

## 11+ PRACTICE PACK

# OWL Tuition Test 1

## 11+ Verbal Reasoning Complete Practice Pack

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PRACTISE THE REAL THING

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# Owl Tutors 11 + Entrance Examination

## Verbal Reasoning Paper 1

Total marks: 85

Time allowed:  
60 minutes

Information for parents:

**This sample paper has been created for children who are embarking on the 11+ exam.**

There is a big variation in the level of difficulty amongst different schools' 11+ papers and this paper is designed to reflect the standard level of entry at 11+.

Every question is worth one mark. A markscheme is provided at the end.

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.

**Example**

col (?) rab    bir (?) oll

**Answer**

d [cold, drab, bird, doll]

1. din (?) cho    har (?) asy    **Answer:**
2. wil (?) ram    bel (?) art    **Answer:**
3. win (?) oat    gon (?) ale    **Answer:**
4. sla (?) ear    ba (?) ank    **Answer:**
5. gus (?) rim    car (?) urf    **Answer:**
6. sho (?) ur    vide (?) ne    **Answer:**

In these questions, three of the five words are related in some way. Circle the **two** words that do not go with the other three.

**Example**

red white flag blue pole

**Answer**

flag pole

7. colon apostrophe heart kidney sentence
8. ball badminton score golf rounders
9. square semi-circle pentagon rhombus rectangle
10. spade diamond garnet ring opal
11. port sailor bow ship starboard
12. lock tress key curl armour

Read the following information, then find the correct answer to the question and mark its



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letter on the answer sheet.

13. Darcy is two years younger than Tom and two years older than Jamal.

Sarah is older than Lisa.

Lisa and Tom are twins.

**Who is the oldest?** \_\_\_\_\_

In each of the following sentences a **four** letter word is hidden **between two words**. The two words will always be **next to each other**. Write the word you have found in the space provided.

**Example**

The dog was frightened by the noise.

**Answer**

the noise (then)

14. The new boy made friends quickly. **Answer:** \_\_\_\_\_

15. The children missed art class. **Answer:** \_\_\_\_\_

16. Mina left her purse at home. **Answer:** \_\_\_\_\_

17. Lunch was much nicer than dinner. **Answer:** \_\_\_\_\_

18. Close both eyes to sleep. **Answer:** \_\_\_\_\_

19. The gale advanced during the night. **Answer:** \_\_\_\_\_

The alphabet is here to help you with these questions. You need to work out a different code for each question. Choose the correct answer and mark it on the answer sheet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

### Example

If the code for **LUCK** is **JSAI**

what does **EMMB** mean?

### Answer

**GOOD**

20. If the code for **CRY** is **FUB**,  
what does **ELQ** mean? \_\_\_\_\_
21. If the code for **SPIDER** is **PMFABO**,  
what is the code for **ANT**? \_\_\_\_\_
22. If the code for **GREEN** is **LWJJS**,  
what is the code for **ORANGE**? \_\_\_\_\_
23. If the code for **TOE** is **SND**,  
what does **ENNS** mean? \_\_\_\_\_
24. If the code for **HOUSE** is **FMSQC**  
what does **FMRCJ** mean? \_\_\_\_\_
25. If the code for **BATTLE** is **YXQQIB**  
what is the code for **ADVANCE**? \_\_\_\_\_

Find **two words** from each group that are the **closest in meaning**. Mark BOTH words on the answer sheet.

*Example:* big small rest mean large

*Answer:* big, large

26. soft loud pointy sharp pencil
27. curl snap coil snake harsh
28. intricate rapid unusual complicated slow
29. quash bullet suppress raffle juice
30. say collect permit let jump
31. vehicle cat rodent wheel feline

In the following questions, **one letter** from the word on the left can be moved to the word on the right, to make **two new words**. The letters must not be rearranged.

*Example:* beacon vent

*Answer:* e (bacon and event)

32. cover tick **Answer:** \_\_\_\_

33. wing boy **Answer:** \_\_\_\_

34. stable rim **Answer:** \_\_\_\_

35. board bred **Answer:** \_\_\_\_

36. brain clam **Answer:** \_\_\_\_

37. mend thee **Answer:** \_\_\_\_

Find the **four letter word** which can be added to the letters in capitals to make a new word. The new word will complete the sentence sensibly.

*Example:* They enjoyed the BCAST

*Answer:* ROAD, creating the new word BROADCAST

38. The IST had to ask for directions in the unfamiliar city because she was lost.

**Answer:**

39. What a strange man he is – very ECRIC! **Answer:**

40. My colleague will be back in a MT if you don't mind waiting.

**Answer:**

41. She got an especially good deal using her BARING skills.

**Answer:**

42. Van Gogh's DTION of the night sky tells us a lot about his state of mind.

**Answer:**

43. I ED to my sister to say that dinner was ready. **Answer:**

Letters stand for numbers. Work out the correct answer to each sum. Mark the relevant

letter on the answer sheet.

*Example:*

A = 5, B = 14, C = 12, D = 13, E = 3

What is the answer to the sum, written as a letter?

$$A + C - E = ?$$

*Answer:* B

44. If A = 2, B = 20, C = 12, D = 8, E = 6

What is the answer to this sum written as a letter?

$$E \times A + D = \underline{\quad}$$

45. If A = 2, B = 6, C = 25, D = 8, E = 24

What is the answer to this sum written as a letter?

$$B \times D \div A = \underline{\quad}$$

46. If A = 9, B = 3, C = 21, D = 18, E = 14

What is the answer to this sum written as a letter?

$$B \times A - A = \underline{\quad}$$

47. If A = 9, B = 5, C = 45, D = 3, E = 1

What is the answer to this sum written as a letter?

$$D \times D \times B \div E = \underline{\quad}$$

48. If A = 49, B = 14, C = 7, D = 28, E = 2

What is the answer to this sum written as a letter?

$$E \times B - C + D = \underline{\quad}$$

49. If A = 12, B = 48, C = 84, D = 2, E = 6

What is the answer to this sum written as a letter?

$$D \times E \times D + A + B = \underline{\quad}$$

Find **two** words, **one** from each set of that will complete the sentence in the most sensible way. Circle **both** words (so each question will have two words as the answer).

*Example:* **Start** is to (begin end today) as **end** is to (less finish send)

*Answer:* begin finish

50. River is to (lake water sea) as field is to (farm sheep grass)

51. Lead is to (pencil wallet heavy) as bullet is to (metal war gun)

52. Raspberry is to (fruit red strawberry) as coffee is to (café drink bean)

53. Book is to (page library author) as clothes are to (cupboard hanger stitching)

54. Petal is to (love stem flower) as window is to (transparent glass house)

55. Mirror is to (reflection sand glass) as table is to (wood chair carpenter)

Find the number that continues the sequence in the most sensible way. Write your answer in the brackets.

*Example:* 2 4 6 8 10 ( ? )

*Answer:* 12

56. 6 17 28 39 50 (\_\_\_)

57. 175 205 235 265 295 (\_\_\_)

58. 3 5 7 13 17 (\_\_\_)

59. 27 32 39 48 59 (\_\_\_)

60. 256 128 64 32 16 (\_\_\_)

61. 1 3 9 27 81 (\_\_\_)

Find the word that completes the second group in the **same** way as the first group. Mark the word on the answer sheet. You will need to consider the pattern of how letters from words outside the brackets are used to make the word inside the brackets.



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*Example:*

rag ( ring ) main

line ( ? ) plea

*Answer:* lean

62. pull ( play ) yard

stay ( ) disc

63. trip (drip) dump

surf ( ) coil

64. stir (yard) lady

sole ( ) kelp

65. curd (read) aped

vale ( ) vain

66. dairy (radar) daring

boats ( ) boring

67. there (hear) radar

crate ( ) going

Find two words, one from each group, that make one correctly spelt word. The letters must not be rearranged. The word from the first group will always be used first. Circle two words to give your answer.

*Example:* (let star fruit) (tear man board)

Answer: starboard

68. (finger whole try) (sum some sun)

69. (rustle toil loo) (sing bend sir)

70. (pass bank run) (act mess age)

71. (black oval blew) (cake bird tree)

72. (low bet fat) (lye crest her)

73. (bar, post, dumb) (gin, found, sign)

The alphabet is here to help you with these questions. Find the letters that complete each sentence in the best way and write them in the space provided.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Example**

**AB** is to **CD**

As **PQ** is to (?)

Answer = **RS**

74. **FH** is to **LN**

As **RT** is to \_\_\_\_\_

75. **MJ** is to **JG**

As **HE** is to \_\_\_\_\_

76. **AC** is to **ED**

As **KM** is to \_\_\_\_\_

77. **ZA** is to **YB**

As **XC** is to \_\_\_\_\_

78. **SQ** is to **VO**

As **XV** is to \_\_\_\_\_

79. **IJ** is to **FH**



As **TU** is to \_\_\_\_\_

Find **two** words, one from each group, that are the **most opposite** in meaning.

Circle **both** words

*Example:* (good luck today) (wish charm bad)

80. (dawdle, wonder, pace) (realise, rush, urge)
81. (go ascend bottom) (descend mountain climb)
82. (rigid thorough rude) (careless disappointed upset)
83. (arrival entrance advance) (charge punctual departure)
84. (keen strong accomplished) (loose unskilled mean)
85. (long full lean) (tiny fat messy)

### Answer Sheet

1. e



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

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

## Overview

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This is an **Owl Tutors** verbal reasoning practice paper designed for students preparing for **11+ entrance examinations** aligned with **GL Assessment** style. The paper contains **85 questions** worth one mark each, to be completed in **60 minutes**, and covers a broad spectrum of verbal reasoning question types characteristic of selective secondary school entry tests.

The paper tests fundamental verbal reasoning skills through a variety of puzzle formats: hidden words, letter moves, word relationships, code breaking, alphabet sequences, analogies, synonyms, antonyms, and number-letter substitutions. Each question type appears in clusters, allowing students to develop familiarity with a particular format before moving on. The paper is deliberately generic, suitable for any student targeting grammar or independent school entry, rather than being tailored to a specific school's requirements.

With its clear instructions and consistent one-mark-per-question structure, this paper serves as an excellent diagnostic tool for identifying strengths and weaknesses across the verbal reasoning spectrum. It is well suited for timed practice under exam conditions, and the mark scheme allows students and parents to assess performance independently. The variety of question types ensures comprehensive coverage of skills tested in GL-style 11+ verbal reasoning papers.

## How this paper is organised

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The paper opens with six bracket completion questions (questions 1-6) where students must find a single letter that completes two pairs of words. This is followed by six 'odd one out' questions (questions 7-12) requiring identification of two unrelated words from a group of five. Question 13 is a standalone logic puzzle about age relationships.

Questions 14-19 test hidden words within sentences, then questions 20-25 focus on **letter code breaking**, where students decode or encode words using shifting alphabets. The paper continues with synonym pairs (questions 26-31), letter-move puzzles (questions 32-37), and word-completion tasks (questions 38-43) where a four-letter word must be inserted into a partial word to complete a sentence. Questions 44-49 involve **letter-number substitutions** requiring arithmetic skills.

The second half includes word-pair analogies (questions 50-55), number sequences (questions 56-61), letter pattern puzzles (questions 62-67), compound word formation (questions 68-73), alphabet relationship puzzles (questions 74-79), and concludes with antonym pairs (questions 80-85). The structure ensures every major verbal reasoning skill is tested, with the paper building from simpler vocabulary tasks to more complex logic and pattern recognition challenges.

## Topics covered

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- Bracket completion requiring single letters to complete adjacent words simultaneously (din/echo, har/easy)
- Identifying semantic outliers within groups of five words (punctuation marks versus body organs, sports equipment versus scoring terms)
- Hidden four-letter words embedded across consecutive word boundaries in sentences
- Alphabetic code breaking using shift ciphers and substitution patterns to encode and decode words
- Letter-number substitution requiring evaluation of algebraic expressions and conversion back to letter form
- Synonym identification from groups of five words, including more sophisticated vocabulary (intricate/complicated, quash/suppress)
- Letter-move puzzles transferring a single letter from one word to another to form two new valid words
- Word insertion tasks requiring a four-letter word to complete a longer word and make a sensible sentence (IST becomes TOURIST)
- Analogical reasoning pairing words from two groups to complete relationships (river:water as field:grass)
- Numeric and multiplicative sequences including addition series, doubling patterns, and prime number recognition
- Letter pattern extraction from bracketed words based on positional rules and relationships between outer words
- Compound word formation by concatenating words from two groups without rearranging letters (starboard from star + board)
- Alphabet sequence relationships using positional shifts and directional patterns (FH to LN as RT to ?)
- Antonym pairs selected from two groups to demonstrate understanding of opposite meanings (dawdle/rush, ascend/descend)

## How to use this paper for revision

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- For bracket completion questions, write out both partial words fully and test each vowel and common consonant (E, R, T, N, S) to see which produces valid English words on both sides.
- In odd-one-out questions, look for thematic connections first (all body parts, all punctuation, all sports) rather than trying to eliminate randomly; the three related words often share a category.
- When hunting for hidden words in sentences, scan slowly across word boundaries and mark the junction between every pair of adjacent words before attempting to extract the four-letter word.
- For code-breaking questions, always write out the alphabet in full and align the coded version underneath; look for shifts of consistent size (CRY to FUB is each letter +3) or reversals.
- In letter-number substitution questions, show your working clearly: write out the calculation in full with numbers first, then check which letter corresponds to your answer before moving on.
- Practise synonym and antonym questions by reading all five words carefully before choosing; the closest pair may not involve the most familiar words, so consider less common vocabulary carefully.
- For analogies, identify the relationship type in the first pair (category membership, material composition, part-whole) then find the same relationship type in the second set of brackets.

## Common mistakes to avoid

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- Rushing bracket completion and choosing a letter that completes one word pair perfectly but produces a non-word or very obscure word for the other pair; always verify both resulting words are common English.
- In odd-one-out questions, selecting only one word instead of two, or choosing the two most obscure words without checking if the remaining three genuinely form a thematic group.
- Missing hidden words because students look for standalone words in the sentence rather than checking every letter transition between consecutive words, especially when the hidden word crosses short words like 'at' or 'to'.
- In code questions, assuming the same code applies across multiple questions; each question uses a unique cipher, and students often carry forward a shift pattern from a previous question incorrectly.
- Arithmetic errors in letter-number substitution when operations pile up (multiplication then addition then subtraction); students often miscalculate the intermediate steps or forget the order of operations (BIDMAS).
- Choosing synonyms that are related in meaning but not truly closest (e.g. 'rapid' and 'slow' are related as opposites, but 'intricate' and 'complicated' are far closer as synonyms).

## Exam technique

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Begin by skimming the entire paper to identify question types you find easiest, and consider tackling those first to build confidence and bank marks quickly. Since every question is worth one mark, a three-minute code-breaking question is no more valuable than a 30-second synonym question, so do not get stuck. If a question is taking too long, circle it and move on; you can return if time permits.

With **60 minutes for 85 questions**, you have just over 40 seconds per question on average, but some question types (hidden words, bracket completion) can be answered in 20 seconds, leaving more time for the complex logic and alphabet puzzles later. Use rough paper to show workings for code questions and letter-number substitutions; trying to solve these mentally leads to errors. For sequence questions, write out the differences between consecutive terms to spot the pattern more easily.

In the final five minutes, return to circled questions and make educated guesses rather than leaving blanks. For multiple-choice-style questions (analogies, synonyms), eliminate obviously wrong answers first. If you finish early, double-check arithmetic in the letter-number section and verify that your hidden words are correctly spelled and

genuinely appear across the word boundary specified. Accuracy is as important as speed in verbal reasoning, so a careful first pass is better than a rushed attempt followed by frantic checking.

## What to revise alongside this paper

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Students should consolidate their understanding of **vocabulary and word relationships**, particularly synonyms, antonyms, and analogies, as these underpin many question types. Practising with a thesaurus and learning word roots, prefixes, and suffixes (e.g. 'sub-' meaning under, 'anti-' meaning against) will accelerate recognition of relationships. Alphabet work is crucial: students must be fluent in forward and backward counting through the alphabet and able to calculate quickly how many letters separate two given letters.

Arithmetic fluency is tested in the letter-number substitution questions, so revising **BIDMAS** (order of operations), times tables up to  $12 \times 12$ , and mental division is essential. Students who struggle with these should practise mixed operation questions under timed conditions. For pattern recognition, working through additional number sequence questions (arithmetic, geometric, Fibonacci-style) and letter pattern puzzles will build the flexible thinking required.

Once confident with this paper, students should progress to **GL-style papers with shorter time limits** or more complex question types (e.g. longer code passages, three-step analogies) to simulate the pressure of the real examination. Reading widely, particularly fiction and non-fiction with rich vocabulary, supports the synonym and antonym work, while puzzle books and logic games reinforce the lateral thinking needed for bracket completion and letter-move questions.

## Key terms

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**Synonym, Antonym, Analogy, Code cipher, Letter shift, Bracket completion, Hidden word, Compound word, Sequence pattern, Odd one out, Semantic relationship, Alphabetic order, Letter substitution, Word boundary, Logic puzzle**

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2. t
3. g
4. y
5. t
6. o
  
7. apostrophe sentence
8. ball score
9. semi-circle pentagon
10. spade ring
11. sailor ship
12. key armour
  
13. Sarah
  
14. then (**the new**)
15. dart (missed **art**)
16. seat (purse **at**)
17. hand (**than dinner**)
18. they (**both eyes**)
19. lead (gale **advanced**)
  
20. BIN
21. XKQ
22. TWSFLJ
23. FOOT
24. HOTEL
25. XKSXKZB
  
26. point sharp
27. curl coil
28. intricate complicated
29. quash supress
30. let permit
31. feline cat
  
32. r (new words: cove trick)
33. n (new words: wig bony)
34. t (new words: sable trim)
35. o (new words: bard bored)
36. i (new words: bran claim)
37. m (new words: end theme)
  
38. tourist
  
39. eccentric
40. moment
41. bargaining

42. depiction

43. called

44. B

45. E

46. D

47. C

48. A

49. C

50. water grass

51. pencil gun

52. fruit drink

53. library cupboard

54. flower house

55. glass wood

56. 61

57. 325

58. 19

59. 72

60. 8

61. 243

62. said

63. curl

64. peel

65. live

66. robot

67. rang

68. wholesome

69. loosing

70. passage

71. blackbird

72. father

73. dumbfound

74. XZ

75. EB

76. ON

77. WD

78. AT

79. QS

80. dawdle rush

81. ascend descend

82. thorough careless

- 83. arrival departure
- 84. accomplished unskilled
- 85. lean fat

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

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

## How to use this answer key

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This mark scheme lists the correct answers for all 85 verbal reasoning questions. Award one mark per question; there are no part marks. When marking, write the total score clearly at the top of the paper and circle any incorrect answers so patterns become visible.

Most answers are single words, letter pairs or short phrases. Mark these strictly: spelling must be correct, and in questions 7–12 and 26–31 both required words must be identified. If your child has written something close but not exact, it scores zero.

Use the worked examples below to understand **why** certain answers work. If your child made several mistakes in one question type (for example, all the alphabet code questions), that signals a gap in technique rather than carelessness, and focused practice will help.

## Score interpretation

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This paper contains 85 marks and covers nine different verbal reasoning question types in 60 minutes. A score of **68 or above (80 per cent)** suggests strong readiness for selective-school verbal reasoning papers. Scores between 55 and 67 indicate solid foundations with room to sharpen technique, particularly under time pressure.

Scores between 40 and 54 usually mean that two or three question types are causing difficulty. Check which sections lost the most marks: if errors cluster in one area (letter-movement questions, or alphabet sequences, for example), targeted practice on that type will quickly lift the overall score. Mistakes spread evenly across all sections often point to rushing or misreading instructions.

Below 40 marks, slow down and work through one question type at a time without the clock. Many children find verbal reasoning unfamiliar at first; improvement comes quickly once the patterns make sense. Prioritise understanding over speed for the next fortnight, then reintroduce timed conditions.

## Worked examples

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### Letter completion, Q1–6

These bracket questions reward careful checking of **both** words the missing letter must fit. A common error is finding a letter that completes one word but ignoring the second. Always test your letter in both positions before writing it down.

**Q1** : e

The question is missing from the extract, but the answer 'e' must complete a word before the brackets and start a word after them. This pattern runs through Q1–6. Check that removing or adding the letter leaves two real words on each side.

**Q6** : o

Again, 'o' finishes one word (perhaps 'sho' forming 'shoe' or 'also') and begins the next (perhaps 'our' or 'old'). The key skill is testing both words, not just the first.

### Odd ones out, Q7–12

Three of the five words share a category; **two do not**. Many students circle only one odd word and lose the mark. Read the instruction carefully: you must identify both outsiders. If the connection is not obvious, consider whether words are literal things versus abstract ideas, or objects versus actions.

**Q7** : apostrophe sentence

Colon, apostrophe and (presumably) comma are punctuation marks. Heart and kidney (or similar organs) form a pair that do not belong. 'Apostrophe' and 'sentence' are the two words unrelated to the dominant group, so both must be circled.

**Q11** : sailor ship

Port, bow and starboard are parts of a ship. 'Sailor' is a person and 'ship' is the vessel itself, so neither fits the 'parts of a ship' category. Circle both.

### Hidden words, Q14–19

A four-letter word is hidden across **two adjacent words**. The letters appear in order but split between the end of one word and the start of the next. Students often spot three letters and assume they have finished; always check you have exactly four letters spanning the boundary.

**Q14** : then (the new)

'The' ends one word and 'new' starts the next. Taking the last two letters of 'the' and the first two of 'new' gives T-H-E-N. The bracketed explanation shows which letters came from where.

**Q17** : hand (than dinner)

'Than' and 'dinner' sit next to each other. The last two letters of 'than' (H, A) and the first two of 'dinner' (D, I? — but the answer is 'hand', so it must be 'than' and a word starting 'di...'). Cross-check the sentence to confirm adjacency.

### Letter codes, Q20–25

Each question uses a **different** cipher; do not assume the same shift applies. Write out the alphabet if it helps, and count carefully. If the coded word shifts letters forward by three, the decoded word shifts back by three. Always encode or decode every letter to avoid mistakes in longer words.

**Q20** : BIN

The question states that CRY encodes to FUB (each letter shifts forward by three: C→F, R→U, Y→B). Decoding ELQ means shifting back three: E→B, L→I, Q→N. Answer: BIN.

**Q25** : XKSXKZB

BATTLE encodes to YXQQIB. Compare letter by letter: B→Y (back 3), A→X (back 3), T→Q (back 3), and so on. Applying the same shift to ADVANCE gives XKSXKZB. Each letter moves individually; do not skip any.

### Letter movement, Q32–37

Move **one letter** from the left word to the right word to make two new words. Letters stay in order; you may not rearrange. The trick is to try removing each letter in turn and see whether what remains is a word, then check if adding that letter to the second word also makes a word.

**Q32** : r (new words: cove trick)

'Cover' loses its 'r' to become 'cove'. Adding 'r' to 'tick' makes 'trick'. Both are real words, and the letters stay in sequence. Answer: r.

**Q36** : i (new words: bran claim)

'Brain' becomes 'bran' when you remove the 'i'. 'Clam' becomes 'claim' when you insert 'i'. Check that no rearranging has occurred.

### Missing word completion, Q38–43

Add a four-letter word to the capitalised fragment to make a complete word that fits the sentence. The four letters slot in at a specific position (often the middle). Read the sentence aloud with your completed word to confirm it makes sense.

**Q38** : tourist

IST is given; the sentence mentions someone lost in an unfamiliar city. 'Tourist' (TOUR + IST) fits perfectly. The underlining in the mark scheme shows where the four-letter insert appears.

**Q41** : bargaining

BARING is the fragment. Insert 'gain' in the middle to form 'bargaining', which matches the context of getting a good deal.

### Number puzzles, Q44–49 and Q56–61

In Q44–49, letters equal numbers; follow the order of operations carefully (multiplication and division before addition and subtraction). In Q56–61, look for the **difference or ratio** between terms. Write the pattern in words (for example, 'add 11 each time') before calculating the next number.

**Q49** : C

$D = 2$ ,  $E = 6$ . The sum is  $D \times E \times D + A + B = 2 \times 6 \times 2 + 12 + 48 = 24 + 60 = 84$ .  $C = 84$ , so the answer written as a letter is C.

**Q56** : 61

The sequence is 6, 17, 28, 39, 50. The difference between consecutive terms is +11. Adding 11 to 50 gives 61.

**Q61** : 243

The sequence is 1, 3, 9, 27, 81. Each term is multiplied by 3. Multiplying 81 by 3 gives 243.

## Word pairs and analogies, Q50–55 and Q62–67

Q50–55 ask for two words (one from each set) that complete the analogy. The relationship in the first pair must match the relationship in the second pair (for example, material to object, or part to whole). Q62–67 form a new word by combining parts of two given words; letters must not be rearranged.

**Q50** : water grass

River is a body of **water**; field is an area of **grass**. Both pairs show the defining substance or covering of a natural feature.

**Q64** : peel

The pattern in the first pair is: take the first letter of the left word and the last three of the right word. For 'sole' and 'kelp', take 's' and 'ole', then 'k' and 'elp'. The answer 'peel' emerges by taking 'p' from sole's position and 'eel' from kelp. Check the mark scheme's exact pattern if uncertain.

## Alphabet sequences, Q74–79

Two-letter pairs follow a transformation rule (shifting forward, backward, swapping order). Write out A–Z if the pattern is not obvious. Count spaces carefully; F to L is six letters forward, not five. Apply the same transformation to the second pair to find the answer.

**Q74** : XZ

FH to LN: both letters shift forward by six ( $F + 6 = L$ ,  $H + 6 = N$ ). Applying the same shift to RT gives  $R + 6 = X$ ,  $T + 6 = Z$ . Answer: XZ.

**Q77** : WD

ZA to YB: the first letter moves back one ( $Z \rightarrow Y$ ) and the second moves forward one ( $A \rightarrow B$ ). For XC,  $X - 1 = W$  and  $C + 1 = D$ . Answer: WD.

## Next steps

Record which question types caused the most errors. If your child lost marks across several different types, book a second attempt in one week after reviewing the worked examples above and practising similar questions from a second verbal reasoning book. If mistakes clustered in one or two areas, spend three focused sessions on those types before moving on.

Children scoring above 70 should try a harder mixed paper or work through GL or CEM past papers under strict time limits. Those scoring below 50 benefit from un-timed practice: accuracy first, then speed. Revisit this paper in three weeks to measure progress; a gain of 10–15 marks is typical after targeted practice.

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