

## 11+ PRACTICE PACK

# GL Assessment 11+ English

## Complete Practice Pack

### CONTENTS

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#### **01** Question Booklet

GL Assessment 11+ English. Work through this paper first.

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

#### **02** Answer Sheet

GL Assessment 11+ English. For writing your answers separately from the question paper.

#### **03** Answers

GL Assessment 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

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# Sample 11+ Assessment Test — English

Allow 50 minutes to do this test and work as quickly and as carefully as you can.

If you want to answer these questions in multiple-choice format, use the separate multiple-choice answer sheet. If you'd prefer to answer them in standard write-in format, circle the correct answer from the options.

Read this passage carefully and answer the questions that follow.

## The Crystal Heart

Mi Nuong's father was an influential Lord. He ruled all of the lands of the Red River and his palace stood tall and majestic on its broad, sloping banks. Yet, Mi Nuong was forlorn and melancholy. Her father kept her locked away at the top of the palace's tallest tower in order to keep her out of harm's way. Mi Nuong felt trapped; the only company she had was her maid and her daily routine was always the same. Everyday, she would sit by her window embroidering and look out of her window, gazing sorrowfully down at the waters rushing past far below. Often, she dreamed of being carried away in the fast flowing rapids to distant lands.

One morning, Mi Nuong heard music floating through her open window. She hurried over to see where the sound was coming from. There, on the river below, was a little golden fishing boat. Mi Nuong heard the music rise up from the boat, and caught snatches of a song: "My love is like a blossom in the breeze. My love is like a moonbeam on the waves."

The music was captivating, drawing Mi Nuong like a flickering candle flame draws the unwary moth. The voice was clear and sweet and Mi Nuong leaned out as far out as she could to try to catch sight of the singer. As the boat bobbed past, she glimpsed the tiny figure of a man standing on the prow with a net. A sudden glimmer of hope lit up in her heart and she felt as if she was floating on air. Perhaps this man had come to release her from the tower. Perhaps he was a Mandarin's son in disguise; the man she was destined to marry...

Answer these questions about the text that you've just read.  
Circle the letter that matches the correct answer.

1. Why was Mi Nuong lonely?
  - A The song she heard reminded her of the world outside.
  - B She was confined to the tower.
  - C She was tired of her daily routine.
  - D Her maid wasn't very good company.
  - E She wanted to be rescued by her true love.
2. What does Mi Nuong usually do to pass the time in her tower?
  - A She sings.
  - B She plays cards.
  - C She dreams of her true love.
  - D She paints.
  - E She sews.

/ 2

Carry on to the next question → →

3. What is Mi Nuong's father like?
- A** Cruel
  - B** Proud
  - C** Protective
  - D** Resentful
  - E** Arrogant
4. Which one of these things isn't mentioned in the story?
- A** Water
  - B** Fire
  - C** Sunlight
  - D** Moonlight
  - E** Gold
5. How does the music make Mi Nuong feel?
- A** Forlorn and lonely
  - B** Enthralled and wishful
  - C** Powerful and strong
  - D** Sorrowful and desperate
  - E** Lovesick and anxious
6. Why was the man on the boat?
- A** He hopes to persuade Mi Nuong to marry him.
  - B** He has come to sing for Mi Nuong's father.
  - C** He is delivering goods to the palace.
  - D** He is fishing in the river.
  - E** He has come to take Mi Nuong to a distant land.
7. Why does Mi Nuong lean as far out of the window as she can?
- A** She wants to hear more of the song.
  - B** She wants the figure on the fishing boat to see her.
  - C** She wants to see the singer.
  - D** She is fascinated by the music.
  - E** She wants the man on the boat to rescue her.
8. Which of these words best describes how Mi Nuong feels at the end of the passage?
- A** Optimistic
  - B** Relieved
  - C** Infatuated
  - D** Besotted
  - E** Emotional

Answer these questions about the way words and phrases are used in the passage.

9. Which of these words is closest in meaning to the word “forlorn” (line 2)?
- A** Distracted
  - B** Furious
  - C** Miserable
  - D** Disappointed
  - E** Abandoned
10. What is meant by the phrase “she felt as if she was floating on air” (line 15)?
- A** She felt light-headed.
  - B** She felt joyful.
  - C** She couldn’t believe what was happening.
  - D** She felt carefree.
  - E** She was in love.
11. What is meant by the phrase “the man she was destined to marry” (lines 16-17)?
- A** She really wants to marry him.
  - B** She is meant to marry him.
  - C** She is planning to marry him.
  - D** Her father intends her to marry him.
  - E** He has come especially to ask her to marry him.
12. “like a flickering candle flame draws the unwary moth” (line 12).  
What technique is being used here?
- A** A proverb
  - B** Personification
  - C** A simile
  - D** An abbreviation
  - E** A metaphor
13. What type of word is “unwary” (line 12)?
- A** Adjective
  - B** Adverb
  - C** Noun
  - D** Verb
  - E** Pronoun
14. “she glimpsed the tiny figure of a man standing on the prow” (line 14).  
Which of these words is a verb?
- A** she
  - B** glimpsed
  - C** tiny
  - D** figure
  - E** man

Read this passage carefully and answer the questions that follow.

## An extract from ‘The Secret Garden’

At last the horses began to go more slowly, as if they were climbing up-hill, and presently there seemed to be no more hedges and no more trees. She could see nothing, in fact, but a dense darkness on either side. She leaned forward and pressed her face against the window just as the carriage gave a big jolt.

5 “Eh! We’re on the moor now sure enough,” said Mrs. Medlock.

The carriage lamps shed a yellow light on a rough-looking road which seemed to be cut through bushes and low-growing things which ended in the great expanse of dark apparently spread out before and around them. A wind was rising and making a singular, wild, low, rushing sound.

“It’s—it’s not the sea, is it?” said Mary, looking round at her companion.

10 “No, not it,” answered Mrs. Medlock. “Nor it isn’t fields nor mountains, it’s just miles and miles and miles of wild land that nothing grows on but heather and gorse and broom, and nothing lives on but wild ponies and sheep.”

“I feel as if it might be the sea, if there were water on it,” said Mary. “It sounds like the sea just now.”

15 “That’s the wind blowing through the bushes,” Mrs. Medlock said. “It’s a wild, dreary enough place to my mind, though there’s plenty that likes it—particularly when the heather’s in bloom.”

On and on they drove through the darkness, and though the rain stopped, the wind rushed by and whistled and made strange sounds. The road went up and down, and several times the carriage passed over a little bridge beneath which water rushed very fast with a great deal of noise. Mary felt  
20 as if the drive would never come to an end and that the wide, bleak moor was a wide expanse of black ocean through which she was passing on a strip of dry land.

“I don’t like it,” she said to herself. “I don’t like it,” and she pinched her thin lips more tightly together.

by Frances Hodgson Burnett

Answer these questions about the text that you’ve just read.  
Circle the letter that matches the correct answer.

15. What can Mary see when she first looks out of the carriage?

- A Hedges and trees
- B Darkness
- C The road
- D The sea
- E The moor

16. Which of these things is not mentioned by Mrs Medlock?

- A Moor
- B Gorse
- C Wind
- D Water
- E Sheep

/ 2

Carry on to the next question → →

17. How do you think Mary feels as they travel?
- A** Excited
  - B** Anxious
  - C** Tired
  - D** Sick
  - E** Enthusiastic
18. How is the moor described in the passage?
- A** Treacherous and boggy
  - B** Full of wildlife
  - C** Untamed and desolate
  - D** Mountainous and bare
  - E** Dry and barren
19. Why does Mary ask “it’s not the sea, is it?” (line 9)?
- A** She can hear seagulls above her.
  - B** She can see nothing but darkness all around.
  - C** She can smell salt in the air.
  - D** She can feel the carriage jolting.
  - E** She can see water out of the window.
20. Which of these best describes the journey?
- A** Uphill and smooth
  - B** Fast and exciting
  - C** Uncomfortable and lonely
  - D** Strange but interesting
  - E** Long and disorientating
21. What kind of mood does the author create in lines 17-23?
- A** Unsettling
  - B** Relaxing
  - C** Melancholy
  - D** Terrifying
  - E** Cheerful
22. What kind of text is this?
- A** Biography
  - B** Travel writing
  - C** A fairy tale
  - D** Fiction
  - E** A diary

Answer these questions about the way words and phrases are used in the passage.

23. What is meant by the word “presently” (line 1)?
- A** Eventually
  - B** Later
  - C** Previously
  - D** Straight away
  - E** Before long
24. Which of these words is closest in meaning to the word “expanse” (line 7)?
- A** Open
  - B** View
  - C** Area
  - D** Boundary
  - E** Horizon
25. Which of these words is closest in meaning to “singular” (line 8)?
- A** Strange
  - B** Loud
  - C** Quiet
  - D** Lonely
  - E** Exciting
26. “the carriage passed over a little bridge beneath which water rushed” (lines 18-19). Which of the words in this sentence is a preposition?
- A** the
  - B** carriage
  - C** little
  - D** beneath
  - E** rushed
27. “the wide, bleak moor was a wide expanse of black ocean” (lines 20-21). What technique is used here?
- A** A simile
  - B** A metaphor
  - C** An allusion
  - D** Onomatopoeia
  - E** A cliché
28. What type of words are these?
- ponies sheep mountains bushes**
- A** Abstract nouns
  - B** Proper nouns
  - C** Common nouns
  - D** Collective nouns
  - E** Pronouns

In this passage, there are some spelling mistakes. Circle the letter which matches the part of the sentence with the mistake. If there's no mistake, circle N.

29. The Adventure Trail at Door Hall has the best mountain biking routes in the region. With tough  
 A  B  C  D  N
30. climbs to the summit through dense forests, followed by exhilarating desents along the  
 A  B  C  D  N
31. River Door, with plentyful rest stops on the way. The trail takes 3 hours, ideal for an active  
 A  B  C  D  N
32. day out. There's a whole range of routes including a begginners' circuit with gentle inclines,  
 A  B  C  D  N
33. and a mini safari around the park boundaries which passes our residant African elephants.  
 A  B  C  D  N
34. Our hire shop stocks bicycles and accessories and there's a restaraunt serving family favourites.  
 A  B  C  D  N

/ 6

In this passage, there are some punctuation mistakes. Circle the letter which matches the part of the sentence with the mistake. If there's no mistake, circle N.

35. "Why is it called 'The Dragons' Chamber?'" Asked lan, shining his torch around the cave.  
 A  B  C  D  N
36. "Because of the dragons, of course," Jess said scornfully. "There's supposed to have been  
 A  B  C  D  N
37. a whole family which terrorised the valley for years until they died from some weird disease"  
 A  B  C  D  N
38. Peering into the gloom of the cavern, lan shivered. It was huge the light from his torch  
 A  B  C  D  N
39. barely reached the far walls. Vicious-looking stalactites hung from it's ceiling. As he  
 A  B  C  D  N
40. listened, he thought, he heard, from deep inside the mountain, a faint but distinct rumbling.  
 A  B  C  D  N

/ 6

Carry on to the next question → →

Choose the right word or phrase to complete the passage.  
Circle the letter which matches the correct word.

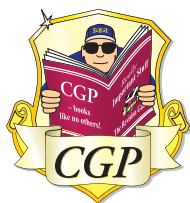
Dear Diary,

41. Today was my first day at my new school and it **be was does went were** awful. First, I  
 A  B  C  D  E
42. missed the bus. It's what we were all worried **we'd done I'd do we'd do we did we'll do** ,  
 A  B  C  D  E
43. but I actually did it. Mum **has to had to did have to must have** drive me to school in her  
 A  B  C  D  E  
pink van with 'Pam's Pampered Pooches' on the side.
44. What's **worse more worse worser worst most bad** , she kissed me goodbye in front of  
 A  B  C  D  E
45. all the Year 7s who **were was are is be** waiting to be shown their form rooms. I wasn't  
 A  B  C  D  E
46. shown mine as I had to take a detour in order **too that so to for** wash the lipstick mark  
 A  B  C  D  E
47. **off of onto in into** my face, so I got lost. My nice form teacher told everyone off for laughing  
 A  B  C  D  E
48. at me when I fell over a chair. **By In Despite To When** lunch, everyone seemed to  
 A  B  C  D  E
49. **had forgot have forgotten had forgotten have forgot has forgotten** my disastrous  
 A  B  C  D  E  
start, until I opened my lunch box to find 6 biscuits.
50. On each **was wrote wrote write was written was writ** a word in bright pink icing.  
 A  B  C  D  E
- Together they said, 'Good - Luck - On - Your - First - Day'.

/10

Total / 50

End of Test



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# Paper Notes: 11+ English Question Booklet

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

## Overview

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This is a **CGP sample 11+ English paper** written for the **GL Assessment** format, one of the main 11+ entrance exam styles used by grammar schools and independent schools across the UK. The paper is designed to replicate the conditions and question types that candidates will face in real selective school entrance tests taken by children at the end of Year 6.

The test is structured around **two extended reading comprehension passages**: a fictional extract called The Crystal Heart featuring a Vietnamese folk-tale-style narrative, and a passage from Frances Hodgson Burnett's classic novel The Secret Garden. Students answer **50 multiple-choice questions** in **50 minutes**, covering literal and inferential comprehension, vocabulary in context, and language analysis. The final section tests **spelling, punctuation, grammar and sentence completion** through error-spotting and cloze-procedure questions.

This paper suits students preparing for GL-style 11+ exams (as distinct from CEM-format papers). It mirrors the tight time constraints, mixed question difficulty, and the need to shift quickly between reading analysis and technical grammar tasks. Because it is undated and labelled sample, it can be used flexibly at any point in a revision programme.

## How this paper is organised

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The paper comprises **50 marks** to be completed in **50 minutes**, giving candidates an average of one minute per question. This demands both speed and accuracy. The test opens with The Crystal Heart, a passage of approximately 250 words, followed by **14 questions** split into comprehension (questions 1-8) and language analysis (questions 9-14). Candidates must identify meanings, interpret figurative language, recognise literary techniques such as simile, and classify word types.

The second passage, from The Secret Garden, is slightly longer at around 300 words and is followed by **14 further questions** (questions 15-28). Again, these are divided into content and interpretation questions (15-22) and vocabulary and grammar questions (23-28). This section requires students to infer mood, identify prepositions and literary devices such as metaphor, and classify nouns.

The final section (questions 29-50) shifts focus to **spelling, punctuation and sentence completion**. Questions 29-34 ask students to spot spelling errors in a passage about a

mountain biking trail. Questions 35-40 require identification of punctuation mistakes in a dialogue-heavy passage. Questions 41-50 are **cloze-style sentence completion** items testing verb tense, comparative forms, conjunctions and passive voice. Each of these three subsections is worth **6 marks**, and the sentence completion section is worth **10 marks**.

## Topics covered

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- Reading comprehension of narrative fiction extracts, including folk-tale-style and classic children's literature
- Literal retrieval questions requiring close reading and attention to textual detail
- Inferential comprehension: deducing character feelings, motivation and mood from context and descriptive language
- Vocabulary in context: identifying synonyms and interpreting the meaning of words such as 'forlorn', 'presently', 'singular' and 'expanse'
- Recognising and naming literary techniques, including simile, metaphor and their effects
- Grammar: identifying verbs, adjectives, prepositions, common nouns and understanding their grammatical functions
- Spelling: spotting misspelt words within continuous prose passages
- Punctuation: identifying errors in the use of speech marks, apostrophes, commas and full stops
- Sentence completion and cloze procedure: selecting correct verb forms, comparative adjectives, conjunctions and passive constructions
- Interpreting authorial intent and the creation of atmosphere in descriptive prose

## How to use this paper for revision

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- Practise reading unfamiliar fiction extracts under timed conditions, aiming to spend no more than two to three minutes reading each passage before starting the questions.
- Build a habit of scanning back to the text for evidence rather than relying on memory; line references are provided for vocabulary questions and you should use them.
- Learn the key grammar terms tested in GL papers (adjective, adverb, preposition, common noun, verb) and practise spotting them in sentences quickly.
- For spelling and punctuation error-spotting, read each sentence segment aloud in your head; errors often become more obvious when you hear the rhythm break or a word sound wrong.
- When choosing between similar answer options, eliminate obviously incorrect answers first, then compare the remaining two or three against the exact wording in the passage.
- Revise figurative language definitions (simile, metaphor, personification) and practise identifying them in short extracts; these questions appear frequently in GL comprehension.
- Time yourself strictly on practice papers. If you are spending more than 25 minutes on the comprehension sections, speed up your reading or decision-making.

## Common mistakes to avoid

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- Choosing an answer that is true in general but not supported by the passage; always check that your choice is directly evidenced in the text provided.
- Confusing simile and metaphor. A simile uses 'like' or 'as' to make a comparison; a metaphor states that something is something else without using a comparison word.
- Misreading 'which is not mentioned' questions and selecting something that is in the passage. Read the question stem carefully and underline the word 'not'.
- Spending too long on difficult comprehension questions and leaving insufficient time for the grammar and cloze sections, which can often be answered more quickly.
- In error-spotting questions, failing to check every option and circling the first error noticed without confirming that later segments are correct.
- Selecting a vocabulary answer based on a vague sense of the word rather than its precise meaning in context. Always substitute your chosen synonym back into the sentence to test it.

## Exam technique

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Allocate your 50 minutes strategically: aim for roughly **12 minutes per comprehension passage** (including reading time and answering all associated questions), leaving around **24-26 minutes** for the spelling, punctuation and sentence completion sections. Read each passage once through fairly quickly to get the gist, then read the questions and refer back to the text as needed. Do not waste time re-reading entire passages when a line reference or keyword can guide you straight to the relevant sentence.

Answer every question, even if you have to guess; there is no negative marking in GL multiple-choice papers, so a guess has a one-in-five chance of earning a mark. If a question is taking too long, circle it on your question paper (or make a note if using a separate answer sheet) and move on. Return to flagged questions at the end if time permits, but never leave blanks.

For error-spotting questions (spelling and punctuation), examine each lettered section independently before deciding. Many students rush and pick the first error they see, missing that a later segment also contains a mistake. If all segments look correct, confidently select 'N'. In the cloze section, read the whole sentence before choosing an answer; the correct option often depends on words that come after the gap, not just before it.

## What to revise alongside this paper

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To prepare thoroughly for GL-style 11+ English papers, students should read widely across fiction genres, especially classic and contemporary children's novels, folk tales and short stories. Familiarity with descriptive and narrative writing styles will improve speed and confidence when encountering unseen passages under timed conditions.

Grammar revision should cover **word classes** (nouns, verbs, adjectives, adverbs, prepositions, pronouns), **sentence structure** (clauses, phrases, subjects, objects), and **punctuation rules** for direct speech, possessive apostrophes, commas in lists and between clauses. CGP, Bond and Schofield & Sims publish focused grammar and punctuation workbooks at 10-11+ level that complement general practice papers well.

Students aiming for high scores should also practise **creative writing and composition** if their target schools include a separate writing task. While this paper focuses on comprehension and technical accuracy, many GL schools set a 20-25 minute writing prompt as part of the same exam session or in a separate sitting.

## Key terms

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**Simile, Metaphor, Inference, Adjective, Adverb, Preposition, Common noun, Verb, Apostrophe, Speech marks, Passive voice, Comparative, Conjunction, Cloze procedure, Literal comprehension**

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# Sample 11+ Assessment Test for GL Assessment — English

# CGP

Pupil's name:

Test date:

School name:

### Date of Birth

Day	Month	Year
[0]	January	2005
[1]	February	2006
[2]	March	2007
[3]	April	2008
[4]	May	2009
[5]	June	2010
[6]	July	2011
[7]	August	2012
[8]	September	2013
[9]	October	2014
	November	2015
	December	2016

Pupil Number						School Number					
[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]
[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]
[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]
[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]
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[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]
[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]
[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]
[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]
[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]

Please mark  
like this: 

Sample Test

## The Crystal Heart

1	2	3	4	5	6	7
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>
C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>
D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>
E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>
8	9	10	11	12	13	14
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>
C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>
D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>
E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>

## An extract from 'The Secret Garden'

15	16	17	18	19	20	21
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>
C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>
D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>
E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>
22	23	24	25	26	27	28
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>	B <input type="checkbox"/>
C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>	C <input type="checkbox"/>
D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>	D <input type="checkbox"/>
E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>	E <input type="checkbox"/>

## Spelling Test

29

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

30

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

31

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

32

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

33

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

34

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

## Punctuation Test

35

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

36

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

37

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

38

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

39

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

40

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
N	<input type="checkbox"/>

## Grammar Test

41

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

42

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

43

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

44

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

45

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

46

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

47

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

48

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

49

A	<input type="checkbox"/>
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C	<input type="checkbox"/>
D	<input type="checkbox"/>
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50

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>

# Paper Notes: 11+ English Answer Sheet

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

## Overview

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This is a **CGP 11+ English answer sheet** designed for use with **GL Assessment** style practice papers. It provides a structured multiple-choice bubble sheet for recording answers to **50 questions** across two reading comprehension passages and separate spelling, punctuation and grammar sections.

The sheet is organised into clearly labelled question blocks. Questions 1 to 14 correspond to 'The Crystal Heart' reading passage, questions 15 to 28 cover an extract from 'The Secret Garden', questions 29 to 34 test spelling, questions 35 to 40 assess punctuation, and questions 41 to 50 focus on grammar. Most questions offer five answer options (A to E), whilst spelling and punctuation questions use four options plus 'N' for 'none of the above'.

This answer sheet is intended for students preparing for the **11+ entrance examinations** under timed conditions. It replicates the layout and bubble-marking conventions used in formal GL Assessment tests, helping pupils familiarise themselves with the format they will encounter on exam day. Parents and tutors can use it to mark completed papers accurately and to track performance across different question types.

## How this paper is organised

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The answer sheet is divided into four distinct sections that mirror the structure of a typical GL Assessment 11+ English paper. The first two sections address **reading comprehension**: questions 1 to 14 relate to 'The Crystal Heart' and questions 15 to 28 to 'The Secret Garden', with each question offering **five answer options** (A, B, C, D, E).

The **spelling section** comprises questions 29 to 34, and the **punctuation section** covers questions 35 to 40. Both use four lettered options plus an 'N' option, which stands for 'none of the above' or 'no error'. This format is characteristic of GL Assessment tests where students must identify correct or incorrect spellings and punctuation.

The final **grammar section** spans questions 41 to 50 and reverts to five-option multiple-choice. The sheet includes spaces for the pupil's name, school name, test date, date of birth, pupil number and school number, all of which should be completed before marking begins. Each answer is recorded by filling in the appropriate bubble, replicating the optical mark recognition used in official assessments.

## Topics covered

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- Reading comprehension of fictional extracts (a fantasy narrative in 'The Crystal Heart' and a classic literary text in 'The Secret Garden') with multiple-choice questions testing inference, vocabulary, retrieval and authorial intent
- Spelling identification, requiring students to recognise correctly or incorrectly spelled words in context, often drawing on homophones, common misspellings and tricky word patterns
- Punctuation conventions including the use of commas, apostrophes, speech marks, colons and semicolons, with questions often asking students to identify errors or select the correctly punctuated sentence
- Grammar knowledge covering word classes (nouns, verbs, adjectives, adverbs), sentence types (simple, compound, complex), verb tenses and subject-verb agreement
- Vocabulary in context, where students must deduce the meaning of words or phrases from surrounding text
- Textual inference and author's purpose, requiring close reading and the ability to draw conclusions not explicitly stated
- Recognition of literary techniques such as metaphor, simile, personification and descriptive language within the reading passages

## How to use this paper for revision

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- Before marking, ensure you have the corresponding question paper to hand so you can review which answer the student selected and why they made that choice.
- Use a pencil when filling in the answer sheet during timed practice so mistakes can be erased cleanly; under exam conditions, pupils must use pencil for optical mark readers to register their answers.
- Work through one section at a time when marking. Check each reading passage block separately, then spelling, punctuation and grammar, to identify patterns in errors and target revision accordingly.
- If a student scores poorly on spelling or punctuation but well on comprehension, focus revision on technical rules rather than reading practice; conversely, weak comprehension scores suggest a need for more extensive reading.
- Keep a record of common wrong answers. If the same incorrect option is chosen repeatedly, it may indicate a misunderstanding of a specific rule or concept that requires direct teaching.
- Encourage students to review their marked answer sheets alongside the mark scheme to understand why the correct answer was right and their chosen answer was wrong, reinforcing learning from mistakes.

## Common mistakes to avoid

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- Pupils often rush through the spelling and punctuation sections, assuming they are easier than comprehension, and make careless errors by not reading all four options before selecting 'N' for 'none of the above'.
- In reading comprehension, students frequently choose answers that are factually correct but do not directly answer the question asked, particularly in inference questions where the correct answer requires synthesising information rather than retrieving a single detail.
- Grammar questions involving verb tenses can trip up students who rely on what 'sounds right' rather than applying grammatical rules, especially when distinguishing between past perfect and simple past or recognising subjunctive mood.
- When identifying punctuation errors, pupils sometimes overlook missing punctuation (such as a required comma in a list) because they focus only on incorrect punctuation that is present.
- Students may misread questions that ask for the 'incorrect' example or the sentence that 'does not' follow a rule, leading them to select the correct usage when they should be identifying the error.

## Exam technique

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When using this answer sheet during timed practice, allocate roughly **one minute per question** for reading comprehension and slightly less for spelling, punctuation and grammar, leaving time at the end to transfer answers if working from a separate rough sheet. Fill in each bubble completely and ensure the pencil mark is dark enough to be read by an optical scanner.

Approach the reading passages by skimming the questions first, then reading the text carefully, annotating key details that relate to each question. For spelling and punctuation, read every option fully before making a selection; the 'N' option is there for a reason and should not be dismissed automatically. If uncertain, eliminate obviously incorrect answers to improve your odds, but avoid spending too long on any single question.

When marking a completed paper, use a red pen to clearly indicate incorrect answers and tally the score for each section separately. This breakdown helps identify whether weaknesses lie in comprehension, technical accuracy or grammar. Review incorrect answers immediately after marking whilst the questions are still fresh in the student's mind, discussing why the correct answer is right and what led to the mistake. This reflective practice is essential for turning practice papers into genuine learning opportunities.

## What to revise alongside this paper

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To prepare effectively for GL Assessment 11+ English papers, students should revise a broad range of **literary texts**, including both contemporary and classic fiction, to build familiarity with different narrative styles and vocabulary levels. The reading passages in these papers often draw on authors such as Charles Dickens, Frances Hodgson Burnett and modern children's writers, so exposure to varied genres strengthens comprehension skills.

**Spelling, punctuation and grammar** revision should cover National Curriculum expectations for Years 5 and 6, including homophones (their/there/they're, affect/effect), prefixes and suffixes, comma usage in complex sentences, apostrophes for possession and contraction, and the correct use of colons and semicolons. Practising with targeted workbooks or online quizzes reinforces these technical skills.

Beyond this paper, students should attempt full **timed practice papers** from CGP, Bond and GL Assessment's own familiarisation materials to build stamina and exam confidence. Reviewing mark schemes and model answers is equally important, as it teaches pupils to identify what examiners are looking for in a correct response and how to apply marking criteria to their own work.

## Key terms

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**Multiple-choice, Bubble sheet, Optical mark recognition, Reading comprehension, Inference, Vocabulary in context, Spelling conventions, Punctuation rules, Grammar and syntax, Word classes, Verb tenses, Subject-verb agreement, Literary techniques, None of the above (N option)**

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

## Answers to Sample 11+ Assessment Test for GL Assessment — English

- 1) **B** — Mi Nuong is lonely because "Her father kept her locked away at the top of the palace's tallest tower."
- 2) **E** — Mi Nuong sits at her window "embroidering" — this is another word for sewing.
- 3) **C** — In the passage it says Mi Nuong's father locks her in a tower "to keep her out of harm's way."
- 4) **C** — Sunlight is the only option that isn't mentioned in the passage.
- 5) **B** — The song makes Mi Nuong feel enthralled and wishful — the music is "captivating" and gives her a "glimmer of hope".
- 6) **D** — The man is fishing — he stands on a "golden fishing boat" and he has a net.
- 7) **C** — In the passage it says "Mi Nuong leaned out as far out as she could to try to catch sight of the singer" — she wants to get a better look at the man on the fishing boat.
- 8) **A** — In the passage it says "A sudden glimmer of hope lit up in her heart" and "Perhaps this man had come to release her from the tower" — she is hopeful that the man has come to rescue her.
- 9) **C** — "forlorn" is closest in meaning to 'miserable'. It means that Mi Nuong is unhappy.
- 10) **B** — The phrase "floating on air" is an idiom which means 'to be overjoyed'.
- 11) **B** — The phrase means that Mi Nuong thinks she is meant to marry him — "destined" means the same as 'meant'.
- 12) **C** — This is a simile because the author is saying that Mi Nuong is like a moth.
- 13) **A** — "unwary" is an adjective because it is describing a noun.
- 14) **B** — "glimpsed" is a verb. It is the action word in this sentence.
- 15) **B** — In the passage it says that "She could see nothing, in fact, but a dense darkness on either side."
- 16) **D** — In the passage the only thing Mrs Medlock doesn't mention is water.
- 17) **B** — Mary feels anxious as she doesn't know anything about the moor and she says that she does not like it.
- 18) **C** — In the passage Mrs Medlock describes the moor as "wild" and that nothing grows on the moor "but heather and gorse".
- 19) **B** — Mary can only see darkness around her, which she thinks could be the sea.
- 20) **E** — In the passage it says "Mary felt as if the drive would never come to an end", and she's uncertain about where they are, which means that she is disorientated.
- 21) **A** — The author creates an unsettling mood because the moor is described as uncertain and mysterious.
- 22) **D** — This is a story so it's a fiction text.
- 23) **E** — "presently" means the same as 'before long'.
- 24) **C** — "expanse" is closest in meaning to 'area'.
- 25) **A** — "singular" is closest in meaning to 'strange'.
- 26) **D** — "beneath" is a preposition because it tells you where the water is in relation to the bridge.
- 27) **B** — This is a metaphor because the moor is described as an ocean.
- 28) **C** — These words are common nouns because they are names for types of things.

- 29) **N** — There are no mistakes in this line.
- 30) **D** — 'desents' should be 'descents' — there is a silent 'c' after the first 's'.
- 31) **A** — 'plentyful' should be 'plentiful' — the 'y' changes to an 'i' when the suffix 'ful' is added to the word 'plenty'.
- 32) **C** — 'begginers' should be 'beginners' — the root word is 'begin' so there is only one 'g'.
- 33) **D** — 'residant' should be 'resident' — the ending should be 'ent'.
- 34) **C** — 'restaraunt' should be 'restaurant' — the 'u' comes before the second 'r' and the ending is 'ant'.
- 35) **C** — 'Asked' should be 'asked'. This word doesn't need a capital letter because it follows speech, even though the speech is a full sentence.
- 36) **N** — There are no mistakes in this line.
- 37) **D** — There should be a full stop after 'disease', but before the inverted commas.
- 38) **C** — There should be a semicolon after 'huge' to separate two main clauses which are related.
- 39) **D** — 'it's' should be 'its' — there shouldn't be an apostrophe because 'its' shows possession in this sentence.
- 40) **A** — The comma should be after 'listened', not after 'thought'.
- 41) **B** — 'was' is the correct past tense form of the verb 'be'.
- 42) **C** — This is the correct tense to use to complete the clause 'it's what we were all worried we'd do'. It must be 'we'd do' to agree with 'we were all worried'.
- 43) **B** — 'had' is the correct past tense form of 'have', to agree with 'Mum', so the correct option is 'had to'.
- 44) **A** — 'worse' is correct — it is used to compare two bad situations.
- 45) **A** — 'were' is the correct past tense form of the verb 'be' and agrees with 'Year 7s' which is plural.
- 46) **D** — 'to' is correct because it completes the phrase 'in order to'.
- 47) **A** — 'off' is the only preposition which makes sense here.
- 48) **A** — 'By lunch' is the only option which makes sense.
- 49) **B** — 'have forgotten' is the correct past tense form to use — 'have' agrees with 'everyone' and 'forgotten' is the correct spelling to use here.
- 50) **D** — This is the correct past tense form of 'write' and agrees with the singular noun, 'a word'.

# Answer-Key Notes: 11+ English Answers

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

## How to use this answer key

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This answer key lists the correct options (A-E or N) for every question, together with a brief justification drawn from the passage or grammar rule. **Begin by marking each question objectively**—award the mark only if the letter circled matches the key exactly. Next, review every error with your child. If the mistake is a misread word or a rushed choice, note it as 'careless'. If your child did not understand the vocabulary, the grammatical rule or the textual evidence, that signals a knowledge gap that needs teaching. Use the worked examples below whenever the reasoning is unclear; they show you how to trace the answer back to the passage or rule.

For reading-comprehension questions, **evidence is everything**. If your child chose a plausible-sounding distractor, go back to the passage together and underline the phrase or sentence that proves the correct answer. For spelling, punctuation and grammar questions, state the rule out loud ('plenty' + 'ful' drops the 'y' and becomes 'plentiful') so that the pattern sticks.

The cloze passage (Q41–50) tests grammar in context under time pressure. Many children lose marks here not because they lack the knowledge but because they skim the sentence. Explain that **reading the entire sentence aloud** with the chosen word in place will often reveal an agreement error or an unnatural phrase.

## Score interpretation

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This 50-mark paper divides into reading comprehension (Q1–28, 28 marks), spelling and punctuation proofreading (Q29–40, 12 marks), and a grammar-in-context cloze (Q41–50, 10 marks). **A score above 42 (84 per cent) is excellent** and suggests readiness for the more demanding comprehension and language papers set by selective schools. A score between 35 and 42 is solid; your child understands inference and standard grammar but may need practice spotting possessive-its-versus-it's errors and choosing the correct preposition under time constraints.

Between 25 and 34 marks indicates uneven confidence. Check whether the errors cluster in one section. If most mistakes fall in Q1–14 (the 'Crystal Heart' passage), your child may need help with vocabulary (forlorn, destined, unwary) and with distinguishing a character's hopes from the facts stated. If errors cluster in Q29–40, systematic spelling and punctuation revision is the priority. If the cloze (Q41–50) caused

trouble, work through each sentence aloud to hear which verb form or preposition sounds right.

Below 25 marks means that fundamental skills—locating evidence, recognising common spelling patterns, choosing the correct tense—need rebuilding before attempting full timed papers. Focus on one skill at a time: for example, spend a week on possessive apostrophes, then a week on past-tense verb forms, rather than mixing everything in every session.

## Worked examples

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### Reading: 'The Crystal Heart', Q1–14

**This narrative passage rewards close reading of emotions and motives.** Many distractors sound plausible because they reflect what Mi Nuong wishes were true, rather than what the text actually says. Award marks only when your child can point to the exact phrase that proves the answer. Questions 9–14 test vocabulary (forlorn, floating on air, destined) and literary techniques (simile versus metaphor); if your child mixed these up, practise definitions with example sentences until the distinctions are automatic.

**Q5** : B (Enthralled and wishful)

The passage says the music is 'captivating' (which means enthralling) and that it gives Mi Nuong 'a glimmer of hope'—hope is a wish for something better. **Option A ('forlorn and lonely') describes her usual state before she hears the music**, so it is a trap for skimmers. Option E ('lovesick and anxious') is too strong; the text hints at romantic hope but does not yet describe infatuation.

**Q8** : A (Optimistic)

Lines 15–17 tell us that 'a sudden glimmer of hope lit up in her heart' and that she imagines the man has come to rescue her. **Optimistic means hopeful about the future**, which fits perfectly. Option C ('infatuated') and option D ('besotted') imply she is already in love, but the passage only says she wonders whether this stranger is the man she is destined to marry—wondering is not the same as being in love yet.

**Q10** : B (She felt joyful)

'Floating on air' is an idiom meaning extremely happy or joyful. **Option A ('light-headed') is a literal misreading**; idioms do not mean what the individual words suggest. Option E ('she was in love') goes too far—Mi Nuong is joyful because she hopes for rescue and romance, but the text does not confirm she has fallen in love at this moment.

**Q12** : C (A simile)

The sentence says Mi Nuong is drawn to the music 'like a flickering candle flame draws the unwary moth'. **Any comparison using 'like' or 'as' is a simile.** A metaphor would say 'the music was a candle flame' (no 'like'). Personification would give the music human qualities; the music is not described as a person here, so option B is wrong.

### Reading: 'The Secret Garden', Q15–28

**This excerpt tests inference about mood and setting.** The moor is described through Mary's senses (darkness, wind, rushing water), and Mrs Medlock's dialogue adds factual detail. Many children lose marks on Q19 and Q20 because they do not read carefully enough: Mary sees 'dense darkness' and thinks it 'might be the sea'—she does not actually see water until the carriage crosses bridges later. Questions 23–28 test vocabulary and word class; if your child struggled here, drill prepositions (beneath, through, over) and the difference between common nouns and proper nouns using everyday examples.

**Q19** : B (She can see nothing but darkness all around)

Line 2 states 'She could see nothing, in fact, but a dense darkness on either side.' **Mary asks if it is the sea because the vast, dark expanse and the rushing sound remind her of the ocean,** not because she actually sees water. Option E is a trap: water is mentioned later when the carriage crosses bridges, but at the moment she asks the question she sees only darkness.

**Q21** : A (Unsettling)

Lines 17–23 describe darkness, strange wind sounds, a road going up and down, and Mary feeling as though 'the drive would never come to an end'. She says twice, 'I don't like it.' **Unsettling means causing unease or discomfort, which matches the eerie atmosphere.** Option D ('terrifying') is too extreme; Mary is uncomfortable but not frightened. Option C ('melancholy') means sad, which is not quite right—Mary is more anxious than sad.

**Q27** : B (A metaphor)

The sentence says 'the wide, bleak moor was a wide expanse of black ocean'. **It does not use 'like' or 'as', so it is a metaphor, not a simile.** The moor is being directly called an ocean to emphasise how vast, dark and intimidating it feels to Mary. Remember: simile uses 'like' or 'as'; metaphor says one thing is another.

## Spelling, Q29–34

**Each sentence contains at most one spelling error.** Read each option aloud; often your ear will catch a word that looks odd. Common traps include silent letters (descents has a silent 'c'), suffix rules (plenty + ful = plentiful, not plentyful), doubled consonants (beginners has one 'g' because the root is begin, not begging), and easily confused endings (-ent versus -ant). If your child missed more than two, work through a spelling list of '-ent' and '-ant' words, then practise adding '-ful' to words ending in 'y'.

**Q31** : A ('plentyful' should be 'plentiful')

When you add the suffix '-ful' to a word ending in 'y', **the 'y' changes to 'i'**. So 'plenty' becomes 'plentiful', not 'plentyful'. This rule applies to beauty → beautiful, pity → pitiful, and so on. If your child wrote 'plentyful', drill the '-y to -i' rule with five more examples until it is automatic.

**Q32** : C ('beginners'' should be 'beginners')

The root word is 'begin', which has a short vowel before the final consonant, so **you do not double the 'g' when you add '-er'**. (Compare 'runner' from 'run', where you do double because the vowel is short and stressed.) Also, the possessive apostrophe is misplaced here; 'beginners' circuit' should be 'beginners' circuit' (plural possessive) or 'beginner's circuit' (singular possessive), but the spelling error is the key issue.

## Punctuation, Q35–40

**Each sentence may contain one punctuation mistake or be correct (N).** The most common errors are: capital letters in the wrong place (Q35: 'Asked' follows speech, so it should be lower case), missing or misplaced full stops inside or outside quotation marks (Q37: the full stop belongs before the closing inverted comma when the quote is a complete sentence that ends the dialogue), semicolons versus commas (Q38: two related main clauses need a semicolon, not just a comma), and confusing possessive 'its' with the contraction 'it's' (Q39). If your child made more than two errors here, spend a session on each rule in isolation before mixing them.

**Q37** : D (Missing full stop before the closing inverted commas)

'...until they died from some weird disease' is a complete sentence of dialogue. **In British English, the full stop goes inside the closing inverted comma when the quoted words form a complete sentence.** The answer key shows the full stop should appear after 'disease' but before the quotation mark. Many children forget this rule because they see American punctuation (full stop outside) online; remind them that UK exam papers follow British conventions.

**Q39** : D ('it's' should be 'its')

The sentence describes stalactites hanging from the cave's ceiling, so the word shows possession: the ceiling belonging to it (the cave). **Possessive 'its' has no apostrophe.** 'It's' (with an apostrophe) is short for 'it is' or 'it has', which makes no sense here. A quick test: try reading the sentence as 'hung from it is ceiling'—if that sounds wrong, you need 'its', not 'it's'.

### Grammar in context (cloze), Q41–50

**These questions test verb forms, tenses, prepositions and comparative adjectives in flowing sentences.** The key is to read the entire sentence aloud with each option in place; your ear will usually reject options that break subject-verb agreement or create an unnatural phrase. Common traps include mixing 'was' and 'were' (Q45: 'Year 7s' is plural, so 'were'), choosing the wrong part of a phrasal verb (Q46: 'in order to', not 'in order too'), and selecting the wrong past-tense form (Q50: passive 'was written', not active 'wrote'). If your child scored below 7 out of 10 here, the issue is often rushing; insist that they read each sentence in full before choosing.

**Q42** : C (we'd do)

The sentence is 'It's what we were all worried we'd do'. **'We'd' is short for 'we would', and the conditional 'would do' fits the sense of worrying about a future mistake.** Option B ('I'd do') breaks agreement—'we were all worried' needs 'we', not 'I'. Option D ('we did') is past tense, but the worry was about something that might happen, not something that already happened.

**Q45** : A (were)

'Year 7s' is a plural noun, so the verb must be 'were', not 'was'. **The sentence is set in the past ('First day at my new school... today was...'), so 'are' (present tense) is wrong.** Many children pick 'was' because the subject is far from the verb, but the rule is simple: plural subject needs 'were'.

**Q50** : D (was written)

The biscuits are receiving the action (someone wrote on them), so **you need the passive voice: 'was written'.** 'Wrote' (option B and C) is active and would need a subject doing the writing (e.g. 'Mum wrote a word'). 'Was wrote' (option A) mixes passive 'was' with the wrong form of the verb. 'Was writ' (option E) is archaic and incorrect in modern English.

## Next steps

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If your child scored below 30, **pause timed practice and rebuild one skill at a time:** spend three days on locating evidence for comprehension answers (underline the proof in the passage), then three days on one spelling or punctuation rule (for example, possessive 'its' versus contraction 'it's'), then three days on verb tenses using sentence-completion exercises. Mixing everything in one session will overwhelm a learner who is still building confidence. Keep sessions short (20 minutes) and end each with one question your child answers correctly, so that they finish on a positive note.

If your child scored 30–42, **focus on accuracy under time pressure.** Re-sit this paper in 45 minutes (slightly less than the 50-minute allowance) to simulate exam pressure, then mark it together and compare the two scores. For every repeated error, write the rule or strategy on a revision card (e.g. 'Read the whole sentence aloud before choosing the verb'). If the score is above 42, celebrate the achievement, then move on to a past paper from a different publisher (Bond, GL Assessment, or a school's own familiarisation material) to ensure your child can transfer these skills to unfamiliar formats. Variety in practice prevents over-familiarity and keeps skills sharp.

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