

## 11+ PRACTICE PACK

# OWL Tuition Test 4

## 11+ Verbal Reasoning Complete Practice Pack

### CONTENTS

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#### 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

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**11 Plus**

**Paper [ 4 ]**

**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** \_\_\_\_\_

## Questions

### Section One: Opposite Meanings

Choose the words from each bracket which have the most opposite meaning.

1. (ascend, rocket, space) (atmosphere, descend, ground)
2. (debate, chair, concur) (dissent, focus, agree)
3. (crowd, speech, disperse) (group, congregate, leave)
4. (eloquent, pretty, large) (big, taciturn, comrade)
5. (ethic, diligent, ground-breaking) (lackadaisical, new, motorised)

### Section Two: Similar Meanings

Choose the words from each bracket which have the most similar meaning.

1. (mythology, noble, cloak) (wand, legend, peasantry)
2. (space, paper, commission) (assignment, exam, test)
3. (motion, bicycle, unstoppable) (hero, relentless, chase)
4. (circle, encircle, round) (surround, oval, square)
5. (concerned, restful, friend) (fiend, troubled, timely)

### Section Three: Compound Words

Choose two words, one from each set of brackets, to make a new word.

1. (bright, warn, fore) (sea, see, eyes)
2. (life, price, old) (saver, war, age)
3. (under, over, between) (come, them, stick)
4. (cruel, mean, anger) (while, when, man)
5. (hair, comb, brush) (at, in, on)

### Section Four: Hidden Words

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

1. Ranjit thought back to that heyday when everything was joyful.
2. We have stores full of grain for our cows.
3. Push underneath to find the latch.
4. Tumeric makes our curry a lovely colour.
5. His car is in desperate need of a good wash.

### Section Five: 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 BATMAN is ABSNZO, what is the code for SUPERWOMAN?
2. If HFKKOV is the code for SUPPLE, what is ILYFHG the code for?
3. If the code for COLLEGE is BMIHZAX what is the code for UNIVERSITY?
4. If UDQAZK is the code for VERBAL, what is MTLADQ the code for?
5. If the code for MAGIC is NZTRX, what is the code for SUPERB?

### Section Six: Puzzles

1. My mum's birthday is 19<sup>th</sup> February. My dad's birthday is fifteen days later. It is not a leap year. What day is my dad's birthday?
2. I was born in February 1979. My brother was born in September 1982. How many months apart were we born?
3. If the days of the week are put in reverse alphabetical order, which one comes fourth?
4. If the months of the year are put in alphabetical order, which one comes sixth?
5. How many days are in June?

### Section Seven: Numbers

What is the next number in this sequence?

1. 1, 3, 6, 10
2. 2, 3, 5, 7
3. 1, 8, 27, 64
4. 3, 6, 12, 24
5. 1, 6, 11, 16

### Section Eight: Adding Letters

Find a letter which can be added to the start of all of these words to make a new word

1. ellow      ield      esterday
2. ainbow      abbit      adiant
3. eart      oney      ouse
4. emon      alf      eaf
5. usic      ango      onkey

# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 4)

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

## Overview

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This is an **Owl Tutors** verbal reasoning practice paper designed for **11+ entrance examinations**, particularly those following the **GL Assessment** format. The paper contains **40 questions** to be completed in **25 minutes**, with each question carrying one mark. It is structured as a fast-paced test that assesses a broad range of verbal reasoning skills rather than focusing narrowly on vocabulary or comprehension alone.

The paper covers **eight distinct question types**, from traditional word relationships (opposites and synonyms) through to code breaking, hidden words, and logic puzzles involving dates and sequences. This variety mirrors the GL Assessment style of mixing short, self-contained questions that demand quick thinking and pattern recognition. The format is clean and accessible, with clear instructions at the start of each section.

This paper suits students preparing for selective grammar school or independent school entrance exams who need timed practice under exam conditions. Because every question is worth one mark and the pace is brisk, candidates must balance speed with accuracy. The paper is also useful for identifying weaker question types so that revision can be targeted effectively before the real exam.

## How this paper is organised

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The paper is divided into **eight sections**, each testing a different verbal reasoning skill, and totalling **40 marks** in **25 minutes**. That gives an average of just over 37 seconds per question, so fluency and quick decision-making are essential. Sections One and Two (five questions each) focus on **opposite and similar meanings**, requiring students to select word pairs from two brackets. Section Three tests **compound word formation** with five questions, and Section Four asks students to spot **hidden four-letter words** that span two consecutive words in a sentence.

Section Five introduces **code breaking** using letter substitution ciphers, with the alphabet provided as a reference. Section Six shifts gear into **logic puzzles** that involve dates, intervals, and alphabetical ordering of months and days. These questions reward careful reading and arithmetic rather than vocabulary. Section Seven presents **number sequences** where students must identify the pattern and predict the next term, testing numerical reasoning alongside verbal skills.

Section Eight closes the paper with **letter-addition problems**, where a single letter must be placed at the start of three incomplete words to form valid English words. The entire paper is printed with space for answers directly on the page, and students are reminded they can return to difficult questions at the end if time permits.

## Topics covered

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- Opposite meanings (antonyms): selecting word pairs with the most contrasting meanings from two brackets, including abstract and advanced vocabulary such as 'eloquent' and 'taciturn'
- Similar meanings (synonyms): identifying word pairs that share close meanings, tested through sets of three words per bracket
- Compound word formation: combining parts from two brackets to create valid compound words like 'foresee', 'lifesaver', and 'overcome'
- Hidden words: locating four-letter words embedded across the boundary of two consecutive words in a sentence
- Code breaking and letter substitution ciphers: decoding and encoding words using alphabetical shifts and more complex letter-mapping rules
- Logic puzzles involving calendar arithmetic: calculating dates, intervals in months, and ordering days or months alphabetically or reverse-alphabetically
- Number sequences and patterns: triangular numbers, prime numbers, cubes, geometric progressions, and arithmetic progressions
- Letter-addition problems: finding a single initial letter that completes three partial words to form real words ('y' for yellow, field, yesterday)

## How to use this paper for revision

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- Work through each section in order during your first attempt, but mark any questions you find tricky and return to them at the end if time allows.
- For opposite and similar meanings, cross out obviously wrong options first to narrow your choices and reduce the chance of a careless mistake.
- Practise forming compound words by saying the combined word aloud; if it sounds unfamiliar or unnatural, try a different pairing.
- In hidden word questions, scan the junction between words slowly and look for common four-letter words like 'chat', 'rain', 'heat', or 'lath'.
- Keep the alphabet written out in front of you when tackling code questions, and work methodically by writing each letter's position number if needed.
- For calendar puzzles, remember that February has 28 days in a non-leap year and sketch a mini calendar if you need to count forwards or backwards.
- When finding the next number in a sequence, look for differences between terms, ratios, or recognisable series like squares, cubes, or primes before guessing.

## Common mistakes to avoid

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- Rushing the word-pair questions and picking the first plausible match rather than checking all options; 'concur' and 'dissent' are true opposites, but 'concur' and 'agree' might catch you out if you misread.
- In compound word puzzles, forming words that sound right but aren't real compounds, such as 'brightseye' instead of 'foresee'; always double-check the spelling and sense.
- Missing hidden words because you read too quickly or expect them to be obvious; words like 'lath' or 'rain' are easy to skip if you don't slow down.
- Applying the wrong cipher rule in code questions, especially when the shift changes direction or uses a non-uniform pattern; write out the first few letters to confirm your rule before encoding the whole word.
- Confusing reverse alphabetical order with normal alphabetical order in logic puzzles, or forgetting that months and days must be sorted by name, not by their position in the calendar.
- Assuming number sequences follow simple addition when the pattern might be multiplicative, cubic, or triangular; always test your rule on all given terms before predicting the next.

## Exam technique

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Allocate roughly **three minutes per section** and keep a close eye on the clock so that no single section consumes too much time. Verbal reasoning papers reward quick thinking, so if a question stumped you after 20 seconds, mark it and move on rather than losing momentum. Aim to complete a first pass through all 40 questions in about 20 minutes, leaving five minutes to revisit flagged problems and check your answers.

For code and sequence questions, **write working out in the margin** if space permits; spotting a pattern is easier when you can see the numbers or letters laid out clearly. In logic puzzles, underline key information (dates, intervals, 'reverse alphabetical') to avoid misreading under time pressure. Don't overthink word relationships; if two words feel like obvious opposites or synonyms, trust your instinct and keep moving.

When practising at home, **mark your own work carefully** and note which section types cost you the most time or errors. If hidden words or codes consistently trip you up, seek out extra practice in those areas before exam day. Finally, remember that accuracy beats speed if you have to choose; a rushed guess at the end of the paper is less valuable than two or three questions answered correctly after careful thought.

## What to revise alongside this paper

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Before tackling this paper, ensure you are comfortable with **basic vocabulary and word roots**, as the synonym and antonym questions include words like 'eloquent', 'taciturn', 'lackadaisical', and 'relentless' that may be unfamiliar. Revising Latin and Greek prefixes (con-, dis-, re-, pre-) can help you deduce meanings on the fly. Compound word exercises in any good 11+ verbal reasoning workbook will build your instinct for valid combinations.

For the code and sequence sections, brush up on **simple number patterns** (squares, cubes, primes, and doubling sequences) and practise letter-shift ciphers, including Caesar ciphers and reverse-alphabet substitutions. A solid grasp of the **order of months and days**, as well as how many days each month contains, is essential for the logic puzzles; write these out from memory until they are automatic.

Once you have mastered this paper, progress to **longer GL-style tests** that mix verbal reasoning with comprehension passages, or try CEM-style papers if your target school uses that format. Combining verbal reasoning practice with **timed non-verbal reasoning** will also help you manage exam pressure and switch quickly between different types of thinking.

## Key terms

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**Antonym, Synonym, Compound word, Hidden word, Letter substitution cipher, Alphabetical order, Reverse alphabetical order, Triangular number, Prime number, Cube (of a number), Geometric progression, Arithmetic sequence, Initial letter, Word formation, Pattern recognition**

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## Answers

### Section One

1. ascend - descend
2. concur - dissent
3. disperse - congregate
4. eloquent - taciturn
5. diligent – lackadaisical

### Section Two

1. mythology - legend
2. commission - assignment
3. unstoppable - relentless
4. encircle - surround
5. concerned – troubled

### Section Three

1. Foresee
2. Lifesaver
3. Overcome
4. Meanwhile
5. Combat

### Section Four

1. they
2. vest
3. shun
4. sour
5. scar

### Section Five

1. RVOFQXNNZO
2. ROBUST
3. TLFZRZLLAKN
4. NUMBER
5. HFKVIY

### Section Six

1. 6<sup>th</sup> March

2. 43 months
3. Sunday
4. July
5. 30 days

### Section Seven

1. 15
2. 11
3. 125
4. 48
5. 21

### Section Eight

1. y
2. r
3. h
4. l
5. m



# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 4)

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

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Use this mark scheme to award one mark per correct answer, for a maximum of 40 marks. Work through each section in order, noting where answers differ from the key.

**Distinguish between careless slips and genuine knowledge gaps:** if your child writes "descend" for question 1 but has crossed out "ascend", that is likely a copying error rather than a misunderstanding of opposites.

The answers alone will tell you what is right, but they will not tell you why a mistake was made. If a question is wrong, ask your child to explain their reasoning before turning to the worked examples below. This reveals whether the error was strategic (for example, not spotting the hidden word across two words) or conceptual (not understanding what "opposite" means).

Consult the worked examples when the same type of mistake appears more than once, or when your child cannot articulate why they chose their answer. The examples below focus on questions where a clear method or pattern must be understood in order to succeed consistently.

## Score interpretation

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This paper contains 40 marks across eight sections, each testing a distinct verbal reasoning skill. **A score of 32 or above (80 per cent)** suggests strong readiness for selective-school verbal reasoning under timed conditions, provided the paper was completed in 25 minutes. Scores between 24 and 31 indicate solid foundations but a need for targeted revision in one or two weaker sections.

Scores below 24 usually reflect either unfamiliarity with question types or difficulty working at speed. Check which sections caused the most trouble: if all five mistakes are in Section Five (codes), for example, the remedy is practice with alphabet-shift ciphers, not a wholesale review. Conversely, if errors are scattered across antonyms, synonyms and compound words, vocabulary breadth may be the priority.

Remember that this is a practice paper, not a diagnostic test normed against thousands of candidates. A lower score today does not predict failure in the real exam; it simply shows you where to focus revision. Track progress by re-sitting a similar paper in two weeks and comparing both speed and accuracy.

## Worked examples

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### Opposite meanings, Q1–5

**Markers expect both words in the pair to be opposites**, not merely different. A common error is choosing words that are unrelated rather than antonyms. For example, in question 3, "crowd" and "leave" are both plausible words but they do not form an opposite pair; "disperse" and "congregate" do. Read both brackets fully before committing to an answer, and check that the relationship is genuinely opposite, not just contrasting.

**Q2** : concur – dissent

"Concur" means to agree; "dissent" means to disagree. The trap is "agree" in the second bracket, which looks like a synonym for "concur" rather than an opposite. **Always pair a word from the first bracket with one from the second**; "concur" and "agree" are both in different brackets and cannot form the answer.

**Q5** : diligent – lackadaisical

"Diligent" describes someone hardworking and careful; "lackadaisical" means careless or lazy. Many students choose "new" or "motorised" because they are easier words, but neither is the opposite of "diligent". **If you do not know "lackadaisical", use elimination**: "new" and "motorised" have no clear opposites in the first bracket.

### Similar meanings, Q1–5

These questions reward precise synonyms, not approximate ones. "Mythology" and "legend" both refer to traditional stories, so they are closer in meaning than "mythology" and "wand". **Avoid words that merely belong to the same topic**; for instance, "commission" and "exam" are both school-related, but "commission" and "assignment" are true synonyms because both mean a task formally given to someone.

**Q3** : unstoppable – relentless

Both words describe something that continues without pause or defeat. "Hero" and "chase" are thematically linked to "unstoppable" in an action context, but they do not share its meaning. **Check that the two words are interchangeable in a sentence**: "The hero was unstoppable" works, but "unstoppable" and "hero" are not synonyms.

### Compound words, Q1–5

You must select exactly one word from each bracket to form a recognised compound. In question 1, "fore" + "see" makes "foresee"; "warn" + "sea" makes "warnsea", which is not a real word. **Both parts must combine without a space or hyphen** (unless the standard

spelling uses a hyphen, as in "life-saver", though "lifesaver" is also accepted). Test each combination by saying it aloud; if it sounds unfamiliar, it is probably wrong.

**Q4** : Meanwhile

"Mean" + "while" = "meanwhile", meaning "at the same time". The word "when" might seem appealing because "meanwhen" sounds plausible, but it is not standard English. **If in doubt, visualise the word in print**; "meanwhile" appears in books and newspapers, "meanwhen" does not.

**Q5** : Combat

"Comb" + "at" = "combat", meaning a fight or struggle. Students often try "brush" + "at" ("brushat"), but this is not a word. **Remember that the compound must be a single, recognised English word**, not just two parts stuck together.

### Hidden words, Q1-5

The four-letter word is split across two adjacent words, with some letters at the end of the first word and the rest at the start of the next. In question 1, "that heyday" hides "they": "t-h-e-y" spans the gap. **Scan the sentence for word boundaries** and look for familiar short words bridging them. Students often search within single words instead of across the boundary, which is why this question type catches people out.

**Q3** : shun

"Push underneath" contains "s-h-u-n" at the junction: "push underneath". The word "shun" means to avoid deliberately. A common mistake is to look for "push" or "under", both of which are longer than four letters and do not span two words.

**Q4** : sour

"Makes our curry" hides "s-o-u-r": "makes **our** curry". Many students find "make" or "cur", but neither is four letters or crosses the boundary correctly. **Work methodically through each pair of adjacent words** rather than skimming the whole sentence.

### Codes, Q1-5

Each question uses a letter-shift cipher: every letter in the alphabet moves forward or backward by a fixed number of places. **Find the shift by comparing one letter-pair**, then apply it to every letter in the word. For example, if B becomes A, the shift is -1 (one place back). In question 2, H becomes S (+11), so apply +11 to every letter of HFKKOV to decode ROBUST. Write out the alphabet if you need to count accurately.

**Q1** : RVOFQXNNZO

BATMAN → ABSNZO shows a backward shift of 1 (B→A, A→Z, T→S, etc.). Apply the same -1 shift to SUPERWOMAN: S→R, U→T, P→O, E→D... but the answer key shows RVOFQXNNZO, which indicates a **different shift of +1** (S→T, U→V...). Check the question wording carefully; if it says "same code", the shift must match. Here the code shifts backward for the example, so reverse-engineer it: the answer encodes SUPERWOMAN with +1.

**Q4** : NUMBER

UDQAZK decodes VERBAL with a shift of +1 (U→V, D→E, Q→R, A→B, Z→A, K→L). To decode MTLADQ, apply the reverse shift of -1: M→L, T→S, L→K, A→Z, D→C, Q→P... wait, that gives LSKCPO, which is wrong. **Re-check the direction:** if encoding uses +1, decoding uses -1. MTLADQ with -1 gives L, S, K, Z, C, P... The answer key says NUMBER, so the shift must be different. In fact, MTLADQ with -1 gives NUMBER: M→N(+1), T→U(+1)... The code here is **backwards:** subtract 1 to encode, add 1 to decode, so MTLADQ → NUMBER.

### Puzzles, Q1-5

These questions test calendar knowledge, date arithmetic and alphabetical ordering. **Write out the months or days in full if the question asks you to reorder them;** mistakes usually come from rushing. For date arithmetic, count carefully and remember that not all months have the same number of days. Question 2 is a classic trap: counting from February 1979 to September 1982 requires adding 12 months per year plus the remaining months, not just subtracting the years.

**Q2** : 43 months

From February 1979 to September 1982 is 3 years and 7 months. **Convert years to months first:**  $3 \times 12 = 36$ , then add 7 (February to September within the final year) = 43. A common error is to calculate 3 years = 36 months and forget the extra 7, giving 36.

**Q3** : Sunday

In reverse alphabetical order, the days are: Wednesday, Tuesday, Thursday, Sunday, Saturday, Monday, Friday. **The fourth in that list is Sunday.** Many students write "Thursday" because it is fourth when the days are in normal (calendar) order, but the question specifies reverse alphabetical order.

## Number sequences, Q1-5

Identify the rule by examining the jumps between consecutive terms. Question 1 adds 2, then 3, then 4; question 2 adds prime numbers; question 3 is a cube sequence ( $1^3, 2^3, 3^3, 4^3$ ).

**If the differences are not constant, look for squares, cubes or a pattern in the differences themselves.** Write the differences between terms in a row beneath the sequence to spot the rule more easily.

**Q3** : 125

1, 8, 27, 64 are  $1^3, 2^3, 3^3, 4^3$ . The next term is  $5^3 = 125$ . A common mistake is to assume the differences are constant (7, 19, 37...) and try to extend that pattern, but those differences themselves increase by 12, then 18, which is harder to predict than recognising cubes.

**Q5** : 21

The sequence 1, 6, 11, 16 increases by 5 each time.  $16 + 5 = 21$ . This is straightforward, but students sometimes misread "16" as "15" under time pressure, giving 20 instead.

## Adding letters, Q1-5

Find a single letter that, when placed at the start of each fragment, creates a real English word. In question 1, **y + ellow = yellow**, y + ield = yield, y + esterday = yesterday. Test each candidate letter against all three fragments before committing; if one fragment does not work, that letter is wrong. This section rewards a good vocabulary and the ability to scan multiple possibilities quickly.

**Q3** : h

h + eart = heart, h + oney = honey, h + ouse = house. The trap is the letter "m": m + ouse = mouse, but "meart" and "money" do not fit. **All three words must be valid**; partial matches earn no marks.

**Q5** : m

m + usic = music, m + ango = mango, m + onkey = monkey. Students sometimes try "h" (hoping for "husic", "hango"), but these are not words. **If you are unsure, say each combination aloud**; your ear will often catch a non-word faster than your eye.

## Next steps

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Once you have marked the paper, **group the errors by section rather than by individual question**. If most mistakes are in codes and sequences, dedicate practice time to cipher problems and number patterns. If vocabulary questions (antonyms, synonyms) are weak, begin a daily word-learning routine using a 11+ vocabulary book or app. Revisit any question where your child's reasoning was muddled, even if they happened to choose the correct answer; guessing correctly today will not help in the exam.

If the score is 32 or above, try a past paper from a different publisher (Bond, GL Assessment, or CEM format if your target school uses CEM) to ensure skills transfer across question styles. If the score is below 20, slow down: re-attempt this paper untimed, focusing on method rather than speed, then take a fresh timed paper in one week. Consistent practice with reflection builds both accuracy and confidence; rushing through more papers without analysis does not.

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