

Verbal & Non-Verbal Reasoning – Paper 4

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 (**pages 10-23**). 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.

If you delete one word, the rest can be rearranged to form a sentence which reads naturally and makes good sense.

Cross out the word which should be deleted.

Example:

Q. feel ~~hit~~ I angry

1. squirrel tree the in airs is the
2. loading the is daniel grease dishwasher
3. options is several are sometimes there
4. away it put use after toy
5. easier translate to is Chinese French language it than

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. ugly l_g_ _ _

7. connection s_p_ _ _ _ on

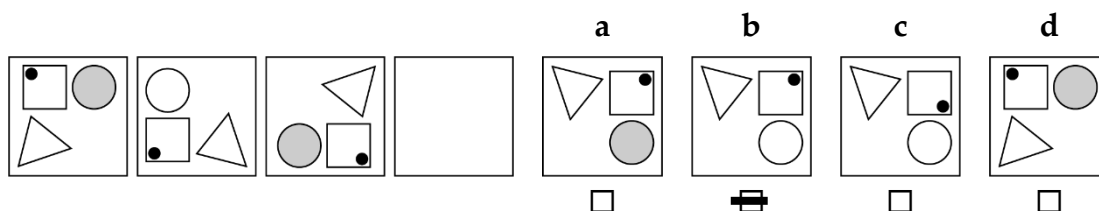
8. formal c_s_ _ _

9. avoid on_ _ _ n_

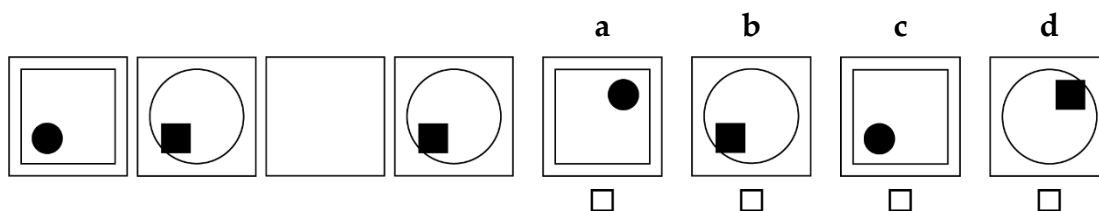
10. bold w_ _ y

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

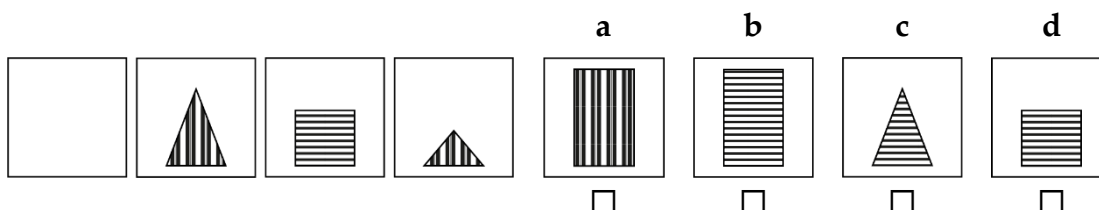
Example:



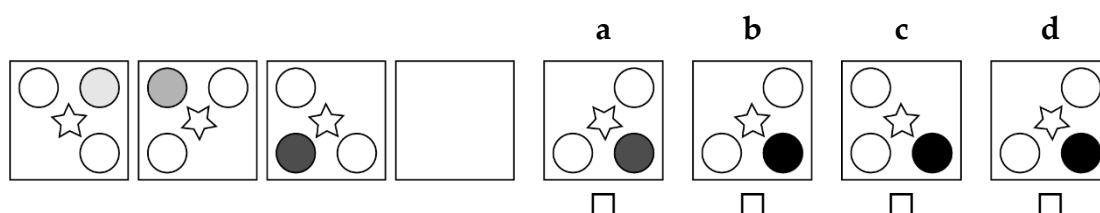
11.



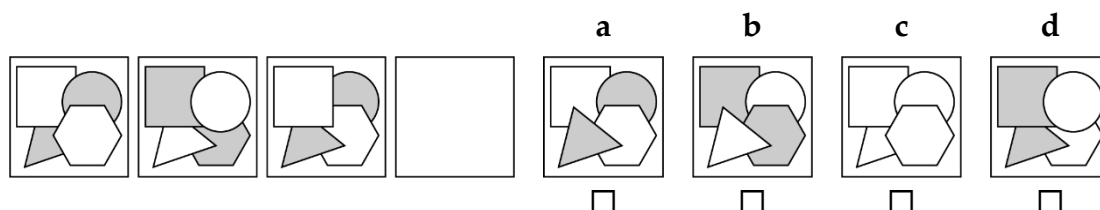
12.



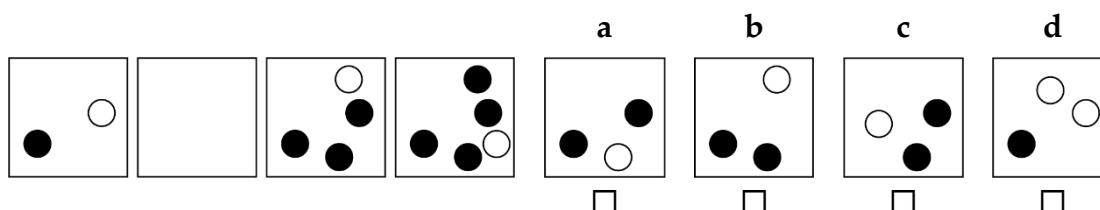
13.



14.



15.



Here are four groups of words:

A	B	C	D
cheese	sadness	cod	placid
milk	enthusiasm	prawns	angry

Next to each of the following words, write the letter name of the group to which it belongs.

Example:

Q. haddock C

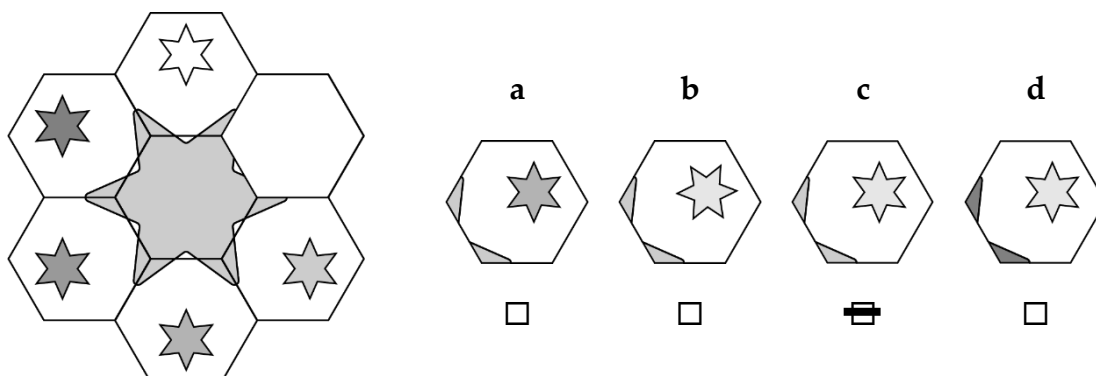
16. joy ____ 17. cream ____ 18. shrimp ____ 19. famished ____

20. glum ____ 21. hunger ____ 22. egg ____ 23. fullness ____

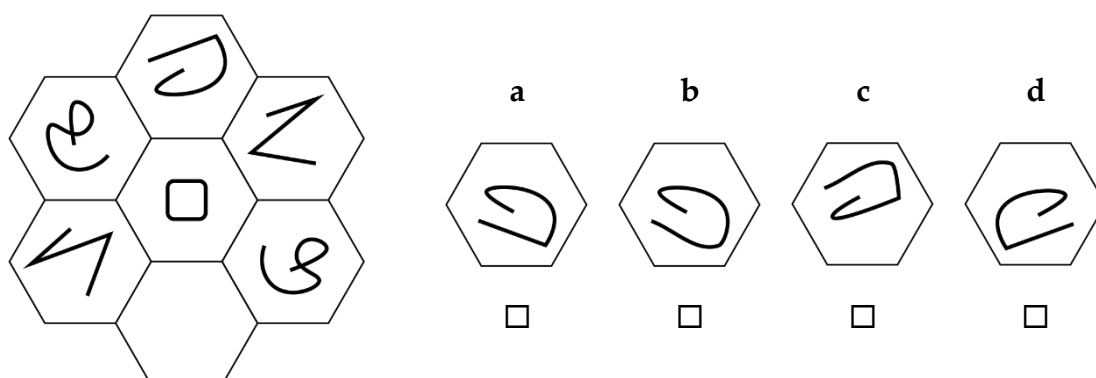
24. mussels ____ 25. ravenous ____

Choose the hexagon on the right which goes best in the empty space on the left.

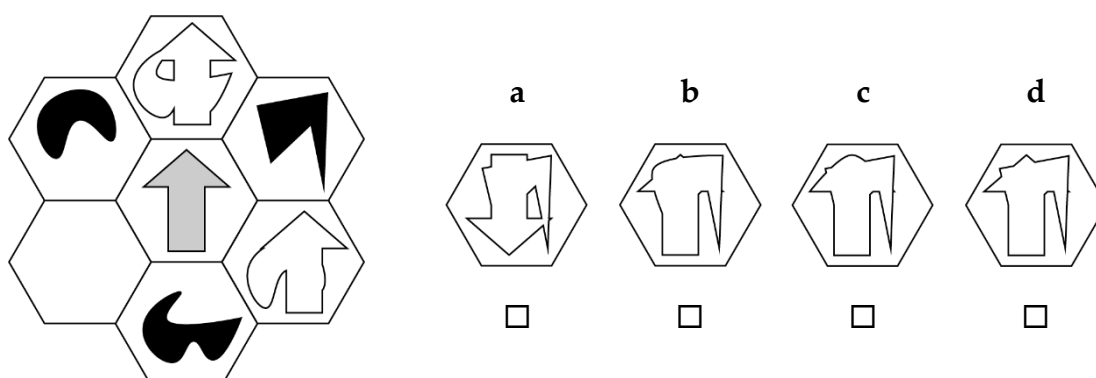
Example:



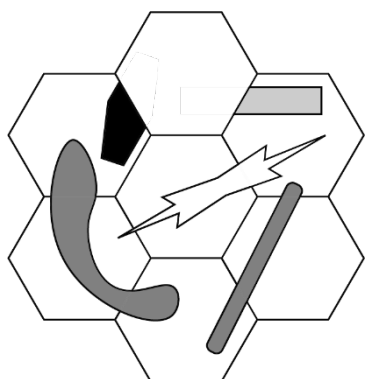
26.



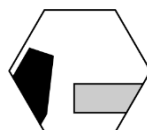
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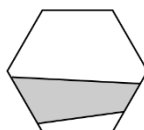
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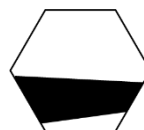
a



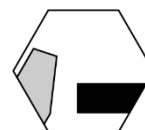
b



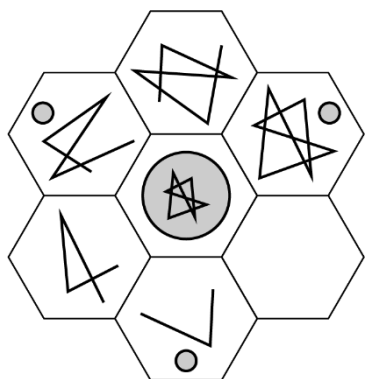
c



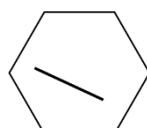
d



29.



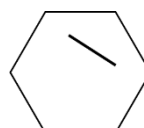
a



b



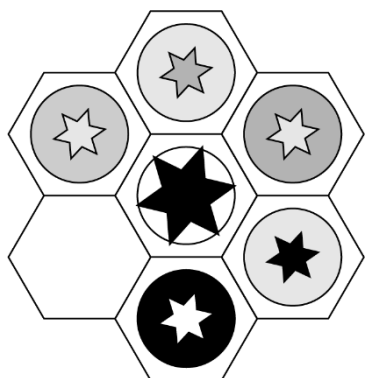
c



d



30.



a



b



c



d



Two words in each sentence have had their letters jumbled up. Rearrange them so that the sentence makes good sense.

Example:

Q. I PEXTEC expect complete DINBECOE obedience.

31. Every THOMN _____ I wash my THIRS _____.

32. NILYDK _____ pass me that TOBTEL _____.

33. Don't CSERITCII _____ until you've ITERD _____ it yourself!
34. The CSLINEE _____ of the old warehouse is POKOYS _____.
35. Darwin LPDEEH _____ us understand the GROINIS _____ of life.

In the gap, write two letters which can end the first word and begin the second word.

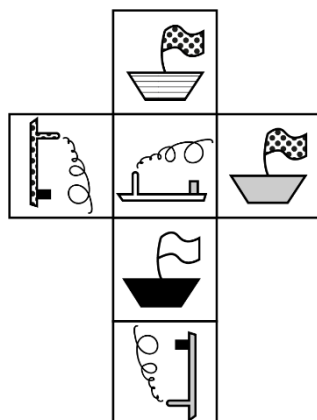
Example:

Q. fly e r rant

36. flin _____ orus
37. scre _____ ber
38. st _____ ate
39. cri _____ ite
40. sco _____ ver

Which of the four cubes can be made from the net?

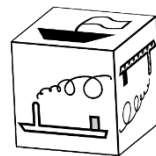
Example:



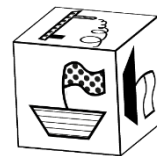
a ☐



b ☐

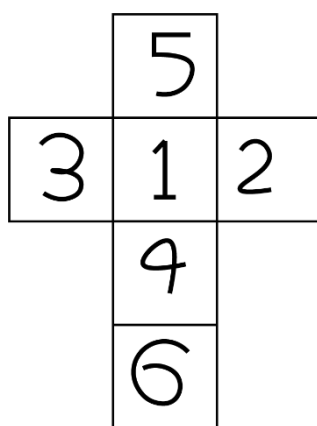


c ☐

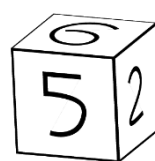


d ☐

41.



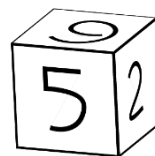
a ☐



b ☐

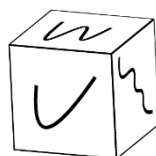
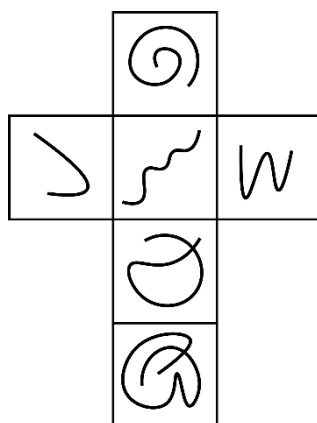


c ☐

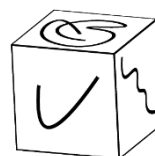


d ☐

42.



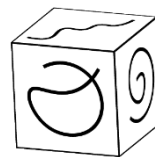
a ☐



b ☐

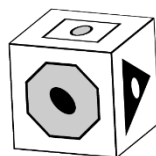
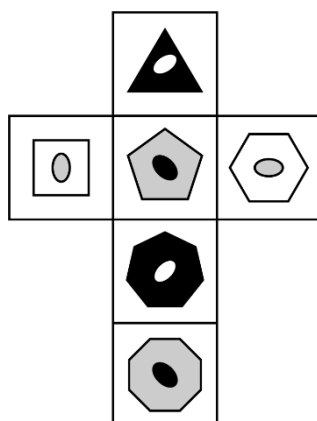


c ☐

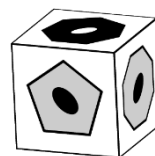


d ☐

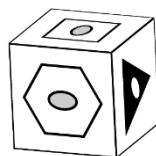
43.



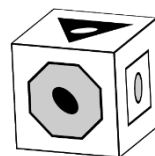
a ☐



b ☐



c ☐



d ☐

If you combine a word in the first group (which always goes first) with a word in the second group, you can make a new word. Underline the correct word from each group.

Example:

Q. (shop, blaze, send) (err, dent, ping)

44. (out, in, dive) (vest, top, pant)

45. (to, for, in) (now, minute, day)

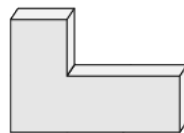
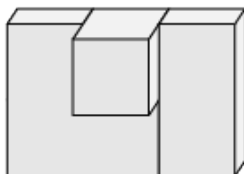
46. (hips, ears, abs) (fly, wig, tract)

47. (lands, field, wood) (shawl, cape, scarf)

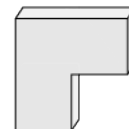
48. (nose, ear, neck) (gap, nest, home)

Which set of 3D blocks can be put together to form the figure on the left?

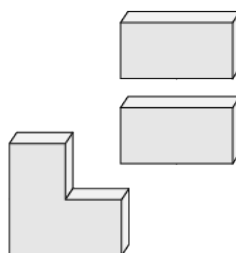
Example:



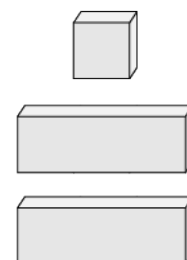
a ☐



b ☐

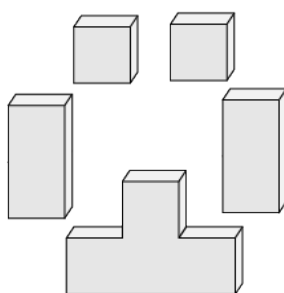
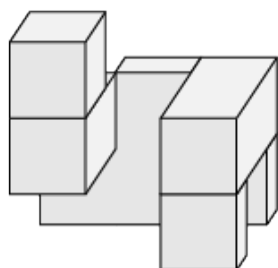


c ☒

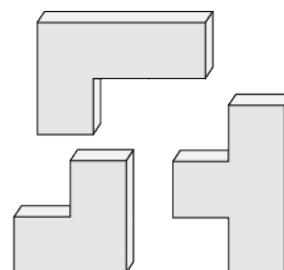


d ☐

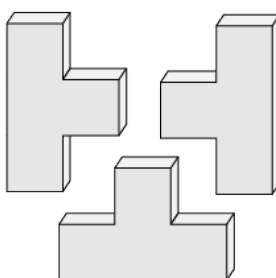
49.



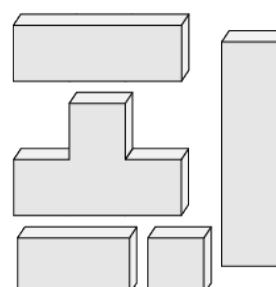
a ☐



b ☐

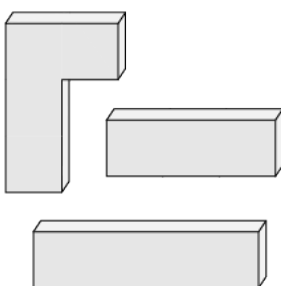
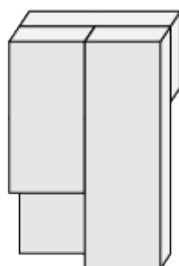


c ☐

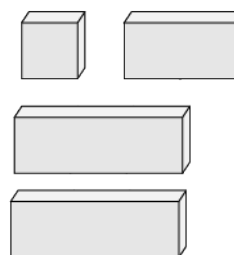


d ☐

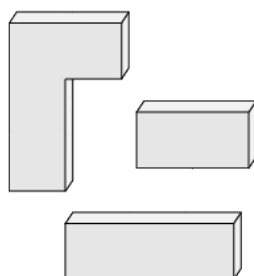
50.



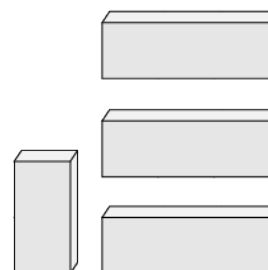
a ☐



b ☐



c ☐



d ☐

TOTAL MARKS: 50

Solutions

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

If you delete one word, the rest can be rearranged to form a sentence which reads naturally and makes good sense.

Cross out the word which should be deleted.

1. squirrel tree the in ~~airs~~ is the

"The squirrel is in the tree."

This style of question is discussed more thoroughly in the solutions to previous papers.

2. loading the is daniel ~~grease~~ dishwasher

"Daniel is loading the dishwasher."

3. options ~~is~~ several are sometimes there

"Sometimes there are several options."

Pay attention to whether a noun is singular or plural. "Options" should be accompanied by "are" rather than "is".

4. away it put use after ~~toy~~

"Put it away after use."

5. easier translate to is Chinese French ~~language~~ it than

"It is easier to translate Chinese than French." (Or "... French than Chinese"!)

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. ugly *elegant*

7. connection *separation*

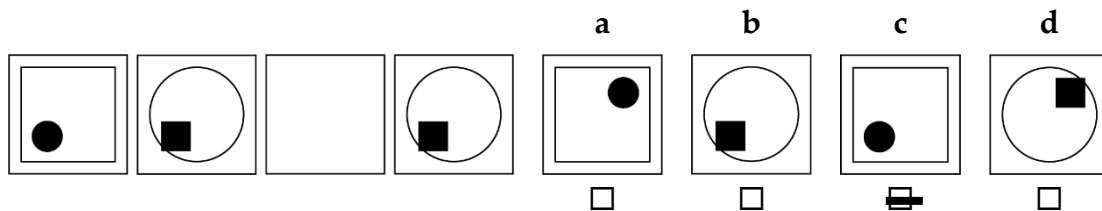
Question 7 is tricky. However, if you try all five vowels in the first gap, you may encounter inspiration.

Think carefully about the word "connection" and its possible meanings: it might mean "relationship", or it might mean "the state of being connected".

- | | | |
|-----|--------|-----------------|
| 8. | formal | <i>casual</i> |
| 9. | avoid | <i>confront</i> |
| 10. | bold | <i>wary</i> |

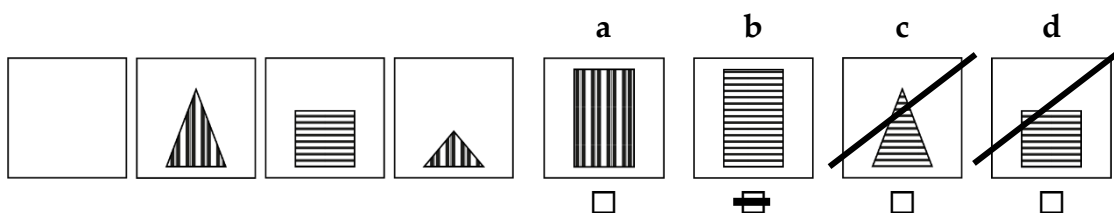
Choose the figure on the right which goes best in the empty square on the left.

11.



The two patterns alternate. You can see this from the fact that the second and fourth patterns are the same.

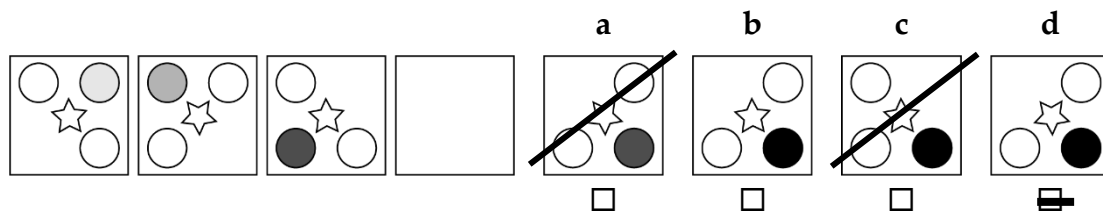
12.



The height decreases from left to right.

Rectangles and triangles alternate, and so do the patterns.

13.

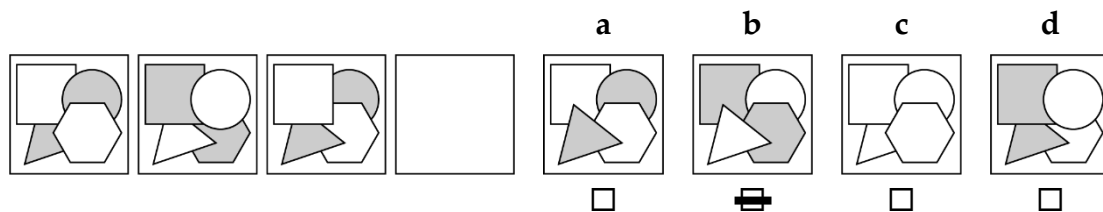


The figure as a whole rotates, and the darker circle becomes darker from left to right.

Because of the rotation, the triangle in the final figure has a point directed downwards.

You could also see this as the triangle alternating in its appearance from shape to shape.

14.

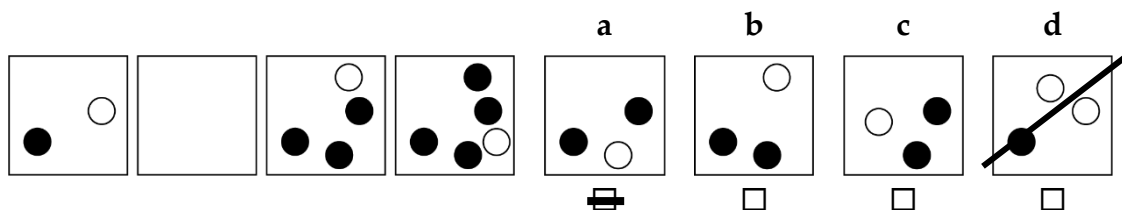


The foremost shape moves to the back each time.

The shapes also swap colours.

However, the second rule is enough by itself for you to find the answer.

15.



Each figure contains all the circles in the figure immediately to its left, with both dots turned black. A new, white circle is added.

b and **c** do not have the dots in the left-hand figure, in the correct positions.

Here are four groups of words:

A	B	C	D
cheese	sadness	cod	placid
milk	enthusiasm	prawns	angry

Next to each of the following words, write the letter name of the group to which it belongs.

- | | | | |
|---------------|----------------|--------------|----------------|
| 16. joy B | 17. cream A | 18. shrimp C | 19. famished D |
| 20. glum D | 21. hunger B | 22. egg A | 23. fullness B |
| 24. mussels C | 25. ravenous D | | |

This is a question in which it should be possible to gain plenty of marks, providing that you think carefully about the groups of words before jumping in.

A, B and C are all lists of nouns.

D is a list of adjectives.

This means that you can go through 16 to 25, find all the words which are **definitely** adjectives (though look out for words which could belong to different categories), and label them D:

- | | | | |
|------------------|-----------------|-----------------|-------------------|
| 16. joy ____ | 17. cream ____ | 18. shrimp ____ | 19. famished D |
| 20. glum D | 21. hunger ____ | 22. egg ____ | 23. fullness ____ |
| 24. mussels ____ | 25. ravenous D | | |

Notice how 19 and 25 both relate to food (or the lack of it) – but because they are adjectives, they belong to D, not to A or C.

Now look at the columns of nouns.

A and C both contain *things*; but A contains dairy products, or things whose only purpose is to be eaten (it could be either), while C contains sea creatures or seafood, depending on whether they have been lucky or unlucky in life:

- | | | | |
|---------------|-----------------|--------------|-------------------|
| 16. joy ____ | 17. cream A | 18. shrimp C | 19. famished D |
| 20. glum D | 21. hunger ____ | 22. egg A | 23. fullness ____ |
| 24. mussels C | 25. ravenous D | | |

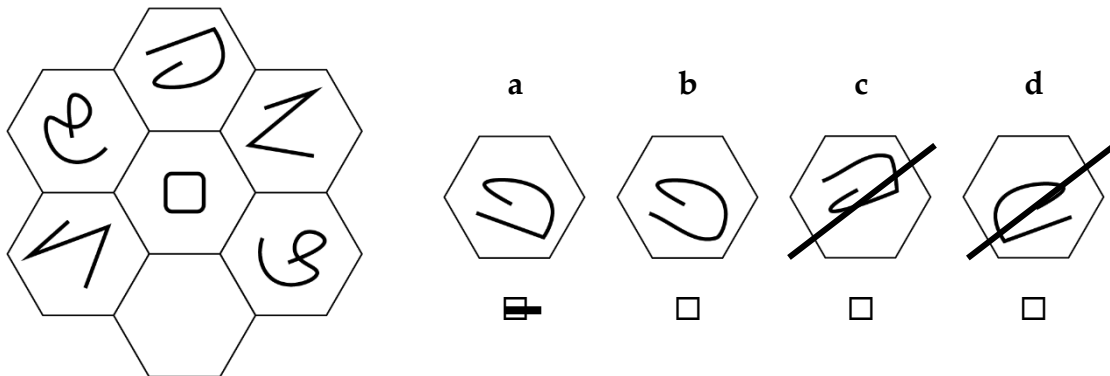
You could argue that 22 belongs in C, because it describes a living thing; but this would be a less obvious interpretation, and unlikely to be on a mark scheme.

Finally, column B contains abstract nouns, describing emotions and sensations:

- | | | | |
|---------------|----------------|--------------|----------------|
| 16. joy B | 17. cream A | 18. shrimp C | 19. famished D |
| 20. glum D | 21. hunger B | 22. egg A | 23. fullness B |
| 24. mussels C | 25. ravenous D | | |

Choose the hexagon on the right which goes best in the empty space on the left.

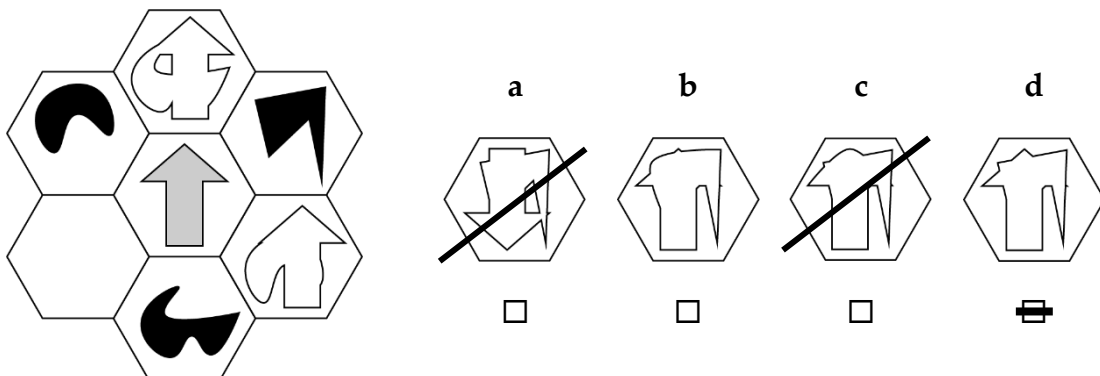
26.



Opposite figures are reflections of one another.

Notice that not every vertex (corner) of the top figure is smooth/curved, as in b.

27.

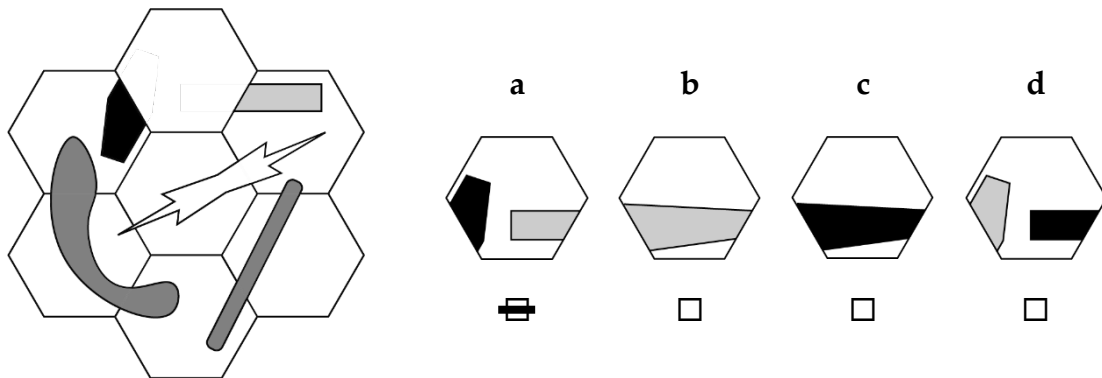


Each black figure is placed over the central arrow. The two merge and become a single figure.

a has the arrow upside-down. **c** has a rounded point on the arrow.

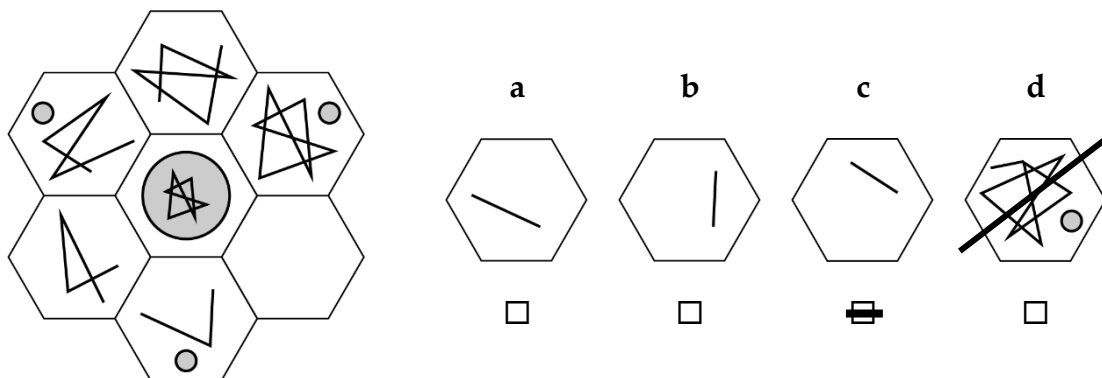
b is very close, but notice that there is a rounded area at top-left which ought not to be there.

28.



The missing figure should have the rest of the two shapes which seem to be poking into the empty hexagon.

29.

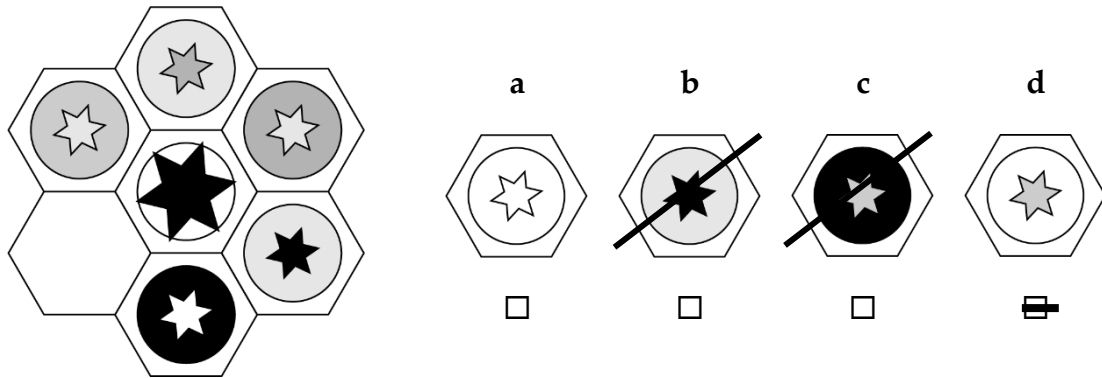


A figure with one line is missing.

It cannot be a figure with many lines, as the top-right figure in the main diagram is complete: the line rejoins its starting point, so there is no natural place for a new one to be added.

Each figure adds a line to the previous figure (in a clockwise direction), and is rotated around the centre of the diagram.

30.



Moving in a clockwise direction, the colour of each star provides the colour of the circle in the next figure.

Therefore, the missing figure must have a white circle.

Because the figure after it has a grey circle, it must have a grey star.

Two words in each sentence have had their letters jumbled up. Rearrange them so that the sentence makes good sense.

31. Every THOMN *MONTH* I wash my THIRS *SHIRT*.

Pay careful attention to the context. If you do something “every _____”, the missing word is likely to be a period of time.

The last word will be a thing that can be washed.

I recommend washing your shirts a little more frequently.

32. NILYDK *KINDLY* pass me that TOBTOL *BOTTLE*.

33. Don't CSERITCII *CRITICISE* until you've ITERD *TRIED* it yourself!

Be careful with anagrams which might form more than one word. “ITERD” might become “tried” or “tired”, for instance.

34. The CSLINEE *SILENCE* of the old warehouse is POKOYS
SPOOKY.

35. Darwin LPDEEH *HELPED* us understand the GROINIS
ORIGINS of life.

In the gap, write two letters which can end the first word and begin the second word.

36. flin *CH* orus

37. scre *AM* ber

38. st *IR* ate or st *AB* ate or st *AG* ate

39. cri *SP* ite

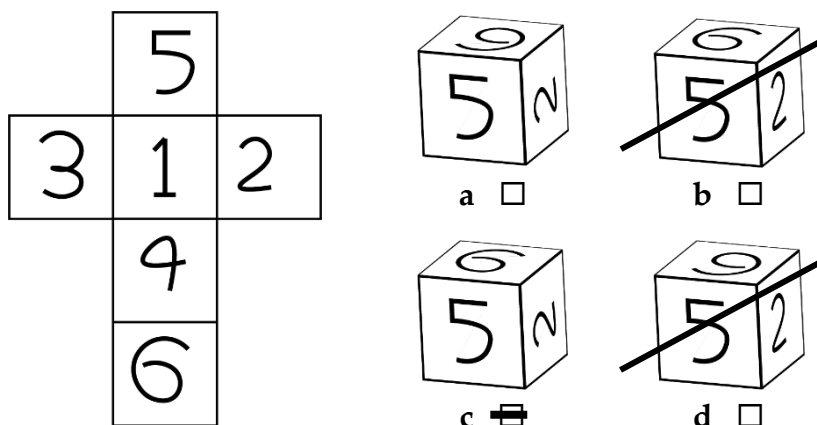
40. sco *NE* ver

In these questions, don't just look at the first word and find endings for it: sometimes the second word offers more useful clues.

For example, "-orus" (36) is likely to lead you to "chorus" more quickly than "flin-" leads you to "flinch".

Which of the four cubes can be made from the net?

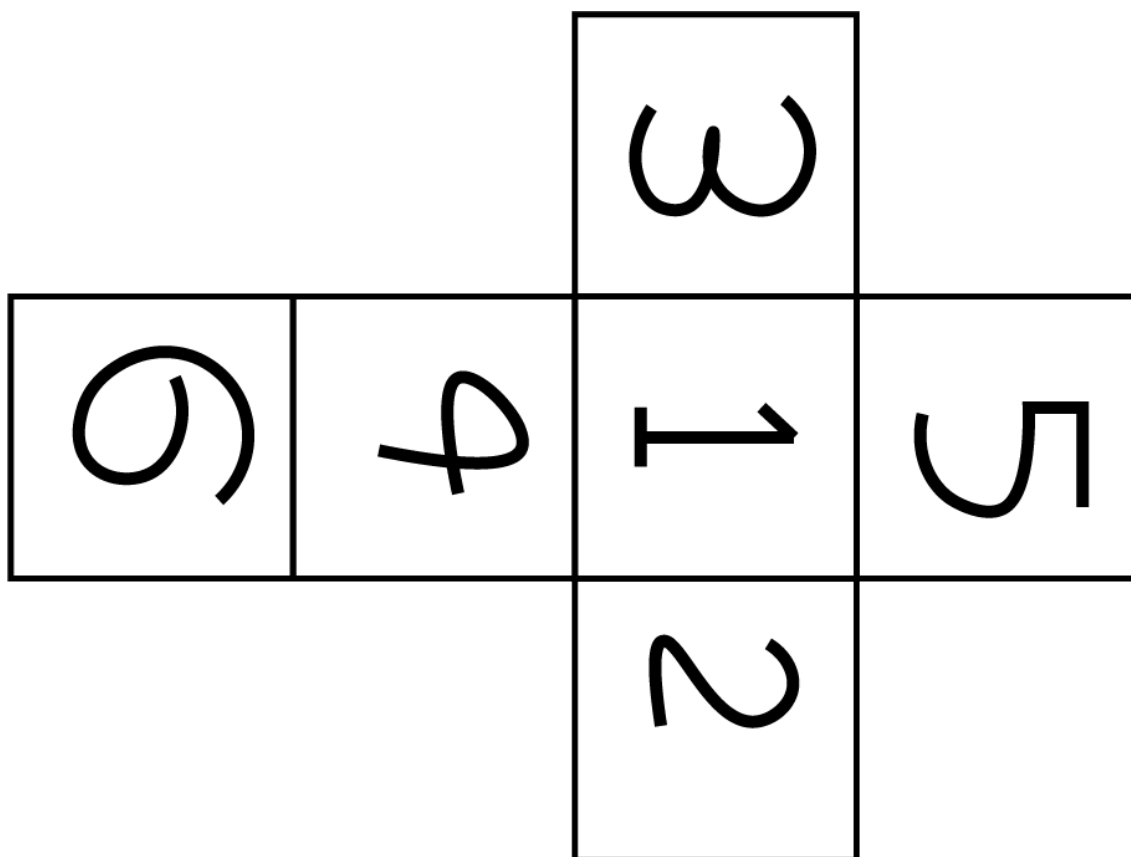
41.



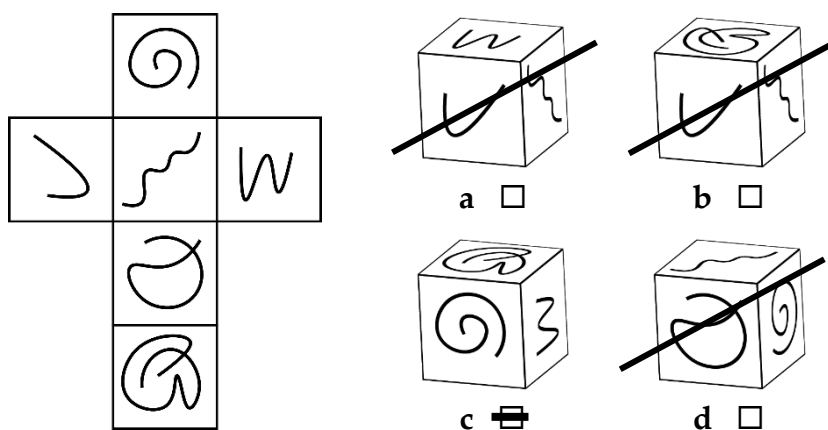
See Paper 1 for a detailed discussion of this kind of question.

In this case, notice that the 2 will fold so that its top meets the side of the 5.

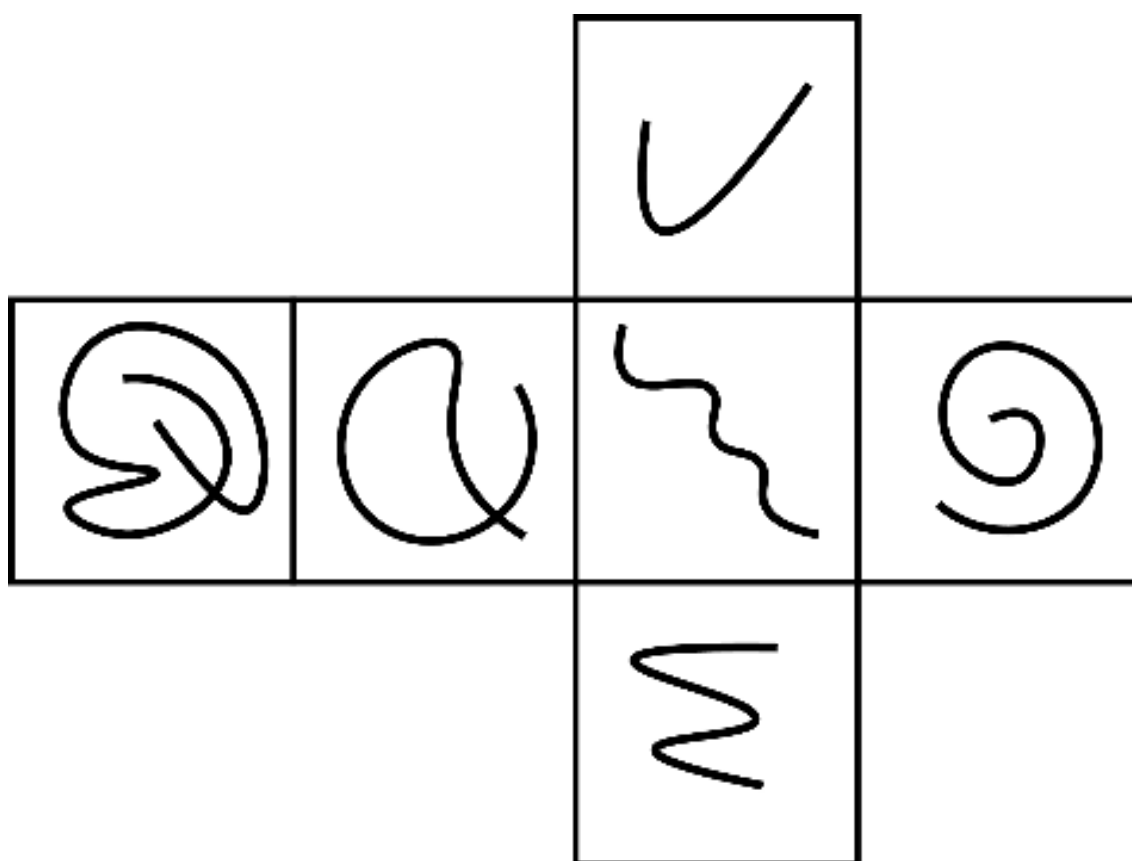
Then notice that the 6 will fold up so that its base meets the top of the 5.



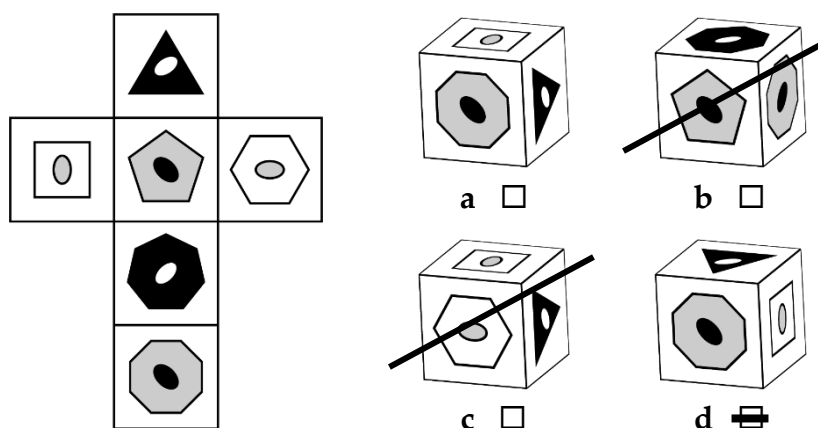
42.



Rule out all the cubes in which figures which should clearly be opposite (because they have a square between them in the net) are made to touch. This eliminates **a**, **b** and **d**.

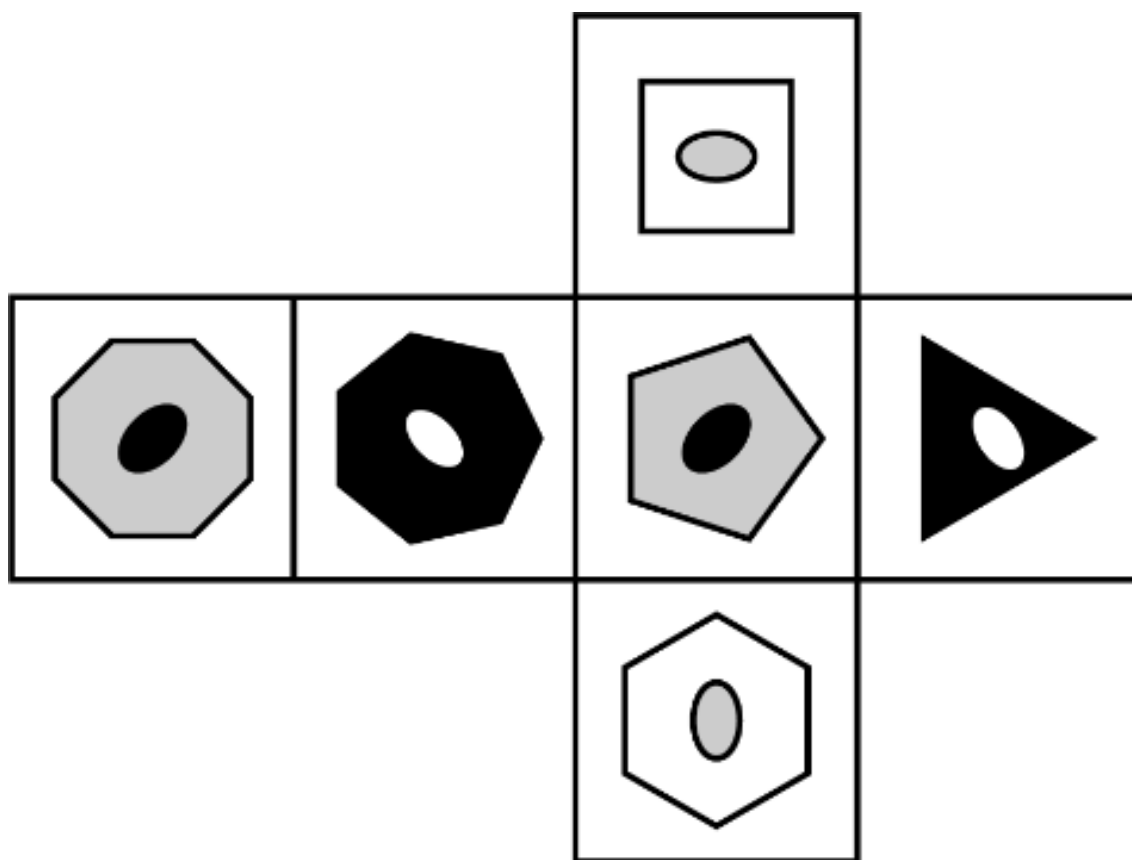


43.



As before, begin by eliminating those cubes where opposite squares in the net are made to touch.

Next, notice that the octagon folds up to touch the point of the black triangle. This makes **d**, rather than **a**, correct.



If you combine a word in the first group (which always goes first) with a word in the second group, you can make a new word. Underline the correct word from each group.

44. (out, in, dive) (vest, top, pant)
 45. (to, for, in) (now, minute, day)
 46. (hips, ears, abs) (fly, wig, tract)

Even if you don't know the word "abstract", it may be the only answer which *sounds like* a word. "Hipsfly" or "abswig", for instance, would be very strange inventions!

In other words, use your judgement as well as your knowledge.

47. (lands, field, wood) (shawl, cape, scarf)

Although "fieldscape" could be justified as an answer, "fieldcape" cannot! Look very carefully at the words you consider choosing as your answer.

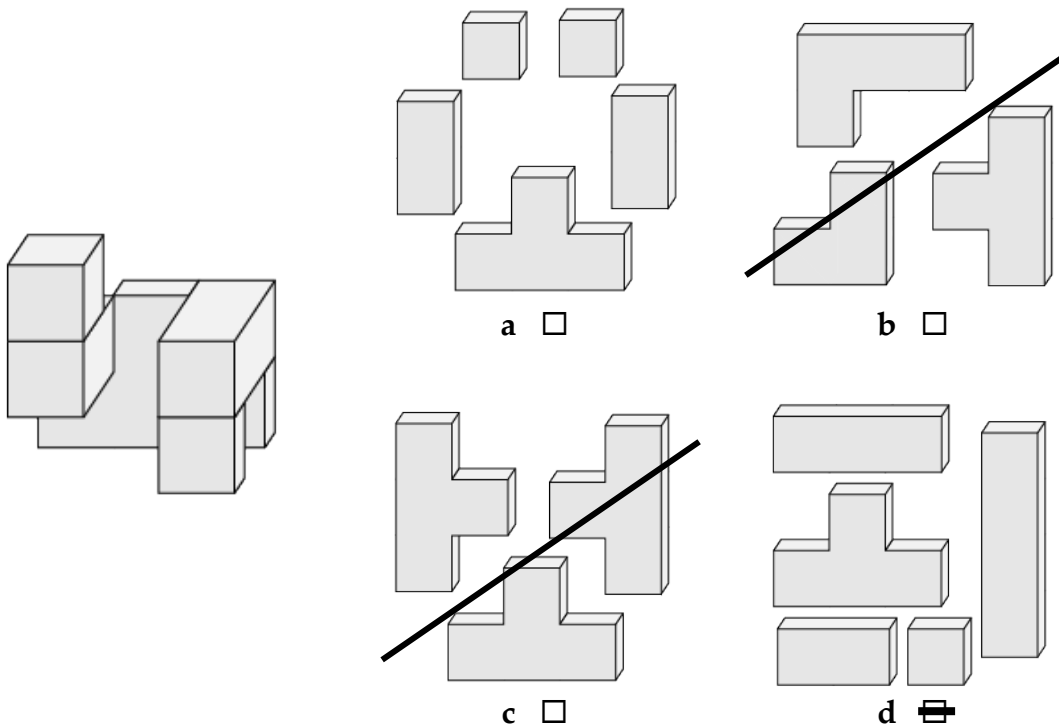
48. (nose, ear, neck) (gap, nest, home)

But what is an "ear nest"? OH! **Earnest** – "URNEST" – as in "serious" or "sincere"!

In other words, be careful with words which look as though they should be pronounced one way, but may take on a different sound when combined with other letters.

Which set of 3D blocks can be put together to form the figure on the left?

49.

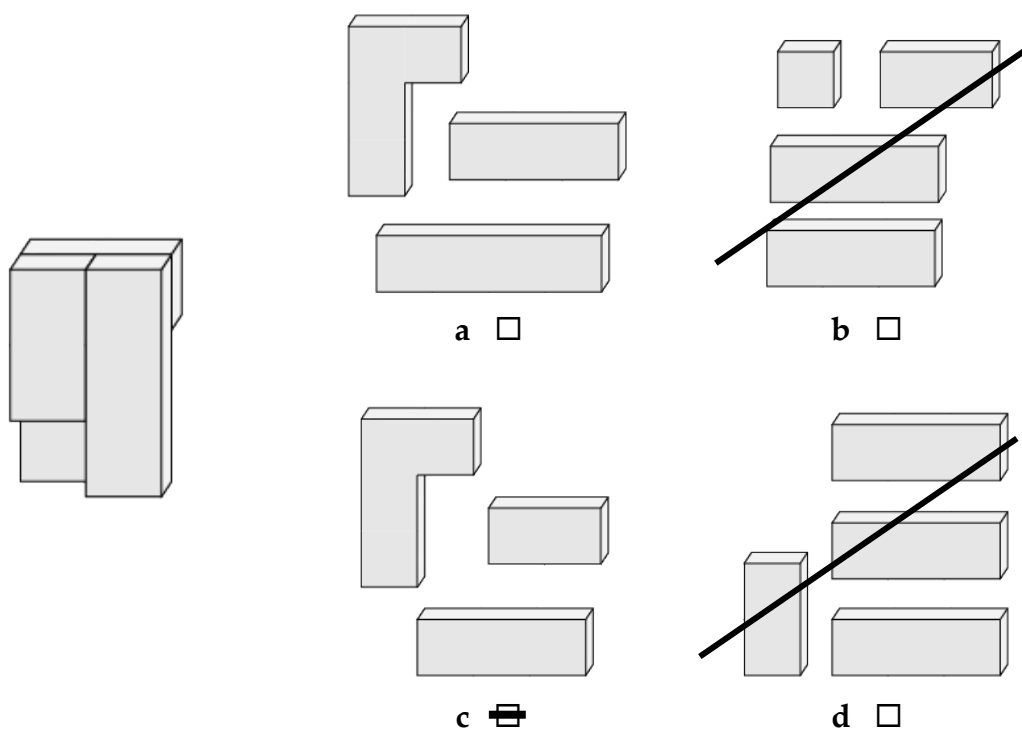


The T-shape is at the back.

Notice how the left-hand 'rod' which points towards you is shorter than the one on the right: it does not overlap the T.

Also, the block on top of this left-hand rod is longer than the block beneath the right-hand one.

50.



The fact that the right-hand figures are on a smaller scale than the left-hand one makes this tricky.

However, notice that the front-left block in the main figure covers two thirds of the length of the L-shape. In other words, it is two units in length, not three; while the long rod is three units in length, the same as the L.

a is wrong, because even the shorter rod in that group is the same length as the L.

END
