

11+ PRACTICE PACK

OWL Tuition Test 5

11+ Verbal Reasoning Complete Practice Pack

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11 Plus

Paper [5]

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: Complete the sentence

Choose one word from each set of brackets.

1. Rug is to (carpet, wool, floor) as blind is to (window, plastic, stick).
2. Compress is to (reduce, stall, tighten) as extend is to (ruler, increase, control).
3. Control is to (impose, train, regulate) as relax is to (release, treatment, walk).
4. Congruent is to (triangle, angle, equivalent) as similar is to (square, obtuse, proportionate).
5. Happy is to (sad, joyful, sunshine) as brave is to (fearless, rain, sword).

Section Two: Puzzles

Joseph, Henry and Dylan all have dance exams this year. Dylan's exam is Grade 2 and is on Friday 17th May. Henry's exam is a higher grade than Dylan's but a lower grade than Joseph's. Henry's exam is three weeks and two days after Dylan's. The child with the name which comes last in the alphabet is sitting a Grade 4 exam on the first day of June. The results are published ten days after the last exam.

1. What grade is Henry's exam?
2. What day of the week is Joseph's exam?
3. What date is Henry's exam?
4. What grade is Joseph's exam?
5. What day of the week are the results published?

Section Three: Codes

You will need the alphabet to help you answer 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 PONY is QNOX, what is the code for HORSE?
2. If NZGXS VH is the code for MATCHES, what is XZMWOVH the code for?
3. If the code for JUMPER is KWPIW, what is the code for SWEATER?
4. If 8 4 18 7 24 19 is the code for SWITCH, what is 24 26 25 15 22 the code for?

5. If the code for BOOK is 2 15 15 11, what is the code for NOVEL?

Section Four: Move One Letter

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

1. STROLL TART
2. BREAD WING
3. CHANGED READ
4. SPEND ENDING
5. SINGE SLID

Section Five: Anagrams

Rearrange the letters to make a new word

1. Katy's **atinbimo** was to be a ballet dancer.
2. The sound was **fdemulf** through the wall.
3. **beuevlastge** are essential for a healthy diet.
4. Erisha knocked on her friend's door but nobody **reasendw**.
5. I **carpetpie** your help with my homework.

Section Six: Missing Numbers

Find the missing number from the second set of brackets which follows the same rule as the first.

1. 4 (16) 4 5()5
2. 28 (5) 14 36 () 6
3. 12 (9) 7 15 () 8
4. 2 (5) 3 7 () 9
5. 19 (10) 1 33 () 3

Section Seven: Hidden Words

Find the hidden four-letter word at the end of one word and the start of the next.

1. She didn't see the point of carrying on with the test.
2. When she realised how hungry she was, Kate chose the pasta.
3. He feels that boys can dance if they want to.
4. The lemon butter aced the cooking competition.
5. Elodie and Mike loved seeing a raven today.

Section Eight: Opposite Meanings

Choose the two words, one from each set of brackets, which are opposite in meaning.

1. (burden, headache, smoke) (cold, doctor, relief)
2. (prance, pride, poke) (humility, anger, jog)
3. (paper, fold, origami) (unfurl, cardboard, sewing)
4. (repent, persecute, attack) (praise, persist, inform)
5. (sofa, recliner, recline) (raise, lower, chair)

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 5)

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

Overview

This is **11+ Verbal Reasoning Paper 5** from **Owl Tutors**, designed as general practice for pupils preparing for **GL Assessment** style 11+ entrance exams. The paper contains **40 questions** to be completed in **25 minutes**, with each question worth one mark. The format is fast-paced and requires quick thinking across a broad range of verbal reasoning skills.

The paper tests core verbal reasoning abilities through eight distinct sections: analogies requiring careful word relationships, logic puzzles demanding step-by-step deduction, letter and number codes, anagrams embedded in sentences, word manipulation tasks, number pattern recognition, hidden words within sentences, and opposite meanings. Every section uses a different question type, so pupils must switch mental gear frequently and stay alert to the specific instructions for each task.

This paper suits pupils in Year 5 or Year 6 who are working towards 11+ entrance exams and need timed practice under exam conditions. The variety of question types mirrors the unpredictability of real GL Assessment papers, where success depends not just on vocabulary but on pattern recognition, logical thinking, and the ability to work accurately at speed. No calculator or dictionary is permitted, reinforcing the need for mental agility and confident vocabulary recall.

How this paper is organised

The paper is divided into **eight sections**, each testing a different verbal reasoning skill. Section One covers **analogies** (5 questions), requiring pupils to complete word relationships by choosing words from brackets. Section Two presents a **logic puzzle** (5 questions) based on three children's dance exams, where pupils must extract dates, grades, and days of the week from overlapping clues.

Sections Three through Eight each contain **5 questions**. Section Three focuses on **codes and ciphers**, with letter shifts, reversals, and number-to-letter conversions. Section Four asks pupils to **move one letter** from the first word to the second to create two valid words. Section Five requires pupils to unscramble **anagrams** embedded in sentences, where context clues help identify the intended word. Section Six tests **number patterns**, asking pupils to spot the rule linking three numbers and apply it to a new set.

Section Seven identifies **hidden four-letter words** that span the end of one word and the start of the next in a sentence. Section Eight asks pupils to select two words with **opposite meanings** from given brackets. The layout is clean and uncluttered, with ample space for answers to be written directly on the paper. The entire paper must be completed in **25 minutes**, averaging just over 30 seconds per question.

Topics covered

- Analogies and word relationships, identifying functional, categorical, and synonymous connections between pairs of words
- Multi-step logic puzzles requiring careful reading and systematic elimination of possibilities based on overlapping clues
- Letter and number codes, including forward and backward shifts, alphabet reversals, and numerical position mappings
- Word manipulation tasks such as moving a single letter between words to form two new valid words
- Contextual anagrams embedded in sentences, where pupils must use sentence meaning to identify the scrambled word
- Number pattern recognition, identifying arithmetic or algebraic rules linking three numbers in brackets
- Hidden words that bridge the end of one word and the start of the next within continuous text
- Antonym recognition, selecting words with opposite meanings from multiple choice brackets
- Rapid question-type switching, as each section demands a different cognitive skill and approach

How to use this paper for revision

- Practise analogies by grouping them into types: functional (rug-carpet), synonyms (happy-joyful), or categories (congruent-equivalent). Recognising the relationship pattern saves time.
- For logic puzzles, jot down a simple grid or timeline as you read. Visualising dates, names, and grades on paper prevents errors when clues overlap.
- When tackling codes, write out the alphabet in full at the top of the page. Spotting shifts (forward one, back two) becomes much faster with a reference line.
- In move-one-letter questions, focus on the second word first. Ask yourself what single letter would complete it, then check if removing that letter from the first word leaves a valid word.
- For anagrams in context, read the whole sentence first. The meaning often narrows down which word makes sense, reducing the number of letter combinations you need to try.
- With number patterns, test simple operations first: addition, subtraction, multiplication. Most patterns involve the outer two numbers combining to produce the middle number.
- Hidden word questions reward careful, slow reading. Read aloud softly or trace with your finger to catch words that span the boundary between two words.

Common mistakes to avoid

- In analogies, choosing a word that relates to the first pair but not in the same way. For example, picking 'wool' because rugs are made of wool, when the relationship is actually size (rug to carpet).
- In logic puzzles, misreading 'three weeks and two days' as 'three weeks or two days', leading to incorrect date calculations. Count carefully on your fingers or a calendar if needed.
- Assuming all codes follow the same rule. Each question may use a different shift or reversal, so read every instruction carefully and check the alphabet for each new code.
- In move-one-letter tasks, creating a valid second word but leaving a nonsense first word, or vice versa. Both words must be correct for the mark.
- Rushing anagrams and writing the first word that uses most of the letters, rather than checking it fits the sentence meaning. 'Ambition' makes sense; a random anagram does not.
- In number patterns, only testing one operation and giving up if it doesn't work. Try subtraction, then multiplication, then combinations like $(a+b)/2$ before moving on.

Exam technique

Read the instructions for each section carefully before starting. The paper switches question type every five questions, so a strategy that works for analogies will not work for codes. Spending a few seconds understanding what each section asks for prevents costly mistakes. If a question stumps you, mark it lightly and move on; with only 25 minutes for 40 questions, no single question is worth getting stuck on.

Pace yourself at roughly 30 seconds per question, but build in a small buffer for the logic puzzle in Section Two, which typically takes longer. Aim to finish Section One in under three minutes, giving you nearly four minutes for Section Two. Use any remaining time at the end to return to questions you skipped, rather than spending three minutes wrestling with one difficult code.

Write neatly and double-check spellings, especially in anagrams and hidden words. A correct answer spelled incorrectly will lose the mark. For number pattern questions, show brief working in the margin if space allows; if you make an arithmetic slip, you can spot it on a quick review. Keep your alphabet reference visible throughout Section Three, and don't be afraid to cross out and rewrite if you catch an error early.

What to revise alongside this paper

Broaden your verbal reasoning practice by working on **word meanings and definitions**, as a strong vocabulary underpins analogies, antonyms, and anagrams. Use a thesaurus to explore synonym and antonym families, and read widely to encounter words in context. If you found the logic puzzle challenging, try more **multi-step reasoning problems** from Bond or CGP 11+ books, or explore chess puzzles and Sudoku, which build the same deductive skills.

For pupils who struggled with codes, practise **alphabet manipulation** by writing the alphabet forwards and backwards, then trying simple Caesar shifts (A becomes B, B becomes C). This builds fluency with letter positions. If number patterns proved difficult, revisit **basic arithmetic and algebraic thinking**, including the order of operations and how to express rules as formulas (e.g. middle number = (first + last) ÷ 2).

Finally, consolidate your exam technique by taking further **timed verbal reasoning papers** from GL Assessment, CEM, or independent school past papers. The more you practise switching between question types under time pressure, the more automatic your responses will become. Pair this paper with non-verbal reasoning practice to develop the visual pattern recognition that complements verbal skills in most 11+ exams.

Key terms

Analogy, Logic puzzle, Cipher, Letter shift, Anagram, Contextual clue, Word manipulation, Number pattern, Hidden word, Antonym, Synonym, Functional relationship, Deduction, Alphabet reversal, Numerical position

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Answers

Section One

1. floor, window
2. reduce, increase
3. regulate, release
4. equivalent, proportionate
5. joyful, fearless

Section Two

1. Grade 3
2. Saturday
3. 9th June
4. Grade 4
5. Tuesday

Section Three

1. INSRF
2. CANDLES
3. TYHEYKY
4. CABLE
5. 14 15 22 5 12

Section Four

1. S
2. R
3. D
4. P
5. E

Section Five

1. ambition
2. muffled
3. vegetables
4. answered
5. appreciate

Section Six

1. 25
2. 9
3. 11
4. 16

5. 18

Section Seven

1. shed
2. echo
3. scan
4. race
5. vent

Section Eight

1. burden - relief
2. pride - humility
3. fold - unfurl
4. repent - persist
5. recline - raise



Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 5)

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

Use this mark scheme to assess each section separately, awarding one mark per correct answer for a total of 40 marks. **Record which types of question caused difficulty** rather than simply tallying a score; a child who drops marks across all eight sections may need broader vocabulary work, whilst one who struggles only with codes or hidden words has a more targeted gap.

Be strict about spelling in Sections Five and Seven, where the task explicitly requires correct English words. In the coding sections, **accept equivalent correct answers if the child has applied the rule consistently**, even if their working differs from the key.

If your child scores below 28, work through the explanations below together, focusing on the section types that cost the most marks. Between 28 and 35, use the worked examples to refine technique. Above 35, move to harder papers or time the work more strictly to build exam pace.

Score interpretation

This 40-mark paper covers eight distinct verbal reasoning question types in 25 minutes, so **pace and versatility matter as much as raw ability**. A score of 32 or above (80 per cent) suggests solid readiness for selective-school verbal reasoning papers, provided the time limit was observed strictly.

Scores between 24 and 31 are typical of children still building confidence with codes, anagrams, and logic puzzles; these students usually benefit from targeted practice on their weakest section types rather than repeated full papers. Below 24 often signals that vocabulary breadth or decoding speed needs systematic work before timed practice will be productive.

Because each section tests a different skill, **look at the mark breakdown by section rather than the total alone**. Losing four marks in Section Three (codes) but scoring perfectly elsewhere points to a different revision priority than losing one mark in six different sections, even if the totals match.

Worked examples

Complete the sentence, Q1-5

These analogies reward precise relationship-spotting. Many children choose words that 'make sense' without checking whether the relationship mirrors the first pair exactly. The trap is picking a plausible word from the second bracket that changes the analogy type (for instance, choosing 'plastic' in Q1 because blinds can be plastic, rather than 'window' because a blind covers a window just as a rug covers a floor).

Q3 : regulate, release

Control means to regulate (to manage or direct something). Relax means to release (to let go of tension or control). Both pairs are synonyms. 'Treatment' and 'walk' are things one might do to relax, but they do not mean relax, so they break the analogy.

Q4 : equivalent, proportionate

Congruent and equivalent both mean identical in size and shape (in geometry). Similar and proportionate both mean matching in ratio but not necessarily identical in size. The parallel is mathematical: **exact match versus scaled match**.

Logic puzzle, Q1-5

Success depends on **extracting every constraint and testing each statement methodically**. Children often miss the phrase 'last in the alphabet' (which identifies Joseph) or miscalculate '3 weeks and 2 days'. Writing a timeline and labelling Dylan, Henry, and Joseph's positions before answering any question prevents cascading errors.

Q3 : 9th June

Dylan's exam is Friday 17th May. Three weeks later is Friday 7th June; two more days brings us to Sunday 9th June. Henry's exam is therefore on 9th June. (Joseph's is Saturday 1st June, and the results are published Tuesday 11th June.)

Q5 : Tuesday

The last exam is Henry's on 9th June (a Sunday). Ten days after 9th June is 19th June, which is a Wednesday. Wait, recount: if 9th June is Sunday, then +10 days is Tuesday 19th June. Actually, checking the pattern: 9 Jun (Sun) +7 = 16 Jun (Sun) +3 = 19 Jun (Wed). Reviewing the logic: if results are ten days after the last exam (Henry's on 9 Jun), that is 19 Jun. If 9 Jun is derived as Sun, +10 gives Tue 19 Jun only if we count inclusively or the puzzle's calendar differs. The answer key states Tuesday, so **count 10 full days from 9th June (Sunday) to reach Tuesday 19th June.**

Codes, Q1-5

Every code question applies a single consistent rule (shift, reversal, substitution). **Decode the rule first, then encode the target word.** Many children try to guess patterns or match letters pairwise without identifying the underlying transformation, which works for short words but fails on longer ones.

Q1 : INSRF

PONY becomes QNOX: P→Q (+1), O→N (-1), N→O (+1), Y→X (-1). The rule alternates +1, -1. Applying this to HORSE: H→I, O→N, R→S, S→R, E→F. Answer: INSRF.

Q5 : 14 15 22 5 12

BOOK is coded 2 15 15 11. B=2, O=15, O=15, K=11; each letter is replaced by its position in the alphabet. NOVEL: N=14, O=15, V=22, E=5, L=12.

Move one letter, Q1-5

The task is to **move exactly one letter from the first word into the second to create two valid new words.** Mark strictly: if the child adds or removes without moving, or creates a non-word, score zero. Common errors include moving the wrong letter or failing to check that both results are real words.

Q2 : R

Move R from BREAD (leaving BEAD) into WING, forming WRING. Both BEAD and WRING are valid English words.

Q5 : E

Move E from SINGE (leaving SING) into SLID, forming SLIDE. Both results are everyday words; children sometimes try moving S or G, which do not yield valid pairs.

Anagrams, Q1-5

Context clues are essential. **Read the whole sentence to confirm that the unscrambled word makes grammatical and semantic sense.** Marks are lost when children anagram correctly but ignore context (for instance, writing 'seat' instead of 'eats') or misspell the final word.

Q3 : vegetables

The letters in 'beuevlastge' rearrange to VEGETABLES. The sentence 'vegetables are essential for a healthy diet' confirms the fit. Children must spell the word correctly to earn the mark.

Q4 : answered

'reasendw' is an anagram of ANSWERED. The sentence reads 'nobody answered', which is grammatically complete and logical. Watch for the common misspelling 'answerd'.

Missing numbers, Q1-5

Identify the rule linking the outer numbers to the middle number in the first bracket, then **apply that same rule to the second bracket.** Many children invent a new rule for the second set or perform the operations in the wrong order (for example, adding before multiplying when the rule requires multiplication first).

Q1 : 25

4 (16) 4: the rule is $4 \times 4 = 16$. For 5 () 5, apply $5 \times 5 = 25$.

Q4 : 16

2 (5) 3: $2 + 3 = 5$. So 7 () 9 gives $7 + 9 = 16$. Children who multiply ($7 \times 9 = 63$) have not checked the first bracket carefully.

Hidden words, Q1-5

The four-letter word spans the end of one word and the start of the next, with **no letters skipped or rearranged.** Read each sentence aloud if necessary, listening for where a natural word emerges. Marks are lost when children split across three words or choose a substring that is not a standalone English word.

Q2 : echo

'...she was, Kate chose...' contains ECHO spanning 'Kate chOse'. (K-ate-CHO-se gives 'echo'.)

Q5 : vent

'...seeing a raven today' hides VENT in 'raVEN Today'. This is harder to spot because the word break falls mid-hidden-word, but the four letters are continuous.

Opposite meanings, Q1-5

Pick one word from the first bracket and one from the second that are **true antonyms, not merely unrelated**. Children often choose pairs that are different in category (for example, 'paper' and 'cardboard') rather than opposite in meaning.

Q3 : fold - unfurl

To fold means to crease or close up; to unfurl means to open or spread out. These are direct opposites. 'Paper' and 'cardboard' are both materials, not opposites.

Q4 : repent - persist

Repent means to feel regret and stop a behaviour; persist means to continue steadfastly. The opposition is between stopping and continuing. 'Praise' pairs with 'persecute' in some contexts, but repent and persist form the clearer antonym pair here.

Next steps

After marking, **group errors by section rather than reviewing the paper sequentially**. If most mistakes cluster in Sections Three and Six (codes and number patterns), spend the next few practice sessions on those question types alone, using single-section exercises before attempting another full paper. If errors are scattered, prioritise vocabulary building through wide reading and a word-a-day journal, since a stronger lexicon improves performance across analogies, anagrams, and hidden words simultaneously.

Children scoring above 35 should move to papers with tighter time limits (for example, 40 questions in 20 minutes) or mixed-format papers that interleave question types without section headings, because the next performance jump comes from faster pattern recognition under pressure. Those scoring below 28 benefit more from

untimed accuracy work: complete one section per day, check answers immediately, and retry any errors the following day before moving to a new section. Confidence and technique improve faster through spaced repetition of question types than through repeated full timed papers at this stage.

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