

11+ PRACTICE PACK

Exam Ninja Test 2

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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1

Select the word that best fits the blank space in the following sentence:

The teacher announced _____ important that all students attend the school assembly.

- A it's B its C it D that

1

4

Select the word that best fits the blank space in the following sentence:

The loud clanging of the church bells _____ the townspeople from their peaceful slumber.

- A roused B rose C rised D risen

1

5

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 enthousiastic archaeologist carefully brushed the dust off the ancient pottery shards discovered at the dig site.

- A The enthousiastic archaeologist B carefully brushed the dust C off the ancient pottery shards 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.

A colony of industrious ants scurried accross the forest floor, searching for fallen leaves and twigs.

- A A colony of industrious B ants scurried accross C the forest floor, searching D No mistake

1

7

Select the group of words that correctly completes the following sentence:

The ancient castle _____ constructed during the 12th century.

- A must have been B had been C has been D must have being

1

8

Read the sentence below carefully:

Samantha couldn't hear over the noise of the excited crowd, despite her friend shouting the answer.

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

- A over B excited C couldn't D shouting

1

9

Read the sentence below carefully:

Laughing loudly, the children raced across the playground towards the ice cream van.

Which of the following words is an adverb in this sentence?

- A Laughing B loudly C raced D towards

1

10

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 mischeivous puppy chewed through its lead and ran after a squirrel in the park.

- A The mischeivous puppy B chewed through its lead C and ran after a squirrel D No mistake

1



Paper Notes: 11+ English Question Booklet (Test 2)

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

Overview

This is **11+ English Test 2** from **Exam Ninja**, designed for children aged 10 to 11 preparing for **GL Assessment** style 11+ entrance examinations. The paper focuses on fundamental English skills tested in selective school entrance exams, presented entirely in **multiple-choice format** to familiarise students with the question styles commonly encountered in GL papers.

The test contains **8 questions** covering grammar, spelling, vocabulary, and parts of speech. Each question asks students to select one correct answer from four options, mirroring the structure of actual GL 11+ exams. Questions include sentence completion tasks requiring correct word choice, spelling error identification exercises, and classification of parts of speech within given sentences.

This paper suits students in Year 5 or Year 6 who are building confidence with GL-style English questions. The relatively short length makes it ideal for timed practice sessions or diagnostic assessment. Parents and tutors can use it to identify specific areas of weakness in grammar and spelling before tackling longer, full-length practice papers.

How this paper is organised

The paper comprises **8 multiple-choice questions**, each worth **1 mark**. Questions are numbered 1, 4, 5, 6, 7, 8, 9, and 10, suggesting this may be an excerpt or specific section from a longer test. Each question presents four answer options labelled A through D.

Questions 1, 4, and 7 require students to select the correct word or phrase to complete a sentence. Questions 5, 6, and 10 ask students to identify which group of words contains a spelling mistake, or to select 'No mistake' if the sentence is correct. Questions 8 and 9 test identification of specific parts of speech (preposition and adverb respectively) within complete sentences.

No time limit is specified on the paper itself, though schools and tutors typically allow 8 to 10 minutes for a set of this length. The layout is clean and uncluttered, with ample white space around each question to reduce cognitive load and help students focus on the language choices being tested.

Topics covered

- Sentence completion with correct homophones and contractions (it's vs its vs it)
- Verb tense and form selection (past participles, irregular verbs like 'roused' vs 'rose')
- Passive voice construction with modal verbs (must have been vs had been vs has been)
- Spelling error identification in sentences containing common misspellings (enthusiastic, across, mischievous)
- Recognition of correctly spelled words amid plausible incorrect variants
- Identification of prepositions within complex sentences
- Identification of adverbs in sentences containing multiple word classes
- Vocabulary discrimination and understanding of subtle word meanings

How to use this paper for revision

- Create flashcards for commonly confused homophones (it's/its, there/their/they're, your/you're) and test yourself daily until automatic recall is secure.
- Practise spelling rules for '-ous' and '-ious' endings (mischievous, industrious, enthusiastic) and note words that break patterns you expect.
- Learn the principal parts of irregular verbs (rise/rose/risen, arise/arose/risen) by grouping similar patterns together in memory.
- Memorise lists of common prepositions (over, under, across, through, despite) and practise spotting them in complex sentences.
- For adverb identification, remember that most (but not all) adverbs end in '-ly' and describe how, when, or where an action occurs.
- Read sentences aloud when checking spelling errors; your ear often catches mistakes your eye misses, particularly with words you use frequently in speech.
- When choosing between verb forms, identify the time frame first (past, present, perfect) and then select the construction that matches both tense and voice required.

Common mistakes to avoid

- Confusing 'it's' (it is) with 'its' (belonging to it) because both sound identical when spoken, leading students to choose based on sound rather than grammatical function.
- Selecting 'risen' instead of 'roused' by thinking only about the 'rise' family of verbs rather than understanding that 'roused' means 'woke up' or 'stirred from sleep'.
- Missing spelling errors in familiar-looking words like 'enthusiastic' or 'mischievous' because the brain autocorrects to the expected spelling during rapid reading.
- Identifying 'towards' as an adverb in question 9 when it is actually a preposition; students confuse words indicating direction with words describing how an action is performed.
- Choosing 'must have being' because it sounds similar to 'must have been' when spoken quickly, despite 'being' requiring a different grammatical structure.
- Overlooking the 'No mistake' option in spelling questions and forcing themselves to find an error that isn't there, particularly under time pressure.

Exam technique

Approach sentence completion questions by reading the entire sentence first to understand its meaning, then test each option by reading the complete sentence aloud in your head. This prevents you from choosing an answer that looks correct in isolation but creates grammatical nonsense in context.

For spelling error questions, read each phrase separately and carefully, as if seeing it for the first time. Avoid skimming, which allows your brain to autocorrect familiar words. If you genuinely cannot find a mistake after checking each option twice, 'No mistake' is a valid choice. Don't second-guess yourself into inventing errors.

In parts of speech questions, eliminate obviously wrong answers first. For prepositions, check whether the word shows position or relationship between things (over, across, despite). For adverbs, test if the word answers 'how?', 'when?', or 'where?' about the verb. If you finish early, use remaining time to recheck spelling questions, as these are where careless errors most often occur under exam pressure.

What to revise alongside this paper

Students working on this paper should also revise **punctuation rules**, particularly apostrophe use in contractions and possessives, as these underpin several of the grammar questions. Understanding when to use apostrophes correctly will reinforce the it's/its distinction and similar homophones.

Broaden spelling practice to cover the **statutory word lists** for Years 5 and 6, which include many words with tricky letter patterns like those tested here (double consonants, silent letters, unstable vowels). Regular dictation exercises using these lists build both spelling accuracy and the ability to spot errors quickly.

To progress beyond this level, tackle **sentence transformation exercises** where you convert active voice to passive, change tenses, or rewrite sentences using different grammatical structures. This deeper manipulation of language builds the intuitive understanding of grammar that multiple-choice questions assess. Pair this with extended writing practice to apply these skills in authentic contexts.

Key terms

Homophone, Contraction, Possessive pronoun, Irregular verb, Past participle, Passive voice, Modal verb, Preposition, Adverb, Verb tense, Spelling convention, Parts of speech, Sentence structure, Grammar

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11+ Practice Test Answers

11+ English Test 2

Question	Answer	Explanation	Marks
1	it's	<p>The correct answer is 'it's'.</p> <p>'It's' is a contraction of 'it is' or 'it has'. In this context, 'it is' is the appropriate phrase, as the teacher is announcing that it is important for all students to attend the assembly.</p> <p>'Its' is a possessive pronoun, used to show that something belongs to or is associated with something else. For example, 'The dog chased its tail.'</p> <p>'It' is a pronoun used to refer to a thing previously mentioned or easily identified. For example, 'I bought a new car. It is red.'</p> <p>'That' is a determiner used to identify a specific person or thing. For example, 'That book on the shelf is my favourite.'</p>	1
4	roused	<p>The correct answer is 'roused'. The verb 'rouse' means to wake someone up or to stir them from sleep, which fits the context of the sentence.</p> <p>'Rose' is the past tense of the verb 'rise', which means to move upward, and does not fit the meaning of the sentence. 'Rised' is not a word in the English language. 'Risen' is the past participle of 'rise' and is used with auxiliary verbs such as 'has' or 'had', which are not present in the given sentence.</p> <p>Therefore, 'roused' is the most appropriate word to complete the sentence correctly.</p>	1
5	The enthusiastic archaeologist	<p>The correct answer is 'The enthusiastic archaeologist'.</p> <p>The word 'enthusiastic' is spelled incorrectly in this sentence. The correct spelling is 'enthusiastic', with no 'o' after the 'h'.</p> <p>All other parts of the sentence are spelled correctly, so they are not the right answer.</p> <p>Since there is a spelling mistake present, 'No mistake' is also an incorrect option.</p>	1
6	ants scurried accross	<p>The correct answer is 'ants scurried across'.</p> <p>The word 'accross' is spelled incorrectly in this sentence. The correct spelling is 'across', with only one 'c'.</p> <p>'Across' is an adverb or preposition meaning from one side to the other of something.</p> <p>The other parts of the sentence contain no spelling errors.</p>	1

7	must have been	<p>The correct answer is 'must have been'.</p> <p>The sentence is discussing an event that happened in the past (the construction of the castle in the 12th century) and the speaker is making a deduction about this past event based on present evidence or knowledge.</p> <p>In this context, we use 'must have been' to express a deduction about a past event. 'Must' is used to express a strong belief or certainty, and 'have been' is the present perfect tense of 'to be', which is used to describe an action that started in the past and has relevance to the present.</p> <p>The other options are incorrect because:</p> <p>'had been' is the past perfect tense and is used to describe an action that occurred before another action in the past, which is not the case here.</p> <p>'has been' is the present perfect tense and is used to describe an action that started in the past and continues to the present, which is not applicable for the construction of the castle.</p> <p>'must have being' is grammatically incorrect. 'Being' is the present participle of 'to be' and cannot be used in this context.</p>	1
8	over	<p>The correct answer is 'over'.</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, 'over' is used as a preposition to show the relationship between 'hear' and 'the noise'. It indicates that the noise was louder than Samantha's ability to hear.</p>	1
9	loudly	<p>The correct answer is 'loudly'.</p> <p>An adverb is a word that describes a verb, an adjective, or another adverb. In this sentence, 'loudly' is an adverb because it modifies the verb 'Laughing', telling us how the children were laughing.</p> <p>'Laughing' is a verb in this context, 'raced' is also a verb, and 'towards' is a preposition. Therefore, 'loudly' is the only adverb among the given options.</p>	1
10	The mischevious puppy	<p>The correct spelling is 'mischievous', not 'mischevious'.</p> <p>The word 'mischievous' is often misspelled due to its unusual pronunciation. The 'ie' in the word is pronounced like a short 'i' sound, which can lead to the common misspelling 'mischevious'.</p> <p>The rest of the sentence is grammatically and syntactically correct, so the only error is the misspelling of 'mischievous' in the first group of words.</p>	1

Answer-Key Notes: 11+ English Answers (Test 2)

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

How to use this answer key

This answer key provides the correct answer for each question alongside a detailed explanation of why that answer is right and why the alternatives are wrong. When marking your child's work, award one mark per question only if the answer matches exactly; partial credit is not available on this paper.

Use the explanations to diagnose **why a mistake was made**. A slip between 'its' and 'it's' signals different needs from confusion over past participles or modal verb structures. If the same type of error recurs across several questions, that topic needs focused revision.

The worked examples below expand on the trickiest questions. Refer to them during review sessions, not while your child is attempting the paper under timed conditions.

Score interpretation

This paper contains ten one-mark questions covering grammar, spelling, vocabulary and word classes. A score of **8–10 marks** suggests secure understanding of the topics tested; errors are likely to be careless slips rather than knowledge gaps. Review any mistakes briefly, then move on to harder material or a full-length practice paper.

A score of **5–7 marks** indicates selective strengths. Check whether errors cluster in one area (for example, homophones, verb forms or identifying word classes). Targeted practice on that topic will yield quick gains. Many children at this level benefit from keeping a spelling log of commonly confused words.

A score **below 5 marks** suggests that foundational grammar and spelling need systematic revision before attempting further timed papers. Work through a structured workbook (Bond, CGP or similar) at a comfortable pace, focusing on one topic at a time, and return to this paper in a few weeks to measure progress.

Worked examples

Contractions and homophones, Q1

Contraction questions reward careful reading of context. 'It's' (it is / it has) and 'its' (possessive) sound identical but mean different things. The sentence structure here requires a verb phrase ('it is important'), so only the contraction fits. Children who rush often choose the first option or guess based on frequency rather than grammar.

Q1 : it's

The sentence needs a verb: 'The teacher announced [that] it *is* important...'. 'It's' is short for 'it is', which completes the clause. 'Its' is possessive ('the dog wagged its tail') and does not make sense here. Reading the sentence aloud with each option expanded often reveals the right answer.

Verb forms and tense, Q4 and Q7

These questions test **precise verb-tense knowledge** and the ability to match a verb to its context. Q4 requires the past tense of 'rouse' (to wake), not 'rise' (to move upward). Q7 tests modal deduction about a past event ('must have been') rather than simple past perfect. Children often confuse similar-sounding verbs or choose the first familiar option.

Q4 : roused

'Roused' is the past tense of 'rouse', meaning to wake or stir from sleep. The bells woke the townspeople. 'Rose' is the past of 'rise' (to go upward), which does not fit the meaning. 'Rised' is not a word, and 'risen' is the past participle, which would need 'have' or 'had' before it.

Q7 : must have been

The sentence makes a **deduction about the past** based on present evidence (the castle still stands, so it must have been built in the 12th century). 'Must have been' expresses certainty about a completed past event. 'Had been' would require a second past event to anchor it, and 'has been' wrongly suggests the construction continues to the present.

Spelling errors, Q5, Q6 and Q10

Each question presents a sentence with **one possible spelling mistake** distributed across labelled chunks. The errors here are common traps: 'enthusiastic' (extra 'o'), 'accross' (doubled 'c') and 'mischevious' (wrong vowel order). Children who skim-read often miss single-letter errors or choose 'No mistake' because the sentence sounds correct when read aloud.

Q5 : The enthusiastic archaeologist

The correct spelling is 'enthusiastic', with no 'o' after the 'h'. This error is common because the word derives from Greek and the pronunciation can mislead writers into adding an extra vowel. The rest of the sentence ('carefully brushed', 'ancient pottery shards') is spelled correctly.

Q10 : The mischevious puppy

'Mischievous' is the correct spelling; the 'i' comes before the 'e'. Many children spell it 'mischevious' because they pronounce it mis-CHEE-vee-us, adding an extra syllable that does not exist. Remembering that the word has only three syllables helps avoid the mistake.

Identifying word classes, Q8 and Q9

These questions ask you to **label a word by its function in the sentence**, not by what it looks like in isolation. 'Over' in Q8 is a preposition because it shows the relationship between 'hear' and 'the noise'. 'Loudly' in Q9 is an adverb because it describes *how* the children were laughing. Children often choose the longest word or the one that 'feels' important, rather than analysing grammar.

Q8 : over

A preposition links a noun or pronoun to another word, often showing position, direction or time. Here, 'over' connects 'hear' to 'the noise', indicating that the noise was too loud for hearing to occur. 'Excited' is an adjective, 'couldn't' is a verb phrase and 'shouting' is a present participle used as a noun (gerund).

Q9 : loudly

An adverb modifies a verb, adjective or another adverb, often answering *how*, *when* or *where*. 'Loudly' tells us **how the children were laughing**. 'Laughing' is a verb (present participle), 'raced' is also a verb, and 'towards' is a preposition showing direction.

Next steps

After marking, sit down with your child and **review every incorrect answer together**, using the explanations in this key. Ask them to explain in their own words why the correct answer is right; this cements understanding far better than passive reading. If errors cluster in one area (spelling, verb tense, word classes), spend twenty minutes on focused practice using a dedicated grammar or spelling workbook before attempting another full paper.

If your child scored 8 or above, celebrate briefly and then raise the challenge. Try a longer comprehension-and-grammar paper under timed conditions, or work through the vocabulary and cloze sections of a publisher's 11+ English pack. Regular, short practice sessions (three or four times a week) build confidence and automaticity more effectively than occasional marathon revision days.

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