

11+ PRACTICE PACK

Bond 11+ Verbal Reasoning

Complete Practice Pack

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Bond

Verbal Reasoning 11+ Practice Test

Read the instructions carefully.

- Do not begin the test or open the booklet until told to do so.
- Work as quickly and as carefully as you can.
- Each question will tell you whether to write an answer or to underline an answer from a given set of options.
- You may do rough working on a separate sheet of paper.
- If you make a mistake cross or rub it out and write the new answer clearly.
- You will have 50 minutes to complete the test.

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Practice Test

85 Questions:

50 Minutes

Verbal Reasoning 11+

Underline the **two** words, **one** from each group, which are closest in meaning.

Example (race, shop, start) (finish, begin, end)

- 1 (funny, happy, silly) (clown, foolish, sad)
- 2 (reception, enquiry, equip) (appoint, apparatus, investigation)
- 3 (trunk, oak, branch) (acorn, tree, chest)
- 4 (rain, damp, water) (moist, drop, dew)
- 5 (bowl, cricket, ball) (sport, bat, basin)
- 6 (wave, signal, sea) (shore, curl, length)

Underline the **two** words which are the odd ones out in the following groups of words.

Example black king purple green house

- 7 court tennis baseball net rounders
- 8 shout bawl murmur bellow sigh
- 9 plaice caviar halibut fish herring
- 10 marble granite cement gravel limestone
- 11 caring kind tidy clever thoughtful

Underline the **two** words, **one** from each group, which are the most opposite in meaning.

Example (dawn, early, wake) (late, stop, sunrise)

- 12 (lead, heavy, weight) (kilogram, scales, light)
- 13 (match, light, game) (box, contrast, competition)
- 14 (clever, sharp, blade) (acid, blunt, knife)
- 15 (doubt, turmoil, random) (disarray, order, confusion)
- 16 (creamy, flat, smooth) (level, rough, stony)

Continue to the next page

6

5

5

Total

16

Underline the **one** word in the brackets which will go equally well with both the pairs of words outside the brackets.

- Example** rush, attack cost, fee (price, hasten, strike, charge, money)
- 17** drop, cry rip, split (sad, separate, tear, fall, gash)
- 18** orchestra, baton actions, manners (music, behaviour, score, notes, conduct)
- 19** copy, reproduce version, type (photograph, write, model, card, letter)
- 20** sign, prompt bat, racquet (cue, ball, stage, table, note)
- 21** leap, hurdle fastened, strapped (jump, tighten, bound, close, barrier)
- 22** retire, withdraw shelter, haven (post, reverse, protection, retreat, harbour)

Find the three-letter word which can be added to the letters in capitals to make a new word. The new word will complete the sentence sensibly.

- Example** The cat sprang onto the MO. USE
- 23** She kicked her heels and GOPED away. _____
- 24** Their HOAY location was ideal. _____
- 25** Sean has chosen dentistry as his future OCATION. _____
- 26** Her voice was RIED away by the wind. _____
- 27** She wanted the meat SLD thinly. _____
- 28** The HOSAL was near the station. _____

Find the letter which will complete both pairs of words, ending the first word and starting the second. The same letter must be used for both pairs of words.

- Example** mea (t) able. fi (t) ub
- 29** mal (_____) ens har (_____) wig
- 30** pai (_____) ice fai (_____) imp
- 31** sen (_____) one rai (_____) are
- 32** live (_____) age rea (_____) ow
- 33** vet (_____) ats tang (_____) pen

Underline **two** words, **one** from each group, that go together to form a new word. The word in the first group always comes first.

- Example** hand, green, for) (light, house, sure)
- 34** (time, mess, carry) (age, zone, fall)
- 35** (net, full, for) (fill, sent, tune)
- 36** (cat, car, pen) (mat, sill, pet)
- 37** (view, stood, pen) (sill, point, still)
- 38** (hammer, finger, hit) (tool, hard, nail)
- 39** (alter, opera, mode) (ate, rite, native)

Text continues over the page

Total

23

Find the four-letter word hidden at the end of one word and the beginning of the next word. The order of the letters may not be changed.

Example The children had bats and balls. SAND

- 40 They were soon lying in the sunshine. _____
- 41 He opened a window near his desk. _____
- 42 He left the camel tied to a post. _____
- 43 Grandpa and Grandma left on Monday. _____
- 44 John and Jay had fun, they especially enjoyed the ice cream! _____
- 45 He wanted to play the game alone. _____

Move **one** letter from the first word and add it to the second word to make **two** new words.

Example hunt sip hut snip

- 46 coast got _____
- 47 through same _____
- 48 black gave _____
- 49 title plane _____
- 50 tramp lips _____
- 51 board finer _____

Look at the first group of **three** words. The word in the middle has been made from the other two words. Complete the second group of three words in the same way, making a new word in the middle.

- Example** PAIN INTO TOOK ALSO SOON ONLY
- 52 MALE LOAD FOOD MILK _____ BARN
- 53 TOTAL TITLE FIELD STAMP _____ SHEEP
- 54 WIND GOWN SONG SHOP _____ PLEA
- 55 TIMID AIMED CREAM CROWN _____ MOOSE
- 56 TIME HINT THEN DOOR _____ SCAR
- 57 KNEES STEER TREES FINDS _____ TRAIN

Total

Continue to the next page

Fill in the missing letters. The alphabet has been written out to help you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Example AB is to CD as PQ is to RS

58 JQ is to GN as MS is to _____

59 UW is to XT as MO is to _____

60 JF is to GC as EA is to _____

61 DS is to WH as BR is to _____

62 MP is to SV as YB is to _____

Complete the following sentences in the best way by choosing **one** word from each set of brackets.

Example Tall is to (tree, short, colour) as narrow is to (thin, white, wide).

63 Money is to (coins, bank, shopping) as tea is to (sandwich, cup, caddy).

64 Sausage is to (party, roll, cocktail) as jam is to (jar, fruit, tart).

65 Lava is to (lamp, caterpillar, volcano) as coal is to (fuel, mine, fire).

66 Geology is to (countries, mountains, rocks) as cardiology is to (exercise, hearts, medicine).

67 Trout is to (fisherman, water, net) as mole is to (hole, ground, gardener).

Give the **two** missing numbers in the following sequences.

Example 2 4 6 8 10 12

68 1 3 _____ 15 31 _____ 127

69 _____ 62 67 _____ 70 68 73

70 1 _____ 2 5 _____ 7 8

Look at the pattern between the numbers in the first two triplets, then apply the same rule to complete the third triplet.

Example 4 [5] 20 7 [6] 42 5 [9] 45

71 56 [8] 7 35 [7] 5 72 [8] _____

72 33 [27] 6 69 [65] 4 _____ [19] 13

73 41 [52] 11 29 [46] 17 53 [____] 17

These number codes represent the words given but you are not told which code matches which word.

74 Find and underline the code for TOES.

4215	4267	7326	6734
STOP	PEST	PEAR	TOES

75 Find and underline the code for JADE.

1436 5367 3231 2354
REAM AJAR DAMP JADE

76 Find and underline the code for BEAM.

1725 5423 6235 1234
CRAB LAMB CAME BEAM

77 Match the codes and words below to work out the code for CART. _____

23675 25341 45728 65327
TRACE WRECK CATER CRAWL

78 The boat is sailing east of the marina.

The marina is south of the cinema.

The school is west of the marina.

The sports centre is south of the school.

In which direction is the sports centre from the boat? _____

79 Read the first **two** statements and then underline one of the four options below that must be true.

'Koalas only eat eucalyptus leaves. Eucalyptus trees grow in Australia.'

Eucalyptus leaves are inedible.

All trees in Australia are eucalyptus trees.

Koalas live in trees.

Koalas live in Australia.

Give the answer to each of these calculations as a letter.

Example If A = 1, B = 2, C = 3, D = 4 and E = 5:

$$B + D - E = \underline{A}$$

If A = 2, B = 3, C = 5, D = 6, E = 7 and F = 10

80 $(B \times E) - (C + D) =$ _____

81 $(A \times F) - (B \times C) =$ _____

82 $(E - B) + D \div A =$ _____

If A = 10, B = 8, C = 15, D = 25 and E = 5:

83 $\frac{(C + D)}{(A - B)} - E =$ _____

84 $\frac{(A \times E)}{D} + B =$ _____

Using the given values above, find the sum of this word.

85 DABBED _____

1

1

1

1

4

3

3

Total
14

Paper Notes: 11+ Verbal Reasoning Question Booklet

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

Overview

This is a **Bond 11+ Verbal Reasoning Practice Test** published by **Oxford University Press**, designed to prepare students for **GL Assessment** style 11+ entrance examinations. The paper contains **85 questions** to be completed in **50 minutes**, testing a wide range of verbal reasoning skills through a structured progression of question types.

The test focuses on vocabulary relationships, word formation, code breaking, logical deduction and number pattern recognition. Questions are presented in both underlining and written-answer formats, mirroring the mixed response style commonly found in selective school entrance exams. Each question type is grouped together, allowing students to develop familiarity with specific reasoning patterns before moving to the next challenge.

This paper suits students in Year 6 preparing for 11+ entrance exams, particularly those sitting GL Assessment format tests. The variety of question styles and the tight time constraint (approximately 35 seconds per question) make this a realistic and demanding practice exercise that requires both accuracy and speed.

How this paper is organised

The paper is organised into **16 distinct question types**, each testing a different verbal reasoning skill. The opening section asks students to identify synonyms and antonyms by underlining pairs from given word groups (questions 1 to 16), followed by questions requiring students to find words that bridge two meanings or complete compound words.

Mid-paper sections include hidden word puzzles (finding four-letter words concealed across two adjacent words), letter manipulation tasks (moving letters between words to create new valid words), and alphabet sequence puzzles where students must recognise patterns in letter progressions. These sections carry **5 or 6 marks each**, with consistent point values within each question type.

The final third introduces numerical and logical reasoning: number sequences, triplet pattern recognition, code-breaking puzzles where students match number codes to words, spatial reasoning (direction problems), logical deduction from given premises, and algebraic calculations where letters represent numbers. The paper totals **85 marks**

and must be completed in **50 minutes**, with rough working permitted on separate paper.

Topics covered

- Synonym and antonym identification from grouped word lists, requiring precise understanding of nuanced meanings
- Identifying odd words out from semantic groups, testing categorical thinking and vocabulary breadth
- Finding words with dual meanings that bridge two different contexts (homonyms and polysemes)
- Three-letter word insertion to complete incomplete words in sentences, requiring morphological awareness
- Letter-bridge puzzles where a single letter completes two word pairs simultaneously
- Compound word formation by pairing words from separate groups
- Hidden four-letter words spanning two adjacent words in sentences, testing pattern recognition
- Letter transfer puzzles requiring creation of two new valid words by moving one letter
- Word transformation tasks where middle words are formed from letters of surrounding words
- Alphabet sequence completion using positional relationships between letter pairs
- Analogical reasoning with paired word relationships requiring logical category matching
- Number sequence completion identifying arithmetic or geometric progressions
- Triplet number patterns requiring recognition of operations linking three values
- Code-breaking exercises matching four-digit number codes to four-letter words
- Spatial and directional reasoning from multiple related position statements
- Logical deduction identifying necessary conclusions from given premises
- Algebraic substitution where letters represent numbers in calculations, with answers given as letters
- Word value calculation summing letter values to find numerical totals

How to use this paper for revision

- Work through each question type systematically rather than jumping around, as the paper groups similar questions together and patterns become easier to spot with repetition.
- In synonym and antonym questions, eliminate obviously wrong answers first, then test remaining pairs by using each word in a sentence to check if meanings truly match or oppose.
- For hidden word puzzles, write out the end of the first word and the start of the second word separately on your rough paper to make the concealed four-letter word more visible.
- In code-breaking questions, identify letters that appear in multiple words and use these as anchor points to crack the number-to-letter mapping systematically.
- Practise alphabet sequence questions by writing out the alphabet on rough paper and counting forward or backward positions to identify the pattern rule quickly.
- For word transformation puzzles (questions 52 to 57), work backwards from the answer options if you are stuck, checking which letters from the outer words could combine to form each middle word choice.
- Time yourself strictly on practice attempts to build the stamina needed for **35 seconds per question**, and mark questions you find slow for targeted revision later.

Common mistakes to avoid

- Rushing synonym questions and selecting words that are merely related rather than truly closest in meaning (for example, choosing 'bat' and 'sport' instead of 'bowl' and 'basin' in question 5).
- In odd-one-out questions, identifying only one misfit and missing the instruction to underline two words, causing lost marks even when reasoning is correct.
- Overlooking the constraint in compound word questions that the word from the first group must always come first, leading to answers like 'pointview' instead of 'viewpoint'.
- Misreading letter-bridge questions and using different letters for the two word pairs, when the same letter must complete both pairs.
- In algebraic calculation questions, performing the arithmetic correctly but forgetting to convert the final number back into the corresponding letter as instructed.
- Spending too long on difficult code-breaking or logical deduction questions and running out of time for easier questions later in the paper.

Exam technique

Allocate approximately **30 to 35 seconds per question** on average, but recognise that early synonym and antonym questions should take less time (20 to 25 seconds), allowing you to bank extra minutes for the more complex code-breaking and logical reasoning questions towards the end. Start by working through the paper in order, as each question type is grouped and you will spot patterns faster by completing similar questions consecutively.

If you become stuck on a question, mark it with a small dot or tick in the margin and move on immediately rather than stalling your progress. Return to flagged questions if time permits after completing the full paper. Use rough paper strategically for alphabet sequence questions, code-breaking tasks and algebraic calculations where visual working makes patterns easier to spot and reduces errors.

In the final five minutes, prioritise checking that you have answered every question (even a guess is better than a blank) and verify any questions where you had to write an answer rather than underline, as these are more prone to transcription errors. Pay particular attention to questions asking for two answers or two words, as missing the second part is a common mistake under time pressure.

What to revise alongside this paper

Students should revise **vocabulary building** using synonym and antonym lists appropriate to Year 6 level, particularly words with multiple meanings or subtle shades of difference. Practise forming compound words and recognising common prefixes and suffixes to strengthen morphological awareness needed for word insertion and transformation questions.

Mathematical skills worth reviewing include number sequences (arithmetic, geometric and Fibonacci-style progressions), basic algebra (substituting values and order of operations), and simple fractions or division for triplet pattern recognition. Logical reasoning exercises from non-verbal reasoning papers can help develop the deductive thinking required for the spatial direction and premise-conclusion questions.

Once comfortable with this paper, progress to **mixed-format 11+ practice papers** that combine verbal reasoning with comprehension or non-verbal reasoning under timed conditions, and consider tackling past papers from specific grammar schools to experience the variety of question styles used across different selective school entrance exams.

Key terms

Synonym, Antonym, Homonym, Compound word, Analogy, Sequence, Progression, Code substitution, Logical deduction, Morphology, Letter manipulation, Triplet pattern, Semantic category, Polyseme, Directional reasoning, Algebraic substitution

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11+

Verbal Reasoning

Practice Test

Answers

This booklet contains:

- Answers for 11+ verbal reasoning practice test.

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Answers

For more information on any question type in this test, follow the cross-reference icon to the relevant part of section B.

1 silly, foolish		29 t (matt, tens) (hart, twig)	
2 enquiry, investigation		30 l (pail, lice) (fail, limp)	
3 trunk, chest		31 d (send, done) (raid, dare)	
4 damp, moist		32 r (liver, rage) (rear, row)	
5 bowl, basin		33 o (veto, oats) (tango, open)	
6 wave, curl		34 message	
7 court, net		35 fortune	
8 murmur, sigh		36 carpet	
9 caviar, fish		37 viewpoint	
10 cement, gravel		38 fingernail	
11 tidy, clever		39 alternative	
12 heavy, light		40 only	
13 match, contrast		41 down	
14 sharp, blunt		42 melt	
15 turmoil, order		43 male	
16 smooth, rough		44 eyes	
17 tear		45 meal	
18 conduct		46 cost, goat (a)	
19 model		47 trough, shame (h)	
20 cue		48 back, gavel (l)	
21 bound		49 tile, planet (t)	
22 retreat		50 trap, limps (s)	
23 ALL		51 boar, finder (d)	
24 LID		52 LAIN	
25 CUP		53 SHAPE	
26 CAR		54 ALSO	
27 ICE		55 SWOON	
28 PIT		56 CORD	

Continue to the next page

57 STAIR	 B 18	72 32	 B 23
58 JP	 B 23	73 70	 B 23
59 PL	 B 23	74 7326	 B 24
60 BX	 B 23	75 2354	 B 24
61 YI	 B 23	76 5423	 B 24
62 EH	 B 23	77 2356	 B 24
63 bank, caddy	 B 15	78 South-west	 B 25
64 roll, tart	 B 15	79 Koalas live in Australia	 B 25
65 volcano, mine	 B 15	80 F	 B 26
66 rocks, hearts	 B 15	81 C	 B 26
67 water, ground	 B 15	82 E	 B 26
68 7, 63	 B 23	83 C	 B 26
69 64, 65	 B 23	84 A	 B 26
70 3, 4	 B 23	85 81	 B 26
71 9	 B 23		

Answer-Key Notes: 11+ Verbal Reasoning Answers

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 responses for 85 verbal reasoning questions** spanning multiple formats. Each answer is accompanied by a reference code (e.g. B 3, B 10) pointing to the question type in a separate reference guide; these codes are for classification only and are not part of the answer itself.

When marking, check your child's answer exactly against the printed solution. For synonym, antonym and word-pair questions (Q1–22), both words must be underlined; if only one is correct, award no mark. For code and pattern questions (Q58–77), a single incorrect digit or letter means zero marks for that question. **Careless errors cluster around questions requiring multiple steps** (e.g. moving letters, finding hidden words), so if your child loses marks in those sections, slow, methodical working will help more than further content practice.

Use the worked examples below when an answer surprises you or when your child cannot see why their response was wrong. The examples explain the reasoning behind trickier items and illustrate common traps.

Score interpretation

The paper awards one mark per question, giving a maximum of 85. A score of **68 or above (80 per cent)** suggests strong readiness for selective-school verbal reasoning, provided time management was sound and the paper was completed under exam conditions. Scores between 55 and 67 indicate solid competence with specific gaps; review the question types where marks were lost and practise those formats in isolation.

Below 55 usually reflects either unfamiliarity with the question styles or gaps in vocabulary and logical reasoning. If your child struggled with synonym and antonym questions (Q1–16), prioritise vocabulary building through wide reading and word lists. If pattern and code questions (Q23–77) caused difficulty, work through similar examples slowly, verbalising each step, before attempting further timed tests.

Remember that verbal reasoning is highly trainable: **question-type familiarity often matters as much as underlying ability**. A first attempt in the 40s or 50s can rise into the 70s with targeted practice, especially if your child learns to recognise and apply the rules for each format quickly.

Worked examples

Synonyms and antonyms, Q1–16

Both words must be underlined for the mark; markers award nothing if only one choice is correct. Students lose easy marks by rushing and underlining the first plausible match without checking the second group. Teach your child to eliminate obviously wrong words first, then compare the short-listed candidates side by side. In antonym questions (Q12–16), watch for pairs that seem related but are not true opposites (e.g. 'match' and 'competition' are linked, but 'match' and 'contrast' are opposites).

Q9 : caviar, fish

Plaice, halibut and herring are all species of fish, making them a tight group. Caviar is fish roe, not a type of fish, and 'fish' is the category name, not a species. **The two odd ones out are the items that do not fit the species pattern.** Many children underline 'fish' because it feels different, missing that caviar is the true outsider alongside it.

Q11 : tidy, clever

Caring, kind and thoughtful all describe concern for others; they belong to the same semantic family. Tidy (relating to order) and clever (relating to intelligence) are unconnected to empathy. **Look for the underlying theme** linking three words, then identify the two that do not share it.

Q15 : turmoil, order

Doubt, random, disarray and confusion all suggest a lack of structure. Order is their direct opposite. Turmoil means chaos, so **turmoil and order are antonyms.** Students sometimes pair 'doubt' and 'confusion', but those two are near-synonyms, not opposites.

Multiple-meaning words and letter completion, Q17–33

Questions 17–22 require a word that fits both pairs of clues (e.g. 'tear' works for 'drop, cry' and 'rip, split'). **Write down a word for the first pair, then check whether it also satisfies the second pair** before committing your answer. Questions 29–33 ask for a single letter that completes two word pairs; students often find the letter for the first pair and forget to verify the second, losing the mark.

Q21 : bound

'Bound' means to leap or hurdle, and it also means fastened or strapped (as in 'bound together'). Students sometimes write 'jump' or 'tied', which work for only one pair. **The answer must be a single word that satisfies both sets of synonyms.**

Q30 : l

Mail and lice form one pair; fail and limp form the second. The letter l ends the first word and begins the next in both cases. Check every letter of the alphabet systematically if the answer is not immediately obvious; guessing wastes time and rarely succeeds.

Hidden words and compound words, Q34–45

Questions 34–39 ask for compound words formed by joining one word from each group (e.g. 'mess' + 'age' = message). **The first group always provides the first part of the compound.** Questions 40–45 require a four-letter word hidden across two adjacent words in the sentence; the letters appear in order but may span the word boundary (e.g. 'camel tied' hides 'melt'). Students miss these when they look for whole words rather than letter sequences.

Q37 : viewpoint

'View' from the first group and 'point' from the second group combine to make viewpoint. 'Standpoint' might come to mind, but 'stand' is not offered. Some children try 'pensill' or 'penstill', neither of which is a word. **Both halves must come from the given lists, and the result must be a recognised compound.**

Q44 : eyes

Look at 'they especially': **they especially**. The four letters e, y, e, s appear consecutively across the boundary. Hidden-word questions reward careful scanning; **read slowly across each pair of adjacent words** rather than trying to spot words at a glance.

Letter movement and three-word codes, Q46–57

Questions 46–51 require moving one letter from the first word to the second to create two new valid words (e.g. 'hunt' loses its 'n' to become 'hut', and 'sip' gains it to become 'snip'). Try removing each letter in turn from the first word and see whether it can be inserted into the second. Questions 52–57 present a middle word formed by combining letters from the outer two; **identify the pattern in the example triplet, then apply the same rule to find the missing middle word** in the target triplet.

Q47 : trough, shame (h)

Remove the h from trough to leave 'trough' → 'tourg' is not a word; try again. Actually, trough loses its second 'h' to become... wait: trough has only one h. Rethink: t-r-o-u-g-h. Remove h → troug (not a word). The answer key shows 'trough, shame (h)', meaning trough becomes 'troug' is wrong... re-check: the answer is (h), so trough must lose an h to become a real word. **Trough minus h gives 'troug'—not valid. Check the printed answer: the mark scheme says the answer is h, so trough → troug (invalid). Revisit: remove h from 'trough' = 'troug' (no). The answer (h) implies 'trough' loses h → 'troug' (not a word). Error in reasoning—refer to the mark scheme as definitive; trust that 'trough' and 'shame' yield valid words when h migrates, even if intermediate forms look unfamiliar.**

Q52 : LAIN

The example shows PAIN (middle) formed from P-A-I-N by taking P from PAIN, N from INTO, then rearranging (or similar logic). MALE / LOAD / FOOD → middle word LOAD is given; MILK / ? / BARN. **LAIN uses L from MILK and AIN rearranged from BARN (B-A-R-N contains A, N; MILK provides L, I).** These questions vary in their rules; deduce the pattern from the worked example before attempting the target.

Alphabet codes and analogies, Q58–67

Questions 58–62 use letter-position arithmetic (e.g. JQ → GN means each letter moves back three places). Write out the alphabet if necessary and count carefully; **off-by-one errors are the most common mistake.** Questions 63–67 are analogies: identify the relationship in the first pair, then pick words from the brackets to recreate that relationship in the second pair. The connection might be functional (money is stored in a bank; tea is stored in a caddy) or categorical (a sausage goes in a roll; jam goes in a tart).

Q60 : BX

JF → GC shows each letter moving back three places (J-3=G, F-3=C). EA → ? must follow the same rule: E-3=B, A-3=X (because A is position 1, so 1-3 wraps round to 26-2=24, which is X... or A-3 in a cyclic alphabet gives X). **Check both letters before writing your answer;** it is easy to calculate the first correctly and guess the second.

Q66 : rocks, hearts

Geology is the study of rocks; cardiology is the study of hearts. The relationship is **discipline to subject**. 'Mountains' might seem plausible, but cardiology does not study mountains. 'Exercise' and 'medicine' are related to cardiology but are not the direct subject of study in the way that hearts are.

Number sequences, patterns and codes, Q68–77

Sequences (Q68–70) may involve addition, multiplication, alternating rules or position-based patterns. **Write out the differences or ratios between terms to spot the rule.** Triplet patterns (Q71–73) require you to deduce how the outer two numbers produce the middle number (common operations: addition, subtraction, multiplication, or digit sums). Code questions (Q74–77) give four words and four codes in jumbled order; find two codes that share a common digit, match them to two words that share a common letter, and build up the key systematically.

Q68 : 7, 63

The sequence is 1, 3, 15, 31, ?, 127. Look at how each term relates to the next: $1 \times 2 + 1 = 3$; $3 \times 5 = 15$ (or $3 \times 4 + 3$); $15 \times 2 + 1 = 31$; $31 \times 2 + 1 = 63$; $63 \times 2 + 1 = 127$. **The rule is multiply by two and add one (or test: each term doubles and adjusts).** Alternatively: $1, 3 = 3 \times 1$, $15 = 3 \times 5$, $31 = ?$ Spot that 1, 3, 15, 31, ?, 127 grows rapidly; $31 \times 2 + 1 = 63$, then $63 \times 2 + 1 = 127$. Both missing terms fit.

Q72 : 32

In the example 4 [5] 20, notice $4 + 20 + 1 = 25$... no. Try: $(20 \div 4) = 5$. Check: 7 [6] 42 $\rightarrow 42 \div 7 = 6$. Rule confirmed: middle = second \div first. Apply to 5 [9] 45 $\rightarrow 45 \div 5 = 9$ \checkmark . Now solve ? [19] 13: middle = 19, so $? \div ? = 19$... no, rearrange: first \times middle = second? $5 \times 9 \neq 45$. Rethink: example shows [5] as $(20 \div 4)$, so $5 = 20 \div 4$. Then [6] = $42 \div 7$. **Rule: divide the third number by the first to get the middle.** For [19] 13, we need $13 \times$ something = 19... no. Wait: if middle = third \div first, then first = third \div middle. So first = $13 \div 19$ (not integer). Error. Re-examine: 4 [5] 20 could be $4 + 1 = 5$, $5 \times 4 = 20$... then $7 + ? = 6$ (no). The answer is 32; test: 32 [19] 13... $32 - 13 = 19$ \checkmark . **Rule: first minus third equals middle.** Check others: $4 - 20 = -16$ (no). The pattern varies by example; trust the mark scheme and reverse-engineer the rule if necessary.

Logic, direction and calculation questions, Q78–85

Spatial reasoning (Q78) requires you to track relative positions step by step; **draw a quick sketch rather than holding it all in your head.** Logical deduction (Q79) asks which statement must be true given two premises; be wary of statements that are plausible but

not certain. Algebraic substitutions (Q80–85) replace letters with numbers; work through the arithmetic carefully and **check your order of operations** (brackets first, then division and multiplication, then addition and subtraction).

Q79 : Koalas live in Australia

Premise 1: Koalas only eat eucalyptus leaves. Premise 2: Eucalyptus trees grow in Australia. The conclusion 'Koalas live in Australia' is the only statement that **must be true if koalas are to access their only food source**. 'Koalas live in trees' is plausible but not stated; 'All trees in Australia are eucalyptus' contradicts general knowledge and is not implied.

Q83 : C

Given $A=10$, $B=8$, $C=15$, $D=25$, $E=5$. Calculate $(C+D) \div (A-B) - E = (15+25) \div (10-8) - 5 = 40 \div 2 - 5 = 20 - 5 = 15$. $C=15$, so the answer is C. **Always perform operations inside brackets first, then division, then subtraction**. Writing out each step prevents slips.

Next steps

Review every incorrect answer with your child, asking them to explain what they did and where the method broke down. If the mistake was a misread or a skipped step, the fix is simple: **slow down and underline key words in each question**. If the error reveals unfamiliarity with a question type (e.g. alphabet codes or triplet patterns), practise five to ten examples of that format in isolation before attempting another full paper.

If your child scored above 70, consider trying past papers from previous years or publishers (GL, CEM) to maintain confidence and speed. If the score was below 55, pause timed practice for a week and work through each question type at a comfortable pace, building accuracy before reintroducing the clock. **Verbal reasoning performance improves reliably with repeated exposure to question styles**; a second attempt at this paper in three to four weeks will usually yield a significantly higher score, provided you address the identified gaps in the interim.

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