

Verbal & Non-Verbal Reasoning – Paper 18**Beginner time limit: 30 minutes****Intermediate time limit: 25 minutes****Expert time limit: 20 minutes**

Don't just *do* these questions: **learn everything you can from them**, using the solution pages which follow. The key techniques are explained there in detail.

Remember that you will never know every word in English. The people who do best in verbal reasoning are those who can deal skilfully with *unfamiliar* words.

Rather than trying to memorise each new word and every kind of picture pattern, focus on improving **how you think logically about the questions**.

No single 11 Plus Lifeline paper will contain every possible kind of reasoning question. However, once you have completed a number of these papers, you will be very well prepared for most of the question styles which are likely to appear in any 11-plus exam.

Practise **skipping and circling**: if a question seems likely to take time, skip it, circle the question number, and come back to it when you have done the rest.

Underline the word on the right which is most similar in meaning to the word on the left.

Example:

Q.	stench	odour	<u>stink</u>	smell	bench
-----------	---------------	-------	--------------	-------	-------

1.	stifle	rummage	fill	suppress	store
-----------	---------------	---------	------	----------	-------

2.	retain	keep	dispose	mix	espouse
-----------	---------------	------	---------	-----	---------

3.	surfeit	lack	kill	excess	messy
-----------	----------------	------	------	--------	-------

4.	nauseating	sickening	freezing	delicious	snuffling
-----------	-------------------	-----------	----------	-----------	-----------

5.	vivacious	greedy	thin	lively	aggressive
-----------	------------------	--------	------	--------	------------

Fill in the gaps so that the word on the right has the opposite (or almost the opposite) meaning to the word on the left.

Example:

Q. rest

activity

6. safe

p _ _ i l _ _ _

7. deep

_ h _ l _ _ _

8. create

_ _ s t _ o _

9. scatter

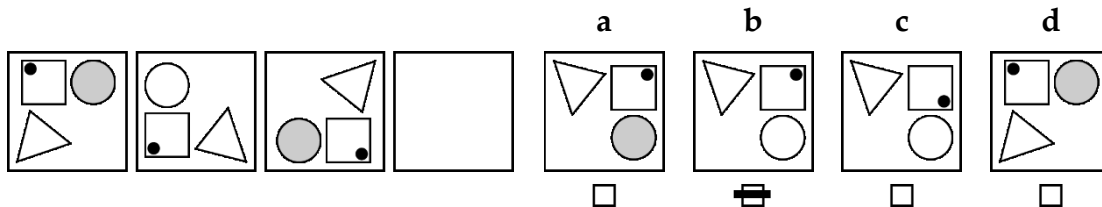
g _ t _ _ _

10. fake

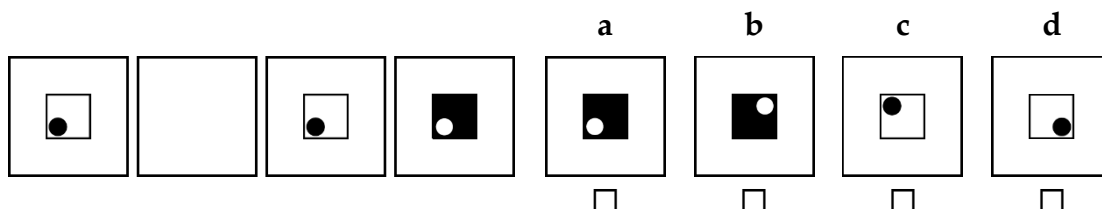
_ e n _ _ n _

Choose the figure on the right which goes best in the empty square on the left.

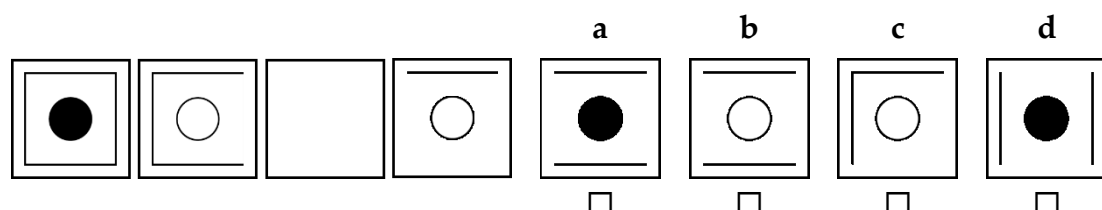
Example:



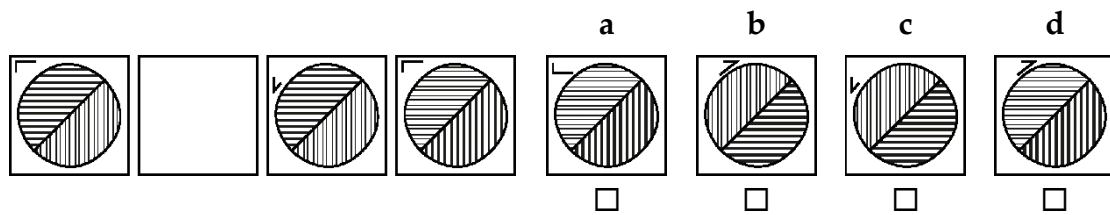
11.



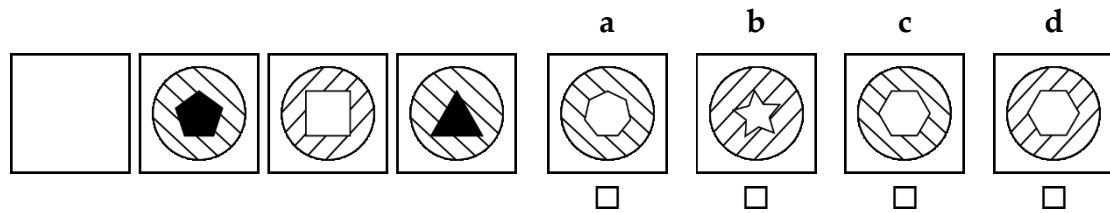
12.



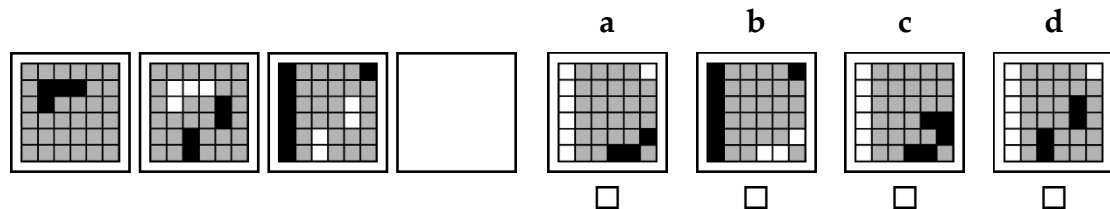
13.



14.



15.



Underline the word on the right which is closest to having an opposite meaning to the word on the left.

Example:

Q. close distant near proximate awkward

16. labour repose work trouble enjoyment

17. incorrect troublesome accurate useful score

18. regretfully frequently longingly unrepentantly guiltily

19. mild harsh warm smooth uneven

20. combination multiplication division calculation aggregation

Take one letter from somewhere in the first word and add it somewhere in the second word, to make two new words.

Example:

Q. float pal

flat

opal

21. play say

22. grown sip

23. stall writ

24. forget seal

25. omission lot

Select the figure which is most unlike the other options in its row.

Example:

a



b



c



d

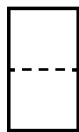


e



26.

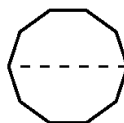
a



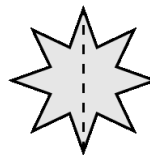
b



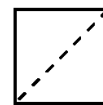
c



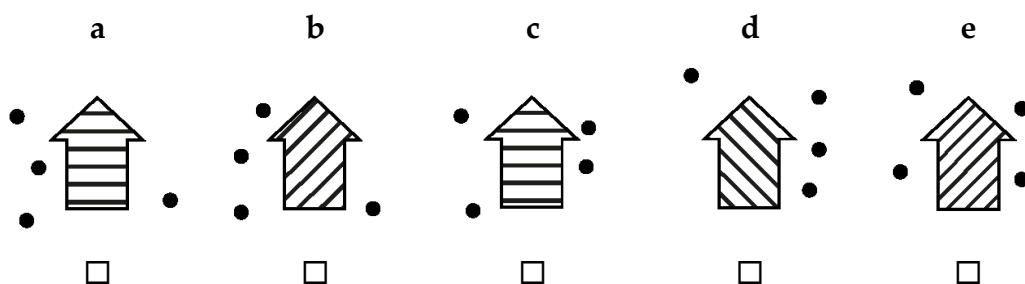
d



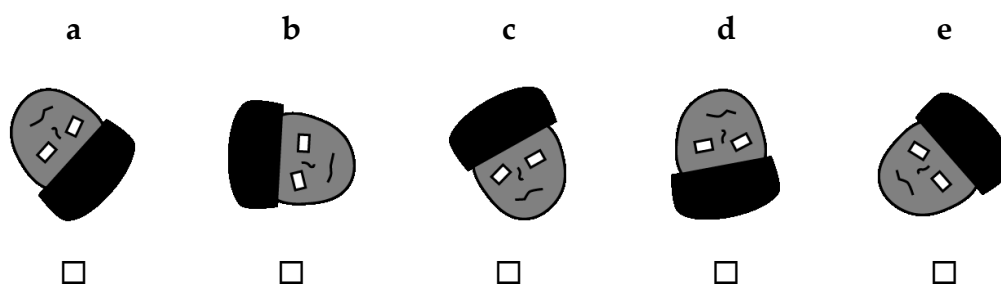
e



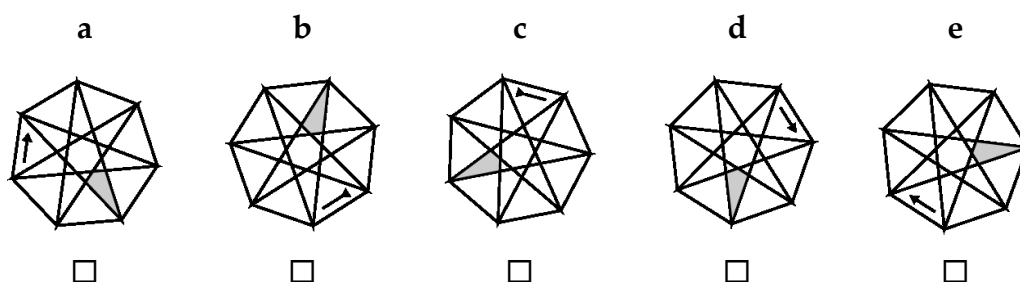
27.



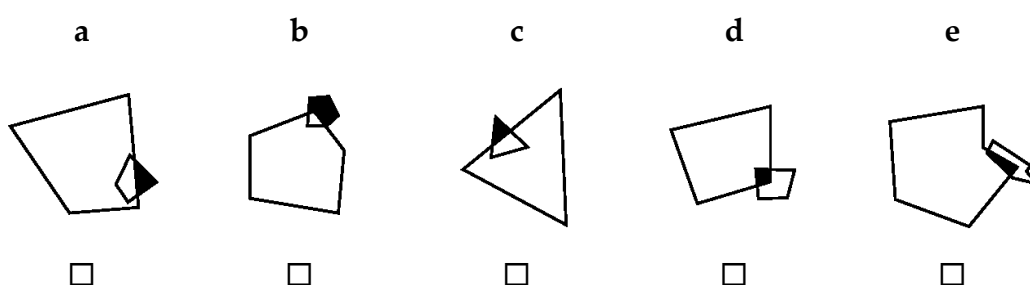
28.



29.



30.



A four-letter word can be added to the capital letters, making a longer word which fits logically within the sentence. Write the four-letter word in the gap.

Example:

Q. Water poured from all the DOWNSS.

POUT

31. He took his case before he DISEMED. _____

32. The President made his PROATION from the stage. _____

33. Judy is calm, indeed UNPABLE in all circumstances. _____

34. The flames ENED the house. _____

35. She laughed MOCLY. _____

The first group of three words shows a rule for making the word in the middle. Complete the second group of words in the same way.

Example:

Q. BEST STAR BEAR

BOIL

ILLS

AWLS

36. FAIL PAST TIPS RUNT _____ HIPS

37. COSH HONE EARN BARS _____ STAG

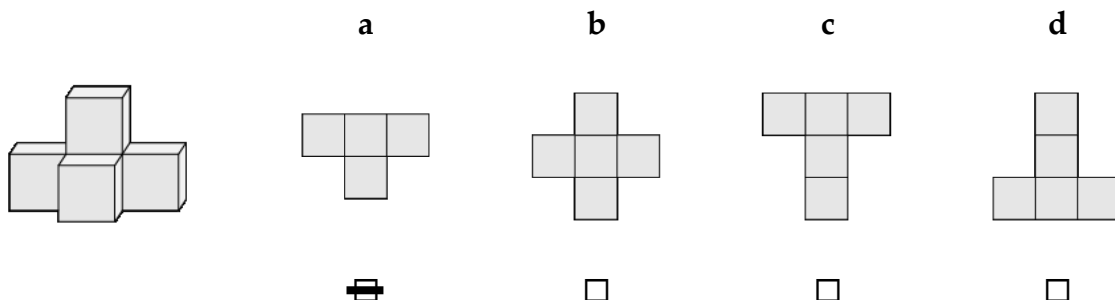
38. BENT TURN RUIN WIRE _____ EVER

39. CARS RICE EDIT BENT _____ SWIG

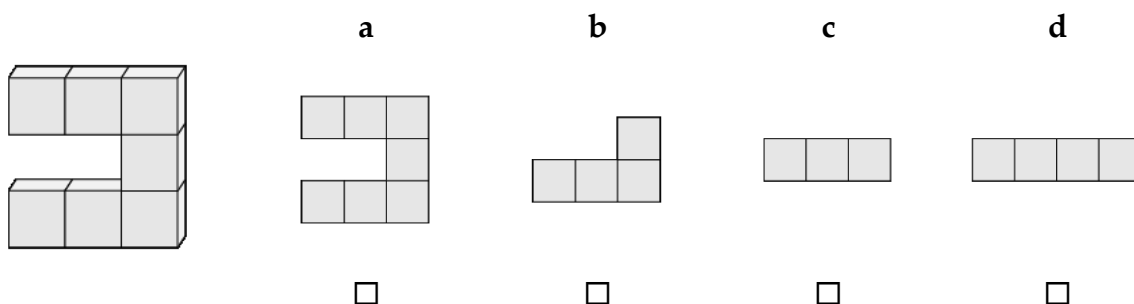
40. URGE GENT TURN SOAR _____ SEAM

Which option on the right is a top-down 2D view of the 3D figure on the left?

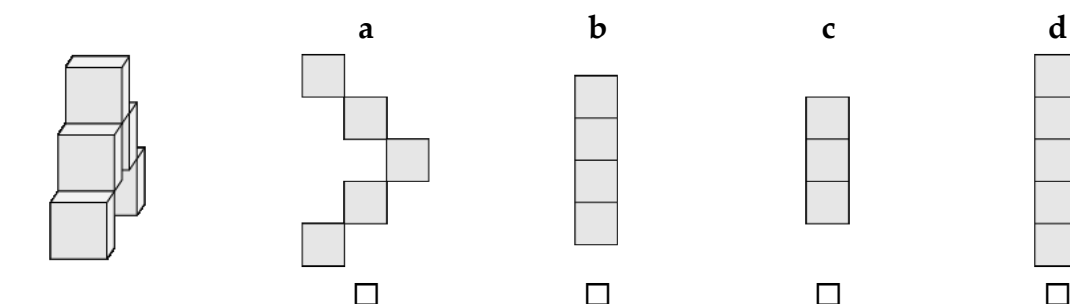
Example:



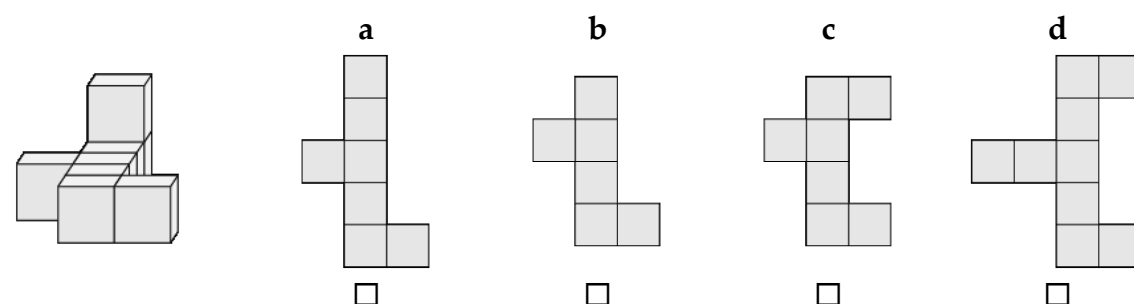
41.



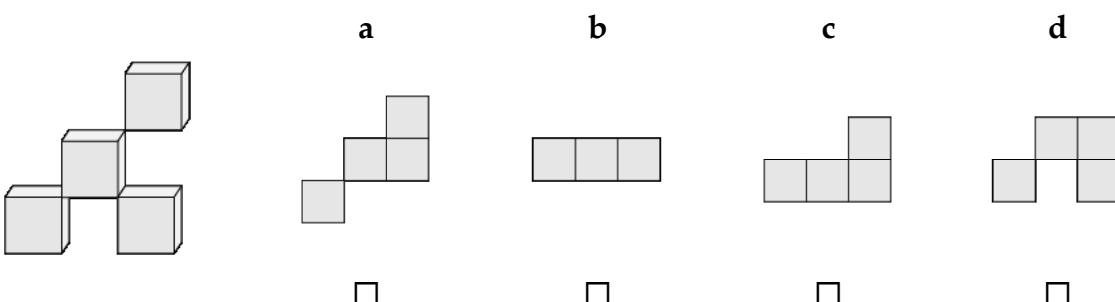
42.



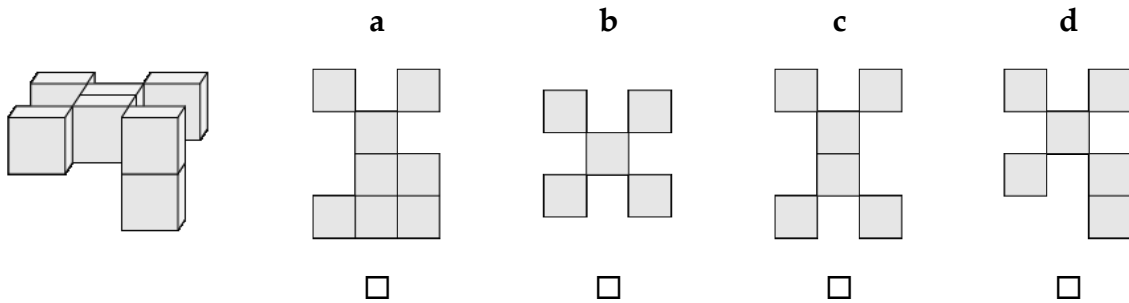
43.



44.



45.



Underline the most appropriate word in each set of brackets, so that the sentence makes the best possible sense.

Example:

Q. Once upon a (castle, time, story), there was an (alkaline, ambient, elderly) giant who lived out his years in a remote (episode, castle, discomfort).

46. Across the (page, road, sink), you'll find a little supermarket that (ruptures, sells, transcribes) everything you could (possibly, literally, overtly) need.
47. My (car, meal, friend) Jane is so (important, insolent, insolvent) to me that I make sure to call her at least (never, only, once) a week.
48. It's (amazing, obtuse, stilted) to see the (profound, difference, shambles) that a simple (picture, indenture, overture) frame can make.
49. How much (food, nutrition, electricity) could be generated (for, by, alongside) a hamster wheel in the (past, course, run) of a week?
50. In the summer I use running (to, for, by) (askew, avoid, interacting) work, while in the winter I use work to avoid (soup, task, running).

TOTAL MARKS: 50

Solutions

You will find a dictionary useful as you review your answers.

Underline the word on the right which is most similar in meaning to the word on the left.

- | | | | | | |
|----|-------------------|------------------|----------|-----------------|------------|
| 1. | stifle | rummage | fill | <u>suppress</u> | store |
| 2. | retain | <u>keep</u> | dispose | mix | espouse |
| 3. | surfeit | lack | kill | <u>excess</u> | messy |
| 4. | nauseating | <u>sickening</u> | freezing | delicious | snuffling |
| 5. | vivacious | greedy | thin | <u>lively</u> | aggressive |

If you're unsure, cross out the answers that definitely (or probably) are **not** correct, then make an educated guess between the options that remain.

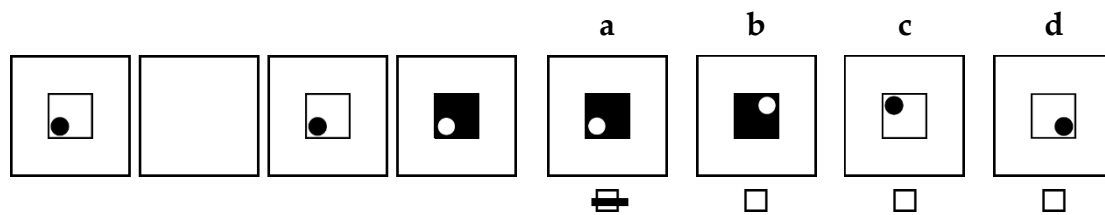
Fill in the gaps so that the word on the right has the opposite (or almost the opposite) meaning to the word on the left.

- | | | |
|-----|---------|-----------------|
| 6. | safe | <u>perilous</u> |
| 7. | deep | <u>shallow</u> |
| 8. | create | <u>destroy</u> |
| 9. | scatter | <u>gather</u> |
| 10. | fake | <u>genuine</u> |

These aren't as hard as can sometimes be the case for questions like this. For instance, think of words that mean "unsafe" and begin with "p", and you are likely to come up with "perilous".

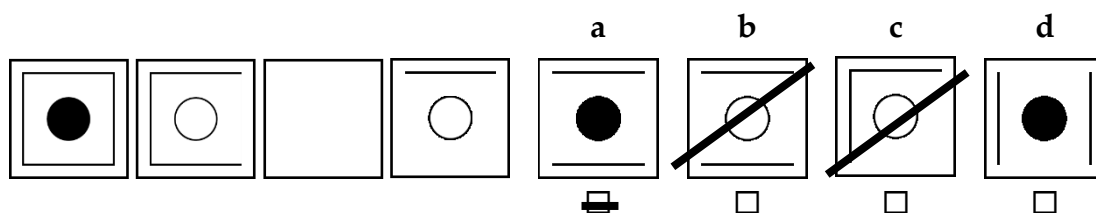
Choose the figure on the right which goes best in the empty square on the left.

11.



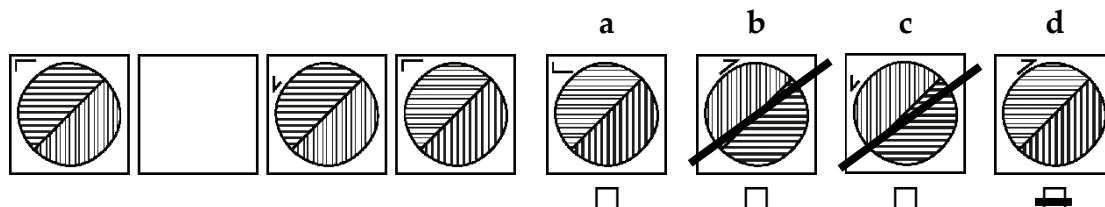
The figures alternate.

12.



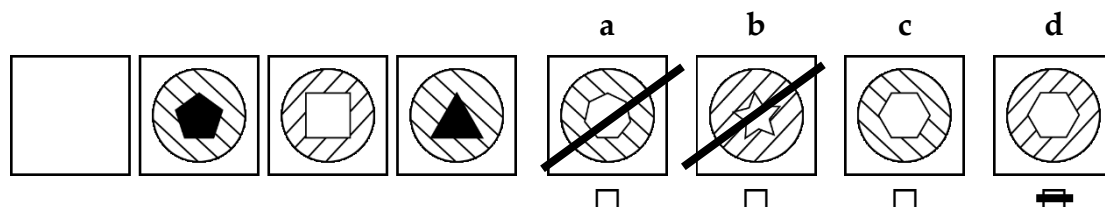
The circle will be black, and one of the **existing** lines will have been taken away (ruling out d).

13.



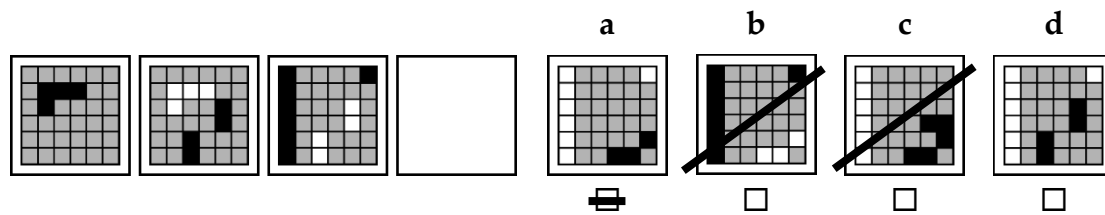
The nearly-circular figures alternate: look at the direction of shading. The small mark moves around the top-left corner of each box in a clockwise direction, defining the points of a triangle.

14.



The inner shape will be a hexagon (6, 5, 4, 3 sides on each shape). The fill lines will run from bottom left to top right (they alternate).

15.



With each step, the black area in the previous figure becomes white. The white area in the previous figure becomes grey. A new black area is added.

Underline the word on the right which is closest to having an opposite meaning to the word on the left.

- | | | | | | |
|-----|--------------------|----------------|-----------------|----------------------|-------------|
| 16. | labour | <u>repose</u> | work | trouble | enjoyment |
| 17. | incorrect | troublesome | <u>accurate</u> | useful | score |
| 18. | regretfully | frequently | longingly | <u>unrepentantly</u> | guiltily |
| 19. | mild | <u>harsh</u> | warm | smooth | uneven |
| 20. | combination | multiplication | <u>division</u> | calculation | aggregation |

See my advice for questions 1-5.

20 is tricky. You need to think about what “combination” means in practice: combining things, i.e. putting them together. You also need to think about what the mathematical terms on the right mean, from a less mathematical point of view. “Division” means breaking something into smaller pieces/units. Therefore, to divide something is the opposite of combining things to make it in the first place.

Take one letter from somewhere in the first word and add it somewhere in the second word, to make two new words.

- | | | | | | | | |
|-----|-------|------|--------------|--------------|----|--------------|-------------|
| 21. | play | say | <i>pay</i> | <i>slay</i> | or | <i>lay</i> | <i>spay</i> |
| 22. | grown | sip | <i>grow</i> | <i>snip</i> | | | |
| 23. | stall | writ | <i>stall</i> | <i>wrist</i> | or | <i>writs</i> | |

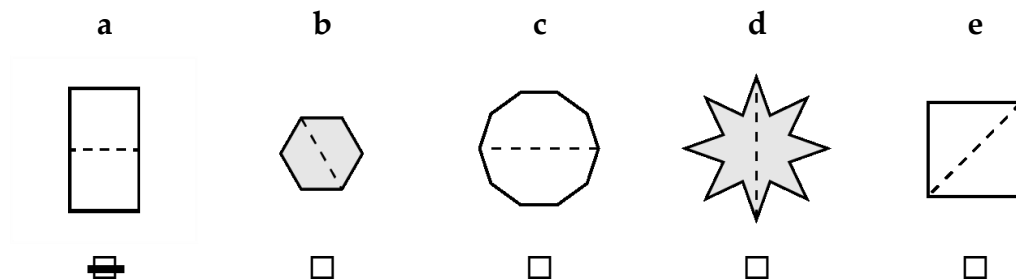
Experiment with taking a letter from different places in the left-hand word, until a real word is left. Then try this letter in the right-hand word.

If this doesn't work, go back to the left-hand word and see whether a different letter could be removed.

24.	forget	seal	<i>f</i> orge	s <i>t</i> eal
25.	omission	lot	<i>m</i> ission	loo <i>t</i>

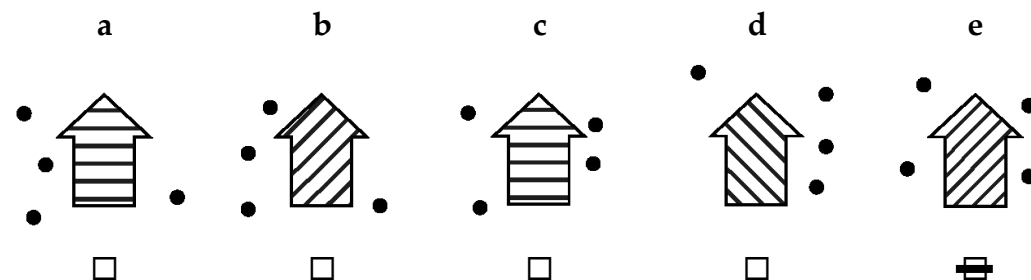
Select the figure which is most unlike the other options in its row.

26.



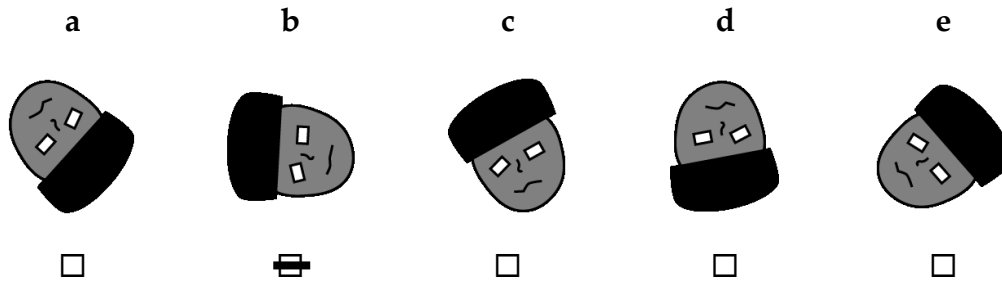
In the other figures, the dotted line runs between vertices (corners).

27.



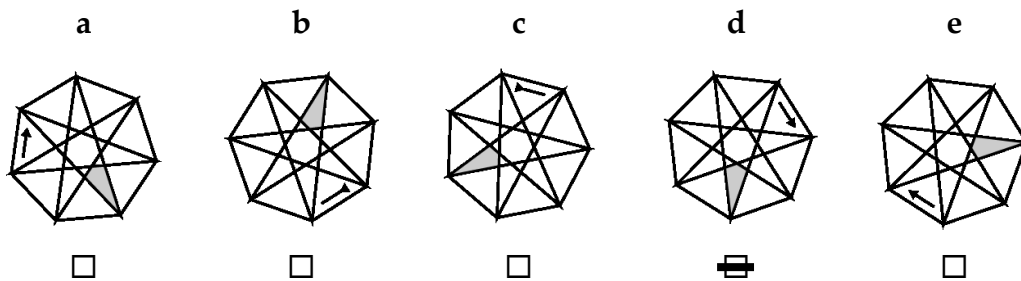
Each other figure contains six lines. The dots are an irrelevance – a misdirection trick!

28.



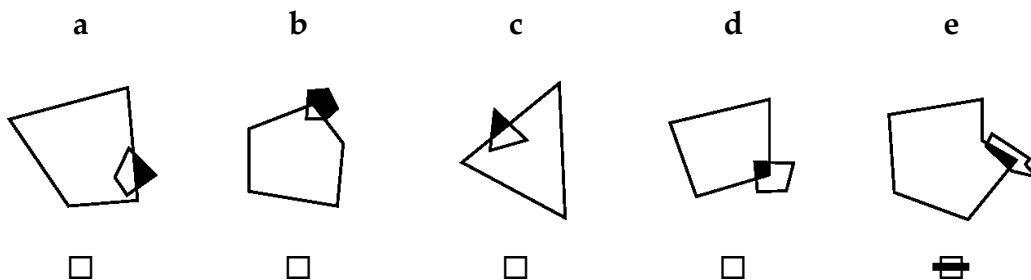
This is awkward. The others are rotations of the same figure, while **b** has a *slightly* different mouth.

29.



The other arrows all point towards the third point in a clockwise direction from the shaded/grey point – even when the arrowhead is at the tail of the arrow, rather than at its leading end.

30.



In the other figures, the smaller shape is similar to (is a shrunken version of) the larger one.

A four-letter word can be added to the capital letters, making a longer word which fits logically within the sentence. Write the four-letter word in the gap.

31. He took his case before he DISEMED. BARK
32. The President made his PROATION from the stage. CLAM
33. Judy is calm, indeed UNPABLE in all circumstances. FLAP

DISEMBARKED, PROCLAMATION, UNFLAPPABLE

33 is a good example of how clues in the sentence can help you. "Indeed" tells you that the incomplete word will mean something very similar to (although also stronger than) "calm".

34. The flames ENED the house. GULF
35. She laughed MOCLY. KING

ENGULFED, MOCKINGLY

The first group of three words shows a rule for making the word in the middle. Complete the second group of words in the same way.

36. FAIL PAST TIPS RUNT PUSH HIPS

As you identify where each letter in the left-hand pattern's middle word comes from, do the same for the corresponding letter on the right. For instance, once you know that the first letter in the last word (T in TIPS) becomes the last letter in the middle word (T in PAST), this allows you to take H from HIPS and write it at the end of the missing word (which turns out to be PUSH).

It's a good idea to start by finding the **first** letter of the middle word, then the second, and so on.

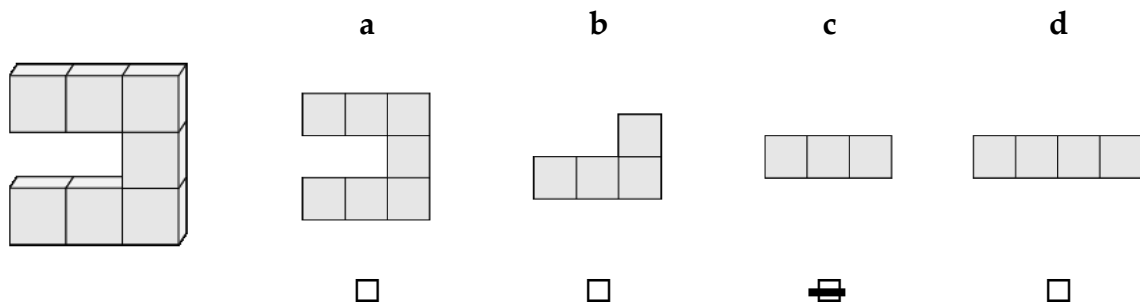
- | | | | | | | |
|-----|---------------|------|-----------------------|---------------|----------------------|----------------------|
| 37. | <u>C</u> OSH | HONE | <u>E</u> ARN | B <u>A</u> RS | <u>S</u> AG <u>S</u> | <u>S</u> TAG |
| 38. | B <u>E</u> NT | TURN | <u>R</u> U <u>I</u> N | W <u>I</u> RE | <u>E</u> VE <u>R</u> | <u>E</u> VE <u>R</u> |

Notice that this answer is **not** because the final word is copied: after all, TURN and RUIN are not the same. Instead, applying the same method as in the above answers produces this interesting result.

- | | | | | | | |
|-----|--------------|------|--------------|---------------|----------------------|----------------------|
| 39. | <u>C</u> ARS | RICE | <u>E</u> DIT | B <u>E</u> NT | <u>N</u> IB <u>S</u> | <u>S</u> WIG |
| 40. | <u>U</u> RGE | GENT | <u>T</u> URN | SO <u>A</u> R | <u>A</u> RM <u>S</u> | <u>S</u> EA <u>M</u> |

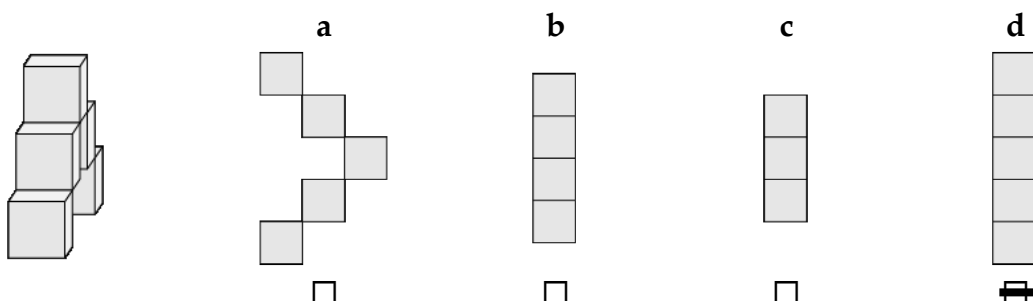
Which option on the right is a top-down 2D view of the 3D figure on the left?

41.

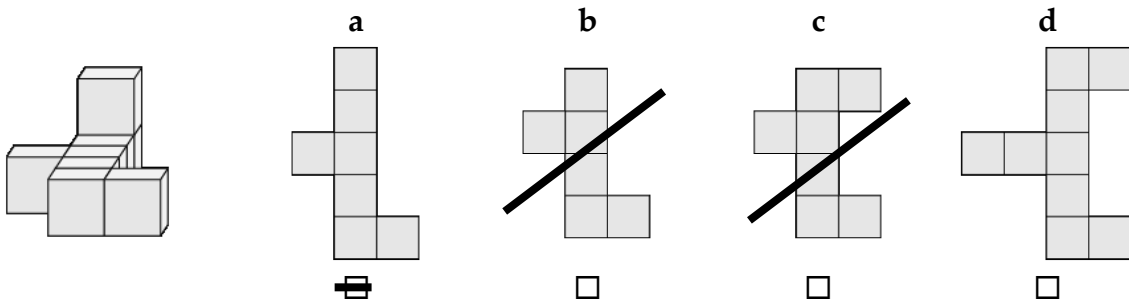


Look carefully for any signs of mostly hidden blocks hiding behind the 3D figure – for instance, a block to make **b** correct.

42.

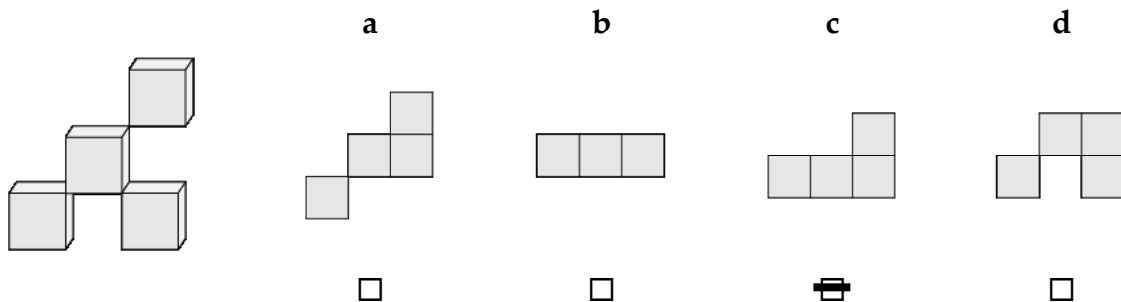


43.



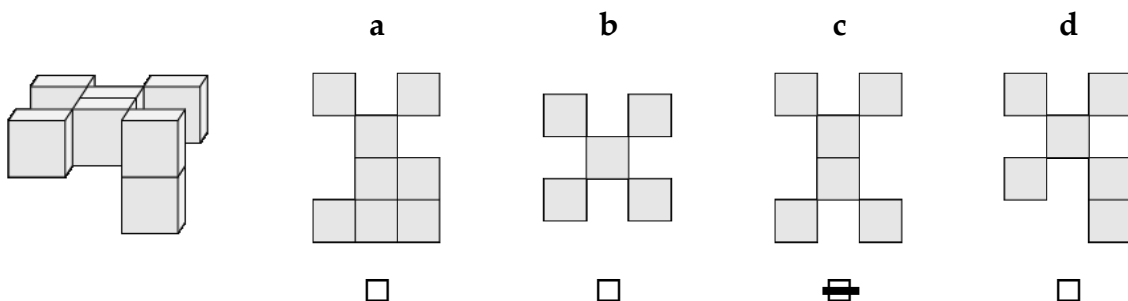
Start by counting from front to back (5 blocks). This limits your options to **a** and **d**.

44.



This is tricky. Look carefully!

45.



Underline the most appropriate word in each set of brackets, so that the sentence makes the best possible sense.

46. Across the (page, road, sink), you'll find a little supermarket that (ruptures, sells, transcribes) everything you could (possibly, literally, overtly) need.

Remember that you are looking for the most likely/reasonable/conventional answer. A supermarket that "ruptures" everything you need is possible, but fortunately not very likely. It would, at any rate, be a strange thing to point out in this form of words!

47. My (car, meal, friend) Jane is so (important, insolent, insolvent) to me that I make sure to call her at least (never, only, once) a week.

Again, it is conceivable that you might phone a friend just to hear them be rude (“insolent”) to you, but “important” is more likely.

48. It's (amazing, obtuse, stilted) to see the (profound, difference, shambles) that a simple (picture, indenture, overture) frame can make.
49. How much (food, nutrition, electricity) could be generated (for, by, alongside) a hamster wheel in the (past, course, run) of a week?
50. In the summer I use running (to, for, by) (askew, avoid, interacting) work, while in the winter I use work to avoid (soup, task, running).

Using work to avoid soup makes perfect sense grammatically, but not so much sense practically.

END
