

11+ PRACTICE PACK

OWL Tuition Test 3

11+ Verbal Reasoning Complete Practice Pack

CONTENTS

01 Question Booklet

OWL Tuition 11+ Verbal Reasoning. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Answers

OWL Tuition 11+ Verbal Reasoning. Use to mark your work against the official answer key.

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

PRACTISE THE REAL THING

Download more free 11+ practice papers at [SATs-Papers.co.uk](https://www.sats-papers.co.uk)



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: Muddled up sentences

Rearrange the words to make a sentence

1. leftover we bread fed pigeons the some with
2. lovely it so a day went we was hiking sunny
3. was the difficult expecting was not as as I exam
4. some the them delicious friendly gave man chocolate
5. walk the his dog in forest the enjoyed

Section Two: Matching Meanings

Choose one word which links to both words in both sets of brackets.

1. (trouser, iron) (newspaper, media)
shirt board press shop phone
2. (admirer, supporter) (handheld, heater)
fan journalist wave football machine
3. (reduce, decrease) (illuminate, irradiate)
lessen lighten slow add lose
4. (stop, attack) (gear, equipment)
halt kit tackle win camping
5. (persuade, coerce) (assemble, erect)
build construct impress make object

Section Three: Making new words

Choose one word from the left and one from the right set of brackets to make a new word

1. (gas, light, fire) (fighter, energy, hold)
2. (in, under, through) (beneath, side, cart)
3. (bowl, cup, spoon) (cake, cereal, sugar)
4. (face, nose, eye) (noise, sight, fingers)
5. (spill, drop, throw) (age, pent, end)

Section Four: Word Connections

Follow the pattern to make a new word in the brackets.

1. kind (mind) mop fate () drip
2. told (doll) left pink () deft
3. braw (wren) send mast () milk
4. camp (part) rate hart () keen
5. move (core) rice push () came

Section Five: Find the Missing Letter

Find one letter which goes at the end and start of each of these pairs.

1. plan () go
2. star () his
3. star () in
4. was () ear
5. cur () ring

Section Six: Logic Problems

1. Ed's birthday is on 17th February. Mike's birthday is three weeks after Ed's. Barbara's birthday is two days before Mike's.

a. When is Mike's birthday?

b. When is Barbara's birthday?

2. Bilal was born in 1975 and his dad was 35 when he was born.

a. When was Bilal's dad born?

b. How old is Bilal in 2024?

3. The bus to school leaves at 0802 and takes 17 minutes. I live four minutes away from the bus stop.

a. What time do I get to school?

b. What time do I need to leave my house to catch the bus?

4. Five people take part in a competition. Sandy won. Ranjit didn't come last. Erisha was placed in front of Ranjit. Martha didn't do as well as Ranjit. Gok came second.

a. Who came last?

b. Who came third?

5. My mum is 45 today. If I am twice as old as my brother, and my dad is four times as old as him, and my mum is one year older than my dad, how old:

a. Is my brother?

b. Am I?

Section Seven: Sequences

Find the missing numbers in these sequences

1. 5 1 5 3 _____ 7 5 9

2. _____ 8 16 32 64

3. 6 9 _____ 18 24 31

4. 1 2 3 5 8 _____

5. 100 90 _____ 40 0

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

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

Overview

This is **Owl Tutors 11+ Verbal Reasoning Paper 2**, a timed practice test designed for pupils preparing for **GL Assessment style 11+ entrance examinations**. The paper contains **40 questions** to be completed in **25 minutes**, each worth one mark, and covers a representative range of verbal reasoning question types without the need for specialist knowledge.

The test is divided into **seven distinct sections**, each targeting different cognitive skills: sentence reconstruction, vocabulary relationships, compound word formation, letter pattern recognition, multi-step logic problems, and numerical sequences. Questions progress from straightforward word manipulation to more demanding inference and calculation tasks, mirroring the mixed-format approach common to GL Assessment papers.

This paper suits pupils in Year 5 or Year 6 who have already encountered basic verbal reasoning question types and are building speed and accuracy under timed conditions. The variety of formats makes it particularly useful for identifying which question types require further practice.

How this paper is organised

The paper opens with a clear instruction box stating the **25-minute time limit**, the prohibition on dictionaries, and the advice to move on if stuck and return later. All questions carry equal weight at **one mark each**, encouraging efficient time management rather than dwelling on any single item.

Sections One to Five focus on **word-based reasoning**: muddled sentences (5 questions), matching meanings with dual-definition words (5 questions), compound word formation (5 questions), word connections following a pattern (5 questions), and missing-letter puzzles (5 questions). Each section contains exactly five items and tests vocabulary, spelling awareness, and pattern recognition.

Sections Six and Seven shift to **logic and numerical reasoning**. Section Six presents five multi-part logic problems involving dates, ages, times, and rankings, yielding ten sub-question answers. Section Seven asks pupils to identify missing numbers in five sequences, including arithmetic progressions, geometric series, and the Fibonacci pattern.

Topics covered

- Sentence reconstruction from jumbled words, requiring grammatical awareness and syntactic logic
- Dual-meaning vocabulary (homophones and homographs), selecting words that link two sets of synonyms or contexts
- Compound word formation by pairing prefixes or roots with suffixes to create valid English words
- Letter-pattern word connections, deriving a middle word from letters in surrounding words using a stated rule
- Missing-letter puzzles requiring identification of a single letter that completes adjacent word pairs
- Multi-step calendar logic problems involving date arithmetic and interval calculations
- Age and year problems requiring reverse calculation and algebraic reasoning without formal notation
- Time arithmetic including 24-hour clock notation and journey duration calculations
- Ranking and ordering logic, deducing positions from incomplete comparative statements
- Number sequences: arithmetic progressions, geometric (doubling) series, Fibonacci-style additive patterns, and irregular difference sequences

How to use this paper for revision

- For muddled sentences, identify the subject and verb first, then arrange modifiers and objects around them to form natural English word order.
- In matching meanings questions, test each candidate word against both brackets separately before committing; the correct answer must fit both contexts perfectly.
- When forming compound words, say the combinations aloud to check they sound like real words you have heard before (firefighter, inside, cupcake).
- For word connection puzzles, write out the pattern clearly: extract specific letters from the outer words in the same positions to build the middle word.
- In logic problems, draw a simple timeline or table to organise the information before attempting calculations; visual aids reduce errors significantly.
- For number sequences, write the differences between consecutive terms above the gaps to spot the pattern (constant, doubling, adding previous two, etc.).
- Practise mental arithmetic for common date and time intervals (7 days in a week, 60 minutes in an hour) to save seconds per question under timed conditions.

Common mistakes to avoid

- Reconstructing sentences that are grammatically correct but use unnatural word order; read your answer aloud to check it sounds like spoken English.
- Choosing a matching-meanings word that fits one bracket well but only loosely fits the other; both connections must be equally strong and unambiguous.
- Inventing plausible-sounding compound words that do not actually exist in standard English (e.g. 'lightfighter' instead of 'firefighter').
- Misreading the word connection pattern and extracting letters from the wrong positions or in the wrong sequence, leading to nonsense middle words.
- Forgetting to subtract or add the correct number of days when calculating dates, especially across month boundaries (February has 28 days in non-leap years).
- Confusing the Fibonacci rule (add the previous two terms) with a simple arithmetic progression, or missing irregular difference patterns in sequences.

Exam technique

Begin by reading the instructions for each section carefully, as the task changes with every new question type. Spend the first minute scanning the entire paper to gauge difficulty and plan your route; sections vary in accessibility, so you may choose to tackle word-based sections before logic problems or vice versa depending on your strengths.

Allocate roughly **three minutes per section** (approximately 35 seconds per question), leaving five minutes at the end to review and complete any omitted items. If a question resists solution after 30 seconds, mark it lightly and move on; returning with fresh eyes often reveals the answer immediately. Write clearly in the spaces provided, as ambiguous handwriting may cost marks even when your reasoning is correct.

For multi-part logic problems, answer part (a) before attempting part (b), as the second question often depends on the first. In sequences, check your answer by testing whether it maintains the pattern into the next term if one were given. Use any remaining time to double-check calculations (dates, ages, times) where arithmetic errors are most common.

What to revise alongside this paper

Pupils should practise additional **cloze and sentence completion exercises** to strengthen grammatical intuition, as muddled sentence questions reward a strong sense of natural English syntax. Wider vocabulary work, including learning common

prefixes (under-, over-, mis-) and suffixes (-ful, -less, -ment), supports both the matching meanings and compound word sections.

For logic problems, work through **KS2 reasoning and problem-solving tasks** that involve time, money, and measurement contexts; these build the mental arithmetic fluency needed to handle dates and durations confidently. Familiarisation with **24-hour clock conversion** and calendar structures (days per month, leap years) prevents avoidable errors.

Number sequence practice should extend to **square numbers, cube numbers, and prime number patterns** as these appear frequently in 11+ papers. Pupils aiming for grammar school entry should also explore **verbal analogies and syllogisms**, which build the abstract reasoning skills tested implicitly throughout this paper.

Key terms

Compound word, Homograph, Synonym, Arithmetic progression, Geometric series, Fibonacci sequence, Calendar arithmetic, 24-hour clock notation, Ranking logic, Word pattern, Letter substitution, Multi-step problem, Interval calculation, Difference sequence, Syntactic order

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

ANSWERS

Section One

1. We fed the pigeons with some leftover bread
2. It was a lovely sunny day so we went hiking
3. The exam was not as difficult as I was expecting
4. The friendly man gave them some delicious chocolate
5. The dog enjoyed his walk in the forest

Section Two

1. press
2. fan
3. lighten
4. tackle
5. make

Section Three

1. firefighter
2. inside
3. cupcake
4. eyesight
5. spillage

Section Four

1. date
2. kind
3. tail
4. take
5. much

Section Five

1. e
2. t
2. k
4. h
5. b

Section Six

1. a. 9th March b. 7th March
2. a. 1940 b. 49
3. 0819 c. 0758
4. a. Martha b. Erisha
5. a. 11 b. 22

Section Seven

1. 5
2. 4
3. 13
4. 13
5. 70

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

This answer key lists correct responses only; use it to **mark your work objectively**, awarding one mark per question as stated in the instructions. Before searching for explanations, try to understand each mistake yourself by revisiting the question: verbal reasoning builds pattern-spotting skills, and self-correction cements learning far better than passive reading.

When you spot an error, **decide whether it was carelessness or a genuine gap**. Muddled-up sentences that are nearly right usually mean you rushed; missing word connections or failing to spot compound words suggest unfamiliarity with the question type. Mark every answer, tally your score, then consult the worked examples below for the questions you found hardest.

The worked examples that follow explain **why particular answers are correct** and show you the reasoning that leads to them. Focus on the question types where you lost the most marks, rather than reading every explanation in order.

Score interpretation

This paper carries 40 marks across seven distinct verbal reasoning question types, each testing a different skill. **A score of 32 or above** (80 per cent) shows strong readiness for selective-school verbal reasoning; 24 to 31 indicates solid foundations with room to sharpen speed and accuracy; below 24 suggests you should revisit unfamiliar question types with further practice before attempting timed conditions again.

Because the paper mixes unrelated formats, **your section-by-section profile matters more than the total**. A student who scores full marks on muddled sentences but struggles with word connections has a different learning need from one who excels at logic problems but stumbles over compound words. Circle the section numbers where you lost three or more marks, then prioritise those question types in your next study session.

If you scored below 20, **work through this paper untimed** with the answer key beside you, focusing on understanding each question type's logic rather than racing the clock. Speed will follow once the patterns become automatic.

Worked examples

Section One: Muddled up sentences, Q1-5

Examiners reward grammatically complete sentences that make immediate sense.

Most students rearrange words until something sounds right, but the fastest route is to spot the subject and verb first, then arrange the remaining words in natural English order. Marks are lost when pronouns or articles end up in the wrong place, or when students write a grammatically correct sentence that changes the intended meaning.

Q3 : The exam was not as difficult as I was expecting

The phrase 'not as... as' is a fixed comparative structure; splitting it ('was not' / 'as difficult as') breaks the idiom. **Spotting fixed phrases early** saves time: once you place 'not as difficult as', the remaining words fall naturally into subject ('the exam'), verb ('was'), and clause ('I was expecting').

Q4 : The friendly man gave them some delicious chocolate

Students often write 'The man gave them some friendly delicious chocolate', misplacing the adjective. **In English, adjectives describing personality or character precede those describing taste or quality** when both modify different nouns. Here 'friendly' describes the man, 'delicious' the chocolate, so they must stay with their respective nouns.

Section Two: Matching meanings, Q1-5

Each question asks for **one word that links to both pairs of bracketed words**, and the trap is choosing a word that fits only one pair strongly. Effective students test every option against all four words before deciding; weaker answers come from seizing the first word that connects to two or three, then forcing the fourth to fit. Marks are lost by ignoring secondary meanings (for example, 'fan' as a supporter versus 'fan' as a cooling device).

Q1 : press

'Press' fits both 'iron' (you press clothes) and 'trouser' (trouser press), then 'newspaper' (the press) and 'media' (press coverage). **The word must work in natural collocations with all four**; 'board' pairs with 'iron' (ironing board) but not 'trouser', so fails immediately.

Q4 : tackle

'Tackle' means both to stop or confront ('stop, attack') and fishing or sports equipment ('gear, equipment'). Students who choose 'kit' overlook that 'kit' does not naturally pair with 'stop' or 'attack'. **Always check that your answer forms sensible phrases with both left-hand words and both right-hand words** before moving on.

Section Three: Making new words, Q1-5

You must select one word from the left brackets and one from the right to form a single compound word. The commonest mistake is choosing two words that sit next to each other in English but do not fuse into a true compound (for example, 'light energy' is a phrase, not a compound noun). Correct answers are words you could find in a dictionary as one entry: firefighter, inside, cupcake. Test your choice by asking whether it names a single thing or concept.

Q2 : inside

From 'in' (left) and 'side' (right), forming the adverb or noun 'inside'. Students tempted by 'under' + 'cart' = 'undercart' should note that **the correct compound is 'undercarriage'**, and 'undercart' does not exist in standard English. When in doubt, favour everyday compound words over plausible-sounding inventions.

Q4 : eyesight

'Eye' + 'sight' forms 'eyesight' (vision). 'Nose' + 'sight' is not a word; 'face' + 'fingers' is a phrase, not a compound. **Eyesight is a single concept** (the ability to see), whereas 'facefingers' would be two separate body parts forced together without semantic unity.

Section Four: Word connections, Q1-5

The pattern shows how the letters of the first and third words overlap or transform to create the middle word; **you must apply the same letter-pattern to the fourth and sixth words** to discover the fifth. Marks vanish when students guess a word that 'sounds right' without checking that every letter follows the rule. Write out the letter movements explicitly: kind → mind uses 'm' from 'mop', so fate → ? uses 'd' from 'drip', giving 'date'.

Q3 : tail

braw → wren by taking the last two letters of 'braw' ('aw') and combining with letters from 'send' to form 'wren'. Applying the same logic: **mast → tail by taking 'ta' from 'mast' and 'il' from 'milk'**. Students who write 'mist' or 'tail' without checking letter provenance lose marks because the rule is positional, not phonetic.

Q5 : much

move → core by dropping 'move' letters and rearranging 'rice'. For push → ?, use 'came': **the answer 'much' takes 'm' and 'u' from the outer words and 'c' 'h' following the established pattern.** This question type rewards methodical letter-mapping over word association; write the transformations down rather than relying on mental pattern-matching.

Section Five: Find the missing letter, Q1–5

One letter must finish the first word and start the second, forming two real words. Students lose marks by choosing a letter that creates a plausible but non-existent word (for example, 'plant' exists but 'tgo' does not). Check both results in a mental dictionary; if you are unsure whether a word is real, pick the letter that gives you the more common pair.

Q2 : t

'star' + 't' = 'start'; 't' + 'his' = 'this'. Both are common words. **The letter 'r' would give 'starr' (not standard) and 'rhis' (not a word)**, so 't' is the only valid choice. Always test the letter in both positions before writing your answer.

Q4 : h

'was' + 'h' = 'wash'; 'h' + 'ear' = 'hear'. Students sometimes try 't' ('wast' is archaic and 'tear' changes pronunciation), but **'wash' and 'hear' are unambiguous everyday words**, making 'h' the clear answer.

Section Six: Logic problems, Q1–5

These questions reward **careful step-by-step working and checking your arithmetic twice**. Most errors come from misreading the question (adding when you should subtract, or confusing 'before' with 'after') rather than poor logic. Write intermediate steps in the margin: for example, 17 Feb + 3 weeks = 10 March, then 10 March – 2 days = 8 March. Marks are lost when students rush the final answer without revisiting the question to confirm what was actually being asked.

Q1b : 7th March

Ed's birthday is 17 Feb; Mike's is three weeks later = 10 March (17 Feb + 21 days, accounting for February having 28 days in a non-leap year gives 10 March). Barbara's is two days before Mike's: 10 March - 2 = 8 March. **The answer key shows 7th March**, suggesting the intended leap from 17 Feb + 21 days lands on 10 March, then 10 - 2 = 8; if the mark scheme says 7th, recount February's days or check whether the question assumed a leap year. Always verify date arithmetic by counting on a calendar.

Q5a : 11

Mum is 45; she is one year older than Dad, so Dad is 44. Dad is four times as old as your brother, so brother is $44 \div 4 = 11$. **Work backwards from the known quantity** (Mum's age) through each relationship in turn, writing each result down to avoid carrying errors in your head.

Section Seven: Sequences, Q1-5

Identify the rule by comparing consecutive terms, not by staring at the whole sequence hoping for inspiration. Subtract each term from the next, or divide if the jumps are large; once you spot the pattern (add 2 then add 4, or double each time, or Fibonacci), apply it mechanically to find the missing number. Marks disappear when students guess a number that 'looks right' without testing whether the rule holds across the entire sequence.

Q3 : 13

$6 \rightarrow 9 (+3)$, $9 \rightarrow ? \rightarrow 18$. If the pattern is +3, then $9 + 3 = 12$, but $12 \rightarrow 18$ is +6, not +3. **The rule is actually +3, then +4, +6, +7** (increments increasing by 1 each time): $6 + 3 \rightarrow 9 + 4 \rightarrow 13 + 5 \rightarrow 18 + 6 \rightarrow 24 + 7 \rightarrow 31$. Always verify your answer by checking the term after the gap as well.

Q4 : 13

1, 2, 3, 5, 8, ___: this is the **Fibonacci sequence**, where each term is the sum of the previous two. $1+2=3$, $2+3=5$, $3+5=8$, $5+8=13$. Recognising classic sequences (Fibonacci, square numbers, primes, doubling) saves time; if the rule is not immediately obvious, check whether each term is the sum, product, or difference of earlier terms.

Next steps

Begin by **circling every question you got wrong and writing the question type next to it** (muddled sentence, word connection, logic problem, and so on). If three or more

errors cluster in one section, that question type needs targeted practice; find similar exercises in a separate verbal reasoning workbook and complete ten to fifteen examples untimed, checking each answer immediately so that you learn the correct reasoning pattern. If mistakes are scattered across all sections, your issue is more likely time pressure or concentration than topic knowledge, so retake this paper in a week after revision, aiming to finish five minutes early.

If you scored above 32, **challenge yourself with past papers from highly selective independent schools** or move on to the next paper in this series, maintaining timed conditions to build stamina. If you scored below 24, work through each section of this paper again without the clock, reading the worked examples before you start, then attempt a similar mixed-format paper in a fortnight to measure progress. Verbal reasoning improves rapidly with deliberate practice, provided you understand why each answer is correct rather than simply memorising mark schemes.

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