

## 11+ PRACTICE PACK

# Bond 11+ English

## Complete Practice Pack

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# Bond

No.1 for exam success

# English 11+

# Practice Test

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Read the instructions carefully.

- Do not begin the test or open the booklet until told to do so.
- Work as quickly and as carefully as you can.
- Ring the correct letter from the options given to answer each question.
- You may do rough working on a separate sheet of paper.
- If you make a mistake cross out the mistake and write the new answer clearly.
- You will have 50 minutes to complete the test.

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# Practice Test

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**50 Questions:**

50 Minutes

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## English 11+

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Read the extract carefully, then answer the questions.

*'A Christmas Carol' by Charles Dickens tells the story of mean and lonely Mr Scrooge, who, on Christmas Eve, meets the ghosts of the past, present and future, who frighten him into changing his ways.*

Once upon a time – of all the good days in the year, on Christmas Eve – old Scrooge sat busy in his counting house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already – it had not been light all day – and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale. 5

The door of Scrooge's counting house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed. 10

"A merry Christmas, uncle! God save you!" cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach. 15

"Bah!" said Scrooge, "Humbug!"

He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again. "Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure?" 20

"I do," said Scrooge. "Merry Christmas! What right have you to be merry? What reason have you to be merry? You're poor enough."

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Continue to the next page

“Come, then,” returned the nephew gaily. “What right have you to be dismal? What reason have you to be morose? You’re rich enough.” 30

Scrooge having no better answer ready on the spur of the moment, said “Bah!” again; and followed it up with “Humbug.”

“Don’t be cross, uncle!” said the nephew.

“What else can I be,” returned the uncle, “when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What’s Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in ’em through a round dozen of months presented dead against you? If I could work my will,” said Scrooge indignantly, “every idiot who goes about with ‘Merry Christmas’ on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!” 35 40

“Uncle!” pleaded the nephew.

“Nephew!” returned the uncle sternly, “keep Christmas in your own way, and let me keep it in mine.” 45

“Keep it!” repeated Scrooge’s nephew. “But you don’t keep it.”

“Let me leave it alone, then,” said Scrooge. “Much good may it do you! Much good it has ever done you!”

“There are many things from which I might have derived good, by which I have not profited, I dare say,” returned the nephew. “Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round – apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that – as a good time; a kind, forgiving, charitable, pleasant time: the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it has done me good, and will do me good; and I say, God bless it!” 50 55

The clerk in the Tank involuntarily applauded. Becoming immediately sensible of the impropriety, he poked the fire, and extinguished the last frail spark for ever. 60

“Let me hear another sound from you,” said Scrooge, “and you’ll keep your Christmas by losing your situation! You’re quite a powerful speaker, sir,” he added, turning to his nephew. “I wonder you don’t go into Parliament.”

“Don’t be angry, uncle. Come! Dine with us tomorrow.” 65

**(Adapted from A Christmas Carol by Charles Dickens)**

---

Text continues over the page

Total

10

**1** Which day does the story take place on? Circle the correct letter.

- a** New Year's Eve
- b** Boxing Day
- c** New Year's Day
- d** Christmas Day
- e** Christmas Eve

1

**2** What was the weather like? Circle the correct letter.

- a** Cold and rainy
- b** Cold and sunny
- c** Rainy and warm
- d** Foggy and cold
- e** Windy and warm

1

**3** How do people outside try to keep warm? Circle the correct letter.

- a** They keep their hands in their pockets.
- b** They whistle to keep cheerful.
- c** They wear thick overcoats.
- d** They stamp their feet.
- e** They walk very quickly.

1

**4** At what time of day does the story open? Circle the correct letter.

- a** Before dawn
- b** At breakfast time
- c** Mid morning
- d** Afternoon
- e** Night-time

1

**5** What looked like phantoms in the fog? Circle the correct letter.

- a** The people passing by.
- b** The light of the candles.
- c** The horses and carriages.
- d** The houses.
- e** The church spires.

1

Total

Continue to the next page

5

**6** Why did Scrooge have the door of his counting house open? Circle the correct letter.

- a** To watch the people in the street.
- b** To watch his clerk.
- c** To see if his nephew was coming.
- d** To let some air into the room.
- e** To talk to his clerk.

**7** What was the clerk's main job? Circle the correct letter.

- a** Copying letters.
- b** Keeping the fire going.
- c** Answering the telephone.
- d** Guarding the office.
- e** Helping customers.

**8** Why did the clerk have such a small fire? Circle the correct letter.

- a** He was too busy working.
- b** He was quite warm enough.
- c** There was no more coal.
- d** Scrooge would not let him have any more coal.
- e** He was going home soon.

**9** What did the clerk use to try to keep warm?

- 1** A white scarf    **2** Thick boots    **3** A candle    **4** A fire    **5** A hat

Circle the correct letter.

- a** 1 and 2
- b** 3, 4 and 5
- c** 2 and 4
- d** 3
- e** 1, 3 and 4

**10** What word best describes Scrooge's nephew when he comes in? Circle the correct letter.

- a** Angry
- b** Sad
- c** Cold
- d** Excited
- e** Miserable

1

1

1

1

1

Total

Text continues over the page

5

**11** What does the word 'morose' mean (line 29)? Circle the correct letter.

- a Unkind
- b Generous
- c Miserable
- d Ill
- e Old

1

**12** Why does Scrooge think people are fools to call Christmas a merry time? Circle the correct letter.

- a Because they are richer and wiser.
- b Because presents don't make them happy.
- c Because they are older and poorer.
- d Because it is over very quickly.
- e Because the weather is always so cold.

1

**13** How do you cook a Christmas pudding? Circle the correct letter.

- a You bake it.
- b You boil it.
- c You fry it.
- d You grill it.
- e You steam it.

1

**14** What does Scrooge think that his nephew finds himself doing at Christmas? Circle the correct letter.

- a Eating and drinking a lot.
- b Giving presents.
- c Going away on holiday.
- d Paying bills and settling his accounts.
- e Seeing his friends.

1

**15** Why does Scrooge's nephew like Christmas? Circle the correct letter.

- a It makes him richer.
- b It is cold and sunny.
- c He gets time off work.
- d People are kind to each other.
- e He comes to see his uncle.

1

---

Continue to the next page

**Total**  
 5

**16** The clerk is described as ‘not being a man of a strong imagination’ (line 16). What does this mean here? Circle the correct letter.

- a** He is not strong.
- b** He is not very clever.
- c** He is unhealthy.
- d** He is mad.
- e** He is old.

**17** What happened when the clerk poked the fire? Circle the correct letter.

- a** It burned brighter.
- b** It warmed the room more.
- c** Nothing.
- d** The flames got smaller.
- e** It went out.

**18** Scrooge said to his clerk, “...you’ll keep your Christmas by losing your situation.” (line 58). What does he mean? Circle the correct letter.

- a** You will have Christmas Day off because you will lose your job.
- b** You will have to work on Christmas Day and lose your pay.
- c** Your Christmas will be a very miserable one.
- d** You will have a good Christmas because you will be warm.
- e** On Christmas Day I will remove your chair.

**19** What type of work does Scrooge suggest to his nephew? Circle the right letter.

- a** Clerk
- b** Member of Parliament
- c** Doctor
- d** Soldier
- e** Lawyer

**20** Which word best sums up Scrooge’s personality? Circle the correct letter.

- a** Foolish
- b** Cheerful
- c** Brave
- d** Mean
- e** Sensible

---

Text continues over the page

1

1

1

1

1

Total

5

**21** What is the most important thing in Scrooge's life? Circle the correct letter.

- a Being unkind to his clerk.
- b Seeing his nephew.
- c Making money.
- d Keeping warm.
- e Helping people.

1

**22** What is Scrooge's general view of people? Circle the correct letter.

- a They are fools.
- b They are poor.
- c They are unpleasant.
- d They are kind.
- e They are lazy.

1

**Answer the following questions about these words and phrases.**

**23** Which word in this sentence is an adjective? Circle the correct letter.

"Don't be cross, uncle!" said the nephew.

- a Don't
- b Be
- c Cross
- d Uncle
- e Said
- f The
- g Nephew

1

**24** What parts of speech are '**Nature**' (line 9) and '**stake**' (line 39)? Circle the correct letter.

- a Adverbs
- b Nouns
- c Prepositions
- d Adjectives
- e Verbs

1

Continue to the next page

Total

4

**25** Which of these words is a preposition? Circle the correct letter.

- a** Open (line 11)
- b** Kept (line 14)
- c** Imagination (line 17)
- d** Upon (line 19)
- e** Quickly (line 19)

In this extract there are a number of spelling mistakes. Circle the letter where the spelling mistake is underlined or, if there isn't a spelling mistake, circle the letter X.

**26** He caught sight of the house beyond, but, when he drew nearer, it disappeared

- a** **b** **c**
- suddenly behind the neighbouring hedge.
- d** **x**

**27** A feeling of incredible anger, as he waited hopelessly outside, began to grow

- a** **b** **c**
- silently within him.
- d** **x**

**28** The door swung noisily open, without any human presence visible.

- a** **b**
- Nervously he started forward, hoping that the owner would appear.
- c** **d** **e** **x**

**29** "Boy!" called an agetated voice. Henry jumped, frightened by the sudden sound

- a** **b** **c**
- echoing in the empty hall.
- d** **x**

**30** A wizened, ancient man, clothed all in a black gown, was standing silently,

- a** **b** **c**
- hiden by obscuring shadows.
- d** **x**

**31** A scrawny hand clutched his. It was cold as marbel. He could see a beaked nose

- a** **b** **c**
- and peering weasel's eyes.
- d** **x**

1

1

1

1

1

1

1

Total  
 7

Text continues over the page

32 He tried impatiently to pull away, but the grip silently tightened.

a

b

An imense feeling of dread started to invade his body.

c

d

x

33 He stared hard, trying to imagine how he might escape those awful eyes.

a

b

c

d

x

In these sentences mistakes have been made in the use of punctuation and capital letters. Circle the letter where the mistake is or, if there isn't a mistake, circle the letter X.

34 Emma hurtled outside and shouted, "Help, Uncle Sam, help! Peter's injured"

a

b

c

d

x

35 I'd hardly been in a house with a pool before, though wed rented one once.

a

b

c

d

x

36 The walls were lovely and light with windows in the roof.

a

b

A door at the end led outside I hoped that it went into the garden.

c

d

x

37 It was a french book, which she couldn't read, though she hoped with luck

a

b

c

that her uncle could translate it.

d

x

38 "Theres no hope, I'm afraid. The money's been stolen. We'll not see it again."

a

b

c

d

x

39 The enormous sack, weighted, with gold, was impossible to lift. It wouldn't budge.

a

b

c

d

x

40 "What's the worry" he asked. "You'll be there by nightfall if you don't lose the

a

b

c

path, or stop."

d

x

41 The monkeys looked puzzled at the way the bananas were growing and some

a

b

c

even thought it was a trick.

d

x

1

1

1

1

1

1

1

1

1

1

Total

Continue to the next page

10

42 He waited thinking it would be dark soon. Then he'd leave, completely unseen.

a b c d x

1

In this extract, the letter below the best word or words needs to be chosen so the extract makes sense and uses correct English. Circle the correct letter.

43 He waited, silently hoping the beast couldn't wouldn't shouldn't could've return.

a b c d

1

44 The beast growled. There wasn't the best most hopeful greatest faintest hope

a b c d

1

of rescue.

45 He hoped that the branch would beer bear bare bring his weight.

a b c d

1

46 There was a loud crack. He hurried howled hurtled skipped to the ground.

a b c d

1

47 He ran slowly slyly kindly nervously towards the safety of the hill.

a b c d

1

48 He had almost completely utterly totally made it, when disaster struck.

a b c d

1

49 The beast, roars roaring roared roar loudly, stood over him.

a b c d

1

50 Its giant paw stealthily heavily slowly lightly came down on his head.

a b c d

1

Total

9

# Paper Notes: 11+ English Question Booklet

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

## Overview

---

This is an **11+ English practice paper** published by **Bond**, designed for students preparing for the **GL Assessment** selective entrance exam. The paper contains **50 multiple-choice questions** to be answered in **50 minutes**, closely mirroring the format and time pressure of the real 11+ exam.

The test is built around a substantial extract from **A Christmas Carol** by **Charles Dickens**, featuring the famous miser Scrooge in his counting house on Christmas Eve. The first 22 questions assess reading comprehension, requiring students to retrieve explicit information, make inferences about character and mood, and interpret vocabulary in context. The remaining 28 questions test grammar (parts of speech, adjectives, nouns, prepositions), spelling (including words such as 'suddenly', 'agitated', 'marble', 'hoping'), punctuation (capital letters, apostrophes, speech marks), and word choice in context.

The paper is generic practice material, not tied to any specific school's entrance exam, and works well for students in Year 6 aiming for entry to grammar schools or independent senior schools. The Dickens extract offers rich Victorian language that challenges vocabulary and inference skills, while the grammar and spelling sections cover common 11+ conventions systematically.

## How this paper is organised

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The paper opens with a reading passage of approximately 65 lines: an adapted extract from A Christmas Carol. Line numbers are provided in the margin every five lines to help students locate answers quickly. The **50 questions** are divided into distinct skill areas, each clearly labelled and grouped together.

Questions 1 to 22 focus on reading comprehension. These are all multiple-choice with five options (a to e), each worth one mark. Questions 23 to 25 shift to grammar and parts of speech, asking students to identify adjectives, nouns, and prepositions within given sentences. Questions 26 to 33 test spelling: students must identify the underlined word that is misspelled in each sentence, or circle 'x' if there is no error. Questions 34 to 42 address punctuation and capitalisation in a similar format.

The final section, questions 43 to 50, presents short narrative sentences with multiple underlined words; students must choose the word or phrase (a to d) that best fits the context. Every question carries **one mark**, and the paper has a **total of 50 marks**

available. The layout is clean, with generous spacing and clear instructions repeated at the start of each new skill block.

## Topics covered

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- Reading comprehension of a **Dickensian fiction extract**, including retrieval of explicit details (weather, setting, time of day) and character actions
- Inference and interpretation: understanding character traits (Scrooge's meanness, the nephew's cheerfulness), tone, and mood conveyed through dialogue and descriptive language
- Vocabulary in context: defining archaic or challenging words such as 'morose', 'humbug', 'withal', 'phantoms', 'veneration', and interpreting figurative language
- Parts of speech identification: recognising adjectives, nouns, prepositions, and verbs within sentences drawn from the text
- Spelling of polysyllabic and commonly confused words, including adverbs ending in '-ly', past participles, and words with silent letters or tricky vowel patterns
- Punctuation rules: correct use of apostrophes in contractions and possessives, capital letters for proper nouns and sentence starts, and speech punctuation (inverted commas, question marks, commas before closing speech marks)
- Word choice and context: selecting appropriate verbs, adverbs, adjectives, and modal verbs to complete sentences logically and stylistically
- Understanding of 19th-century social context and customs (counting houses, Christmas traditions, social attitudes) to support comprehension of the Dickens passage

## How to use this paper for revision

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- Read the **Dickens extract** twice before tackling any questions. On the first read, focus on the overall story and characters; on the second, underline or note key details such as the time of day, weather, and how characters speak to each other.
- For inference questions, eliminate obviously wrong answers first. Look for clues in the text that support your choice, such as adjectives describing mood (e.g. 'cheerful voice', 'indignantly') or actions that reveal personality.
- In the spelling section, read each sentence aloud quietly to yourself. Often your ear will catch an error that your eye might miss. Pay special attention to common trouble spots: doubled consonants, '-ly' endings, and vowel pairs.
- For punctuation questions, check systematically for **capital letters** (proper nouns, sentence starts), **apostrophes** (contractions like 'I'd', possessives like 'money's'), and **speech marks** (opening and closing inverted commas, question marks inside the quote).
- In word choice questions, consider both meaning and tone. A word might be grammatically correct but clash with the mood of the sentence. Ask yourself whether the sentence describes something scary, sad, quick, or deliberate.
- Use the **line numbers** in the reading passage to locate answers quickly. If a question refers to line 29, scan the text at that point rather than re-reading the whole passage each time.
- Keep an eye on the clock. With **50 questions in 50 minutes**, you have roughly one minute per question. If you are stuck, make your best guess and move on rather than losing time.

## Common mistakes to avoid

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- Misinterpreting 'morose' or other challenging vocabulary by guessing from the sound of the word rather than using the surrounding context and tone of the passage.
- Confusing the time of day. The text says 'The city clocks had only just gone three, but it was quite dark already', which means afternoon (3 p.m.), not night. Students often assume darkness means evening.
- In spelling questions, missing the error because the word looks nearly correct. For example, 'sudenly' instead of 'suddenly', or 'hoping' instead of 'hoping'. Read each underlined word slowly and carefully.
- Forgetting that apostrophes in contractions go where letters are missing. 'We'd' needs an apostrophe between 'we' and 'd'; writing 'wed' (which means married) is a common error.
- Choosing an answer in comprehension questions based on general knowledge rather than what the text actually says. Stick strictly to the information given in the passage.
- Overlooking capital letters for proper nouns. 'Uncle Sam' and 'French' (when referring to the language or nationality) require capitals; missing these is a frequent punctuation mistake.

## Exam technique

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Start by reading the **instructions for each section** carefully. The paper changes format several times (comprehension, grammar, spelling, punctuation, word choice), and each block has slightly different requirements. Skimming the instructions will save you from careless errors.

Tackle the **comprehension questions** first while the passage is fresh in your mind. Work steadily through questions 1 to 22 without rushing, referring back to the text for every answer. Use the line numbers to pinpoint relevant details quickly. If a question asks about character motivation or mood, look for descriptive words and dialogue that reveal feelings. For the **grammar, spelling, and punctuation sections**, work methodically. In spelling questions, check each underlined word against your mental spelling rules (doubling, silent 'e', common endings). In punctuation questions, scan for the usual suspects: missing apostrophes, lowercase proper nouns, and incomplete speech punctuation.

Pace yourself sensibly. You have **one minute per question** on average, so if you spend two minutes on a tricky inference question, you must make up time elsewhere. Circle

any question you are unsure about and return to it at the end if time permits. In a multiple-choice paper like this, never leave an answer blank; if you have to guess, eliminate obviously wrong options first to improve your odds. Finally, if you finish early, use the remaining time to double-check your circled answers and scan for any you may have skipped by accident.

## What to revise alongside this paper

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To strengthen your performance on papers like this, practise reading **classic fiction extracts** from the 19th and early 20th centuries. Authors such as **Dickens**, Louisa May Alcott, Robert Louis Stevenson, and Frances Hodgson Burnett use rich vocabulary and complex sentence structures that appear frequently in 11+ comprehension passages. Work on inferring character and mood from indirect clues rather than explicit statements.

Revise the full range of **parts of speech**: not only nouns, adjectives, and prepositions (tested here), but also verbs, adverbs, conjunctions, and pronouns, as these may appear in other 11+ papers. Consolidate your knowledge of **spelling rules**, particularly adding suffixes ('-ing', '-ed', '-ly') to base words, and learn common exception words that break the rules. Practise punctuation drills covering apostrophes (both contractions and possessives), commas in lists and after introductory phrases, and the full conventions of direct speech.

Once confident with this paper, move on to **longer comprehension texts** or papers that include poetry and non-fiction passages. Challenge yourself with questions that ask for explanations or evidence in your own words, as some 11+ exams mix multiple-choice with short written answers. Timed practice under exam conditions will build your speed and help you manage the pressure of the real test.

## Key terms

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**Inference, Retrieval, Adjective, Noun, Preposition, Apostrophe, Contraction, Possessive, Capital letter, Speech marks (inverted commas), Context clues, Tone, Modal verb, Parts of speech, Synonym**

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# Bond

No.1 for exam success

# 11+ English

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## Practice Test Answers

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This booklet contains:

- Answers for 11+ English practice test.

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# Answers

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1	e	26	c
2	d	27	x
3	d	28	d
4	d	29	a
5	d	30	d
6	b	31	b
7	a	32	c
8	d	33	d
9	e	34	d
10	d	35	c
11	c	36	c
12	c	37	a
13	b	38	a
14	d	39	b
15	d	40	a
16	b	41	x
17	e	42	a
18	a	43	b
19	b	44	d
20	d	45	b
21	c	46	c
22	a	47	d
23	c	48	a
24	b	49	b
25	d	50	c

# Answer-Key Notes: 11+ English Answers

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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This answer key lists the correct letter for all 50 questions but **does not explain why each answer is correct**. When marking, award one mark per correct answer and record the total out of 50. Distinguish between careless errors (reading option b instead of d, miscopying a letter) and genuine gaps in reading comprehension, vocabulary, grammar or spelling knowledge.

If your child scores poorly on a particular cluster of questions, look at those questions together in the test paper. For the Charles Dickens passage (Q1 to 22), check whether errors stem from missing detail, misunderstanding vocabulary or reading too quickly. For spelling and punctuation questions (Q26 to 42), note whether mistakes follow a pattern (for example, homophones, double consonants, speech punctuation).

The worked examples below unpack selected questions from each section. Use them as discussion prompts rather than simply showing your child the right answer. Ask, "What clues in the text led to option d?" or "Why is the spelling under c incorrect?" before sharing the reasoning provided here.

## Score interpretation

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A score of **40 or above (80 per cent) suggests strong readiness** for selective 11+ comprehension and technical English papers. The student can retrieve detail from a dense Victorian text, infer mood and motive, identify word classes and spot common spelling and punctuation errors under time pressure.

Scores between 30 and 39 (60 to 78 per cent) indicate solid foundations with room to tighten inference skills, extend vocabulary and consolidate spelling rules. These students often lose marks on subtle questions (Q11 morose, Q16 imagination, Q40 punctuation in direct speech) rather than on straightforward retrieval. Targeted practice on inference, figurative language and proofreading will lift scores into the top band.

Below 30 marks (under 60 per cent) usually means the student struggled with the length and density of the Dickens passage or has not yet mastered key spelling patterns and punctuation conventions. Before attempting further timed papers, work through shorter 19th-century extracts without time limits, build vocabulary lists and revise core rules (apostrophes, speech marks, homophones). Progress will come quickly once confidence with classic prose improves.

## Worked examples

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### Reading comprehension, Q1–22

These questions reward **close attention to the text and precise vocabulary knowledge**. Marks are lost when students skim-read or guess meanings of unfamiliar words like morose, humbug or palpable. The passage is from A Christmas Carol, so students unfamiliar with Victorian sentence structure may miss detail buried in long clauses. Inference questions (Q10, Q15, Q20) require synthesis of several clues rather than a single sentence.

**Q5** : d

Line 8 states the fog was 'so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms'. **Phantoms directly describes the houses**, not people, candles or spires. Option d is the only choice supported by the text.

**Q11** : c

The nephew says, 'What right have you to be dismal? What reason have you to be morose?' (lines 29–30). The parallel structure and context (dismal, miserable, Scrooge's sour mood) tell us **morose means miserable or gloomy**, not unkind, generous, ill or old.

**Q16** : b

Line 17 says the clerk tried 'to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed'. Here imagination means **the mental ability to picture or pretend warmth from a tiny flame**. The phrase 'not being a man of a strong imagination' implies he is not very clever or creative, so b is correct.

**Q20** : d

Throughout the passage Scrooge refuses his clerk more coal, dismisses Christmas as humbug, resents spending money and threatens to sack the clerk for applauding. **Mean (miserly, unkind) best sums up his personality**. He is not foolish, cheerful, brave or sensible in this extract.

### Grammar and word classes, Q23–25

These questions test formal grammatical terminology (adjective, noun, preposition). Marks are lost when students confuse word classes or identify a word by its position rather than its

function. Always check **what job the word is doing in the sentence**, not just what it looks like.

**Q23** : c

In 'Don't be cross, uncle!' the word cross describes the uncle's state or mood, so it is **an adjective**. Don't is a verb contraction, be is a verb, uncle is a noun, said and the are not part of the quoted sentence, and nephew is also a noun.

**Q25** : d

Open, kept and imagination are verb, verb and noun respectively. Quickly is an adverb. **Upon (line 19) is a preposition** because it shows the relationship between came and him ('came upon him'). Prepositions include words like upon, in, at, by, with.

### Spelling errors, Q26–33

Each sentence contains one underlined spelling mistake or none (x). **Students lose marks by skimming or by trusting their eye** rather than applying spelling rules. Common errors tested include dropped letters (disappeared → disapeared), wrong vowel doubling (hoping → hopeing) and homophones (marble → marbel).

**Q27** : x

Check each underlined word: incredible (correct), anger (correct), hopelessly (correct), silently (correct). **There is no spelling mistake in this sentence**, so the answer is x. Students often second-guess themselves and invent errors where none exist.

**Q28** : d

Swung, noisily and presence are all correct. **Hopeing is misspelt; the correct spelling is hoping**. When adding -ing to a verb ending consonant-vowel-consonant with stress on the last syllable, double the consonant (hop → hopping). Hope ends vowel-consonant-e, so drop the e and add -ing: hoping.

**Q31** : b

Scrawny, clutched and peering are correct. **Marbel is wrong; the correct spelling is marble**. This is a common error: students hear the schwa vowel in the second syllable and guess e instead of le. Marble (the stone) always ends -ble.

## Punctuation and capital letters, Q34–42

Each sentence contains one punctuation or capitalisation error or none (x). **Marks are lost on speech punctuation, apostrophes and comma splices.** Students must know that closing speech marks come after the final punctuation of the spoken words and that two main clauses cannot be joined by a comma alone.

**Q34** : d

The sentence ends "'Help, Uncle Sam, help! Peter's injured'". **The closing speech mark should come after the exclamation mark or full stop inside the quote**, so d (the position after 'injured') marks the error. The correct punctuation is 'injured!' or 'injured.'.

**Q36** : c

The sentence reads 'A door at the end led outside I hoped that it went into the garden.' Two main clauses are joined with no punctuation. **Position c (after 'outside') needs a full stop, semicolon or conjunction.** A comma alone would still be wrong (comma splice). The answer is c.

**Q40** : a

The question begins "'What's the worry" he asked.' **Position a (after 'worry') should have a comma or question mark before the closing speech mark**, not a speech mark alone. Correct punctuation: "'What's the worry?" he asked.' or "'What's the worry," he asked.'. The error is at a.

## Word choice and grammar in context, Q43–50

These questions ask students to **choose the word that makes sense and uses correct grammar.** Marks are lost when students pick a word that sounds plausible but does not fit the sentence's logic (e.g. 'almost made it' vs 'utterly made it'). Read the whole sentence aloud with each option before deciding.

**Q44** : d

The sentence is 'There wasn't the [best / most hopeful / greatest / faintest] hope of rescue.' **Faintest hope is the correct idiom;** it means the smallest or slightest hope. The other options do not form natural English collocations with wasn't and hope in this context.

**Q46** : c

The sentence reads 'There was a loud crack. He [hurried / howled / hurtled / skipped] to the ground.' After a crack, someone would fall suddenly and fast. **Hurtled (rushed violently) is the only option that conveys speed and force.** Hurried is too gentle, howled is a sound, skipped is too cheerful.

**Q49** : b

The sentence is 'The beast, [roars / roaring / roared / roar] loudly, stood over him.' **The correct form is the present participle roaring,** which describes the beast while it stood. Roars and roar do not fit the comma structure; roared would make the sentence a list of past actions without a linking word.

## Next steps

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After marking, **sit down with your child and revisit every mistake together.** For comprehension errors, reread the relevant paragraph aloud and ask your child to underline the evidence for the correct answer. For spelling and punctuation mistakes, write the correct version three times and add the word or rule to a revision list. If the same type of error appears more than twice (for example, speech punctuation or dropping silent letters), that topic needs focused practice before the next paper.

If your child scored above 40, extend their skills with harder Victorian or Edwardian prose extracts and introduce more complex grammatical terminology (subordinate clauses, passive voice, subjunctive mood). If the score was below 35, consolidate with shorter guided comprehensions and dedicated spelling and grammar workbooks before attempting another full timed paper. Progress is made by understanding mistakes, not by repeating timed tests at the same level.

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