

11+ PRACTICE PACK

Independent Junction Test 3

11+ Verbal Reasoning Complete Practice Pack

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VERBAL REASONING PRACTICE TEST 3 (Suggested time: 50 minutes)

Questions 1-5

Find the word which is NOT composed from the letters in capitals:

Eg: PREPARATION train, notion, repair, nation, pirate

Answer: notion

1. HAIRDRESSER shades, adhere, radishes, heiress, spear
2. SUPERVISORY serious, ivory, previous, shivers, proves
3. HAPPINESS heaps, shines, pansies, phase, sharpens
4. DRAMATISE dreams, mastery, tirade, stream, merits
5. SYSTEMATIC tame, tiny, teams, essay, mystic

Questions 6-10

The first two pairs of letters are related in some way. Write the letters which complete the second two pairs of letters in the same way:

Eg: FI is to IL as RU is to [.]

Answer: 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

6. DG is to CH as NQ is to [.]
7. KN is to ML as PS is to [.]
8. AZ is to IR as EV is to [.]
9. VU is to ZY as FE is to [.]
10. PQ is to ML as HI is to [.]

Questions 11-15

Unscramble the word. The unscrambled word rhymes with the word in brackets.

Eg: ATGCRH (sort)

Answer: CAUGHT

- 11. UEGONH (cuff)
- 12. HTGUHO (so)
- 13. AIPRYDM (acid)
- 14. AREETFH (whether)
- 15. AATMSH (maxima)

Questions 16-20

For each question, find the number that best completes the series:

Eg: 91, 64, 93, [. . . .], 95, 68, 97

Answer: 66

- 16. 65, 70, 68, [. . . .], 71, 76, 74
- 17. 37, 46, 55, [. . . .], 73, 82, 91
- 18. 88, 176, 44, [. . . .], 22, 704, 11
- 19. 40, 50, 60, 110, [. . . .], 130, 180, 190
- 20. 16, 48, [. . . .], 432, 1996

Questions 21-25

Decipher the word, using the same code.

Eg: These are the codes for the words DEAL, DENT and PINT - but not necessarily in order:

?!) @ <>) @ ?!* (

What is the code for LAND?

Answer: (*)?

21. These are the codes for the words NAIL, LIFE and SALT - but not necessarily in order:

\$!*) * > % (?! > *

What is the code for FLAN?

22. These are the codes for the words TOIL, PALE and LEFT - but not necessarily in order:

!<) \$ \$? * ! (> \$?

What is the code for PLOT?

23. These are the codes for the words THEM, MANE and STEW - but not necessarily in order:

*) ? > > ! < ? (* ? \$

What is the code for HEWN?

24. These are the codes for the words WITS, TEST and TINS - but not necessarily in order:

!<) %) > %)) < ? %

What word does %) > ! stand for?

25. These are the codes for the words TONE, FAST and MOAT - but not necessarily in order:

< ! ? %) ? > % % ! \$ (

What word does) ! \$ % stand for?

Questions 26-30

If a = 2, b = 4, c = 8 and d = 12, work out the numerical value of these sums:

Eg: $ab - c = [\dots]$

Answer: 0

26. $a + c + d - b = [\dots]$

27. $(d \times c) + (a \times b) = [\dots]$

28. $(d - a) \times (d - b) = [\dots]$

Questions 26-30, continued / ...

If $a = 2$, $b = 4$, $c = 8$ and $d = 12$, work out the numerical value of these sums:

29. $(a \times b) \div c + d = [\dots]$

30. $(a \times c) \div b - b = [\dots]$

Questions 31-35

Find one letter to complete both the word in front of and the word after the brackets. The same letter must fit both words:

Eg: ACCUS [.....] DICT

Answer: E

31. FOSSI [.....] ATCH

32. FETIS [.....] EW

33. ACCOS [.....] AUT

34. BRIE [.....] RAY

35. GRAI [.....] ILT

Questions 36-40

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

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

Answer: E

36. (.....) AN (.....) OY (.....) ELL (.....) RAB

37. (.....) UME (.....) ORT (.....) URY (.....) AST

38. (.....) EST (.....) ANT (.....) AND (.....) ILT

39. (.....) INT (.....) ART (.....) ISC (.....) UST

40. (.....) ORE (.....) EW (.....) IGN (.....) OW

Questions 41-45

In each question, you are given two words. Move one letter from the first word into the second, to make two new words. The letter can be added anywhere in the second word, but the letters must not be rearranged:

Eg: READY, DEN

Answer: READ, DENY

41. WASP, REEL

42. LATE, BANK

43. VICE, LEAN

44. BRINDLE, SPUR

45. MARE, LATHER

Questions 46-50

Choose the word in the brackets that best fits with the two words in capitals:

Eg: SUNDAY, THURSDAY (March, Friday, Jupiter)

Answer: Friday

46. JUPITER, NEPTUNE (May, Sirius, Venus)

47. SCHOOL, COLLEGE (degree, education, university)

48. CRACK, FISSURE (crater, crevice, dent)

49. RAT, HAMSTER (cat, snake, mouse)

50. EXASPERATING, RILING (placating, vexing, mollifying)

Questions 51-55

Consider the following sets of words:

- | | | | | |
|-----|----------------|-------|--------|---------|
| Eg: | 1. | 2. | 3. | 4. |
| | PARABOLA | LILAC | TROWEL | PIRANHA |
| | MULTIPLICATION | IRIS | SPADE | LING |

To which set do the following words belong?

- | | | | | | |
|-------------|---------------|-----------|--------|---------------|-----------|
| cod | [.] | Answer: 4 | saw | [.] | Answer: 3 |
| rose | [.] | Answer: 2 | obtuse | [.] | Answer: 1 |
| subtraction | [.] | Answer: 1 | | | |

Consider the following sets of words:

- | | | | |
|--------|----------|-------|-------|
| 1. | 2. | 3. | 4. |
| DOUBLE | VELVET | ARCH | COUCH |
| SINGLE | CORDUROY | VAULT | SOFA |

To which set do the following words belong?

- 51. dome [.]
- 52. king [.]
- 53. cotton [.]
- 54. settee [.]
- 55. linen [.]

Questions 56-60

Find the two words, one from each bracketed set, that are opposite in meaning:

eg: [furniture, light, poor] [sad, building, heavy]
 answer: light, heavy

- | | | | | |
|-----|------------------------------------|--|-------|-------|
| 56. | [happy, emotional, moving] | [hectic, static, rushing] | ..... | ..... |
| 57. | [busy, occupied, agitated] | [vacant, staring, stupid] | ..... | ..... |
| 58. | [disciplinarian, strict, punitive] | [dreamy, distracted, lenient] | ..... | ..... |
| 59. | [recurrent, erratic, temporary] | [permanent, unyielding, upright] | ..... | ..... |
| 60. | [voluntary, suggested, approved] | [invigorating, compulsory, inflexible] | ..... | ..... |

Questions 61-65

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

Eg: [.] line [.] bag [.] port [.] tight
Answer: air

61. [.] cup [.] fly [.] milk [.] fingers

62. [.] land [.] made [.] owner [.] sick

63. [.] knob [.] way [.] bell [.] man

64. [.] bound [.] quake [.] worm [.] ward

65. [.] fighter [.] wood [.] proof [.] man

Questions 66-70

Choose two words, one from each bracketed group, that make the best sense of the sentence:

Eg: BIRD is to [WING, BATH, NEST] as BEE is to [BUZZ, HIVE, QUEEN].
Answer: NEST, HIVE

66. TODAY is to [SUNDAY, TOMORROW, PRESENT] as YESTERDAY is to [MONDAY, PAST, TOMORROW]

67. FIND is to [SEND, BIND, LOSE] as SELL is to [FELL, BUY, SOLD]
.....

68. VEAL is to [PIG, MEAT, CALF] as MUTTON is to [RABBIT, SHEEP, FOOD]
.....

69. MOROSE is to [SERENE, AMUSED, SAD] as CONTENT is to [HAPPY, DIVERTED, BEMUSED]
.....

70. ROUND is to [SQUARE, PENTAGON, OCTAGON] as ELLIPSE is to [CIRCLE, RECTANGLE, OBLONG]
.....

Questions 71-75

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

71. CLEAR, PLEASANT FAINT, DELICATE [slight, thin, fine, kind, nice]
72. NATURAL, UNADORNED OBVIOUS, EVIDENT [manifest, plain, ordinary, pure, clear]
73. CURRENT, CONTEMPORARY DEPICT, PORTRAY [today, present, existing, appearance, pose]
74. PORTION, SEGMENT DISTRIBUTE, SPLIT [share, stake, part, division, assign]
75. GESTURE, INDICATION AUTHORISE, INITIAL [fire, sign, icon, example, flare]

Questions 76-77

If the words in the row were placed in order, which word would be in the middle of the sequence?

Eg: SIX FOUR EIGHT TWO TEN
Answer: SIX

76. GIGALITRE, LITRE, MILLILITRE, KILOLITRE, CENTILITRE
77. INDIGO, BLUE, RED, ORANGE, VIOLET, YELLOW, GREEN
78. COMFORTABLE, DESTITUTE, WEALTHY, WELL-TO-DO, POOR
79. MANSION, VILLA, PALACE, COTTAGE, SHACK
80. DOOR, BAY, CARE, FOUL, ARROW, GROAN, ENTER

TOTAL MARKS _____ / 80

(Multiply your mark by 1.25 for percentage mark.) (_____ %)

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 3)

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Overview

This is **Verbal Reasoning Practice Test 3** published by **Independent Junction**, designed to mirror the style and content of **GL Assessment 11+ Verbal Reasoning papers**. It provides a full-length practice paper for students preparing for selective school entrance examinations requiring verbal reasoning skills. The test contains **80 questions** to be completed within a **50-minute time limit**, closely matching the demands of actual 11+ exams.

The paper tests a wide range of verbal reasoning skills including anagram solving, letter sequence logic, code-breaking, numerical pattern recognition, vocabulary relationships, word formation and compound word construction. Questions are presented in multiple formats from straightforward multiple-choice selection to more complex problem-solving requiring careful deduction and vocabulary knowledge.

This paper suits students in Year 5 or Year 6 who are actively preparing for the 11+ examination and have already covered foundational verbal reasoning question types. The variety and depth of question styles make it particularly useful for later-stage revision once basic techniques have been mastered, allowing students to refine their timing and test their ability to switch rapidly between different reasoning formats under exam conditions.

How this paper is organised

The test comprises **80 questions** divided into **fourteen distinct sections**, each focusing on a different verbal reasoning skill or question type. Sections range from five-question sets in the opening word-formation tasks to longer ten-question sections testing compound words and analogies. Each section is clearly labelled with question numbers and includes worked examples to demonstrate the required format, with dotted lines provided for students to write their answers directly on the paper.

The suggested time limit of **50 minutes** gives students an average of just over 37 seconds per question, though the difficulty and time requirement varies significantly between sections. Simpler tasks such as identifying missing letters in Questions 31-40 can be answered quickly, whilst the code-breaking questions in the early twenties and the multi-step analogy questions towards the end require more sustained thought and working space.

The paper concludes with a total marks line allowing students to calculate their raw score out of 80 and convert it to a percentage by multiplying by 1.25. This scoring system enables straightforward self-assessment and tracking of progress across multiple practice attempts, making the paper suitable for both timed exam simulation and untimed skills practice.

Topics covered

- Letter anagram identification: finding words that cannot be formed from a given set of capital letters, requiring systematic checking of available letters against candidate words
- Alphabetical letter pattern logic: completing analogies based on positional relationships in the alphabet, such as forward or backward shifts and reversal patterns
- Anagram solving with phonetic constraints: unscrambling jumbled letters to form words that rhyme with given clue words, combining spelling knowledge with sound pattern recognition
- Number sequence completion: identifying arithmetic patterns (addition, subtraction, multiplication, division) or alternating patterns within numerical series
- Symbolic code-breaking: deciphering coded words by comparing multiple examples and deducing the symbol-to-letter mappings through logical elimination
- Algebraic substitution and order of operations: calculating numerical values when letters represent specific numbers, requiring correct application of brackets and operation precedence
- Word completion with bridging letters: finding single letters that complete partial words both before and after brackets, testing vocabulary and spelling knowledge
- Letter transposition between words: moving one letter from a first word into a second to create two new valid words without rearranging remaining letters
- Semantic categorisation: identifying which thematic set (fabrics, architecture, furniture, bed sizes) a given word belongs to based on shared characteristics
- Antonym identification: selecting pairs of opposite words from two bracketed groups, requiring precise understanding of word meanings and connotations
- Compound word construction: finding linking words that form valid compound words with multiple other words in a row (e.g. butter + cup, fly, milk, fingers)
- Proportional analogies: completing 'A is to B as C is to D' relationships based on semantic, categorical or functional connections between words
- Double-meaning vocabulary: identifying words that fit two different pairs of capitalised words, testing knowledge of multiple word senses and synonyms
- Ordering and sequencing: arranging words representing quantities, colours or wealth levels in logical order and identifying the middle term in the sequence

How to use this paper for revision

- Practise writing out the alphabet in a line before attempting Questions 6-10, as having a visual reference speeds up letter pattern work considerably and reduces counting errors.
- For code-breaking questions (21-25), start by identifying letters that appear in multiple coded words, as these give you anchor points to deduce the symbol system through elimination.
- When solving anagrams that must rhyme with clue words (11-15), say potential words aloud or think through their pronunciation, as silent letters and irregular spellings can mislead.
- In algebraic questions (26-30), write out the substituted values before attempting calculation to avoid errors, and always work brackets before other operations following BIDMAS rules.
- Build your compound word vocabulary by keeping a running list of common linking words like 'fire', 'water', 'home', 'land' and 'butter', then test which other words they combine with.
- For semantic categorisation tasks (51-55), first identify the defining characteristic of each set (size, material, purpose, type) before deciding where new words belong.
- Tackle easier question types first in timed practice to bank quick marks, leaving code-breaking and complex analogies until you have secured points from letter completion and compound word sections.

Common mistakes to avoid

- Miscounting alphabet positions in letter pattern questions when working too quickly, particularly when sequences involve backward movement or multiple transformations across several letters.
- Assuming anagrams must use all available letters in word-formation questions (1-5), when actually the task is to identify which word cannot be formed from the letters provided.
- Overlooking the phonetic requirement in rhyming anagram questions, producing valid words from the jumbled letters that do not actually rhyme with the given clue word.
- Breaking BIDMAS order of operations in algebraic questions by calculating left-to-right instead of resolving brackets first, leading to incorrect numerical answers despite correct substitution.
- In word transposition questions (41-45), rearranging the remaining letters in the first word after removing one letter, which violates the rule that letters must not be rearranged.
- Choosing words that fit only one of the two capitalised word pairs in Questions 71-75, rather than finding the single word that logically connects to both pairs simultaneously.

Exam technique

Begin by reading the worked example in each section carefully before attempting the questions, as the format and requirements change substantially between sections and misunderstanding instructions wastes valuable time. Aim to spend no more than 40 seconds per question on average, but recognise that some sections naturally move faster than others. Letter completion tasks (Questions 31-40) and compound word problems (61-65) often yield quick marks if you have strong vocabulary knowledge.

For code-breaking and complex analogy questions, if you cannot see the solution within 60 seconds, mark the question lightly in pencil and return to it after completing easier sections. This prevents time haemorrhaging on difficult questions whilst easier marks remain unclaimed elsewhere in the paper. Use any remaining time to double-check algebraic calculations and verify that letter pattern answers genuinely follow the demonstrated rule.

When practising this paper untimed, work through systematically to identify which question types you find most challenging, then target those specific verbal reasoning skills in focused revision sessions. Under timed conditions, track your progress through

the paper at 10, 25 and 40-minute marks to ensure you are reaching Questions 46, 61 and 73 respectively, giving you adequate time to attempt the valuable analogy and vocabulary questions in the final sections rather than rushing or leaving them blank.

What to revise alongside this paper

Students working with this paper should also practise non-verbal reasoning if their target schools use the GL Assessment 11+ format, as many selective schools set both verbal and non-verbal papers on the same examination day and the skills of pattern recognition and logical deduction transfer effectively between the two disciplines. Alongside verbal reasoning drills, maintain regular reading of varied texts to expand vocabulary naturally, as Questions 46-50 and 71-75 reward students with broader word knowledge and understanding of nuance in meaning.

Revise core mathematical operations including negative numbers, brackets and division, as algebraic substitution questions appear in most GL-style verbal reasoning papers and errors in calculation lose marks even when the reasoning approach is correct. Focus particular attention on alphabetical position work and the ability to count forward and backward through the alphabet rapidly without visual aids, as this underpins multiple question types throughout the paper.

Once this paper is completed confidently within the time limit, progress to past papers from specific grammar schools in your region or to further Independent Junction, Bond or CGP 11+ verbal reasoning materials to maintain variety in question styles. Consider practising cloze procedure exercises and vocabulary-in-context work from English comprehension resources, as these strengthen the word-building and semantic skills tested extensively in the second half of this paper.

Key terms

Anagram, Compound word, Analogy, Code substitution, Letter sequence, Alphabetical position, Number series, BIDMAS order of operations, Antonym, Semantic category, Rhyme pattern, Word transposition, Bridging letter, Double meaning, Logical deduction

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VERBAL REASONING PRACTICE TEST 3

ANSWERS

1. spear
2. shivers
3. sharpens
4. mastery
5. tiny
6. MR
7. RQ
8. MN
9. BA
10. ED
11. ENOUGH
12. THOUGH
13. PYRAMID
14. FEATHER
15. ASTHMA
16. 73
17. 64
18. 352
19. 120
20. 144
21. % * ! ?
22. (\$ < !
23.) ? \$ <
24. STEW
25. FONT
26. 18
27. 104
28. 80
29. 13
30. 0
31. L
32. H
33. T
34. F
35. L
36. C
37. F
38. W
39. D
40. S
41. WAS, REPEL
42. ATE, BLANK
43. VIE, CLEAN
44. BRIDLE, SPURN
45. MAR, LEATHER
46. Venus
47. university
48. crevice
49. mouse
50. vexing
51. 3
52. 1
53. 2
54. 4
55. 2
56. MOVING, STATIC
57. OCCUPIED, VACANT
58. STRICT, LENIENT
59. TEMPORARY, PERMANENT
60. VOLUNTARY, COMPULSORY
61. butter
62. home
63. door
64. earth
65. fire
66. PRESENT, PAST
67. LOSE, BUY
68. CALF, SHEEP
69. SAD, HAPPY
70. SQUARE, RECTANGLE
71. fine
72. plain
73. present
74. share
75. sign
76. LITRES
77. GREEN
78. COMFORTABLE
79. VILLA
80. DOOR

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 3)

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

Mark this paper strictly: each question is worth one mark, with no partial credit. **Record which questions were incorrect, then look for patterns** — for example, if most errors cluster in Questions 21–25 (code-breaking), that signals a need for more work on logic puzzles rather than vocabulary. If the mistakes are scattered across different question types, the child may be rushing or misreading instructions rather than lacking a specific skill.

Use the worked examples below to understand **why the correct answer works**, not just what it is. Many verbal reasoning errors come from overlooking a detail in the instructions ("NOT composed from" in Q1–5, or "opposite in meaning" in Q56–60) rather than poor vocabulary or weak logic.

After marking, sit with the child and revisit only the incorrect answers. Ask them to explain their original thinking before you show the reasoning below. This conversation often reveals whether the mistake was careless, conceptual or caused by unfamiliar vocabulary.

Score interpretation

This 80-mark paper samples ten different verbal reasoning question types, from anagrams and letter series to compound words and analogies. **A score of 60+ (75%) suggests strong readiness** for the verbal reasoning component of most grammar school entrance exams, provided errors are scattered rather than clustered in one skill area. Scores between 45 and 59 (56–74%) indicate solid foundations but highlight one or two question types that need targeted practice — check which sections lost the most marks.

Scores below 45 (under 56%) usually mean the child is either unfamiliar with the question formats or is working too quickly. **Revisit the question paper's worked examples and practise similar question types under untimed conditions** before attempting another timed paper. If the child scored poorly on Questions 1–5 or 11–15 (anagram and spelling-based tasks), vocabulary breadth may need building; if they struggled with Q16–20 or Q26–30 (number series and algebra), numeracy confidence is the priority.

Remember that verbal reasoning rewards **systematic checking and careful reading of instructions** as much as speed. A lower score earned by working methodically is more useful than a higher score earned by guessing.

Worked examples

Letter Excluded, Q1–5

These questions reward **methodical letter-by-letter checking** rather than a quick glance. Children often pick the first word that "looks wrong" instead of verifying every letter in the capital word. The trap is that four words can be formed and one cannot — missing just one letter (like the 'P' in SPEAR at Q1) is enough to make that word the answer. Slow, careful comparison beats speed here.

Q1 : spear

HAIRDRESSER contains H, A, I, R, D, R, E, S, S, E, R. **SPEAR needs S, P, E, A, R.** The capital word has no P, so SPEAR cannot be formed. All other options (shades, adhere, radishes, heiress) use only letters present in HAIRDRESSER.

Q4 : mastery

DRAMATISE contains D, R, A, M, A, T, I, S, E (note only two As). **MASTERY needs M, A, S, T, E, R, Y.** The capital word has no Y, ruling out MASTERY. Dreams, tirade, stream and merits are all possible.

Letter Pairs, Q6–10

Each question defines a rule that transforms the first pair into the second pair, and you apply the same rule to the third pair. **Look for movement (forward/backward) and direction (same direction or opposite).** For instance, if the first letter moves three places forward and the second moves two back, apply exactly that to the new pair. The alphabet strip is given on the paper; use it to count accurately rather than guessing.

Q6 : MR

DG → CH: D moves back one to C, G moves back one to H (both back one). **Apply the same to NQ:** N back one is M, Q back one is R. Answer: MR.

Q10 : ED

PQ → ML: P back four is M, Q back four is L. **Apply to HI:** H back four is E (H→G→F→E), I back four is D (I→H→G→F→E would be wrong; count I→H→G→F→E gives D). Answer: ED.

Code-Breaking, Q21–25

You are given codes for three words (not in order) and must work out which symbol represents which letter. **Start by finding a letter that appears in only one of the three words** — that gives you a direct match. Then use overlapping letters to deduce the rest. Write down the alphabet and assign symbols as you go; guessing wastes time. Question 24 and 25 ask you to decode a symbol string back into a word, which requires the full key.

Q21 : %*!?

The words are NAIL, LIFE, SALT. The codes are \$! *), * > % (, ? ! > *. **F appears only in LIFE**, so whichever code has a unique symbol must be LIFE. By matching letter frequencies and positions, LIFE = * > % (, NAIL = ? ! > *, SALT = \$! *). For FLAN (F, L, A, N): F = %, L = *, A = !, N = ?. Answer: % * ! ?.

Q24 : STEW

Words: WITS, TEST, TINS. Codes: ! <) %,) > %),) < ? %. **The letter W appears only in WITS**, so identify that code first. Working through: WITS = ! <) %, TEST =) > %), TINS =) < ? %. The code %) > ! corresponds to S, T, E, W. Answer: STEW.

Algebra with Variables, Q26–30

Substitute the given values ($a = 2$, $b = 4$, $c = 8$, $d = 12$) and follow the order of operations: brackets first, then multiplication and division (left to right), then addition and subtraction. **Write out each step** rather than doing it all in your head — careless arithmetic loses easy marks. Remember that division is left-to-right: $(a \times c) \div b$ means $(2 \times 8) \div 4$, not $2 \times (8 \div 4)$.

Q27 : 104

$(d \times c) + (a \times b) = (12 \times 8) + (2 \times 4) = 96 + 8 = \mathbf{104}$. Do each bracket separately, then add.

Q30 : 0

$(a \times c) \div b - b = (2 \times 8) \div 4 - 4$. **First: $2 \times 8 = 16$. Then: $16 \div 4 = 4$. Finally: $4 - 4 = 0$.**

Opposite Pairs, Q56–60

You must find one word from the first bracket and one from the second bracket that are **opposite in meaning** (antonyms). The trap is choosing two words that are related or similar instead. For example, at Q56, 'moving' and 'static' are opposites; 'moving' and 'hectic' are not. Read all options before deciding — often two pairs look plausible, but only one is a true opposite.

Q58 : STRICT, LENIENT

First bracket: disciplinarian, strict, punitive. Second bracket: dreamy, distracted, lenient. **Strict and lenient are direct antonyms** (strict = rigorous and demanding; lenient = permissive and tolerant). The other words do not form clean opposites.

Q60 : VOLUNTARY, COMPULSORY

Voluntary (done by choice) is the opposite of compulsory (required by rule). **The other options (suggested, approved, invigorating, inflexible) are not true antonyms of voluntary.**

Analogies, Q66–70

These test your ability to see **the relationship between the first two words and replicate it with the second pair**. For example, "BIRD is to NEST as BEE is to HIVE" (both are homes). Common relationships include opposites, part-to-whole, category membership and function. Eliminate options that create a different relationship, even if the words are loosely connected.

Q68 : CALF, SHEEP

VEAL is meat from a CALF; MUTTON is meat from a SHEEP. **The relationship is 'meat is to source animal'**. PIG and RABBIT do not fit because veal does not come from a pig, and mutton does not come from a rabbit.

Q70 : SQUARE, RECTANGLE

ROUND (a circle) has no corners; SQUARE has four corners. ELLIPSE (an oval) has no corners; **RECTANGLE has four corners**. The relationship is 'curved shape without corners to angular shape with corners'. CIRCLE and OBLONG would reverse the logic.

Middle Word in Sequence, Q76–80

Order the words logically (size, wealth, time, rainbow spectrum, alphabetical) and identify the middle term. **With five words, the third is the middle; with seven words, the fourth.** The trick is knowing the correct order — for Q77, remember ROY G BIV (red, orange, yellow, green, blue, indigo, violet). For Q80, think of homophones or alphabetical order if no other logic applies.

Q77 : GREEN

The colours of the rainbow in order are red, orange, yellow, **green**, blue, indigo, violet. GREEN is the fourth of seven, so it is the middle term.

Q79 : VILLA

Order by size/status of dwelling: SHACK (smallest), COTTAGE, VILLA, MANSION, PALACE (largest). **VILLA is the middle (third of five).**

Next steps

After marking, **group errors by question type** rather than reviewing them in numerical order. If the child missed several code-breaking questions (Q21–25) but did well on vocabulary tasks (Q1–5, Q46–50), focus practice on logic puzzles and pattern recognition. If they lost marks across many different sections, the issue is more likely to be exam technique — rushing, misreading instructions or not checking answers — rather than a gap in knowledge. Work through two or three missed questions together, asking the child to explain their original reasoning before you explain the correct approach.

If the score was below 50%, **revisit the question paper's worked examples under untimed conditions** before attempting another full practice paper. Build confidence with question-type-specific exercises (for example, ten letter-pair questions in a row, or ten analogy questions) so that the format becomes automatic. If the score was above 65%, the child is ready for further timed practice under realistic exam conditions. Mix in papers from other publishers (Bond, GL Assessment, CEM-style) to ensure the skills transfer across different formats and layouts.

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