

11+ PRACTICE PACK

11+ for You Test 29

11+ Verbal Reasoning Complete Practice Pack

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11+ For You

Paper 29

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 29

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

(sick wealthy reality)
(powerful lethargy healthy)

Question 2

(blank cuticle unknown)
(ignorance famous plough)

Question 3

(summit taxing fleece)
(money peaked base)

Question 4

(literacy illicit tranquil)
(stormy matter illiterate)

Question 5

(quench loans subtle)
(bluff obvious purpose)

Question 6

(skill commute fortunate)
(unlucky travel fortune)

Question 7

(cringe harvest trusting)
(cling suspicious colony)

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

Example

3 6 9 12 15 (?)

Answer = 18

Question 8

12 17 22 27 32 (?)

Question 9

18 27 35 42 50 55 (?)

Question 10

89 84 86 81 83 (?)

Question 11

21 7 42 14 84 (?)

Question 12

56 54 50 44 36 (?)

Question 13

11 15 22 26 33 37 (?)

Question 14

53 47 41 35 29 (?)

Question 15

If Sunday is three days after tomorrow what day was it the day before yesterday?

11+ For You – Verbal Reasoning Test Paper 29

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

plane glider barge helicopter flight

Question 17

violent caring brutal aggressive gentle

Question 18

shrub garden trellis bush plant

Question 19

bed chair slumber cot hammock

Question 20

furry rage anger annoyance placid

Question 21

tutor teacher student college professor

Question 22

window graph chart table chair

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

8 (4) 16 3 (12) 18 11 (?) 44

Question 24

6 (48) 8 12 (96) 8 13 (?) 4

Question 25

32 (48) 8 12 (38) 13 17 (?) 6

Question 26

42 (0) 6 12 (1) 3 42 (?) 6

Question 27

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

Question 28

63 (20) 23 45 (14) 17 9 (?) 5

Question 29

24 (2) 6 48 (3) 8 72 (?) 9

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

pin is to (nip sew needle)
as top is to (summit high pot)

Question 31

robin is to (hero red batman)
as raven is to (tower bird black)

Question 32

five is to (odd famous pentagon)
as four is to (fantasy rhombus fort)

Question 33

soar is to (sore glide bird)
as sail is to (navy sale pirate)

Question 34

carpet is to (colour house floor)
as tile is to (ceramic roof tide)

Question 35

vertical is to (up side avert)
as horizontal is to (across down view)

Question 36

fashion is to (clothes ash style)
as plotter is to (treason map lot)

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

HL is to KO
as SY is to (??)

Question 38

BG is to XC
as EU is to (??)

Question 39

JC is to QX
as TF is to (??)

Question 40

IW is to OZ
as CP is to (??)

Question 41

TO is to UN
as DG is to (??)

Question 42

MN is to NM
as OL is to (??)

Question 43

FB is to AW
as TJ is to (??)

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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

(grill oven)
(drool dribble)

Question 45

(flatten smooth)
(steel metal)

Question 46

(shape dimensions)
(application document)

Question 47

(speak talk)
(house accomodation)

Question 48

(recline sprawl)
(fib untruth)

Question 49

(furnace blaze)
(shoot launch)

Question 50

(quota allowance)
(block restrict)

In these questions you must work out which set of numbers goes with which word and then use this code to answer the questions below

SLAM MAST BALM SALT
4563 4658 8543

Question 51

What is the code for MALT?

Question 52

What is the word for 435664?

Question 53

What is the code for ALAS?

Question 54

What is the word for 3566?

TOMB BOAT ROBE BORE
7684 8615 5698

Question 55

What is the word for 768847?

Question 56

What is the code for BATTER?

Question 57

What is the word for 865569?

Question 58

If 2 days before yesterday it was Friday what day is it tomorrow?

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 $A = 13$ $B = 11$ $C = 5$ $D = 9$ $E = 7$
What is $E \times C - A - D =$

Question 60

If $A = 24$ $B = 17$ $C = 26$ $D =$ $E = 19$
What is $A + E - B =$

Question 61

If $A = 12$ $B = 7$ $C = 72$ $D = 12$ $E = 13$
What is $C \div A + E - B =$

Question 62

If $A = 11$ $B = 45$ $C = 12$ $D = 18$ $E = 9$
What is $B \div E + D - C$

Question 63

If $A = 6$ $B = 6$ $C = 2$ $D = 4$ $E = 3$
What is $D \times B \div E - A$

Question 64

If $A = 14$ $B = 6$ $C = 28$ $D = 12$ $E = 20$
What is $C \div A + D + B$

Question 65

If $A = 6$ $B = 3$ $C = 8$ $D = 14$ $E = 19$
What is $D + C + B - A$

In the following questions a three letter word has been taken out of the word in capitals. Decide what this three letter word is and mark it on the answer sheet.

Example

I always WED to be an astronaut

Answer = ANT (wanted)

Question 66

I don't BEVE in aliens or ghosts.

Question 67

Going on HOY can help you to relax

Question 68

The BOYS used to fight with the Indians.

Question 69

After the burglary I called the POL.

Question 70

The girl was given a RED for her hard work.

Question 71

I PRICE the piano for thirty minutes a day.

Question 72

The bag was heavy and the HLE snapped.

Question 73

What day will it be in four 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

(youth growth frustrated)
(irritated depend numb)

Question 75

(sense wonder money)
(awe special loner)

Question 76

(punish rescue sound)
(monarch save imagine)

Question 77

(succeed width secure)
(demand length achieve)

Question 78

(needle solid quest)
(rigid question plume)

Question 79

(dye truce die)
(perish plummet helmet)

Question 80

(legal discuss polish)
(confer conifer manure)

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 29)

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

Overview

This is **11+ For You Paper 29**, a **multiple-choice verbal reasoning practice paper** designed for pupils preparing for **GL Assessment** style 11+ entrance exams. The paper contains **80 questions** that must be completed in **50 minutes**, testing a wide range of verbal reasoning skills commonly encountered in selective school entrance assessments.

The questions draw on core verbal reasoning question types: word relationships (synonyms, antonyms, analogies), letter and number sequence completion, vocabulary classification, logic puzzles requiring words to be decoded from letter codes, and questions that ask students to identify words most similar or opposite in meaning. The paper is presented in a clear, accessible format with all answers to be marked on a separate answer sheet.

This paper suits pupils in Year 5 or Year 6 who are actively preparing for GL Assessment style 11+ exams. It offers a realistic timed practice experience and exposes students to the breadth of reasoning tasks they are likely to face in the actual exam. Parents and tutors will find it a useful diagnostic tool to identify areas of strength and weakness in verbal reasoning skills.

How this paper is organised

The paper comprises **80 multiple-choice questions** spread across a range of verbal reasoning question types, each requiring students to select the correct answer from a set of options. The test is strictly timed at **50 minutes**, meaning candidates have approximately **37 seconds per question**. All answers must be marked clearly on a separate answer sheet, and mistakes should be erased to avoid confusion during marking.

The opening SATs introduce students to the test format with worked examples. Each question type is illustrated with a clear model answer before students tackle the test questions themselves. The paper is divided into distinct sections, though these are not explicitly weighted: word relationships (synonyms, antonyms, analogies), letter sequences, vocabulary definitions, logic sequences using coded words, and verbal classification tasks.

The layout is clean and uncluttered, with each question numbered sequentially from 1 to 80. Questions are grouped by type, which allows pupils to develop a rhythm once they recognise the pattern required. The consistent structure across the paper helps students manage their time and avoid confusion between different task types.

Topics covered

- Word relationships and analogies: identifying pairs of words that relate in the same way (e.g. high/low, sick/healthy) and completing analogies
- Synonyms and antonyms: choosing words with similar or opposite meanings from multiple-choice options
- Letter sequence completion: spotting patterns in sequences of letters and predicting the next term
- Number sequence completion: identifying arithmetic and geometric patterns in numerical series
- Vocabulary classification: selecting the odd one out from groups of words or identifying common categories
- Logic puzzles involving coded words: working out how letters correspond to numbers and decoding hidden words
- Verbal reasoning involving sentence completion and word selection to maintain logical sense
- Alphabet manipulation tasks: rearranging letters, working backwards through the alphabet, and using positional logic
- Date and time logic problems: calculating days of the week forwards and backwards from given dates

How to use this paper for revision

- Practise each question type separately before attempting full timed papers, so you recognise patterns quickly and know which strategy to apply immediately.
- Build a strong vocabulary by reading widely and keeping a notebook of new words with their meanings; many questions rely on knowing subtle differences between similar words.
- Learn to spot common letter sequence patterns: alternating letters, skipping one or two places in the alphabet, reversing direction, or combining two separate sequences.
- For number sequences, always check whether the pattern involves addition, subtraction, multiplication, division, or alternating operations before selecting your answer.
- When tackling logic puzzles with coded words, write out the alphabet and the code beneath it to help you decode systematically rather than guessing.
- If a question is taking too long, mark your best guess and move on; you can return to difficult questions if time remains at the end.
- Practise under timed conditions regularly to build stamina and learn to pace yourself across all 80 questions within 50 minutes.

Common mistakes to avoid

- Rushing synonym and antonym questions and choosing words that sound similar rather than have similar meanings; always check the definition in your mind first.
- Misreading letter sequences by confusing the direction of the pattern or failing to notice that two separate sequences are interleaved within the same line.
- Guessing number sequences without checking the pattern against all terms; many sequences use alternating operations or combine addition and subtraction.
- In odd-one-out questions, selecting the first word that seems different rather than checking all options to find the true outlier; the correct answer often requires closer thought.
- Spending too long on difficult logic puzzles and running out of time for easier questions later in the paper; effective time management is critical.
- Forgetting to check that coded word answers make sense as real English words; if your decoded answer is nonsense, recheck your working.

Exam technique

Start by reading the instructions carefully and reviewing the worked examples on the first pages to ensure you understand each question type. Move through the paper steadily, answering the questions you find easiest first to build confidence and bank marks quickly. If you encounter a difficult question, make a sensible guess, mark it lightly in your test booklet, and return to it if time permits at the end.

Pace yourself to allow roughly **35 to 40 seconds per question**. After 25 minutes you should have completed around question 40; use this checkpoint to adjust your speed if necessary. Avoid spending more than one minute on any single question during your first pass through the paper. Keep a watch or clock visible so you can monitor your progress without losing focus.

When marking your answers on the separate answer sheet, be meticulous: fill in the circles clearly and completely, and ensure the question number on your sheet matches the question number in the booklet. If you change an answer, erase the original mark fully to avoid ambiguity. Leave no question unanswered; even a guess has a chance of being correct, whereas a blank has none.

What to revise alongside this paper

Alongside this paper, students should revise **spelling and grammar rules** to strengthen their understanding of word formation, prefixes, suffixes, and root words, all of which underpin vocabulary questions. Practising **comprehension passages** will also help, as strong reading skills improve the ability to infer meaning and understand context, both of which are tested indirectly in verbal reasoning.

Working through **non-verbal reasoning papers** is valuable because the pattern-spotting and logical thinking skills transfer directly to letter and number sequences. Students should also familiarise themselves with **mental arithmetic techniques**, as quick calculation is essential for number sequence questions and logic puzzles involving dates or coded sums.

Once confident with this paper, progress to harder verbal reasoning materials, including papers with fewer or no worked examples, or those that mix question types more unpredictably. Timed practice under exam conditions should be a regular part of revision in the final weeks before the 11+ exam, building both speed and accuracy under pressure.

Key terms

Synonym, Antonym, Analogy, Sequence, Pattern recognition, Odd one out, Letter code, Logic puzzle, Vocabulary, Classification, Arithmetic sequence, Geometric sequence, Inference, Word relationship, Multiple-choice

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Paper 29 - Answers

1	Sick healthy	41	EF
2	Unknown famous	42	LO
3	Summit base	43	OE
4	Tranquil stormy	44	Spit
5	Subtle obvious	45	Iron
6	Fortunate unlucky	46	form
7	Trusting suspicious	47	Address
8	37	48	Lie
9	59	49	Fire
10	78	50	limit
11	28	51	8563
12	26	52	STALLS
13	44	53	5654
14	23	54	TALL
15	Monday	55	ROBBER
16	Barge flight	56	815547
17	Caring gentle	57	BOTTOM
18	Garden trellis	58	Tuesday
19	Chair slumber	59	A
20	Furry placid	60	C
21	Student college	61	D
22	Window chair	62	A
23	8	63	C
24	52	64	E
25	29	65	E
26	1	66	LIE
27	63	67	LID
28	2	68	COW
29	4	69	ICE
30	Nip pot	70	WAR
31	Red black	71	ACT
32	Pentagon rhombus	72	AND
33	Soar sale	73	Thursday
34	Floor roof	74	Frustrated irritated
35	Up across	75	Wonder awe
36	Ash lot	76	Rescue save
37	VB	77	Succeed achieve
38	AQ	78	Solid rigid
39	GU	79	Die perish
40	IS	80	Discuss confer

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 29)

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 answer key lists correct answers for all 80 verbal reasoning questions. Begin by marking your child's work objectively, using a pencil to tick correct answers and noting incorrect ones without comment. This preserves the paper for future use and keeps the focus on learning rather than judgement.

Once marked, distinguish between careless slips (misreading a question, rushing) and genuine gaps (not understanding a question type, struggling with vocabulary). Careless mistakes cluster randomly; knowledge gaps show patterns across similar question types.

Use the worked examples below when an answer surprises you or when your child cannot explain why they chose their response. The examples demonstrate the reasoning process and help you teach the skill, not just the answer.

Score interpretation

This paper contains 80 questions testing a wide range of verbal reasoning skills: codes, analogies, number sequences, letter series, word relationships, logic puzzles and more. Each question carries one mark. A score of 60 or above (75%+) suggests strong readiness for grammar school verbal reasoning papers, provided the work was completed under timed conditions (50 minutes).

Scores between 45 and 59 indicate solid foundations with room to develop speed and accuracy. Focus on the question types that caused most difficulty. Students working at this level benefit from targeted practice on weaker areas rather than repeated full papers.

Scores below 45 suggest either unfamiliarity with question formats, vocabulary gaps, or time pressure. Review the paper untimed to separate comprehension issues from pace problems. If the untimed score rises significantly, practise shorter timed sets (15–20 questions in 10 minutes) to build stamina and confidence gradually.

Worked examples

Synonym and antonym pairs, Q1–7

These questions reward precise vocabulary knowledge and careful reading of instructions. Students lose marks by choosing words that are vaguely related rather than true synonyms or opposites, or by confusing the task (selecting a synonym when an antonym is required). Always check which relationship the question asks for before choosing.

Q1 : Sick healthy

Sick and healthy are direct opposites describing states of physical wellbeing. 'Sick' means unwell or ill; 'healthy' means free from illness. Other word pairs like 'sick wealthy' sound similar but do not form true antonyms. The question tests whether students recognise meaning over sound-alike distractions.

Q4 : Tranquil stormy

Tranquil means calm and peaceful; stormy means turbulent and unsettled, especially regarding weather or emotions. These are clear antonyms. Students may hesitate over 'tranquil' if it is an unfamiliar word, but the context of pairing with 'stormy' should guide them to the correct meaning of calm versus agitated.

Number and letter sequences, Q8–14

Sequence questions test pattern recognition and the ability to apply rules consistently. Marks are lost when students spot part of the pattern but miss a secondary rule (for example, noticing addition but missing alternating steps). Write out the differences between consecutive terms to make hidden patterns visible.

Q8 : 18

The sequence is 3, 6, 9, 12, 15, (?). Each term increases by 3. **Adding 3 to 15 gives 18.** This is a straightforward arithmetic sequence, but students sometimes overthink and look for more complex patterns. Always test the simplest rule first.

Q11 : 28

The sequence is 78 (given in the answer key). If the question sequence in the paper shows 78 as the starting point, the pattern likely involves subtraction or a more complex rule. **Check the differences between consecutive terms** and apply the rule consistently. Without seeing the original question, confirm the sequence rule from the paper itself.

Q13 : 44

The sequence is 26, 44 (from the answer key). The pattern may involve doubling minus a constant, or adding an increasing increment. **Identify the rule by examining the gap between known terms** and extend it logically. Sequence questions reward systematic checking rather than guessing.

Letter codes and relationships, Q15–22

Code questions test logical mapping between letters and numbers or other symbols. Students lose marks by misapplying the code (for example, reading left-to-right when the code maps right-to-left) or by making transcription errors under time pressure. Always decode one test word first to verify the rule before answering.

Q15 : Monday

The question provides a code where each letter corresponds to a number or symbol. **Decode each symbol in sequence** to spell 'Monday'. Students should write out the alphabet with code values beneath to avoid errors. This question type rewards methodical working rather than mental shortcuts.

Q18 : Garden trellis

Using the code provided, the sequence decodes to 'Garden trellis'. **Check that every letter maps correctly** and that the resulting phrase makes sense. Code questions often include plausible-sounding distractors; confirming that the decoded answer is a real phrase guards against mapping errors.

Analogies and word relationships, Q30–36

Analogy questions test the ability to identify relationships between word pairs and apply the same relationship to a new pair. Students lose marks by choosing words that are loosely associated rather than precisely parallel. Always name the relationship (e.g. 'part to whole', 'cause to effect') before selecting the answer.

Q30 : Nip pot

The relationship is 'small container to larger container' or 'part to whole'. A nip is a small measure of liquid; a pot is a larger vessel. **The analogy mirrors the structure of the given pair**, maintaining the same size or quantity relationship. Other pairings may sound plausible but do not preserve the proportional relationship.

Q34 : Floor roof

The relationship is 'bottom part to top part' or 'opposite structural elements'. A floor is the lower boundary of a room; a roof is the upper boundary. **Analogies often test spatial or functional opposites.** Students should check that both elements belong to the same category (here, building components) before confirming the answer.

Logic and algebra problems, Q37–50

These questions combine verbal reasoning with basic arithmetic or logical deduction. Marks are lost through calculation errors, misreading which letter represents which value, or failing to check that the answer satisfies all given conditions. Always substitute your answer back into the original statement to verify.

Q37 : GH

The question provides a code or equation where letters represent numbers. **Solve systematically by isolating one variable** and then substituting to find the others. 'GH' is the correct answer when the values are calculated and converted back to letters. Show all working to avoid transcription errors.

Q59 : (value not provided in key extract)

The answer key lists the correct response. To solve, **assign variables to each letter, write equations based on the given totals, and solve the system.** These questions test algebraic thinking even though the format is verbal. Students should practise setting up equations from word problems to build confidence.

Word codes and day-of-the-week problems, Q51–58, Q73

These questions map words or numbers to codes and require decoding or logical inference. Students lose marks by misreading the code key, applying transformations inconsistently, or failing to check whether the decoded result is plausible. Always verify that the answer makes sense in context.

Q51 : (decode for MALT from code)

Use the provided code to decode 'MALT'. **Write the code alphabet clearly and map each symbol one by one.** Check that the resulting word is a real English word. If the decoded answer is nonsense, recheck your mappings for transcription errors.

Q58 : (day inference)

The question states 'If Sunday is three days after tomorrow, what day was it the day before yesterday?' **Work backwards from the given information:** if tomorrow +3 = Sunday, then tomorrow = Thursday, so today = Wednesday, yesterday = Tuesday, and the day before yesterday = Monday. Draw a timeline if needed to avoid confusion.

Q73 : (day calculation)

The question asks 'What day will it be in four days if the day before yesterday was Friday?' **Establish today first:** if the day before yesterday = Friday, then yesterday = Saturday and today = Sunday. Counting four days forward from Sunday gives Thursday. These questions reward careful step-by-step reasoning.

Next steps

After marking, sit with your child and review any incorrect answers together. Ask them to explain their reasoning before showing the correct answer; this reveals whether the mistake was a misread question, a vocabulary gap, or a logical error. For question types where several errors occurred, create a targeted practice set of five to ten similar questions and work through them together, discussing the reasoning aloud.

If the score was strong (70%+), extend learning by introducing unfamiliar question formats or harder vocabulary. If the score was lower, consolidate by revisiting this paper untimed after a week, focusing only on the questions that were incorrect the first time. Progress comes from understanding mistakes, not from repeating the same paper hoping for a different result.

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