

11+ PRACTICE PACK

Bond No-Nonsense Ages 9-10

11+ English Complete Practice Pack

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Bond 11+ English. Work through this paper first.

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Lesson 1

No Nonsense
English

Vowel endings

9-10
years

1. Find a vowel to complete these words.

- a** spaghett__ **b** bing__ **c** gn __ **d** umbrell __ **e** macaron __
f yog __ **g** tog __ **h** pitt __ **i** volcan __ **j** kiw __

2. Complete these sentences by changing the nouns in brackets to plurals.

- a** I saw the _____ of the match afterwards. (hero)
b We often went to the _____ in the town. (disco)
c _____ are flightless birds that come from Australia. (emu)
d I bought 1lb of _____ at the supermarket today. (potato)

Lesson 2

Plurals

1. Write the plural of these singular nouns.

- a** axe _____ **b** splash _____ **c** box _____ **d** trolley _____
e shelf _____ **f** torch _____ **g** church _____ **h** slipper _____

2. Write the singular of these plural nouns.

- a** halves _____ **b** lollies _____ **c** taxes _____ **d** losses _____
e ferries _____ **f** bunches _____ **g** scissors _____ **h** skies _____

0	Tough	OK	Got it!	30
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Total

30



Lesson 3

Prefixes 1

No Nonsense English

9-10
years

1. Join the words to their correct meanings.

- | | |
|--|----------------|
| a To walk around something. | automatic |
| b To move a plant from one place to another. | circle |
| c A completely round shape. | telephone |
| d The word that describes a machine that works by itself. | biped |
| e A device for talking to people a long way away. | circumambulate |
| f An animal with two feet. | transplant |

Lesson 4

Synonyms

1. Match the words that are synonyms.

- | | |
|-------------------|----------|
| a tranquil | sob |
| b frighten | missing |
| c heavy | timber |
| d lost | peaceful |
| e wood | weighty |
| f cry | scare |

0	Tough	OK
		Got it!
		12

Total

12



Lesson 5

No Nonsense English

9-10
years

Adverbs

1. Underline the adverbs in these sentences.

- a He laughed and limped slowly off down the road.
- b They played well and scored runs quickly.
- c I failed completely to get the toy boat to float.
- d I scrambled hurriedly down the slope.
- e He swerved on the bike and crashed noisily through the hedge.

Lesson 6

Root words

1. Write a short root word hidden in the middle of these long words.

- a signature _____ b participate _____ c presentation _____
- d disagreement _____ e transplant _____ f requirement _____

2. Complete each sentence using a word that includes the root word in brackets.

- a We had an _____ chance of winning the game right to the end. (excel)
- b The day was sunny and the air smelled _____. (wonder)
- c It was my turn to _____ the team. (organ)
- d Sam needed a r_____ as the game didn't work on his laptop. (place)

0	Tough	OK
		Got it!
		15

Total
15



Lesson 7

No Nonsense
English

Changing word order

9-10
years

1. Change the word order but not the meaning of these sentences.

- a** Until the end, I was worried. _____
- b** Under the seat, there was a snake. _____

2. Swap the subject and the object to change the meaning of each sentence.

- a** The rabbit looked at the egg. _____
- b** The fox bit the postman. _____
- c** The bus went over the bridge. _____

Lesson 8

Editing text

1. Choose connectives to join the sentences. Avoid using 'because', 'and' or 'but'.

a I kept walking. I got to the finishing line. I didn't win.

b I hadn't walked fast enough. I felt very disappointed.

c I was so tired. I took the bus all the way home.

0	Tough	OK
		Got it!
		8

Total

8



1. Rewrite these sentences with direct speech in place of reported speech.

a The frog asked the princess if she would marry him.

b The policeman told the two boys to get out of the car.

2. Rewrite these sentences with reported speech in place of the direct speech.

a "Don't stop in the road whatever you do," the driving instructor told him.

b "A bath may help you to relax," suggested Mum.

Auxiliary verbs

1. Underline the auxiliary verb in these sentences.

a The dogs were barking loudly when we arrived.

b He had been certain that they would come sooner or later.

c He could play on the computer as his brother would be out until dinner time.

d We might go to our caravan at the weekend and Granny may come as well.

2. Change the sentences into the past tense by changing the auxiliary verb.

a The dogs are running around. _____

b They are having a holiday today. _____

c Sam is waiting for you. _____

0	Tough	11
	OK	Got it!

Total
11



First, second and third person

1. Fill in the gaps using the correct personal pronoun, indicated in brackets.

- a** _____ went to see what would happen at the trial. (first person plural)
b _____ can't hang around here in the rain. (second person plural)
c _____ tried to open the door to the kitchen. (third person plural)

2. Rewrite these sentences in the person indicated in brackets.

- a** Can't you wake up? _____ (third person plural)
b Who am I seeing? _____ (second person singular)
c We tried to leave. _____ (third person singular)

Commas and clauses 1

1. Write the missing comma in each of these sentences.

- a** Although we were late the show had still not started.
b When they turned round the lion gave a roar.
c After I missed the train I went and had a cup of tea.
d Even if it rains we'll walk in the woods.

2. Tick the sentence that uses the comma correctly. Correct the one that has the comma in the wrong place.

- a** Although, it was all his fault he never stopped complaining. _____
b After the interval, the show got much better. _____

0	Tough	OK
		Got it!
		12

Total
12

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

- a** She bought vegetables cabbage for her Mum potatoes for her Gran onions for herself.
b The notice said 'Keep off the grass'.
c This is what you have to do turn left at the end of the road.

2. Write the missing hyphens and dashes in these sentences.

- a** Passing the exam gave my self confidence a great boost.
b He was a first time buyer.
c I had pre booked tickets for the show.
d Where was the diary the diary her Mother had given her?

Dialogue**1. Put the correct punctuation and speech marks into these sentences.**

- a** Do that again he whispered and you'll be very very sorry
b Why are you here he gasped I asked you not to come
c Hurry up Mum called Why can't you ever be on time
d We sat by the river for a long time It's no good said Helen we'll never see the otter again
e Ask yourself three questions she said. Why How And when

0	Tough	12
	OK	Got it!

Total
12



Lesson 15

No Nonsense
English

Story openings

9-10
years

1. Read the extracts again. Then answer these questions.

- a** What part of the ship was turned towards England? _____
- b** What do you think the 'rattle of the cordage' means? _____
- c** What was the warning sound used to indicate that the ship was ready to go? _____
- d** Which ocean is *The Spartan* going to cross? _____
- e** Was anyone watching the ship depart? How do you know?

- f** How soon after departure did the calamity happen? _____

Lesson 16

Recount writing

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

- a** The trip started in the afternoon. _____
- b** The writer has a sister. _____
- c** Giraffes and zebras can be kept together. _____
- d** Giraffes and zebras eat meat. _____
- e** A small monkey leaped on the car. _____
- f** There was a special place for picnics. _____

0	Tough	12
	OK	Got it!

Total
12



Lesson 17

No Nonsense
English

Hard and soft c

9-10
years

1. Circle the words that have a soft c sound and underline those with a hard c sound.

a carnival ceiling canter icing bicycle carpet price space crocus cut

b Which word has both a hard c and a soft c? _____

2. Underline the misspelt words and write the correct spellings.

a I bought a komic at the market. _____

b I can't cend a letter without a stamp. _____

c The commander of the spase ship climbed out. _____

d I ate a karrot and a stick of selery. _____

Lesson 18

Common letter strings

1. Group these words together by their pronunciation.

droop moul route flavour mouth moon shoulder wood goodnight
behaviour youngster could shout fourth pour bought sour dough

oh

ow

uh

aw

oo

short oo

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

0	Tough	OK	Got it!	24
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Total

24



Lesson 19

No Nonsense English

9-10
years

Homophones

1. Select the correct homophone to complete these sentences.

- a The lion gave a terrible _____. (raw/roar)
- b It could be _____ all over the zoo. (heard/herd)
- c I went close ____ its cage. (by/buy)
- d It seemed to be in some kind of _____. (pane/pain)
- e I _____ at once why the lion was suffering. (saw/sore)
- f There were some nails on the _____ of the cage. (flaw/floor)
- g One of them was stuck in its _____. (poor/paw)
- h Just then it started _____. (reigning/raining)

Lesson 20

Possessive pronouns

1. Underline the possessive pronouns in these sentences.

- a He held his umbrella over my head to protect me.
- b The cat was ours. She had been stolen from our house.
- c Zog was an alien. His head had two antennae. His feet were not like ours at all.
- d Your homework was terrible. All its answers were wrong.
- e Call at our house today. Jackie's bringing her new computer game round.

0	Tough	OK
		Got it!
		13

Total
13

**Suffixes****1. Choose the correct 'shun' suffix for each of these words.**

- a** _____ is very important if you want a _____ (educate/profess)
- b** Cars are a major cause of _____. (pollute)
- c** A person who advises on diet is call a _____. (diet)
- d** You need to pay more _____ to your work. (attend)
- e** We want to build an _____ to our house. (extend)
- f** This book is a _____ from French. (translate)
- g** In the _____ the thief escaped. (confuse)

Onomatopoeia**1. Complete the sentences using these words.**

squeaked smacked splashing purring plopped popped whoosh

- a** The frog _____ into the _____ water.
- b** The cork _____ out of the bottle and _____ into the ceiling.
- c** There was a _____ as the water shot out of the hose.
- d** The mouse _____ when it heard the _____ of the cat.

0	Tough	11
	OK	Got it!

Total
11

**Grammatical agreement****1. Circle the correct form of the verb in these sentences.**

- a** The three sheep runs/run towards the bottom of the field.
- b** My favourite team play/plays at home this week.
- c** After dark the lights go/goes on in the square.

2. Complete the sentences using the correct form of the verb in brackets.

- a** The mouse _____ back into its hole. (scurry)
- b** John and Rob usually _____ athletics after school. (practise)
- c** We _____ to visit France in the summer. (hope)

Verb tenses**1. Underline the verbs not in the present tense. Write the sentences correctly in the present tense.**

- a** I try to remember a joke when I heard one.
-

- b** I always lost my wallet and I'm looking for it now.
-

- c** I met Susie at 3pm on Tuesdays so we can go to the aerobics class together.
-

- d** Don't go in the cave! You must see the bats hanging from the ceiling.
-

0	Tough	10
	OK	Got it!

Total
10



Sentence types

1. Underline the statements, circle the orders, put a wavy line under the questions and write in all the missing punctuation.

- a We were waiting under the tree for the bus. Just then Jade shouted, "Look out
- b I couldn't see anything wrong. What on earth are you talking about Its quite safe here."
- c "Run yelled Jade. The tree. It's not safe
- d I could see the tree above me It looked fine What was she talking about
- e "I'll stand here as long as I like " I replied
- f Suddenly there was a tearing sound The branch was coming down fast

Adapting texts 1

1. Rewrite this passage into six sentences, making it suitable for a younger child to read:

They hacked their way through the dense green jungle. Mike slithered dangerously on the muddy path that snaked up the hillside, past the lake, over the rope bridge and towards the clouds. Birds exploded up from the far tops of the trees and the rain lashed their faces.

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____

0	Tough	12
	OK	Got it!

Total

12



Ambiguities

1. Rewrite these sentences to make their meaning clear.

a I saw a postman with a sack wearing shorts.

b I caught a fish with a worm which I'll have for supper.

c I frightened the bird with the gun.

d The fireman saved the cat with the ladder.

Sentence structure

1. Rewrite these sentences as one sentence. Add extra words if you need them.

a She turned left at the lights. She drove down the road. She stopped at the school.

b I waited by the door. He came out. He shook me by the hand.

0	Tough	OK
		Got it!
		6

Total

6



Indicating intonation

1. Using punctuation, change each statement first into an order, then a question.

a They are going to the shop after tea.

b No one is ever allowed in.

c We are going to win this afternoon.

Commas and clauses 2

1. Add the missing commas to these sentences.

a The Smirks living in holes and caves near the mountain are dangerous creatures.

b The caves which are dark and deep smell of damp and old bones.

2. Underline the subordinate clauses in these sentences.

a While I was waiting for the bus, I saw a most extraordinary sight.

b An old man, who was wearing a hat made of old shoes, came cycling up the road.

0	Tough	10
	OK	Got it!

Total
10



Narrative poetry

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

- a** When he spoke, the old sailor could see the moon. _____
- b** The captain was confident that the weather would stay fine. _____
- c** The vessel suddenly leaped forward when the storm hit it. _____
- d** The captain died at the wheel. _____
- e** He was looking down at the sea when he died. _____
- f** After the storm hit the ship, it stopped snowing. _____
- g** The sails became covered in ice. _____

Taking notes

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

- a** The children assembled twenty minutes before the coach came. _____
- b** The journey to Paddington took two hours. _____
- c** The underground trains were running on time. _____
- d** Johnny usually remembered his packed lunch on trips. _____
- e** The class had two hours at the Science Museum. _____
- f** The teacher had had an easy day. _____

0	Tough	13
	OK	Got it!

Total
13

**Antonyms**

1. Rewrite these sentences, changing each bold word for its antonym.

- a It was a **cool** day. The clouds were **low**. _____
- b The apples were **big** and **sweet**. _____
- c The spire was **crooked** and **narrow**. _____
- d The sea was **rough** and **deep**. _____
- e The work was **boring** and **hard**. _____

Unstressed vowels

1. Spell these words correctly, putting in the missing unstressed vowels.

- a genus _____ b misrble _____
- c compulsory _____ d darkning _____
- e gardn _____ f poisnus _____

2. Split these words into syllables, then underline the unstressed vowels.

- a. thickening _____ b fishery _____

0	Tough	OK	Got it!	18
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Total
18

**Letter strings – ie and ei**

1. Complete each sentence with a word that uses one of the letter strings and has a similar meaning to the word in brackets.

- a** His parcel was extremely w_____. (heavy)
b I b_____ I will get full marks on the test tomorrow. (think)
c “Please can I have the last p_____ of apple p_____?” (slice / cake)
d The policemen caught the t_____ climbing out of the window. (burglar)
e Australia is a f_____ country. (overseas)
f Sanjay is my best f_____. (mate)
g Josh b_____ outlined the plan to Geoff. (quickly)

Prefixes 2

1. Add the prefix in or im to these words.

- a** _____efficient **b** _____perfect **c** _____finite **d** _____material
e _____frequent **f** _____mortal **g** _____appropriate **h** _____gratitude

2. Add the prefix il or ir to these words.

- a** _____rational **b** _____literate **c** _____reparable **d** _____regular
e _____legal **f** _____resistible **g** _____replaceable **h** _____logical

0	Tough	OK
		Got it!
		23

Total
23

**Borrowed words**

1. Match these words with their meanings and the country they came from.

Word	Meaning	Country of origin
a au revoir	a sleep in the afternoon	Germany
b opera	an artist's work room	Spain
c blitz	good bye	China
d studio	a rich business person	Italy
e sari	a musical play	France
f siesta	a bombardment from the air	Italy
g tycoon	a type of woman's dress	India

Shortened words

1. Write the longer form of these abbreviations and acronyms.

- a** exam _____ **f** BBC _____
- b** hippo _____ **g** advert _____
- c** maths _____ **h** pub _____
- d** km _____ **i** 3D _____
- e** Aussie _____ **j** approx _____

0	Tough	OK
		Got it!
		17

Total
17



Conjunctions

1. Underline the conjunctions in these sentences.

- a** I went outside while it was very cold but I quickly had to go back indoors.
- b** The dogs had run away so I searched until I eventually found them.
- c** I wanted to go shopping because I need to buy a present and I was working the next day.

2. Join these three short sentences in two different ways using different conjunctions.

I went for a walk. I needed the exercise. I soon got tired.

- a** _____
- b** _____

Double negatives

1. Rewrite these sentences correctly, removing the double negative.

- a** I couldn't never be an actor. _____
- b** He didn't know no one. _____
- c** No one got nothing back. _____
- d** We never went nowhere. _____
- e** The meal was not no good. _____

0	Tough	OK	Got it!	10
---	-------	----	---------	----

Total

10



Adapting texts 2

9-10
years

1. Rewrite this text by simplifying any imagery and complex sentences. (4 marks)

The vast, multi-coloured and streaky sea was gradually spread out on the green carpet in front of us. The ropes and large wicker basket were carefully placed at the bottom. After what seemed like an age of silence, there was a sudden, deafening roar and, slowly, life was breathed into the motionless expanse. An eerie feeling crept over us as we gazed upon this magical sight; the ripples were calm at first, but the waves soon became more violent as the stripey sea rose upwards. The full wonder of this magnificent sight was soon clear for all to see, as the hot air balloon grew to its full size and lifted up to the heavens.

Prepositions

1. Complete these sentences with the most appropriate prepositions.

towards around in underneath through behind

- a** I found Tigger _____ the hedge _____ the back garden.
- b** "If you're looking for the pickle, it's _____ the cans of soup."
- c** She ran _____ the bus stop when she saw the bus come _____ the corner.
- d** Sunil jogged _____ the park every morning before work.

0	Tough	OK	Got it!	8
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Total

8



Clauses

1. Underline the subordinate clauses and circle the connectives in these sentences.

- a The man, who lives next door, has a small terrier called Molly.
- b I will be there at 5 o'clock, if the train is on time.
- c Despite leaving on time, we still arrived late for the match.
- d The play was cancelled, due to low ticket sales.
- e On a Sunday morning, while Mum prepares breakfast, I practice for my piano lesson.
- f I didn't believe her, until I saw it for myself.
- g Since I won't be here for long, you can take my seat.

Punctuating sentences

1. Write out this passage, putting in all the missing punctuation. (4 marks)

come in come in what are you waiting out there for called aunt flo right now what would you like for lunch you can have any or all of the following freshly baked rolls three types of cheese slices of smoked ham a mixture of green salad leaves and beef or cherry tomatoes that all sounds very tasty aunt flo answered andy but im not really hungry as i stopped to eat my lunch on the way here

0	Tough	11
	OK	Got it!

Total
11

**Apostrophes****9-10
years****1. Add the missing apostrophes into this passage. (10 marks)**

The waving grasses brought tears to Adams eyes. His hay fever was worse. The pollen was making his eyes itch and his eyes condition got worse when he rubbed them. His handkerchiefs edge was wet with tears. He decided to go and visit some friends to make himself feel better. Adam walked round to Ceris and Daves house and rang the bell. The bells ring was loud and it woke the dog. He could hear Brutus howls from outside, followed quickly by Daves voice telling Brutus to be quiet. As she opened the door, Ceris face broke into a pitiful smile because she could see the state of Adams eyes. "Come in away from the pollen," she said. "You look like you need some of Ceris and Daves tea and biscuits!"

Brackets and dashes**1. Add dashes where appropriate in these sentences.**

- a They looked around they were alone.
- b It was easy or so he thought!
- c The book although dull on the outside explored a world of adventure inside.

2. Use brackets to enclose the additional information in these sentences.

- a "Read chapter two pages 17-25 for homework and summarise the main points."
- b That house the one with the white front door is where Jermaine lives.
- c 'Alas, poor Yorick!,' Shakespeare, Hamlet is from a great scene in the play!
- d Mr Mitchell the baker said 'Hello' to me as I walked past his shop yesterday.

0	Tough	OK
		Got it!
		17

Total
17



Stories from different places

9-10
years

1. Read the story extracts again, then write True or False next to the statements below.

- a** The youngest lassie was pretty. _____
- b** The gentleman sent the youngest lassie to live in the woods. _____
- c** The lassie found the hoosie on her own. _____
- d** The story takes place at Easter. _____
- e** The calf helped the lassie to go to the kirk. _____
- f** The prince didn't notice the lassie. _____
- g** The lassie returned home in time to finish cooking the food. _____

Objective or subjective?

1. Read the two texts again, then write True or False next to the statements below.

- a** The residents have proposed a new road development. _____
- b** The road will link three roads, two motorways and the existing ringroad. _____
- c** It isn't clear how many homes will be knocked down to make way for the road. _____
- d** The new road will definitely divert traffic away from the city. _____
- e** The author of the second text is passionate about stopping the new road. _____
- f** Farms will be destroyed and no new jobs will be created. _____
- g** There are some old roads in the countryside around the city. _____

0	Tough	OK	Got it!	14
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Total

14



Handwriting practice

9-10
years

Copy this piece of writing on the lines underneath.

Tom was behind the palm tree. He was lying in the long grass. From there he could see the pirate's boots. They were black - and very old. He could also see his sword. The point was sharp and the blade was shiny. He hoped that the pirates had given up looking for him. Just then he heard a rustle in the grass and felt a hand on his shoulder.

Paper Notes: 11+ English Question Booklet (No-Nonsense Ages 9-10)

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

Overview

This is a comprehensive **Bond 11+ English Question Booklet** designed for children aged **9-10** preparing for **GL Assessment** style entrance exams. The booklet contains **48 structured lessons** covering the full range of English skills tested at 11+, from grammar and punctuation through to reading comprehension and creative writing techniques. Each lesson is self-contained, mixing short exercises with sentence-level manipulation tasks and vocabulary challenges.

The questions are predominantly **written-response** exercises, with children completing sentences, rewriting passages, underlining key grammatical features, and adding missing punctuation. There are also true/false reading comprehension questions based on short narrative and non-fiction extracts. The approach is systematic and incremental, moving from foundational spelling patterns to sophisticated clause analysis and rhetorical devices.

This booklet suits families looking for a structured, print-friendly resource that can be worked through independently or alongside a tutor. The **238 questions** span word-level, sentence-level, and text-level objectives, making it a thorough foundation for GL Assessment 11+ English papers and similar selective school entrance exams.

How this paper is organised

The booklet is organised into **48 separate lessons**, each occupying roughly one page and focusing on a single topic area. Lessons run sequentially through spelling patterns (vowel endings, plurals, homophones), grammar rules (auxiliary verbs, possessive pronouns, conjunctions, prepositions), punctuation conventions (colons, semi-colons, apostrophes, brackets, dashes), and reading comprehension tasks based on story openings, narrative poetry, and persuasive texts.

Each lesson typically presents **between 3 and 10 questions**, often divided into two or three sub-sections. Some lessons ask students to complete words, others to rewrite sentences or underline specific word classes. Later lessons include short reading extracts followed by comprehension questions in true/false or short-answer format. There are also editing and text adaptation tasks that ask children to simplify complex sentences or insert missing punctuation into unpunctuated passages.

No overall time limit is specified; the booklet is intended for incremental practice over several weeks. Each lesson is scored separately, with marks indicated at the foot of the page. The final page includes a handwriting practice exercise, reinforcing legibility and fluency as well as accuracy.

Topics covered

- Vowel endings and pluralisation rules, including irregular plurals and nouns ending in -o, -y, and consonant clusters
- Prefixes (circum-, trans-, bi-, tele-, auto-) and their meanings; negative prefixes (in-, im-, il-, ir-) applied to root words
- Suffixes, particularly the 'shun' family (-tion, -sion, -ssion) and rules for adding suffixes to root words ending in -e or consonant + y
- Synonyms, antonyms, and homophones; building vocabulary through word families and etymology (borrowed words from French, German, Spanish, Italian, India, China)
- Adverbs and their placement in sentences; distinguishing adverbs from adjectives and understanding their role in modifying verbs
- Root words embedded in longer derivatives; identifying and extracting core meaning from complex vocabulary
- Grammatical agreement (subject-verb concord); verb tenses (present, past, future) and auxiliary verb usage (is/are/was/were, can/could, may/might, will/would)
- First, second, and third person pronouns (singular and plural); possessive pronouns and their correct usage without apostrophes
- Sentence types (statements, questions, orders, exclamations); changing word order and intonation to alter meaning or function
- Clauses and subordination; identifying main and subordinate clauses, using conjunctions and connectives to join ideas, comma placement around embedded clauses
- Punctuation of dialogue (speech marks, commas, question marks, exclamation marks); converting direct speech to reported speech and vice versa
- Colons, semi-colons, hyphens, and dashes; brackets for additional information; apostrophes for possession and contraction
- Reading comprehension of narrative poetry, story openings (including regional dialect stories), recount writing, and persuasive argument texts
- Editing and adapting texts; removing double negatives, resolving ambiguities, simplifying complex sentences for younger readers
- Onomatopoeia and figurative language; objective versus subjective writing; distinguishing fact from opinion in non-fiction texts

How to use this paper for revision

- Work through the lessons in order rather than skipping ahead; many later exercises build on grammatical concepts introduced earlier in the booklet.
- When tackling homophones or spelling exercises, read the whole sentence aloud first to identify the intended meaning before selecting or completing the word.
- For clause and punctuation lessons, underline or highlight the main verb in each sentence first to locate the main clause, then identify subordinate clauses and their connectives.
- In reading comprehension tasks, always return to the text to verify true/false answers; avoid relying on memory or assumptions, especially for inference questions.
- Keep a vocabulary notebook to record new words from the prefixes, suffixes, and borrowed words lessons, along with their meanings and example sentences.
- Practise rewriting and editing tasks aloud before committing pen to paper; this helps you spot ambiguities and awkward phrasing more easily.
- Use the handwriting practice page to check your joined writing is legible under timed conditions; rushed or unclear handwriting can cost marks in a real exam.

Common mistakes to avoid

- Confusing possessive pronouns (its, your, their) with contractions (it's, you're, they're); remember possessive pronouns never take apostrophes.
- Forgetting to change the verb form when converting sentences between tenses or persons, leading to subject-verb disagreement errors.
- Misplacing commas around subordinate clauses, especially when the subordinate clause appears at the start of the sentence; the comma should come after the clause, not before it.
- Leaving double negatives uncorrected; sentences like 'I didn't see nothing' should be rewritten as 'I didn't see anything' or 'I saw nothing'.
- Choosing the wrong homophone by spelling instinct rather than meaning; always ask yourself what the word means in context before selecting 'paw' versus 'poor' or 'saw' versus 'sore'.
- Writing the prefix or suffix incorrectly when the root word ends in a silent -e or double consonant; many children forget to drop the -e before adding -tion or -ing.

Exam technique

Begin each lesson by reading all the questions and worked examples carefully. Many instructions specify exactly how to answer (e.g. 'underline', 'rewrite', 'circle'), and missing this detail costs marks even if your understanding is correct. Allocate your time according to the number of questions and their complexity; a six-word completion task requires less time than rewriting a paragraph into six simplified sentences.

For grammar and punctuation exercises, check your answers against the text you have produced by reading them aloud quietly. If a sentence sounds unnatural or confusing, revisit your choice of connective, pronoun, or punctuation mark. In reading comprehension questions, underline or annotate key phrases in the extract that support each true/false statement; this helps you track evidence and avoid careless errors.

If working through the booklet independently, mark your own answers using a **GL-style mark scheme** or model answers from a teacher or tutor. Focus on understanding why an answer is correct, not just whether you scored the mark. Revisit any lessons where you scored below 70% to consolidate weak areas before moving on to more advanced material.

What to revise alongside this paper

Alongside this booklet, students should practise unseen comprehension passages of increasing length and complexity, including extracts from classic children's literature, modern fiction, and non-fiction articles. This will develop stamina and inference skills beyond the short extracts included here. Vocabulary expansion is critical at 11+, so supplement the prefix and suffix work with wider reading and word games that build etymology knowledge and nuance in meaning.

For grammar, revise sentence construction in greater depth, including complex sentences with multiple subordinate clauses, passive voice, and subjunctive mood (though the latter is rarely tested at 11+, it underpins advanced writing). Explore more sophisticated punctuation use, such as parenthetical commas, ellipses for effect, and the distinction between restrictive and non-restrictive clauses.

Finally, students preparing for **GL Assessment** papers should complete timed practice tests under exam conditions, focusing on the blend of comprehension, grammar, spelling, and creative writing that characterises the full 11+ English paper. This booklet provides the building blocks, but exam technique and confidence under time pressure come only from full mock papers.

Key terms

Prefix, Suffix, Root word, Synonym, Antonym, Homophone, Auxiliary verb, Possessive pronoun, Adverb, Conjunction, Subordinate clause, Main clause, Subject-verb agreement, Direct speech, Reported speech, Colon, Semi-colon, Apostrophe, Onomatopoeia, Ambiguity, Intonation, Narrative poetry, Recount writing, Objective writing, Subjective writing

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Bond No Nonsense English 9-10 Years

Answers

Lesson 1

1. **a** spaghetti **b** bingo **c** gnu **d** umbrella
e macaroni **f** yoga **g** toga
h pitta **i** volcano **j** kiwi
2. **a** heroes **b** discos **c** Emus **d** potatoes

Lesson 2

1. **a** axes **b** splashes **c** boxes **d** trolleys
e shelves **f** torches **g** churches **h** slippers
2. **a** half **b** lolly **c** tax **d** loss
e ferry **f** bunch **g** scissors **h** sky

Lesson 3

1. **a** circumambulate **b** transplant **c** circle
d automatic **e** telephone **f** biped

Lesson 4

1. **a** tranquil: peaceful **b** frighten: scare
c heavy: weighty **d** lost: missing
e wood: timber **f** cry: sob

Lesson 5

1. **a** slowly **b** well, quickly **c** completely
d hurriedly **e** noisily

Lesson 6

1. **a** sign **b** part **c** present
d agree **e** plant **f** require
2. **a** excellent **b** wonderful **c** organise
d replacement

Lesson 7

1. **a** I was worried until the end.
b There was a snake under the seat
2. **a** The egg looked at the rabbit.
b The postman bit the fox.
c The bridge went over the bus.

Lesson 8

1. *Possible answers include the following:*
a I kept walking until I got to the finishing line, although I didn't win.
b I hadn't walked fast enough so I felt very disappointed.

c I was so tired that I took the bus all the way home.

Lesson 9

1. **a** "Will you marry me?" the frog asked the princess.
b "Get out of the car," the policeman told the two boys.
2. **a** The driving instructor told him not to stop in the road whatever he did.
b Mum suggested a bath may help me to relax.

Lesson 10

1. **a** were **b** had been, would **c** could, would
d might, may
2. **a** The dogs were running around.
b They were having a holiday today.
c Sam was waiting for you.

Lesson 11

1. **a** We **b** You **c** They
2. **a** Can't they wake up?
b Who are you seeing?
c He/she tried to leave.

Lesson 12

1. **a** Although we were late, the show had still not started.
b When they turned round, the lion gave a roar.
c After I missed the train, I went and had a cup of tea.
d Even if it rains, we'll walk in the woods.
2. **a** Although it was all his fault, he never stopped complaining. **b** ✓

Lesson 13

1. **a** She bought vegetables: cabbage for her Mum; potatoes for her Gran; onions for herself.
b The notice said: 'Keep off the grass.'
c This is what you have to do: turn left at the end of the road.
2. **a** Passing the exam gave my self-confidence a great boost.
b He was a first-time buyer.

- c I had pre-booked tickets for the show.
 d Where was the diary – the diary her Mother had given her?

Lesson 14

1. a “Do that again,” he whispered, “and you’ll be very, very sorry.”
 b “Why are you here?” he gasped. “I asked you not to come.”
 c “Hurry up!” Mum called. “Why can’t you ever be on time?”
 d We sat by the river for a long time. “It’s no good,” said Helen, “we’ll never see the otter again.”
 e “Ask yourself three questions.” she said. “Why? How? And when?”
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 15

1. a The bowsprit b The sound of the ropes
 c A bell d The Atlantic
 e Yes, he can hear the cheering of the crowd.
 f Within twelve hours

Lesson 16

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

Lesson 17

1. a *hard*: carnival, canter, bicycle, carpet, crocus, cut; *soft*: ceiling, icing, bicycle, price, space
 b bicycle
2. a komic = comic b cend = send
 c spase = space d karrot = carrot, selery = celery

Lesson 18

1. **oh**: moult, shoulder, dough
ow: mouth, shout, sour
uh: flavour, behaviour, youngster
aw: fourth, pour, bought
oo: droop, route, moon
short oo: wood, goodnight, could

Lesson 19

1. a roar b heard c by d pain
 e saw f floor g paw h raining

Lesson 20

1. a his/my b ours/our c his/his/ours
 d Your/its e our/her

Lesson 21

1. a education/profession b pollution
 c dietician d attention e extension
 f translation g confusion

Lesson 22

1. a plopped/splashing b popped/smacked
 c whoosh d squeaked/purring

Lesson 23

1. a run b play c go
 2. a scurried/scurries b practise c hope

Lesson 24

1. a I try to remember a joke when I **hear** one.
 b I always **lose** my wallet and I’m looking for it now.
 c I **meet** Susie at 3pm on Tuesdays so we can go to the aerobics class together.
 d **Do** go in the cave! You must see the bats hanging from the ceiling.

Lesson 25

1. a *Punctuation*: We were waiting under the tree for the bus. Just then Jade shouted, “Look out!”
Underline: We were waiting under the tree for the bus.
Circle: “Look out!”
 b *Punctuation*: I couldn’t see anything wrong. “What on earth are you talking about? It’s quite safe here.”
Underline: I couldn’t see anything wrong. / It’s quite safe here.
Wavy line: What on earth are you talking about?
 c *Punctuation*: “Run!” yelled Jade. “The tree. It’s not safe.”
Underline: The tree. It’s not safe.
Circle: “Run!”
 d *Punctuation*: I could see the tree above me. It looked fine. What was she talking about?
Underline: I could see the tree above me. It looked fine.
Wavy line: What was she talking about?

e Punctuation: "I'll stand here as long as I like," I replied.

Underline: I'll stand here as long as I like

f Punctuation: Suddenly there was a tearing sound.

The branch was coming down fast.

Underline: Suddenly there was a tearing sound. The branch was coming down fast.

Lesson 26

1. *Answers may vary*

a They walked through the jungle.

b Mike climbed up the hill.

c He walked past the lake.

d He walked over the bridge.

e He climbed up to the clouds.

f Birds flew out of the tree tops and the rain started to fall.

Lesson 27

1. *Answers may vary*

a I saw a postman who was wearing shorts and carrying a sack.

b I used a worm to catch a fish, which I will eat for supper.

c I fired the gun to frighten the bird.

d The fireman used a ladder to save the cat.

Lesson 28

1. **a** She turned left at the lights, drove down the road and stopped at the school.

b I waited by the door until he came out and shook me by the hand.

Lesson 29

1. **a** They are going to the shop after tea! / Are they going to the shop after tea?

b No one is ever allowed in! / Is no one ever allowed in?

c We are going to win this afternoon! / Are we going to win this afternoon?

Lesson 30

1. **a** The Smirks, living in holes and caves near the mountain, are dangerous creatures.

b The caves, which are dark and deep, smell of damp and old bones.

2. **a** While I was waiting for the bus, I saw a most extraordinary sight.

b An old man, who was wearing a hat made of old shoes, came cycling up the road.

Lesson 31

1. **a** False **b** True **c** True **d** True

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

Lesson 32

1. **a** False **b** True **c** False **d** False

e False **f** False

Lesson 33

1. **a** warm/high **b** small/sour **c** straight/wide

d calm/shallow **e** interesting/easy

Lesson 34

1. **a** generous **b** miserable **c** compulsory

d darkening **e** garden **f** poisonous

2. **a** thick / en / ing **b** fish / er / y

Lesson 35

1. **a** weighty **b** believe **c** piece / pie

d thief **e** foreign **f** friend **g** briefly

Lesson 36

1. **a** inefficient **b** imperfect **c** infinite

d immaterial **e** infrequent **f** immortal

g inappropriate **h** ingratitude

2. **a** irrational **b** illiterate **c** irreparable

d irregular **e** illegal **f** irresistible

g irreplaceable **h** illogical

Lesson 37

1. **a** au revoir / good bye / France

b opera / a musical play / Italy

c blitz / a bombardment from the air / Germany

d studio / an artist's work room / Italy

e sari / a type of woman's dress / India

f siesta / a sleep in the afternoon / Spain

g tycoon / a rich business person / China

Lesson 38

1. **a** examination **b** hippopotamus

c mathematics **d** kilometre **e** Australian

f British Broadcasting Corporation

g advertisement **h** public house

i three-dimensional **j** approximately

Lesson 39

1. **a** while / but **b** so / until **c** because / and

2. *Possible answers include:*

a I went for a walk **because** I needed the exercise **but** I soon got tired.

b I went for a walk **as** I needed the exercise **and** I soon got tired.

Lesson 40

1. **a** I could never be an actor. **Or** I couldn't ever be an actor.
b He didn't know anyone. **Or** He knew no one.
c No one got anything back.
d We never went anywhere. **Or** We went nowhere.
e The meal wasn't any good. **Or** The meal was no good.

Lesson 41

1. *Possible answer showing marks available.*
The large piece of stripey fabric was spread out on the grass in front of us. (1) The ropes and large wicker basket were placed at the bottom. After a long, quiet pause, there was a loud roar as air was blown into the balloon. (2) It felt strange watching the balloon expand; it moved slowly at first but soon began to rise. (3) Soon, we were all able to see the wonderful sight of the hot air balloon as it grew to its full size and started to lift into the air. (4)

Lesson 42

1. **a** underneath / in **b** behind
c towards / around **d** through

Lesson 43

1. **a** who lives next door / circle: who
b if the train is on time / circle: if
c Despite leaving on time / circle: despite
d due to low ticket sales / circle: due to
e while Mum prepares breakfast / circle: while
f until I saw it for myself / circle: until
g Since I won't be here for long / circle: Since

Lesson 44

1. "Come in! Come in! What are you waiting out there for?" called Aunt Flo. "Right. Now, what would you like for lunch? You can have any or all of the following: freshly baked rolls; three types of cheese; slices of smoked ham; a mixture of green salad leaves; and beef or cherry tomatoes."
"That all sounds very tasty, Aunt Flo," answered Andy, "but I'm not really hungry, as I stopped to eat my lunch on the way here."

Lesson 45

1. The waving grasses brought tears to Adam's eyes. His hay fever was worse. The pollen was making his eyes itch and his eyes' condition got worse when he rubbed them. His handkerchief's edge was wet with tears. He decided to go and visit some friends to make himself feel better. Adam walked round to Ceris and Dave's house and rang the bell. The bell's ring was loud and it woke the dog. He could hear Brutus' howls from outside, followed quickly by Dave's voice telling Brutus to be quiet. As she opened the door, Ceris' face broke into a pitiful smile because she could see the state of Adam's eyes. "Come in away from the pollen," she said. "You look like you need some of Ceris and Dave's tea and biscuits!"

Lesson 46

1. **a** They looked around – they were alone.
b It was easy – or so he thought!
c The book – although dull on the outside – explored a world of adventure inside.
2. **a** "Read chapter two (pages 17-25) for homework and summarise the main points."
b That house (the one with the white front door) is where Jermaine lives.
c 'Alas, poor Yorick!,' (Shakespeare, Hamlet) is from a great scene in the play!
d Mr Mitchell (the baker) said 'Hello' to me as I walked past his shop yesterday.

Lesson 47

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

Lesson 48

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

Answer-Key Notes: 11+ English Answers (No-Nonsense Ages 9-10)

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 correct answers for all 48 lessons but rarely explains **why** an answer is right. Use it to mark your child's work objectively, one mark per correct response. When an answer is wrong, look below for a worked example that unpacks the reasoning behind the correct choice.

Distinguish between slips and gaps. If your child writes 'shelvs' instead of 'shelves', that is a spelling slip; if they cannot identify a subordinate clause, that is a knowledge gap requiring re-teaching. Careless errors disappear with a reminder; knowledge gaps need practice.

Refer to the worked examples when you need to explain a mistake or when your child asks, 'Why is that the answer?' The examples below show how to think through tricky questions in spelling, grammar, punctuation and sentence construction.

Score interpretation

Each lesson awards between 3 and 12 marks, depending on the number of questions. A score of 80 per cent or higher across all 48 lessons suggests your child has a firm grasp of the National Curriculum grammar and punctuation objectives for Years 4 and 5.

Scores between 60 and 80 per cent indicate partial understanding. Review the lessons where marks were lost: spelling patterns (Lessons 1, 2, 17, 18, 35), punctuation of clauses (Lessons 12, 30, 43), or verb forms (Lessons 10, 23, 24) often need reinforcement. A score below 60 per cent means foundational concepts—such as word classes, sentence structure or apostrophe rules—require systematic re-teaching before moving on.

Remember that this is a practice booklet, not a timed exam. A low score today is useful diagnostic information, not a ceiling. Rework weak areas, then re-attempt the same lessons a week later to measure progress.

Worked examples

Spelling: plurals, borrowed words and letter strings (Lessons 1, 2, 17, 18, 35, 37)

Markers reward **accurate application of spelling rules** rather than rote memory. Lesson 2 tests regular and irregular plurals; Lesson 17 asks children to distinguish hard and soft 'c'; Lesson 18 groups words by vowel sound. Children lose marks when they over-generalise a rule (adding '-s' to 'knife' instead of changing 'f' to 'v') or mis-hear a vowel sound ('ow' in 'shout' versus 'oh' in 'shoulder'). In Lessons 35 and 37, borrowed words and the 'i' before 'e' rule trip up careless readers who do not check etymology or pronunciation.

Lesson 2, Q1d : trolleys

Words ending in a consonant + 'y' usually change 'y' to 'i' and add '-es' ('baby' → 'babies'). **But when a vowel precedes the 'y', simply add '-s'** ('trolley' → 'trolleys', 'donkey' → 'donkeys'). Many children forget this exception and write 'trollies'.

Lesson 17, Q1b : bicycle

'**Bicycle**' contains both a hard 'c' (before 'y') and a soft 'c' (before 'le'). The letter 'c' is soft before 'e', 'i' or 'y' ('ceiling', 'icing') and hard before 'a', 'o', 'u' or a consonant ('carnival', 'crocus'). Recognising this pattern helps with spelling and reading unfamiliar words.

Lesson 18, 'aw' group : fourth, pour, bought

All three words contain the long 'or' sound ('aw'), but each uses a different spelling: 'ou' in 'fourth', 'our' in 'pour', 'ough' in 'bought'. **Grouping by sound rather than by letter string** helps children see that English often offers multiple spellings for the same phoneme.

Lesson 35, Q1d : thief

The mnemonic 'i before e except after c' applies when the sound is long 'ee'. '**Thief**' has **no 'c', so 'i' comes before 'e'**. Watch out for exceptions like 'weird', 'seize' and 'protein', which break the rule and must be learned individually.

Grammar: verb forms, agreement and tense (Lessons 5, 10, 11, 23, 24)

These lessons test whether children can identify verb tenses, choose the correct auxiliary verb and make subjects agree with verbs in number. **Common errors include mixing tenses within a sentence** (Lesson 24, 'I met Susie at 3pm on Tuesdays') or choosing a singular verb for a plural subject (Lesson 23, 'The three sheep runs'). Lesson 10 asks

children to recognise auxiliary verbs ('were', 'had been', 'could') and change sentences from present to past tense by altering the auxiliary alone.

Lesson 10, Q2b : They were having a holiday today.

The original sentence uses the present continuous ('They are having'). **To convert to past continuous, change the auxiliary verb 'are' to 'were'** and leave the present participle 'having' unchanged. Many children mistakenly write 'They had a holiday', which changes the aspect as well as the tense.

Lesson 23, Q1a : run

'The three sheep' is a plural subject, so the verb must be plural. **'Run' is correct; 'runs' would require a singular subject** like 'The sheep' (which can be singular or plural depending on context). Subject-verb agreement errors are common when the subject is a collective noun or when extra words separate subject and verb.

Lesson 24, Q1c : I meet Susie at 3pm on Tuesdays so we can go to the aerobics class together.

'On Tuesdays' signals a habitual action, which requires the **simple present tense** ('I meet'), not the simple past ('I met'). The rest of the sentence already uses 'can go' (present modal), so 'met' would create a tense clash. Teaching children to spot time markers ('always', 'every week', 'yesterday') helps them choose the correct tense.

Punctuation: speech marks, commas, colons and apostrophes (Lessons 9, 12, 13, 14, 44, 45)

Punctuating direct speech (Lessons 9, 14, 44) and using commas with subordinate clauses (Lesson 12) account for many lost marks. Children often **omit the comma after an introductory clause** ('Although we were late the show had still not started') or place speech marks incorrectly. Lesson 13 introduces colons and semi-colons; Lesson 45 tests apostrophes for possession and omission. Precision matters: 'its' versus 'it's', 'Ceri's' versus 'Ceri's'.

Lesson 12, Q1a : Although we were late, the show had still not started.

When a subordinate clause begins a sentence, place a comma after it to separate it from the main clause. 'Although we were late' is the subordinate clause (it cannot stand alone); 'the show had still not started' is the main clause. No comma is needed if the main clause comes first: 'The show had still not started although we were late.'

Lesson 14, Q1b : "Why are you here?" he gasped. "I asked you not to come."

The question mark belongs inside the closing speech mark because it is part of the spoken words. **After the speech mark, use a lower-case reporting verb ('he gasped') if the speech tag describes how the words were said.** The second sentence begins with a capital letter because it is a new sentence, not a continuation of the first piece of speech.

Lesson 13, Q1a : She bought vegetables: cabbage for her Mum; potatoes for her Gran; onions for herself.

A colon introduces a list or explanation. **Semi-colons separate items in a list when those items already contain commas** ('cabbage for her Mum' is one item; 'potatoes for her Gran' is another). Using only commas would create ambiguity about where one item ends and the next begins.

Lesson 45 (Adam's eyes / Ceris' face / Dave's house) : Adam's / Ceris' / Dave's

For a singular noun, add **apostrophe + s** to show possession ('Adam's eyes', 'Dave's house'). When a singular noun already ends in 's', you may write either 'Ceris's' or 'Ceris' (both are acceptable in British English; the mark scheme accepts 'Ceris'). 'Its' (possessive) has no apostrophe; 'it's' means 'it is' or 'it has'.

Sentence construction: clauses, conjunctions and ambiguity (Lessons 8, 12, 27, 28, 30, 39, 43)

These lessons ask children to combine short sentences with conjunctions (Lesson 39), rewrite sentences to avoid ambiguity (Lesson 27) and identify subordinate clauses (Lessons 30, 43). **Markers reward clear, varied sentence structures.** Children lose marks when they string main clauses together with 'and' or 'but' instead of using subordinating conjunctions ('although', 'because', 'while'), or when they fail to punctuate subordinate clauses correctly.

Lesson 27, Q1a : I saw a postman who was wearing shorts and carrying a sack.

The original sentence ('I saw a postman with a sack wearing shorts') is ambiguous: it could mean the postman was wearing shorts or the sack was wearing shorts. **Moving 'wearing shorts' next to 'postman' and using the relative pronoun 'who'** makes it clear that the postman, not the sack, was wearing the shorts.

Lesson 28, Q1a : She turned left at the lights, drove down the road and stopped at the school.

Three short sentences become one by listing the three actions in sequence. **Use commas to separate items in a list of actions** ('turned', 'drove', 'stopped') and place 'and' before the final item. This structure is more fluent than 'She turned left. She drove down the road. She stopped at the school.'

Lesson 30, Q2a : While I was waiting for the bus, I saw a most extraordinary sight.

'While I was waiting for the bus' is a subordinate clause (it depends on the main clause 'I saw a most extraordinary sight'). **Subordinate clauses add detail about time, reason or condition** and cannot stand alone as sentences. Identifying them helps children punctuate complex sentences correctly.

Lesson 39, Q2a : I went for a walk because I needed the exercise but I soon got tired.

The question forbids 'because', 'and' and 'but', so the sample answer above would not score marks. An acceptable alternative might be **'I went for a walk since I needed the exercise, although I soon got tired'** or 'I went for a walk to get exercise; however, I soon got tired.' The task tests whether children can vary their conjunctions and sentence structures.

Vocabulary: prefixes, suffixes, synonyms and antonyms (Lessons 3, 4, 6, 21, 33, 34, 36)

Understanding word structure helps with spelling and comprehension. Lessons 3 and 36 test prefixes ('circum-', 'trans-', 'in-', 'im-', 'il-', 'ir-'); Lesson 21 tests suffixes that turn verbs into nouns ('-tion', '-sion'); Lesson 34 highlights unstressed vowels that are often misspelt ('generous', not 'genrous'). **Children who recognise roots and affixes can decode unfamiliar words** and avoid common spelling errors.

Lesson 3, Q1a : circumambulate

'Circum-' means 'around' (as in 'circumference'); 'ambulate' means 'walk' (as in 'ambulance', originally a mobile hospital). **'Circumambulate' means to walk around something**, often in a ritual or ceremonial context. Breaking words into prefix + root helps children remember and spell them.

Lesson 21, Q1g : confusion

The verb 'confuse' becomes the noun 'confusion'. **When the root ends in '-se' or '-de', the suffix is usually '-sion'** ('decide' → 'decision', 'televise' → 'television'). When the root ends in '-t' or '-te', use '-tion' ('educate' → 'education'). Learning these patterns reduces spelling errors.

Lesson 36, Q2a : irrational

'Rational' begins with 'r', so the negative prefix 'in-' assimilates to 'ir-' for ease of pronunciation. **The prefix 'in-' becomes 'il-' before 'l' ('illegal'), 'im-' before 'm' or 'p' ('immaterial', 'imperfect') and 'ir-' before 'r' ('irreplaceable')**. Recognising this pattern prevents misspellings like 'inrational' or 'inlegal'.

Next steps

After marking, sit with your child and review every mistake together. For each wrong answer, ask, 'What was the question testing?' and 'How can we remember the rule next time?' If the same type of error appears in multiple lessons (for example, apostrophe errors in Lessons 13, 45 and 46), that signals a topic to revise systematically before moving on.

If your child scores below 70 per cent, rework the weakest five lessons immediately, then re-test them a few days later. If the score is above 85 per cent, move on to the Bond 10–11 Years book or try a timed 11+ practice paper to build exam stamina. Regular, spaced practice (three lessons per week) produces better retention than cramming a whole booklet in one sitting.

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