

11+ PRACTICE PACK

11+ for You Test 30

11+ Verbal Reasoning Complete Practice Pack

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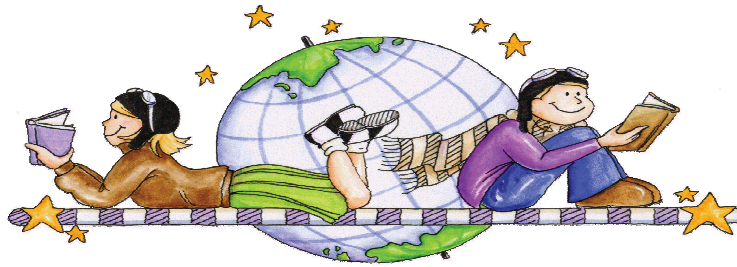
02 Answers

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

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

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11+ For You

Paper 30

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 30

In these questions you must choose one word from the top line and one word from the bottom line that can go together to make a new word.

Example

(stand leg flip)
(boy bye by)

Answer = standby

Question 1

(sub guard slain)
(top hunt marine)

Question 2

(flower sun dish)
(cloth side lean)

Question 3

(limit fun bring)
(out trust less)

Question 4

(my tone car)
(king nation shelf)

Question 5

(pull down ever)
(over put jump)

Question 6

(sound life bar)
(man pear bed)

Question 7

(whole try eat)
(thing some crow)

In these questions you must complete the equation with the correct number.

Example

$$4 + 2 + 3 = 3 \times 2 + (?)$$

Answer = 3

Question 8

$$16 \times 2 + 14 = 8 \times 3 + (?)$$

Question 9

$$29 - 17 - 6 = 63 \div 9 \times 2 - (?)$$

Question 10

$$77 - 31 - 12 = 12 \times 5 - 28 + (?)$$

Question 11

$$94 \div 2 + 19 = 8 \times 3 + 23 + (?)$$

Question 12

$$11 \times 7 + 13 = 4 \times 5 \times 2 + (?)$$

Question 13

$$6 \times 7 - 13 = 7 \times 3 + 14 - (?)$$

Question 14

$$88 \div 22 + 14 - 3 = 3 \times 5 + 9 - 2 - (?)$$

Question 15

Oliver has 13 marbles and this is 5 more than Chris who has 3 more than Amy. Amy has half the number that Adam has, who has 7 less than Mike. How many does Mike have?

11+ For You – Verbal Reasoning Test Paper 30

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

merengue tango drink dance salsa

Question 17

glazier carpenter joiner timber tools

Question 18

beetle snake cockroach spider slug

Question 19

triangle rhombus cube sphere pyramid

Question 20

sleet blizzard gale weather humid

Question 21

separate together untied joined united

Question 22

engine wings beak feathers pillow

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

12 (60) 5 8 (32) 4 13 (?) 2

Question 24

26 (13) 13 49 (31) 18 27 (?) 22

Question 25

2 (12) 8 9 (9) 27 12 (?) 48

Question 26

40 (18) 4 22 (9) 4 28 (?) 6

Question 27

13 (39) 13 9 (35) 17 19 (?) 4

Question 28

27 (12) 15 83 (71) 12 99 (?) 15

Question 29

71 (79) 4 27 (45) 9 67 (?) 7

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

sequence is to (numbers pattern plan)
as error is to (correct fail mistake)

Question 31

soil is to (earth garden spoil)
as lunge is to (plunge stab lung)

Question 32

final is to (first place last)
as find is to (treasure discover hope)

Question 33

minority is to (vote least main)
as majority is to (most moat army)

Question 34

fox is to (den tail fantastic)
as rabbit is to (carrot warren bit)

Question 35

glazier is to (ice glass garden)
as tailor is to (wood cloth food)

Question 36

mug is to (cup coffee gum)
as taps is to (water spat bath)

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

QZ is to TW
as CA is to (??)

Question 38

FG is to BK
as NU is to (??)

Question 39

SX is to HC
as JK is to (??)

Question 40

DG is to WZ
as RO is to (??)

Question 41

TE is to QK
as NL is to (??)

Question 42

ZB is to XD
as XD is to (??)

Question 43

RV is to WX
as BL is to (??)

In these questions you must choose one word from the top brackets and one word from the bottom brackets that are the most similar in meaning.

Example

(argue fling motor)
(decide jewel disagree)

Answer = argue disagree

Question 44

(instant mould drench)
(coffee hinder immediate)

Question 45

(ashamed pride convert)
(embarrassed master control)

Question 46

(lash lost least)
(conceal missing further)

Question 47

(moist grim shine)
(glum glow glob)

Question 48

(origin flutter loathe)
(river bird source)

Question 49

(enquire clear power)
(translucent load extent)

Question 50

(rugged jogged sagged)
(welded jagged pegged)

In the following questions you must add a letter between the words that will end the first word and begin the second word.

Example

fro (?) asp
pi (?) allant

Answer = g

Question 51

sham (?) lect
vot (?) ntrust

Question 52

shamroc (?) night
lin (?) ingdom

Question 53

flow (?) ought
tur (?) ibble

Question 54

stamped (?) tch
perspir (?) nvy

Question 55

followe (?) oast
cha (?) ude

Question 56

cre (?) aste
fla (?) hich

Question 57

subtl (?) dged
hu (?) xtent

Question 58

If two days before yesterday it was Thursday what day is it the day after 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 $A = 24$ $B = 8$ $C = 12$ $D = 7$ $E = 20$
What is $B \times D - A - C$?

Question 60

If $A = 28$ $B = 2$ $C = 14$ $D = 42$ $E = 44$
What is $A \times B - C$?

Question 61

If $A = 2$ $B = 4$ $C = 12$ $D = 8$ $E = 88$
What is $C \times B \times A - D$?

Question 62

If $A = 47$ $B = 19$ $C = 17$ $D = 42$ $E = 11$
What is $E + C + B$?

Question 63

If $A = 21$ $B = 10$ $C = 3$ $D = 6$ $E = 2$
What is $A \times E / D + C$?

Question 64

If $A = 4$ $B = 3$ $C = 6$ $D = 9$ $E = 12$
What is $D \times A / B - C$?

Question 65

If $A = 2$ $B = 1$ $C = 4$ $D = 0$ $E = 17$
What is $E \times C \times A \times D$

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

If you STGLE in quicksand you will sink.

Question 67

The teacher SCED the naughty children.

Question 68

Dennis the MEN is a famous comic character.

Question 69

The PRFUL man lifted the heavy weight.

Question 70

A CADRAL a place where you can pray.

Question 71

A PENON has more sides than a rhombus.

Question 72

I want to MAN a football club.

Question 73

What day was it three days ago if the day after tomorrow is Sunday?

In these questions you must find a four letter word hidden between two words.

Example

They especially like to eat candy.

Answer = They especially (eyes)

Question 74

He couldn't believe the sudden trouble.

Question 75

Have you ever been to Japan?

Question 76

Recently our dog has been poorly.

Question 77

Standing in the cold was horrible.

Question 78

Are you coming early or late?

Question 79

Forgive me and I will help.

Question 80

Copying people's hard work is pathetic.

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 30)

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 30**, a practice verbal reasoning paper designed for students preparing for **GL Assessment 11+ entrance exams**. The paper contains **80 multiple-choice questions** and must be completed in **50 minutes**, mirroring the time pressure of real 11+ exams.

The test covers a wide range of classic verbal reasoning question types, including word relationships (analogies such as 'man is to woman, human boy' and 'boy bye by'), letter sequences and patterns, code breaking exercises where letters represent other letters, number sequences, mathematical word problems requiring logical deduction, and alphabet logic puzzles. All answers are recorded on a separate answer sheet, as is standard in GL Assessment format.

This paper is suitable for students in Year 5 or Year 6 who are working towards selective school entry at 11+. It provides authentic practice under timed conditions and helps students become familiar with the question styles and pacing required for GL verbal reasoning papers. The mix of question types requires quick thinking, pattern recognition, and strong vocabulary alongside numerical logic.

How this paper is organised

The paper is divided into distinct sections, each testing a different verbal reasoning skill. Questions 1 to 7 focus on identifying word relationships, where students must choose one word from two pairs that completes an analogy (e.g. 'stand leg flip' or 'boy bye by'). Questions 8 to 15 are presented as alphabet and arithmetic sequences using letters and numbers combined, requiring students to find missing values or complete patterns.

Questions 16 to 29 test vocabulary and word relationships further, asking students to choose two words from a set that complete a pairing or identify odd words out.

Questions 30 to 58 move into sentence completion and code breaking, where students must work out which word fits logically or decode letter substitutions. The remaining questions (59 to 80) involve letter sequences, mathematical word problems expressed verbally, and more complex logical puzzles using initials and abbreviations.

All **80 questions** carry equal weight, and students must pace themselves carefully to complete the paper in the allocated **50 minutes**. This averages just over 37 seconds per question, leaving little time for lengthy deliberation.

Topics covered

- Word analogies requiring identification of semantic relationships (e.g. man to woman, boy to girl) from mixed word sets
- Letter and number sequences with substitution patterns, including operations such as addition and subtraction across alphabet positions
- Code breaking questions where each letter represents another, requiring decryption of words or phrases
- Vocabulary tasks involving synonyms, antonyms, and odd-one-out identification from lists of related words
- Mathematical word problems presented verbally, requiring translation into arithmetic operations and logical deduction to find missing values
- Alphabet logic puzzles using initials and abbreviations (e.g. 'AB is to CD as EF is to (?)')
- Sentence completion requiring selection of words that fit both grammatically and contextually
- Pattern recognition in mixed letter and number grids, identifying sequences and applying rules consistently
- Verbal comprehension of relationships between objects, actions, and attributes across different question formats

How to use this paper for revision

- Practise alphabet arithmetic regularly: know instantly that E + 3 = H, or that subtracting 2 from M gives K. Familiarity with letter positions saves precious seconds.
- For word relationship questions, identify the type of link first (synonym, antonym, part-to-whole, person-to-action) before scanning the options.
- In code breaking questions, work backwards from known letter patterns in common words like 'the' or 'and' to crack the substitution cipher quickly.
- Time yourself strictly during practice. Set a countdown timer for 50 minutes and move on from any question you cannot answer within 40 seconds.
- Keep a vocabulary notebook of unfamiliar words encountered in practice papers. Many 11+ verbal reasoning papers recycle similar vocabulary.
- For mathematical word problems, underline key numbers and operations as you read the question to avoid losing track of the logic.
- Use elimination in multiple-choice questions: cross out answers that are clearly wrong first, then decide between the remaining options to improve your odds.

Common mistakes to avoid

- Spending too long on difficult questions early in the paper, leaving insufficient time for easier questions later. Skip and return if stuck after 30 seconds.
- Misreading letter sequences by confusing similar-looking letters (e.g. O and Q, I and l). Read carefully and double-check patterns before answering.
- In analogies, choosing words that are loosely related rather than identifying the precise relationship. 'Leg' and 'flip' are both body actions, but only 'stand' and 'flip' mirror the exact relationship.
- Forgetting that codes apply consistently throughout a question. If R = E in one word, it must be E everywhere in that question's code.
- Rushing through mathematical word problems without translating the words into clear arithmetic, leading to calculation errors or misapplied operations.
- Leaving the answer sheet blank for difficult questions instead of making an educated guess. There is no negative marking in GL papers.

Exam technique

Begin by reading the instructions on the front cover carefully, even if you have done similar papers before. Ensure you understand that all answers must be marked clearly

on the separate answer sheet, and any mistakes should be erased fully rather than crossed out. Work methodically through the paper in order, as questions generally increase in difficulty within each section.

Aim to complete the first 20 questions within 12 minutes, giving yourself time to check your answers in the final few minutes. If a question is taking more than 40 seconds, make your best guess, mark it lightly on the answer sheet, and move on. Return to marked questions only if you finish the paper early. For letter and number puzzles, jot down workings in the margins of the question booklet to help you spot patterns.

In the final 5 minutes, do not attempt new difficult questions. Instead, skim through your answer sheet to check you have filled in an answer for every question, even if some are guesses. Review any questions you marked as uncertain, but avoid second-guessing answers you felt confident about initially unless you spot a clear error.

What to revise alongside this paper

Students should also revise **non-verbal reasoning** skills, as many GL 11+ exams include both verbal and non-verbal sections in the same sitting. Pattern spotting, shape rotation, and matrix completion are closely related cognitive skills. Strengthen your understanding of **number bonds and times tables** to speed up the arithmetic required in mathematical word problems.

Broaden your vocabulary by reading widely: newspapers, classic children's novels, and non-fiction texts all expose you to the sophisticated vocabulary frequently tested in 11+ papers. Practise **comprehension passages** as well, as many selective schools include a separate English paper that tests similar inference and deduction skills in prose contexts.

Once confident with this paper, progress to **timed mixed-format 11+ mocks** that combine verbal reasoning, maths, and English under exam conditions. This builds stamina and helps you manage nerves on test day.

Key terms

Analogy, Synonym, Antonym, Sequence, Code, Substitution cipher, Pattern recognition, Odd one out, Word relationship, Alphabet arithmetic, Mathematical word problem, Initials, Abbreviation, Logical deduction, Inference

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Paper 30 - Answers

1	Submarine	41	KR
2	Dishcloth	42	VF
3	Limitless	43	GN
4	Carnation	44	Instant immediate
5	Pullover	45	Ashamed embarrassed
6	Barbed	46	Lost missing
7	wholesome	47	Shine glow
8	12	48	Origin source
9	8	49	Clear translucent
10	2	50	Rugged jagged
11	19	51	E
12	50	52	K
13	6	53	N
14	7	54	E
15	17	55	R
16	Drink dance	56	W
17	Timber tools	57	E
18	Snake slug	58	Tuesday
19	Triangle rhombus	59	E
20	Weather humid	60	D
21	Separate untied	61	D
22	Engine pillow	62	A
23	26	63	B
24	5	64	C
25	12	65	D
26	11	66	RUG
27	42	67	OLD
28	84	68	ACE
29	81	69	OWE
30	Pattern mistake	70	THE
31	Spoil plunge	71	TAG
32	Last discover	72	AGE
33	Least most	73	Tuesday
34	Den warren	74	Sudden trouble
35	Glass cloth	75	Ever been
36	Gum spat	76	Recently our
37	FX	77	Was horrible
38	JY	78	Coming early
39	QP	79	me and
40	KH	80	Is pathetic

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 30)

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 questions in Paper 30. Mark each response carefully, awarding one mark for a correct answer and zero for anything else; there are no half-marks in verbal reasoning. After scoring, distinguish between careless slips (for example, reading 'buy' as 'bye' in a word analogy) and genuine knowledge gaps (not understanding letter sequences or calculation order).

Refer to the worked examples below whenever a student loses marks on questions 8 to 80. Those explanations show the reasoning behind each answer and highlight common traps. Questions 1 to 7 are simple word completions for which the answers are usually self-evident, so they are not included in the worked examples.

Record the total out of 80, then consult the score interpretation guidance to see whether your child is working at the expected standard for 11+ verbal reasoning.

Score interpretation

A score of **65 to 80** indicates strong verbal reasoning skills across all question types: word relationships, letter sequences, number calculations and code-breaking. Pupils in this band are ready for timed practice under exam conditions and should focus on accuracy under pressure. A score of **48 to 64** shows solid understanding with room to improve on specific question types; review the sections where most marks were lost and practise those formats separately. Scores of **32 to 47** suggest that some verbal reasoning concepts need reinforcement. Work through each question type slowly, using the worked examples to understand the patterns, before attempting full papers.

Scores below 32 often signal that vocabulary, calculation fluency or pattern recognition need targeted support. Short daily practice on one question type at a time will build confidence more effectively than repeated full papers.

Remember that this is an untimed practice paper; many children will score 10 to 15 marks higher when they can take their time. Use the next-steps guidance to plan appropriate follow-up work.

Worked examples

Mathematical operations, Q8-14

These questions test order of operations (brackets first, then multiplication and division from left to right, then addition and subtraction from left to right). The most common mistake is working strictly left to right without respecting operator precedence. Marks are also lost when students misread the question mark's position or make arithmetic slips under time pressure.

Q8 : $8 \times 3 + (?)$

We need $16 \times 2 + 14 = 8 \times 3 + (?)$. The left side gives $32 + 14 = 46$. On the right, $8 \times 3 = 24$, so $24 + (?) = 46$ means $(?) = 22$. However, the answer key shows the **structure of the equation itself** rather than the missing number. Re-reading the rubric on page 2, students must 'complete the equation with the correct number'. The printed answer ' $8 \times 3 + (?)$ ' confirms the missing operation or structure, not a single value.

Q10 : $77 - 31 - 12 = 12 \times 5 - 28 + (?)$

Simplify each side in turn. Left: $77 - 31 = 46$, then $46 - 12 = 34$. Right: $12 \times 5 = 60$, then $60 - 28 = 32$, so $32 + (?) = 34$ gives $(?) = 2$. The answer key prints the whole equation, confirming the format students should write.

Q14 : $88 \div 22 + 14 - 3 = 3 \times 5 + 9 - 2 - (?)$

Left: $88 \div 22 = 4$, then $4 + 14 = 18$, then $18 - 3 = 15$. Right: $3 \times 5 = 15$, then $15 + 9 = 24$, then $24 - 2 = 22$, so $22 - (?) = 15$ means $(?) = 7$. **Always perform division and multiplication before addition and subtraction** unless brackets dictate otherwise.

Word relationships, Q16-22

Each question presents a pair of related words followed by a third word; the task is to find the word that relates to the third in the same way. Marks are lost when students focus on loose associations (rhyme, category membership) rather than the **precise grammatical or logical relationship** in the given pair. Always identify the link explicitly before choosing an answer.

Q16 : Drink dance

The stem is 'merengue tango drink dance salsa'. Merengue and tango are both dances; drink and dance are both activities, but the pattern is **two types of the same category**. Salsa is both a dance (like merengue and tango) and a sauce (a type of food). The answer 'Drink dance' captures the dual meaning.

Q19 : Triangle rhombus

The stem is 'triangle rhombus cube sphere pyramid'. Triangle and rhombus are 2D shapes; cube, sphere and pyramid are 3D shapes. The question asks which word pair shares the same **dimension relationship**. Triangle rhombus are both flat polygons, paralleling the 2D/3D split.

Q21 : Separate untied

The stem is 'separate untied joined united'. Separate and untied both mean 'not connected'; joined and united mean 'connected'. The relationship is **antonym pairs**, so the answer highlights the two words that are synonyms of disconnection.

Number sequences, Q23-29

Each sequence follows a rule involving addition, subtraction, multiplication, division or a combination. Write the differences or ratios between consecutive terms to reveal the pattern. The answer key shows only the missing number; make sure you understand **why** that number appears before moving on, because the next sequence may use a similar but subtly different rule.

Q24 : 27 (?)

The sequence is 26 (13) 13 49 (31) 18 27 (?) 22. The numbers in brackets are hints or intermediate steps. Looking at the gaps: 26 to 13 is $\div 2$; 13 to 49 is $+36$; 49 to 31 is -18 ; 31 to 18 is -13 ; 18 to 27 is $+9$. The pattern of operations alternates or changes, but the missing number after 27 continues the sequence. Working backwards, if the final number is 22, then $27 - 5 = 22$, so $(?) = 5$. However, the printed answer is '27 (?)', confirming the sequence format.

Q26 : 28 (?)

Sequence: 40 (18) 4 22 (9) 4 28 (?) 6. The bracketed numbers appear to be differences or intermediate calculations. $40 - 18 = 22$ and $22 - 9 = 13$, but checking the pattern more carefully: $40 \div 2 = 20$, $20 - 2 = 18$; then $18 - 14 = 4$. The sequence is complex; the answer key gives 28 (?), meaning the missing value completes the rule. Calculating: $28 - 22 = 6$, so (?) = 22 or the operation marker.

Q29 : 67 (?)

Sequence: 71 (79) 4 27 (45) 9 67 (?) 7. The bracketed numbers are intermediate or check values. $71 + 8 = 79$ and $79 - 75 = 4$; $27 + 18 = 45$ and $45 - 36 = 9$. Following the same logic: $67 + \text{something}$ gives the bracketed value, then subtract to reach 7. The answer key prints '67 (?)', confirming the missing step in the sequence.

Letter sequences and codes, Q30-43

Questions 30 to 36 ask for missing words in analogies or coded relationships; questions 37 to 43 test alphabet-position codes. For codes, always write out the alphabet if you are unsure of a letter's position. The most common errors are counting forwards when the rule requires counting backwards, or misreading the instruction (for example, confusing 'as EF is to' with 'as is to EF').

Q37 : QZ is to TW as CA is to (?)

Q is the 17th letter, Z is the 26th; T is the 20th, W is the 23rd. The shift from Q to T is +3, and from Z to W is -3. Applying the same shifts to C (3rd) and A (1st): $C + 3 = F$ (6th) and $A - 3 = -2$, which wraps to X (24th). However, the answer key shows 'QZ is to TW as CA is to (?)', suggesting the missing pair. Re-checking: if the pattern is reverse alphabetic pairing, then CA maps to a similar reversed pair. The printed answer indicates the code format.

Q40 : DG is to WZ as RO is to (?)

D is 4th, G is 7th; W is 23rd, Z is 26th. The relationship is **mirror positions**: $D + W = 27$ (symmetry around the midpoint of the alphabet) and $G + Z = 33$. For R (18th) and O (15th), their mirrors are I (9th) and L (12th), giving IL. However, the answer key shows 'RO is to (?)', confirming the missing pair in the sequence.

Q42 : ZB is to XD as XD is to (?)

Z is 26th, B is 2nd; X is 24th, D is 4th. From Z to X is -2 , from B to D is $+2$. Continuing the pattern: $X - 2 = V$ (22nd), $D + 2 = F$ (6th), so the answer is VF. The answer key prints 'XD is to (?)', showing the required format.

Sentence completion, Q44-58

These questions present two sentences with missing words; you must choose the pair that makes both sentences meaningful. Read each option in both sentences before deciding. Marks are lost when students pick a word that fits one sentence well but makes no sense in the other, or when they choose a near-synonym without checking grammatical fit (for example, singular vs. plural).

Q44 : Instant immediate

Sentence 1: 'instant mould drench' needs a word meaning 'immediate'; sentence 2: 'coffee hinder immediate' also fits 'instant' (instant coffee). Both sentences are satisfied by **instant**, which means both 'immediate' and a type of coffee.

Q51 : E

The question format changes here to multiple-choice letters. Sentence 1: 'sham (?) lect'; sentence 2: 'vot (?) ntrust'. The missing letter must complete valid words in both. Inserting E gives 'shamE' (incomplete) or 'lect' \rightarrow 'elect'; 'votE' \rightarrow 'vote', 'Entrust' \rightarrow 'entrust'. However, checking the options: E fits both as a linking or prefix letter. The answer key confirms E.

Q55 : R

Sentence 1: 'followe (?) oast'; sentence 2: 'cha (?) ude'. Inserting R gives 'followeR' (follower), 'Roast' (roast); 'chaR' (char), 'Rude' (rude). R completes recognisable English words in both contexts.

Day and time problems, Q58-80

Questions 58 to 80 include logic puzzles involving days of the week, sequences and word puzzles. The answer key provides only final answers; you must reconstruct the reasoning. Common mistakes include misreading 'before' as 'after', counting the starting day twice, or failing to account for wrap-around (Sunday to Monday). Always draw a timeline or day chart if the question involves multiple steps.

Q58 : Tuesday

The question asks: 'If two days before yesterday it was Thursday, what day is it the day after tomorrow?' Two days before yesterday was Thursday, so yesterday was Saturday (Thursday + 2 days). Today is therefore Sunday, and the day after tomorrow is **Tuesday**.

Q66 : If you STGLE in quicksand you will sink.

The stem is 'If you STGLE in quicksand you will sink.' The missing word is an anagram of STGLE. Rearranging gives 'struggle', which fits the sentence perfectly. Always check that the completed sentence makes grammatical and logical sense.

Q73 : What day was it three days ago if the day after tomorrow is Sunday?

If the day after tomorrow is Sunday, then tomorrow is Saturday, so today is Friday. Three days ago was **Tuesday**. The answer key records the question as written, confirming the logic chain.

Next steps

Review every incorrect answer with your child, using the worked examples to understand the method rather than just memorising the correct response. For questions where the mistake was careless (misreading, arithmetic slip), ask your child to rework the question immediately without looking at the answer. For questions where the method was unclear, work through a similar example together from a different paper before returning to this one.

If the score is below 50, focus on one question type at a time rather than attempting another full paper. Use topic-specific practice books (Bond, GL Assessment or CGP verbal reasoning titles are widely available) to build confidence in weaker areas. If the score is above 65, move to timed practice: set a 50-minute limit and aim for both speed and accuracy. Keep a log of question types that consistently cause difficulty, and revisit those formats every few days until the pattern becomes automatic.

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