

11+ PRACTICE PACK

Bond No-Nonsense Ages 8-9

11+ English Complete Practice Pack

CONTENTS

01 Question Booklet

Bond 11+ English. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Answers

Bond 11+ English. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

Download more free 11+ practice papers at [SATs-Papers.co.uk](https://www.sats-papers.co.uk)



Lesson 1

No Nonsense
English

Syllables

8-9
years

1. Underline the double consonants, then split these words into two syllables.

- a** filling _____/_____
b hurry _____/_____
c cannon _____/_____
d horrid _____/_____

2. Write a two-syllable word with double consonants that matches each definition.

- a** the opposite of sad _____
b a tool for banging nails in _____
c a bright colour _____
d An animal that lives in a burrow _____

Lesson 2

Homophones

1. Choose the correct homophones to complete these sentences.

- a** We are going to _____ (sale/sail) from the end of the _____ (pier/peer).
b I _____ (heard/herd) that you buy it by _____ (male/mail).
c Please can _____ (ewe/you) mend the _____ (seam/seem) of my dress?
d The _____ (bear/bare) was standing just over _____ (there/their).
e What will you _____ (where/wear) to go to _____ (tee/tea)?
f It was an enormous photo of a _____ (flee/flea) or a _____ (might/mite).
g The helicopter _____ (rows/rose) suddenly and _____ (whirred/word) off.

0	Tough	OK	Got it!	15
---	-------	----	---------	----

Total

15



Lesson 3

No Nonsense English

8-9
years

Regular verb endings

1. Add the correct past tense ending, where needed, to these verbs.

- a He follow____ the troll, climb____ over the stile and continue____ on his way.
b Anne call____ loudly. She wait____ for a reply. She shout____ again.
c I hope____ to go to London. At last I climb____ onto a train.

2. Add the correct verb ending, where needed.

- a The arrows were whizz____ through the air. One land____ on the wall at his side.
b "We must run____" he shout____. "The soldiers are climb____ the gate."
c They start____ to run. Sir Richard's sword clatter____ on the ground as they went. A rock crash____ against his shield. Too late he remember____ the golden ring.

Lesson 4

Irregular verb endings

1. Write the past tense of these verbs.

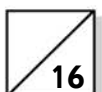
- a swim _____ b make _____ c sink _____
d bring _____ e blow _____ f buy _____

2. Complete the sentences with the past tense of the verbs in brackets.

- a He _____ the ball above his head. (catch)
b I _____ the wrong number. (ring)
c The men _____ the horses a long way off. (see)
d Ishmail _____ a packed lunch on the school trip. (take)

0	Tough	OK
		Got it!
		16

Total





Lesson 5

No Nonsense
English

Suffixes

8-9
years

1. Make new words from these roots by adding one of these suffixes:
ness hood ment ship

- a small _____ b place _____ c happy _____
d likely _____ e gloomy _____ f head _____

2. Complete each sentence with a word ending in 'ness', 'ship' or 'ment'.

- a I was astonished. They could see the am _____ on my face.
b Man U are in the race to win the prem _____.
c The princess was turned into a frog of extraordinary ug _____

Lesson 6

More suffixes

1. Add one of these suffixes to the correct word below to complete each sentence:
en ify ise ate. Remember, you may need to change the end of the word first.

pollen terror bright tight mode

- a Robin tried to _____ the rope to stop himself slipping.
b The clouds lifted and the sky began to _____.
c Bees _____ flowers.
d Mrs James will need to _____ Sunil's address details once he has moved house.
e Bandits started to _____ the kingdom.

0	Tough	OK
		Got it!
		14

Total
14



Lesson 7

No Nonsense English

Verbs

8-9
years

1. Complete each sentence with the correct present tense form of the verb in brackets.

- a The car _____ off down the road and _____ round the bend. (hurry/roar)
b Until the light _____, he _____ to keep working. (fail/hope)
c I _____ to get there before the clock _____ ten. (want/strike)

2. Choose the correct form of the past tense to complete each sentence.

- a Mehmet _____ himself to swim. He _____ every day. (teach/swim)
b He _____ the ball to his sister. She _____ it. (throw/catch)
c The pirates _____ and _____ all day long. (eat/drink)

Lesson 8

Verb tenses

1. Say whether each underlined verb is past, present or future tense.

- a I thought about it for a very long time. _____
b They left yesterday. _____ They are coming back today. _____
c I will call again tomorrow after lunch. _____
d "Tell me what to do" _____ she said. _____
e The food was ghastly yesterday. _____ I hope it will be better tomorrow. _____

0	Tough	OK	Got it!	11
---	-------	----	---------	----

Total
11

**Powerful verbs****1. Think of a powerful verb to replace each underlined verb.**

- a** The car went _____ down the road. It sounded _____ its horn.
- b** "What?" he said. _____ He held _____ my arm.
- c** The rock flew _____ through the air and went _____ into the pond.
- d** The wind blew _____ in their faces as they cut _____ down the first tree.
- e** "Stop it!" called _____ a small voice. Their axes dropped _____ to the ground.
- f** It was too late. The tree fell _____ to the ground. The branches broke off. _____
- g** From the stump a bird flew _____ into the air. It called _____ and flew off.

Adverbs**1. Underline all the adverbs.**

The doves sang softly in the trees and the wind played lightly on the grass. We hurried on quickly. We were walking well but we wanted to go faster. Suddenly Yan yelled loudly and disappeared down a hole. We ran anxiously towards him.

2. Choose different 'how' adverbs to complete these pairs of sentences.

- a** I played _____ yesterday but I played _____ today.
- b** The horse could run both _____ and _____ .
- c** Nadia jumped up _____ and spoke _____ to her teacher, Mrs Upton.

0	Tough	OK
		Got it!
		11

Total
11



Lesson 11

No Nonsense
English

More adverbs

8-9
years

1. Choose one of these adverbial phrases to complete these sentences.

quite suddenly without a doubt with any luck up here far too little

- a "Look. He must have hidden the money _____."
- b After eating the apple, Snow White _____ fell to the floor.
- c He was the best player in the tournament _____.
- d The food they had was _____ to feed everyone who had turned up.
- e The dog should be able to find its own way home _____.


Lesson 12

Phrases and clauses

1. Write whether these are phrases or clauses.

- a under the main stage _____
- b he walked away _____
- c he quickly got down again _____
- d the birds on the roof _____
- e my worst nightmare happened _____
- f it was all his fault _____
- g his worst fault ever _____
- h up they got _____

0	Tough	OK	Got it!	13
---	-------	----	---------	----

Total
 13

**Speech marks and commas****8-9**
years**1. Put the speech marks round the spoken words in these sentences.**

- a** After tea, said Mike, I'm going round there to get my ball back.
- b** Halt! cried the dwarf. No mortal enters Zendor and lives.
- c** My thumb is magic, he whispered. It can cast spells. It can kill.

2. Write speech marks and commas in these sentences where needed.

- a** Don't wait for me he called I've lost all my money.
- b** Where on earth did you get that hat? she asked.
- c** Whatever you do the creature croaked you must not look back at the queen.
- d** Please let go he yelled I'll never come here again.

Commas**1. Separate the items in the lists using commas and 'and' where necessary.**

- a** The pirates used swords spades lanterns ropes to hunt for treasure.
- b** My recipe needs eggs flour milk butter sugar.
- c** I put the old useless wooden spade out for the dustmen.

2. Use commas to separate the extra information from the rest of the sentence.

- a** Dingo my dog and Spotty my Mum's cat went rushing up the street.
- b** Whatever you do Mr Jones you'll never get your money back now.
- c** Itchy the flying flea will now leap from the top of the fridge.

0	Tough	OK	Got it! 13

Total
13



Lesson 15

No Nonsense
English

Classic fiction

8-9
years

1. Read the extract again. Then write True or False after each statement.

- a The boat sank close to the shore. _____
- b Swimming made Gulliver very tired. _____
- c The rope that held him down was thick. _____
- d There were forty-one little people on the beach. _____
- e The man's hat was round. _____
- f His cloak was pure gold. _____
- g Gulliver laughed because his voice frightened the people. _____
- h The little man was proud to be the Emperor of Lilliput. _____

Lesson 16

Fact and opinion

1. Read the extract again. Then write True or False after each statement.

- a Bengal tigers do not like to go near water. _____
- b Tigers travel in groups to protect their young. _____
- c Tigers cannot hear very well. _____
- d Necklaces are made from their teeth. _____
- e In China people believe tiger whiskers are poisonous. _____
- f White ear spots can probably be seen in the dark. _____
- g People know exactly how many tigers are left in the world. _____

0	Tough	OK
		Got it!
		15

Total
15



Using a dictionary

1. Put these words in alphabetical order.

a glow glory glad glum glib

b choir church chestnut chunk chair

c sprinkle sprain sprint spree

d wrinkle wrist wring wriggle

Plurals

1. Write the plural form of these words.

a shelf _____ **b** cove _____ **c** knife _____

d cave _____ **e** hive _____ **f** puff _____

g half _____ **h** thief _____ **i** wife _____

2. Write the singular form of these words.

a waves _____ **b** vases _____ **c** hooves _____

d reefs _____ **e** dwarves _____ **f** staffs _____

0	Tough	OK	Got it!	19
---	-------	----	---------	----

Total

19

**Words endings: ight and ite**

1. Tick the words spelt correctly and write the correct spellings of the incorrectly spelt words.

- a knite _____ b write _____ c lite _____
- d kite _____ e nite _____ f spight _____
- g excight _____ h brite _____ i slight _____
- j white _____ k fright _____ l quight _____

Prefixes

1. Complete the sentences by adding one of these prefixes to each word in brackets.
ad af al a

- a Do not _____ the television set. (just)
- b He could see into the room because the door was _____. (jar)
- c The ship sank but they all swam _____. (shore)
- d She wanted me to _____ her dress, but I disliked it. (mire)
- e It was _____ morning when Julia finally got to sleep. (most)
- f The word _____ means to frighten. (fright)

0	Tough	OK	Got it!	18
---	-------	----	---------	----

Total
18



Lesson 21

No Nonsense
English

Gender

8-9
years

1. Rewrite these sentences, changing the nouns into the opposite gender.

a His daughters were all countesses.

b The actor who played the hero was his father.

c The tigress attacked the prince and the queen.

d My uncle bought a bull and a gander.

Lesson 22

Making adjectives

1. Complete the sentences by adding the correct suffix to the words in brackets.

a His results were worse than bad. They were _____. (fright)

b The vandals smashed the sign. It was a completely _____ act. (mind)

c There was no sound in the forest – the area seemed _____. (life)

d The weather alters all the time. It's very _____. (change)

e The newspaper article included some _____ details of the robbery. (shock)

f He found the exam extremely _____. (drain)

g The dress she bought was extraordinarily _____. (colour)

h According to the label, the shirt was machine _____. (wash)

0	Tough	OK
		Got it!
		12

Total
12



Lesson 23

No Nonsense
English

8-9
years

Comparatives and
superlatives

1. Complete the sentences with the correct form of the adjectives in brackets.

- a** It was _____ today than yesterday. (warm)
b John is _____ than Tim but Jane is the _____. (old)
c My results were _____ than Sue's. Ron's were the _____ in the school. (good)
d A pig is _____ than a duck. (heavy)
e It was the _____ day of our holiday. (rainy)
f The _____ team was the Spanish one. (slow)

Lesson 24


Similes

1. Complete each sentence with the most suitable word.

rake clown bird night peacock bell arrow

- a** He could hear his Dad's voice as clear as a _____ from the bottom of the garden.
b Rajiv's Mum was as proud as a _____ when he won the cross-country race.
c Inside the cave, it was as black as _____.
d He's as thin as a _____.
e The ball flew towards the goal as straight as an _____.
f I'm as happy as a _____ now that school has finished for the summer holidays.
g When he was flying the aeroplane, he felt as free as a _____.

0	Tough	13
	OK	Got it!

Total
13

**Powerful adjectives****1. Replace each word in brackets with a more powerful adjective.**

- a** The pitch was (bad) _____ and the weather was (hot) _____.
- b** The cave was (cold) _____ and (frightening) _____.
- c** The show was (poor) _____ apart from one (good) _____ juggler.
- d** Oliver Twist was given a (small) _____ bowl of porridge.
- e** The car's engine sounded (loud) _____ in the (quiet) _____ street.
- f** He thought the cake was (nice) _____ but the tea was (unpleasant) _____.

Making more adjectives**1. Add 'ish', 'er' or 'est' to the words in brackets to complete the sentences.**

- a** He knew it was _____ to enter the mine on his own. (fool)
- b** It was the _____ tackle he'd ever seen. (clumsy)
- c** A thrush is _____ than an eagle. A wren is the _____. (small)
- d** It was the _____ sack of all, _____ even than the one he'd brought. (heavy)
- e** He's the _____ child in the class. He's even _____ than the teacher. (bright)
- f** Of the three bridges, this is the _____. (long)

0	Tough	12
	OK	Got it!

Total
12



Adverbs and adjectives

8-9
years

1. Underline the adverbs and circle the adjectives in these sentences.

- a The green parrot flew incredibly fast.
- b He put the food carefully into the hot oven and went out.
- c No one really thought the black box was locked. They were wrong.
- d He ran fast but couldn't catch the mysterious man who quietly vanished into a large crowd.
- e The train was old and slow and puffed loudly.
- f I waited patiently at the door. There was a faint tinkling sound within.
- g The gondor slowly sharpened his powerful claws on the strange rock.

Possessives 1

1. Rewrite these phrases using an apostrophe to show possession.

- a The dog of the baron. _____
- b The friend of the old dog. _____
- c A newspaper belonging to the friend. _____

2. Write these phrases out in full so that an apostrophe isn't needed.

- a Sam's horse. _____
- b The table's leg. _____
- c The onion's skin. _____

0	Tough	OK
		Got it!
		13

Total

13

**Possessives 2****8-9**
years

1. Write the plural form of the nouns in brackets, using apostrophes to show possession.

- a** The _____ windows are not properly fixed. (house)
b The _____ rail services were badly effected by the weather. (town)
c The _____ weapons were useless. (army)
d My _____ presents were wonderful. (friend)
e My _____ car broke down on the way to the ferry terminal. (parent)
f I couldn't find the _____ nest anywhere. (wasp)

Its and it's

1. Choose it's or its to complete these sentences.

- a** I could see _____ nest under the roof tiles.
b I hope _____ going to be OK to call this afternoon.
c I wanted to inspect _____ leg, but the dog howled.
d "_____ OK, the show hasn't started yet, _____ running late!"
e "Look!" he cried. "_____ lost _____ front wheel."
f _____ caught _____ front leg in _____ reins.
g "_____ the black briefcase I want," he whispered. He leant across and picked it up by _____ leather strap.

0	Tough	13
	OK	Got it!

Total

13



Expressive language

8-9
years

1. Read the extract again, then write True or False after each statement.

- a The weather was bad in the city. _____
- b It was built on the banks of a lake. _____
- c There were many domes in the city. _____
- d All the buildings in the city were light and airy. _____
- e The walls of the houses were in poor repair. _____
- f There were trolls living in the city. _____
- g The man who ruled the city was quite pleasant. _____

Explanatory texts

1. Read the extract again, then write True or False after each statement.

- a Evaporation mainly happens at night. _____
- b Bonfire smoke is a sign of rising hot air. _____
- c Water vapour makes the hot air rise. _____
- d Water droplets are formed when the air is warmed. _____
- e The water vapour may condense as a liquid or a solid. _____
- f Whether water vapour condenses as rain or ice, depends on air temperature. _____
- g Most precipitation soaks into the ground. _____

0	Tough	OK	Got it!	14
---	-------	----	---------	----

Total
14



Letter strings: wa and wo

8-9
years

1. Answer these clues using 'wa' words. Write 1, 2 or 3 to show how 'wa' is pronounced in each word.

- a** A large white bird. _____
- b** To walk with your feet in water. _____
- c** The opposite of cool. _____

2. Answer these clues using 'wo' words. Write 1 or 2 to show how 'wo' is pronounced in each word.

- a** The opposite of best. _____
- b** Furniture is often made from this material. _____
- c** These are made up of letters. _____

Letter strings: ough and ou

1. Group these words in the columns below, according to their pronunciation.

round tour mould soup house mound trouble sought poultry you

oh

ow

oo

uh

aw

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

0	Tough	OK	Got it!	16
---	-------	----	---------	----

Total

16



Lesson 35

No Nonsense
English

Common roots

8-9
years

1. Write two words for each of the common roots below.

a port:	_____	_____
b auto:	_____	_____
c trans:	_____	_____
d sub:	_____	_____
e graph:	_____	_____
f circum:	_____	_____

Lesson 36

Vowel suffixes

1. Add the correct suffix to each of these words and write them in the columns below.

terror	specify	explode	history	exhaust	biology	drama	journal	science	alternate
ive				ic				ist	
_____				_____				_____	
_____				_____				_____	
_____				_____				_____	
_____				_____				_____	

0	Tough	OK	Got it!	16
---	-------	----	---------	----

Total

16



Compound words

1. Match the correct pairs and write the compound words.

a sky	bow	_____	g butter	case	_____
b green	spawn	_____	h wood	rope	_____
c tea	scraper	_____	i tight	work	_____
d rain	port	_____	j eye	cup	_____
e air	pot	_____	k rain	brow	_____
f frog	house	_____	l brief	coat	_____

Diminutives

1. Choose the correct prefix or suffix to complete these diminutives.

	let	mini	ette	ling
a	_____ kitchen _____			
b	_____ leaf _____			
c	_____ drop _____			
d	_____ ring _____			
e	_____ statue _____			
f		_____ bus _____		
g		_____ sap _____		
h		_____ skirt _____		
i		_____ seed _____		
j		_____ dump _____		

0	Tough	OK	Got it!	22
---	-------	----	---------	----

Total

22

**Verb endings**

1. Complete the sentences with the forms of the verbs and tenses shown in brackets.

- a** When they heard my car, the eagles _____ away. (to fly / past tense)
b People on the beach _____ a shock when the tide comes in. (to have / future tense)
c The snow _____ down early that year. (to come / past tense)
d I'm afraid I _____ to arrest him on the spot. (to have / past tense)
e The wolves _____ howling through the trees in the moonlight. (to run / past tense)
f After lunch, you _____ the house we're building. (to see / future tense)

Comparative endings

1. Change these adjectives into comparisons by adding the suffixes 'er' and 'est'.

- a** cool _____
b brave _____
c friendly _____

2. Choose either more or most to complete these sentences.

- a** I wanted to buy her the _____ expensive present I could afford.
b This one is certainly _____ beautiful than that one.
c Quite honestly, it's the _____ stupid thing I've ever heard.

0	Tough	12
	OK	Got it!

Total
12



Lesson 41

No Nonsense
English

Plural nouns

8-9
years

1. Write the plural form of these nouns.

- | | | |
|-------------------------|-------------------------|----------------------------|
| a cupboard _____ | b Tuesday _____ | c kangaroo _____ |
| d penalty _____ | e pitch _____ | f tagliatelli _____ |
| g box _____ | h trolley _____ | i larva _____ |
| j dress _____ | k trousers _____ | l bacterium _____ |
| m swatch _____ | n ravioli _____ | o trophy _____ |
| p cargo _____ | q foot _____ | r telephone _____ |

Lesson 42

Connectives

1. Underline the conjunctions and connecting adverbs in these sentences.

- a** There isn't room outside for an extension; furthermore it would be too expensive.
- b** "You can't go outside until you have finished your homework and tidied your room."
- c** Grandad bought me a new pair of swimming goggles because I broke my old pair yesterday.
- d** Provided that it doesn't rain, we'll take a picnic to the park this afternoon.
- e** I read my adventure novel, while Mum submitted our weekly shopping order on the Internet.
- f** The train was delayed; consequently we were late for the show.
- g** My sister bought another pair of shoes this morning, even though she already has more pairs than she can wear in a week!

0	Tough	25
	OK	Got it!

Total

25

**Different kinds of sentences****8-9**
years**1. Change these statements into questions.**

- a** I'm going to the theatre tonight. _____
- b** Yan will sit next to me in assembly. _____
- c** We're learning about sentences today. _____

2. Change these sentences into negative statements.

- a** We will wash the car after lunch. _____
- b** I can watch TV after dinner. _____
- c** Sophie may come round at the weekend, as we might be going to the theme park.

Colons and semi-colons**1. Write in the missing colons and semi-colons in these sentences.**

- a** The recipe needed 1lb of tomatoes 2 large onions 1 red pepper and ½lb of mushrooms.
- b** The dedication read 'To Mum, thanks for everything.'
- c** He enjoyed playing tennis it was a great game.
- d** The directions are as follows turn right at the traffic lights, then continue straight ahead.
- e** She wasn't sure she needed to think.
- f** I still need to buy a new top put my trousers into the dry cleaners find a new pair of shoes buy a present for Grandma and spend my music voucher on that new CD.

0	Tough	OK
		Got it!
		12

Total
12



Hyphens

8-9
years

1. Write in the missing hyphens in these sentences.

- a Josh is Mary's brother in law and he's twenty one years old.
- b She gave him an up to date list of people she had invited to the party.
- c Elephants are four legged mammals, while spiders are eight legged arachnids.
- d The sign read: 'Beware man eating tiger!'
- e The councillor was re elected for a second term in office.
- f Sarah gave a first class performance as the ten year old daughter in the school play.
- g The packet contained fifty four chocolate covered peanuts and raisins.

Dashes

1. Rewrite these sentences, putting in the missing dashes.

- a I know it's here somewhere but where? _____
- b We had a great time on the school trip especially when it rained!

- c Sarah the girl standing with Misha is nine years old tomorrow.

- d I couldn't find the brooch the brooch that my Grandma gave me.

- e She had signed it hadn't she? _____

0	Tough	12
	OK	Got it!

Total
12



Poetry

8-9
years

1. Read the poem again, then write True or False next to the following statements.

- a** The deer were standing at the edge of a lake. _____
- b** The poet compares the deer to dancers. _____
- c** The deer were listening for wolves. _____
- d** Their coats were made from wool. _____
- e** The poet was watching the deer from the trees. _____
- f** The poet was not able to stroke one of the deer. _____
- g** The deer's coats were black. _____

Persuasive writing

1. Read the article again, then write True or False next to the following statements.

- a** According to the article, litter does not cause disease to spread. _____
- b** The article is structured into six paragraphs. _____
- c** The writer includes three rhetorical questions in the article. _____
- d** Litter creates itself. _____
- e** The article tells you how to recycle bottles and cans. _____
- f** The writer gives five examples of litter. _____
- g** People who drop litter are called litter-bugs. _____

0	Tough	OK	Got it!	14
---	-------	----	---------	----

Total

14



Copy this piece of writing on the lines underneath.

Under the mat they could see the frog.
One eye looked at them. A green foot slid
wetly out. Then another. It croaked softly
as if it were trying to say something. Then
it hopped right out and looked around the
room.

Bond No Nonsense English 8-9 Years

Answers

Lesson 1

1. *Children may break the words acceptably at slightly different points.*
a filling: fil ling **b** hurry: hur ry
c cannon: can non **d** horrid: hor rid
2. **a** happy **b** hammer **c** yellow **d** rabbit

Lesson 2

1. **a** sail, pier **b** heard, mail **c** you, seam **d** bear, there
e wear, tea **f** flea, mite **g** rose, whirred

Lesson 3

1. **a** followed, climbed, continued **b** called, waited, shouted **c** hoped, climbed
2. **a** whizzing, landed
b run, shouted, climbing
c started, clattered, crashed, remembered

Lesson 4

1. **a** swam **b** made **c** sank **d** brought
e blew **f** bought
2. **a** caught **b** rang **c** saw **d** took

Lesson 5

1. **a** smallness **b** placement **c** happiness
d likelihood **e** gloominess **f** headship
2. **a** amazement **b** premiership
c ugliness

Lesson 6

1. **a** tighten **b** brighten **c** pollinate
d modify **e** terrorise / terrify

Lesson 7

1. **a** hurries, roars **b** fail, hopes **c** want, strikes
2. **a** taught, swam **b** threw, caught **c** ate, drank

Lesson 8

1. **a** past **b** past, present **c** future
d present, past **e** past, future

Lesson 9

1. *Possible answers include the following:*
a roared/screeched, hooted/honked
b cried/shouted, gripped/grabbed
c whizzed/hurtled, splashed
d roared/howled, hacked/chopped
e cried/yelled, crashed
f crashed/smashed, snapped
g burst/hurled, cried/screamed

Lesson 10

1. softly, lightly, quickly, well, faster, loudly, anxiously
2. *Possible answers include the following:*
a badly, much better
b fast, lightly
c quickly, rapidly

Lesson 11

1. **a** up here **b** quite suddenly
c without a doubt **d** far too little
e with any luck

Lesson 12

1. **a** phrase **b** clause **c** clause
d phrase **e** clause **f** clause
g phrase **h** clause

Lesson 13

1. **a** "After tea," said Mike, "I'm going round there to get my ball back."
b "Halt!" cried the dwarf. "No mortal enters Zendor and lives."
c "My thumb is magic," he whispered. "It can cast spells. It can kill."
2. **a** "Don't wait for me," he called, "I've lost all my money."
b "Where on earth did you get that hat?" she asked.
c "Whatever you do," the creature croaked, "you must not look back at the queen."
d "Please let go," he yelled, "I'll never come here again."

Lesson 14

- a** The pirates used swords, spades, lanterns and ropes to hunt for treasure.
b My recipe needs eggs, flour, milk, butter and sugar.
c I put the old, useless, wooden spade out for the dustmen.
- a** Dingo, my dog, and Spotty, my Mum's cat, went rushing up the street.
b Whatever you do, Mr Jones, you'll never get your money back now.
c Itchy, the flying flea, will now leap from the top of the fridge.

Lesson 15

- a** False **b** True **c** False **d** True
e False **f** False **g** True **h** True

Lesson 16

- a** False **b** True **c** False **d** False
e False **f** True **g** False

Lesson 17

- a** glad glib glory glow glum
b chair chestnut choir chunk church
c sprain spree sprinkle sprint
d wriggle wring wrinkle wrist

Lesson 18

- a** shelves **b** coves **c** knives
d caves **e** hives **f** puffs
g halves **h** thieves **i** wives
- a** wave **b** vase **c** hoof
d reef **e** dwarf **f** staff

Lesson 19

- a** knight **b** ✓ **c** light **d** ✓
e night **f** spite **g** excite **h** bright
i ✓ **j** ✓ **k** ✓ **l** quite

Lesson 20

- a** adjust **b** ajar **c** ashore **d** admire
e almost **f** affright

Lesson 21

- a** His sons were all counts.
b The actress who played the heroine was his mother.
c The tiger attacked the princess and the king.
d My aunt bought a cow and a goose.

Lesson 22

- a** frightful **b** mindless **c** lifeless
d changeable **e** shocking **f** draining
g colourful **h** washable

Lesson 23

- a** warmer **b** older, oldest **c** better, best
d heavier **e** rainiest **f** slowest

Lesson 24

- a** bell **b** peacock **c** night
d rake **e** arrow **f** clown **g** bird

Lesson 25

- Possible answers include the following:*
a awful/appalling, scorching
e freezing, terrifying
c disappointing/average, impressive
d minute/meagre
e thunderous, silent/peaceful
f delicious, disgusting/dreadful

Lesson 26

- a** foolish **b** clumsiest **c** smaller, smallest
d heaviest, heavier **e** brightest, brighter
f longest

Lesson 27

- a** *Underline:* incredibly; *circle:* green
b *Underline:* carefully; *circle:* hot
c *Underline:* really; *circle:* black
d *Underline:* fast, quietly; *circle:* mysterious, large
e *Underline:* loudly; *circle:* old, slow
f *Underline:* patiently; *circle:* faint, tinkling
g *Underline:* slowly; *circle:* powerful, strange

Lesson 28

- a** The baron's dog.
b The old dog's friend.
c The friend's newspaper.
- a** The horse belonging to Sam.
b The leg of the table.
c The skin of the onion.

Lesson 29

- a** houses' **b** towns' **c** armies'
d friends' **e** parents' **f** wasps'

Lesson 30

- a** its **b** it's **c** its **d** It's, it's
e It's, its **f** It's, its, its **g** It's, its

Lesson 31

1. **a** False **b** False **c** True **d** False
e True **f** False **g** False

Lesson 32

1. **a** False **b** True **c** False **d** False
e True **f** True **g** False

Lesson 33

1. **a** swan / 1 **b** wade / 3 **c** warm / 2
2. **a** worst / 1 **b** wood / 2 **c** words / 1

Lesson 34

- oh:** mould / poultry
ow: round / house / mound
oo: soup / you
uh: trouble
aw: tour / sought

Lesson 35**1. Possible answers include:**

- a** port: porter / portable / transport
b auto: autograph / automatic / autobiography
c trans: transfer / transmit / translate
d sub: submarine / submerge / subtotal
e graph: graphic / photograph / biography
f circum: circumference / circumstance / circumnavigate

Lesson 36

- ive:** explosive / exhaustive / alternative
ic: specific / historic / dramatic / scientific
ist: terrorist / biologist / journalist / dramatist / scientist

Lesson 37

1. **a** skyscraper **b** greenhouse **c** teapot
d rainbow **e** airport **f** frogspawn
g buttercup **f** woodwork **g** tightrope
h eyebrow **i** raincoat **j** briefcase

Lesson 38

1. **a** kitchenette **b** leaflet **c** droplet
d ringlet **e** statuette **f** minibus
g sapling **h** miniskirt **i** seedling
j dumpling

Lesson 39

1. **a** flew **b** will have **c** came **d** had
e ran **f** will see

Lesson 40

1. **a** cooler / coolest **b** braver / bravest
c friendlier / friendliest
2. **a** most **b** more **c** most

Lesson 41

1. **a** cupboards **b** Tuesdays **c** kangaroos
d penalties **e** pitches **f** tagliatelli
g boxes **h** trolleys **l** larvae
j dresses **k** trousers **l** bacteria
m swatches **n** ravioli **o** trophies
p cargoes **q** feet **r** telephones

Lesson 42

- a** There isn't room outside for an extension; furthermore it would be too expensive.
b "You can't go outside until you have finished your homework and tidied your room."
c Grandad bought me a new pair of swimming goggles because I broke my old pair yesterday.
d Provided that it doesn't rain, we'll take a picnic to the park this afternoon.
e I read my adventure novel, while Mum submitted our weekly shopping order on the Internet.
f The train was delayed; consequently we were late for the show.
g My sister bought another pair of shoes this morning, even though she already has more pairs than she can wear in a week!

Lesson 43

1. **a** Am I going to the theatre tonight?
b Will Yan sit next to me in assembly?
c Are we learning about sentences today?
2. **a** We won't wash the car after lunch.
b I can't watch TV after dinner.
c Sophie may not come round at the weekend, as we might not be going to the theme park.

Lesson 44

1. **a** The recipe needed: 1lb of tomatoes; 2 large onions; 1 red pepper; and ½lb of mushrooms.
b The dedication read: 'To Mum, thanks for everything.'
c He enjoyed playing tennis; it was a great game.
d The directions are as follows: turn right at the traffic lights, then continue straight ahead.
e She wasn't sure; she needed to think.
f I still need to buy: a new top; put my trousers into the dry cleaners; find a new pair of shoes; buy a present for Grandma; and spend my music

voucher on that new CD.

Lesson 45

- a** Josh is Mary's brother-in-law and he's twenty-one years old.

b She gave him an up-to-date list of people she had invited to the party.

c Elephants are four-legged mammals, while spiders are eight-legged arachnids.

d The sign read: 'Beware man-eating tiger!'

e The councillor was re-elected for a second term in office.

f Sarah gave a first-class performance as the ten-year-old daughter in the school play.

g The packet contained fifty-four chocolate-covered peanuts and raisins.

Lesson 46

- a** I know it's here somewhere – but where?

b We had a great time on the school trip – especially when it rained!

c Sarah – the girl standing with Misha – is nine years old tomorrow.

d I couldn't find the brooch – the brooch that my Grandma gave me.

e She had signed it – hadn't she?

Lesson 47

- a** False **b** True **c** False **d** False

e True **f** True **g** False

Lesson 48

- a** False **b** True **c** True **d** False

e False **f** False **g** True

Answer-Key Notes: 11+ English Answers (No-Nonsense Ages 8-9)

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

This answer key lists the correct responses for each lesson but rarely explains **why** those answers work. Use the mark scheme to check answers objectively, awarding one mark per correct item unless the rubric states otherwise. When your child misses a question, ask whether it was a slip (spelling, missed word) or a gap in understanding the rule. If the same type of error recurs across lessons, that signals a topic to revise.

The worked examples below focus on questions where students often lose marks despite knowing the rules. Use them to model the reasoning process aloud, then ask your child to explain a similar question back to you.

If you cannot see why an answer is correct even after reading the worked example, revisit the corresponding topic in the question-paper appendix or a teaching guide before moving on.

Score interpretation

This workbook contains 48 short lessons covering spelling patterns, homophones, verb forms, punctuation, and vocabulary. Each lesson awards between 4 and 25 marks. A rough guide: scoring 70 per cent or more on a lesson suggests the child can apply that rule accurately under light time pressure. Between 50 and 70 per cent indicates partial understanding; careless errors and knowledge gaps are hard to separate at this stage. Below 50 per cent usually means the concept needs re-teaching from first principles.

Because the lessons are short and focused, a single weak score is not a cause for concern. Look for patterns: if your child consistently scores well on spelling but struggles with punctuation (Lessons 13, 14, 42, 44, 45, 46), prioritise those. If vocabulary lessons (9, 10, 24, 25) are weaker than grammar, adjust your revision plan accordingly.

High scores across all 48 lessons suggest readiness for the Bond 9–10 workbook or timed 11+ practice papers. Patchy results mean selective revision and a second attempt at weaker lessons will be more useful than moving on too soon.

Worked examples

Spelling patterns and homophones (Lessons 1–2, 17–20, 33–34, 37–38)

Marks are lost when children spell words phonetically without checking whether a letter string has multiple pronunciations (e.g. 'ough' in Lesson 34) or when they confuse homophones that sound identical but carry different meanings. **Context is the gatekeeper:** 'sail' and 'sale' are both correct spellings, but only one fits 'We are going to ___ from the pier.' Compound words (Lesson 37) are often misspelt as two words or hyphenated incorrectly; knowing common pairs (skyscraper, greenhouse, briefcase) prevents this.

Lesson 2, sentence (a) : sail, pier

The sentence reads 'We are going to ___ from the end of the ___.' The verb 'sail' (travel by boat) fits the first gap; 'sale' (a shop event) does not. 'Pier' (a structure over water) makes sense for the location; 'peer' (to look closely, or a person of equal rank) does not. **Always read the whole sentence** to check that both meaning and grammar work.

Lesson 19, word (c) : light

The clue in the workbook asks for a word ending in 'ight' or 'ite'. 'Light' (brightness, or not heavy) ends in 'ight' and is a common word. 'Lite' is an informal or advertising spelling and would not appear in formal English tests. If a word looks unusual, assume the conventional spelling is correct unless told otherwise.

Lesson 34 : oh: mould / poultry; ow: round / house / mound; oo: soup / you; uh: trouble; aw: tour / sought

The letter string 'ou' or 'ough' can produce five different sounds. **Grouping words by pronunciation** reveals the pattern: 'mould' and 'poultry' share the long 'oh' sound, while 'trouble' shortens to 'uh'. Many children try to decode 'sought' as 'sawt' (correct) but spell it phonetically as 'sort'; knowing it belongs to the 'aw' family prevents that slip.

Lesson 37, pair (a) : skyscraper

The instruction is to match pairs and write the compound word. 'Sky' + 'scraper' = 'skyscraper' (a very tall building). The trap is writing 'sky scraper' (two words) or 'sky-scraper' (hyphenated). Compound nouns that have been in the language for decades are almost always closed (one word, no hyphen). When in doubt, check a dictionary, but common pairs like skyscraper, greenhouse, and briefcase are safe bets.

Verb forms and tenses (Lessons 3–4, 7–8, 39)

Children lose marks by adding 'ed' to irregular verbs ('swimmed' instead of 'swam') or by confusing past and present tense within the same sentence. The mark scheme awards one mark per correct verb form, so each mistake costs a point. **Irregular verbs must be memorised**; there is no rule that predicts 'catch' becomes 'caught' rather than 'catched'. Lessons 7 and 39 test whether the child can switch tense on demand; reading the whole sentence aloud often reveals a mismatch.

Lesson 4, sentence (a) : caught

The verb 'catch' is irregular: its past tense is 'caught', not 'catched'. The sentence 'He ___ the ball above his head' requires the past tense because the action is finished. Many children write 'catched' because they know the regular rule (add 'ed'), but **irregular verbs override that rule**. If a verb sounds wrong when you add 'ed', it is probably irregular; check a list.

Lesson 8, sentence (b) : left (past), are coming (present)

The sentence reads 'They ___ yesterday. They ___ back today.' 'Yesterday' signals past tense ('left'), while 'today' and the continuous aspect signal present tense ('are coming'). Mixing 'left' and 'come' (simple present) would sound unnatural. **Time words are the strongest clue** to which tense is needed; underline them before filling the gap.

Lesson 39, sentence (e) : ran

The instruction says to use 'to run' in the past tense. 'The wolves ___ howling through the trees in the moonlight.' The past tense of 'run' is 'ran', not 'runned'. The phrase 'in the moonlight' (描述過去某一刻) confirms past tense. Children who write 'were running' have used past continuous, which is also past but not the simple past the question asks for; check the bracketed instruction carefully.

Punctuation: speech marks, commas, colons, semi-colons, hyphens, dashes (Lessons 13–14, 42, 44–46)

Punctuation questions often carry multiple marks (one per missing symbol), so errors multiply quickly. **Speech marks must enclose only the spoken words**, and the comma or full stop usually sits inside the closing quote if the sentence ends there. Commas separate list items and non-essential clauses; missing one in a list of four items costs a mark. Colons introduce lists or explanations; semi-colons join related sentences. Hyphens glue compound adjectives ('ten-year-old daughter'); dashes mark interruptions or afterthoughts and require one at each end of the interruption.

Lesson 13, sentence 2(c) : "Whatever you do," the creature croaked, "you must not look back at the queen."

The spoken words are split by 'the creature croaked', so two pairs of speech marks are needed. A comma after 'do' (inside the first closing quote) shows the speech continues. Another comma after 'croaked' separates the reporting clause from the second half of the speech. The full stop sits inside the final closing quote because the sentence ends there. **If the speech is interrupted, treat it as two quoted segments** with the reporting clause in between.

Lesson 14, sentence 1(a) : The pirates used swords, spades, lanterns and ropes to hunt for treasure.

A list of four items needs commas after the first three and 'and' before the last. 'Swords, spades, lanterns and ropes' is correct. Omitting any comma (e.g. 'swords spades, lanterns and ropes') makes the sentence harder to parse and loses a mark. Some style guides allow a comma before 'and' (the Oxford comma), but Bond typically does not require it; follow the mark scheme's pattern.

Lesson 44, sentence (f) : I still need to buy: a new top; put my trousers into the dry cleaners; find a new pair of shoes; buy a present for Grandma; and spend my music voucher on that new CD.

The colon introduces a list of tasks. Because each task is a clause (contains a verb), semi-colons separate them instead of commas. A comma would be too weak. The final item takes 'and' plus a semi-colon before it. **Use semi-colons when list items are long or contain commas themselves**; this keeps the structure clear.

Lesson 45, sentence (f) : Sarah gave a first-class performance as the ten-year-old daughter in the school play.

'First-class' is a compound adjective describing 'performance', so it takes a hyphen. 'Ten-year-old' is also compound (an adjective formed from three words) and needs hyphens between all three parts. Without hyphens, 'ten year old daughter' could be misread as a ten-year daughter who is old. **Hyphenate compound adjectives that come before the noun**; after the noun ('the daughter is ten years old') no hyphens are needed.

Adjectives and adverbs: comparatives, superlatives, powerful vocabulary (Lessons 10–11, 23, 25–27, 40)

Comparative and superlative forms follow predictable rules for short adjectives (add 'er'/'est') but require 'more'/'most' for longer words. **Never mix the two**: 'more cleverer' is wrong. Adverbs modify verbs and often end in 'ly', but a few (well, fast, hard) do not.

Powerful-vocabulary questions ask for a synonym that is more vivid; the mark scheme often accepts several answers, so any word that genuinely intensifies the meaning will score.

Lesson 23, sentence (c) : better, best

The adjective 'good' is irregular: its comparative is 'better' (not 'gooder') and its superlative is 'best' (not 'goodest'). The sentence reads 'My results were ___ than Sue's. Ron's were the ___ in the school.' 'Than' signals comparative; 'the ___ in the school' signals superlative. **Memorise the irregular triplets:** good / better / best, bad / worse / worst.

Lesson 25, sentence (a) : awful / appalling, scorching

The instruction is to replace 'bad' and 'hot' with more powerful adjectives. 'Awful' or 'appalling' (both mean very bad) and 'scorching' (extremely hot) are stronger than the plain words. The mark scheme lists these as examples; other vivid synonyms (dreadful, terrible, blistering, sweltering) would also score. **Choose words that genuinely intensify**, not just longer words: 'unpleasant' is no stronger than 'bad'.

Lesson 27, sentence (d) : Underline: fast, quietly; circle: mysterious, large

Adverbs modify the verb 'ran' and 'vanished': 'fast' (how he ran) and 'quietly' (how the man vanished). Adjectives modify nouns: 'mysterious' (man) and 'large' (crowd). The trap is circling 'fast' as an adjective because it has no 'ly' ending. **Ask what the word describes:** if it describes a verb, it is an adverb even without 'ly'.

Apostrophes: contractions and possession (Lessons 28–30)

Apostrophes show either missing letters (it's = it is) or possession (the baron's dog). The possessive 'its' (belonging to it) **never takes an apostrophe**; this is the single most common error in the workbook. For singular possession, add apostrophe-s (dog's, friend's). For plural possession, add apostrophe after the s if the plural already ends in s (houses', parents'), or apostrophe-s if the plural is irregular (children's, men's). Each misplaced or missing apostrophe costs a mark.

Lesson 28, phrase 1(a) : The baron's dog.

The original phrase is 'The dog of the baron.' To show possession, move 'the baron' before 'dog' and add apostrophe-s: 'the baron's dog'. The apostrophe goes between 'baron' and 's' because the baron is singular. **Rewriting with 'of' is always the long-form test:** if you can say 'of the X', then X takes the apostrophe.

Lesson 29, sentence (a) : houses'

The sentence reads 'The ___ windows are not properly fixed.' The noun in brackets is 'house', and the instruction says to write the plural possessive form. Plural of 'house' is 'houses'. Because it already ends in s, the possessive is 'houses' (apostrophe after the s). **For regular plurals, add only the apostrophe;** do not write 'houses's'.

Lesson 30, sentence (d) : It's, it's

The sentence reads "'___ OK, the show hasn't started yet, ___ running late!'" Both gaps need 'It is' contracted to 'it's' (apostrophe replaces the missing i). The possessive 'its' (belonging to it) would make no sense here. **If you can expand the word to 'it is' or 'it has', use the apostrophe;** otherwise use 'its'.

Next steps

After marking, sort errors into three groups: slips (the child knew the rule but misread or rushed), half-known rules (right some of the time), and unknown rules (consistent mistakes). Slips need only a reminder to check work; half-known rules need one focused revision session and five practice questions; unknown rules need re-teaching from a textbook or video, then graduated practice. If your child scores below 60 per cent on more than a quarter of the lessons, pause and consolidate those topics before attempting new material.

If scores are consistently high (above 80 per cent), move to the Bond 9–10 workbook or try a timed 11+ practice paper to see whether accuracy holds under exam pressure. Use any remaining weak lessons as retrieval practice a few weeks later; spacing out revision cements long-term retention better than massed practice.

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).