

11+ PRACTICE PACK

CEM 11+ Verbal Reasoning

Complete Practice Pack

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PRACTISE THE REAL THING

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Sample 11+ Assessment Test — Verbal Reasoning

Allow 30 minutes to do this test and work as quickly and as carefully as you can.

If you want to answer these questions in multiple-choice format, use the separate multiple-choice answer sheet. If you'd prefer to answer them in standard write-in format, either write your answers in the spaces provided or circle the correct answer.

Read this passage carefully and answer the questions that follow.

The First Day

Daniel felt as if he was being swallowed alive as he walked down the rowdy corridor and squinted through the thick lenses of his spectacles at the school hall beyond. The corridor was like the throat of a terrifying beast and he was sliding down it into the big belly that was the school hall.

- 5 He knew what would happen when he got there. All the new pupils, like himself, would be sitting in rows waiting for the headmaster to make his welcome address. The headmaster at St Joseph's was a towering, severe man who could strike fear into any pupil. He was not a man who would put up with any nonsense whatsoever. Daniel knew this. He knew it because when Mr Graham was not busy being the headmaster, he was busy being Daniel's dad. Now, of course, his dad would be able to do both simultaneously and Daniel was sure that he would never hear the end of it from his classmates. He felt
- 10 thoroughly miserable; he was never going to make any friends.

"Hello," a voice said behind him. "You must be new too. My name's Rachael."

The girl was stunning. She thrust her hand out confidently towards Daniel, while he gaped at her.

"Dennis!" he blurted, finally shaking her hand, "I mean... Daniel. My name's Daniel."

"Don't you know your own name?" Rachael laughed. She didn't seem to be nervous at all.

- 15 "You're the head teacher's son, aren't you? Everyone says he's intimidating but my brother Tom, who's in the year above us, says that his bark is worse than his bite. It'll be weird for you, calling your dad 'Sir', won't it?"

"Yeah, I suppose," Daniel mumbled. He couldn't believe his luck: Rachael wanted to be his friend. Daniel thought secondary school might not be so bad after all.

Answer these questions about the text that you've just read.
Circle the letter of the correct answer.

- Which word best describes how Daniel feels at the start of the passage?
A Anxious
B Excited
C Unlucky
D Angry
- Which of these statements is true?
A There is a beast in the school hall.
B Daniel cannot see the school hall.
C There are no other children in the corridor.
D Daniel wears glasses.

/ 2

Carry on to the next question → →

3. Which word best describes what Daniel's father looks like?
- A** Bald
 - B** Tall
 - C** Thin
 - D** Broad
4. Daniel tells Rachael that his name is Dennis at first. Why do you think he does this?
- A** She approached him from behind so he was surprised.
 - B** He doesn't want to be Rachael's friend.
 - C** He was nervous because she was so pretty.
 - D** He did not like being called Daniel.
5. How does Daniel think the other pupils will treat him?
- A** They will be unkind and unfriendly.
 - B** They will be nervous but welcoming.
 - C** They will be kind and friendly.
 - D** They won't know what to say to him.
6. How do you think Rachael's brother Tom knows what the headmaster is like?
- A** Tom is a friend of Daniel's.
 - B** He has heard what the headmaster is like.
 - C** The headmaster knows Tom's parents.
 - D** He already goes to the school.
7. How do you think Daniel feels at the end of the passage?
- A** Miserable
 - B** Relieved
 - C** Shocked
 - D** Uncomfortable
8. Which of the following facts is given in the passage?
- A** Rachael's surname
 - B** Daniel's age
 - C** Daniel's surname
 - D** The name of Daniel's new form tutor

9. What is meant by the word “address” (line 5)?
- A** Directions to classes
 - B** The place where someone lives
 - C** A formal speech
 - D** An official warning
10. What is meant by the word “severe” (line 6)?
- A** Strict
 - B** Miserable
 - C** Thin
 - D** Unreasonable
11. What is meant by the word “simultaneously” (line 9)?
- A** One after the other
 - B** In an effective way
 - C** By sharing the tasks
 - D** At the same time
12. Why do you think Rachael doesn’t feel nervous about starting a new school?
- A** Because she has already met Daniel.
 - B** Because she knows what to expect.
 - C** Because she knows the headmaster.
 - D** Because she found her old school boring.
13. Daniel thinks that he will “never hear the end of it” (line 9).
What do you think this phrase means?
- A** His dad will punish him at home if he misbehaves in school.
 - B** The other children will tease Daniel for being the headmaster’s son.
 - C** His dad will boast about being Daniel’s headmaster.
 - D** The other children will ignore Daniel because he’s the headmaster’s son.
14. Rachael says “his bark is worse than his bite” (line 16).
What do you think this phrase means?
- A** The headmaster only punishes those who deserve it.
 - B** The headmaster has a bad temper.
 - C** The headmaster never punishes anyone.
 - D** The headmaster is not as scary as he seems.

Fill in the missing letters to complete the words in the following passage.

15. Over four and a half thousand years ago, the **A n c** **t**
16. Egyptians began **i l d** **n g** pyramids.
17. The pharaohs **i n** **d e d** the pyramids to be
18. impressive monuments: eternal resting **p l** **s**
to safeguard their souls.
19. Wealthy Egyptians would fill their tombs with the **h** **g s**
20. they would need in the afterlife, but they **b e l** **e d**
21. that before their souls were **g r a** **d** eternal life,
22. their **a** **n s** on Earth would be judged rigorously.
23. This **u d g e** **n t** would happen in the underworld,
24. where the deceased person's heart would be **w e** **h e d**
against the feather of the goddess Ma'at.
25. If the heart was **h e a** **r** than the feather,
26. it would be deemed **u n w** **t h** and the person
27. would not **e n** **r** the afterlife.
28. Djoser's Step Pyramid was one of the **f** **t** of these tombs.
29. It is known as a step pyramid **b e** **s e** it was built
30. as a series of six successively **l l e r** squares
31. on top of one **a n o** **r**.
32. The burial chamber is **h i** **n** underground
and sealed with a stone weighing 3.5 tonnes,
33. but this did not **d e** **r** the grave robbers.
When the tomb was excavated,
34. almost **n** **t** **g** was left inside.

/ 20

Carry on to the next question → →

Mark the word outside the brackets that has a similar meaning to the words in both sets of brackets.

Example: (find discover) (stain blemish) freckle smudge spot see

35. (point direct) (purpose intention) goal aim motive guide
36. (trench drain) (abandon dump) drop gutter ditch leave
37. (talent ability) (present offering) gift bonus skill flair
38. (path route) (hunt pursue) way chase passage track
39. (law code) (lead reign) rule govern order instruct
40. (assess grade) (scratch dent) judge mark rate cut
41. (people tribe) (run sprint) dash nation race type
42. (late overdue) (after following) delayed next detained behind
43. (stone boulder) (swing sway) roll rock tilt cobble
44. (bolt fasten) (ringlet curl) hair seal plait lock

/ 10

Complete the word on the right so that it means the opposite, or nearly the opposite, of the word on the left.

Example: smooth r o u g h

45. **sweet** i t r
46. **poor** e a l h
47. **dry** o s t
48. **bright** s d y
49. **temporary** e r m n t
50. **slow** e e y
51. **joy** w
52. **rare** o m n
53. **uninterested** e g r
54. **professional** a m a t

/ 10

Carry on to the next question → →

Find the word that means the same, or nearly the same, as the word on the left.

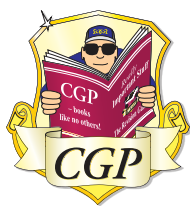
Example: **small** tiny strong large soft

55. **brave** noble fearless capable tough
56. **guess** consider estimate belief idea
57. **worth** payment value expensive reward
58. **study** teach student learn education
59. **assist** treat remedy cure aid
60. **glad** comforted pleased comical witty
61. **shovel** excavate sift tunnel scoop
62. **ring** around shape band tunnel
63. **bendy** broken flexible snap springy
64. **tight** taut solid immovable tense
65. **scare** afraid shock frightful fluster
66. **shrink** slight miniature wane simplify
67. **soak** drench damp drip clean
68. **blunt** curt silent secretive defensive

/ 14

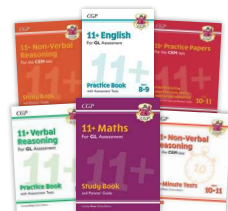
Total / 68

End of Test



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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 **CGP** sample paper designed to prepare students for **CEM-style 11+ Verbal Reasoning** exams. The paper follows the standard format used by many selective grammar and independent schools that set their entry tests through the **CEM** (Centre for Evaluation and Monitoring) consortium. It assesses a range of verbal reasoning skills through passages and word-based questions.

The paper comprises **68 questions** to be completed in **30 minutes**, reflecting the pace and pressure of actual 11+ conditions. Students begin with a comprehension passage about a boy starting secondary school, followed by cloze exercises about Ancient Egyptian pyramids, synonym and antonym tasks, and multiple-meaning word challenges. The questions mix inference, vocabulary breadth, and linguistic reasoning in ways typical of the CEM format.

This sample paper suits children in Year 5 or 6 preparing for grammar or independent school entrance. It offers a realistic simulation of test conditions and question types, helping students become familiar with the speed and variety demanded by **CEM 11+ Verbal Reasoning** exams without being tied to any particular school's specification.

How this paper is organised

The paper opens with **14 reading comprehension questions** (questions 1-14) based on a narrative passage entitled "The First Day", in which students must answer literal, inferential and vocabulary-in-context questions using multiple-choice responses. Each comprehension question is worth one mark, distributed over three pages.

Questions 15-34 form a **cloze passage** section worth **20 marks**, in which students fill in missing letters to complete words in a non-fiction text about Egyptian pyramids. This section tests spelling, contextual vocabulary, and the ability to decode partial words under time pressure.

The remaining sections cover **word relationships and vocabulary**: questions 35-44 require students to identify words with dual meanings, questions 45-54 ask for antonyms with partial spellings provided, and questions 55-68 demand straightforward synonym selection from multiple-choice options. The final synonym section is worth **14 marks**. Students may answer using the booklet itself or a separate multiple-choice sheet, and the total mark allocation is **68**.

Topics covered

- Reading comprehension of a first-person narrative passage about starting secondary school, testing literal recall, inference, and character motivation
- Vocabulary in context: determining the meaning of words such as 'address', 'severe', and 'simultaneously' within a passage
- Idiomatic language and figurative expressions, including 'bark is worse than his bite' and 'never hear the end of it'
- Cloze completion within a non-fiction historical text about Ancient Egyptian pyramids and burial customs, requiring accurate spelling and contextual understanding
- Multiple-meaning words: identifying words that satisfy two different definitions, such as 'aim' (point/purpose) and 'rule' (law/lead)
- Antonyms with partial spellings provided, including common opposites like sweet/bitter, temporary/permanent, and professional/amateur
- Synonym recognition across a range of vocabulary, from everyday words (brave, glad) to more sophisticated terms (blunt, shrink, bendy)
- Speed and accuracy in vocabulary retrieval under timed conditions typical of CEM 11+ Verbal Reasoning papers

How to use this paper for revision

- Practise reading a variety of fiction genres to build confidence with character-based inference questions; many CEM comprehension passages focus on relationships and emotions rather than pure plot.
- When tackling cloze passages, read the entire sentence before filling in letters; context clues from surrounding words often reveal spelling patterns and meaning.
- Expand your vocabulary daily by keeping a notebook of new words, their meanings, and synonyms or antonyms; CGP and Bond vocabulary workbooks provide targeted lists.
- Learn common idioms and figurative phrases (e.g. 'bark is worse than his bite', 'never hear the end of it'), as CEM papers frequently test understanding of non-literal language.
- Practise spelling longer words accurately under time pressure; the cloze section penalises incorrect letters, so sound out words carefully and double-check vowel placement.
- For multiple-meaning questions, eliminate options that only fit one bracket before checking which remaining word satisfies both definitions.
- Time yourself strictly on practice papers to build stamina; 30 minutes for 68 questions means you have roughly 26 seconds per question, so pace yourself and flag difficult items to revisit.

Common mistakes to avoid

- Spending too long on early comprehension questions and rushing the vocabulary sections; students often underestimate how quickly they must work through synonym and antonym tasks.
- Misreading cloze instructions and filling in whole words rather than missing letters only, or inserting incorrect vowels because they skim the surrounding text.
- Choosing the first plausible synonym without checking all options; CEM often includes near-synonyms where one is a closer match in register or intensity (e.g. 'pleased' vs 'comforted' for 'glad').
- Overlooking figurative language in comprehension questions and interpreting idioms literally, leading to incorrect answers about character motivation or meaning.
- Failing to use partial spellings as clues in antonym questions; the given letters are there to guide you towards the correct word, not to confuse you.
- Rushing through multiple-meaning questions without testing both definitions properly; a word may fit one bracket perfectly but fail the second, making it an incorrect answer.

Exam technique

Begin by skimming the comprehension passage to grasp the gist, then read each question carefully before returning to the text; many CEM inference questions hinge on subtle word choices or tone. Allocate roughly **10 minutes to comprehension, 10 minutes to the cloze passage, and 10 minutes to vocabulary tasks**, adjusting slightly if you find one section easier.

In cloze exercises, read each sentence in full before attempting to fill in letters; context often reveals whether a word is singular or plural, past or present tense, or requires a double consonant. If a spelling stumps you, move on and return at the end rather than losing time guessing blindly. For multiple-meaning and synonym questions, eliminate obviously incorrect options first, then compare the remaining choices against both definitions or the nuance required.

Leave a minute at the end to check your answer sheet if using one; transferring answers under time pressure often causes slips. If you are writing directly into the booklet, ensure your letters are legible, especially in cloze sections where ambiguous handwriting may lose marks. Stay calm and methodical: CEM papers reward accuracy and vocabulary breadth more than speed alone, so a steady, systematic approach will serve you better than frantic guessing.

What to revise alongside this paper

Students should build a broad vocabulary by reading widely across fiction and non-fiction genres; CEM papers often draw on historical, scientific, and literary contexts, so exposure to diverse texts will help. Practise spelling rules for longer words, particularly those with silent letters, double consonants, or tricky vowel combinations, as cloze passages penalise errors.

Work on recognising common prefixes and suffixes (un-, re-, -tion, -ment) to deduce the meaning of unfamiliar words under pressure. Study lists of synonyms and antonyms grouped by theme (emotions, descriptions, actions) to internalise relationships between words and improve retrieval speed. Familiarise yourself with figurative language, proverbs, and idiomatic expressions, as these appear frequently in CEM comprehension questions.

Once confident with this level, progress to full-length CEM practice papers that combine Verbal Reasoning with other question types, or try Bond or GL Assessment materials to broaden your experience of 11+ formats. Reviewing mark schemes after each attempt will help you understand exactly what examiners reward and refine your exam technique further.

Key terms

Inference, Context clues, Cloze passage, Synonym, Antonym, Multiple-meaning words, Figurative language, Idiom, Literal meaning, Character motivation, Non-fiction comprehension, Vocabulary in context, Register, Tone

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Sample 11+ Assessment Test for the CEM Test — Verbal Reasoning

Pupil's name:

Test date:

School name:

Date of Birth		
Day	Month	Year
[0]	[0]	January <input type="checkbox"/> 2005 <input type="checkbox"/>
[1]	[1]	February <input type="checkbox"/> 2006 <input type="checkbox"/>
[2]	[2]	March <input type="checkbox"/> 2007 <input type="checkbox"/>
[3]	[3]	April <input type="checkbox"/> 2008 <input type="checkbox"/>
[4]	[4]	May <input type="checkbox"/> 2009 <input type="checkbox"/>
[5]	[5]	June <input type="checkbox"/> 2010 <input type="checkbox"/>
[6]	[6]	July <input type="checkbox"/> 2011 <input type="checkbox"/>
[7]	[7]	August <input type="checkbox"/> 2012 <input type="checkbox"/>
[8]	[8]	September <input type="checkbox"/> 2013 <input type="checkbox"/>
[9]	[9]	October <input type="checkbox"/> 2014 <input type="checkbox"/>
		November <input type="checkbox"/> 2015 <input type="checkbox"/>
		December <input type="checkbox"/> 2016 <input type="checkbox"/>

Pupil Number						School Number					
[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]
[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]
[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]
[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]
[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]
[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]
[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]
[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]
[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]
[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]

Please mark like this:

Sample Test

1 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	2 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	3 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	4 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	5 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	6 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	7 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	8 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
9 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	10 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	11 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	12 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	13 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	14 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>		

In questions 15-34, each word has two or more missing letters.
Mark the box next to each letter that needs to be added to complete the word.

15 A n c ? ? ? t e <input type="checkbox"/> a <input type="checkbox"/> n <input type="checkbox"/> i <input type="checkbox"/> e <input type="checkbox"/> r <input type="checkbox"/> s <input type="checkbox"/> i <input type="checkbox"/> t <input type="checkbox"/>	16 ? ? i l d ? n g b <input type="checkbox"/> i <input type="checkbox"/> a <input type="checkbox"/> h <input type="checkbox"/> e <input type="checkbox"/> e <input type="checkbox"/> c <input type="checkbox"/> u <input type="checkbox"/> i <input type="checkbox"/>
17 i n ? ? ? d e d t <input type="checkbox"/> l <input type="checkbox"/> u <input type="checkbox"/> c <input type="checkbox"/> i <input type="checkbox"/> n <input type="checkbox"/> v <input type="checkbox"/> e <input type="checkbox"/> d <input type="checkbox"/>	18 p l ? ? ? s i <input type="checkbox"/> c <input type="checkbox"/> e <input type="checkbox"/> a <input type="checkbox"/> i <input type="checkbox"/> u <input type="checkbox"/> e <input type="checkbox"/> t <input type="checkbox"/> s <input type="checkbox"/>
19 ? h ? ? g s c <input type="checkbox"/> o <input type="checkbox"/> a <input type="checkbox"/> s <input type="checkbox"/> i <input type="checkbox"/> e <input type="checkbox"/> t <input type="checkbox"/> a <input type="checkbox"/> n <input type="checkbox"/>	
20 b e l ? ? ? e d e <input type="checkbox"/> n <input type="checkbox"/> v <input type="checkbox"/> i <input type="checkbox"/> e <input type="checkbox"/> t <input type="checkbox"/> o <input type="checkbox"/> i <input type="checkbox"/> n <input type="checkbox"/>	21 g r a ? ? ? d s <input type="checkbox"/> t <input type="checkbox"/> i <input type="checkbox"/> n <input type="checkbox"/> s <input type="checkbox"/> e <input type="checkbox"/> i <input type="checkbox"/> l <input type="checkbox"/> d <input type="checkbox"/>
22 a ? t ? ? n s c <input type="checkbox"/> s <input type="checkbox"/> o <input type="checkbox"/> k <input type="checkbox"/> i <input type="checkbox"/> h <input type="checkbox"/> n <input type="checkbox"/> o <input type="checkbox"/> u <input type="checkbox"/>	23 ? u d g e ? ? n t g <input type="checkbox"/> e <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> m <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> r <input type="checkbox"/> a <input type="checkbox"/>
24 w e ? ? h e d a <input type="checkbox"/> t <input type="checkbox"/> t <input type="checkbox"/> s <input type="checkbox"/> i <input type="checkbox"/> g <input type="checkbox"/>	25 h e a ? ? ? r v <input type="checkbox"/> h <input type="checkbox"/> e <input type="checkbox"/> t <input type="checkbox"/> i <input type="checkbox"/> a <input type="checkbox"/> f <input type="checkbox"/> e <input type="checkbox"/> i <input type="checkbox"/>
26 u n w ? ? t h ? e <input type="checkbox"/> r <input type="checkbox"/> e <input type="checkbox"/> o <input type="checkbox"/> i <input type="checkbox"/> y <input type="checkbox"/> u <input type="checkbox"/> g <input type="checkbox"/> s <input type="checkbox"/>	27 e n ? ? r d <input type="checkbox"/> e <input type="checkbox"/> s <input type="checkbox"/> a <input type="checkbox"/> t <input type="checkbox"/> o <input type="checkbox"/>
28 f ? ? ? t e <input type="checkbox"/> r <input type="checkbox"/> s <input type="checkbox"/> i <input type="checkbox"/> s <input type="checkbox"/> l <input type="checkbox"/> r <input type="checkbox"/> i <input type="checkbox"/> u <input type="checkbox"/>	

29 b e ? ? ? s e
 s a a
 c u u
 k o s

30 ? ? ? l l e r
 t h e
 s t a
 c m i

31 a n o ? ? ? r
 v h e
 t v u
 u s a

32 h i ? ? ? n
 s t n
 d i i
 l d e

33 d e ? ? r
 f e
 b u
 t i

34 n ? t ? ? ? g
 u h e n
 a s i e
 o t s l

EXAMPLE
 freckle
 smudge
 spot
 see

35 goal
 aim
 motive
 guide

36 drop
 gutter
 ditch
 leave

37 gift
 bonus
 skill
 flair

38 way
 chase
 passage
 track

39 rule
 govern
 order
 instruct

40 judge
 mark
 rate
 cut

41 dash
 nation
 race
 type

42 delayed
 next
 detained
 behind

43 roll
 rock
 tilt
 cobble

44 hair
 seal
 plait
 lock

In questions 45-54, each word has two or more missing letters.
 Mark the box next to each letter that needs to be added to complete the word.

EXAMPLE
 r ? ? g ?
 u f s
 o f e
 a o h

45 ? i ? t ? r
 s l e
 b s u
 d t a

46 ? e a l ? h ?
 w s y
 h t e
 s c s

47 ? o ? s t
 l i
 b a
 m r

48 s ? ? d y
 a n
 h o
 c a

49 ? e r m ? ? ? n t
 t e n e
 p a m i
 f u a a

50 ? ? e e ? y
 s r d
 g l z
 b p p

51 w ? ?
 a e
 r r
 o a

52 ? o m ? ? n
 b d o
 p m u
 c p e

53 e ? g ? r
 a a
 e u
 i e

54 a m a t ? ? ?
 u r r
 e u e
 i e h

EXAMPLE
 tiny
 strong
 large
 soft

55 noble
 fearless
 capable
 tough

56 consider
 estimate
 belief
 idea

57 payment
 value
 expensive
 reward

58 teach
 student
 learn
 education

59 treat
 remedy
 cure
 aid

60 comforted
 pleased
 comical
 witty

61 excavate
 sift
 tunnel
 scoop

62 around
 shape
 band
 tunnel

63 broken
 flexible
 snap
 springy

64 taut
 solid
 immovable
 tense

65 afraid
 shock
 frightful
 fluster

66 slight
 miniature
 wane
 simplify

67 drench
 damp
 drip
 clean

68 curt
 silent
 secretive
 defensive

Paper Notes: 11+ Verbal Reasoning Answer Sheet

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 **CGP sample answer sheet** for an **11+ Verbal Reasoning assessment** designed for the **CEM test format**. The sheet provides the correct answers and letter choices for a **68-question practice paper** that assesses vocabulary, spelling, word completion, and word relationships through multiple-choice questions.

The answer sheet is laid out to match the question paper's structure, with answer bubbles for questions 1 to 14, then detailed letter-choice grids for the missing-letter questions (15 to 54), and finally multiple-choice answer boxes for synonym and odd-one-out questions (35 to 68). The format reflects the actual CEM 11+ exam style, where students must identify missing letters to complete words and recognise semantic relationships between words.

This document is essential for parents, tutors, or older students who need to mark completed practice papers accurately. It allows them to check not only whether the final answer is correct but also to see **which specific letters** should have been selected in the word-completion sections, making it easier to diagnose spelling weaknesses or vocabulary gaps.

How this paper is organised

The answer sheet is divided into three distinct sections corresponding to different question types. Questions 1 to 14 use a standard **A, B, C, D multiple-choice format**, likely testing synonym selection, antonym recognition, or logical word relationships. Each question has a single correct answer bubble to mark.

Questions 15 to 54 form the core of the paper and involve **missing-letter word completion tasks**. For each incomplete word, the sheet shows which letters (from a given set) must be selected to complete the word correctly. The layout presents the partial word with question marks, followed by answer boxes for individual letters, allowing precise checking of each letter choice. This format is characteristic of CEM verbal reasoning papers and tests both spelling accuracy and vocabulary knowledge.

The final section, questions 35 to 68 (with some overlap in numbering due to the paper's structure), returns to **four-option multiple-choice questions**. These test the ability to identify semantic relationships, find odd words out, or select synonyms and antonyms from word groups. The total of **68 questions** reflects a substantial assessment covering multiple verbal reasoning skills.

Topics covered

- **Missing-letter word completion** requiring students to select correct letters from given options to spell common and challenging vocabulary accurately
- **Synonym and antonym recognition** tested through multiple-choice questions where students identify words with similar or opposite meanings
- **Odd-one-out tasks** requiring identification of which word in a group does not share a semantic relationship with the others
- **Spelling patterns and orthographic knowledge**, particularly focusing on vowel combinations, consonant clusters, and common word endings
- **Vocabulary breadth** across multiple word types including verbs, nouns, adjectives, and adverbs at an age-appropriate level for Year 6 pupils
- **Word relationships and semantic fields**, testing understanding of how words relate by category, function, or meaning
- **Letter-sound correspondences** in more complex vocabulary, including silent letters and irregular spellings common in English

How to use this paper for revision

- When checking answers, pay particular attention to questions where multiple letters were required. If one letter is wrong, the whole answer is incorrect, so use this sheet to identify exactly which letter choices caused errors.
- Create a vocabulary book to record any words from questions 15 to 54 that were misspelled. Write out the complete word correctly, note its meaning, and practise spelling it in context.
- For synonym and antonym questions (35 onwards), if the student chose an incorrect answer, discuss why the correct answer fits better. Check whether the mistake came from not knowing a word's meaning or from misreading the question.
- Use the missing-letter format to diagnose spelling patterns that need work. If errors cluster around certain letter combinations (such as 'ei' versus 'ie', or silent letters), target those patterns in follow-up practice.
- Don't just mark right or wrong. For each error, revisit the question together and work out the correct answer through discussion, building understanding rather than just recording a score.
- Keep a tally of question types where errors occur most frequently. If synonym questions are consistently wrong, prioritise vocabulary-building activities. If spelling errors dominate, focus on orthographic rules and spelling practice.
- For questions testing odd-one-out or word relationships, encourage the student to explain their reasoning even when they got the answer right. Articulating why an answer fits strengthens comprehension and exam technique.

Common mistakes to avoid

- Selecting plausible-sounding but incorrect letter combinations in missing-letter questions, particularly when homophones or near-homophones create confusion (such as 'their', 'there', and 'they're').
- Rushing through synonym questions and choosing a word that is related to the target word but not actually synonymous, such as selecting 'student' instead of 'learn' when the relationship is looser than true synonymy.
- Overlooking subtle spelling rules such as dropping or retaining the final 'e' before adding a suffix, or confusing vowel digraphs like 'ea' and 'ee' in word-completion tasks.
- Failing to eliminate clearly wrong answers in multiple-choice questions, leading to unnecessary uncertainty between two plausible options when one can be ruled out immediately.
- Not reading all four options in synonym or odd-one-out questions before selecting an answer, causing students to pick the first word that seems roughly correct rather than the best fit.
- Misunderstanding the semantic category in odd-one-out questions, particularly when words can belong to multiple categories depending on interpretation, such as 'lock' as both a fastening device and a section of hair.

Exam technique

When using this answer sheet, work through the paper systematically, marking each question and recording the total number correct in each section. This sectional breakdown helps identify whether errors are concentrated in spelling tasks, synonym recognition, or logical word relationships, allowing targeted revision.

For missing-letter questions, check each required letter individually rather than just the final word. A student might know the word but select the wrong letter from the options given, which indicates a different kind of error than not knowing the word at all. Record both types of mistake separately so you can address vocabulary gaps and option-selection skills appropriately.

After marking, sit down with the student and review incorrect answers together. For vocabulary errors, look up definitions and use each word in a sentence. For spelling errors, identify the pattern (silent letters, vowel combinations, doubled consonants) and practise similar words. For synonym and relationship questions, discuss why the correct answer is better than the chosen option, building the reasoning skills needed for

this question type. Reattempting similar questions a few days later will consolidate learning and build confidence.

What to revise alongside this paper

Students preparing for CEM 11+ verbal reasoning should practise **word association and vocabulary extension exercises**, as many questions require not just knowing a word but understanding its full range of meanings and relationships. Reading widely, particularly fiction and non-fiction at or slightly above the student's current level, builds the vocabulary base essential for synonym and odd-one-out questions.

Spelling practice should focus on **common orthographic patterns**, particularly those involving vowel combinations, silent letters, and prefixes and suffixes. Activities such as spelling tests, word sorts (grouping words by spelling pattern), and morphology work (breaking words into root, prefix, and suffix) all support the skills tested in missing-letter questions. Students should also practise homophones and near-homophones, as these frequently cause confusion in word-completion tasks.

For broader preparation, students should attempt **similar CEM-style verbal reasoning papers** and work on question types such as cloze passages, word codes, and letter rearrangement. These build the flexible thinking and pattern recognition required across the full range of CEM verbal reasoning tasks. Timed practice under exam conditions helps students build speed and accuracy, both crucial on test day.

Key terms

Synonym, Antonym, Odd one out, Word completion, Missing letters, Vowel digraph, Consonant cluster, Homophone, Semantic relationship, Orthography, Spelling pattern, Multiple-choice, CEM test format, Verbal reasoning

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Answers to Sample 11+

Assessment Test for the CEM Test — Verbal Reasoning

- 1) **A** — Daniel is anxious about starting his new school.
- 2) **D** — In the passage it says that Daniel "squinted through the thick lenses of his spectacles". This shows that Daniel wears glasses.
- 3) **B** — In the passage Mr Graham is described as "towering", which is another word for 'tall'.
- 4) **C** — Daniel says his name wrong when he speaks to Rachael because he is nervous.
- 5) **A** — In the passage it says "Daniel was sure that he would never hear the end of it from his classmates", so Daniel thinks the other pupils will be unkind.
- 6) **D** — Rachael's brother is in "the year above" which shows that he already goes to the school.
- 7) **B** — In the passage it says "Daniel thought secondary school might not be so bad after all." This shows that he is relieved because being at school is not as bad as he thought.
- 8) **C** — Daniel's dad is Mr Graham, so Daniel's surname is Graham.
- 9) **C** — "address" means 'a speech'. In this context, a "welcome address" is a speech given to welcome the new pupils to the school.
- 10) **A** — "severe" means 'strict'. The headmaster is 'strict' because he does not put up with any nonsense.
- 11) **D** — "simultaneously" means 'at the same time'. Mr Graham will be both Daniel's father and his headmaster at the same time.
- 12) **B** — Rachael's older brother already goes to the school, so she knows what to expect.
- 13) **B** — This phrase means that Daniel thinks that people will keep reminding him that he is the headmaster's son.
- 14) **D** — This phrase means that somebody seems scary because they shout a lot, but they are not as scary as they seem. Mr Graham's words are frightening, but his actions are not.
- 15) **Ancient** — 'Over four and a half thousand years ago, the **Ancient** Egyptians'
- 16) **building** — 'Ancient Egyptians began **building** pyramids.'
- 17) **intended** — 'The pharaohs **intended** the pyramids to be impressive monuments'
- 18) **places** — 'eternal resting **places** to safeguard their souls.'
- 19) **things** — 'Wealthy Egyptians would fill their tombs with the **things** they would need in the afterlife'
- 20) **believed** — 'but they **believed** that before their souls'
- 21) **granted** — 'their souls were **granted** eternal life'
- 22) **actions** — 'their **actions** on Earth would be judged rigorously.'
- 23) **judgement** — 'This **judgement** happened in the underworld'
- 24) **weighed** — 'the deceased person's heart was **weighed** against the feather'
- 25) **heavier** — 'If the heart was **heavier** than the feather'
- 26) **unworthy** — 'it was deemed **unworthy**.'
- 27) **enter** — 'the person could not **enter** the afterlife.'
- 28) **first** — 'Djoser's Step Pyramid was one of the **first** of these tombs.'
- 29) **because** — 'It is known as a step pyramid **because** it was built.'
- 30) **smaller** — 'a series of six successively **smaller** squares'

- 33) **deter** — 'but this did not **deter** the grave robbers.'
- 34) **nothing** — 'almost **nothing** was left inside.'
- 35) **aim** — 'aim' can mean 'to point something in a particular direction' or 'a desired outcome'.
- 36) **ditch** — 'ditch' can mean 'a narrow channel used for drainage' or 'to discard'.
- 37) **gift** — 'gift' can mean 'a talent or inclination' or 'something given'.
- 38) **track** — 'track' can mean 'a rough path' or 'to follow'.
- 39) **rule** — 'rule' can mean 'a code of behaviour' or 'to exercise control'.
- 40) **mark** — 'mark' can mean 'to evaluate work' or 'a visible trace or spot'.
- 41) **race** — 'race' can mean 'a group of people united by common lineage or history' or 'a competition of speed'.
- 42) **behind** — 'behind' can mean 'delayed' or 'further back'.
- 43) **rock** — 'rock' can mean 'a stone' or 'to move back and forth'.
- 44) **lock** — 'lock' can mean 'to secure something' or 'a curl of hair'.
- 45) **bitter** — 'sweet' is an adjective which means 'sugary', whereas 'bitter' means 'sour'.
- 46) **wealthy** — 'poor' means 'having little money', whereas 'wealthy' means 'having lots of money'.
- 47) **moist** — 'dry' means 'containing no moisture', whereas 'moist' means 'containing moisture'.
- 48) **shady** — 'bright' means 'light', whereas 'shady' means 'dark'.
- 49) **permanent** — 'temporary' means 'for a limited time', whereas 'permanent' means 'for an unlimited time'.
- 50) **speedy** — 'slow' is an adjective which means 'at low speed', whereas 'speedy' means 'at high speed'.
- 51) **woe** — 'joy' means 'happiness', whereas 'woe' means 'sadness'.
- 52) **common** — 'rare' means 'infrequent', whereas 'common' means 'frequent'.
- 53) **eager** — 'uninterested' means 'indifferent', whereas 'eager' means 'enthusiastic'.
- 54) **amateur** — 'professional' is a noun which means 'someone who is paid to do a job', whereas 'amateur' means 'someone who does something without being paid'.
- 55) **fearless** — Both words mean 'courageous'.
- 56) **estimate** — Both words mean 'to predict based on uncertain knowledge'.
- 57) **value** — Both words mean 'the importance of something'.
- 58) **learn** — Both words mean 'to gain knowledge'.
- 59) **aid** — Both words mean 'to help'.
- 60) **pleased** — Both words mean 'happy'.
- 61) **scoop** — Both words mean 'tools for picking up loose material'.
- 62) **band** — Both words mean 'something that encircles something else'.
- 63) **flexible** — Both words mean 'easily bent'.
- 64) **taut** — Both words mean 'not slack'.
- 65) **shock** — Both words mean 'to make someone feel afraid'.
- 66) **wane** — Both words mean 'to decrease'.
- 67) **drench** — Both words mean 'to make something wet'.
- 68) **curt** — Both words mean 'abrupt'.

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 mark scheme provides the correct answer for each question, together with short explanations drawn from the passage or the logic of the task. When marking, award one mark per question as indicated and total each section separately before adding them together.

Distinguish between **careless slips** (correct understanding, wrong transcription) and **knowledge gaps** (misreading the passage, not recognising a word's meaning, guessing synonyms). If a child hesitates over vocabulary questions 35–68, that signals a need for wider reading and word-building practice, not simply re-sitting the paper.

Use the worked examples below when an answer surprises you or when the child asks why an option was wrong. The examples show **how to locate evidence in the text** and how to eliminate distractors; they are not needed for every question, only where the reasoning is instructive.

Score interpretation

The paper is worth 68 marks in total: 14 for the narrative comprehension (Q1–14), 20 for the cloze passage (Q15–34), and 34 for the vocabulary tasks (Q35–68). A score above 55 (roughly 80 per cent) suggests confident reading comprehension and a broad vocabulary; the child is well prepared for CEM-style verbal reasoning and should focus on speed and accuracy under timed conditions.

Between 40 and 54 marks indicates solid understanding but room to grow, especially in synonym and antonym recognition. Review any vocabulary questions answered incorrectly and practise similar tasks in other CGP or CEM materials. Below 40 suggests that either reading stamina (the longer passage) or vocabulary breadth needs targeted work; consider daily reading of varied texts and keeping a word journal.

Look at **which section lost the most marks**. If the cloze task (Q15–34) was weak, the child may be rushing or not re-reading for sense. If the synonym and antonym sections (Q35–68) were weak, vocabulary-building activities will yield the fastest improvement.

Worked examples

Reading comprehension (narrative), Q1–14

These questions reward **close reading and inference**. Marks are lost when children skim the passage or choose an answer that feels plausible but is not supported by the text. Every correct answer can be justified by a specific sentence or phrase; guessing or relying on general knowledge will often lead to the wrong option. Pay particular attention to questions about character feelings and the meaning of idioms, where all four options may sound reasonable at first glance.

Q4 : C

Daniel says 'Dennis!' then corrects himself to 'Daniel'. The passage immediately before tells us 'The girl was stunning' and that Daniel 'gaped at her', showing he was flustered by Rachael's appearance. Option A is tempting because she did approach from behind, but the text's emphasis on his reaction to her looks makes **nervousness the real cause**.

Q5 : A

Line 9 states 'Daniel was sure that he would never hear the end of it from his classmates.' This idiom means the teasing will continue, so he expects the other pupils to be unkind. Options B and C contradict the passage; option D is not supported by any evidence.

Q13 : B

'Never hear the end of it' is an idiom meaning people will keep mentioning something, usually in a mocking way. The context (being the headmaster's son) makes it clear Daniel fears **teasing or repeated reminders**, not punishment (A), boasting (C), or being ignored (D).

Q14 : D

The phrase 'his bark is worse than his bite' is a common idiom meaning someone sounds frightening but is less harsh in action. Rachael's brother reassures her that Mr Graham is not as intimidating as he seems, so **option D captures the idiom's meaning** precisely.

Cloze passage (Ancient Egypt), Q15–34

Each blank requires a word that fits the **grammar, meaning and spelling pattern** shown by the given letters. Marks are lost when children ignore the surrounding sentence or guess a word that makes partial sense but does not match the letters provided. Re-reading the completed sentence aloud is the best check: if it sounds awkward or changes the passage's meaning, reconsider. Many answers are high-frequency academic words (intended, judgement, granted) that appear across history and science texts, so this task also tests general vocabulary.

Q17 : i_n_d_e_d

The sentence reads 'The pharaohs i_n_d_e_d the pyramids to be impressive monuments'. The verb 'intended' means 'planned' or 'meant', and the letters i, n, d, e, d confirm the spelling. The infinitive 'to be' after the blank signals that a verb of intention is required.

Q26 : u_n_w_t_h

The passage explains that if the heart was heavier than the feather, it was 'deemed u_n_w_t_h' and the person could not enter the afterlife. 'Unworthy' means 'not deserving', and the prefix 'un-' combined with the given letters u, n, w, t, h leads to this word. The negative outcome (not entering the afterlife) confirms the meaning.

Q33 : d_e_r

'But this did not d_e_r the grave robbers' requires a verb meaning 'discourage' or 'prevent'. 'Deter' fits the letters d, e, r and the context: despite the sealed tomb, robbers were not put off. The conjunction 'but' signals a contrast, reinforcing that the security measure failed.

Double meanings, Q35–44

Each question gives two pairs of synonyms in brackets and asks you to identify the word outside the brackets that matches **both pairs**. The correct answer must have two distinct meanings. Marks are lost when children pick a word that matches only one set of brackets or when they do not consider all four options carefully. For example, 'aim' can mean 'to point' (matching 'point, direct') and 'a goal' (matching 'purpose, intention'). Always check that the word works for both meanings before selecting it.

Q36 : ditch

'Ditch' can mean a drainage channel (matching 'trench, drain') and also 'to discard' (matching 'abandon, dump'). The other options each fit only one pair: 'gutter' is a channel but not a verb meaning abandon; 'leave' is a verb but not a physical channel.

Q40 : mark

'Mark' means 'to evaluate work' (matching 'assess, grade') and 'a visible spot' (matching 'scratch, dent'). 'Judge' works for the first pair but has no meaning related to a physical trace, so it is eliminated.

Antonyms, Q45–54

Complete the word on the right so that it means the opposite of the word on the left. The given letters guide spelling, but you must first **know what the opposite concept is**. For instance, the opposite of 'temporary' is 'permanent', not 'eternal' (which is similar but not the exact fit for the letters provided). Marks are lost when children write a related word instead of a true antonym, or when they guess without checking that every given letter is used. If in doubt, say both words in a sentence to confirm they are opposites.

Q49 : permanent

'Temporary' means lasting for a limited time; 'permanent' means lasting indefinitely. The letters p, e, r, m, a, n, e, n, t match the blanks provided, and the two words are direct antonyms in both everyday and formal usage.

Q54 : amateur

A 'professional' is someone paid to do a job; an 'amateur' does the same activity without payment. The letters a, m, a, t, e, u, r fit the blanks. This pair is often confused with 'expert' versus 'beginner', but the true antonym here concerns payment, not skill level.

Synonyms, Q55–68

Find the word that means the same, or nearly the same, as the word on the left. All five options may be vaguely related, but only one is a true synonym. **Marks are lost when children pick a word from the same semantic field** rather than an exact match. For example, 'student' and 'education' are related to 'study', but only 'learn' shares the core meaning. If two options seem equally good, re-read both in a sentence and choose the one that can replace the target word without changing the sense.

Q56 : estimate

'Guess' means to form an opinion without certain knowledge; 'estimate' means to predict or judge based on incomplete information. Both involve uncertainty. 'Consider' and 'belief' are related concepts but do not capture the predictive element, and 'idea' is too general.

Q64 : taut

'Tight' means pulled or stretched with no slack; 'taut' has exactly the same meaning, especially when describing ropes or fabric. 'Solid' and 'immovable' suggest rigidity rather than tension, and 'tense' usually describes emotional states, not physical tightness.

Q66 : wane

'Shrink' means to become smaller; 'wane' means to decrease gradually, often used for the moon or for influence. Both describe reduction in size or strength. 'Slight' and 'miniature' describe something already small, and 'simplify' means to make less complex, not smaller.

Next steps

After marking, sit down with the child and review any question where the answer was unexpected. For comprehension errors (Q1–14), re-read the relevant sentence together and ask the child to point to the phrase that supports the correct answer. For vocabulary errors (Q35–68), write each missed word on a revision card with its meaning and an example sentence; revisit these cards daily for a week.

If the score was below 50, prioritise **building vocabulary and reading stamina** before attempting another full paper. Ten minutes of daily reading, followed by a brief discussion of new words, will yield faster progress than repeated test practice. If the score was above 55, move on to timed papers under exam conditions, aiming to complete all sections within thirty minutes while maintaining accuracy. Use any remaining CGP or CEM practice papers to consolidate speed and confidence.

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