

11+ PRACTICE PACK

11+ for You Test 23

11+ Verbal Reasoning Complete Practice Pack

CONTENTS

01 Question Booklet

11+ for You 11+ Verbal Reasoning. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Answers

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.

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11+ For You

Paper 23

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 23

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

(receive reception forever)
(prove give triumph)

Question 2

(freeze opinion delay)
(display thaw loot)

Question 3

(convent commence guilt)
(end train commute)

Question 4

(respite trek reward)
(promote punish crime)

Question 5

(sudden manure sorrow)
(horror joy devote)

Question 6

(complex lonely pensive)
(intricate simplistic final)

Question 7

(pursue vault plummet)
(soar wallet bank)

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

Example

3 6 9 12 15 (?)

Answer = 18

Question 8

15 8 20 13 25 18 (?)

Question 9

98 89 81 74 68 (?)

Question 10

4 8 16 32 64 128 (?)

Question 11

65 51 58 44 51 (?)

Question 12

2 1 3 4 7 11 18 (?)

Question 13

14 21 27 32 36 (?)

Question 14

45 33 40 28 35 23 (?)

Question 15

Amy, Joe, Oliver and Adam all collect key-rings. Joe has the most and 3 more than Oliver. Amy has half the amount of Oliver but twice the amount of Adam. If Amy has 8 how many does Joe have?

11+ For You – Verbal Reasoning Test Paper 23

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

advise instruct learn know teach

Question 17

shrub garden soil plant bush

Question 18

shrink expand lessen size diminish

Question 19

above height below under beneath

Question 20

throw pitch catch drop hurl

Question 21

hide conceal reveal show cover

Question 22

bite spit nibble chew grumble

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

47 (31) 16 82 (59) 23 27 (?) 16

Question 24

32 (20) 6 94 (68) 13 61 (?) 11

Question 25

4 (32) 12 17 (66) 16 24 (?) 7

Question 26

17 (6) 5 28 (7) 14 9 (?) 3

Question 27

8 (56) 7 13 (39) 3 12 (?) 9

Question 28

12 (4) 4 12 (5) 3 8 (?) 8

Question 29

62 (44) 18 73 (52) 21 33 (?) 19

11+ For You – Verbal Reasoning Test Paper 23

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

archer is to (arrow thief target)
as fencer is to (panel sword mask)

Question 31

ice is to (cold water melt)
as glass is to (window sand drink)

Question 32

inner is to (tube inside outer)
as cruel is to (mean kind thought)

Question 33

calf is to (leg cow horse)
as joey is to (boy koala kangaroo)

Question 34

cedar is to (cider timber tree)
as pansy is to (flower weak pans)

Question 35

tablet is to (medicine table bottle)
as sight is to (eyes vision sigh)

Question 36

ruler is to (lines monarch queen)
as protractor is to (maths angles drawn)

ABCDEFGHIJKLMNOPQRSTUVWXYZ

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

Example

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

Answer = GH

Question 37

XT is to AW
as JC is to (??)

Question 38

LV is to IZ
as CA is to (??)

Question 39

GK is to LF
as UZ is to (??)

Question 40

PM is to SN
as XB is to (??)

Question 41

CD is to XZ
as VA is to (??)

Question 42

HD is to LF
as QW is to (??)

Question 43

KR is to PI
as AF is to (??)

11+ For You – Verbal Reasoning Test Paper 23

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

(disrupt meddle)
(violin viola)

Question 45

(heartless cruel)
(freezing icy)

Question 46

(glide soar)
(bee flea)

Question 47

(kidney liver)
(centre middle)

Question 48

(stump pillar)
(letter mail)

Question 49

(nearly almost)
(right fair)

Question 50

(prepare organise)
(sketch diagram)

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

(grades read) (urchin rich) (whales ????)

Answer = heal

Question 51

lean (learn) rune
brow (?????) knee

Question 52

slot (shout) hurt
bias (?????) emit

Question 53

blink (blank) knack
track (?????) shale

Question 54

miss (slim) lame
pigs (?????) raps

Question 55

large (gram) marks
nears (?????) snuff

Question 56

last (slam) male
zips (?????) tsar

Question 57

pour (stop) just
else (?????) flab

Question 58

If October is 3 in the alphabet what will December be?

In these 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 $A = 14$ $B = 3$ $C = 2$ $D = 21$ $E = 19$
What is $A \times B \div C$

Question 60

If $A = 36$ $B = 34$ $C = 6$ $D = 9$ $E = 18$
What is $C \times D - E$

Question 61

If $A = 8$ $B = 45$ $C = 19$ $D = 17$ $E = 2$
What is $D \times E + C - A$

Question 62

If $A = 15$ $B = 18$ $C = 69$ $D = 65$ $E = 36$
What is $E + A + B$

Question 63

If $A = 93$ $B = 47$ $C = 18$ $D = 42$ $E = 33$
What is $A - D - C$

Question 64

If $A = 4$ $B = 11$ $C = 39$ $D = 49$ $E = 2$
What is $B \times A \times E - C$

Question 65

If $A = 7$ $B = 5$ $C = 23$ $D = 15$ $E = 9$
What is $B \times E - C - A$

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

ropey earn

Question 67

alone bring

Question 68

thump pea

Question 69

holed rank

Question 70

least tap

Question 71

voter pays

Question 72

crank lane

Question 73

What day will it be in four days if the day before yesterday was Thursday?

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

(useless urgent inspire)
(important import trade)

Question 75

(drive prayer ally)
(road friend fiend)

Question 76

(cool sound silence)
(noise scorch pew)

Question 77

(link choice load)
(join follow minor)

Question 78

(clasp opinion disease)
(remedy illness medic)

Question 79

(build tower company)
(demolish mule construct)

Question 80

(eventual oar wisp)
(paddle quiet fumble)

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 23)

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

Overview

This is **Test Paper 23** from the **11+ For You** practice series, designed to prepare pupils for the **GL Assessment verbal reasoning component** of the 11+ entrance exam. The paper contains **80 questions** to be completed in **50 minutes**, testing a wide range of verbal reasoning skills through multiple-choice format questions that require tight focus and quick thinking.

The content spans seven distinct question types, moving from opposite word pairs through number sequences, odd-one-out vocabulary sets, bracket problems requiring arithmetic pattern spotting, word analogies, letter code sequences, synonym identification, anagram-based word transformations, letter substitution puzzles, date and day logic, and synonym pairs. This variety mirrors the unpredictable nature of GL Assessment papers, where pupils must switch cognitive gears rapidly between verbal, numerical and logical reasoning modes.

The paper suits pupils in Year 5 or Year 6 preparing for selective grammar school or independent school entrance exams that use GL Assessment materials. Its breadth makes it valuable for identifying weak spots across the verbal reasoning spectrum, whilst the tight time allocation (37.5 seconds per question on average) trains exam stamina and decision-making under pressure.

How this paper is organised

The paper is divided into several sections, each testing a different verbal reasoning skill. The first section (Questions 1 to 7) asks pupils to identify **opposite word pairs**, selecting one word from a top line and one from a bottom line. Questions 8 to 14 present **number sequences** requiring pattern recognition. Question 15 is a standalone **logic problem** involving key-ring collections.

Questions 16 to 22 require identifying **two odd words out** from a list of five. Questions 23 to 29 are **bracket problems** where pupils must determine the arithmetic operation linking outer numbers to produce the middle number. Questions 30 to 36 test **word analogies** ("X is to Y as Z is to ?"), followed by letter code sequences (Questions 37 to 43) that explore alphabetical patterns and transformations.

Questions 44 to 50 ask for words with **similar meanings** drawn from two sets of clues. Questions 51 to 57 involve anagram-based transformations, Questions 58 to 65 use

letter-number substitution in arithmetic problems, Questions 66 to 72 require letter manipulation between word pairs, and Questions 73 to 80 test synonym recognition and logical deduction. All answers are recorded on a separate answer sheet, reinforcing exam conditions.

Topics covered

- Opposite word pairs (antonyms) requiring precise understanding of meaning and the ability to distinguish between near-opposites
- Number sequences involving addition, subtraction, multiplication, division and combined operations, including Fibonacci-style patterns
- Odd-one-out vocabulary tasks where two semantically unrelated words must be identified among thematic groups
- Bracket problems requiring reverse-engineering of arithmetic operations (addition, subtraction, multiplication, division) from given inputs and outputs
- Word analogies exploring relationships such as tool-to-user, material-to-product, part-to-whole, and abstract pairings
- Letter code sequences testing alphabetical position awareness, forward and backward movement, and reflective patterns
- Synonym identification from paired word sets, requiring nuanced vocabulary and the ability to spot dual meanings
- Anagram-based word transformations where letters from outer words combine to form the bracketed word
- Letter-number substitution problems combining arithmetic with logical assignment of values to variables
- Day and date logic problems requiring forward and backward counting through the week

How to use this paper for revision

- Practise opposite word pairs by creating flashcards of common antonyms, paying special attention to words with multiple meanings where context determines the opposite (e.g. 'right' as direction versus correctness).
- For number sequences, write out the differences between consecutive terms to reveal hidden patterns, and look for alternating sequences where two separate progressions are interleaved.
- Build vocabulary systematically by grouping words into semantic fields (tools, emotions, movements) so odd-one-out questions become easier to spot at a glance.
- When tackling bracket problems, try each basic operation (add, subtract, multiply, divide) in turn, and remember that some questions may require two operations in sequence.
- Strengthen word analogy skills by analysing the precise relationship in the given pair before looking at the options, then seek an identical relationship type rather than thematic similarity.
- For letter sequences, always write out the alphabet if needed, and note your position by counting forward or backward rather than guessing, as one miscalculation ruins the answer.
- Time yourself strictly during practice to build speed, aiming to answer straightforward questions in 20 seconds and harder logic problems in 45 seconds, leaving time for review.

Common mistakes to avoid

- Choosing a word that is related but not truly opposite (e.g. selecting 'hot' and 'warm' instead of 'hot' and 'cold'), often because of surface similarity rather than precise antonym status.
- In number sequences, assuming a pattern continues when in fact it alternates or combines two operations, leading to errors on the final term.
- Picking only one odd word out instead of the required two, or choosing words that are unusual but still belong to the broader category.
- In bracket problems, applying operations in the wrong order or confusing which number is the result versus the inputs, particularly when division or subtraction is involved.
- Forcing a weak analogy because of partial similarity rather than an exact relationship match, such as choosing a word that shares a theme but not the structural pairing.
- Miscounting letter positions in the alphabet or confusing forward movement with backward movement, especially under time pressure when sequences involve reversals or reflections.

Exam technique

Start by skimming through the entire paper to identify question types and mark any that look particularly time-consuming, such as complex logic problems or long anagram transformations. Tackle the sections you find easiest first to build confidence and bank marks quickly, leaving trickier question types until you have momentum. If a question stumps you after 30 seconds, mark it and move on rather than haemorrhaging time on a single item.

For bracket problems and number sequences, always check your working by reversing the operation or extending the pattern one step further to confirm consistency. In word analogies and synonym tasks, eliminate obviously incorrect options first to narrow your choices, then compare the remaining candidates closely for exact meaning matches. Never leave a question blank; if time is running out, make an educated guess based on partial reasoning rather than random selection.

In the final five minutes, return to marked questions and attempt them with fresh eyes, but avoid second-guessing answers you were confident about earlier. Use any leftover seconds to double-check that you have transferred answers to the correct numbered spaces on the answer sheet, as misalignment is a common and costly error under exam pressure.

What to revise alongside this paper

Pupils should consolidate their understanding of **number patterns and sequences** by practising with sets that include square numbers, prime numbers, triangular numbers and geometric progressions (doubling, halving). Strengthening mental arithmetic, particularly multiplication tables up to 12 and division with remainders, will speed up bracket problem solving and letter-number substitution tasks.

Vocabulary development is essential: read widely across fiction and non-fiction to encounter words in varied contexts, and maintain a personal vocabulary journal where new words are recorded with definitions, antonyms and synonyms. Explore more advanced verbal reasoning topics such as **coded word problems**, where letters represent other letters in a consistent cipher, and **sylogistic reasoning**, which tests logical deduction from premises.

For further challenge, attempt comprehension-based verbal reasoning questions that combine reading passages with inference and vocabulary tasks, or try **CEM-style verbal reasoning** papers, which often integrate verbal skills into longer comprehension formats and require sustained concentration over extended texts.

Key terms

Antonym, Synonym, Analogy, Sequence, Pattern recognition, Odd one out, Letter code, Arithmetic operation, Fibonacci sequence, Substitution, Anagram, Semantic field, Transformation, Logic problem, Alphabetical order

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Paper 23 - Answers

1	Receive give	41	QW
2	Freeze thaw	42	UY
3	Commence end	43	ZU
4	Reward punish	44	Fiddle
5	Sorrow joy	45	Cold
6	Complex simplistic	46	Fly
7	Plummet soar	47	Heart
8	30	48	Post
9	63	49	just
10	256	50	plan
11	37	51	broke
12	29	52	Beams
13	39	53	trace
14	30	54	grip
15	19	55	runs
16	Learn know	56	past
17	Garden soil	57	able
18	Expand size	58	5
19	Above height	59	D
20	Catch drop	60	A
21	Reveal show	61	B
22	Spit grumble	62	C
23	11	63	E
24	39	64	D
25	62	65	D
26	3	66	Y
27	108	67	A
28	2	68	T
29	14	69	D
30	Arrow sword	70	E
31	Water sand	71	R
32	Outer kind	72	C
33	Cow kangaroo	73	Wednesday
34	Tree flower	74	Urgent important
35	Table sigh	75	Ally friend
36	Lines angles	76	Sound noise
37	MF	77	Link join
38	ZE	78	Disease illness
39	ZU	79	Build construct
40	AC	80	Oar paddle

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 23)

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 answer for each of the 80 questions in Test 23. Use it to award one mark per correct answer; do not award half marks. When a child gets a question wrong, note whether they left it blank (probably ran out of time or didn't understand the question type) or wrote a plausible but incorrect answer (suggests a misreading or calculation slip). Blank answers often point to gaps in technique; wrong answers usually reveal how a child is thinking. Consult the worked examples below for the trickiest questions.

If your child scores below 50, prioritise understanding question formats and building vocabulary before attempting another full paper. Between 50 and 65, focus on accuracy under time pressure and revisit any question types that caused repeated errors. Above 65 suggests strong foundations; challenge them with mixed-format papers or timed conditions to build exam confidence.

Mark the paper in pencil first, then discuss wrong answers together. Children learn far more from understanding why an answer is incorrect than from being told the right answer without explanation.

Score interpretation

This paper contains 80 questions across seven distinct formats: opposites (Q1–7), number sequences (Q8–14), word problems (Q15), odd-one-out (Q16–22), bracket puzzles (Q23–29), analogies (Q30–36), letter sequences (Q37–43), word meanings (Q44–50), code-word puzzles (Q51–57), alphabet logic (Q58), algebra with letters (Q59–65), letter-swap puzzles (Q66–72), day-of-the-week reasoning (Q73), and synonym pairs (Q74–80). The variety is deliberate: most 11+ verbal reasoning papers test breadth, not depth, in any one skill.

A score of 60 or above (75 per cent) indicates solid all-round reasoning and vocabulary. Between 48 and 60 (60–75 per cent) is typical for a well-prepared child and suggests readiness for past papers under timed conditions. Below 48 often reflects unfamiliarity with certain question types rather than lack of ability; targeted practice on the weakest sections will yield rapid gains.

Pay close attention to which sections caused the most errors. If your child struggles with Q1–7 and Q74–80 (opposites and synonyms), vocabulary breadth is the priority. If

sequences (Q8–14, Q37–43) are the weak spot, pattern recognition drills will help. If code-word and bracket puzzles (Q23–29, Q51–57) prove difficult, teach systematic working and encourage written notes in the margin.

Worked examples

Opposites and synonyms (Q1–7, Q44–50, Q74–80)

Vocabulary range is the decisive factor here. Children lose marks by selecting a word that is vaguely related rather than genuinely opposite (Q1–7) or by choosing a near-synonym instead of the closest match (Q74–80). Q44–50 reward recognising that a single word can satisfy two distinct meanings (for example, 'post' as both a noun meaning mail and a noun meaning pillar). Encourage children to test each candidate word in both bracketed phrases before committing.

Q1 : Receive give

The question asks for the most opposite pair. 'Receive' and 'give' are **direct antonyms** in the context of transfer: one person receives what another gives. 'Reception' and 'triumph' are nouns but neither forms a clear opposite with any word in the other line.

Q6 : Complex simplistic

'Complex' means intricate or multi-layered; 'simplistic' means overly simple or reductive. They are **conceptual opposites**. 'Lonely' and 'pensive' (thoughtful) do not pair with any word in the bottom line to form a strong antonym. The trap is 'intricate', which is a synonym of 'complex', not an opposite.

Q48 : Post

Both meanings must fit. A post can be a stump or pillar (a wooden post in the ground) and also a letter or parcel sent by mail. 'Stump' alone does not satisfy 'letter mail', and 'pillar' is not commonly used to mean correspondence.

Q77 : Link join

Both mean to connect or bring together. 'Load' and 'choice' do not share meaning with any word in the bottom line. The distractor 'follow' is semantically distant from 'link'; children sometimes choose it because both can involve one thing coming after another, but the core meaning differs.

Number and letter sequences (Q8–14, Q37–43)

Write down the differences between consecutive terms. In Q8–14, look for addition, subtraction, doubling, or Fibonacci-style patterns (each term is the sum of the previous two). In Q37–43, count alphabet steps carefully; errors often arise when children count the starting letter as position one instead of position zero. Use scratch paper to map letter-to-number conversions: A=1, B=2, and so forth.

Q12 : 29

This is a **Fibonacci-style sequence**: each term is the sum of the two preceding terms. 2, 1, 3 (2+1), 4 (1+3), 7 (3+4), 11 (4+7), 18 (7+11), and therefore 29 (11+18). Many children spot the pattern after the first few terms but make an arithmetic slip under time pressure.

Q14 : 30

The sequence alternates between two separate progressions. Starting at 45: subtract 12 to get 33, subtract 12 again (from 40) to get 28, subtract 12 again (from 35) to get 23. The other strand starts at 33: add 7 to get 40, add 7 to get 35 (wait, that does not work). Re-examine: 45, 33 (–12), 40 (this is a new strand), 28 (–12 from 40), 35 (midpoint), 23 (–12 from 35). The next term follows the subtract-12 pattern from 40 → 28 → **30 is not part of the subtract-12 strand**. Correct pattern: two interwoven sequences, one descending by 12 (45→33→...), one descending by 5 (40→35→30). Answer is 30.

Q42 : UY

HD to LF: H is position 8, D is position 4; L is position 12 (+4 from H), F is position 6 (+2 from D). Apply the same shifts to QW: Q is position 17, W is position 23. Add 4 to Q → U (position 21), add 2 to W → Y (position 25). **Systematic counting** prevents off-by-one errors.

Bracket and code-word puzzles (Q23–29, Q51–57)

In Q23–29, **test common operations** in order: difference, sum, product, or a combination (for example, sum of outer numbers divided by two). In Q51–57, identify which letters from the words outside the brackets combine to form the word inside, then apply the same rule to the incomplete analogy. Children often lose marks by guessing rather than writing out possible letter combinations on scrap paper.

Q25 : 62

Look at 4 (32) 12: the middle number 32 is not $4 + 12$ (16) or 4×12 (48). Try $4 \times (12 - 4) = 4 \times 8 = 32$. Check with 17 (66) 16: $17 \times (16 - 17)$ would be negative, so try a different operation. Try $(4 + 12) \times 2 = 32$. Check: $(17 + 16) \times 2 = 66$. Confirmed. Therefore $(24 + 7) \times 2 = \mathbf{62}$.

Q54 : Grip

In 'miss (slim) lame', the letters S, L, I, M are taken from 'miss' and 'lame' and rearranged to spell 'slim'. For 'pigs (????) raps', combine letters from 'pigs' and 'raps'. The answer 'grip' uses G, R, I, P — all present in the two outer words. **Check every letter** appears in the source words.

Analogies (Q30–36)

Identify the relationship between the first pair, then apply it to the second. Common relationships: category (calf is to cow as joey is to kangaroo), function (archer uses an arrow, fencer uses a sword), or composition (ice is made from water, glass is made from sand). The third word in each set of brackets is often a distractor that shares a surface association but not the logical relationship.

Q33 : Cow kangaroo

A calf is the young of a cow; a joey is the young of a kangaroo. 'Leg' and 'horse' are distractors: a calf can refer to part of a leg, but that does not pair logically with 'joey'. The relationship is **offspring to parent**.

Q35 : Medicine vision

A tablet is a form of medicine (not a piece of furniture, despite the similar spelling of 'table'); sight is another word for vision. 'Eyes' is a distractor because sight requires eyes, but the analogy demands a synonym, not a body part. Both answers must be **synonyms or alternative terms** for the first word in each pair.

Letter algebra (Q59–65)

Substitute the given values into the expression and follow the order of operations: brackets, exponents (none here), division and multiplication (left to right), then addition and subtraction (left to right). **Write each step** rather than doing it mentally; marks are lost to arithmetic slips, not misunderstanding. Remember that the answer is given as a letter, so you must match your calculated number to the key.

Q61 : B

Given $A = 8$, $B = 45$, $C = 19$, $D = 17$, $E = 2$. The expression is $D \times E + C - A$. Follow order of operations: $17 \times 2 = 34$, then $34 + 19 = 53$, then $53 - 8 = 45$. Look up 45 in the key: **B = 45**.

Q64 : D

Given $A = 4$, $B = 11$, $C = 39$, $D = 49$, $E = 2$. The expression is $B \times A \times E - C$. Multiply left to right: $11 \times 4 = 44$, then $44 \times 2 = 88$, then subtract 39: $88 - 39 = 49$. Match to the key: **D = 49**.

Logic and word manipulation (Q15, Q58, Q66–73)

These questions test careful reading and systematic reasoning. In Q66–72, **remove one letter from the left word** so that what remains is still a valid word, then add that letter to the right word to form a new valid word. In Q73, draw a simple timeline: mark 'today', count backwards to find which day was 'the day before yesterday', then count forwards. Write it down rather than doing it in your head.

Q15 : 19

Amy has 8. Adam has half of Amy's amount, so Adam has 4. Oliver has twice Amy's amount, so Oliver has 16. Joe has 3 more than Oliver, so Joe has $16 + 3 = 19$. Work through the relationships one step at a time to avoid errors.

Q73 : Wednesday

If the day before yesterday was Thursday, then yesterday was Friday and today is Saturday. In four days it will be **Wednesday**. A timeline makes this foolproof: Thu (-2), Fri (-1), Sat (today), Sun (+1), Mon (+2), Tue (+3), Wed (+4).

Q70 : E

Remove one letter from 'least' to leave a word, and add it to 'tap'. Take away the E: 'last' is a word, and 'tap' + E = 'tape'. Both are valid words, so **E** is the answer.

Next steps

Record which question types caused the most difficulty, then practise those formats in isolation before attempting another full paper. If sequences (Q8–14, Q37–43) were weak, dedicate ten minutes per day to pattern-spotting drills using online resources or

a Bond/CGP workbook. If vocabulary (Q1–7, Q44–50, Q74–80) was the issue, read widely and keep a notebook of new words with definitions and example sentences; passive exposure is not enough at this level.

If your child scored above 65, move to mixed-format papers under timed conditions (50 minutes for 80 questions mirrors real exam pressure). If the score was below 50, slow down: accuracy matters far more than speed at this stage. Retake this paper in a fortnight without looking at the answers in between; improvement will show whether the gaps were knowledge-based or simply unfamiliarity with the format. Review the worked examples above for every question your child got wrong, and ask them to explain the reasoning in their own words; teaching is the strongest form of learning.

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