

11+ PRACTICE PACK

GL Assessment 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 50 minutes to do this test. 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.

Find the letter that will finish the first word and start the second word of each pair. The same letter must be used for both pairs. **Either** mark the letter on the answer sheet, **or** write it on the line.

Example: ban (?) ave fla (?) ain (g)

1. ar (?) law dis (?) oat (_____)
2. cur (?) ap stee (?) ow (_____)
3. bu (?) ent ha (?) aid (_____)
4. min (?) amp lea (?) ump (_____)
5. ban (?) ing lin (?) ick (_____)

/ 5

Read the information carefully, then use it to answer the question that follows.

6. Mahmood, Jamie, Louise, Molly and Naomi have gone to the chip shop for their dinner.

Molly, Naomi and Jamie all have chips. Mahmood chooses pie and mushy peas for his meal. The only one to have fish is Molly. Jamie, Louise and Naomi each have a sausage. Everyone has mushy peas with their meal except Jamie and Molly.

Who buys the **most** items? (_____)

7. Cerys, Ryan, Penny, Jasper and Neil each made a collage using different materials.

Ryan, Penny and Jasper all used leaves in their collages. Four of the children used sequins. Neil is the only child whose collage includes fabric. Everyone except Penny used foil in their collage. Cerys chose not to use sequins. Penny used twigs and ribbons in her work.

Which child used the **fewest** materials for their collage? (_____)

/ 2

Carry on to the next question → →

Remove one letter from the first word and add it to the second word to make two new words. Do not rearrange the other letters. **Either** mark the letter that moves on the answer sheet, **or** write the two new words on the lines.

Example: groom lad (room) (glad)

8. block bay (_____) (_____)
9. peace bit (_____) (_____)
10. three air (_____) (_____)
11. pinch wet (_____) (_____)
12. ridge rip (_____) (_____)

/ 5

In each sentence below a four-letter word is hidden at the end of one word and the start of the next. **Either** mark the part of the sentence that contains the hidden word on the answer sheet, **or** write the hidden word on the line.

Example: Come and get your maths books. (mean)

13. Mum astonished us by singing loudly. (_____)
14. Behave well if indoor play occurs. (_____)
15. Harry changed gear without any jerks. (_____)
16. We should reduce carbon emissions immediately. (_____)
17. Scan each new document before photocopying. (_____)
18. All the friendliest children were chosen. (_____)

/ 6

Find the number that continues each sequence in the best way.

Example: 12, 16, 20, 24, (28)

19. 23, 20, 19, 16, 15, (_____)
20. 1, 3, 3, 7, 9, 11, (_____)
21. 2, 12, 14, 26, 40, (_____)
22. 20, 18, 14, 8, (_____)
23. 2, 2, 4, 12, (_____)
24. 6, 8, 12, 16, 18, 32, 24, (_____)

/ 6

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 mark) freckle smudge spot detect see

25. (late overdue) (after following) delayed next old detained behind
 26. (motive aim) (consider think) intention reason imagine end reflect
 27. (grab hold) (snag obstacle) catch grasp problem difficulty clutch
 28. (argue challenge) (match competition) fight debate dispute duel contest
 29. (guide control) (straightforward honest) sincere aim open steer direct

/ 5

Each letter stands for a number. Work out the answer to each sum as a letter.

Example: A = 2 B = 3 C = 5 D = 9 E = 12 $B \times C - B = (\underline{E})$

30. A = 2 B = 6 C = 7 D = 9 E = 14 $E - C + A = (\underline{\quad})$
 31. A = 2 B = 3 C = 10 D = 17 E = 19 $C \times A - D = (\underline{\quad})$
 32. A = 3 B = 4 C = 10 D = 12 E = 16 $D \div A + D = (\underline{\quad})$
 33. A = 5 B = 8 C = 9 D = 14 E = 23 $E - D + B - C = (\underline{\quad})$
 34. A = 2 B = 13 C = 14 D = 24 E = 28 $E \div C \times B + A = (\underline{\quad})$

/ 5

Mark two words, one from each set of brackets, that have the most similar meaning.

Example: (weak soft small) (tiny strong large)

35. (park farm earth) (estate meadow ground)
 36. (abandon empty bare) (alone depart desert)
 37. (deserve worth reward) (payment value price)
 38. (bright pure honest) (clean genuine noble)
 39. (battle attack defeat) (seize conquer oppose)

/ 5

Carry on to the next question → →

Find the pair of letters that continues each sequence in the best way.
Use the alphabet 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: GS HQ IO JM (KK)

40. HT KR NV QT TX (_____)

41. GJ GK FK DJ AH (_____)

42. VV VY WR YU BN (_____)

43. BE DF CH EK DO (_____)

44. RL OP KS HW DZ (_____)

/ 5

Mark two words, one from each set of brackets, that complete the sentence in the most sensible way.

Example: **Cow** is to (barn grass calf) as **sheep** is to (wool farm lamb).

45. **Help** is to (relieve serve assist) as **hinder** is to (prevent impede defile).

46. **Important** is to (eminent urgent essential) as **unimportant** is to (trivial futile minor).

47. **Angry** is to (enraged feeling noisy) as **calm** is to (stroke placid quiet).

48. **Bicycle** is to (metal mechanical personal) as **train** is to (electrical industrial aerodynamic).

49. **Trustworthy** is to (stoic dependable mature) as **unreliable** is to (unstable irresponsible immature).

/ 5

Find the missing number to complete each sum.

Example: $19 + 5 = 2 \times (\underline{12})$

50. $16 \div 8 \times 7 = 9 + (\underline{\quad})$

51. $12 \times 2 + 1 = 5 \times (\underline{\quad})$

52. $7 + 9 - 2 = 2 \times (\underline{\quad})$

53. $4 \times 8 - 9 = 29 - (\underline{\quad})$

54. $6 \times 7 - 10 + 4 = 29 + 11 - (\underline{\quad})$

/ 5

Carry on to the next question → →

Mark a word from the first set, followed by a word from the second set, that go together to form a new word.

Example: (blow high blue) (sky bell shoe) (the new word is 'bluebell')

55. (post show out) (wood ward stage)
 56. (no in sea) (bell sing were)
 57. (has ease as) (sell set send)
 58. (awe care right) (full free ring)
 59. (add wars now) (then here ship)

/ 5

Find the pair of letters that completes each sentence in the most sensible way. Use the alphabet 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: **KM** is to **NQ** as **NP** is to (QT RT QR RS TQ).

60. **CS** is to **FN** as **HX** is to (KT LS KR KS LR).
 61. **BY** is to **HS** as **CX** is to (RI GT GP IT IR).
 62. **VQ** is to **SY** as **FA** is to (II CS IS CI BI).
 63. **BI** is to **IF** as **MT** is to (FQ TQ UQ RQ TR).
 64. **ME** is to **NV** as **GD** is to (HJ HL TV TW HR).

/ 5

Find the word that completes the third pair of words so that it follows the same pattern as the first two pairs.

Example: pain nap tame eat post (top)

65. inanely nine abandon band adorned (_____)
 66. address dads degrade edge carnage (_____)
 67. palace pace shaded shed sensed (_____)
 68. bragging grin fizziest ties rubbings (_____)
 69. darkness rank sameness mane labelled (_____)

/ 5

Carry on to the next question → →

The number codes for three of these four words are listed in a random order.
Work out the code to answer the questions.

CLAP TALC COLT PLOT
4256 6321 1234

70. Find the code for the word **TALC**. (_____)
71. Find the code for the word **ATOP**. (_____)
72. Find the word that has the number code **1256**. (_____)

/ 3

The number codes for three of these four words are listed in a random order.
Work out the code to answer the questions.

SLOW LOSE ALSO SALE
3452 5421 4256

73. Find the code for the word **SALE**. (_____)
74. Find the code for the word **LAWS**. (_____)
75. Find the word that has the number code **5634**. (_____)

/ 3

Mark two words, one from each set of brackets, that have the most opposite meaning.

Example: (brush clean wash) (dirty fresh pure)

76. (condemn approve admire) (agree comply reject)
77. (satisfied vain proud) (regretful discouraged ashamed)
78. (ordinary humble simple) (exceptional novel imaginative)
79. (adamant resentful hostile) (indulgent lenient benevolent)
80. (natural naïve immature) (intelligent artful experienced)

/ 5

Total / 80

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 **sample 11+ verbal reasoning assessment test** published by **CGP**, designed for children preparing for the **11+ entrance examination** used for selective secondary school entry. It follows the **GL Assessment** format and provides a comprehensive practice paper covering the full range of verbal reasoning question types commonly encountered in 11+ exams.

The paper contains **80 questions** to be completed in **50 minutes** and can be answered either in multiple-choice format using a separate answer sheet or in standard write-in format directly on the booklet. The question types include letter completion puzzles, word manipulation tasks, hidden word identification, number and letter sequences, vocabulary relationships, logical reasoning problems, and code-breaking exercises.

This test is suitable for Year 6 pupils preparing for selective grammar school or independent school entry. The breadth of question types makes it particularly useful for comprehensive revision, allowing students to practise all the core verbal reasoning skills in a single timed session. The paper's undated nature means it remains relevant for general practice regardless of the specific year of examination.

How this paper is organised

The paper is divided into multiple short sections, each targeting a different verbal reasoning skill. Questions are worth **80 marks in total**, with mini-sections typically carrying between 2 and 6 marks. The test begins with letter completion puzzles (questions 1 to 5), followed by logical reasoning problems requiring careful reading of scenarios (questions 6 and 7).

Subsequent sections include word manipulation tasks (questions 8 to 12), hidden word identification in sentences (questions 13 to 18), number sequences (questions 19 to 24), and vocabulary exercises testing synonyms and relationships (questions 25 to 39). The middle section features algebra-style letter-number substitution problems (questions 30 to 34) and letter sequence puzzles (questions 40 to 44).

The final third of the paper covers compound word formation (questions 55 to 59), letter analogy problems using the alphabet (questions 60 to 64), word pattern completion (questions 65 to 69), and code-breaking exercises (questions 70 to 75). The paper concludes with vocabulary work on opposite meanings (questions 76 to 80).

Students should allocate approximately 38 seconds per question on average, though some question types naturally take longer than others.

Topics covered

- Letter completion puzzles requiring identification of a single letter that completes two word pairs simultaneously
- Logical reasoning scenarios requiring systematic tracking of multiple variables to determine who has the most or fewest items
- Word manipulation involving removal of one letter from a word and addition to another word to form two new valid words
- Hidden word identification where four-letter words are concealed across the boundary between two consecutive words in sentences
- Number sequences following patterns of addition, subtraction, alternating operations, and more complex rules
- Synonym identification requiring selection of words with similar meanings from two separate bracket sets
- Letter-number substitution problems requiring algebraic thinking to solve arithmetic expressions and express answers as letters
- Letter sequences following alphabetical patterns with position shifts and interval changes
- Analogy completion using letter pairs to establish and apply logical relationships
- Compound word formation by selecting words from two separate sets that combine to form new words
- Word pattern analysis requiring extraction of embedded words following consistent rules across multiple examples
- Code-breaking exercises involving number-letter correspondences where three of four words are encoded and students must deduce the system
- Antonym identification requiring selection of words with opposite meanings from paired bracket sets

How to use this paper for revision

- For letter completion questions, write out both word pairs fully with each possible letter to check which letter creates valid words in all four positions before committing your answer.
- In logical reasoning scenarios, create a simple grid or table to track who has what items systematically rather than trying to hold all the information in your head.
- When tackling hidden words, look specifically at the last two or three letters of the first word and the first one or two letters of the next word, rather than reading the whole sentence.
- For number sequences, calculate the differences between consecutive terms first, then check if the differences themselves follow a pattern if the primary pattern is not immediately obvious.
- In synonym questions, eliminate obviously incorrect words first, then test remaining candidates in simple sentences to confirm they could substitute for one another.
- For letter-number substitution, work through the arithmetic step by step using the given values before converting your numerical answer back to the corresponding letter.
- When solving code-breaking problems, start by identifying letters that appear in multiple words as these provide the most information for deducing the number-letter correspondences.

Common mistakes to avoid

- In letter completion tasks, rushing to write down the first letter that works for one pair without checking it also works for the second pair.
- For logical reasoning problems, missing negative statements such as 'everyone except' or 'the only one who', which are crucial for accurate tracking.
- In word manipulation questions, accidentally rearranging the remaining letters rather than keeping them in their original order as the instructions specify.
- Overlooking hidden words that span across punctuation or that form less common four-letter words which may not immediately spring to mind.
- In number sequences, assuming a simple pattern continues when the sequence actually alternates between two different rules or operations.
- In code-breaking exercises, failing to use all the given information systematically and instead guessing codes based on incomplete deductions.

Exam technique

Begin by skimming the entire paper to identify which question types you find easiest, then tackle those sections first to build confidence and secure marks quickly. Allocate roughly **40 seconds per question**, but recognise that logical reasoning problems and code-breaking tasks naturally require more time, whilst some letter completion and vocabulary questions can be answered more rapidly.

If you become stuck on a question, mark it clearly and move on immediately rather than allowing one difficult problem to consume disproportionate time. Many verbal reasoning questions are independent of one another, so a fresh attempt later often yields the answer. For questions offering multiple-choice options, use elimination of obviously wrong answers to improve your odds even when uncertain.

In the final five minutes, return to marked questions and make educated guesses rather than leaving blanks, as there is typically no penalty for incorrect answers in 11+ verbal reasoning papers. Check that you have transferred all answers correctly if using a separate answer sheet, and ensure every question has been attempted. For questions requiring written answers, write clearly and check your spelling, particularly in word manipulation tasks where an incorrectly spelled word will not receive marks even if the logic was sound.

What to revise alongside this paper

Students should practise additional **vocabulary building exercises** to strengthen their synonym and antonym recognition, as a broad vocabulary underpins success across multiple question types. Reading widely, particularly classic and contemporary fiction, exposes students to varied word usage and helps develop the intuition for word relationships that verbal reasoning tests assess.

Numeric reasoning skills, particularly **mental arithmetic** and pattern spotting in sequences, should be revised alongside this paper since several question types require confident manipulation of numbers. Students might also benefit from practising **abstract reasoning** and spatial awareness problems, which develop the same logical thinking skills that underpin verbal reasoning success.

For students who find this paper manageable, progress to **more advanced GL-style papers** or mixed-format tests that combine verbal reasoning with other 11+ components. For those struggling, return to topic-specific workbooks that isolate individual question types, allowing focused practice on weaker areas before attempting another full timed paper.

Key terms

Synonym, Antonym, Analogy, Letter sequence, Number sequence, Code-breaking, Word manipulation, Hidden word, Compound word, Letter completion, Pattern recognition, Logical reasoning, Substitution, Arithmetic operations, Vocabulary relationships

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).

Sample 11+ Assessment Test for GL Assessment — Verbal Reasoning

Pupil's name:

Test date:

School name:

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

EXAMPLE t <input type="checkbox"/> k <input type="checkbox"/> h <input type="checkbox"/> g <input checked="" type="checkbox"/> w <input type="checkbox"/>	1 m <input type="checkbox"/> k <input type="checkbox"/> c <input type="checkbox"/> b <input type="checkbox"/> e <input type="checkbox"/>	2 e <input type="checkbox"/> b <input type="checkbox"/> d <input type="checkbox"/> t <input type="checkbox"/> l <input type="checkbox"/>	3 d <input type="checkbox"/> s <input type="checkbox"/> r <input type="checkbox"/> g <input type="checkbox"/> m <input type="checkbox"/>	4 t <input type="checkbox"/> l <input type="checkbox"/> k <input type="checkbox"/> p <input type="checkbox"/> d <input type="checkbox"/>	5 k <input type="checkbox"/> g <input type="checkbox"/> n <input type="checkbox"/> s <input type="checkbox"/> r <input type="checkbox"/>	
6 Mahmood <input type="checkbox"/> Jamie <input type="checkbox"/> Louise <input type="checkbox"/> Molly <input type="checkbox"/> Naomi <input type="checkbox"/>	7 Cerys <input type="checkbox"/> Ryan <input type="checkbox"/> Penny <input type="checkbox"/> Jasper <input type="checkbox"/> Neil <input type="checkbox"/>	EXAMPLE g <input checked="" type="checkbox"/> r <input type="checkbox"/> o <input type="checkbox"/> o <input type="checkbox"/> m <input type="checkbox"/>	8 b <input type="checkbox"/> l <input type="checkbox"/> o <input type="checkbox"/> c <input type="checkbox"/> k <input type="checkbox"/>	9 p <input type="checkbox"/> e <input type="checkbox"/> a <input type="checkbox"/> c <input type="checkbox"/> e <input type="checkbox"/>	10 t <input type="checkbox"/> h <input type="checkbox"/> r <input type="checkbox"/> e <input type="checkbox"/> e <input type="checkbox"/>	11 p <input type="checkbox"/> i <input type="checkbox"/> n <input type="checkbox"/> c <input type="checkbox"/> h <input type="checkbox"/>
12 r <input type="checkbox"/> i <input type="checkbox"/> d <input type="checkbox"/> g <input type="checkbox"/> e <input type="checkbox"/>	EXAMPLE Come and <input checked="" type="checkbox"/> and get <input type="checkbox"/> get your <input type="checkbox"/> your maths <input type="checkbox"/> maths books <input type="checkbox"/>	13 Mum astonished <input type="checkbox"/> astonished us <input type="checkbox"/> us by <input type="checkbox"/> by singing <input type="checkbox"/> singing loudly <input type="checkbox"/>	14 Behave well <input type="checkbox"/> well if <input type="checkbox"/> if indoor <input type="checkbox"/> indoor play <input type="checkbox"/> play occurs <input type="checkbox"/>	15 Harry changed <input type="checkbox"/> changed gear <input type="checkbox"/> gear without <input type="checkbox"/> without any <input type="checkbox"/> any jerks <input type="checkbox"/>		
16 We should <input type="checkbox"/> should reduce <input type="checkbox"/> reduce carbon <input type="checkbox"/> carbon emissions <input type="checkbox"/> emissions immediately <input type="checkbox"/>	17 Scan each <input type="checkbox"/> each new <input type="checkbox"/> new document <input type="checkbox"/> document before <input type="checkbox"/> before photocopying <input type="checkbox"/>	18 All the <input type="checkbox"/> the friendliest <input type="checkbox"/> friendliest children <input type="checkbox"/> children were <input type="checkbox"/> were chosen <input type="checkbox"/>				
EXAMPLE 26 <input type="checkbox"/> 30 <input type="checkbox"/> 25 <input type="checkbox"/> 27 <input type="checkbox"/> 28 <input checked="" type="checkbox"/>	19 14 <input type="checkbox"/> 12 <input type="checkbox"/> 10 <input type="checkbox"/> 13 <input type="checkbox"/> 15 <input type="checkbox"/>	20 13 <input type="checkbox"/> 12 <input type="checkbox"/> 23 <input type="checkbox"/> 27 <input type="checkbox"/> 15 <input type="checkbox"/>	21 66 <input type="checkbox"/> 60 <input type="checkbox"/> 56 <input type="checkbox"/> 48 <input type="checkbox"/> 69 <input type="checkbox"/>	22 0 <input type="checkbox"/> 2 <input type="checkbox"/> 6 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/>	23 16 <input type="checkbox"/> 24 <input type="checkbox"/> 32 <input type="checkbox"/> 36 <input type="checkbox"/> 48 <input type="checkbox"/>	24 48 <input type="checkbox"/> 64 <input type="checkbox"/> 28 <input type="checkbox"/> 32 <input type="checkbox"/> 72 <input type="checkbox"/>
EXAMPLE freckle <input type="checkbox"/> smudge <input type="checkbox"/> spot <input checked="" type="checkbox"/> detect <input type="checkbox"/> see <input type="checkbox"/>	25 delayed <input type="checkbox"/> next <input type="checkbox"/> old <input type="checkbox"/> detained <input type="checkbox"/> behind <input type="checkbox"/>	26 intention <input type="checkbox"/> reason <input type="checkbox"/> imagine <input type="checkbox"/> end <input type="checkbox"/> reflect <input type="checkbox"/>	27 catch <input type="checkbox"/> grasp <input type="checkbox"/> problem <input type="checkbox"/> difficulty <input type="checkbox"/> clutch <input type="checkbox"/>	28 fight <input type="checkbox"/> debate <input type="checkbox"/> dispute <input type="checkbox"/> duel <input type="checkbox"/> contest <input type="checkbox"/>	29 sincere <input type="checkbox"/> aim <input type="checkbox"/> open <input type="checkbox"/> steer <input type="checkbox"/> direct <input type="checkbox"/>	
EXAMPLE A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input checked="" type="checkbox"/>	30 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	31 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	32 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	33 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	34 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	

EXAMPLE

weak	<input type="checkbox"/>	tiny	<input checked="" type="checkbox"/>
soft	<input type="checkbox"/>	strong	<input type="checkbox"/>
small	<input checked="" type="checkbox"/>	large	<input type="checkbox"/>

35

park	<input type="checkbox"/>	estate	<input type="checkbox"/>
farm	<input type="checkbox"/>	meadow	<input type="checkbox"/>
earth	<input type="checkbox"/>	ground	<input type="checkbox"/>

36

abandon	<input type="checkbox"/>	alone	<input type="checkbox"/>
empty	<input type="checkbox"/>	depart	<input type="checkbox"/>
bare	<input type="checkbox"/>	desert	<input type="checkbox"/>

37

deserve	<input type="checkbox"/>	payment	<input type="checkbox"/>
worth	<input type="checkbox"/>	value	<input type="checkbox"/>
reward	<input type="checkbox"/>	price	<input type="checkbox"/>

38

bright	<input type="checkbox"/>	clean	<input type="checkbox"/>
pure	<input type="checkbox"/>	genuine	<input type="checkbox"/>
honest	<input type="checkbox"/>	noble	<input type="checkbox"/>

39

battle	<input type="checkbox"/>	seize	<input type="checkbox"/>
attack	<input type="checkbox"/>	conquer	<input type="checkbox"/>
defeat	<input type="checkbox"/>	oppose	<input type="checkbox"/>

EXAMPLE

LK	<input type="checkbox"/>
LL	<input type="checkbox"/>
KK	<input checked="" type="checkbox"/>
KL	<input type="checkbox"/>
JK	<input type="checkbox"/>

40

VV	<input type="checkbox"/>
VW	<input type="checkbox"/>
WU	<input type="checkbox"/>
WB	<input type="checkbox"/>
VT	<input type="checkbox"/>

41

WI	<input type="checkbox"/>
XF	<input type="checkbox"/>
XE	<input type="checkbox"/>
WF	<input type="checkbox"/>
WE	<input type="checkbox"/>

42

FQ	<input type="checkbox"/>
FP	<input type="checkbox"/>
GQ	<input type="checkbox"/>
GH	<input type="checkbox"/>
FG	<input type="checkbox"/>

43

FU	<input type="checkbox"/>
CU	<input type="checkbox"/>
FT	<input type="checkbox"/>
CS	<input type="checkbox"/>
GT	<input type="checkbox"/>

44

ZC	<input type="checkbox"/>
AD	<input type="checkbox"/>
ZD	<input type="checkbox"/>
ZW	<input type="checkbox"/>
AC	<input type="checkbox"/>

EXAMPLE

barn	<input type="checkbox"/>	wool	<input type="checkbox"/>
grass	<input type="checkbox"/>	farm	<input type="checkbox"/>
calf	<input checked="" type="checkbox"/>	lamb	<input checked="" type="checkbox"/>

45

relieve	<input type="checkbox"/>	prevent	<input type="checkbox"/>
serve	<input type="checkbox"/>	impede	<input type="checkbox"/>
assist	<input type="checkbox"/>	defile	<input type="checkbox"/>

46

eminent	<input type="checkbox"/>	trivial	<input type="checkbox"/>
urgent	<input type="checkbox"/>	futile	<input type="checkbox"/>
essential	<input type="checkbox"/>	minor	<input type="checkbox"/>

47

enraged	<input type="checkbox"/>	stroke	<input type="checkbox"/>
feeling	<input type="checkbox"/>	placid	<input type="checkbox"/>
noisy	<input type="checkbox"/>	quiet	<input type="checkbox"/>

48

metal	<input type="checkbox"/>	electrical	<input type="checkbox"/>
mechanical	<input type="checkbox"/>	industrial	<input type="checkbox"/>
personal	<input type="checkbox"/>	aerodynamic	<input type="checkbox"/>

49

stoic	<input type="checkbox"/>	unstable	<input type="checkbox"/>
dependable	<input type="checkbox"/>	irresponsible	<input type="checkbox"/>
mature	<input type="checkbox"/>	immature	<input type="checkbox"/>

EXAMPLE

10	<input type="checkbox"/>
8	<input type="checkbox"/>
7	<input type="checkbox"/>
11	<input type="checkbox"/>
12	<input checked="" type="checkbox"/>

50

4	<input type="checkbox"/>
6	<input type="checkbox"/>
5	<input type="checkbox"/>
3	<input type="checkbox"/>
8	<input type="checkbox"/>

51

4	<input type="checkbox"/>
10	<input type="checkbox"/>
6	<input type="checkbox"/>
5	<input type="checkbox"/>
7	<input type="checkbox"/>

52

4	<input type="checkbox"/>
7	<input type="checkbox"/>
12	<input type="checkbox"/>
8	<input type="checkbox"/>
6	<input type="checkbox"/>

53

7	<input type="checkbox"/>
3	<input type="checkbox"/>
6	<input type="checkbox"/>
8	<input type="checkbox"/>
5	<input type="checkbox"/>

54

2	<input type="checkbox"/>
0	<input type="checkbox"/>
1	<input type="checkbox"/>
5	<input type="checkbox"/>
4	<input type="checkbox"/>

EXAMPLE

blow	<input type="checkbox"/>	sky	<input type="checkbox"/>
high	<input type="checkbox"/>	bell	<input checked="" type="checkbox"/>
blue	<input checked="" type="checkbox"/>	shoe	<input type="checkbox"/>

55

post	<input type="checkbox"/>	wood	<input type="checkbox"/>
show	<input type="checkbox"/>	ward	<input type="checkbox"/>
out	<input type="checkbox"/>	stage	<input type="checkbox"/>

56

no	<input type="checkbox"/>	bell	<input type="checkbox"/>
in	<input type="checkbox"/>	sing	<input type="checkbox"/>
sea	<input type="checkbox"/>	were	<input type="checkbox"/>

57

has	<input type="checkbox"/>	sell	<input type="checkbox"/>
ease	<input type="checkbox"/>	set	<input type="checkbox"/>
as	<input type="checkbox"/>	send	<input type="checkbox"/>

58

awe	<input type="checkbox"/>	full	<input type="checkbox"/>
care	<input type="checkbox"/>	free	<input type="checkbox"/>
right	<input type="checkbox"/>	ring	<input type="checkbox"/>

59

add	<input type="checkbox"/>	then	<input type="checkbox"/>
wars	<input type="checkbox"/>	here	<input type="checkbox"/>
now	<input type="checkbox"/>	ship	<input type="checkbox"/>

EXAMPLE

QT	<input checked="" type="checkbox"/>
QU	<input type="checkbox"/>
RT	<input type="checkbox"/>
ST	<input type="checkbox"/>
QR	<input type="checkbox"/>

60

KT	<input type="checkbox"/>
LS	<input type="checkbox"/>
KR	<input type="checkbox"/>
KS	<input type="checkbox"/>
LR	<input type="checkbox"/>

61

RI	<input type="checkbox"/>
GT	<input type="checkbox"/>
GP	<input type="checkbox"/>
IT	<input type="checkbox"/>
IR	<input type="checkbox"/>

62

II	<input type="checkbox"/>
CS	<input type="checkbox"/>
IS	<input type="checkbox"/>
CI	<input type="checkbox"/>
BI	<input type="checkbox"/>

63

FQ	<input type="checkbox"/>
TQ	<input type="checkbox"/>
UQ	<input type="checkbox"/>
RQ	<input type="checkbox"/>
TR	<input type="checkbox"/>

64

HJ	<input type="checkbox"/>
HL	<input type="checkbox"/>
TV	<input type="checkbox"/>
TW	<input type="checkbox"/>
HR	<input type="checkbox"/>

EXAMPLE

top	<input checked="" type="checkbox"/>
tap	<input type="checkbox"/>
sop	<input type="checkbox"/>
pot	<input type="checkbox"/>
sot	<input type="checkbox"/>

65

near	<input type="checkbox"/>
dare	<input type="checkbox"/>
darn	<input type="checkbox"/>
read	<input type="checkbox"/>
dear	<input type="checkbox"/>

66

acre	<input type="checkbox"/>
care	<input type="checkbox"/>
rage	<input type="checkbox"/>
near	<input type="checkbox"/>
cage	<input type="checkbox"/>

67

dens	<input type="checkbox"/>
seed	<input type="checkbox"/>
need	<input type="checkbox"/>
send	<input type="checkbox"/>
ends	<input type="checkbox"/>

68

sign	<input type="checkbox"/>
ring	<input type="checkbox"/>
sing	<input type="checkbox"/>
sung	<input type="checkbox"/>
rugs	<input type="checkbox"/>

69

bell	<input type="checkbox"/>
able	<input type="checkbox"/>
dale	<input type="checkbox"/>
bale	<input type="checkbox"/>
ball	<input type="checkbox"/>

70

6132	<input type="checkbox"/>
3261	<input type="checkbox"/>
6321	<input type="checkbox"/>
3621	<input type="checkbox"/>
6213	<input type="checkbox"/>

71

2564	<input type="checkbox"/>
3654	<input type="checkbox"/>
6345	<input type="checkbox"/>
2654	<input type="checkbox"/>
3456	<input type="checkbox"/>

72

COAL	<input type="checkbox"/>
COAT	<input type="checkbox"/>
PACT	<input type="checkbox"/>
OPAL	<input type="checkbox"/>
CLOT	<input type="checkbox"/>

73

5436	<input type="checkbox"/>
4536	<input type="checkbox"/>
4365	<input type="checkbox"/>
5346	<input type="checkbox"/>
5264	<input type="checkbox"/>

74

4153	<input type="checkbox"/>
4315	<input type="checkbox"/>
4135	<input type="checkbox"/>
1524	<input type="checkbox"/>
4351	<input type="checkbox"/>

75

SALE	<input type="checkbox"/>
SOLE	<input type="checkbox"/>
OWLS	<input type="checkbox"/>
OWES	<input type="checkbox"/>
SEAL	<input type="checkbox"/>

EXAMPLE

brush	<input type="checkbox"/>	dirty	<input checked="" type="checkbox"/>
clean	<input checked="" type="checkbox"/>	fresh	<input type="checkbox"/>
wash	<input type="checkbox"/>	pure	<input type="checkbox"/>

76

condemn	<input type="checkbox"/>	agree	<input type="checkbox"/>
approve	<input type="checkbox"/>	comply	<input type="checkbox"/>
admire	<input type="checkbox"/>	reject	<input type="checkbox"/>

77

satisfied	<input type="checkbox"/>	regretful	<input type="checkbox"/>
vain	<input type="checkbox"/>	discouraged	<input type="checkbox"/>
proud	<input type="checkbox"/>	ashamed	<input type="checkbox"/>

78

ordinary	<input type="checkbox"/>	exceptional	<input type="checkbox"/>
humble	<input type="checkbox"/>	novel	<input type="checkbox"/>
simple	<input type="checkbox"/>	imaginative	<input type="checkbox"/>

79

adamant	<input type="checkbox"/>	indulgent	<input type="checkbox"/>
resentful	<input type="checkbox"/>	lenient	<input type="checkbox"/>
hostile	<input type="checkbox"/>	benevolent	<input type="checkbox"/>

80

natural	<input type="checkbox"/>	intelligent	<input type="checkbox"/>
naïve	<input type="checkbox"/>	artful	<input type="checkbox"/>
immature	<input type="checkbox"/>	experienced	<input type="checkbox"/>

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 the **answer sheet** for a **CGP** sample test in **Verbal Reasoning**, designed for the **11+ entrance exam** using the **GL Assessment** format. The sheet provides the correct answers for all **80 multiple-choice questions** across the corresponding question paper, enabling students and parents to mark practice attempts and identify areas that need further work.

The answer key covers the full range of verbal reasoning question types typically tested in the GL 11+ exam: vocabulary selection, word relationships and analogies, letter and number sequences, word manipulation tasks, and logical reasoning problems. Each answer is indicated by a marked bubble, replicating the multiple-choice format students will encounter in the actual exam.

This marking resource is particularly valuable for independent revision and home practice, allowing learners to self-assess their performance, track progress over time, and focus revision on the specific question types where they struggle most. Used alongside the corresponding question paper, it provides immediate feedback and helps build confidence before sitting the real 11+ examination.

How this paper is organised

The answer sheet is organised to match the **80 questions** of the corresponding test paper, with answers presented in numerical order from 1 to 80. The layout uses bubble-grid multiple-choice response boxes, with typically **five answer options** per question (A, B, C, D, E for some questions, or specific word/number choices for others).

The sheet begins with administrative fields for pupil and school details, test date, and date of birth, followed by pupil and school number grids. The answer bubbles are arranged in clusters across two pages, with clear question numbering and the correct answer indicated by a filled bubble in each set.

Example questions are included (marked as 'EXAMPLE') to demonstrate the answer format before the numbered questions begin. The answers span different question types: some show single-letter answers, others display words or number sequences, and some indicate names from lists. This structure allows for efficient marking by comparing the student's marked bubbles against the key.

Topics covered

- Letter sequence completion requiring identification of alphabetical patterns and the next letter in a logical progression
- Name selection from lists based on alphabetical ordering or specific criteria given in the question paper
- Word matching and completion tasks involving finding hidden words or identifying missing letters in sequences
- Number pattern recognition requiring calculation of the next term in arithmetic or geometric progressions
- Synonym identification selecting words with similar meanings from multiple-choice options
- Antonym selection identifying words with opposite meanings to a given target word
- Word analogy completion requiring understanding of relationships between word pairs
- Letter code sequences identifying patterns in two-letter combinations and predicting subsequent terms
- Anagram recognition and word formation from jumbled letters within specific constraints
- Number sequence problems involving digit rearrangement or mathematical operations

How to use this paper for revision

- After marking your work, create a log of question types where you lost marks, noting whether errors were due to time pressure, misunderstanding instructions, or genuine knowledge gaps.
- For vocabulary questions where you selected an incorrect synonym or antonym, write out the correct answer alongside its definition and use it in a sentence to embed the learning.
- When you make mistakes on letter or number sequences, rework the question from scratch to identify where your pattern recognition went wrong, rather than just noting the correct answer.
- Review questions where you chose a plausible but incorrect answer option, as this indicates you understood the question type but missed a subtle distinction in meaning or logic.
- Use this answer key immediately after completing a timed practice, while your reasoning for each answer is still fresh, so you can pinpoint exactly where your thinking diverged from the correct path.
- Create a target list of the three question types you find hardest, then seek out additional practice materials focused specifically on those areas before attempting another full paper.
- Track your score across multiple practice attempts to monitor improvement and identify whether certain question types remain consistent weak spots that need targeted intervention.

Common mistakes to avoid

- Selecting a word that is related to the target word but not actually a synonym or antonym, such as choosing 'loud' as an antonym of 'quiet' when 'noisy' is the closer match offered.
- Misidentifying letter sequence patterns by focusing on alphabetical order when the pattern actually involves skipping letters or alternating forward and backward movements through the alphabet.
- In word analogy questions, matching words that share a loose thematic connection rather than the precise logical relationship demonstrated in the given pair.
- Rushing through number sequences and applying the wrong operation, such as adding when multiplication is required, or missing alternating patterns where different rules apply to odd and even positions.
- Overlooking multiple valid interpretations in code questions and settling on the first pattern spotted rather than checking all options against the given examples.
- In anagram questions, finding a valid word from the letters but missing that it doesn't fit the specific constraint mentioned in the question stem.

Exam technique

When using this answer key, mark your work systematically by going through each question in order rather than jumping around, as this helps you spot patterns in the types of errors you make. Award yourself **one mark per correct answer**, keeping a running total and noting questions where you were unsure even if you happened to guess correctly.

Analyse your mistakes by category: separate genuine knowledge gaps (such as not knowing a word's meaning) from timing errors (such as misreading the question under pressure) and careless slips (such as marking the wrong bubble). This diagnostic approach is more valuable than simply calculating a raw score, as it directs your future revision to the areas that will yield the greatest improvement.

After marking, revisit every incorrect answer and work through the logic that leads to the correct option, writing out your reasoning if necessary. For vocabulary questions, look up unfamiliar words in a dictionary and add them to a revision list. For pattern and sequence questions, identify the rule or relationship you missed, then create similar questions for yourself to test whether you have truly understood the underlying principle.

What to revise alongside this paper

Alongside marking practice with this answer key, students should broaden their **vocabulary knowledge** through wide reading of age-appropriate fiction and non-fiction, paying particular attention to synonyms and antonyms in context. Creating a personal word bank with definitions and example sentences will support the synonym and antonym question types tested throughout this paper.

Logical reasoning skills underpin many 11+ verbal reasoning questions, so students should practise identifying patterns in sequences and analogies beyond this single paper. Working through additional **letter code, number sequence, and word relationship exercises** will build fluency in spotting the underlying rules quickly. Resources such as other CGP practice books or GL Assessment familiarisation materials provide similar question formats.

For students who score well on this paper and are ready to progress, exploring more complex **verbal reasoning puzzles** involving three-letter codes, compound analogies, or multi-step logical deductions will provide appropriate challenge. Conversely, if the answer key reveals persistent gaps in core vocabulary or pattern recognition, stepping back to focus on fundamental skills through targeted word games, dictionary work, and simpler sequence exercises will build the necessary foundations.

Key terms

Synonym, Antonym, Letter sequence, Number pattern, Word analogy, Alphabetical order, Hidden word, Anagram, Multiple-choice, Letter code, Arithmetic sequence, Word relationship, Pattern recognition, Logical reasoning, Vocabulary selection

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).

Answers to Sample 11+ Assessment Test for GL Assessment — Verbal Reasoning

- 1) **c** — The new words are 'arc', 'claw', 'disc' and 'coat'.
- 2) **l** — The new words are 'curl', 'lap', 'steel' and 'low'.
- 3) **s** — The new words are 'bus', 'sent', 'has' and 'said'.
- 4) **d** — The new words are 'mind', 'damp', 'lead' and 'dump'.
- 5) **k** — The new words are 'bank', 'king', 'link' and 'kick'.
- 6) **Naomi** — Naomi buys 3 items: chips, sausage and mushy peas.
- 7) **Cerys** — Cerys only uses 1 material: foil.
- 8) **b** — The new words are 'lock' and 'baby'.
- 9) **e** — The new words are 'pace' and 'bite'.
- 10) **h** — The new words are 'tree' and 'hair'.
- 11) **p** — The new words are 'inch' and 'wept'.
- 12) **g** — The new words are 'ride' and 'grip'.
- 13) **Mum astonished** — The hidden word is 'mast'.
- 14) **if indoor** — The hidden word is 'find'.
- 15) **changed gear** — The hidden word is 'edge'.
- 16) **carbon emissions** — The hidden word is 'bone'.
- 17) **Scan each** — The hidden word is 'cané'.
- 18) **were chosen** — The hidden word is 'echo'.
- 19) **12** — The numbers follow the sequence $-3, -1, -3, -1, -3$.
- 20) **27** — There are two sequences which alternate. In the first you multiply by 3 each time, and in the second you add 4 each time.
- 21) **66** — The two previous numbers are added together to get the next number in the sequence, i.e. $2 + 12 = 14$, $12 + 14 = 26$ etc.
- 22) **0** — Subtract even numbers in ascending order: $-2, -4, -6, -8$.
- 23) **48** — Multiply by ascending numbers: $\times 1, \times 2, \times 3, \times 4$.
- 24) **64** — There are two sequences which alternate. In the first you add 6 each time, and in the second you multiply by 2 each time.
- 25) **behind** — 'behind' can mean 'later than' or 'subsequently'.
- 26) **reason** — 'reason' can mean 'basis or cause' or 'to think'.
- 27) **catch** — 'catch' can mean 'to grip' or 'a problem'.
- 28) **contest** — 'contest' can mean 'to challenge' or 'a competition'.
- 29) **direct** — 'direct' can mean 'to lead or manage' or 'blunt or outspoken'.
- 30) **D** — $14 - 7 + 2 = 9$, $D = 9$
- 31) **B** — $10 \times 2 - 17 = 3$, $B = 3$
- 32) **E** — $12 \div 3 + 12 = 16$, $E = 16$
- 33) **B** — $23 - 14 + 8 - 9 = 8$, $B = 8$
- 34) **E** — $28 \div 14 \times 13 + 2 = 28$, $E = 28$
- 35) **earth ground** — Both of these mean 'the earth we stand on'.
- 36) **abandon desert** — Both of these mean 'to leave behind'.
- 37) **worth value** — Both of these mean 'the importance of something'.
- 38) **honest genuine** — Both of these mean 'sincere'.
- 39) **defeat conquer** — Both of these mean 'to win in a battle'.
- 40) **WV** — The first letter moves forward 3 letters each time. The second letter moves back 2 letters then forward 4 letters alternately.
- 41) **WE** — The first letter moves back 1 additional letter each time, i.e. $0, -1, -2, -3$. The second letter moves in the sequence $+1, 0, -1, -2, -3$.
- 42) **FQ** — The first letter moves forward 1 additional letter each time, i.e. $0, +1, +2$. The second letter moves forward 3 letters then back 7 letters alternately.
- 44) **AD** — The first letter moves back 3 letters then 4 letters alternately. The second letter moves forward 4 letters then 3 letters alternately.
- 45) **assist impede** — They are synonyms for help and hinder.
- 46) **essential trivial** — They are synonyms for important and unimportant.
- 47) **enraged placid** — They are synonyms for angry and calm.
- 48) **mechanical electrical** — They describe the way a bicycle and a train are powered.
- 49) **dependable irresponsible** — They are synonyms for trustworthy and unreliable.
- 50) **5** — $16 \div 8 \times 7 = 14$, $14 = 9 + 5$
- 51) **5** — $12 \times 2 + 1 = 25$, $25 = 5 \times 5$
- 52) **7** — $7 + 9 - 2 = 14$, $14 = 2 \times 7$
- 53) **6** — $4 \times 8 - 9 = 23$, $23 = 29 - 6$
- 54) **4** — $6 \times 7 - 10 + 4 = 36$, $36 = 29 + 11 - 4$
- 55) **outward** — 'outward' is the only correctly spelled word that can be made.
- 56) **nosing** — 'nosing' is the only correctly spelled word that can be made.
- 57) **asset** — 'asset' is the only correctly spelled word that can be made.
- 58) **carefree** — 'carefree' is the only correctly spelled word that can be made.
- 59) **nowhere** — 'nowhere' is the only correctly spelled word that can be made.
- 60) **KS** — The first letter in the pair moves forward 3 letters, the second letter moves back 5 letters.
- 61) **IR** — BY, HS and CX are mirror pairs, where the two letters are an equal distance from the centre of the alphabet. H is 6 letters forward from B, so the missing mirror pair is IR, because I is 3 letters forward from C, and R is its mirror pair.
- 62) **CI** — The first letter in the pair moves back 3 letters, the second letter moves forward 8 letters.
- 63) **TQ** — The first letter in the pair moves forward 7 letters, the second letter moves back 3 letters.
- 64) **TW** — MN and EV are mirror pairs, where the two letters are an equal distance from the centre of the alphabet. T is the mirror of G and W is the mirror of D.
- 65) **darn** — Rearrange letters 1, 2, 4, 5 in the order 2, 1, 4, 5.
- 66) **acre** — Rearrange letters 1, 2, 3, 7 in the order 2, 1, 3, 7.
- 67) **seed** — Remove letters 3 and 4, leaving the remaining letters in the order 1, 2, 5, 6.
- 68) **sung** — Rearrange letters 2, 6, 7, 8 in the order 8, 2, 6, 7.
- 69) **bale** — Rearrange letters 2, 3, 4, 5 in the order 3, 2, 5, 4.
- 70) **6321** — $T = 6$, $A = 3$, $L = 2$, $C = 1$
- 71) **3654** — $A = 3$, $T = 6$, $O = 5$, $P = 4$
- 72) **CLOT** — $C = 1$, $L = 2$, $O = 5$, $T = 6$
- 73) **5346** — $S = 5$, $A = 3$, $L = 4$, $E = 6$
- 74) **4315** — $L = 4$, $A = 3$, $W = 1$, $S = 5$
- 75) **SEAL** — $S = 5$, $E = 6$, $A = 3$, $L = 4$
- 76) **approve reject** — 'approve' means 'to authorise or agree with', whereas 'reject' means 'to discard or refuse to accept'.
- 77) **proud ashamed** — 'proud' means 'having a high sense of self-worth', whereas 'ashamed' means 'having a low sense of self-worth'.
- 78) **ordinary exceptional** — 'ordinary' means 'average', whereas 'exceptional' means 'more than average'.
- 79) **hostile benevolent** — 'hostile' means 'unfriendly', whereas 'benevolent' means 'showing goodwill'

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 lists the correct answers for all 80 questions, and the majority include brief reasoning. **Mark each question strictly:** if the answer differs from the key (even by a letter or word), it is incorrect. Verbal reasoning rewards precision.

Many questions (especially letter sequences, hidden words, and code problems) show their working in full. For those, you can see exactly where a mistake occurred. **Careless errors** (misreading, skipped steps) will be obvious; knowledge gaps (not recognising a pattern type, weak vocabulary) will become clear when the same mistake repeats across similar questions.

Use the worked examples below **only when the mark scheme reasoning is not enough** or when you want to understand why a particular pattern or principle applies. If your child found a section especially hard, the examples will help you explain the logic behind the trickier answers.

Score interpretation

This paper awards one mark per question, for a maximum of 80 marks. Scores above 65 suggest strong verbal reasoning skills across all question types; students at this level are reading carefully, spotting patterns quickly, and managing time well. **Scores between 50 and 64** indicate solid foundations but room to improve speed or accuracy in one or two question types (often sequences or analogies).

Scores between 35 and 49 show partial understanding: some question types are secure, but others (for example, hidden words or letter-pair sequences) need targeted practice. Below 35, foundational skills (vocabulary, pattern recognition, careful reading) need systematic work before attempting timed papers.

Question-type breakdown matters more than the total. Check whether mistakes cluster in one section (e.g. all the synonym questions, or all the number sequences). If so, that topic is the priority. Scattered mistakes across all sections usually signal rushed working or careless reading rather than a knowledge gap.

Worked examples

Letter completion and logic, Q1–5, 8–12

Markers award the mark only if the letter works for both pairs. A common error is finding a letter that completes one pair but forgetting to check the second. Another is writing the new words instead of the single letter. Re-read the instruction carefully: 'the same letter must be used for both pairs.'

Q1 : c

The letter **c** finishes 'ar(c)' to make 'arc' and starts 'claw'. It also finishes 'dis(c)' to make 'disc' and starts 'coat'. Both pairs work, so c is correct. If you wrote 'arc, claw, disc, coat' you have not answered the question asked.

Q12 : g

Remove one letter from 'ridge' and add it to 'rip'. Taking the **g** leaves 'ride' and makes 'grip'. Any other letter either fails to form real words or does not follow the 'remove one, add one' rule.

Hidden words, Q13–18

The four-letter word spans the end of one word and the start of the next, **without rearranging any letters**. Students often spot a word that uses letters from both words but in the wrong order. The mark scheme shows the exact span (e.g. 'Mum *astonished*' hides 'mast'). Practice scanning for these joins systematically.

Q16 : bone

'carbon emissions' hides **bone**: carbo(n e)missions. The 'n' ends 'carbon' and the 'e' starts 'emissions'. Students sometimes see 'bone' but cannot explain where it sits; here it bridges the two words exactly.

Q18 : echo

'were chosen' contains **echo**: wer(e cho)sen. The split falls inside 'chosen', not between the two words. This catches out children who only check word boundaries.

Number sequences, Q19–24

Show all working when marking: the pattern must be consistent across every step. Questions 20 and 24 use alternating sequences (odd positions follow one rule, even

positions another). Students who miss this will calculate the next term from the immediately preceding number and arrive at a plausible but incorrect answer.

Q20 : 27

Two sequences alternate. Odd positions (1, 3, 9) multiply by 3 each time ($1 \times 3 = 3$, $3 \times 3 = 9$, so next is $9 \times 3 = \mathbf{27}$). Even positions (3, 7, 11) add 4 each time. The question asks for the seventh term, which belongs to the 'multiply by 3' sequence.

Q21 : 66

Each term is the sum of the two before it (Fibonacci-style): $2 + 12 = 14$, $12 + 14 = 26$, $14 + 26 = 40$, so $26 + 40 = \mathbf{66}$. A student who only looks at consecutive differences will not spot this additive relationship.

Double meanings and synonyms, Q25–29, 35–39

For Q25–29, **the chosen word must fit both bracketed phrases** with different senses (e.g. 'direct' as a verb means 'to lead'; as an adjective means 'blunt'). For Q35–39, both marked words must be synonyms of the bracketed pairs. Markers will not award a mark if only one word is correct.

Q29 : direct

'direct' works as a verb ('to lead or manage') and as an adjective ('blunt or outspoken'). The other options lack this dual meaning. Students often choose 'steer' because it fits the first bracket, forgetting to check the second.

Q39 : defeat conquer

'defeat' is a synonym for 'to win in a battle' (matching the first bracket), and 'conquer' is a synonym for 'to seize' (matching the second bracket). Both must come from different sets; choosing two from one set scores zero.

Letter-pair sequences, Q40–44, 60–64

Track each letter independently and watch for alternating rules or cumulative shifts. Mirror pairs (Q61, Q64) require finding which letters are equidistant from the centre of the alphabet (M/N boundary). Students who do not write out the alphabet or who miscalculate the centre lose easy marks here.

Q41 : WE

First letter: moves back 0, then -1, -2, -3 (G, G, F, D, A). Second letter: +1, 0, -1, -2 (J, K, K, J, H). Continue the pattern: first letter A - 3 = W (wrapping round); second letter H - 3 = E. Hence **WE**.

Q61 : IR

BY, HS and CX are **mirror pairs** (letters equidistant from the alphabet's centre). H is 6 letters forward from B; the missing pair must have I (3 forward from C) and its mirror R. Write out the alphabet and count from both ends to check.

Analogies and word relationships, Q45–49, 65–69

The relationship between the first two pairs **must apply to the third pair** in exactly the same way. Q65–69 require rearranging or removing letters according to a pattern; write out each step to avoid mistakes. Q45–49 test synonym or category links; both chosen words must complete the sentence logically.

Q48 : mechanical electrical

A bicycle is powered **mechanically** (pedals, chain); a train is powered **electrically** (or by another engine type, but electrical is the parallel here). 'Aerodynamic' describes shape, not power source, so fails the relationship test.

Q67 : seed

In 'palace → pace', letters 3 and 4 are removed. In 'shaded → shed', letters 3 and 4 are removed. Apply the same rule to 'sensed': remove letters 3 and 4 (n and s) leaving s, e, e, d = **seed**.

Code questions, Q70–75

Work out which number represents which letter by comparing the words and codes given. **Write out your key** (e.g. C = 1, L = 2) before answering the questions. A single wrong assignment cascades into multiple wrong answers. Check your key by encoding one of the given words as a test.

Q70 : 6321

CLAP = 4256, COLT = 6321, PLOT = 1234. Compare CLAP and COLT: both start with C and share L, so C must be the digit that appears in the same position in both codes. Working through, T = 6, A = 3, L = 2, C = 1. Hence TALC = **6321**.

Q75 : SEAL

From the three given codes, deduce S = 5, E = 6, A = 3, L = 4. The code 5634 corresponds to the letters S, E, A, L in that order: **SEAL**. Always decode digit by digit rather than guessing words.

Next steps

After marking, **sort mistakes by type** rather than working through the paper in order. If your child missed all the mirror-pair questions but got the other letter sequences right, spend twenty minutes on mirror-pair drills rather than re-doing the whole paper. Use the CGP question-type glossary (often at the front of practice books) to find extra examples of any weak area.

Re-sit this paper in two weeks if the score was below 50, but only after targeted practice on the weakest question types. If the score was above 65, move on to a harder or differently structured paper to maintain challenge. High scorers should focus on speed: can they achieve the same accuracy in 40 minutes instead of 50?

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