

## 11+ PRACTICE PACK

# Independent Junction Test 2

## 11+ Verbal Reasoning Complete Practice Pack

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Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

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VERBAL REASONING PRACTICE TEST 2 (Suggested time: 50 minutes)

Questions 1-5

Rearrange the letters of the word in capitals to make a second word, which is a synonym of the word in brackets:

Eg: DICE (chilled)

Answer: ICED

1. PIER (mature) .....
2. CATS (actors) .....
3. RULE (bait) .....
4. LIVE (cloak) .....
5. LINK (oven) .....

Questions 6-10

Find the letters that best complete the series:

Eg: TH, RI, PJ, [ . . . . ], LL, JM

Answer: NK

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

6. JH, JH, KH, [ . . . . ], LK, LK
7. AZ, BY, DW, [ . . . . ], KP, PK
8. LM, IM, LN, [ . . . . ], LO, IO
9. XV, WU, [ . . . . ], US, TR
10. [ . . . . ], IK, NP, SU

**Questions 11-16**

Arrange these words on the grid so that all the words fit, either horizontally (from left to right) or vertically (from top to bottom). One letter has been given as a clue:

Eg: YACHT, CRYPT, LILAC, RISKY, RELIC, SILKY

Answer:

|   |   |   |   |   |
|---|---|---|---|---|
| R | I | S | K | Y |
| E |   | I |   | A |
| L | I | L | A | C |
| I |   | K |   | H |
| C | R | Y | P | T |

ELDER, ALLEY, RULED, SCALE, BUYER, SCRUB

|  |  |   |  |  |
|--|--|---|--|--|
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**Questions 17-21**

Decipher the word, using the same code.

Eg: The codes for DEEM, MOAT and OWLS are 9337, 7281 and 2540 - but not necessarily in that order. What word does 125340 stand for?

Answer: TOWEL

- 17. The codes for BOAT, CLAM and TASK are 4213, 7625 and 9824 - but not necessarily in that order. What word does 485248 stand for? .....
- 18. The codes for RARE, VAST and STOP are 5137, 6451 and 2428 - but not necessarily in that order. What word does 514268 stand for? .....
- 19. The codes for PERT, WAIT and STOW are 3852, 9762 and 4213 - but not necessarily in that order. What word does 365276 stand for? .....
- 20. The codes for TAME, TACT and PAIL are 5465, 5432 and 8417 - but not necessarily in that order. What word does 138465 stand for? .....
- 21. The codes for YOLK, RICH and HALE are 7164, 4523 and 0928 - but not necessarily in that order. What word does 645280 stand for? .....

Questions 22-25

Find the word that will make a compound word with each of the words in the row:

[ . . . . . ] line      [ . . . . . ] bag      [ . . . . . ] port      [ . . . . . ] tight

Answer: air

22. [ . . . . . ] space      [ . . . . . ] water      [ . . . . . ] pack      [ . . . . . ] hand

23. [ . . . . . ] rock      [ . . . . . ] spread      [ . . . . . ] stead      [ . . . . . ] time

24. [ . . . . . ] lid      [ . . . . . ] sight      [ . . . . . ] witness      [ . . . . . ] lash

25. [ . . . . . ] fire      [ . . . . . ] roads      [ . . . . . ] walk      [ . . . . . ] word

Questions 26-30

The letters below have been given a number. Use these numbers to work out the calculation and WRITE THE ANSWER AS A LETTER:

Eg: A = 12, B = 24, C = 20, D = 4, E = 8

E + B - A = [ . . . . . ]

Answer: C

26. A = 25, B = 10, C = 15, D = 8, E = 3

$(C \div E) + B = [ . . . . . ]$

27. A = 14, B = 136, C = 96, D = 74, E = 48

$B - A - E = [ . . . . . ]$

28. A = 19, B = 11, C = 35, D = 7, E = 23

$(D \times B) - A - E = [ . . . . . ]$

29. A = 9, B = 6, C = 12, D = 15, E = 8

$(B \times C) \div E = [ . . . . . ]$

30. A = 50, B = 3, C = 70, D = 30, E = 3

$(C + A - D) \div E = [ . . . . . ]$

Questions 31-35

Below are two sets of three words. In the first set, the word in brackets is composed of the letters of the words outside the brackets. Compose the missing word in the second set in the same way. The answer must be a real word:

Eg: FLOOR (FLOUT) SHUT          STACK ( . . . . . ) POND  
Answer: STAND

31. AURAL (SLUR) LAST          RESIN ( . . . . . ) OATH

32. FORCE (FREE) CRIME          DETER ( . . . . . ) SIGHT

33. FLICK (SLACK) CLASH          PLANT ( . . . . . ) DOUBT

34. STRIP (PIER) BREAD          MAJOR ( . . . . . ) ADAPT

35. LATE (LENT) TONE          BANE ( . . . . . ) ZERO

Questions 36-40

The capitalised word in the sentence has had THREE consecutive letters missing. These letters will make one correctly spelt word. Find this 3-letter word:

Eg: Could you put the plates in the DISHHER please?  
Answer: WAS

36. The pirate looked fearsome in his black EYECH.          .....

37. The tide was far out, so we played in the SHOWS.          .....

38. The man was very rude, ELING his way through the crowd.          .....

39. She has to play the CHARER of a poor widow in the school play.          .....

40. He'd given no INDIION that he'd been planning to leave the school.          .....

Questions 41-45

In each row, the first word may be changed into the last by changing one letter at a time. Each step of the transformation makes a real word. Write the two missing words required to achieve the transformation:

Eg: BASK (.....) (.....) PART  
Answer: BARK, PARK

- 41. THAT (.....) (.....) CLAP
- 42. HEIR (.....) (.....) MEAT
- 43. FIST (.....) (.....) CASE
- 44. BASK (.....) (.....) BOWS
- 45. CORE (.....) (.....) HURT

Questions 46-50

Find the two words, one from each group, that together make a new, real word. The word from the first group always comes first:

Eg: [PINE, CAP, SOME] [LIT, LOW, ABLE]  
Answer: CAP, ABLE

- 46. [HAZE, BLUR, FOG] [PINK, RED, GLOW] ..... .....
- 47. [FUN, FAT, FIT] [LINE, TIER, FORM] ..... .....
- 48. [PLACE, THROW, PUT] [CLEAR, RID, FREE] ..... .....
- 49. [NOT, NO, NOW] [HERE, WHEN, THEN] ..... .....
- 50. [FAT, FULL, SKIM] [BEEP, CLANG, PING] ..... .....

Questions 51-55

Find one letter to complete each of these words. The same letter must fit all four words:

Eg: (.....) MIT (.....) GO (.....) MU (.....) VER

Answer: E

51. (.....) AY (.....) ON (.....) OT (.....) ARE

52. (.....) ILL (.....) ELP (.....) ICK (.....) NOW

53. (.....) ORE (.....) AN (.....) ATE (.....) AUL

54. (.....) AKE (.....) URY (.....) INE (.....) IND

55. (.....) UST (.....) OLT (.....) AIL (.....) EST

Questions 56-60

Which of these three pairs of words are most similar in meaning?

Eg: static, unmoving destined, hopeful book, novel

Answer: static, unmoving

56. squirm, tremble secret, clandestine castle, citadel .....

57. fruit, vegetables money, notes pine, yearn .....

58. require, desire attend, postpone brave, courageous .....

59. adornment, garnish beautiful, charming style, wealth .....

60. lull, revive decipher, realize entrance, captivate .....

Questions 61-65

From words in brackets, choose the word which fits with both pairs of capitalised words:

Eg: REASONABLE, JUST                      MILD, CLEAR                      [warm, equal, fair, good, real]

Answer: fair

61. OUTFIT, COSTUME    BEFIT, MATCH                      [harmonious, fitting, clothes, agreement, suit]  
.....
62. SKIRT, CIRCUMNAVIGATE    CIRCULAR, SPHERICAL                      [curved, barred, band, turn, round]  
.....
63. MIRROR, IMITATE    CONSIDER, PONDER                      [wonder, contemplate, reflect, show, expose]  
.....
64. WITHDRAW, RETRACT    MEMORY, RECOLLECTION                      [forget, keepsake, remind, recall, rescind]  
.....
65. SUFFER, ENDURE    CARRY, SHOULDER                      [allow, stand, convey, sustain, bear]  
.....

Questions 66-70

The words in the first pair below are related in some way. From the brackets, choose the word that completes the second pair of words in the same way:

Eg: Monday, Wednesday                      Tuesday (Thursday, Friday, weekday)

Answer: Thursday

66. park, grass                      beach, (wind, sand, sun)                      .....
67. good, best                      bad, (better, worse, worst)                      .....
68. minus, plus                      negative, (positive, addition, sum)                      .....
69. decade, year                      millennium, (minute, decade, century)                      .....
70. strawberries, sweet                      lemons, (yellow, taste, sour)                      .....

Questions 76-77

Choose the three words which best fit sentence, so that it makes sense:

Eg: You have to (find, go, arrive) down the (grass, sky, road) and then along the (school, dirt, path) to get to the swimming pool.

Answer: go, road, path

76. We studied (science, history, art) and learnt about how (ancient, colourful, desolate) (jesters, warriors, portraits) won great battles.

.....

77. The (supermarket, doctor, library) has so many (animals, books, sweets) that it is difficult to decide which one to (read, water, feed).

.....

Questions 78-80

Use the information to answer the question:

78. Cara is less happy than Bobby. Andy is not happy. Bobby is less happy than Andy. Who is the happiest?

.....

79. Tony, Steve and Roy ran a race. Tony ran more slowly than Steve. Roy ran faster than Steve. Who ran the fastest?

.....

80. I have three balls: small, medium and large. The largest ball is less bouncy than the balls that are smaller. The smallest ball is less bouncy than the balls which are larger. Which is the bounciest ball: small medium or large?

.....

TOTAL MARKS \_\_\_\_\_ / 80

(Multiply your mark by 1.25 for percentage mark.) ( \_\_\_\_\_ % )

# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 2)

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 **Test 2** of a two-part **Verbal Reasoning** practice series published by **Independent Junction**, designed for children preparing for the **11-Plus examination** under the **GL Assessment** style. The paper offers a 50-minute timed session containing **80 questions** across ten distinct question types, all typical of selective grammar and independent school entrance tests. Each question type is grouped into sets, with formats ranging from five-question anagram tasks to extended ten-question code-breaking exercises.

The test covers anagrams requiring vocabulary knowledge, letter sequence puzzles demanding pattern recognition, crossword-style grids that test spatial reasoning, code-breaking questions that require logical deduction, compound-word construction, arithmetic puzzles where answers are given as letters, word formation from pooled letters, missing-letter sentence completions, word-ladder transformations, compound-word identification, single-letter completion across multiple words, synonym identification, dual-meaning vocabulary selection, analogy completion, cloze sentence selection, and logical reasoning from statements. Every question expects a written answer, with no multiple-choice options.

This paper suits students who have already encountered the basic verbal reasoning question families and are ready for sustained practice under timed conditions. The mix of question types mirrors the unpredictability of a live GL paper, where stamina and the ability to switch between reasoning modes are as important as raw vocabulary or logic skills.

## How this paper is organised

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The paper is divided into **ten numbered question blocks**, each focusing on a single question type. Questions 1-5 test anagrams, questions 6-10 test letter sequences, questions 11-16 present a crossword grid, questions 17-21 are code-breaking puzzles, questions 22-25 require compound-word identification, questions 26-30 are arithmetic-to-letter conversions, questions 31-35 ask for word formation from pooled letters, questions 36-40 involve missing-letter sentence completions, questions 41-45 are word ladders, questions 46-50 require compound-word pairing, questions 51-55 test single-letter completion, questions 56-60 focus on synonym selection, questions

61-65 involve dual-meaning vocabulary, questions 66-70 are analogy questions, questions 76-77 are cloze sentence exercises, and questions 78-80 are logical reasoning problems.

Each question block is clearly labelled with a worked example at the start, showing the expected answer format. The paper allows **50 minutes** for completion, meaning students have approximately 37 seconds per question on average. Space is provided after each question for written answers, typically shown as a dotted line. The final page includes a total marks box (out of 80) and a conversion formula for percentage scoring.

The layout is straightforward, with generous white space and a consistent font size. Question numbering jumps from 70 to 76, omitting questions 71-75, which may indicate that this is an excerpt or that those questions appear on a separate page not included in this extract. The paper does not specify mark weightings per question, implying that each question is worth one mark.

## Topics covered

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- Anagram construction with synonym clues, requiring identification of four-letter word pairs such as PIER to RIPE (mature)
- Letter sequence completion, testing alphabetic pattern recognition and the ability to predict missing pairs in series such as JH, JH, KH
- Crossword-style word placement on a grid, with interlocking horizontal and vertical words and one clue letter provided
- Code-breaking puzzles where three coded words must be deciphered and applied to a six-digit number to reveal a hidden word
- Compound-word identification, finding a single word that pairs with four given words to form valid compound words
- Arithmetic puzzles where letters are assigned numerical values and calculations must be solved to yield a letter answer
- Word formation from pooled letters, composing a hidden word using letters from two flanking words
- Missing-letter sentence completion, identifying three consecutive missing letters that form a standalone word
- Word ladder transformations, changing one word into another by altering one letter at a time through valid intermediate words
- Compound-word pairing, selecting two words from separate groups that join to form a new word
- Single-letter completion across multiple words, finding one letter that correctly starts or completes four different words
- Synonym identification, selecting the pair of words most similar in meaning from three given pairs
- Dual-meaning vocabulary, choosing a word that fits both pairs of capitalised words
- Analogy completion, identifying the relationship between a first pair of words and applying it to a second pair
- Cloze sentence tasks, selecting three words from bracketed options to complete a sentence logically and grammatically
- Logical reasoning from statements, interpreting comparative information to answer questions about order or degree

## How to use this paper for revision

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- Practise anagrams daily by rearranging letters from four- and five-letter words, focusing on common synonyms for words like mature, actors, and cloak, as these appear frequently in 11-Plus papers.
- Strengthen pattern recognition by writing out the alphabet and practising jumps forwards and backwards by fixed intervals; this helps with letter sequence questions.
- For code-breaking questions, write out each given word and its code side by side, then look for repeated letters to establish which digit corresponds to which letter before tackling the target number.
- When tackling compound-word questions, say each potential pairing aloud to check whether it forms a real word; this auditory check often catches errors missed in silent reading.
- In arithmetic-to-letter questions, complete the calculation on scrap paper first, then match the numerical result back to the letter values to avoid simple arithmetic slips.
- For word-ladder transformations, plan the route before writing; change vowels first if possible, as this often unlocks easier intermediate words.
- In logical reasoning questions, draw a simple diagram or write initials with inequality symbols to visualise the relationships described in the statements.

## Common mistakes to avoid

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- Misreading anagram clues and forming a valid word that is not a synonym of the bracketed word, such as making RIPE from PIER but forgetting the clue is 'mature'.
- In letter sequences, applying the wrong direction of shift or failing to notice that some sequences alternate between two different patterns across odd and even positions.
- In crossword grids, forcing a word into a space because it fits the letter count without checking that it interlocks correctly with other words, leading to impossible letter clashes.
- In code-breaking, assuming the codes appear in the same order as the words listed, when the rubric explicitly states 'not necessarily in that order'.
- For compound-word questions, choosing a word that pairs with only two or three of the given words but not all four, missing the requirement for universal pairing.
- In arithmetic-to-letter puzzles, forgetting to follow order of operations (brackets first, then division or multiplication, then addition or subtraction), leading to wrong numerical answers and therefore wrong letter answers.

## Exam technique

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Begin by reading the worked example for each question block carefully; these examples define the answer format and often reveal shortcuts or conventions that save time later. Allocate roughly 30 seconds per question, but accept that some blocks (such as the crossword grid and word ladders) will take longer while others (such as synonym selection) can be completed more quickly. Keep a steady pace rather than dwelling on a single difficult question; if you are stuck after 20 seconds, mark the question with a small dot and move on, returning to it if time permits at the end.

For questions where multiple interpretations are possible (especially compound words and dual-meaning vocabulary), write your first instinct down immediately and check it once before moving on; overthinking these questions often leads to second-guessing correct answers. Use rough paper for code-breaking and arithmetic questions, laying out your working clearly so you can retrace steps if an answer looks implausible. When tackling the crossword grid, start with the word containing the given letter and build outwards, as this anchor point usually constrains the remaining words significantly.

In the final five minutes, return to any marked questions and attempt them with fresh eyes. If you have no time to solve a question fully, make an educated guess based on common word patterns or letter frequencies; leaving a blank guarantees zero marks, whereas a guess retains a small chance of success. Check that all answers are written clearly on the answer lines, as unclear handwriting may not be marked generously in a real test.

## What to revise alongside this paper

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Students working on this paper should also practise **non-verbal reasoning**, as the pattern recognition and logical deduction skills overlap significantly; question types such as series completion and matrix puzzles use similar mental processes. Vocabulary development remains essential, so daily reading of age-appropriate fiction and non-fiction (newspapers, magazines aimed at 10-12 year olds, classic children's literature) will reinforce the synonym and word-formation skills tested here. Timed mental arithmetic practice supports the arithmetic-to-letter questions, ensuring that calculations can be completed quickly and accurately under pressure.

For students who find code-breaking difficult, separate practice with simple substitution ciphers (where A=1, B=2, and so on) builds confidence before tackling the more complex multi-word codes in questions 17-21. Crossword puzzle books designed for children provide excellent preparation for the grid-filling question, as they develop the ability to think about interlocking words and shared letters. Students aiming for highly selective grammar schools should also attempt past papers from other **GL**

**Assessment** publishers, such as **Bond** and **CGP**, to ensure exposure to the full range of verbal reasoning question styles.

Finally, practising under timed conditions at home is crucial. Set a timer for 50 minutes, work in a quiet room, and resist the urge to pause or extend the time; this simulates exam pressure and helps identify which question types require further focused revision.

## Key terms

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**Anagram, Synonym, Letter sequence, Pattern recognition, Crossword grid, Code-breaking, Compound word, Arithmetic puzzle, Word formation, Word ladder, Single-letter completion, Analogy, Cloze sentence, Logical reasoning, Comparative statements**

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VERBAL REASONING PRACTICE TEST 2

ANSWERS

1. RIPE
2. CAST
3. LURE
4. VEIL
5. KILN
6. KK
7. GT
8. IN
9. VT
10. DF

11-16.

|   |   |   |   |   |
|---|---|---|---|---|
| S | C | A | L | E |
| C |   | L |   | L |
| R | U | L | E | D |
| U |   | E |   | E |
| B | U | Y | E | R |

17. TOMATO
18. STARVE
19. WRITER
20. IMPACT
21. CHALKY
22. back
23. bed
24. eye
25. cross
26. C
27. D
28. C
29. A
30. D
31. TOES
32. DIRT
33. BLUNT
34. ROAD
35. BORN
36. PAT
37. ALL
38. BOW
39. ACT
40. CAT
41. CHAT, CHAP

42. HEAR, HEAT
43. FAST, CAST
44. BASS, BOSS
45. CURE, CURT
46. BLUR, RED
47. FAT, TIER
48. PUT, RID
49. NOW, HERE
50. SKIM, PING
51. D
52. K
53. M
54. F
55. J
56. secret, clandestine
57. pine, yearn
58. brave, courageous
59. adornment, garnish
60. entrance, captivate
61. suit
62. round
63. reflect
64. recall
65. bear
66. sand
67. worst
68. positive
69. century
70. sour
71. FINE
72. PLAIN
73. PRESENT
74. SHARE
75. BEACON
76. history, ancient, warriors
77. library, books, read
78. Andy
79. Roy
80. medium

# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 2)

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 answer key lists correct answers but does not show reasoning. Mark each question objectively, awarding one mark per correct answer unless the paper states otherwise.

**Distinguish careless slips from genuine gaps:** if your child writes 'RIPT' for Q1 instead of 'RIPE', that is a spelling error under time pressure; if they write 'YOUNG', they have misunderstood what 'mature' means.

Use the worked examples below when a wrong answer puzzles you or when your child cannot explain their thinking. Each example unpacks **the logic that leads to the correct choice**.

Verbal reasoning rewards pattern-spotting, vocabulary and methodical checking. A single mistake in a question type does not mean the child cannot do that type; three or four in a row suggests the technique needs revisiting.

## Score interpretation

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This paper contains 80 marks across ten question types. A score of 64 or above (80 per cent) indicates **secure verbal reasoning skills** for selective-school entry; the child recognises anagrams quickly, completes letter sequences without hesitation, and applies vocabulary precisely. Between 52 and 63 marks (65 to 79 per cent) is sound: most techniques are understood, but accuracy under timed conditions needs practice.

Scores of 40 to 51 (50 to 64 per cent) suggest **uneven confidence**. The child may excel at word puzzles (Q1–5, Q31–45) yet struggle with code-breaking (Q17–21) or synonym selection (Q56–60). Review which sections lost marks and practise those question types separately.

Below 40 marks, vocabulary breadth and pattern-recognition speed are the priorities. Work through one question type at a time untimed, building fluency before attempting full mixed papers again.

## Worked examples

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### Anagrams and word manipulation, Q1–5

**Speed comes from recognising common letter clusters** ('ER', 'ING', 'ION') rather than testing every permutation. Students lose marks by writing the first plausible word without checking it fits the synonym in brackets. Always verify meaning before moving on.

#### Q1 : RIPE

The synonym is 'mature'. PIER anagrams to RIPE, which means fully developed or mature. Students who write 'PERI' have invented a non-word; always check the anagram is in the dictionary.

#### Q5 : KILN

LINK rearranges to KILN, an oven for firing pottery or bricks. The clue 'oven' points to a place where heat hardens material. Common errors include 'LINK' itself (not an oven) or 'KLIN' (misspelling).

### Letter sequences, Q6–10

Each pair of letters follows a rule, often with the first and second letters changing independently. **Write out the alphabet and track each letter's movement** forwards or backwards. Mistakes happen when students guess without testing the pattern across all given pairs.

#### Q7 : GT

First letters: A, B, D skip one (C), then the next should skip two more to G. Second letters: Z, Y, W skip one (X), then V, U, T skip one each, reaching T when the first letter is G. Hence GT, then the pattern confirms with KP, PK.

#### Q10 : DF

The sequence increases by five-letter jumps in alphabet position. D (4th) to I (9th) is +5; I to N is +5; N to S is +5. Working backwards, the missing pair must start five letters before I, which is D, and five before K, which is F: DF.

### Code-breaking, Q17–21

Build a letter-to-digit table by comparing the three given words. **Find a letter that appears in two words** with a digit in the same position in two codes, then deduce its value. Students often guess randomly instead of eliminating possibilities systematically.

**Q17** : TOMATO

BOAT, CLAM, TASK code to 4213, 7625, 9824. The letter A appears in all three: positions 2 (BOAT), 3 (CLAM), 2 (TASK). Testing codes, A = 2. Then T appears in BOAT and TASK, so T = 4 or 8; if T = 4, BOAT = 4... fits 4213 (B=1, O=3). Decoding 485248 gives T-O-M-A-T-O.

**Q20** : IMPACT

TAME, TACT, PAIL code to 5465, 5432, 8417. T appears in TAME and TACT; codes 5465 and 5432 both start with 5, so T = 5. A appears in all three; the second digit in 5465 and 5432 is different (4 vs 4), and PAIL's second letter is A coded as 4 in 8417, confirming A = 4. Build the rest to decode 138465 as IMPACT.

### Compound words, Q22–25

The missing word must form a valid compound when placed before or after each of the four given words. **Test your candidate word with all four** before writing it down. Many students write the first word that fits three out of four and lose the mark.

**Q24** : eye

Eyelid, eyesight, eyewitness, eyelash are all standard compounds. 'Eye' appears as a prefix in each. Students sometimes write 'glass' (glass-lid is not a compound) or 'wit' (witlid makes no sense).

### Missing letters in words, Q36–40

**Read the sentence aloud with the gap;** your ear often catches the missing syllable faster than your eye. The three consecutive letters must form a real word and complete a real word in the sentence. Marks are lost when students write two letters instead of three.

**Q36** : PAT

EYECH becomes EYEPATCH with PAT inserted. The sentence mentions a pirate, and an eyepatch is the classic pirate accessory. The missing letters PAT also form a real word (to pat).

**Q39** : ACT

CHARER becomes CHARACTER when ACT is inserted. The sentence refers to a role in a school play, so 'character' fits perfectly. ACT is both a word and the natural theatrical term.

## Word ladders, Q41–45

Change one letter at a time, ensuring every intermediate step is a real word. **Work from both ends:** if the start and finish differ in positions 1 and 3, change position 1 first, then position 3, or vice versa. Common errors include skipping a step or writing a non-word.

**Q42** : HEAR, HEAT

HEIR → HEAR (change I to A) → HEAT (change R to T) → MEAT (change H to M). Each step changes exactly one letter and produces a valid English word.

**Q45** : CURE, CURT

CORE → CURE (O to U) → CURT (E to T) → HURT (C to H). Students sometimes jump CORE → CURT in one step, forgetting that two letters have changed.

## Synonym and analogy questions, Q56–70

For synonym pairs (Q56–60), **define both words in the winning pair** to confirm they mean the same thing. For analogies (Q66–70), name the relationship in the first pair, then apply that relationship to the second. Marks slip away when students choose words that are merely associated rather than truly parallel.

**Q57** : pine, yearn

Both mean to long for something with sadness. 'Fruit, vegetables' are related but not synonymous; 'money, notes' are associated but notes are a type of money, not a synonym for it.

**Q67** : worst

Good is to best (superlative) as bad is to worst (superlative). 'Worse' is the comparative, not the superlative, so it breaks the parallel.

**Q69** : century

A decade is made of years; a millennium is made of centuries. The relationship is whole-to-part at the same scale. 'Minute' is too small; 'decade' would make millennium-to-decade, which is the wrong ratio.

## Logic and inference, Q78–80

**Draw a simple chart or number line** to track the given statements. These questions test careful reading, not guesswork. Students often reverse 'less than' and 'more than' under time pressure; underline comparison words as you read.

**Q78** : Andy

Cara < Bobby in happiness; Bobby < Andy. Therefore Cara < Bobby < Andy, so Andy is happiest. 'Andy is not happy' is a distractor about his absolute state, not his relative rank.

**Q80** : medium

Large is less bouncy than the smaller balls, so medium and small are bouncier than large. Small is less bouncy than the larger balls, so medium is bouncier than small. Hence medium is the bounciest.

## Next steps

Once marked, **sort mistakes into categories**: vocabulary gaps (didn't know 'yearn'), technique errors (forgot to test all four compound words), or careless slips (wrote 'PERI' instead of 'RIPE'). Vocabulary gaps require reading and word lists; technique errors need deliberate practice of that question type untimed; slips reduce with a 'check once' habit at the end.

If the score is below 60 per cent, revisit one question type each week using similar practice papers, building confidence before mixing types again. If above 75 per cent, try papers from other publishers (Bond, GL Assessment, CGP) to ensure breadth, and work under strict time limits to simulate exam pressure. **Consistent 80 per cent scores across three mixed papers** indicate readiness for selective-school entry standard.

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