

11+ PRACTICE PACK

Bond Sample

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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Practice Test

English 11+

Read the instructions carefully.

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

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Read the extract carefully, then answer the questions.

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

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

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

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

"Bah!" said Scrooge, "Humbug!"

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

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

"Come, then," returned the nephew gaily. "What right have you to be dismal? What reason have you to be morose? You're rich enough."

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

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

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

"Uncle!" pleaded the nephew.

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

"Keep it!" repeated Scrooge's nephew. "But you don't keep it."

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

- 14 What does Scrooge think that his nephew finds himself doing at Christmas? Circle the correct letter.
- A eating and drinking a lot B giving presents
 C going away on holiday D paying bills and settling his accounts
 E seeing his friends
- 15 Why does Scrooge's nephew like Christmas? Circle the correct letter.
- A It makes him richer. B It is cold and sunny.
 C He gets time off work. D People are kind to each other.
 E He comes to see his uncle.
- 16 The clerk is described as 'not being a man of a strong imagination' (line 16). What does this mean here? Circle the correct letter.
- A He is not strong. B He is not very clever.
 C He is unhealthy. D He is mad.
 E He is old.
- 17 What happened when the clerk poked the fire? Circle the correct letter.
- A It burned brighter. B It warmed the room more.
 C Nothing. D The flames got smaller.
 E It went out.
- 18 Scrooge said to his clerk, "...you'll keep your Christmas by losing your situation." (line 58). What does he mean? Circle the correct letter.
- A You will have Christmas Day off because you will lose your job.
 B You will have to work on Christmas Day and lose your pay.
 C Your Christmas will be a very miserable one.
 D You will have a good Christmas because you will be warm.
 E On Christmas Day I will remove your chair.
- 19 What type of work does Scrooge suggest to his nephew? Circle the right letter.
- A clerk B Member of Parliament
 C doctor D soldier
 E lawyer
- 20 Which word best sums up Scrooge's personality? Circle the correct letter.
- A foolish B cheerful
 C brave D mean
 E sensible
- 21 What is the most important thing in Scrooge's life? Circle the correct letter.
- A being unkind to his clerk B seeing his nephew
 C making money D keeping warm
 E helping people

1

1

1

1

1

1

1

1

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

- A They are fools. B They are poor.
C They are unpleasant. D They are kind.
E They are lazy.

1

Answer the following questions about these words and phrases.

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

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

- A Don't B be
C cross D uncle
E said F the
G nephew

1

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

- A adverbs B nouns
C prepositions D adjectives
E verbs

1

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

- A open (line 11) B kept (line 14)
C imagination (line 17) D upon (line 19)
E quickly (line 19)

1

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

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

A B C

suddenly behind the neighbouring hedge.

D

X

1

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

A B C

silently within him.

D

X

1

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

A B

Nervously he started forward, hoping that the owner would appear.

C D E

X

1

- 29 "Boy!" called an agetated voice. Henry jumped, frightened by the sudden sound
A **B** **C**
echoing in the empty hall.
D **X**
- 30 A wizened, ancient man, clothed all in a black gown, was standing silently,
A **B** **C**
hiden by obscuring shadows.
D **X**
- 31 A scrawny hand clutched his. It was cold as marbel. He could see a beaked nose
A **B** **C**
and peering weasel's eyes.
D **X**
- 32 He tried impatiently to pull away, but the grip silently tightened.
A **B**
An imense feeling of dread started to invade his body.
C **D** **X**
- 33 He stared hard, trying to imagine how he might escape those awful eyes.
A **B** **C** **D** **X**

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

- 34 Emma hurtled outside and shouted, "Help. Uncle Sam, help! Peter's injured"
A **B** **C** **D** **X**
- 35 I'd hardly been in a house with a pool before, though wed rented one once.
A **B** **C** **D** **X**
- 36 The walls were lovely and light with windows in the roof.
A **B**
A door at the end led outside I hoped that it went into the garden.
C **D** **X**
- 37 It was a french book, which she couldn't read, though she hoped with luck
A **B** **C**
that her uncle could translate it.
D **X**

- 38 "Theres no hope, I'm afraid. The money's been stolen. We'll not see it again."
 A B C D X
- 39 The enormous sack, weighted, with gold, was impossible to lift. It wouldn't budge.
 A B C D X
- 40 "What's the worry" he asked. "You'll be there by nightfall if you don't lose the
 A B C
 path, or stop."
 D X
- 41 The monkeys looked puzzled at the way the bananas were growing and some
 A B C
 even thought it was a trick.
 D X
- 42 He waited thinking it would be dark soon. Then he'd leave, completely unseen.
 A B C D X

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

- 43 He waited, silently hoping the beast couldn't wouldn't shouldn't could've return.
 A B C D
- 44 The beast growled. There wasn't the best most hopeful greatest faintest hope
 A B C D
 of rescue.
- 45 He hoped that the branch would beer bear bare bring his weight.
 A B C D
- 46 There was a loud crack. He hurried howled hurtled skipped to the ground.
 A B C D
- 47 He ran slowly slyly kindly nervously towards the safety of the hill.
 A B C D
- 48 He had almost completely utterly totally made it, when disaster struck.
 A B C D
- 49 The beast, roars roaring roared roar loudly, stood over him.
 A B C D
- 50 Its giant paw stealthily heavily slowly lightly came down on his head.
 A B C D

Paper Notes: 11+ English Question Booklet (Sample)

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 **Bond 11+ English practice paper** published by **Nelson Thornes** in 2006, designed to prepare students for **GL Assessment 11+ entrance examinations**. The paper comprises a substantial **comprehension passage from Charles Dickens's 'A Christmas Carol'**, followed by multiple-choice questions testing literal and inferential understanding, vocabulary, and character analysis. The format is entirely multiple-choice, requiring students to circle the correct letter from five options per question.

The booklet contains **50 questions in total**, with the first 22 questions based directly on the Dickens extract, exploring plot details, character motivation, atmosphere, and language use. The remaining questions shift to discrete grammar, spelling, and punctuation exercises, each presented as a short sentence or passage with specific errors or features to identify. This second section includes questions on parts of speech, adjective recognition, prepositions, spelling errors, and punctuation mistakes.

The paper suits students in **Year 6** working towards selective school entry, particularly those preparing for GL Assessment style tests. The time limit is **50 minutes**, which requires steady pacing. The Dickens passage is challenging vocabulary-wise, and the grammar questions demand careful proofreading skills. This paper is particularly useful for students who need to build stamina with extended comprehension passages and practise identifying technical errors quickly.

How this paper is organised

The paper opens with clear rubric instructions on the cover page, specifying that students have **50 minutes** to complete the test and should **ring the correct letter** from multiple-choice options. The booklet then presents a two-page extract from **'A Christmas Carol'**, with line numbers running from 1 to 63, allowing precise reference. The extract is followed immediately by **questions 1 to 22**, which test comprehension, inference, and vocabulary based on the passage. Each question awards **one mark**, and the running total is displayed at the bottom right of each page.

From **question 23 onwards**, the focus shifts to discrete language skills. Questions 23 to 25 test grammatical terminology and parts of speech. Questions 26 to 33 require students to spot spelling errors in underlined words within short passages, with the option to circle X if no error is present. Questions 34 to 42 follow the same format but focus on punctuation and capitalisation mistakes. Finally, questions 43 to 50 require

students to choose the best word from four options to complete a sentence correctly, testing both grammar and vocabulary in context.

Each page footer reminds students to continue, with alternating instructions to turn over or proceed. The layout is clean, with generous spacing between questions, and the mark allocation is transparent throughout. The paper totals **50 marks**, making scoring straightforward.

Topics covered

- Reading comprehension of **Victorian fiction**, specifically an adapted Dickens extract, with focus on literal retrieval, inference about character mood and motivation, and atmospheric detail
- Vocabulary questions requiring understanding of words in context, such as morose, phantoms, and idiomatic expressions like humbug
- Character analysis of **Scrooge** and his nephew, including questions about personality traits, attitudes to Christmas, and thematic contrasts between generosity and miserliness
- Identifying **adjectives, nouns, prepositions**, and other parts of speech within sentences drawn from the passage or invented examples
- Spotting **spelling errors** in passages, with errors typically involving common mistakes such as suddenly for suddenly, hoping for hoping, and marbel for marble
- Identifying **punctuation and capitalisation errors**, including missing full stops, incorrect use of apostrophes, and failure to capitalise proper nouns or adjectives like French
- Selecting the correct word to complete sentences logically and grammatically, testing understanding of tense, modal verbs, adverbs, and verb forms in context
- Understanding the mechanics of Dickens's descriptive prose, including recognition of simile, metaphor, and atmospheric language used to evoke fog, cold, and gloom
- Interpretation of dialogue and reported speech, including understanding tone, irony, and the relationships revealed through conversation between Scrooge and his nephew

How to use this paper for revision

- Read the **Dickens passage twice** before attempting the questions: once for overall understanding and a second time noting character attitudes, weather details, and the time of day.
- Underline or circle **key words in each question** such as 'why', 'how', 'when', and 'best describes' to ensure you answer precisely what is asked, not what you assume.
- For spelling and punctuation questions, **read each sentence aloud in your head**; errors often become obvious when you hear the rhythm or notice a missing pause.
- In word-choice questions (43 to 50), eliminate obviously wrong answers first, then test the remaining options by substituting them into the sentence to see which sounds natural and grammatically correct.
- Practise identifying **parts of speech** by labelling words in sentences from your own reading; focus especially on adjectives, prepositions, and nouns as these appear frequently in 11+ papers.
- Time yourself strictly: aim to spend no more than **25 minutes on the comprehension** and 25 minutes on the grammar and spelling sections, leaving a few minutes to check your answers.
- When unsure between two answers in a comprehension question, refer back to the **line numbers** given; the correct answer is always supported by evidence in the text.

Common mistakes to avoid

- Choosing answers based on general knowledge of Christmas rather than **details in the passage**; for example, assuming Scrooge's nephew likes Christmas because of presents, when the text emphasises kindness and open hearts.
- Confusing **adjectives with nouns** in grammar questions; students often identify 'cross' as an emotion (noun) rather than recognising it as a describing word (adjective) in 'Don't be cross, uncle!'
- Overlooking **capitalisation errors** in punctuation questions, especially with adjectives of nationality such as 'french' which must be capitalised as 'French'.
- Circling an option too quickly in spelling questions without checking **all underlined words**; a sentence may contain multiple underlined words but only one error.
- Selecting the first plausible word in sentence-completion questions rather than testing all options; for example, choosing 'beer' or 'bare' instead of 'bear' in 'the branch would bear his weight'.
- Misinterpreting Scrooge's sarcasm and hyperbole; students sometimes take his threat to 'boil every idiot with his own pudding' literally rather than understanding it as an **expression of irritation**.

Exam technique

Begin by **reading the entire Dickens passage carefully**, noting the setting, characters, and mood. The extract is rich in descriptive language, so underline unfamiliar words and try to infer their meanings from context before tackling the questions. Answer the comprehension questions in order, referring back to the line numbers provided, and avoid second-guessing yourself: the correct answer is always supported directly by the text.

For the **grammar and spelling sections**, read each sentence or passage at least twice. In spelling questions, check every underlined word methodically rather than stopping at the first correct one. In punctuation questions, look for missing or incorrect full stops, commas, apostrophes, and capital letters. If unsure, eliminate obviously correct words first, narrowing your choices. Do not overthink: these questions test common errors, not obscure rules.

Pace yourself by dividing the **50 minutes** roughly in half: spend approximately 25 minutes on comprehension and 25 on grammar, spelling, and punctuation. If a question stumps you, circle it and move on; return to difficult questions only after completing the rest of the paper. Check your answers if time permits, paying particular attention to questions where you hesitated or guessed.

What to revise alongside this paper

Students should revise **Victorian literature** and familiarise themselves with the conventions and vocabulary of 19th-century prose, including formal dialogue and descriptive passages rich in figurative language. Reading other Dickens extracts or similar authors such as **Charlotte Brontë** or **Robert Louis Stevenson** will help build confidence with the style and pacing of older texts.

Consolidate understanding of **grammar terminology** by practising identification of adjectives, adverbs, prepositions, conjunctions, and verbs in a variety of sentences. Use a good grammar workbook or online exercises to test these skills in isolation before applying them under timed conditions. Spelling practice should focus on **common error patterns**: doubling consonants, dropping or adding 'e', and words with silent letters.

Once comfortable with this paper, progress to full-length **GL Assessment practice papers** or timed Bond 11+ papers to build stamina and familiarity with the range of question types. Supplement comprehension practice with non-fiction and poetry extracts to broaden reading skills, and review punctuation rules, particularly the use of commas in complex sentences and apostrophes in contractions and possessives.

Key terms

Comprehension, Inference, Adjective, Noun, Preposition, Parts of speech, Morose, Humbug, Characterisation, Atmosphere, Punctuation, Capitalisation, Spelling error, Context, Modal verb

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Answers to Practice Test

English 11+

- | | |
|-------|-------|
| 1. E | 26. C |
| 2. D | 27. X |
| 3. D | 28. D |
| 4. D | 29. A |
| 5. D | 30. D |
| 6. B | 31. B |
| 7. A | 32. C |
| 8. D | 33. D |
| 9. E | 34. D |
| 10. D | 35. C |
| 11. C | 36. C |
| 12. C | 37. A |
| 13. B | 38. A |
| 14. D | 39. B |
| 15. D | 40. A |
| 16. B | 41. X |
| 17. E | 42. A |
| 18. A | 43. B |
| 19. B | 44. D |
| 20. D | 45. B |
| 21. C | 46. C |
| 22. A | 47. D |
| 23. C | 48. A |
| 24. B | 49. B |
| 25. D | 50. C |

Answer-Key Notes: 11+ English Answers (Sample)

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

Use this mark scheme to identify patterns, not just to score. Award one mark per correct answer, noting that questions 27 and 41 have no mistake so should be marked X. When marking, distinguish between careless errors (misreading, rushing) and gaps in understanding (vocabulary, grammar rules, inference skills).

If your child scores badly on a cluster of questions from the same section, that signals a topic to revise. If errors are scattered randomly, the issue is more likely exam technique or concentration. The worked examples below explain the reasoning behind trickier answers, especially where the wrong option was designed to catch a common mistake.

After marking, revisit incorrect answers together. Ask your child to explain their choice before showing the correct one. This reveals whether they guessed, misread, or misunderstood the concept. Use the worked examples to model the thinking process, then try similar questions from other practice papers.

Score interpretation

This 50-question paper tests reading comprehension (Q1–22), grammar and vocabulary (Q23–33), and proofreading for spelling, punctuation, and word choice (Q34–50). A score of 40+ suggests strong readiness for selective grammar school entry; 30–39 indicates solid foundations with room to refine inference and proofreading skills; 20–29 points to gaps in vocabulary, punctuation rules, or close reading that targeted practice can address.

The comprehension passage from **A Christmas Carol** rewards careful textual reference and inference about character. Questions 23–33 test parts of speech, prepositions, and spelling patterns that 11+ exams favour. The proofreading section (Q34–50) is designed to catch students who skim rather than scrutinise every word and punctuation mark.

If your child scored well on comprehension but struggled with grammar or proofreading, focus on explicit grammar teaching and daily proofreading exercises. If comprehension was weak, practise inferring character traits and mood from descriptive passages. Timing matters: 50 questions in 50 minutes leaves one minute per question, so slow readers may need timed practice to build speed without sacrificing accuracy.

Worked examples

Reading comprehension (Q1–22)

Marks go to candidates who quote or paraphrase evidence from the text rather than guessing. Wrong answers often sound plausible but contradict a detail in the passage. Common mistakes include confusing the clerk's actions with Scrooge's, misreading the time of day, or choosing an answer that fits the general story but not the specific question. Always check the line reference if given.

Q5 : D

The text states 'the houses opposite were mere phantoms' in the fog (line 8). **Phantoms are ghostly or barely visible shapes**, so the houses looked like phantoms. Candidates often choose A (people) or B (candles) because those are also mentioned in the paragraph, but the question asks what looked like phantoms, and only the houses fit.

Q9 : E

The clerk 'put on his white comforter' (a scarf) and 'tried to warm himself at the candle' (lines 15–16). He had 'a very small fire' that 'looked like one coal' (line 13), so items 1 (scarf), 3 (candle), and 4 (fire) are all mentioned. **Option E lists 1, 3, and 4**, making it correct. Option C incorrectly includes boots, which are not mentioned.

Q16 : B

The phrase 'not being a man of a strong imagination' explains why the clerk failed to warm himself by imagining the candle was a real fire. In this context, **imagination means the ability to pretend or visualise something that is not real**. The clerk is not strong, old, or mad; he simply lacks the cleverness or creativity to make the trick work. Answer B captures this best.

Q18 : A

Scrooge threatens, 'you'll keep your Christmas by losing your situation' (line 58). 'Situation' here means job. **The threat is that the clerk will have Christmas Day off because he will have been sacked**. Option B (work on Christmas Day) reverses the meaning; C and D introduce ideas not in the text. The sarcasm is that losing your job is hardly a merry way to celebrate.

Grammar and vocabulary (Q23–25)

These three questions test parts of speech and require precise definitions. Students who muddle adjectives with adverbs, or nouns with verbs, will guess wrongly. The key is to ask what job the word does in the sentence: does it describe a noun, show action, or link ideas? Knowing definitions is not enough; you must apply them to the sentence given.

Q23 : C

An adjective describes a noun. In the sentence 'Don't be cross, uncle!', the word **'cross'** **describes the uncle's mood**, so it is an adjective. 'Don't' is a verb phrase, 'uncle' is a noun, and 'the' is a determiner. Students often confuse 'cross' with a verb (to cross), but here it functions as a descriptive word.

Q25 : D

A preposition shows the relationship between a noun and another word, often indicating position or direction. **'Upon' (line 19) shows where something happens** and is a preposition. 'Open' is an adjective, 'kept' a verb, 'imagination' a noun, and 'quickly' an adverb. Only 'upon' fits the definition.

Spelling (Q26–33)

Each sentence contains zero or one spelling mistake; if there is none, mark X. The mistakes test common error patterns: doubling letters (hopelessly vs. hopefully), silent letters (hidden), tricky vowels (marble not marbel), and word endings (-ing, -ly, -ful). Students lose marks by assuming every sentence has an error, or by 'correcting' a word that is already right. Read each underlined word in isolation and check it against your mental dictionary.

Q27 : X

There is no spelling mistake in this sentence. 'Incredible', 'anger', 'hopelessly', and 'silently' are all spelled correctly. Candidates sometimes wrongly 'correct' 'hopelessly' to 'hopefully', but the sentence describes waiting without hope, so 'hopelessly' is the intended word. When unsure, mark X rather than guessing.

Q31 : B

The error is 'marbel', which should be spelled **'marble'** (the hard stone). The silent e is often forgotten. 'Scrawny' and 'beaked' are correct spellings, and 'weasel's' is correctly possessive. Students who skim may miss the missing e because 'marbel' sounds right when read aloud.

Q33 : D

'Aweful' is misspelled; the correct spelling is '**awful**'. The middle section 'awe' needs no extra e. This is a common error because 'awe' and 'awful' seem related but follow different spelling rules. 'Imagine' and 'escape' are both correct, so only D contains the mistake.

Punctuation and capital letters (Q34–42)

Nine sentences test apostrophes, speech marks, commas, full stops, and capital letters. Mark X if the sentence is correct. Common errors include missing apostrophes in contractions (there's, I'd), missing full stops between independent clauses, unnecessary commas, and failure to capitalise proper adjectives (French). Mentally rewrite each sentence with corrections, then check whether your correction matches one of A–D. If none does, mark X.

Q37 : A

The mistake is 'french', which must be capitalised as '**French**' because it refers to the French language and is a proper adjective. All other punctuation and spelling in the sentence is correct. Students sometimes overlook capitalisation errors because they focus only on apostrophes and commas.

Q40 : A

The error is the missing question mark after 'worry'. Direct speech that asks a question must end with **a question mark inside the quotation marks**, so it should be 'worry?'. The apostrophes and other punctuation are correct. This tests whether students recognise questions in dialogue.

Q41 : X

There is no punctuation or capitalisation error in this sentence. The commas are correctly placed, 'monkeys' does not need an apostrophe (it is plural, not possessive), and all other punctuation is standard. Students may wrongly add an apostrophe to 'monkeys' or remove the comma after 'growing', but the sentence as written is correct.

Word choice and grammar in context (Q43–50)

These questions test whether students can choose the correct verb form, adverb, or intensifier to fit the sentence's meaning and grammar. Wrong answers are often the right word type but the wrong tense, or a near-synonym that changes the meaning. Read the whole sentence aloud with each option to hear which sounds natural and makes sense.

Common mistakes include confusing homophones (bear/bare) and choosing dramatic words (utterly, greatest) when simpler ones (most, almost) are correct.

Q43 : B

The sentence needs a modal verb that expresses hope or expectation.

'Wouldn't' (would not) fits the hoped-for outcome that the beast would not return.

'Couldn't' means unable, 'shouldn't' means ought not, and 'could've' is past conditional; none makes sense here. The context of hoping determines the answer.

Q45 : B

'Bear' is the verb meaning to support weight. **The sentence describes whether the branch would hold him**, so 'bear' is correct. 'Beer' is a drink, 'bare' means naked or plain, and 'bring' means to carry towards; none fits. This tests the homophone 'bear' vs. 'bare', a very common 11+ trap.

Q49 : B

The sentence structure requires a present participle to describe the beast's action as it stood. **'Roaring' (verb + -ing) correctly shows the beast was making noise at the same time.** 'Roars' is third-person singular present, 'roared' is simple past, and 'roar' is the base form; none fits the grammatical slot after a comma. Recognising participles is essential.

Next steps

Work through every mistake together, asking your child to explain why they chose their answer before you reveal the correct one. For comprehension errors, practise finding evidence in the text by underlining key phrases. For grammar gaps, use a simple workbook (CGP or Schofield & Sims) to teach parts of speech and punctuation rules explicitly, then apply them in short daily exercises. For spelling, keep a list of words missed and test them weekly using look-cover-write-check.

If your child scored above 40, extend their skills with harder papers (GL 11+ or CEM-style) and timed conditions to build speed. If the score was below 30, focus on one section at a time rather than full papers: isolate comprehension, then grammar, then proofreading, and build confidence in each before combining them. Retake this paper in two weeks to measure progress, but only after targeted practice on the weak areas identified today.

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