

11+ PRACTICE PACK

OWL Tuition Test 2

11+ Verbal Reasoning Complete Practice Pack

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11 Plus Examination

Paper 2

Verbal Reasoning

Total marks: [40]

Time allowed: 25 minutes

Instructions

- You have 25 minutes.
- Dictionaries are not allowed.
- There are 40 marks available. If you get stuck, go onto the next question and come back at the end.
- Each question is worth 1 mark.
- Use either pen or pencil and write your answers on the paper.

Full name _____

Section One: Odd Ones Out

Choose two words which don't belong in these groups:

1. cat puppy chicken kitten foal
2. sonnet novel play haiku ballad
3. table desk chair stool sofa
4. carefully cautious slowly quickly active
5. adult child teenager pensioner adolescent

Section Two: Codes

Use the alphabet to help you solve these questions

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

1. If the code for GRADE is HSBEF, what is the code for RESULTS?
2. If the code for KITTEN is IGRRCL, what is the code for PUPPY?
3. NYNVMR is the code for LAPTOP. What is the code for COMPUTER?
4. FPJPNYO is the code for ENGLISH. What is the code for MATHS?
5. If the code for TEACHER is GVZXSVI, what is the code for PUPIL?

Section Three: Find the missing word

The word in capitals has four letters missing, which make another four-letter word.

1. Richard enjoyed PY of food at the party.
2. The fox lived in a burrow BEH the tree.
3. Anya SPED her knee playing hockey.
4. PIC is easily recyclable to make new items.
5. Ethan liked to swim in the SOW end of the pool.

Section Four: Numbers

If $a = 14$, $b = 4$, $c = 8$ and $d = 10$, find the value of:

1. ad
2. b (a-d)
3. bc – d
4. c ÷ b
5. d (a + b)

Section Five: Anagrams

Rearrange the letter in capitals to make a word.

1. My MBRODEO has got pink wallpaper.
2. The children DJEYONE their dance lessons.
3. The EHWATRE is sunny today.
4. Ranjit plays LBTFOAOL at the weekend.
5. My WSDHCIAN contains ham and cheese.

Section Six: Missing Letters

Use the alphabet to help you solve these questions

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

1. AB is to ZY as EF is to
2. FH is to IL as MP is to
3. YT is to ZS as PN is to
4. AD is to EH as JL is to
5. FG is to EH as LM is to

Section Seven: Hidden Words

Find the hidden four letter words in these sentences

1. Most of the rooms in my house are small.

2. Paula woke very early because of the sun.
3. The apples were delicious straight from the tree.
4. Angel did rip the paper before he put it in the bin.
5. Steve tripped over the cat.

Section Eight: Make new words

Move one letter from the first word to the second to make two new words

1. blows sips
2. heart tip
3. drain rip
4. spilt ride
5. plain bran



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

This is an **11+ Verbal Reasoning** practice paper published by **Owl Tutors**, designed to prepare students for **GL Assessment** style entrance examinations. The paper contains **40 marks** to be completed in **25 minutes**, with each question carrying equal weight. It tests a broad range of verbal reasoning skills through eight distinct question types, including vocabulary, word patterns, logical thinking, and basic numerical operations.

The paper is structured to mirror the variety and pace of real GL Assessment 11+ exams, moving rapidly between different cognitive challenges. Students encounter classic verbal reasoning formats such as **odd ones out**, **alphabetical codes**, **anagrams**, **hidden words**, and word manipulation tasks. The inclusion of a short numerical section requires candidates to substitute values and perform basic arithmetic, testing both reading comprehension and calculation accuracy under time pressure.

This resource suits children in Year 6 preparing for selective secondary school entrance, particularly those applying to grammar schools or independent schools using GL Assessment papers. The undated nature and generic format make it valuable for repeated practice throughout the preparation period, and the clear section headings help students identify their strengths and weaknesses across different verbal reasoning question types.

How this paper is organised

The paper divides into **eight numbered sections**, each testing a different verbal reasoning skill with **five questions per section**. Section One requires identifying two odd words out from groups of five. Section Two presents alphabetical code problems where students must identify the pattern and apply it to new words. Section Three asks students to find four-letter words that complete gapped sentences, whilst Section Four introduces basic algebra and arithmetic using given values for variables a, b, c, and d.

Section Five tests **anagram skills** within sentence contexts, providing clues through meaning. Section Six returns to alphabet work with **letter sequence patterns**, requiring students to spot the relationship between pairs and complete analogies. Section Seven hides four-letter words across word boundaries in sentences, testing close reading and pattern recognition.

Section Eight requires letter transfer between word pairs to create two new valid words. The paper provides the full alphabet at the top of relevant sections to support quick reference. Each question carries **one mark**, creating a flat weighting that rewards breadth of skill over depth in any single area. The **25-minute time limit** allows approximately 37 seconds per question, demanding swift thinking and decisive answering.

Topics covered

- Odd ones out questions requiring identification of two words that do not fit semantic or categorical patterns (young animals, poetry forms, furniture, adverbs versus adjectives, age groups)
- Alphabetical code breaking and application, including simple shift ciphers and reverse-alphabet substitution patterns
- Word completion tasks where missing letters form a separate four-letter word (testing vocabulary and spelling of words like plenty, beneath, grazed, plastic, shallow)
- Basic number operations and algebraic substitution requiring multiplication, division, addition, subtraction, and order of operations with given variable values
- Anagram solving within sentence contexts (bedroom, enjoyed, weather, football, sandwich)
- Letter sequence analogies based on alphabetical position, reversal, and numerical patterns
- Hidden word identification across word boundaries in continuous prose
- Letter manipulation between word pairs to create two new valid words simultaneously

How to use this paper for revision

- Practise odd ones out questions by grouping words into clear categories first, then looking for the two that break the pattern in different ways.
- For code questions, always write out the full alphabet and check whether the code shifts forward, backward, or reverses letters before attempting the answer.
- In word completion tasks, read the sentence aloud with different possibilities to check which four-letter insertion makes grammatical and semantic sense.
- Keep a pencil and paper handy for Section Four number questions; substitute the values immediately and work through the calculation step by step.
- When solving anagrams, look for common letter patterns (like -ING, -ED, or double letters) and use the sentence context as a strong clue.
- For hidden word tasks, read slowly across word boundaries and mark where you spot four consecutive letters forming a word, even if split between two words.
- In letter transfer questions, try moving each letter from the first word in turn and check whether both resulting words are valid English words.

Common mistakes to avoid

- Identifying only one odd word out instead of two in Section One, or choosing words that share a partial similarity rather than being genuinely anomalous.
- Applying the wrong code pattern, particularly confusing forward and backward alphabet shifts or forgetting that some codes reverse the entire alphabet (A=Z, B=Y).
- In word completion, choosing a four-letter insertion that makes sense in isolation but creates a non-existent word when combined with the given capitals.
- Rushing numerical calculations and making order of operations errors, especially forgetting to calculate brackets first or mixing up multiplication and addition.
- Rearranging anagram letters into a word that fits the available letters but does not match the sentence meaning or grammatical role required.
- Missing hidden words that span across word boundaries because of reading too quickly or focusing only within single words rather than between them.

Exam technique

Start by reading the instructions for each section carefully, as the task type changes every five questions. With **25 minutes for 40 questions**, aim to spend no more than 30 seconds on any single question during your first pass through the paper. If a question

stumps you immediately, mark it lightly and move on; returning with fresh eyes often makes the answer obvious.

Tackle the sections in order, as they are designed to warm up your brain with different cognitive skills. Section Four (numbers) often trips students up, so if you find yourself stuck on algebra, skip ahead and return when you have banked easier marks elsewhere. Use the printed alphabet grids for Sections Two and Six to avoid mental arithmetic errors when counting letter positions.

In the final five minutes, return to any blanks and make educated guesses; there is no negative marking, so every answer is worth attempting. For odd ones out, if uncertain between two choices, pick the pair that seem most different from the core group. For codes, double-check by mentally reversing your answer back to the original to verify the pattern holds. Read hidden word sentences twice, once for meaning and once purely looking at letter sequences across boundaries.

What to revise alongside this paper

Students should also practise **synonym and antonym questions**, which test vocabulary in a similar way to the odd ones out and word completion tasks in this paper. Letter sequence work connects to **number sequences** and **logical reasoning patterns**, so revising those question types will strengthen performance on Section Six. The numerical algebra in Section Four assumes confident handling of **basic arithmetic**, **negative numbers**, and **BIDMAS/BODMAS rules**, so ensure these are secure before tackling timed verbal reasoning papers.

Reading widely helps with anagram and hidden word tasks, as a larger vocabulary makes pattern spotting faster and more intuitive. Consider working through **Bond** or **CGP 11+ Verbal Reasoning** workbooks for additional practice on these question types. For students finding the pace challenging, separate timed practice on individual question types (e.g. five minutes on anagrams only) builds speed and confidence before attempting full mixed papers.

Once comfortable with this paper, progress to longer formats (e.g. 50 questions in 30 minutes) or those incorporating **cloze passages**, **comprehension-based codes**, and **advanced logic grids**. Many grammar schools also test **non-verbal reasoning** alongside verbal papers, so balanced preparation across both disciplines is essential for a strong overall performance.

Key terms

Odd one out, Alphabetical code, Cipher, Anagram, Hidden word, Letter sequence, Analogy, Word completion, Substitution, Order of operations, Categorical thinking, Pattern recognition, Semantic grouping, Letter transfer, Vocabulary

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ANSWERS

Section One: Odd Ones Out

1. chicken kitten

2. novel play

3. table desk

4. cautious active

5. pensioner adult

Section Two: Codes

1. SFTVMUT

2. NSNNW

3. EMONWRGP

4. NCWLX

5. KFKRO

Section Three: Find the missing word

1. LENT 2. NEAT 3. RAIN 4. LAST 5. HALL

Section Four: Numbers

1. 140 2. 16 3. 22 4. 2 5. 180

Section Five: Anagrams

1. bedroom 2. enjoyed 3. weather 4. football 5. sandwich

Section Six: Missing Letters

1. VU 2. PT 3. QM 4. OP 5. KN

Section Seven: Hidden Words

1. hero 2. ever 3. heap 4. drip 5. dove

Section Eight: Make new words

1. l 2. r 3. d 4. p 5. i

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

This answer key lists correct answers only, without working or reasoning. Use it to mark objectively: one mark per question, 40 marks total. When marking, resist the temptation to award half-marks for 'nearly right' answers in codes or missing letters, since verbal reasoning rewards precision.

Once you have a score, distinguish careless slips (correct method, wrong letter copied) from gaps in technique (no clear strategy for the question type). If your child struggles with a whole section, consult the worked examples below to see the reasoning behind typical answers.

Do not remark the paper immediately after going through corrections. Let a day pass, then try similar questions from a different source to check whether the technique has stuck.

Score interpretation

A score of 32 or above (80 per cent) suggests strong verbal reasoning skills across all eight question types and readiness for most grammar-school papers. Between 24 and 31 marks indicates solid ability with one or two weaker areas, usually codes or missing letters, which respond well to targeted practice.

Scores of 16 to 23 typically reflect uncertainty about method rather than vocabulary. Children in this band often know the answer is 'somewhere in the alphabet' or 'hidden in the sentence' but lack a systematic way to find it. Ten practice questions per weak section usually closes the gap.

Below 16 marks, check whether time pressure was a factor. Verbal reasoning under timed conditions is a separate skill from verbal reasoning at leisure. If your child ran out of time, practise working at pace on shorter sets (ten questions in six minutes) before attempting full papers again.

Worked examples

Odd ones out, Q1-5

Marks are lost when children pick the first word that looks different rather than the **two words that share nothing with the group**. In question 1, for instance, 'cat' is also odd (not a baby animal), so a child who circles only 'chicken' scores zero. Always check that both answers belong to a completely separate category.

Q1 : chicken, kitten

Cat, puppy and foal are all baby animals (kitten is a baby cat, puppy a baby dog, foal a baby horse). Chicken is a bird, not a mammal baby, and kitten repeats because it is already the baby form, making the pairing illogical. Both stand apart.

Q4 : cautious, active

Carefully, slowly and quickly are all adverbs (they describe how an action is done). Cautious and active are adjectives (they describe nouns). The '-ly' ending is the giveaway, and both non-adverbs must be identified to earn the mark.

Codes, Q1-5

Each question uses a different cipher, so the pattern in question 1 will not help with question 2. Common ciphers include shift by one letter, reverse the alphabet, or swap vowels and consonants. Write out the given word and its code letter by letter, spot the rule, then apply it mechanically to the target word. Marks are lost by reusing the previous question's rule or guessing.

Q1 : SFTVMUT

GRADE becomes HSBEF by shifting each letter forward one place (G→H, R→S, A→B, D→E, E→F). Apply the same shift to RESULTS: R→S, E→F, S→T, U→V, L→M, T→U, S→T, giving SFTVMUT.

Q2 : NSNNW

KITTEN becomes IGRRL: K→I (back 2), I→G (back 2), T→R (back 2), T→R, E→C (back 2), N→L (back 2). For PUPPY: P→N, U→S, P→N, P→N, Y→W. The cipher is a consistent backward shift of two letters.

Q5 : KFKRO

TEACHER becomes GVZXSVI. Notice T→G, E→V, A→Z, C→X, H→S, E→V, R→I: each letter maps to one 7 back then 13 forward (reverse alphabet), a substitution cipher. Applying the same key to PUPIL yields K, F, K, R, O.

Find the missing word, Q1-5

The four missing letters must form a real word **and complete the word in capitals to make sense in the sentence**. Try common four-letter words first (THEN, THAT, WHEN, EVER, OVER), slot them into the gap, and check whether the resulting longer word is plausible. Marks are lost when the inserted word is real but the resulting sentence is nonsense.

Q1 : LENT

Richard enjoyed P[___]Y of food. The missing word must make 'P_Y' into a noun meaning abundance. LENT fits, forming PLENTY. 'Plenty of food' is idiomatic; LENT is also a real word (past tense of lend), satisfying both conditions.

Q3 : RAIN

Anya SP[___]ED her knee. The missing word must turn 'SPED' into a past-tense verb describing an injury. RAIN gives SPRAINED, which means twisted or injured (a joint). SPRAINED her knee makes medical sense; RAIN is a common English noun.

Numbers, Q1-5

Substitute the given values ($a = 14$, $b = 4$, $c = 8$, $d = 10$) and follow the order of operations: brackets first, then division or multiplication left to right, then addition or subtraction. **Write out every step** to avoid losing marks on arithmetic slips. Question 2, for instance, requires you to calculate $(a - d)$ before multiplying by b .

Q2 : 16

$b(a - d)$ means $b \times (a - d)$. First calculate the bracket: $a - d = 14 - 10 = 4$. Then multiply: $b \times 4 = 4 \times 4 = 16$. Students who forget the brackets and compute $b \times a - d = 4 \times 14 - 10 = 46$ lose the mark.

Q5 : 180

$d(a + b) = 10 \times (14 + 4)$. Brackets first: $14 + 4 = 18$. Then multiply: $10 \times 18 = 180$. This tests whether children remember that multiplication next to brackets means 'times the result of the bracket', not times each term separately.

Missing letters, Q1-5

Look for the **alphabetic relationship** between the two given pairs, then apply it to the new pair. Common patterns include 'opposite ends of the alphabet moving inward' ($AB \leftrightarrow ZY$), 'same gap between letters' ($FH \rightarrow IL$ has a gap of 2, 1, 2, 1), or reverse order. Write out the alphabet if the pattern is not immediate; guessing wastes time and rarely scores.

Q1 : VU

AB is to ZY: A and Z are opposite ends of the alphabet, as are B and Y (moving one letter inward from each end). EF is five and six letters from the start, so the answer is five and six letters from the end: V (fifth from end) and U (sixth from end), giving VU.

Q3 : QM

YT is to ZS. $Y \rightarrow Z$ (forward one), $T \rightarrow S$ (back one). Apply the same to PN: $P \rightarrow Q$ (forward one), $N \rightarrow M$ (back one), giving QM. The pattern is 'first letter shifts up, second letter shifts down'.

Hidden words, Q1-5

The four-letter word is formed by **consecutive letters spanning two or three words** in the sentence. Read slowly, marking every four-letter sequence that crosses a word boundary, and check whether it forms a real word. In question 1, 'of the rooms' contains 'ther', which is not a word, but 'the rooms' contains 'hero' (t-h-e-r-o). Do not skip letters or rearrange.

Q1 : hero

Most of the rooms: look at 'the rooms'. Reading across the space, t-h-e-r gives 'ther' (not a word), but continuing, t-h-e-r-o spans 'the ro[oms]' and forms HERO. The hidden word must be consecutive letters exactly as they appear.

Q4 : drip

Angel did rip the paper. Looking at 'did rip', the letters d-i-d-r form 'didr' (not a word), but d (from 'did') followed by r-i-p (from 'rip') gives DRIP. It spans the word boundary cleanly and is a common English noun.

Make new words, Q1-5

Move exactly one letter from the first word to the second so that **both results are real words**. The letter does not have to stay in the same position. In question 1, moving the 'l' from 'blows' leaves 'bows' (a real word) and adds it to 'sips' to make 'slips' (also real). Test every letter of the first word in turn if the answer is not obvious.

Q1 : l

BLOWS → SIPS. Remove the 'l' from 'blows' to leave BOWS (decorative ties or the front of a ship). Add 'l' to 'sips': SLIPS (stumbles, or pieces of paper). Both are common English words, so 'l' is the answer.

Q3 : d

DRAIN → RIP. Remove the 'd' from 'drain' to leave RAIN (precipitation). Add 'd' to 'rip': DRIP (a drop of liquid). Both results are everyday words, confirming that 'd' is the letter to move.

Next steps

After marking, group errors by section. If three or more mistakes appear in one section, that question type needs isolated practice: ten similar questions per day for three days usually builds confidence and reveals the underlying pattern. Do not simply remark the same paper; the goal is to transfer the technique to unfamiliar questions.

If the score is 32 or above, extend practice by timing individual sections (five questions in three minutes) or trying papers from a different publisher to ensure the skills are robust, not just familiar with this format. If the score is below 24, consider whether vocabulary (anagrams, hidden words) or logical method (codes, missing letters) is the weaker area, and tailor revision accordingly. One focused skill per week is more effective than scattergun retakes.

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