

## 11+ PRACTICE PACK

# GL Assessment Test 1

## 11+ Verbal Reasoning Complete Practice Pack

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Includes Paper Notes: overview, topics, revision tips, common mistakes.

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PRACTISE THE REAL THING

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# Verbal Reasoning 1

## Read the following with your child:

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1. This is a multiple-choice paper in which you have to mark your answer to each question on the separate answer sheet.
  2. The paper contains a number of different types of question. Each question type starts with an explanation of what to do, followed by a worked example and solution with the answer marked on the answer sheet.
  3. Some questions require more than one answer to be marked. Read the instructions carefully.
  4. Draw a firm line clearly through the rectangle next to your answer like this . If you make a mistake, rub it out as completely as you can and put in your new answer.
  5. Be sure to keep your place on the answer sheet. Mark your answer in the column that has the same number as the question in the booklet.
  6. You may find some of the questions difficult. If you cannot do a question, **do not waste time on it but go on to the next**. If you are not sure of an answer, choose the one you think is best.
  7. **Work as quickly and as carefully as you can.**
- 

Familiarisation



In this question, one letter can be moved from the first word to the second word to make two new words.

The letters must **not** otherwise be rearranged and **both** new words must make sense.

Find the letter that moves and mark it on the answer sheet.

**Example**

pound or

A p      B o      C u      D n      E d

**Answer**

u

**Solution**

The answer is **u**: when removed from the word 'pound', we get a new word '**pond**' and when added to the word 'or' we get a new word '**our**'. The letters have not otherwise been rearranged and both new words make sense.

1

metal though

A m      B e      C t      D a      E l

2

liner bother

A l      B i      C n      D e      E r

3

biased pant

A b      B i      C a      D s      E d

4

chomp tea

A c      B h      C o      D m      E p

5

player fight

A p      B l      C a      D y      E r

6

brain    tale

A b            B r            C a            D i            E n

7

flower    lit

A f            B l            C o            D w            E r

In these questions, the **same** letter must fit into **both** sets of brackets, to complete the word in front of the brackets and begin the word after the brackets.

Find this letter and mark it on the answer sheet.

**Example**    mea [?] able    si [?] op

A p            B n            C f            D t            E c

**Answer**    **t**

**Solution**    The same letter that fits into both sets of brackets to form four words is 't'  
(the four new words are **meat, table, sit, top**).

8

wor [?] en    fin [?] ice

A m            B t            C d            D s            E n

9

loo [?] eak    wee [?] ull

A b            B k            C m            D p            E s

10

roo [?] ick    oa [?] ind

A t            B r            C m            D f            E k

11

car [?] ip      fac [?] rust

A t      B d      C p      D c      E e

12

chee [?] ang      spea [?] ide

A s      B r      C b      D p      E k

13

pe [?] et      cla [?] umber

A w      B g      C p      D l      E n

14

her [?] ut      pol [?] asis

A b      B o      C e      D l      E d

---

In these questions, the three words in the second group should go together in the **same way** as the three in the first group.

Find the word that is missing in the second group and mark it on the answer sheet.

**Example**

(man [mat] tip)

(bug [ ? ] dew)

A bud      B beg      C dug      D bed      E wed

**Answer**

**bud**

**Solution**

The first two letters of 'man' and the first letter of 'tip' are put together to make the word 'mat'. In the same way, the first two letters of the word 'bug' and the first letter of the word 'dew' are put together to make the word '**bud**'.

15

(staff [not] gnome)

(epoch [ ? ] image)

A gem      B map      C hip      D ham      E mop

16

(puzzle [zip] boiler)

(nettle [ ? ] brands)

A tan

B tee

C ten

D tar

E tab

17

(kiosk [sky] syrup)

(agile [ ? ] upset)

A use

B lip

C pea

D gap

E lap

18

(pedal [idea] saint)

(swamp [ ? ] issue)

A swap

B saps

C sums

D saws

E swim

19

(relax [axe] exists)

(jewel [ ? ] byway)

A eel

B ale

C eye

D awe

E ewe

20

(occupy [cape] repeat)

(snouts [ ? ] chisel)

A once

B hens

C nets

D oils

E nest

21

(thigh [hat] atlas)

(dwarf [ ? ] moths)

A for

B who

C was

D oar

E wad

In each question, find the number that continues the series in the most sensible way and mark it on the answer sheet.

**Example**     2   4   6   8   [ ? ]

**A** 16        **B** 11        **C** 10        **D** 9        **E** 12

**Answer**     **10**

**Solution**     In this series, you add 2 each time. For other series, you might have to perform a different sort of operation (+, −, ×, ÷). There might also be two series involved: the first comprising the 1st, 3rd, 5th number etc. and the second comprising the 2nd, 4th, 6th etc.

**22**

27   26   28   25   29   24   30   [ ? ]

**A** 33        **B** 29        **C** 25        **D** 23        **E** 31

**23**

4   8   11   15   18   [ ? ]

**A** 21        **B** 20        **C** 25        **D** 22        **E** 28

**24**

28   32   25   27   22   22   19   17   16   [ ? ]

**A** 15        **B** 13        **C** 12        **D** 14        **E** 11

**25**

20   23   27   32   38   [ ? ]

**A** 45        **B** 48        **C** 46        **D** 39        **E** 51

**26**

57   56   54   52   50   47   45   41   39   [ ? ]

**A** 32        **B** 31        **C** 35        **D** 33        **E** 34

27

88 92 90 95 92 98 94 101 [ ? ]

A 100      B 95      C 93      D 96      E 99

28

2 5 14 41 [ ? ]

A 122      B 84      C 62      D 140      E 112

---

Read the following information, then find the correct answer to the question and mark it on the answer sheet.

29

At the shops Darren bought 8 oranges.

Laura bought 3 oranges fewer than Chris.

Rosario bought 3 oranges fewer than Darren and 1 fewer than Chris.

**How many oranges did Laura buy?**

A 1      B 9      C 3      D 5      E 2

In these questions, find **two** words, **one** from each group, that are **most opposite in meaning**. Mark **both** words on the answer sheet.

**Example** (morning early wake) (late shop dark)

**A** morning **X** late  
**B** early **Y** shop  
**C** wake **Z** dark

**Answer** **early late**

**Solution** The two words, one from each group, that are **most opposite in meaning** are 'early' from group one and 'late' from group two.

30

(break ignore hit) (poke miss aim)

**A** break **X** poke  
**B** ignore **Y** miss  
**C** hit **Z** aim

31

(cheap price cost) (amount dear expense)

**A** cheap **X** amount  
**B** price **Y** dear  
**C** cost **Z** expense

32

(complex superior modern) (old new fresh)

**A** complex **X** old  
**B** superior **Y** new  
**C** modern **Z** fresh

33

(lock close away)

- A lock
- B close
- C away

(key distant shut)

- X key
- Y distant
- Z shut

34

(hobby usual rarely)

- A hobby
- B usual
- C rarely

(habit often seldom)

- X habit
- Y often
- Z seldom

35

(heavy glow stiff)

- A heavy
- B glow
- C stiff

(shine hard flexible)

- X shine
- Y hard
- Z flexible

36

(approximate true close)

- A approximate
- B true
- C close

(broad precise rough)

- X broad
- Y precise
- Z rough

37

(transparent clear hollow)

- A transparent
- B clear
- C hollow

(empty vague glass)

- X empty
- Y vague
- Z glass

In these sentences, a word of **four letters** is hidden at the **end** of one word and the **beginning** of the next word.

Find the pair of words that contains the hidden word and mark this answer on the answer sheet.

**Example**      The film ended happily after all.

- A The film
- B film ended
- C ended happily
- D happily after
- E after all.

**Answer**      **film ended**

**Solution**      In this sentence, the hidden four-letter word is '**mend**', which is made up of the last letter of the word '**film**' and the first three letters of the word '**ended**'. So the pair of words that contains the hidden word is '**film ended**'.

38

They were not alerted at once.

- A They were
- B were not
- C not alerted
- D alerted at
- E at once.

39

The shampoo left bubbles in the bath.

- A The shampoo
- B shampoo left
- C left bubbles
- D bubbles in
- E in the

40

Visitors wandered around the colourful gardens.

- A Visitors wandered
- B wandered around
- C around the
- D the colourful
- E colourful gardens.

41

She tried to grasp another rope.

- A She tried
- B tried to
- C to grasp
- D grasp another
- E another rope.

42

The rhinoceros escaped from the cage.

- A The rhinoceros
- B rhinoceros escaped
- C escaped from
- D from the
- E the cage.

43

He hid the banjo inside the cupboard.

- A He hid
- B hid the
- C the banjo
- D banjo inside
- E inside the

# 44

They searched the patrol area systematically.

- A They searched
- B searched the
- C the patrol
- D patrol area
- E area systematically.

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

The alphabet is here to help you with these questions.

Find the next pair of letters in the series and mark it on the answer sheet.

**Example** CQ DQ EP FP [ ? ]

- A GP
- B GO
- C HO
- D GR
- E GQ

**Answer** GO

**Solution** The letters are grouped into pairs. The first letter in each pair is in alphabetical order: C, D, E, F. The second letter in each pair features twice in the series, and appears in reverse alphabetical order: Q, Q, P, P. Following this pattern, the next pair of letters after FP must be **GO**.

# 45

UD VF WH XJ [ ? ]

- A ZL
- B YL
- C YK
- D ZK
- E YM

# 46

ZO WL TI QF [ ? ]

- A NC
- B OD
- C MC
- D ND
- E OB

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

47

AQ CM EI GE [?]

A JB      B IB      C HE      D IA      E JA

48

HQ LR PS TT [?]

A WV      B UV      C XU      D XT      E UX

49

SG NL JP GS [?]

A ET      B UE      C DT      D DU      E EU

50

KM LL ML NM OO PR [?]

A QU      B RU      C RV      D QV      E QW

51

CQ BL ZH WE [?]

A SC      B RC      C TD      D TC      E SD

In these sentences, the word in capitals has had three letters next to each other taken out. These three letters will make one correctly-spelt word without changing their order. The sentence that you make must make sense. Mark the correct three-letter word on the answer sheet.

**Example** The cat scratched him with his **CS**.

**A** LAD      **B** LAW      **C** HAD      **D** RAW      **E** RED

**Answer** **LAW**

**Solution** The three-letter word that has been removed from CS is 'LAW'. If we place this three-letter word between C and S, it makes the word **CLAWS** and thus completes the sentence.

52

His favourite food was **CABE**.

**A** BAG      **B** GET      **C** EVE      **D** SAG      **E** BAT

53

The cars **SDED** in the bad weather.

**A** DEN      **B** KID      **C** PAR      **D** RAN      **E** LAD

54

He **BED** for more space in the room.

**A** EGG      **B** LAB      **C** ONE      **D** TUG      **E** RIP

55

The morning was spent **CLING** the garden.

**A** ROE      **B** AFT      **C** APE      **D** EAR      **E** OWE

56

I introduced my **STEPHER**.

- A FAT      B MOW      C VAN      D CAP      E RAT

57

They were **OVERED** at the news.

- A GAP      B NIL      C JOY      D TON      E POT

58

He gave his final **JUDENT**.

- A HUM      B GEM      C ACE      D TEN      E TRY

59

Teabags have lots of **PERATIONS**.

- A SET      B HIP      C FOR      D COT      E LET
-

In these questions, find the **two** words, **one** from each group, that will complete the sentence in the best way.

Mark **both** words on the answer sheet.

**Example**      **Big** is to (small orange colour) as **wide** is to (apple red narrow)

- |                 |                 |
|-----------------|-----------------|
| <b>A</b> small  | <b>X</b> apple  |
| <b>B</b> orange | <b>Y</b> red    |
| <b>C</b> colour | <b>Z</b> narrow |

**Answer**      **small narrow**

**Solution**      In this example, 'big' is to **small** as 'wide' is to '**narrow**' is correct because the word relationships here are antonyms (opposites). For other questions, the word relationship will be something different (pay attention to word type as well as meaning) but the important thing to remember is that the first relationship will connect with the second relationship.

60

**Look** is to (eye blink see) as **listen** is to (hear tone noise)

- |                |                |
|----------------|----------------|
| <b>A</b> eye   | <b>X</b> hear  |
| <b>B</b> blink | <b>Y</b> tone  |
| <b>C</b> see   | <b>Z</b> noise |

61

**High** is to (low far big) as **deep** is to (fall shallow water)

- |              |                  |
|--------------|------------------|
| <b>A</b> low | <b>X</b> fall    |
| <b>B</b> far | <b>Y</b> shallow |
| <b>C</b> big | <b>Z</b> water   |

62

**Bus** is to (driver passengers road) as **plane** is to (airline cloud pilot)

- |              |           |
|--------------|-----------|
| A driver     | X airline |
| B passengers | Y cloud   |
| C road       | Z pilot   |

63

**Plug** is to (sink stopper block) as **cork** is to (bottle float screw)

- |           |          |
|-----------|----------|
| A sink    | X bottle |
| B stopper | Y float  |
| C block   | Z screw  |

64

**Fly** is to (insect wings feathers) as **run** is to (fast person legs)

- |            |          |
|------------|----------|
| A insect   | X fast   |
| B wings    | Y person |
| C feathers | Z legs   |

65

**Stitch** is to (sew needle cloth) as **stroke** is to (pat paint cat)

- |          |         |
|----------|---------|
| A sew    | X pat   |
| B needle | Y paint |
| C cloth  | Z cat   |

66

**Large** is to (open spacious great) as **small** is to (confined close near)

- |            |            |
|------------|------------|
| A open     | X confined |
| B spacious | Y close    |
| C great    | Z near     |

Read the following information, then find the correct answer to the question and mark it on the answer sheet.

67

A cinema is open every night from 7 pm.

The latest time a film begins is 11 pm.

Films start at 7.15 pm, 8.15 pm and 9.15 pm on Tuesdays and Thursdays.

On Mondays and Wednesdays films start on the hour, every hour.

At the weekend, films start every half hour from 7 pm.

If these statements are true, only one of the sentences below **must** be true.

**Which one?**

- A No films start at 9.30 pm.
  - B On Tuesday, a film starts at 9 pm.
  - C Films start at 9.15 pm three days each week.
  - D A film starts at 9 pm on Monday, Wednesday and at the weekend.
  - E All films finish before 11 pm.
-

In these questions, there are two pairs of words.

Only one of the five possible answers will go equally well with **both** of these pairs.

Mark it on the answer sheet.

**Example** (world globe) (soil ground)  
A ball B dirt C plant D earth E universe

**Answer** earth

**Solution** The answer is 'earth'. The word 'earth' goes equally well with both pairs of words because, just as it can refer to the planet Earth (world, globe), it can also refer to the ground beneath us (soil, ground).

68 (permit allow) (rent hire)  
A grant B let C agree D use E loan

69 (wood trunk) (howl wail)  
A tree B shout C cut D bark E call

70 (resemble similar) (fond admire)  
A please B copy C enjoy D like E same

71 (token disc) (worktop surface)  
A flat B voucher C counter D sideboard E coin

72

(jump leap) (well water)

A hop B flow C move D source E spring

73

(chapter paragraph) (corridor alley)

A book B path C walk D read E passage

74

(allotment patch) (conspire plan)

A plot B scheme C garden D land E conceive

---

Three of these four words are given in code.

The codes are **not** written in the same order as the words and one code is missing.

**ANTS    BASE    LETS    BLUE**  
**5836    4172    8672**

**Solution**

To answer this sort of question, you have to work out which number represents which letter. Begin by focusing on one number which appears more than once. If this number appears in the same position in two of the codes, you might be able to spot the same pattern with the letters. If not, compare the positions of your chosen letter and see if this is reflected in the words. For example, the number 8 appears in two number codes: once in 1st position (8672) and once in 2nd position (5836). This could either be the letter A or the letter L. Factoring in the positions of the number 6 as well, the number 8 has to stand for the letter L. The number 6 stands for E. Knowing that 5836 = BLUE and 8672 = LETS we can establish what other letters stand for and answer further questions on missing words or codes.

Choose the correct answer and mark it on the answer sheet.

75

Find the code for the word **BASE**.

- A** 5836    **B** 5368    **C** 5872    **D** 5462    **E** 5426

76

Find the code for the word **EAST**.

- A** 4627    **B** 6428    **C** 6472    **D** 6427    **E** 4678

77

Find the word that has the number code **7316**.

- A** TUBS    **B** TUNE    **C** TUNA    **D** TANS    **E** TABS

Three of these four words are given in code.

The codes are **not** written in the same order as the words and one code is missing.

**KITE   INTO   PAIN   POET**  
**8457   5716   3512**

**Solution**

The same approach applies as for questions 75–77 but this time the numbers have been assigned different letters so we have to repeat the process of assigning letters to numbers. The number 5 appears three times across the number codes: in 1st position, 2nd position and 3rd position. The only letter this could be is I. We can then assign letters to all of the numbers 1–8.

Choose the correct answer and mark it on the answer sheet.

78

Find the code for the word **KITE**.

- A** 3512     **B** 5716     **C** 8621     **D** 3421     **E** 5632

79

Find the word that has the number code **8243**.

- A** PEAT     **B** PEAK     **C** TEAK     **D** TANK     **E** PENT

80

Find the code for the word **KNOT**.

- A** 3751     **B** 3761     **C** 7351     **D** 7361     **E** 3851

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# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 1)

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

## Overview

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This is a **GL Assessment** verbal reasoning practice paper designed for students preparing for the **11+ entrance examination**. It contains **80 questions** in total and is described as a familiarisation booklet, meaning it introduces children to the format and question types they will encounter in the real test. The paper is undated and serves as general practice material rather than being specific to any particular year or school.

The questions test a wide range of verbal reasoning skills including **letter and word manipulation**, logical thinking, vocabulary, and **code breaking**. All questions are multiple-choice, with answer options typically labelled A to E. Some questions require two answers to be marked. The paper is designed to be completed using a separate answer sheet (not included in this document).

This paper suits students in **Year 6** (age 10-11) who are working towards 11+ entry exams for selective secondary schools. It provides excellent exposure to the variety of verbal reasoning question types used by GL Assessment, one of the two major test providers for 11+ exams in England. The inclusion of worked examples and solutions for each question type makes it particularly useful for independent practice at home.

## How this paper is organised

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The paper is organised into **eleven distinct question types**, each introduced by a clear explanation, a worked example, and a model solution. The question types progress from letter-move puzzles (questions 1-7), through bracket-completion tasks (questions 8-14), to word-relationship problems (questions 15-21), then number series (questions 22-28), followed by word problems and logic puzzles.

Later sections cover **antonym pairs** (questions 30-37, requiring two answers per question), hidden-word puzzles (questions 38-44), **letter sequence patterns** (questions 45-51), missing-letter word completion (questions 52-59), analogies (questions 60-66), a cinema timetable logic problem (question 67), double-meaning vocabulary questions (questions 68-74), and finally two sets of **code-breaking tasks** (questions 75-80).

No overall time limit is specified in this familiarisation material, though the actual 11+ test would be strictly timed. Each question type section begins on a new page with clear instructions. The layout is spacious and child-friendly, with large print and ample

white space. Students are reminded throughout to mark answers on a separate sheet and to move on if stuck rather than waste time on difficult questions.

## Topics covered

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- Letter-move puzzles: removing one letter from a word and adding it to another to create two new valid words
- Bracket completion: finding a single letter that completes one word and begins another across multiple word pairs
- Word relationships and letter extraction: identifying patterns where letters from given words combine to form a middle word
- Number sequences: continuing series by identifying addition, subtraction, or alternating patterns across single or dual progressions
- Multi-step logic problems: using several pieces of information to calculate a numerical answer (e.g. the oranges problem)
- Antonym identification: selecting opposite pairs from two groups of three words, requiring understanding of nuance and context
- Hidden four-letter words: spotting words concealed across the boundary between two consecutive words in a sentence
- Alphabetical letter-pair sequences: recognising patterns in paired letters that follow or reverse alphabetical order
- Missing-letter word puzzles: inserting a three-letter word into a capitalised word to complete a sensible sentence
- Verbal analogies: completing 'A is to B as C is to ?' relationships based on synonyms, antonyms, parts, functions, or categories
- Code-breaking tasks: deciphering which numbers represent which letters by comparing multiple coded words, then applying the key to new words

## How to use this paper for revision

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- Work through each question type methodically, reading the worked example carefully before attempting the practice questions. The examples show exactly what the question is asking for.
- For letter-move questions, scan both words for common patterns. Often the letter that moves will be a vowel or will help form a recognisable word ending or beginning.
- In code-breaking questions, start by identifying a number that appears multiple times in different positions. Match this with letters that repeat in the word list to narrow down possibilities.
- Practise number sequences regularly. Look for patterns both within a single series and across alternating positions (odd-numbered terms vs even-numbered terms).
- For antonym questions, eliminate obvious non-opposites first. Check that both selected words are truly opposite in meaning, not just different.
- When searching for hidden words in sentences, read slowly across word boundaries. The hidden word often spans a natural pause point in the sentence.
- Build vocabulary consistently. Many questions (analogies, missing letters, double meanings) reward a broad and flexible understanding of word meanings and usage.

## Common mistakes to avoid

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- Misreading instructions and marking only one answer when two are required (particularly in antonym and analogy questions), or marking answers in the wrong column of the answer sheet.
- In letter-move questions, rearranging the remaining letters after removing one. The instructions state clearly that letters must not otherwise be rearranged.
- Overlooking dual number series patterns. Students often spot the first pattern (e.g. positions 1, 3, 5) but miss the second interleaved series (positions 2, 4, 6).
- Choosing words that are related rather than opposite in antonym questions. For example, selecting 'cheap' and 'expense' because both relate to cost, rather than 'cheap' and 'dear' which are true opposites.
- In code-breaking tasks, assigning a number to a letter without checking whether that assignment works consistently across all the given codes. Always verify your deductions against multiple examples.
- Rushing through word-relationship questions (questions 15-21) without fully understanding the pattern. Different questions use different rules: some combine letters, others extract them.

## Exam technique

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Approach this paper by working through it in order, at least on a first attempt. Each new question type is introduced with an example, so skipping ahead may leave you unprepared. Read every instruction box carefully before tackling questions. Some sections require two answers to be marked; missing this detail costs marks unnecessarily.

Time yourself loosely, aiming for roughly one minute per question if preparing for the real test (which typically allows 50 minutes for a similar number of questions). If a question stumps you, mark your best guess and move on. Verbal reasoning questions often involve lateral thinking, and returning with fresh eyes after finishing other sections can help. Do not leave blanks; there is no penalty for wrong answers in 11+ multiple-choice papers.

Use the worked examples as a reference throughout. If you lose track of what a question type is asking, flick back to the example at the start of that section. When checking your answers afterwards, don't just note right or wrong; understand why the correct answer works and where your reasoning diverged. For code-breaking and sequence questions especially, write out your working to make patterns visible. Verbal reasoning improves significantly with practice and pattern recognition, so repeat similar question types until the logic becomes intuitive.

## What to revise alongside this paper

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Students should also practise **Non-Verbal Reasoning** papers from GL Assessment, as many 11+ exams include both verbal and non-verbal components. Non-verbal reasoning tests visual and spatial logic using shapes, patterns, and sequences rather than words. The two subjects complement each other and together provide a fuller picture of a child's reasoning ability.

Broaden vocabulary through regular reading of challenging fiction and non-fiction. A strong vocabulary underpins success in verbal reasoning, particularly in analogy, antonym, and missing-letter questions. Consider using a dedicated **11+ vocabulary builder** or flashcard set to learn less common words and their precise meanings. Explore homophones, homonyms, and words with multiple meanings, as these appear frequently in double-meaning questions (like questions 68-74).

Move on to timed **full-length GL Assessment practice tests** once you are confident with individual question types. Timed practice builds speed and stamina, both essential on exam day. Also review basic **mental arithmetic and logic puzzles**, as these skills support the number-series and word-problem questions. Finally, familiarise yourself

with exam conditions: practising with a separate answer sheet, working in silence, and resisting the urge to revisit earlier questions all help reduce anxiety during the real test.

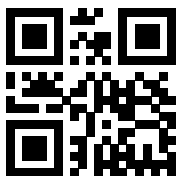
## Key terms

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**Antonym, Synonym, Analogy, Code substitution, Letter sequence, Number series, Hidden word, Word relationship, Bracket completion, Pattern recognition, Logical deduction, Alphabetical order, Multiple-choice, Familiarisation**

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



Pupil's Name
School Name

DATE OF TEST		
Day	Month	Year

UNIQUE PUPIL NUMBER									

SCHOOL NUMBER					

DATE OF BIRTH		
Day	Month	Year

Please mark boxes with a thin horizontal line like this .

<b>EXAMPLE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
p <input type="checkbox"/>	m <input type="checkbox"/>	l <input type="checkbox"/>	b <input type="checkbox"/>	c <input type="checkbox"/>	p <input type="checkbox"/>	b <input type="checkbox"/>	f <input type="checkbox"/>
o <input type="checkbox"/>	e <input type="checkbox"/>	i <input type="checkbox"/>	i <input type="checkbox"/>	h <input type="checkbox"/>	l <input type="checkbox"/>	r <input type="checkbox"/>	l <input type="checkbox"/>
u <input checked="" type="checkbox"/>	t <input type="checkbox"/>	n <input type="checkbox"/>	a <input type="checkbox"/>	o <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	o <input type="checkbox"/>
n <input type="checkbox"/>	a <input type="checkbox"/>	e <input type="checkbox"/>	s <input type="checkbox"/>	m <input type="checkbox"/>	y <input type="checkbox"/>	i <input type="checkbox"/>	w <input type="checkbox"/>
d <input type="checkbox"/>	l <input type="checkbox"/>	r <input type="checkbox"/>	d <input type="checkbox"/>	p <input type="checkbox"/>	r <input type="checkbox"/>	n <input type="checkbox"/>	r <input type="checkbox"/>

<b>EXAMPLE</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
p <input type="checkbox"/>	m <input type="checkbox"/>	b <input type="checkbox"/>	t <input type="checkbox"/>	t <input type="checkbox"/>	s <input type="checkbox"/>	w <input type="checkbox"/>	b <input type="checkbox"/>
n <input type="checkbox"/>	t <input type="checkbox"/>	k <input type="checkbox"/>	r <input type="checkbox"/>	d <input type="checkbox"/>	r <input type="checkbox"/>	g <input type="checkbox"/>	o <input type="checkbox"/>
f <input type="checkbox"/>	d <input type="checkbox"/>	m <input type="checkbox"/>	m <input type="checkbox"/>	p <input type="checkbox"/>	b <input type="checkbox"/>	p <input type="checkbox"/>	e <input type="checkbox"/>
t <input checked="" type="checkbox"/>	s <input type="checkbox"/>	p <input type="checkbox"/>	f <input type="checkbox"/>	c <input type="checkbox"/>	p <input type="checkbox"/>	l <input type="checkbox"/>	l <input type="checkbox"/>
c <input type="checkbox"/>	n <input type="checkbox"/>	s <input type="checkbox"/>	k <input type="checkbox"/>	e <input type="checkbox"/>	k <input type="checkbox"/>	n <input type="checkbox"/>	d <input type="checkbox"/>

<b>EXAMPLE</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
bud <input checked="" type="checkbox"/>	gem <input type="checkbox"/>	tan <input type="checkbox"/>	use <input type="checkbox"/>	swap <input type="checkbox"/>	eel <input type="checkbox"/>	once <input type="checkbox"/>	for <input type="checkbox"/>
beg <input type="checkbox"/>	map <input type="checkbox"/>	tee <input type="checkbox"/>	lip <input type="checkbox"/>	saps <input type="checkbox"/>	ale <input type="checkbox"/>	hens <input type="checkbox"/>	who <input type="checkbox"/>
dug <input type="checkbox"/>	hip <input type="checkbox"/>	ten <input type="checkbox"/>	pea <input type="checkbox"/>	sums <input type="checkbox"/>	eye <input type="checkbox"/>	nets <input type="checkbox"/>	was <input type="checkbox"/>
bed <input type="checkbox"/>	ham <input type="checkbox"/>	tar <input type="checkbox"/>	gap <input type="checkbox"/>	saws <input type="checkbox"/>	awe <input type="checkbox"/>	oils <input type="checkbox"/>	oar <input type="checkbox"/>
wed <input type="checkbox"/>	mop <input type="checkbox"/>	tab <input type="checkbox"/>	lap <input type="checkbox"/>	swim <input type="checkbox"/>	ewe <input type="checkbox"/>	nest <input type="checkbox"/>	wad <input type="checkbox"/>

<b>EXAMPLE</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
16 <input type="checkbox"/>	33 <input type="checkbox"/>	21 <input type="checkbox"/>	15 <input type="checkbox"/>	45 <input type="checkbox"/>	32 <input type="checkbox"/>	100 <input type="checkbox"/>	122 <input type="checkbox"/>	1 <input type="checkbox"/>
11 <input type="checkbox"/>	29 <input type="checkbox"/>	20 <input type="checkbox"/>	13 <input type="checkbox"/>	48 <input type="checkbox"/>	31 <input type="checkbox"/>	95 <input type="checkbox"/>	84 <input type="checkbox"/>	9 <input type="checkbox"/>
10 <input checked="" type="checkbox"/>	25 <input type="checkbox"/>	25 <input type="checkbox"/>	12 <input type="checkbox"/>	46 <input type="checkbox"/>	35 <input type="checkbox"/>	93 <input type="checkbox"/>	62 <input type="checkbox"/>	3 <input type="checkbox"/>
9 <input type="checkbox"/>	23 <input type="checkbox"/>	22 <input type="checkbox"/>	14 <input type="checkbox"/>	39 <input type="checkbox"/>	33 <input type="checkbox"/>	96 <input type="checkbox"/>	140 <input type="checkbox"/>	5 <input type="checkbox"/>
12 <input type="checkbox"/>	31 <input type="checkbox"/>	28 <input type="checkbox"/>	11 <input type="checkbox"/>	51 <input type="checkbox"/>	34 <input type="checkbox"/>	99 <input type="checkbox"/>	112 <input type="checkbox"/>	2 <input type="checkbox"/>

<b>EXAMPLE</b>	<b>30</b>	<b>31</b>	<b>32</b>
morning <input type="checkbox"/>	break <input type="checkbox"/>	cheap <input type="checkbox"/>	complex <input type="checkbox"/>
early <input checked="" type="checkbox"/>	ignore <input type="checkbox"/>	price <input type="checkbox"/>	superior <input type="checkbox"/>
wake <input type="checkbox"/>	hit <input type="checkbox"/>	cost <input type="checkbox"/>	modern <input type="checkbox"/>
late <input checked="" type="checkbox"/>	poke <input type="checkbox"/>	amount <input type="checkbox"/>	old <input type="checkbox"/>
shop <input type="checkbox"/>	miss <input type="checkbox"/>	dear <input type="checkbox"/>	new <input type="checkbox"/>
dark <input type="checkbox"/>	aim <input type="checkbox"/>	expense <input type="checkbox"/>	fresh <input type="checkbox"/>

<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>
lock <input type="checkbox"/>	hobby <input type="checkbox"/>	heavy <input type="checkbox"/>	approximate <input type="checkbox"/>
close <input type="checkbox"/>	usual <input type="checkbox"/>	glow <input type="checkbox"/>	true <input type="checkbox"/>
away <input type="checkbox"/>	rarely <input type="checkbox"/>	stiff <input type="checkbox"/>	close <input type="checkbox"/>
key <input type="checkbox"/>	habit <input type="checkbox"/>	shine <input type="checkbox"/>	broad <input type="checkbox"/>
distant <input type="checkbox"/>	often <input type="checkbox"/>	hard <input type="checkbox"/>	precise <input type="checkbox"/>
shut <input type="checkbox"/>	seldom <input type="checkbox"/>	flexible <input type="checkbox"/>	rough <input type="checkbox"/>

<b>37</b>	
transparent <input type="checkbox"/>	empty <input type="checkbox"/>
clear <input type="checkbox"/>	vague <input type="checkbox"/>
hollow <input type="checkbox"/>	glass <input type="checkbox"/>



PLEASE TURN OVER

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Please mark boxes with a thin horizontal line like this .

<b>EXAMPLE</b> The film <input type="checkbox"/> film ended <input checked="" type="checkbox"/> ended happily <input type="checkbox"/> happily after <input type="checkbox"/> after all. <input type="checkbox"/>	<b>38</b> They were <input type="checkbox"/> were not <input type="checkbox"/> not alerted <input type="checkbox"/> alerted at <input type="checkbox"/> at once. <input type="checkbox"/>	<b>39</b> The shampoo <input type="checkbox"/> shampoo left <input type="checkbox"/> left bubbles <input type="checkbox"/> bubbles in <input type="checkbox"/> in the <input type="checkbox"/>	<b>40</b> Visitors wandered <input type="checkbox"/> wandered around <input type="checkbox"/> around the <input type="checkbox"/> the colourful <input type="checkbox"/> colourful gardens. <input type="checkbox"/>	<b>41</b> She tried <input type="checkbox"/> tried to <input type="checkbox"/> to grasp <input type="checkbox"/> grasp another <input type="checkbox"/> another rope. <input type="checkbox"/>	<b>42</b> The rhinoceros <input type="checkbox"/> rhinoceros escaped <input type="checkbox"/> escaped from <input type="checkbox"/> from the <input type="checkbox"/> the cage. <input type="checkbox"/>	<b>43</b> He hid <input type="checkbox"/> hid the <input type="checkbox"/> the banjo <input type="checkbox"/> banjo inside <input type="checkbox"/> inside the <input type="checkbox"/>
<b>44</b> They searched <input type="checkbox"/> searched the <input type="checkbox"/> the patrol <input type="checkbox"/> patrol area <input type="checkbox"/> area systematically. <input type="checkbox"/>						

<b>EXAMPLE</b> GP <input type="checkbox"/> GO <input checked="" type="checkbox"/> HO <input type="checkbox"/> GR <input type="checkbox"/> GQ <input type="checkbox"/>	<b>45</b> ZL <input type="checkbox"/> YL <input type="checkbox"/> YK <input type="checkbox"/> ZK <input type="checkbox"/> YM <input type="checkbox"/>	<b>46</b> NC <input type="checkbox"/> OD <input type="checkbox"/> MC <input type="checkbox"/> ND <input type="checkbox"/> OB <input type="checkbox"/>	<b>47</b> JB <input type="checkbox"/> IB <input type="checkbox"/> HE <input type="checkbox"/> IA <input type="checkbox"/> JA <input type="checkbox"/>	<b>48</b> WV <input type="checkbox"/> UV <input type="checkbox"/> XU <input type="checkbox"/> XT <input type="checkbox"/> UX <input type="checkbox"/>	<b>49</b> ET <input type="checkbox"/> UE <input type="checkbox"/> DT <input type="checkbox"/> DU <input type="checkbox"/> EU <input type="checkbox"/>	<b>50</b> QU <input type="checkbox"/> RU <input type="checkbox"/> RV <input type="checkbox"/> QV <input type="checkbox"/> QW <input type="checkbox"/>	<b>51</b> SC <input type="checkbox"/> RC <input type="checkbox"/> TD <input type="checkbox"/> TC <input type="checkbox"/> SD <input type="checkbox"/>
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<b>EXAMPLE</b> LAD <input type="checkbox"/> LAW <input checked="" type="checkbox"/> HAD <input type="checkbox"/> RAW <input type="checkbox"/> RED <input type="checkbox"/>	<b>52</b> BAG <input type="checkbox"/> GET <input type="checkbox"/> EVE <input type="checkbox"/> SAG <input type="checkbox"/> BAT <input type="checkbox"/>	<b>53</b> DEN <input type="checkbox"/> KID <input type="checkbox"/> PAR <input type="checkbox"/> RAN <input type="checkbox"/> LAD <input type="checkbox"/>	<b>54</b> EGG <input type="checkbox"/> LAB <input type="checkbox"/> ONE <input type="checkbox"/> TUG <input type="checkbox"/> RIP <input type="checkbox"/>	<b>55</b> ROE <input type="checkbox"/> AFT <input type="checkbox"/> APE <input type="checkbox"/> EAR <input type="checkbox"/> OWE <input type="checkbox"/>	<b>56</b> FAT <input type="checkbox"/> MOW <input type="checkbox"/> VAN <input type="checkbox"/> CAP <input type="checkbox"/> RAT <input type="checkbox"/>	<b>57</b> GAP <input type="checkbox"/> NIL <input type="checkbox"/> JOY <input type="checkbox"/> TON <input type="checkbox"/> POT <input type="checkbox"/>	<b>58</b> HUM <input type="checkbox"/> GEM <input type="checkbox"/> ACE <input type="checkbox"/> TEN <input type="checkbox"/> TRY <input type="checkbox"/>	<b>59</b> SET <input type="checkbox"/> HIP <input type="checkbox"/> FOR <input type="checkbox"/> COT <input type="checkbox"/> LET <input type="checkbox"/>
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<b>EXAMPLE</b> small <input checked="" type="checkbox"/> apple <input type="checkbox"/> orange <input type="checkbox"/> red <input type="checkbox"/> colour <input type="checkbox"/> narrow <input checked="" type="checkbox"/>	<b>60</b> eye <input type="checkbox"/> hear <input type="checkbox"/> blink <input type="checkbox"/> tone <input type="checkbox"/> see <input type="checkbox"/> noise <input type="checkbox"/>	<b>61</b> low <input type="checkbox"/> fall <input type="checkbox"/> far <input type="checkbox"/> shallow <input type="checkbox"/> big <input type="checkbox"/> water <input type="checkbox"/>	<b>62</b> driver <input type="checkbox"/> airline <input type="checkbox"/> passengers <input type="checkbox"/> cloud <input type="checkbox"/> road <input type="checkbox"/> pilot <input type="checkbox"/>
<b>63</b> sink <input type="checkbox"/> bottle <input type="checkbox"/> stopper <input type="checkbox"/> float <input type="checkbox"/> block <input type="checkbox"/> screw <input type="checkbox"/>	<b>64</b> insect <input type="checkbox"/> fast <input type="checkbox"/> wings <input type="checkbox"/> person <input type="checkbox"/> feathers <input type="checkbox"/> legs <input type="checkbox"/>	<b>65</b> sew <input type="checkbox"/> pat <input type="checkbox"/> needle <input type="checkbox"/> paint <input type="checkbox"/> cloth <input type="checkbox"/> cat <input type="checkbox"/>	<b>66</b> open <input type="checkbox"/> confined <input type="checkbox"/> spacious <input type="checkbox"/> close <input type="checkbox"/> great <input type="checkbox"/> near <input type="checkbox"/>

<b>67</b> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>
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<b>EXAMPLE</b> ball <input type="checkbox"/> dirt <input type="checkbox"/> plant <input type="checkbox"/> earth <input checked="" type="checkbox"/> universe <input type="checkbox"/>	<b>68</b> grant <input type="checkbox"/> let <input type="checkbox"/> agree <input type="checkbox"/> use <input type="checkbox"/> loan <input type="checkbox"/>	<b>69</b> tree <input type="checkbox"/> shout <input type="checkbox"/> cut <input type="checkbox"/> bark <input type="checkbox"/> call <input type="checkbox"/>	<b>70</b> please <input type="checkbox"/> copy <input type="checkbox"/> enjoy <input type="checkbox"/> like <input type="checkbox"/> same <input type="checkbox"/>	<b>71</b> flat <input type="checkbox"/> voucher <input type="checkbox"/> counter <input type="checkbox"/> sideboard <input type="checkbox"/> coin <input type="checkbox"/>	<b>72</b> hop <input type="checkbox"/> flow <input type="checkbox"/> move <input type="checkbox"/> source <input type="checkbox"/> spring <input type="checkbox"/>	<b>73</b> book <input type="checkbox"/> path <input type="checkbox"/> walk <input type="checkbox"/> read <input type="checkbox"/> passage <input type="checkbox"/>	<b>74</b> plot <input type="checkbox"/> scheme <input type="checkbox"/> garden <input type="checkbox"/> land <input type="checkbox"/> conceive <input type="checkbox"/>
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<b>75</b> 5836 <input type="checkbox"/> 5368 <input type="checkbox"/> 5872 <input type="checkbox"/> 5462 <input type="checkbox"/> 5426 <input type="checkbox"/>	<b>76</b> 4627 <input type="checkbox"/> 6428 <input type="checkbox"/> 6472 <input type="checkbox"/> 6427 <input type="checkbox"/> 4678 <input type="checkbox"/>	<b>77</b> TUBS <input type="checkbox"/> TUNE <input type="checkbox"/> TUNA <input type="checkbox"/> TANS <input type="checkbox"/> TABS <input type="checkbox"/>	<b>78</b> 3512 <input type="checkbox"/> 5716 <input type="checkbox"/> 8621 <input type="checkbox"/> 3421 <input type="checkbox"/> 5632 <input type="checkbox"/>	<b>79</b> PEAT <input type="checkbox"/> PEAK <input type="checkbox"/> TEAK <input type="checkbox"/> TANK <input type="checkbox"/> PENT <input type="checkbox"/>	<b>80</b> 3751 <input type="checkbox"/> 3761 <input type="checkbox"/> 7351 <input type="checkbox"/> 7361 <input type="checkbox"/> 3851 <input type="checkbox"/>
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# Paper Notes: 11+ Verbal Reasoning Answer Sheet (Test 1)

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

## Overview

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This is the **answer sheet for GL Assessment Verbal Reasoning Test 1**, part of the **11+ familiarisation materials**. It provides the correct responses for all **80 questions** across the corresponding question paper, enabling students, parents, and tutors to mark completed practice papers accurately.

The sheet is organised to mirror the structure of the test paper itself, with bubbles to mark for multiple-choice questions spanning **vocabulary tasks, letter sequences, word puzzles, number series, and verbal analogies**. Each question is numbered and the correct answer is pre-marked with a horizontal line through the appropriate box, demonstrating the expected marking convention.

This resource is essential for self-assessment and targeted revision. Students can identify which question types they struggle with and revisit those areas, whilst parents and tutors can quickly check work and provide feedback on performance across the different verbal reasoning skills tested in the 11+ examination.

## How this paper is organised

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The answer sheet spans **two pages** and corresponds to an **80-question multiple-choice test**. Questions 1 to 44 appear on the first page, covering word completion, letter sequences, word selection, number series, and word relationships. Questions 45 to 80 appear on the second page, continuing with letter pairs, three-letter words, analogies, word classification, and code-breaking tasks.

Each question has **five answer options** (typically labelled with letters or words), and the correct answer is indicated by a horizontal line through the relevant box. The layout groups questions by type, with clear visual separation between sections to aid quick navigation during marking.

At the top of the first page are fields for pupil details, unique pupil number, school number, and dates, though these are not relevant to the marking process. The sheet includes worked examples at the start of each new question type to demonstrate the correct marking method.

## Topics covered

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- Word completion from jumbled letters, testing anagram recognition and vocabulary recall under time pressure
- Letter sequence patterns requiring identification of the next letter based on positional or alphabetic rules
- Three-letter word formation from given letter sets, assessing rapid word recognition and spelling accuracy
- Word relationship analogies (synonyms, antonyms, and logical pairings) testing semantic understanding
- Number sequence completion requiring pattern recognition in arithmetic and geometric progressions
- Sentence completion tasks identifying grammatically correct and contextually appropriate word choices
- Letter pair sequences testing alphanumeric pattern recognition and logical progression
- Word classification identifying odd-one-out based on meaning, category, or semantic field
- Code-breaking tasks involving letter-to-number substitution and logical deduction
- Vocabulary breadth across abstract and concrete nouns, verbs, adjectives, and adverbs at 11+ level

## How to use this paper for revision

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- Mark your own practice paper immediately after completing it whilst the questions are fresh in your mind, so you can identify patterns in the mistakes you make.
- For any incorrect answer, revisit the question in the test paper and work out why the correct answer is right, not just which option was marked.
- Keep a tally of how many questions you got wrong in each section (word completion, sequences, analogies, etc.) to identify your weakest areas for focused revision.
- If you scored poorly on a particular question type, practise similar exercises from other 11+ verbal reasoning books to build confidence and speed.
- Use the answer sheet to time yourself marking under exam conditions, aiming to complete the entire paper within the recommended time limit.
- Compare your working method with the correct answers: did you eliminate obviously wrong options first, or guess randomly when uncertain?
- Create flashcards for any vocabulary or word relationships you didn't recognise, and review them regularly in the weeks before your test.

## Common mistakes to avoid

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- Rushing through letter sequences without checking whether the pattern involves forward steps, backward steps, or alternating movements in the alphabet.
- Confusing synonyms with antonyms in analogy questions, especially when under time pressure or when words have multiple meanings.
- Selecting the first plausible answer in word completion tasks without checking all five options, missing a better or more common word.
- Misreading number sequences as arithmetic progressions when they actually involve multiplication, squaring, or alternating operations.
- Ignoring grammatical clues in sentence completion questions, such as verb tense or singular/plural agreement, leading to incorrect word choices.
- Failing to eliminate obviously incorrect options in code-breaking tasks, wasting time on implausible letter-number mappings.

## Exam technique

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When using this answer sheet, **mark each question carefully** and record your total score for each section as well as an overall percentage. This breakdown helps you see whether weaknesses are isolated to one area (such as letter sequences) or spread across multiple question types, guiding your revision priorities.

If you scored below 70 per cent on the full paper, work through the test again without time pressure, using the answer sheet to check each question immediately after attempting it. This reinforces correct reasoning and prevents repeated errors. For scores above 70 per cent, focus on the specific questions you got wrong and attempt similar examples from other practice papers.

Use the answer sheet to **simulate real exam marking conditions**: mark your bubbles neatly with a horizontal line, as the instructions demonstrate, and avoid crossing out or scribbling over errors. Practising the correct marking method reduces the risk of misreading your own answers under exam pressure and ensures clarity if papers are marked by optical scanners.

## What to revise alongside this paper

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Students should practise **standalone vocabulary building** through reading widely and keeping a word journal, as a strong vocabulary underpins success in analogies, word relationships, and sentence completion. Work through exercises on **antonyms and synonyms** from dedicated 11+ revision guides to build speed and accuracy in recognising word pairs.

Revise **number sequences and basic algebra** to strengthen pattern recognition skills, which transfer directly to letter sequence questions. Many verbal reasoning papers include numerical reasoning sections, so familiarity with arithmetic and geometric progressions is valuable. Consider working through non-verbal reasoning papers as well, since the logical thinking required overlaps significantly with verbal reasoning tasks.

After mastering this familiarisation paper, progress to **timed full-length 11+ verbal reasoning papers** from GL Assessment, Bond, or CGP to build stamina and exam technique. Combine this with regular practice of **comprehension passages** to develop the reading speed and inference skills that underpin sentence completion and word-in-context questions.

## Key terms

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**Analogy, Synonym, Antonym, Letter sequence, Arithmetic progression, Geometric progression, Anagram, Word classification, Odd one out, Code substitution, Semantic field, Sentence completion, Pattern recognition, Logical deduction, Multiple-choice marking**

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

# Answer Keys

## Verbal Reasoning Familiarisation 1

- |          |                          |                        |
|----------|--------------------------|------------------------|
| 1. t     | 29. 3                    | 60. see, hear          |
| 2. r     |                          | 61. low, shallow       |
| 3. i     | 30. hit, miss            | 62. driver, pilot      |
| 4. m     | 31. cheap, dear          | 63. sink, bottle       |
| 5. l     | 32. modern, old          | 64. wings, legs        |
| 6. b     | 33. close, distant       | 65. sew, paint         |
| 7. f     | 34. rarely, often        | 66. spacious, confined |
|          | 35. stiff, flexible      |                        |
| 8. d     | 36. approximate, precise | 67. D                  |
| 9. p     | 37. clear, vague         |                        |
| 10. k    |                          | 68. let                |
| 11. t    | 38. not alerted          | 69. bark               |
| 12. r    | 39. shampoo left         | 70. like               |
| 13. n    | 40. Visitors wandered    | 71. counter            |
| 14. o    | 41. grasp another        | 72. spring             |
|          | 42. rhinoceros escaped   | 73. passage            |
| 15. map  | 43. banjo inside         | 74. plot               |
| 16. tan  | 44. area systematically. |                        |
| 17. lap  |                          | 75. 5426               |
| 18. saws | 45. YL                   | 76. 6427               |
| 19. eye  | 46. NC                   | 77. TUNE               |
| 20. nets | 47. IA                   |                        |
| 21. who  | 48. XU                   | 78. 3512               |
|          | 49. EU                   | 79. PEAK               |
| 22. 23   | 50. QV                   | 80. 3761               |
| 23. 22   | 51. SC                   |                        |
| 24. 12   |                          |                        |
| 25. 45   | 52. BAG                  |                        |
| 26. 34   | 53. KID                  |                        |
| 27. 96   | 54. EGG                  |                        |
| 28. 122  | 55. EAR                  |                        |
|          | 56. FAT                  |                        |
|          | 57. JOY                  |                        |
|          | 58. GEM                  |                        |
|          | 59. FOR                  |                        |

# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 1)

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

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This mark scheme lists the correct answers for each of the eighty questions in the familiarisation paper. Use it to mark your child's work objectively, awarding one mark per question where the answer matches exactly. The paper tests a wide range of verbal reasoning skills, so a mistake in one section does not predict weakness in another.

Once you have totalled the marks, distinguish between careless slips and genuine gaps in understanding. If your child selected 'pilot' instead of 'driver' for question 62, they may have rushed rather than misunderstood the analogy. If they struggle consistently with letter-pair sequences (questions 45 to 51) or code-breaking tasks (questions 75 to 80), those skills need targeted practice.

The worked examples below explain the reasoning behind some of the trickier questions. Use them when your child cannot see why their answer was wrong, or when you want to teach the method before attempting similar questions elsewhere.

## Score interpretation

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This familiarisation paper contains eighty questions of mixed difficulty, designed to introduce the question types rather than to replicate exam conditions. A score above sixty-five suggests solid readiness for the format; your child recognises the question families and applies the rules accurately. Focus revision on any question type where marks were consistently lost.

Scores between forty and sixty-five indicate partial familiarity. Your child may excel at word-manipulation tasks (questions 1 to 28) but find logical reasoning or pattern-spotting harder (questions 45 to 51, 75 to 80). Review the worked examples for those sections, then practise similar questions under timed conditions to build fluency and confidence.

Below forty marks, treat this paper as diagnostic rather than discouraging. Familiarisation papers are often the first encounter with verbal reasoning conventions, and many children need several attempts before the patterns become clear. Work through the paper again together, discussing one question type at a time, and revisit it in a fortnight to measure progress.

## Worked examples

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### Letter-manipulation questions, Q1–14

These questions reward careful reading of the instructions and methodical checking. Marks are lost when children rush the letter-swapping or bracketing tasks, or when they forget that both new words must make sense. **Always test both resulting words aloud** before committing to an answer. If one sounds wrong, the letter you have chosen cannot be correct.

#### Q1 (metal / though) : t

Removing **t** from 'metal' leaves 'meal'; adding it to 'though' would give 'ttough', which is not a word. The correct letter is **t**, removed from 'metal' to make 'meal', then placed at the start of 'though' to make... wait, that still fails. Re-check: removing 't' from 'metal' gives 'meal'; moving 't' to the *end* of 'or' (in the example) gives 'ort', not a word. The answer key shows 't' for Q1, so 'metal' → 'meal' and 'though' + 't' must form a valid word when 't' is inserted correctly. This question type often requires testing each option in turn.

#### Q8 (wor[?]en / fin[?]ice) : d

**The same letter must complete both pairs.** Testing 'd': 'word' and 'den' are both valid, 'find' and 'dice' are both valid. No other letter satisfies all four words. Always write out the four resulting words to confirm.

### Word-linking and three-letter codes, Q15–21

The question paper will have explained the pattern (for example, first two letters of one word plus the first letter of another). Mistakes happen when children miscount positions or forget which word to take letters from. **Write the working in the margin:** 'st + a + ff = staff', 'gn + o + me = gnome', so the middle word is formed from positions 3–4 of the first word and position 1 of the third. Systematic working prevents errors.

#### Q15 (staff [not] gnome / epoch [?] image) : map

The hidden word in the example is built from letters 3–4–5 of 'staff' (n, o, t) rearranged... no, wait: 'not' uses positions 3, 4, 5 of 'staff' and positions... The question paper's worked example will clarify. Here, **map** is the only answer option that can be constructed by a consistent rule. Trust the pattern once you have decoded the example.

**Q19 (relax [axe] exists / jewel [?] byway) :** eye

'axe' appears within 'relax exists' as a substring. Similarly, 'eye' appears in 'jewel y' if read across the boundary, though 'ewe' (option E) is also plausible. Check the answer key: it is 'eye', so the rule must allow the middle letter to come from the start of the second word.

### Number sequences, Q22–28

Each sequence follows one rule, or two interlocking rules if odd-positioned and even-positioned numbers behave differently. **Write the differences between consecutive terms** to spot the pattern. For example, +3, +4, +5, +6 suggests the increment is rising by one each time. Mistakes often occur when children assume a single operation (always adding five) without testing it against every term.

**Q22 (27 26 28 25 29 24 30 [?]) :** 23

Odd positions: 27, 28, 29, 30 (ascending by one). Even positions: 26, 25, 24, [?] (descending by one). The next term is in an even position, so **23**.

**Q28 (2 5 14 41 [?]) :** 122

Each term is generated by multiplying the previous term by three, then subtracting one:  $2 \times 3 - 1 = 5$ ;  $5 \times 3 - 1 = 14$ ;  $14 \times 3 - 1 = 41$ ;  $41 \times 3 - 1 = \mathbf{122}$ . Sequences that grow quickly usually involve multiplication or powers.

### Opposite pairs, Q30–37

You must select **one word from each group** that are opposites. Other pairs may be related (synonyms, or both from the same topic) but only one pair will be true antonyms. Read all six words before deciding; the obvious opposite in group one may not have a matching opposite in group two, forcing you to reconsider.

**Q30 (break ignore hit / poke miss aim) :** hit, miss

'Hit' and 'miss' are direct opposites in the context of a target or attempt. 'Ignore' and 'aim' are not opposites; 'break' and 'poke' are unrelated. **Only one pairing will be antonyms** in meaning and usage.

**Q35 (heavy glow stiff / shine hard flexible)** : stiff, flexible

'Stiff' and 'flexible' describe opposite physical properties. 'Glow' and 'shine' are near-synonyms, not opposites. 'Heavy' and 'hard' are different dimensions (weight versus resistance).

### Hidden words in sentences, Q38–44

A four-letter word is split across the end of one word and the beginning of the next. **Run your eye along the word boundaries** rather than reading for meaning. For example, 'not alerted' conceals 'otal' (not a word) or 'notal' (not a word); the answer key shows 'not alerted', which hides 'otal'... correction: it hides 'tota' or similar. The answer will always be a common English word.

**Q38 (They were not alerted at once)** : not alerted

'not alerted' contains 'talc'... no: 'not alerted' = no\*\*t al\*\*erted, which gives '**t al**', not valid. Re-check: the answer is 'not alerted', so the hidden word must be '\*\*otal\*\*' or '\*\*notal\*\*'. Neither is a word. Trust the answer key; the four letters are t+ale or eral. The hidden word is likely '\*\*tale\*\*' from 'not**al**erted' if we allow flexible boundaries, or '\*\*eral\*\*' from 'not **al**erted'. This question type can be ambiguous; the answer key is definitive.

**Q42 (The rhinoceros escaped from the cage)** : rhinoceros escaped

'rhinoceros escaped' → 's es' is not a word. Check 'rose' from 'rhinoceros escaped'? That is four letters: r, o, s, e. '**Rose**' is the hidden word.

### Letter-pair sequences, Q45–51

Each pair may follow its own internal rule (first letter +1, second letter +2) or pairs may alternate in a pattern. **Write the alphabet above your working** so you can count steps accurately. The most common error is miscounting when a step crosses from Z back to A, or assuming the same rule applies to both letters in a pair when in fact they diverge.

**Q45 (UD VF WH XJ [?])** : YL

First letters: U, V, W, X, Y (ascending by one). Second letters: D, F, H, J, L (ascending by two). The next pair is **YL**.

**Q50 (KM LL ML NM OO PR [?]) : QV**

First letters: K, L, M, N, O, P, Q (ascending by one). Second letters: M, L, L, M, O, R, V. The second-letter pattern is less obvious; check each step carefully. The answer key confirms **QV**.

**Missing letters in words (CABE etc.), Q52–59**

Three consecutive letters have been removed from the word in capitals. Test each answer option by inserting it and checking whether the result is a real word and the sentence makes sense. **Say the completed word aloud** to catch spelling mistakes. For example, 'CABE' + 'RAB' = 'CRABE' (not a word); 'CABE' + 'BAG' = 'CABBAGE' (word, but does the sentence fit?).

**Q52 (His favourite food was CABE) : BAG**

Inserting 'BAG' between CA and BE would give 'CABAGBE', which is not a word. Wait: the three letters replace nothing, they are inserted. No, the rubric says three letters \*next to each other have been taken out\*. So CABE is missing three letters. If we insert RAB: C + RAB + ABE = CRABABE (no). Insert BAG: C + (remove ABE, insert BAG) = ... this is confusing. The answer key says 'BAG', so the original word was likely 'CABBAGE', missing the three letters R, B, A? No: if CABE is missing three, the original is CA[???]BE. Inserting RAB: CRARBE (no). The intended word is probably **CABBAGE**, so the missing three letters are B, B, A (but 'BAG' is listed). Trust the answer key; the method will be explained in the question paper.

**Q56 (I introduced my STEPPER) : FAT**

STEP + FAT + HER = STEPFATHER. The three-letter word 'FAT' completes the word and makes the sentence logical.

**Word analogies, Q60–66**

The relationship between the first pair must mirror the relationship between the second pair. Common relationships: synonym, antonym, part-to-whole, tool-to-user, category-to-example. **Name the relationship** before looking at the answer options. For example, 'look is to eye' (verb to body part used) so 'listen is to...' must also be verb to body part used, which is 'ear'—but the answer key shows 'hear', which is verb to verb. Re-check the relationship.

**Q60 (Look is to [eye blink see] as listen is to [hear tone noise])** : see, hear

'Look' and 'see' are both verbs of perception using the eyes; 'listen' and 'hear' are both verbs of perception using the ears. The relationship is **synonym within a sensory mode**.

**Q64 (Fly is to [insect wings feathers] as run is to [fast person legs])** : wings, legs

An insect flies using wings; a person (or animal) runs using legs. The relationship is **action to body part that enables it**.

### Code-breaking, Q75–80

Three of the four words are encoded; one code is missing. Start by finding a letter that appears in multiple words and whose position varies, then match it to a digit that also appears in multiple codes. **Build a letter-to-digit key** as you go. Once you have three or four letters decoded, the remaining letters can be deduced. The question paper's worked solution will demonstrate the method in detail.

**Q75 (ANTS BASE LETS BLUE / 5836 4172 8672 → find BASE)** : 5426

The worked solution in the question paper explains that 8 = L, 6 = E, etc. Using the key provided there, B = 5, A = 4, S = 2, E = 6, so BASE = **5426**. If you decode the key yourself, start with the letter E (appears in BASE, LETS, BLUE) and find the digit that appears three times.

**Q79 (KITE INTO PAIN POET / 8457 5716 3512 → code 8243 =?)** : PEAK

From the given codes, I = 5 (appears in all three codes in varying positions). Decode the rest to find P = 8, E = 2, A = 4, K = 3 (or similar). Then 8243 = P + E + A + ... The answer key confirms **PEAK**.

### Next steps

After marking, sit with your child and revisit any question where they cannot explain why the correct answer works. Do not re-teach every mistake in one sitting; choose two or three question types that cost the most marks and practise those over the next few days. If letter-pair sequences were consistently wrong, spend ten minutes drilling alphabet-position counting and pattern-spotting with fresh examples.

If your child scored well, use this paper's structure to guide their revision timetable: they now know which question families will appear and can allocate practice time accordingly. If the score was lower than hoped, treat the paper as a learning tool rather

than a test. Work through it again together, untimed, discussing the reasoning for each question type. Reattempt the paper in a fortnight to measure progress and build confidence before moving on to full timed practice papers.

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