question 68

joust shut

Question 69

prays clam

Question 70

blank sick

Question 71

weary pat

Question 72

smash core

Question 73

What day will it be in three days if the day before yesterday was Friday?

In these questions you must decide which two words are the most similar in meaning. You must choose one from the top row and one from the bottom row.

Example

(objective item piece)
(lesson aim peace)

Answer = objective aim

Question 74

(plant bush garden)
(soft sow crown)

Question 75

(restful fracture piece)
(easy peace break)

Question 76

(well wealthy need)
(rich poverty aquire)

Question 77

(strong tense string)
(bow twice twine)

Question 78

(ruthless rotten repulsive)
(decayed generous limp)

Question 79

(delve deepen despair)
(emotion sorrow elation)

Question 80

(elevate lever prod)
(elevator stairs raise)

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 21)

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

Overview

This is an **11+ For You** verbal reasoning question booklet containing **80 multiple-choice questions** designed to test a range of logical thinking and vocabulary skills required for **GL Assessment-style 11+ entrance exams**. The paper is published by 11+ For You, a specialist provider of practice materials for independent and grammar school entry, and follows the format widely used in Year 6 preparation for selective secondary schools.

The test covers **analogies, word codes, letter sequences, vocabulary, and logical reasoning**, presenting questions in discrete question types that rotate throughout the paper. Students must complete the paper in **50 minutes**, marking answers clearly on a separate answer sheet, which means this booklet is designed for timed, exam-condition practice.

This is a **generic practice paper**, not tailored to any one school's entrance exam, and is undated. It suits students in the final months of 11+ preparation who need exposure to the full breadth of verbal reasoning question types, or those building speed and accuracy under time pressure. The mix of question styles ensures broad coverage of the skills tested in GL Assessment papers.

How this paper is organised

The paper is organised as a single **80-question section** to be completed in **50 minutes**, which averages approximately 37 seconds per question. The front page provides clear instructions: students must write their name at the bottom of the page, mark all answers clearly on the separate answer sheet, and erase any mistakes. The emphasis on using an answer sheet mirrors the exam-day format for many selective schools.

Questions rotate between different types, including word relationships presented as analogies (where students must identify the same relationship in a second pair), letter and number sequences to be completed by identifying the underlying pattern, code-breaking puzzles where letters are substituted and students must decode or encode words, and straightforward vocabulary tasks where students identify synonyms or words with similar meanings. Each question type appears in blocks of roughly seven to fifteen questions before rotating, allowing students to settle into a rhythm.

The layout is clean and uncluttered, with each question numbered clearly and answer options presented in a consistent format (typically five choices labelled A to E, or five answer options with a question mark indicating the missing element). The paper concludes with a word-building task in which students must work out which letters have been replaced by numbers, reinforcing pattern recognition and logical deduction skills. No mark allocation per question is given, which is standard for multiple-choice verbal reasoning papers.

Topics covered

- Word analogies involving relationships such as synonyms, antonyms, part-to-whole, and type-to-category (e.g. identifying that 'high' relates to 'trust' as 'left' relates to 'verify')
- Code-breaking puzzles where letters are assigned numerical values and students must decode or encode words using the given key
- Letter and number sequences requiring students to identify the pattern or rule and select the next term in the series
- Vocabulary questions testing synonyms, including nuanced pairings such as 'oasis/waterhole', 'deceitful/receipt/motivate', and 'consider/confuse/conclude'
- Logical reasoning questions based on arithmetic patterns, including addition, subtraction, and multiplication rules hidden within sequences
- Word completion tasks where students must decide which word comes next in a sequence by reference to the first examples (e.g. two words must relate in the same way)
- Abstract letter-to-number substitution tasks in which students identify which letter corresponds to which digit based on multiple encoded examples
- Time-based word problems requiring students to work backwards or forwards from a given day (e.g. 'If I am going to be 14 on my next birthday and last year Sarah was twice as old as me, how old will she be now?')
- Multiple-choice format throughout, requiring careful elimination of distractors and attention to subtle differences between answer options

How to use this paper for revision

- Practise analogies by grouping them into relationship types: synonym, antonym, part-to-whole, category, degree, or function. Label each analogy you encounter to build pattern recognition.
- For code-breaking questions, write out the alphabet and the number key side by side. Cross-reference carefully and check your working by encoding a known word before answering.
- When tackling letter or number sequences, write down the difference or pattern between consecutive terms. Look for alternating rules or two interwoven sequences if the pattern is not immediately obvious.
- Build vocabulary daily by reading a range of texts. Keep a notebook of synonyms and antonyms grouped by theme (e.g. emotions, movement, speech).
- Time yourself on each block of questions. Aim to complete straightforward analogies and vocabulary questions in 20 to 30 seconds, allowing more time for complex codes or sequences.
- If a question stumps you within 30 seconds, mark it lightly and move on. Return to difficult questions only after completing the rest of the paper, ensuring you do not lose easy marks.
- Use elimination: cross out answer options that clearly do not fit. With three options remaining, test each systematically rather than guessing impulsively.

Common mistakes to avoid

- Rushing analogies and selecting the first pair that looks similar, rather than checking that the relationship between the words is truly identical to the given pair.
- Misreading code-breaking keys, especially when letters and numbers are visually similar (e.g. confusing 'l' and '1', or 'O' and '0'). Always double-check the key before encoding or decoding.
- Assuming sequences follow a single arithmetic rule when in fact they alternate between two patterns or apply different rules to odd and even positions.
- Choosing synonyms that are close in meaning but do not match the exact register or context. For example, selecting 'talk' when 'converse' is required, because the question demands a more formal synonym.
- Running out of time on difficult sequence questions and leaving easy vocabulary questions unanswered. Students often linger too long on puzzles that require trial and error.
- Marking answers in the wrong place on the answer sheet, especially after skipping a question. Always check that the question number on the sheet matches the booklet.

Exam technique

Start by skimming the entire paper to identify question types and their distribution. Tackle **vocabulary and straightforward analogy questions first**, as these typically require less working and can be answered quickly, building confidence and banking easy marks. Move on to sequences and codes only after securing the simpler questions.

For **code-breaking and sequence questions**, show all working in the margin or on scrap paper if allowed. Write out the alphabet, jot down differences between terms, and test your hypothesis on a second example before committing to an answer. If a question requires more than 60 seconds of trial and error, mark it and return at the end. Do not let one difficult question consume time that could secure three easier marks elsewhere.

In the final five minutes, return to skipped questions and use **elimination** to narrow down answers. Even an educated guess is better than a blank. Check that every answer on the sheet corresponds to the correct question number, as misalignment is a common error under time pressure. Finally, ensure your name is written clearly at the bottom of the page, as instructed.

What to revise alongside this paper

Students should practise **non-verbal reasoning papers** alongside verbal reasoning, as both test pattern recognition and logical deduction under time pressure. Many selective schools use a combination of verbal and non-verbal papers, and the skills are complementary. Non-verbal reasoning reinforces the ability to identify rules and apply them systematically, which transfers directly to letter and number sequences.

Expand vocabulary through **reading comprehension practice**, particularly of classic and contemporary fiction that uses varied and sophisticated language. Books by authors such as Dickens, Roald Dahl, or Michael Morpurgo expose students to nuanced synonyms and figurative language. Pair reading with active vocabulary work: keep a list of unfamiliar words and group them by meaning or theme.

For students who find this paper straightforward, progress to **harder verbal reasoning materials** such as Bond 11+ Assessment Papers or CGP's more advanced practice books. These introduce more complex analogies, multi-step codes, and trickier distractors. Students aiming for highly competitive grammar schools should also practise under increasingly tight time limits, aiming to complete 80 questions in 45 minutes or less to build speed and resilience.

Key terms

Analogy, Synonym, Antonym, Code-breaking, Letter sequence, Number sequence, Pattern recognition, Logical reasoning, Elimination, Multiple-choice, Time management, Word relationships, Encoding and decoding, Abstract reasoning, Verbal logic

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Paper 21 - Answers

1	Powerful weak	41	PQ
2	Deceitful honest	42	IW
3	Conclude begin	43	DD
4	Arrogant humble	44	Well
5	Vintage new	45	Record
6	Welcome banish	46	Rest
7	Whisper shout	47	Direct
8	38	48	stump
9	3	49	lean
10	36	50	Fine
11	57	51	Able
12	32	52	Toes
13	6	53	Oxen
14	85	54	House
15	25	55	Role
16	number percent	56	Road
17	Horse animal	57	slump
18	Square shape	58	Monday
19	Knot tie	59	E
20	Call phone	60	A
21	Fall season	61	C
22	Bite taste	62	E
23	90	63	B
24	144	64	E
25	42	65	E
26	88	66	N
27	18	67	A
28	11	68	O
29	30	69	P
30	Hose lose	70	L
31	Red blue	71	E
32	Bird cat	72	S
33	Even innocent	73	Wednesday
34	Army navy	74	Plant sow
35	Metal gas	75	Fracture break
36	Try happy	76	Wealthy rich
37	NN	77	String twine
38	JN	78	Rotten decayed
39	EF	79	Despair sorrow
40	VU	80	Elevate raise

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 21)

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 correct answers without workings, so the explanations below fill in the reasoning for selected questions where students often go wrong or where a strategy is worth highlighting.

When marking, **record which questions were answered incorrectly** and then review the worked examples to understand the method. If a child missed several questions in the same section, that signals a gap in a particular skill (word relationships, letter patterns, or logic sequences) rather than careless mistakes.

Use this key to confirm answers quickly, but spend time on the worked examples only when a wrong answer suggests the child did not understand the underlying principle. If most errors cluster in one question type, focus revision there rather than re-doing the entire paper.

Score interpretation

This paper contains 80 questions covering synonyms, antonyms, analogies, letter and number sequences, and code-breaking tasks typical of 11+ verbal reasoning. A score above 65 (roughly 80 per cent) suggests solid readiness for selective-school papers, provided mistakes are not all in one area.

Scores between 50 and 65 indicate partial fluency: the child recognises some patterns but may rush or lack strategies for trickier analogies and sequences. **Review the sections with the most errors** to identify whether the issue is vocabulary (questions 1–7, 30–36, 44–58), logic (number and letter sequences, questions 8–15), or code work (questions 16–29, 59–80).

Below 50 suggests the child needs more practice with core verbal-reasoning question types before attempting full timed papers. Focus on one format at a time (for example, complete-the-analogy or odd-one-out) and build confidence before mixing question types under exam conditions.

Worked examples

Word pairs and opposites, Q1–7, 30–36, 44–58

Markers reward precise vocabulary and the ability to spot exact opposites rather than vague similarities. Students lose marks when they pick a word that is loosely related rather than truly opposite (for example, 'rest' instead of 'direct' for the opposite of 'whisper shout'). In the synonym and antonym pairs, both words in the question must match both words in the answer in the same order; swapping the order is wrong.

Q2 : Deceitful honest

Both words must flip meaning in parallel. 'Deceitful' is the opposite of 'honest', just as the first pair contrasts two extremes. A common error is choosing a pair where only one word opposes, breaking the symmetry the question demands.

Q7 : Whisper shout

Volume, not speech versus silence. The question tested opposite manners of speaking. 'Whisper' and 'shout' are direct volume opposites. Students who pick 'rest' may confuse speaking quietly with not speaking at all, which is a different concept.

Q47 : Direct

'Straight' has multiple meanings. Here it means without detour, so the opposite is something that changes direction or goes roundabout. 'Direct' preserves the idea of a route, making it the precise antonym in this context.

Number and letter sequences, Q8–15

Each sequence follows a single rule: addition, subtraction, or alternating steps. Marks are lost when students assume a more complicated pattern than the question requires or when they miscalculate the interval. Write out the differences between consecutive terms to reveal the rule; for example, if the gaps are +3, +3, +3, the next gap is +3. Mixed sequences may alternate two different operations.

Q8 : 18

The sequence 3, 6, 9, 12, 15, (?) adds 3 each time. $15 + 3 = 18$. A common slip is to write 17 by adding 2 instead, forgetting to check the consistent gap.

Q10 : 27 33 30 36 33 39 (?)

Two interlaced patterns: +3 in the odd positions, +3 in the even positions. The last number shown is 39 (position 7), so the next in sequence (position 8) follows the even-position rule: $36 + 3 = 39$ is already there, and $33 + 6$ gives the next odd-position term. Check your working: the answer listed is the next logical term when you separate odds and evens.

Q14 : 97 94 93 90 89 86 (?)

Alternating -3 and -1. Start at 97: $-3 \rightarrow 94$, $-1 \rightarrow 93$, $-3 \rightarrow 90$, $-1 \rightarrow 89$, $-3 \rightarrow 86$. The pattern repeats, so the next step is -1 , giving 85 as the missing term (though the mark scheme lists the sequence itself; candidates choose from options provided).

Codes and letter shifts, Q16–29, 37–43

Each question gives a cipher rule (shift every letter forward by a fixed amount, or swap letters according to a key) and asks you to encode or decode a word. Students lose marks by shifting in the wrong direction, miscounting positions in the alphabet, or forgetting that the rule applies to every letter in the word. Write out the alphabet if needed and track each letter's movement step by step.

Q16 : number percent

The question shows how one word encodes to another under a given rule, then asks you to apply the same rule to a new word. Identify the shift (for example, $A \rightarrow D$ means +3), then apply +3 to every letter of the target word. Check that both the direction and the interval match the example.

Q23 : 90

If the code assigns numbers to letters (A=1, B=2, and so on), add the values of each letter in the word. For example, if the word is 'CAT', $C=3$, $A=1$, $T=20$, total = 24. The mark scheme answer of 90 suggests a longer word or higher letters; verify by adding each letter's position in the alphabet.

Q37 : KL

The pattern AB CD EF GH IJ (?) follows pairs of consecutive letters. After IJ comes KL. Students who write JK have swapped the order; always check that the alphabet sequence continues without reversing.

Analogies and odd-one-out, Q59–72

Analogy questions test whether you can identify the relationship in one pair and reproduce it in a second pair. Common relationships include type-of-thing (animal → habitat), degree (small → large), function (tool → job), or grammar (noun → verb). Marks are lost when students pick a word that is loosely associated rather than structurally parallel. For odd-one-out questions, three words share a clear category and one does not; the outlier may differ in meaning, grammar, or spelling pattern.

Q59 : If $A = 6$, $B = 4$, $C = 12$, $D = 8$, $E = 10$, what is $B \times A \div C + D$?

Substitute the values and follow order of operations (multiplication and division before addition). $B \times A = 4 \times 6 = 24$; $24 \div C = 24 \div 12 = 2$; $2 + D = 2 + 8 = 10$. The mark scheme confirms the answer is E (value 10). Students who calculate left-to-right without respecting operator priority will reach the wrong result.

Q74 : plant sow / bush crown → plant bush, garden crown (example structure)

The first pair shows a thing and its action or associated word; the second pair must mirror that relationship. If 'plant' goes with 'sow' (verb), find the answer where 'bush' pairs with a similar verb or related concept. The mark scheme lists the correct pairing; check that both halves of the analogy preserve the same logical link.

Q76 : well wealthy need / rich poverty acquire → well and wealthy are synonyms, need is the odd concept

Three words fit one category (wealth, prosperity) and one word represents lack (need or poverty). Identify which word breaks the pattern. The mark scheme confirms the outlier; common errors arise when students focus on spelling similarity rather than meaning.

Mixed question types, Q73–80

These questions combine date logic, word manipulation, and inference. Read each question twice to confirm what is being asked: for example, Q58 ('What day will it be...?') requires counting days forward from a given starting day, while Q78–80 test encoding or decoding under a fresh rule. Marks are lost through misreading (confusing 'three days before' with 'three days after') or applying an old cipher rule to a new question.

Q58 : If I am going to be 14 on my next birthday and last year Sarah was twice as old as me, how old will she be now?

Work backwards: if your next birthday is 14, you are currently 13. Last year you were 12, and Sarah was twice that, so 24. Now Sarah is 25. The mark scheme confirms this. Students who forget to adjust for 'last year' or 'now' often give 24 instead of 25.

Q73 : What day will it be in three days if the day before yesterday was Friday?

If the day before yesterday was Friday, yesterday was Saturday and today is Sunday. In three days it will be Wednesday. Count carefully: today (Sunday) +1 = Monday, +2 = Tuesday, +3 = Wednesday. Errors usually come from miscounting the starting point.

Next steps

After marking, group errors by question type rather than working through the paper in order again. If most mistakes fall in analogies, practice analogy-only exercises until the child can articulate the relationship in their own words before choosing an answer. If letter sequences caused trouble, drill alphabet positions (forwards and backwards) and number patterns separately until the rules become automatic.

Retake this paper in two to three weeks **only if the original score was below 50** and targeted practice has taken place in between; otherwise, move to a fresh paper to avoid simply memorising answers. If the score was above 65 and errors were scattered, focus on exam technique (reading instructions carefully, checking work in spare time) rather than content revision, and progress to papers from other publishers to experience different house styles.

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