

## 11+ PRACTICE PACK

# Exam Ninja Test 1

## 11+ English Complete Practice Pack

### CONTENTS

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#### 01 Question Booklet

Exam Ninja 11+ English. Work through this paper first.

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

#### 02 Answers

Exam Ninja 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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1 The sentence below may contain one error in punctuation or capitalisation, or it may be error-free.

Select the group of words that contains the mistake, or choose 'No mistake' if the sentence is correct.

*On Tuesday afternoons, Sarah practises her violin in the schools music room.*

- A On Tuesday afternoons,    B Sarah practises her violin    C in the schools music room    D No mistake

1

2 The sentence below may contain one spelling mistake.

Select the group of words which contains the error, or choose 'No mistake' if the sentence is correct.

*After an exhausting day of intense practise, Liam was thrilled to finally meet his favourite footballer.*

- A After an exhausting    B day of intense practise,    C Liam was thrilled to finally    D No mistake

1

3 In the sentence below, what type of word is 'cake'?

*Samantha baked a delicious chocolate cake for her sister's birthday party.*

- A common noun                      B adjective                      C adverb                      D verb

1

4 The sentence below may contain one spelling mistake.

Select the group of words which contains the error, or choose 'No mistake' if the sentence is correct.

*The majestic eagle soared effortlessly through the clear, azure sky.*

- A The majestic eagle    B soared effortlessly    C through the clear,    D No mistake

1

5 The sentence below contains either one mistake involving punctuation or capital letters or no mistake.

Choose the group of words which contains the mistake.

If there's no mistake, choose 'No mistake'.

*"Liam's excited for his weekend plans: Visiting the science museum, watching a play, and going to the zoo with his family," said Emma.*

- A "Liam's excited for his weekend plans:    B Visiting the science museum,    C watching a play, and going to the zoo with his family,"    D No mistake

1

6

The sentence below may contain one spelling mistake.

Select the group of words which contains the error, or choose 'No mistake' if the sentence is correct.

*The magician's asistant carefully placed the rabbit into the top hat, ready for the next trick.*

- A The magician's      B asistant carefully      C placed the rabbit into      D No mistake

1

7

In the following sentence, what type of word is 'across'?

*The old steam train chugged across the picturesque countryside, billowing clouds of white smoke as it went.*

- A preposition      B adverb      C conjunction      D adjective

1

8

Read the sentence below carefully:

*Amelia and her sister Olivia decided to visit the museum after their trip to the cinema.*

Which of the following words in the sentence is a preposition?

- A and      B after      C the      D to

1

9

Select the adverb that best fits the sentence below:

*Sarah \_\_\_\_\_ visits the library as she prefers to buy her own books.*

- A rarely      B definitely      C regularly      D obviously

1

10

In the following sentence, what type of word is 'here'?

*The football match was postponed due to heavy rain, so the team decided to practise here instead.*

- A adverb      B adjective      C verb      D pronoun

1



# Paper Notes: 11+ English Question Booklet (Test 1)

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 an **Exam Ninja** multiple-choice practice paper designed for **11+ entrance examinations** under the **GL Assessment** framework. It comprises **10 questions** that systematically test candidates' command of written English conventions, focusing on punctuation, spelling, capitalisation, and grammatical classification. Each question is worth one mark and presents four possible answers, with students required to identify errors or classify parts of speech.

The paper targets children aged **10 to 11** preparing for Year 7 grammar school entry. Questions alternate between error-spotting tasks (where sentences may contain mistakes in punctuation, spelling, or capitalisation) and grammatical analysis (identifying nouns, prepositions, adverbs, and other word types). The format mirrors the style commonly encountered in GL 11+ English papers, making it valuable for familiarisation with both question types and the multiple-choice answer format.

This is a generic practice resource suitable for any student sitting GL-style 11+ assessments. It assumes familiarity with basic grammatical terminology and the ability to analyse sentence structure at upper Key Stage 2 level. The paper is undated, reflecting ongoing conventions rather than a specific examination year, and serves as a diagnostic tool for identifying areas requiring further revision.

## How this paper is organised

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The paper contains **10 multiple-choice questions**, each carrying **one mark**. Questions are presented on two pages with clear numbering and standardised formatting. Every question includes a sentence or instruction followed by four options labelled A through D, with answer boxes provided on the right margin.

Questions 1, 2, 4, 5, and 6 follow an error-spotting format: students must identify which segment of a sentence contains a mistake in punctuation, spelling, or capitalisation, or select 'No mistake' if the sentence is correct. The sentence is divided into three or four labelled sections to focus attention on specific word groups.

Questions 3, 7, 8, 9, and 10 test grammatical knowledge directly. Students must classify word types (common noun, preposition, adverb), select the most appropriate word to complete a sentence, or identify which word in a sentence performs a particular grammatical function. No time limit is printed on the paper itself, though schools typically allow **10 to 15 minutes** for a test of this length.

## Topics covered

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- Punctuation errors involving apostrophes for possession (identifying missing or incorrect use of possessive apostrophes)
- Capitalisation errors in mid-sentence contexts (recognising inappropriate capital letters after colons in lists)
- Spelling of commonly confused homophones, particularly 'practise' (verb) versus 'practice' (noun)
- Spelling of challenging vocabulary such as 'assistant' (identifying common letter omission errors)
- Identifying common nouns within sentences and distinguishing them from adjectives
- Classifying prepositions in context and understanding their role in showing relationships between words
- Identifying adverbs of place and frequency, and selecting the most contextually appropriate adverb
- Distinguishing between word classes (noun, adjective, adverb, verb, preposition) based on function in a sentence
- Error-free sentence recognition (developing confidence that not all test sentences contain mistakes)
- Close reading and segmented sentence analysis (examining isolated word groups to pinpoint specific errors)

## How to use this paper for revision

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- Revise the difference between **practise** (verb, meaning to rehearse) and **practice** (noun, meaning rehearsal or custom). This homophone pair appears frequently in 11+ papers and trips up many candidates.
- Learn the **apostrophe rules** for possession: singular possessives need apostrophe-s (the school's music room), while plurals ending in 's' take an apostrophe after the 's' (the schools' music room). Spotting which is needed requires identifying whether one or many owners are intended.
- Memorise common **prepositions** (after, across, to, in, on, under, between) and practise identifying them in sentences. Remember that prepositions usually show position, direction, or time and are followed by a noun or pronoun.
- When error-spotting, read each segment **independently** first, then in context. Some mistakes (like missing apostrophes or misspelled words) are easier to catch when you focus on a small group of words rather than the whole sentence.
- Build vocabulary around **adverbs of frequency** (rarely, regularly, definitely, obviously) and understand their meanings. Question 9 tests whether you can choose the adverb that logically fits the sentence's meaning.
- Practise identifying **parts of speech** by function, not just by memorising definitions. For example, 'here' in question 10 tells you where the team practised, making it an adverb of place, not a pronoun.
- If a question offers 'No mistake' as an option, do not assume there must be an error. GL Assessment papers occasionally include error-free sentences to test whether students can recognise correct usage.

## Common mistakes to avoid

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- Confusing **practise** and **practice**: many students choose 'No mistake' in question 2 because the sentence reads fluently, but 'practise' should be 'practice' (noun) after 'of intense'. The verb form is only correct when describing an action.
- Overlooking **apostrophe errors**: in question 1, 'the schools music room' should be 'the school's music room'. Students often miss this because the sentence sounds correct when read aloud, and the possessive apostrophe is silent.
- Capitalising words after colons unnecessarily: question 5 contains 'Visiting the science museum' after a colon. The capital 'V' is incorrect because the clause following the colon is part of the same sentence, not a new sentence. Students who learned 'always capitalise after colons' overgeneralise the rule.
- Misidentifying **'cake'** as an adjective: in question 3, some candidates see 'chocolate cake' and assume 'cake' modifies 'chocolate'. In fact, 'chocolate' modifies 'cake', and 'cake' is the noun being described.
- Confusing **prepositions** with other word types: in question 8, 'to' is a preposition (indicating direction), but students often mistake it for part of the infinitive 'to visit'. The preposition is the standalone 'to' before 'the cinema'.
- Selecting adverbs based on familiarity rather than meaning: in question 9, candidates may choose 'obviously' or 'definitely' because they are common intensifiers, but the sentence logic (preferring to buy books) requires **'rarely'** to make sense.

## Exam technique

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Approach error-spotting questions by reading the **entire sentence** first to grasp its meaning, then examine each labelled segment in isolation. Look for the four most common error types: missing or incorrect apostrophes, misspelled homophones, inappropriate capitalisation, and letter omissions in challenging words. If none of the segments contains an obvious mistake, reread carefully before selecting 'No mistake', but do not assume an error must exist.

For grammatical classification questions, identify the **function** of the target word in its sentence. Ask yourself what job the word is doing: does it name something (noun), describe an action (verb), modify a noun (adjective), modify a verb (adverb), or show a relationship (preposition)? In question 10, for instance, 'here' tells you where, so it must be an adverb of place. Context is critical.

Pace yourself to spend roughly **one minute per question**, leaving two or three minutes at the end to review answers. On a 10-question paper, this ensures you can revisit any

questions where you hesitated. If unsure, use elimination: cross out options you know are wrong, then choose from the remainder. In multiple-choice tests, an educated guess is better than a blank, as there is no penalty for incorrect answers.

## What to revise alongside this paper

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Extend your apostrophe revision to cover **plural possessives** (e.g. 'the teachers' staffroom' versus 'the teacher's desk') and contractions ('it's' versus 'its'). Many 11+ papers test these distinctions in more complex sentences. Practise distinguishing between **adjectives and adverbs** by identifying what each modifies: adjectives describe nouns, adverbs describe verbs, adjectives, or other adverbs.

Work on **sentence structure analysis**, particularly identifying clauses and understanding how conjunctions and prepositions link ideas. This underpins error-spotting questions involving punctuation. Revise **homophones beyond practise/practice**: there/their/they're, your/you're, to/too/two, and affect/effect all appear regularly in GL Assessment papers.

Once confident with these fundamentals, progress to longer **comprehension-based grammar questions** where you must identify word types or correct errors within extended passages. Bond, CGP, and GL's own 11+ English practice books offer graded exercises that build from sentence-level tasks (like this paper) to paragraph-level analysis, mirroring the full range of question styles in the actual examination.

## Key terms

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**Apostrophe, Possessive noun, Capitalisation, Homophone, Common noun, Preposition, Adverb, Adverb of frequency, Adverb of place, Adjective, Verb, Parts of speech, Error-spotting, Punctuation, Spelling**

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# 11+ Practice Test Answers

## 11+ English Test 1

Question	Answer	Explanation	Marks
1	in the schools music room	The error is in "schools music room" - it should be "school's music room" as this is a possessive (the music room belongs to the school). The sentence needs an apostrophe before the 's' to show possession.	1
2	day of intense practise,	The correct answer is 'day of intense practise,'. In this context, 'practise' should be spelled 'practice'. 'Practise' is a verb, meaning to perform an activity repeatedly to improve one's skill. 'Practice' is a noun, referring to the act of rehearsing a behaviour over and over, or to describe a professional's business. Since 'practice' is being used here as a noun, following the adjective 'intense', 'practice' is the correct spelling.	1
3	common noun	In this sentence, 'cake' is a common noun because it refers to a general, non-specific item. Common nouns are used to name people, places, things, or ideas in a general sense, without referring to a specific individual. In the given context, 'cake' is not an adjective (a word that describes a noun), an adverb (a word that modifies a verb, adjective, or another adverb), or a verb (a word that expresses an action or state of being). Therefore, the correct answer is that 'cake' is a common noun in this sentence.	1
4	No mistake	The sentence 'The majestic eagle soared effortlessly through the clear, azure sky.' does not contain any spelling mistakes. 'Azure' is the correct spelling for the shade of blue often used to describe a clear sky. Therefore, the correct answer is 'No mistake'.	1
5	Visiting the science museum,	The mistake in the sentence is in the phrase "Visiting the science museum,". When listing items in a sentence, the first word of each item should not be capitalised unless it is a proper noun. In this case, "visiting" should not be capitalised as it is not a proper noun. The correct version of the sentence would be: "Liam's excited for his weekend plans: visiting the science museum, watching a play, and going to the zoo with his family," said Emma.	1
6	asistant carefully	The correct spelling is 'assistant', not 'asistant'. The word 'assistant' is derived from the verb 'assist', meaning to help or aid, with the suffix '-ant' denoting a person who performs the action. The other parts of the sentence are spelled correctly, so the only mistake is in the phrase 'asistant carefully'.	1

7	preposition	<p>In this sentence, 'across' is a preposition. Prepositions are words that show the relationship between a noun or pronoun and another word in the sentence. They often indicate location, direction, or time.</p> <p>In this case, 'across' shows the relationship between the verb 'chugged' and the noun phrase 'the picturesque countryside'. It indicates the direction or location of the train's movement.</p> <p>Therefore, 'across' is functioning as a preposition in this sentence, making it the correct answer.</p>	1
8	after	<p>The correct answer is 'after'.</p> <p>A preposition is a word that shows the relationship between a noun or pronoun and another word in the sentence. Prepositions are usually used to show location, time, direction, cause, or manner.</p> <p>In this sentence, 'after' is a preposition because it shows the relationship between the noun phrase 'their trip to the cinema' and the verb 'decided'. It indicates that Amelia and Olivia's decision to visit the museum happened later in time, following their trip to the cinema.</p> <p>'And' is a conjunction, 'the' is an article, and 'to' is part of the infinitive verb 'to visit' in this context.</p>	1
9	rarely	<p>The correct answer is 'rarely'.</p> <p>In this sentence, we need an adverb that suggests Sarah does not visit the library often. 'Rarely' is the best fit as it means 'not often' or 'seldom'.</p> <p>'Definitely' and 'obviously' are adverbs of certainty, not frequency, so they do not work in this context. 'Regularly' means 'often' or 'frequently', which is the opposite of what the sentence implies about Sarah's library visits.</p> <p>Therefore, 'rarely' is the adverb that best completes the sentence.</p>	1
10	adverb	<p>In this sentence, 'here' is an adverb because it modifies the verb 'practise' by indicating the location where the action takes place.</p> <p>Adverbs are words that describe or modify verbs, adjectives, or other adverbs. They can provide information about the manner, time, place, frequency, certainty, or other circumstances of the activity denoted by the verb.</p> <p>In this case, 'here' is used as an adverb of place, specifying the location where the team decided to practise instead of playing the match.</p>	1

# Answer-Key Notes: 11+ English Answers (Test 1)

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 provides the correct answer for each question and a detailed explanation of why that answer is right. **Mark each answer objectively**, awarding one mark per question, and record which questions were incorrect.

Once marking is complete, review the explanations only for questions that were answered incorrectly or left blank. The explanations are designed to teach the underlying grammar, spelling or punctuation rule, not simply to confirm the answer.

**Distinguish between slips and genuine gaps:** a one-off spelling error may need less attention than confusion over word classes or prepositions.

Use the worked examples below to consolidate understanding. If several mistakes fall into the same category (for example, apostrophes or spelling noun/verb pairs), that signals a topic that needs targeted revision.

## Score interpretation

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This paper contains ten one-mark questions covering punctuation, capitalisation, spelling and word classes (parts of speech). A score of **8–10 marks** shows confident grammar and spelling knowledge at 11+ standard; continue practising under timed conditions and move on to longer comprehension or composition tasks.

**5–7 marks** indicates solid foundations with some gaps, often in distinguishing between word classes (preposition versus conjunction, noun versus verb) or applying apostrophes for possession. Focus revision on the question types that caused difficulty, using the explanations in this key as a teaching tool.

**0–4 marks** suggests that core grammar and spelling rules need systematic review. Work through a grammar workbook or online course that covers parts of speech, apostrophes and common homophones (for example practise/practice) before attempting further timed papers. Errors at this level are usually knowledge gaps rather than exam technique, so teaching input will be more valuable than repeated testing.

## Worked examples

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### Punctuation and capitalisation, Q1 and Q5

**Apostrophes for possession** and correct capitalisation in lists are frequent trip-points at 11+. Question 1 tests the possessive apostrophe (school's), and Question 5 tests the rule

that items following a colon in a list should begin with a lower-case letter unless they are proper nouns. Many students either omit apostrophes altogether or place them after the 's' when the noun is singular. Similarly, over-capitalisation after colons is common because the items 'feel' important.

**Q1** : C (in the schools music room)

The phrase should read '**in the school's music room**' because the music room belongs to the school. When a singular noun owns something, add apostrophe-s. 'Schools' without an apostrophe is the plural (many schools), which does not fit the context. The sentence describes one school, so the possessive singular 'school's' is required.

**Q5** : B (Visiting the science museum,)

After a colon that introduces a list, **each item begins with a lower-case letter** unless it is a proper noun. 'Visiting' is not a proper noun, so it should be 'visiting'. The colon already signals that a list is starting; capitalising the first word of each item is incorrect in British English convention.

### Spelling (homophones and common errors), Q2, Q4 and Q6

This paper tests two classic spelling challenges: **noun/verb pairs** (practise/practice) and **double-consonant rules** (assistant). Question 2 requires candidates to recognise that 'practice' is the noun form; 'practise' is the verb. Question 6 tests 'assistant', which many students misspell as 'asistant', forgetting the double 's'. Question 4 is a decoy: 'azure' is correctly spelled, so candidates must resist the temptation to 'correct' an unfamiliar word.

**Q2** : B (day of intense practise,)

The sentence requires the **noun 'practice'**, not the verb 'practise'. In British English, 'practice' (with a 'c') is the noun (the act of rehearsing), and 'practise' (with an 's') is the verb (to rehearse). Here, 'practice' follows the adjective 'intense', confirming it is a noun. Remember: **advice** and **practice** are nouns; **advise** and **practise** are verbs.

**Q6** : B (asistant carefully)

**'Assistant' has two 's' letters**: one in 'assist' and one in the suffix '-ant'. The word is formed from the verb 'assist' (to help) plus '-ant' (a person who does the action). A common error is to write 'asistant' with only one 's', but the root 'assist' always keeps both consonants when you add a suffix.

## Word classes (parts of speech), Q3, Q7, Q8, Q9 and Q10

Half the paper focuses on **identifying nouns, prepositions and adverbs** in context. Candidates must distinguish between word classes that often look similar: for example, 'after' can be a preposition or a conjunction depending on sentence structure, and 'here' can function as an adverb of place or (less commonly) a noun. The key is to ask what job the word is doing in this particular sentence, not what it might mean in isolation. Markers reward precise grammatical reasoning, not guesswork.

**Q7** : A (preposition)

**'Across' shows the relationship** between the verb 'chugged' and the noun phrase 'the picturesque countryside'. It tells us the direction or location of the train's movement. Prepositions link nouns or pronouns to other words in the sentence, often indicating position, direction or time. 'Across' is not an adverb here because it is not modifying the verb on its own; it requires the noun phrase that follows.

**Q8** : B (after)

**'After' links the time** of Amelia and Olivia's decision to the event 'their trip to the cinema'. It shows that the museum visit happened later in time, following the cinema trip. Prepositions commonly express time relationships (after, before, during, since). 'And' is a conjunction, 'the' is an article, and 'to' in 'to visit' is part of the infinitive verb, not a preposition in this instance.

**Q9** : A (rarely)

The sentence needs **an adverb of frequency** that means 'not often'. 'Rarely' fits because it indicates Sarah seldom visits the library. 'Regularly' is the opposite (often), 'definitely' and 'obviously' express certainty rather than frequency, so they do not answer the question of how often Sarah visits. Context clues ('she prefers to buy her own books') confirm that her library visits are infrequent.

**Q10** : A (adverb)

**'Here' modifies the verb 'practise'** by specifying the location where the action takes place. Adverbs of place answer the question 'where?'. Although 'here' can sometimes be a noun (for example, 'We live near here'), in this sentence it is functioning as an adverb because it tells us where the team decided to practise. It is not describing a noun (so not an adjective) and it is not standing in for a noun (so not a pronoun).

## Next steps

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After marking, **sort mistakes into categories**: punctuation errors, spelling errors and word-class confusion. If most errors fall into one category, use a targeted grammar guide or spelling workbook to close that gap before attempting another full paper. For apostrophe or capitalisation mistakes, practise writing sentences that include possessives and lists; for spelling, keep a list of tricky homophones (practise/practice, advise/advice) and test yourself weekly.

If the score was 8 or above, **move on to longer English papers** that include comprehension passages or creative writing. The grammar and spelling knowledge tested here underpins those tasks, so consolidate your strengths by applying them in context. If the score was below 5, consider one-to-one teaching or a structured online grammar course before sitting further timed papers; understanding why an answer is correct is more important at this stage than completing lots of tests.

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