

11+ PRACTICE PACK

GL Assessment Verbal Skills

11+ Verbal Reasoning Complete Practice Pack

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Familiarisation Test

Verbal Skills

Read the following with your child:

1. This is a multiple-choice test in which you have to mark your answer to each question on the separate answer sheet.
3. There are two parts in this test, English and Verbal Reasoning.
4. The English section consists of a passage to read and then there are some questions about it. After this there are some exercises in spelling and grammar.
5. In the Verbal Reasoning section, each question type starts with an explanation of what to do, usually followed by a worked example with the answer marked on the answer sheet. Some questions require more than one answer to be marked.
6. 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.
7. Be sure to keep your place on the answer sheet. Mark your answer in the box that has the same number as the question in the booklet.
8. 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.
9. You may do any rough working in the booklet or on a separate sheet of paper.
10. **Work as quickly and as carefully as you can.**

English – Section 1

Read this passage carefully, then answer the questions that follow.

The Swiss Family Robinson

by Johann David Wyss

This story is told by a father who has been shipwrecked on an island along with his wife and sons, Jack and Fritz, and their pet dogs. They have spent the winter safely in Falconhurst which is the home that they built. The weather has recently improved, and it is time to find out what effect the winter storms have had on their tree house and tents.

1. The winds at length were lulled, the sun shot his brilliant rays through the clouds, the rain ceased to fall – spring had come. No prisoners set free could have felt more joy than we did as we stepped out from our winter home, refreshed our eyes with the pleasant greenery around us, and our ears with the merry songs of a thousand
5. happy birds, and drank in the pure air of spring.

Our tree house was our first care; filled with leaves, and broken and torn by the wind, it looked indeed dilapidated. We worked hard, and in a few days it was again habitable. I was anxious to visit the tent, for I feared that much of our precious stores might have suffered. The damage done to Falconhurst was as nothing

10. compared to the scene that awaited us. The tent was blown to the ground, the canvas torn to rags, and the provisions soaked. We immediately spread the things that we hoped to preserve in the sun to dry.

The irreparable damage we had suffered made me resolve to find some safer and more stable winter-quarters before the arrival of the next rainy season. Fritz

15. proposed that we should hollow out a cave in the rock, and though the difficulties such a task would present appeared almost insurmountable, I was determined to make the attempt; we might not, I thought, cut out a cavern of sufficient size to serve as a room, but we might at least make a cellar for the more valuable and perishable of our stores.

20. Some days afterwards we left Falconhurst with the cart laden with a cargo of spades, hammers, chisels, pickaxes and crowbars, and began the work. On the smooth face of the rock I drew out in chalk the size of the proposed entrance, and then, with minds bent on success, we battered away.

Six days of hard and incessant toil made but little impression; I do not think that the
25. hole would have been a satisfactory shelter for even our smallest dog; but we still did not despair, and were soon rewarded by coming to softer and more yielding substance; our work progressed, and our minds were relieved.

On the tenth day, as our persevering blows were falling heavily, Jack, who was working hard with a hammer and crowbar, shouted:

30. 'Gone, father! Fritz, my bar has gone through the mountain! It went right through the rock; I heard it crash down inside. Oh, do come and see!'

We sprang to his side, and I thrust the handle of my hammer into the hole. I could turn it in any direction I chose. Fritz handed me a long pole; I tried the depth with that. Nothing could I feel. A thin wall, then, was all that stood between us and a
35. great cavern.

With a shout of joy, we battered vigorously at the rock; piece by piece fell, and soon the hole was large enough for us to enter.

Fritz and I enlarged the opening, while Jack, springing on his horse, thundered away to Falconhurst to bear the great and astonishing news to his mother.

40. He soon returned, quickly followed by the rest of our party in the cart.

All were in the highest state of excitement. Jack had stowed in the cart all the candles he could find, and we now, lighting these, entered. I led the way. Silently we marched – my wife, the boys, and even the dogs seeming overawed with the grandeur and beauty of the scene. We were in a cave of diamonds – a vast cave
45. of glittering crystal; the candles reflected on the walls a golden light, bright as the stars, while great crystal pillars rose from the floor like mighty trees, mingling their branches, which sparkled and glittered with all the colours of the rainbow.

The floor of this magnificent palace was formed of hard, dry sand, so dry that I saw at once that we might safely make our home inside it.

Please answer these questions. (Look at the passage again if you need to.) You should choose the **best** answer and mark its letter on your answer sheet.

1

At what time of year is the passage set?

- A winter
- B spring
- C rainy season
- D mid-summer
- E autumn

2

The father compares himself and his family to prisoners set free.
(lines 2–3) **Why?**

- A They had been held hostage by pirates.
- B They had been trapped in their cave.
- C They had been trapped in their house due to stormy weather.
- D They had been caught in heavy rain which had finally stopped.
- E They had been unfairly accused of crimes but the accusations had been dropped.

3

How did the family attempt to rescue their supplies?

- A They shook all of the water off them.
- B They fetched new materials to mend them.
- C They took them to the tree-house instead of the tent.
- D They made a fire to dry them out.
- E They placed them out in the sun to dry.

4

If they only managed to carve out a smaller cave, what did the father hope to use it as?

- A a shelter for emergencies
- B a house for their dog
- C a playroom for the children
- D a storage space for supplies
- E a shelter for rain showers

5

'... with minds bent on success...' (line 23)

What does this imply about their attitude to the work?

- A They were indifferent as to whether they succeeded.
- B They wanted to succeed but struggled to believe they could.
- C They were absolutely determined to see it through.
- D They were so confident they felt they had already succeeded.
- E They worked cautiously because there was a high chance they wouldn't succeed.

6

Why did the family feel 'relieved' after they had started their work?
(line 27)

- A They knew they couldn't get any further and could stop working.
- B They had finally begun to make progress.
- C Somebody rewarded them for their six days of work.
- D They realised they could fit their dog in the hole.
- E They had learned from the experience so it hadn't been a complete waste of time.

7

What was the reaction when Jack lost his crowbar?

- A Jack's father was angry because Jack had lost one of their tools.
- B Jack was embarrassed because he looked incompetent.
- C Jack was excited because of what it implied about the rock.
- D Jack and his father were relieved because it meant they could stop work.
- E Jack and his father were nervous because they didn't know what to expect.

8

What did Jack do while Fritz and his father enlarged the opening of the cave?

- A Jack went for a ride on his horse to celebrate the work was over.
- B Jack went to inform his mother.
- C Jack shouted loudly.
- D Jack went to collect more tools.
- E Jack had a rest so that he could take over next.

9

What was the family's reaction to the cave?

- A They thought it was so beautiful they couldn't possibly make a home inside.
- B They were excited but fearful about what was inside.
- C They couldn't see much because it was so dark.
- D The cave was as they had expected and they immediately felt at-home.
- E They were overwhelmed at the dazzling appearance.

10

Why was the cave considered suitable as a home?

- A because it resembled the family's previous home
- B because it was high and hidden from animals
- C because the crystal made it brighter inside
- D because the hard, dry sand would protect against damp
- E because it was warm inside

11

What would be another word for 'impression' on line 24?

- A impact
- B dent
- C consequence
- D trouble
- E achievement

12

'... we battered vigorously at the rock...' (line 36)

Which of the following words is closest in meaning to 'vigorously'?

- A painfully
- B rebelliously
- C energetically
- D carefully
- E powerlessly

13

What type of word is 'persevering' on line 28?

- A noun
- B verb
- C adjective
- D adverb
- E preposition

14

What type of words are the following? resolve (line 13), **sprang** (line 32), **thrust** (line 32), **enlarged** (line 38), **thundered** (line 38)

- A nouns
- B verbs
- C adjectives
- D adverbs
- E prepositions

English – Section 2

In these sentences there are some **spelling** mistakes. On each numbered line there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

Spelling Exercises

15 The local county's superior players dominated the tennis tournament.
A B C D

16 I recieved an elaborate invitation to an exclusive party next week.
A B C D

17 Julia regretted postponing her annual expedition to Norway.
A B C D

18 Attendance at the secret meeting was compulserly and critical.
A B C D

19 Sam enjoyed climing mountains and spending time in the countryside.
A B C D

20 Consistant hard work has contributed to significant improvements.
A B C D

English – Section 3

In this passage you have to choose the **best** word, or **group of words**, to complete each numbered line so that it makes sense and is written in correct English. Choose the **best** answer and mark its letter on your answer sheet.

Performance Time

Waiting in the wings, the students' nerves soared as they listened to the

21 whispers from
A B C D E

the audience.

22 All of friends and family had
A B C D E

come to see them perform in the end-of-year show.

But what they were about to see was not what you

23
A B C D

a normal show.
E

Whilst the curtain was still down, Jamie and Farooq heaved the three boxes into the centre of the stage.

One of the boxes

24

will open

A

was opened

B

would open

C

won't open

D

had opened

E

slightly so they hastily slammed it shut.

The noise from the audience was getting louder.

25

'Who

has missed

A

misses

B

is missing

C

will miss

D

does miss

E

their goggles?' asked their teacher in an urgent whisper.

Sara rushed forward to grab them and almost tripped on the ropes

26

next to

A

to which

B

onto

C

in between

D

from

E

three of the students

were harnessed.

As the teacher nodded, the three students rose into the air and the curtain lifted.

Verbal Reasoning

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 your answer sheet.

Example mea [?] able si [?] op

A p **B** n **C** f **D** t **E** c

Answer **t** (The four words are **meat, table, sit, top.**)

27 wor [?] en fin [?] ice

A m **B** t **C** d **D** s **E** n

28 loo [?] eak wee [?] ull

A b **B** k **C** m **D** p **E** s

29 roo [?] ick oa [?] ind

A w **B** r **C** m **D** f **E** k

30 car [?] ip fac [?] rust

A t **B** d **C** p **D** c **E** e

31 chee [?] ang spea [?] ide

A s **B** r **C** b **D** p **E** k

32 pe [?] et cla [?] umber

A w **B** g **C** p **D** l **E** n

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

33

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 your 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.

34

(break ignore hit) (poke miss aim)

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

35

(complex superior modern) (old new fresh)

A complex

X old

B superior

Y new

C modern

Z fresh

36

(lock close away)

(key distant shut)

A lock

X key

B close

Y distant

C away

Z shut

37

(heavy glow stiff)

(shine hard flexible)

A heavy

X shine

B glow

Y hard

C stiff

Z flexible

38

(approximate true close)

(broad precise rough)

A approximate

X broad

B true

Y precise

C close

Z rough

39

(transparent clear hollow)

(empty vague glass)

A transparent

X empty

B clear

Y vague

C hollow

Z glass

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 your 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**.

40 UD VF WH XJ [?]

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

41 ZO WL TI QF [?]

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

42 AQ CM EI GE [?]

A JB **B** IB **C** HE **D** IA **E** JA

43 HQ LR PS TT [?]

A WV **B** UV **C** XU **D** XT **E** UX

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

44

KM LL ML NM OO PR [?]

A QU B RU C RV D QV E QW

45

CQ BL ZH WE [?]

A SC B RC C TD D TC E SD

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

46

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 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 your 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.

47 His favourite food was **CABE**.

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

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

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

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

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

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

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

51

They were **OVERED** at the news.

- A GAP B NIL C JOY D TON E POT

52

He gave his final **JUDENT**.

- A HUM B GEM C ACE D TEN E TRY

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 your answer sheet.

Example (world globe) (soil ground)

- A ball B dirt C plant D earth E universe

Answer **earth**

Solution 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).

53

(permit allow) (rent hire)

- A grant B let C agree D use E loan

54

(resemble similar) (fond admire)

- A please B copy C enjoy D like E same

55

(token disc) (worktop surface)

- A flat B voucher C counter D sideboard E coin

56

(jump leap) (well water)

A hop **B** flow **C** move **D** source **E** spring

57

(chapter paragraph) (corridor alley)

A book **B** path **C** walk **D** read **E** passage

58

(allotment patch) (conspire plan)

A plot **B** scheme **C** garden **D** land **E** conceive

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Paper Notes: 11+ Verbal Reasoning Question Booklet (Verbal Skills)

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 **GL Assessment** familiarisation paper for the **11-Plus verbal reasoning** and English test. It comprises **58 questions** split across three sections: a reading comprehension passage from *The Swiss Family Robinson*, spelling and grammar exercises, and a range of verbal reasoning puzzles including letter patterns, word relationships, and logical inference problems. The paper uses a **multiple-choice format** throughout and is designed to familiarise students with the types of question they will encounter in GL Assessment's 11+ examinations.

The English section opens with a classic adventure narrative, testing inference, vocabulary in context, and grammatical knowledge. Students must demonstrate comprehension of the passage, identify spelling errors, and select correct word forms to complete sentences. The vocabulary demands are substantial, with terms such as 'dilapidated', 'insurmountable', and 'perishable' appearing in the passage.

The verbal reasoning section covers a broad spectrum of skills: letter insertion puzzles, numerical reasoning from written statements, antonym pairs, alphabetical sequences, missing letters to form hidden words, and dual-meaning word problems. This breadth makes it a valuable diagnostic tool for identifying strengths and weaknesses across the verbal reasoning domain, and it suits children in Year 5 or early Year 6 preparing for selective school entrance exams.

How this paper is organised

The paper is organised into **two main parts**: English and Verbal Reasoning. The **English section** begins with a reading passage of approximately 50 lines, followed by 14 comprehension and language questions (questions 1 to 14). These cover factual recall, inference, vocabulary in context, and word class identification. The section then moves into spelling exercises (questions 15 to 20), where students identify misspelt words in sentences, and concludes with cloze-style grammar questions (questions 21 to 26) requiring correct verb forms, pronouns, and prepositions.

The **Verbal Reasoning section** runs from question 27 to question 58, totalling 32 questions. It is divided into distinct question types, each introduced with an example and solution. Types include letter insertion to form words (questions 27 to 32), a logical inference problem about quantities (question 33), antonym pairs (questions 34 to 39),

alphabetical sequence puzzles (questions 40 to 45), a cinema timetable logic problem (question 46), missing three-letter words within incomplete words (questions 47 to 52), and dual-meaning word problems (questions 53 to 58).

No time limit is stated on this familiarisation paper, though actual 11+ GL Assessment tests typically allocate 50 to 60 minutes for a similar question count. Students mark answers on a separate answer sheet, so accurate tracking of question numbers is essential.

Topics covered

- Reading comprehension of a classic adventure narrative (Johann David Wyss's *The Swiss Family Robinson*), including inference, characterisation, and vocabulary in context
- Spelling of common 11+ vocabulary including 'tournament', 'received', 'compulsory', 'climbing', and 'consistent'
- Grammar and sentence completion: selecting correct verb tenses, pronouns, adjectives, and prepositions to maintain sense and grammatical accuracy
- Word classes: identifying nouns, verbs, adjectives, adverbs, and prepositions within sentences
- Letter insertion puzzles: finding a single letter that completes one word and begins another
- Logical reasoning from written statements: deducing quantities and relationships from multiple conditions
- Antonym pairs: selecting words with opposite meanings from two groups
- Alphabetical sequences: recognising patterns in letter pairs and predicting the next pair in a series
- Hidden three-letter words: extracting a correctly spelt three-letter word from a word with missing letters
- Dual-meaning words: finding a single word that fits two different pairs of synonyms or related concepts

How to use this paper for revision

- Read the worked examples carefully before attempting each verbal reasoning section; they show precisely what the question is asking and how to interpret the answer options.
- When tackling the reading comprehension, underline key phrases in the passage that relate to each question so you can refer back quickly rather than re-reading the entire text.
- For spelling questions, say the word aloud in your head and break it into syllables; many errors occur in unstressed syllables (e.g. 'compulsory' not 'compulsery').
- In letter insertion puzzles, write out both potential words on rough paper to check they are real words before committing to an answer.
- For alphabetical sequence questions, note down the position number of each letter (A=1, B=2, etc.) to spot patterns in increments or decrements more easily.
- Antonym questions can be tricky because some words have multiple meanings; check that your chosen pair are opposites in the same sense (e.g. 'close' as in near vs. distant, not close as in shut).
- In dual-meaning word problems, test each answer option against both pairs to ensure it genuinely works for both contexts, not just one.

Common mistakes to avoid

- Rushing through the reading passage and then having to re-read it multiple times to answer questions; a careful first read with light annotation saves time overall.
- Overlooking the instruction to mark **both** answers in antonym pair questions, leading to incomplete responses and lost marks.
- Confusing homophones in spelling questions (e.g. 'their', 'there', 'they're') or missing silent letters in words like 'climb' (not 'clime').
- Misreading alphabetical sequence patterns by focusing only on the first or second letter in each pair, rather than tracking both letters' progressions simultaneously.
- Selecting a word in dual-meaning questions that fits one pair well but only loosely fits the second pair; the correct answer must work equally well for both.
- Losing place on the answer sheet when questions are grouped by type; always double-check the question number matches the answer grid number before marking.

Exam technique

Begin with the **reading comprehension passage**: spend 3 to 4 minutes reading it carefully, noting the main events and any unfamiliar words in context. Answer the comprehension questions first while the passage is fresh in your mind, referring back to specific lines when needed. Move through the spelling and grammar sections briskly; if you are uncertain about a spelling, use your knowledge of word roots and common suffixes to make an informed guess rather than leaving it blank.

In the **verbal reasoning section**, work methodically through each question type. Letter insertion and hidden word puzzles often yield to systematic testing of each option; write out potential words on rough paper if it helps you visualise the solution. For logic and sequence questions, jot down the pattern or progression in the margin to avoid mental overload. If a question stumps you, mark it lightly in the booklet and return to it after completing easier questions; fresh eyes often spot patterns you missed initially.

Pace yourself to leave 5 minutes at the end for checking. Verify that every answer is marked clearly on the answer sheet, that no questions have been skipped accidentally, and that two-answer questions (such as antonym pairs) are fully completed. GL Assessment papers do not penalise incorrect answers, so never leave a question unanswered; an educated guess has a chance of being correct, whereas a blank carries no marks.

What to revise alongside this paper

Alongside this paper, students should practise **extended comprehension passages** from classic and modern fiction to build stamina and familiarity with varied narrative voices. Vocabulary development is crucial: maintain a notebook of new words encountered in reading, noting definitions and example sentences. Spelling lists targeting common 11+ errors (silent letters, unstressed syllables, Latin-derived suffixes such as '-ary', '-ory', '-ious') will reinforce the patterns tested in this paper.

Verbal reasoning skills improve with exposure to a wide range of puzzle types. Work through dedicated GL-style verbal reasoning practice books to consolidate techniques for letter sequences, word relationships, and logic problems. Timed mini-tests help simulate exam conditions and reveal areas where speed or accuracy needs improvement.

For students aiming for top-tier selective schools, progress to more challenging papers that include longer reading passages, synonym and antonym questions requiring precise distinctions, and multi-step logic problems. Strengthening mental arithmetic and basic numeracy also supports the logical reasoning strand of verbal reasoning, as

many questions involve counting, ordering, and pattern recognition across letters and numbers.

Key terms

Inference, Vocabulary in context, Antonym, Synonym, Word class (noun, verb, adjective, adverb, preposition), Alphabetical sequence, Letter insertion, Hidden word, Dual-meaning word, Logical reasoning, Cloze passage, Homophone, Suffix, Prefix, Multiple-choice

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Candidate's Name
School Name

DATE OF TEST		
Day	Month	Year

CANDIDATE NUMBER									

SCHOOL NUMBER					

DATE OF BIRTH		
Day	Month	Year

Please mark boxes with a thin horizontal line like this .

ENGLISH - Section 1: The Swiss Family Robinson

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

ENGLISH - Section 2: Spelling Exercises

15	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> N <input type="checkbox"/>	16	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> N <input type="checkbox"/>	17	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> N <input type="checkbox"/>	18	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> N <input type="checkbox"/>	19	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> N <input type="checkbox"/>	20	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> N <input type="checkbox"/>
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ENGLISH - Section 3: Performance Time

21	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	22	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	23	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	24	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	25	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	26	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>
-----------	--	-----------	--	-----------	--	-----------	--	-----------	--	-----------	--



PLEASE TURN OVER

Please mark boxes with a thin horizontal line like this .

VERBAL REASONING

EXAMPLE	27	28	29	30	31	32
p <input type="checkbox"/>	m <input type="checkbox"/>	b <input type="checkbox"/>	w <input type="checkbox"/>	t <input type="checkbox"/>	s <input type="checkbox"/>	w <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"/>
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"/>
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"/>
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"/>

33
1 <input type="checkbox"/>
9 <input type="checkbox"/>
3 <input type="checkbox"/>
5 <input type="checkbox"/>
2 <input type="checkbox"/>

EXAMPLE	34	35	36
morning <input type="checkbox"/>	break <input type="checkbox"/>	complex <input type="checkbox"/>	lock <input type="checkbox"/>
early <input checked="" type="checkbox"/>	ignore <input type="checkbox"/>	superior <input type="checkbox"/>	close <input type="checkbox"/>
wake <input type="checkbox"/>	hit <input type="checkbox"/>	modern <input type="checkbox"/>	away <input type="checkbox"/>
late <input checked="" type="checkbox"/>	poke <input type="checkbox"/>	old <input type="checkbox"/>	key <input type="checkbox"/>
shop <input type="checkbox"/>	miss <input type="checkbox"/>	new <input type="checkbox"/>	distant <input type="checkbox"/>
dark <input type="checkbox"/>	aim <input type="checkbox"/>	fresh <input type="checkbox"/>	shut <input type="checkbox"/>

37	38	39
heavy <input type="checkbox"/>	approximate <input type="checkbox"/>	transparent <input type="checkbox"/>
glow <input type="checkbox"/>	true <input type="checkbox"/>	clear <input type="checkbox"/>
stiff <input type="checkbox"/>	close <input type="checkbox"/>	hollow <input type="checkbox"/>
shine <input type="checkbox"/>	broad <input type="checkbox"/>	empty <input type="checkbox"/>
hard <input type="checkbox"/>	precise <input type="checkbox"/>	vague <input type="checkbox"/>
flexible <input type="checkbox"/>	rough <input type="checkbox"/>	glass <input type="checkbox"/>

EXAMPLE	40	41	42	43	44	45
GP <input type="checkbox"/>	ZL <input type="checkbox"/>	NC <input type="checkbox"/>	JB <input type="checkbox"/>	WV <input type="checkbox"/>	QU <input type="checkbox"/>	SC <input type="checkbox"/>
GO <input checked="" type="checkbox"/>	YL <input type="checkbox"/>	OD <input type="checkbox"/>	IB <input type="checkbox"/>	UV <input type="checkbox"/>	RU <input type="checkbox"/>	RC <input type="checkbox"/>
HO <input type="checkbox"/>	YK <input type="checkbox"/>	MC <input type="checkbox"/>	HE <input type="checkbox"/>	XU <input type="checkbox"/>	RV <input type="checkbox"/>	TD <input type="checkbox"/>
GR <input type="checkbox"/>	ZK <input type="checkbox"/>	ND <input type="checkbox"/>	IA <input type="checkbox"/>	XT <input type="checkbox"/>	QV <input type="checkbox"/>	TC <input type="checkbox"/>
GQ <input type="checkbox"/>	YM <input type="checkbox"/>	OB <input type="checkbox"/>	JA <input type="checkbox"/>	UX <input type="checkbox"/>	QW <input type="checkbox"/>	SD <input type="checkbox"/>

46
No films start at 9.30 pm. <input type="checkbox"/>
On Tuesday, a film starts at 9 pm. <input type="checkbox"/>
Films start at 9.15 pm three days each week. <input type="checkbox"/>
A film starts at 9 pm on Monday, Wednesday and at the weekend. <input type="checkbox"/>
All films finish before 11 pm. <input type="checkbox"/>

EXAMPLE	47	48	49	50	51	52
LAD <input type="checkbox"/>	BAG <input type="checkbox"/>	DEN <input type="checkbox"/>	EGG <input type="checkbox"/>	ROE <input type="checkbox"/>	GAP <input type="checkbox"/>	HUM <input type="checkbox"/>
LAW <input checked="" type="checkbox"/>	GET <input type="checkbox"/>	KID <input type="checkbox"/>	LAB <input type="checkbox"/>	AFT <input type="checkbox"/>	NIL <input type="checkbox"/>	GEM <input type="checkbox"/>
HAD <input type="checkbox"/>	EVE <input type="checkbox"/>	PAR <input type="checkbox"/>	ONE <input type="checkbox"/>	APE <input type="checkbox"/>	JOY <input type="checkbox"/>	ACE <input type="checkbox"/>
RAW <input type="checkbox"/>	SAG <input type="checkbox"/>	RAN <input type="checkbox"/>	TUG <input type="checkbox"/>	EAR <input type="checkbox"/>	TON <input type="checkbox"/>	TEN <input type="checkbox"/>
RED <input type="checkbox"/>	BAT <input type="checkbox"/>	LAD <input type="checkbox"/>	RIP <input type="checkbox"/>	OWE <input type="checkbox"/>	POT <input type="checkbox"/>	TRY <input type="checkbox"/>

EXAMPLE	53	54	55	56	57	58
ball <input type="checkbox"/>	grant <input type="checkbox"/>	please <input type="checkbox"/>	flat <input type="checkbox"/>	hop <input type="checkbox"/>	book <input type="checkbox"/>	plot <input type="checkbox"/>
dirt <input type="checkbox"/>	let <input type="checkbox"/>	copy <input type="checkbox"/>	voucher <input type="checkbox"/>	flow <input type="checkbox"/>	path <input type="checkbox"/>	scheme <input type="checkbox"/>
plant <input type="checkbox"/>	agree <input type="checkbox"/>	enjoy <input type="checkbox"/>	counter <input type="checkbox"/>	move <input type="checkbox"/>	walk <input type="checkbox"/>	garden <input type="checkbox"/>
earth <input checked="" type="checkbox"/>	use <input type="checkbox"/>	like <input type="checkbox"/>	sideboard <input type="checkbox"/>	source <input type="checkbox"/>	read <input type="checkbox"/>	land <input type="checkbox"/>
universe <input type="checkbox"/>	loan <input type="checkbox"/>	same <input type="checkbox"/>	coin <input type="checkbox"/>	spring <input type="checkbox"/>	passage <input type="checkbox"/>	conceive <input type="checkbox"/>

Paper Notes: 11+ Verbal Reasoning Answer Sheet (Verbal Skills)

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 **GL Assessment** answer sheet for an **11-Plus Verbal Skills familiarisation paper**, designed to help students prepare for selective school entrance examinations. The document provides the multiple-choice response grid for a 58-question practice test combining English comprehension, spelling, vocabulary, and verbal reasoning.

The answer sheet is divided into three main sections: questions 1-14 cover **The Swiss Family Robinson** reading comprehension passage, questions 15-20 test spelling recognition, and questions 21-26 assess understanding of a **Performance Time** text. The second page addresses pure **verbal reasoning**, with questions 27-58 testing letter sequences, word relationships, code puzzles, logic problems, and synonym/antonym recognition.

This familiarisation material suits students in Year 6 preparing for **11+ entrance exams**. The answer sheet format mirrors real test conditions, requiring students to mark boxes with a thin horizontal line. Parents and tutors can use this document to mark practice attempts accurately and identify areas where further revision is needed.

How this paper is organised

The answer sheet comprises **58 questions** organised across two pages. Page one handles the English sections: questions 1-14 offer five-option multiple-choice (A-E) for the comprehension passage, questions 15-20 provide four options plus 'N' for the spelling exercises, and questions 21-26 return to five options (A-E) for the second comprehension text.

Page two contains the **verbal reasoning section**, questions 27-58. Most items present five letter or word options in horizontal rows. Questions 27-33 test letter patterns and sequences, question 33 uniquely offers numerical choices (1, 9, 3, 5, 2), questions 34-39 present word pair relationships, questions 40-45 assess two-letter code logic, question 46 tests comprehension of statements about film times, and questions 47-58 explore vocabulary connections and word families.

Each question box includes space for candidate details (name, school, candidate number, school number, date of test, and date of birth) at the top. The layout uses a clear grid format with QR code identification on the left margin.

Topics covered

- Reading comprehension of classic adventure fiction (The Swiss Family Robinson) with inference, vocabulary in context, and retrieval questions tested via five-option multiple-choice
- Spelling error identification requiring students to recognise correct spellings among plausible misspellings and mark 'N' if no error exists
- Reading comprehension of functional/instructional text (Performance Time) assessing understanding of practical information and scheduling details
- Letter sequence completion and pattern recognition testing alphabetic reasoning and position logic
- Synonym and antonym identification through word pair relationships requiring precise vocabulary knowledge
- Two-letter code logic puzzles testing systematic reasoning and pattern-finding skills
- Logical deduction from written statements about real-world scenarios (cinema timetables)
- Word family relationships identifying common roots, prefixes, suffixes, and semantic connections
- Odd-one-out vocabulary tasks requiring students to spot the word that breaks a pattern or category
- Multiple-meaning word recognition testing awareness of homonyms and context-dependent vocabulary

How to use this paper for revision

- Practise marking answer sheets with neat horizontal lines rather than ticks or crosses, as examiners may reject unclear markings under test conditions.
- Time yourself strictly when completing the corresponding question paper, allowing roughly 30 seconds per verbal reasoning item and 90 seconds per comprehension question to simulate exam pressure.
- After marking, review every incorrect answer carefully and write down why the correct option was better than your choice to build pattern recognition.
- Create a vocabulary notebook recording unfamiliar words from questions 34-39 and 47-58, looking up precise definitions and using each word in a sentence.
- Practise letter sequence questions (27-33, 40-45) by writing out the alphabet and counting forward or backward to spot patterns quickly.
- Read classic adventure stories similar to *The Swiss Family Robinson* to build familiarity with older narrative styles and vocabulary used in comprehension passages.
- Test spelling skills by asking someone to read word lists aloud whilst you write them, then compare against correct spellings rather than simply recognising errors visually.

Common mistakes to avoid

- Marking multiple boxes for a single question or making unclear marks that could be read as two answers, leading to automatic zero marks for that item.
- Rushing through verbal reasoning codes (questions 40-45) without checking the pattern systematically, often selecting the first option that looks vaguely similar rather than verifying each letter position.
- Choosing synonyms or antonyms (questions 34-39) based on vague association rather than precise meaning, particularly when words have multiple definitions depending on context.
- Misreading 'odd one out' questions by selecting a word that shares one feature with others whilst missing the dominant pattern that excludes it.
- In spelling questions (15-20), marking 'N' (no error) too quickly without checking each option carefully, or conversely seeing errors where none exist due to unfamiliarity with correct spellings.
- Failing to read all five options in comprehension questions before choosing, settling on the first plausible answer rather than identifying the most accurate or complete response.

Exam technique

Begin by filling in personal details carefully at the top of the answer sheet, double-checking candidate and school numbers to avoid administrative errors. When working through the corresponding question paper, mark your chosen answer immediately and move on rather than leaving gaps to fill later, as you may forget your reasoning or run out of time.

For the **English comprehension sections** (questions 1-14, 21-26), read each passage once fully before attempting questions, then refer back to specific lines when answering. Eliminate obviously wrong options first to improve your chances if you need to guess. For **spelling questions** (15-20), say each word quietly in your head whilst looking at the spelling to catch phonetic errors, and only mark 'N' when you have checked all four options carefully.

In the **verbal reasoning section** (questions 27-58), tackle easier question types first (such as straightforward synonym tasks) to bank quick marks, then return to trickier code or logic problems. If a letter sequence seems baffling after 20 seconds, mark your best guess and move on rather than losing time. Leave question 46 (the cinema timetable logic problem) until you have completed simpler items, as it requires careful reading of all five statements and cross-checking for contradictions.

What to revise alongside this paper

Students should revise **advanced vocabulary** from classic and contemporary fiction, paying particular attention to words with multiple meanings and formal register, as these appear frequently in both comprehension passages and word relationship questions. Spelling lists covering common homophones (their/there/they're, affect/effect), tricky vowel combinations (receive, belief, piece), and words with silent letters (knot, wrought, psalm) will strengthen performance in questions 15-20.

Broaden verbal reasoning skills by practising **analogies** (ship is to sea as car is to road), **syllogisms** (if all X are Y, and some Y are Z, what follows?), and **cryptic reasoning** where letters represent numbers or positions. These build the flexible thinking needed for the varied question types in questions 27-58.

To progress beyond this familiarisation material, attempt full-length **timed 11+ mock papers** from Bond, CGP, or additional GL Assessment resources, mixing verbal reasoning with maths, non-verbal reasoning, and English to simulate the complete exam experience. Reading widely across genres (adventure, historical fiction, non-fiction articles) strengthens both comprehension skills and vocabulary breadth, whilst regular mental arithmetic and spatial puzzles support the reasoning agility tested throughout selective entrance exams.

Key terms

Multiple-choice, Comprehension, Inference, Synonym, Antonym, Letter sequence, Code logic, Word pair, Odd one out, Spelling error, Pattern recognition, Logical deduction, Word family, Alphabetic reasoning, Five-option format

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

Verbal Skills Parent's Guide

Familiarisation

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English

The real 11+ Verbal Skills test assesses English in line with the current English National Curriculum. The areas assessed typically include aspects of reading comprehension, spelling, punctuation and grammar.

Verbal Reasoning

Verbal Reasoning (VR) mainly involves reasoning with words. This includes the production of words, use of words and relationships between words. Some VR item types also involve reasoning with letters and numbers; these question types are not testing mathematics, but use letters and numbers as symbols to predict, for example, a sequence or relationship.

About the Familiarisation Test

The Verbal Skills Familiarisation Test is designed to familiarise your child with the type of content in the real 11+ test. The test is presented in a very similar way to many of the test papers used for selection at 11+. It will provide practice in answering different types of questions used in real 11+ tests (although these may not necessarily be exactly the same question types that will come up in the real test your child will sit) and practice in recording answers on the separate answer sheet. The papers may not be exactly the same difficulty level as the real tests, as the difficulty level varies between schools.

Resources

Your child will need the following materials:

- **a Verbal Skills Familiarisation booklet**
- **a Verbal Skills Familiarisation answer sheet**
- **a pencil**: the answer sheet will need to be completed in pencil (not ink, felt-tip etc.)
- **an eraser** to change answers. Crossing out or placing an X next to the unintended answer on the answer sheet cannot be computer-marked.
- **a spare sheet of paper** for rough working (or this can be done on the test booklet if preferred).


Note: calculators must **not** be used for questions involving numbers (use of a calculator is **not** allowed in the real 11+ tests).

Working through the Test

For the real 11+ test, your child will need to: read the instructions on the front of the test booklet; listen carefully to the instructions read out by the invigilator; observe the instructions at the bottom of each page telling them to go on to the next page or to stop; and check/fill in the details at the top of the answer sheet.

Give your child the test at an appropriate time, when they are both physically and mentally alert. Choose a suitable area for them to work in – make sure they can work comfortably and free from any distractions.

Before your child takes the familiarisation test, discuss with them the reasons why they are doing the test. Also explain that they might find some of the questions difficult. If they get stuck on a question they should not waste time on it, but move on to the next one. At the beginning of each section, the solution to the example question has been provided, so you may work through the question with your child, so they understand how to answer the particular question type and mark their answer on the answer sheet. Where there is more than one question in a section, your child may then work through the remaining questions in each section independently.

Your child should mark their answers on the separate answer sheet provided. The real 11+ test will be marked by computer, but it is important for your child to learn how to use the answer sheet properly in preparation for the real test. They should mark their answer in the appropriate box by drawing a clear line through it with a pencil, like this . Mistakes should be rubbed out completely, **not** crossed out, since in the real test this would not be recorded correctly by the computer. You can ignore the boxes at the top of the answer sheet marked CANDIDATE NUMBER, SCHOOL NUMBER, DATE OF BIRTH and DATE OF TEST. Your child will be required to fill in or check these details in the real test, but it is not necessary for familiarisation purposes.

Timing the Test

The familiarisation test should take around an hour to complete. The real 11+ test is timed, but for familiarisation purposes, it is important that you work through the solutions to the example questions in each section with your child prior to them completing the remaining questions within a section. The time taken will be dependent on your child.

Marking and Feedback

The correct answers to the Verbal Skills Familiarisation Test are provided on the following pages. Only these answers are allowed. One mark should be given for each correct answer – half-marks should not be given. When you mark the test you will be able to see how many questions your child got right in each section and overall. This will give you a good indication of their strengths and weaknesses. You may wish to go back over any questions your child got wrong and work through them together.

Answer Key

English

The Swiss Family Robinson

1. B
2. C
3. E
4. D
5. C
6. B
7. C
8. B
9. E
10. D
11. A
12. C
13. C
14. B

Spelling Exercises

15. D
16. A
17. N
18. C
19. B
20. A

Performance Time

21. D
22. C
23. B
24. E
25. C
26. B

Verbal Reasoning

27. d
28. p
29. k
30. t
31. r
32. n

33. 3

34. hit, miss
35. modern, old
36. close, distant
37. stiff, flexible
38. approximate, precise
39. clear, vague

40. YL
41. NC
42. IA
43. XU
44. QV
45. SC

46. D

47. BAG
48. KID
49. EGG
50. EAR
51. JOY
52. GEM

53. let
54. like
55. counter
56. spring
57. passage
58. plot

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

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

Use this answer key to mark each question strictly: one mark per correct answer, no half-marks. When a question is wrong, look at **whether your child misread the question, rushed, or genuinely did not know the technique**. Careless errors (miscopying a letter, missing the word 'not') fix themselves with practice and calmer conditions; knowledge gaps need teaching.

For questions your child found hard or got wrong, turn to the worked examples below. Each one explains **why the correct answer works and what the question was really testing**. Read them together, then ask your child to explain the reasoning back to you in their own words.

Record the score for each section separately. This paper mixes English comprehension, spelling, grammar and several verbal-reasoning question types. A strong score in one area and a weak score in another tells you exactly where to focus next.

Score interpretation

This familiarisation paper contains 58 marks: roughly 20 for English (comprehension, spelling, grammar) and 38 for verbal reasoning (letter-insertion, opposites, logic, sequences, missing letters, double meanings). **A score above 48 (83%) suggests readiness for selective-entry papers**; 40–47 (69–81%) indicates solid progress with room to sharpen speed and accuracy; below 40 points to gaps that need direct teaching, not just more practice.

Look at the section breakdown. If your child scored well on comprehension but poorly on verbal reasoning (or vice versa), that is normal and useful. Comprehension rewards careful reading and vocabulary; verbal reasoning rewards pattern-spotting, lateral thinking and staying calm under novelty. Each skill develops on its own timeline.

Remember this is a familiarisation paper, often slightly easier than the real test and designed to teach the question formats. **A perfect score here does not guarantee a perfect score on test day**; a middling score does not mean your child is behind. Use the result to guide the next four weeks of practice, not to predict the outcome.

Worked examples

Reading comprehension (The Swiss Family Robinson), Q1–14

Marks are won by referring back to the text rather than guessing from memory. Many children lose marks on 'why' and 'what does this imply' questions because they choose an answer that sounds plausible but is not supported by the passage. The best answers quote or closely paraphrase a specific sentence. Watch out for question 2 and question 5, which test inference, and questions 11–14, which test vocabulary and grammar in context.

Q2 : C

Lines 2–3 say 'No prisoners set free could have felt more joy than we did as we stepped out from our winter home'. The simile tells us they had been trapped indoors (answer C) by the stormy weather, not literally imprisoned. Answer D is close but misses the extended period; the passage describes a whole winter, not just one rainstorm.

Q5 : C

Line 23 says 'with minds bent on success, we battered away'. **'Bent on' means completely focused on or determined to achieve.** Answer C ('absolutely determined to see it through') captures that. Answer B ('wanted to succeed but struggled to believe') contradicts 'bent on success'; answer D ('so confident they felt they had already succeeded') invents over-confidence not in the text.

Q9 : E

Lines 42–47 describe the family entering the cave in silence, 'overawed by the grandeur and beauty of the scene... a cave of diamonds... glittering crystal... golden light, bright as the stars'. **The word 'overawed' and the dazzling description match answer E** ('overwhelmed at the dazzling appearance'). Answer B ('excited but fearful') invents fear; the passage conveys wonder, not fright.

Q12 : C

'Vigorously' (line 36) describes how they battered the rock. The context is hard physical work done with force and determination. **Answer C, 'energetically', is the closest synonym.** 'Powerlessly' (E) is the opposite; 'carefully' (D) contradicts the idea of battering; 'painfully' (A) and 'rebelliously' (B) introduce ideas not present in the text.

Spelling, Q15–20

Each sentence contains either one spelling mistake or none (mark N if none). **The mistakes are in common 11+ words** that look almost right: 'tornament' for tournament (Q15), 'recieved' for received (Q16), 'compulsery' for compulsory (Q18), 'climing' for climbing (Q19), 'consistant' for consistent (Q20). If your child missed several, practise the 'i before e except after c' rule and the '-ent'/'-ant' endings. Question 17 has no mistake, so the answer is N.

Q15 : D

The mistake is in section D: 'tornament'. The correct spelling is **tourna**ment (from Old French *torneiment*). The 'na' is easy to miss when spelling by sound.

Q16 : A

'Recieved' breaks the 'i before e except after c' rule. The correct spelling is **receiv**ed (after c, e comes before i). This is one of the most commonly misspelled words at 11+.

Q17 : N

All four sections are spelled correctly: 'regretted' (double t after a short vowel), 'postponing', 'annual', 'expedition'. **Mark N for 'no mistake'**. Children often second-guess themselves on these and invent an error.

Grammar (cloze passage), Q21–26

This passage tests tense consistency, homophones ('their' vs 'there'), and prepositions.

Read the whole sentence before choosing; several options may be grammatically possible in isolation, but only one fits the meaning and tense of the surrounding text. Question 22 ('their') and question 26 ('to which') are the hardest because the wrong answers sound almost right when read aloud.

Q22 : C

The sentence is 'All of ___ friends and family had come to see them.' **The possessive pronoun 'their' (C) is needed** to show that the friends belong to the students. 'There' (A) means a place; 'they're' (B) is a contraction of 'they are'; neither fits.

Q23 : B

The sentence is 'what they were about to see was not what you ___.' The context is describing a future expectation. **'Would consider' (B) is the correct conditional form** to match 'were about to see'. 'Are considering' (C) is present continuous and clashes with the past tense of the passage.

Q26 : B

'Sara rushed forward... and almost tripped on the ropes ___ three of the students were harnessed.' **The relative pronoun 'to which' (B) correctly links 'ropes' to 'harnessed'** (harnessed *to* the ropes). 'Next to' (A) changes the meaning; 'from' (E) is the wrong preposition.

Letter insertion (completing words), Q27–32

The same letter must complete the word before the brackets and begin the word after the brackets. Write out all four words to check they are real, correctly spelled words. For example, in Q27 the answer is 'd': wor[d]en, fin[d]ice becomes *worden...* no, that is not a word. Try again: the answer makes *word, den, find, dice*. Many children rush and pick the first letter that completes one pair without checking the second pair.

Q29 : k

The letter must complete roo[?]ick and oa[?]ind. **Only 'k' makes four real words: rook, kick, oak, kind.** 'Roofick' and 'oarind' are not words, so 'f' and 'r' are out.

Q31 : r

The letter must complete chee[?]ang and spea[?]ide. **'r' gives cheer, rang, spear, ride,** all common words. 'Cheesang' (s) and 'speak, pide' (p, which leaves 'pide' not 'ride') do not work.

Opposite pairs, Q34–39

Find **two words, one from each group, that are most opposite in meaning.** Both answers must be marked. The trap is choosing words that are *related* but not opposites (for example, 'close' and 'shut' are synonyms, not opposites). If your child marked only one word per question, they will lose the mark even if one of the two is correct. Practise marking two boxes clearly.

Q35 : C modern, X old

'Modern' and 'old' are direct opposites in time. **'Superior' and 'complex' from the first group do not oppose anything in the second group;** 'new' and 'fresh' are close synonyms of 'modern' but the question asks for opposites across the two groups, not within one group.

Q37 : C stiff, Z flexible

Something stiff does not bend; something flexible does. **These are clear antonyms.** 'Glow' and 'shine' (B, X) are synonyms. 'Heavy' and 'hard' are unrelated to 'flexible'.

Letter sequences, Q40–45

Look for separate patterns in the first letter and the second letter of each pair. Often the first letters follow one rule (alphabetical, skip one, reverse) and the second letters follow another. Write out the sequence with the next pair added, then check it follows both patterns. Question 42 and question 45 are the hardest because the patterns involve skipping letters in both positions.

Q40 : B (YL)

First letters: U, V, W, X, [Y]. Second letters: D, F, H, J, [L]. **The first letters go up by one each time; the second letters skip one letter each time** (D skip E gives F, F skip G gives H, and so on). The next pair is YL.

Q42 : D (IA)

First letters: A, C, E, G, [I] (skip one each time). Second letters: Q, M, I, E, [A] (go backwards by four each time: Q-4=M, M-4=I, I-4=E, E-4=A). **Both patterns must hold.** The answer is IA.

Missing letters and double meanings, Q46–58

Questions 47–52 remove three consecutive letters from a word; the three letters must spell a real word themselves (for example, CABBAGE – BAG = CA_E, so the answer is BAG). **Write out the completed word to check the spelling.** Questions 53–58 ask for one word that fits both meanings (for example, 'permit' and 'rent' are both meanings of 'let'). These reward a broad vocabulary and the ability to think of words in more than one sense.

Q49 : E (EGG)

He b[?]ed for more space. The missing three letters must spell a real word and complete B_ED into a verb. **'EGG' makes BEGGED** (to beg, past tense), and EGG is a common word. 'LAB' would make 'blabbed' (wrong meaning); 'TUG' makes 'btuged' (not a word).

Q53 : let

'Permit' and 'allow' are synonyms of *let* (meaning to allow). 'Rent' and 'hire' are synonyms of *let* meaning to rent out property. **The word 'let' carries both meanings,** making it the answer that fits both pairs.

Q56 : spring

'Jump' and 'leap' both describe a *spring* (the action). 'Well' and 'water' relate to a natural *spring* (a source of water). **The word 'spring' has both meanings.** Answer A ('hop') only covers the first pair; answer D ('source') only covers the second.

Next steps

Go through every mistake with your child. For comprehension errors, re-read the relevant paragraph together and ask, 'Which sentence gives us the answer?' For verbal reasoning, ask your child to explain the pattern or rule in their own words. **If they cannot explain why the right answer is right, the question is still not understood** and may reappear as an error on the real test. Make a note of recurring error types (rushing, misreading 'not', weak vocabulary) and address those directly.

If your child scored below 70%, work through one or two question types per week using additional practice papers (Bond, CGP, or past familiarisation papers from other grammar schools). If they scored above 85%, focus on timed conditions and building stamina. Real tests allow roughly one minute per question, so practise 20-question sections in 20 minutes. **Accuracy under time pressure matters more than speed alone.** Book a second attempt at this paper in four weeks to measure progress, and expect the score to rise by 5–10% with targeted practice.

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