

11+ PRACTICE PACK

Exam Ninja Test 3

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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- 1** 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 curious child analised the colourful insect under her magnifying glass.

- A The curious child B analised the colourful C insect under her D No mistake

1

- 2** 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.

Sarah couldn't believe her eyes when she saw, the magnificent castle perched atop the hill.

- A Sarah couldn't believe B her eyes when she saw, C the magnificent castle D No mistake

1

- 3** 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.

Amelia felt overwhelmed as she gazed at the vast array of choices in the supermarket aisle.

- A Amelia felt overwhelmed B as she gazed at C the vast array of choices D No mistake

1

- 4** Read the sentence below carefully:

Sarah and Mark decided to buy a new car because it was more reliable than their old one.

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

- A and B it C was D than

1

- 5** The sentence below may contain one error in punctuation or capitalisation, or no error at all.
- Select the group of words that contains the mistake, or choose 'No mistake' if the sentence is correct.

On Wednesday, Sophia's friend invited her to a concert she was thrilled and immediately said yes.

- A On Wednesday, Sophia's friend invited B her to a concert she was C thrilled and immediately said 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.

Samantha's hamster is an energetic, playful and mischevious little creature.

- A Samantha's hamster is B an energetic, playful C and mischevious D No mistake

1

7

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 archaeologist carefully brushed the dirt from the ancent pottery shard, revealing intricate designs.

- A The archaeologist carefully brushed B the dirt from the C ancent pottery shard, D No mistake

1

8

The sentence below contains one spelling mistake.

Choose the group of words which contains the mistake.

The magician pulled a rabbit out of his hat, much to the delight of the audiance.

- A The magician pulled B a rabbit out of C his hat, much to D the delight of the audiance.

1

9

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

Sarah was meant to meet her friends at the cinema _____ evening, but she had to stay home to finish her homework.

- A this B one C the D an

1

10

Read the sentence below carefully:

In a few days, Olivia will travel by train to Manchester - one of England's most vibrant and exciting cities.

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

- A by B few C will D and

1



Paper Notes: 11+ English Question Booklet (Test 3)

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 3** published by **Exam Ninja**, a practice paper designed for children aged **10-11** preparing for **11+ entrance examinations** in the **GL Assessment** style. The paper comprises **10 multiple-choice questions** targeting core language skills: spelling, punctuation, capitalisation, and the identification of grammatical elements such as pronouns and prepositions.

Each question presents a sentence or short passage followed by four answer options labelled A to D. Most questions ask students to identify the group of words containing an error, or to select 'No mistake' if the sentence is correct. Two questions require students to identify a specific part of speech (a pronoun in question 4, a preposition in question 10), and one asks for the best word to complete a sentence. The format mirrors the tight, accuracy-focused style typical of GL 11+ English papers.

The paper suits children working towards selective grammar school or independent school entry. It emphasises proofreading accuracy and grammatical terminology, skills that underpin the verbal reasoning and English components of GL 11+ tests. The concise length makes it ideal for timed practice or diagnostic assessment of editing and grammar knowledge.

How this paper is organised

The paper contains **10 questions**, each worth **1 mark**. Every question is presented in multiple-choice format with four options (A, B, C, D). Questions 1, 3, 6, 7, and 8 test spelling, requiring students to spot misspelled words such as 'analised' (analysed), 'overwelmed' (overwhelmed), 'mischevious' (mischievous), 'ancent' (ancient), and 'audiance' (audience).

Questions 2 and 5 focus on punctuation and capitalisation errors. Question 2 contains an incorrectly placed comma ('when she saw, the magnificent'), and question 5 is a run-on sentence missing punctuation between two independent clauses. Question 9 tests determiner choice, asking which word ('this', 'one', 'the', 'an') best completes a sentence about meeting friends at the cinema.

Questions 4 and 10 assess knowledge of parts of speech directly. Question 4 asks students to identify the pronoun 'it' in a sentence, whilst question 10 requires recognition of the preposition 'by'. The layout is clean and uncluttered, with the

sentence to be analysed printed in italics and the answer options listed below in a single line.

Topics covered

- Identifying spelling errors in common words with tricky letter patterns (e.g. 'analysed', 'overwhelmed', 'mischievous', 'ancient', 'audience')
- Recognising incorrect comma placement, especially when a comma interrupts the flow between subject and complement
- Spotting run-on sentences and understanding where punctuation (full stop, semicolon, or conjunction) is required to separate independent clauses
- Identifying pronouns in context (e.g. 'it' as a subject pronoun replacing a noun)
- Recognising prepositions that indicate position, direction, or means (e.g. 'by', 'under', 'from')
- Choosing the correct determiner or article to fit the meaning and grammar of a sentence (e.g. 'this evening' vs 'an evening')
- Proofreading sentences for errors in spelling, punctuation, and capitalisation at 11+ standard
- Understanding grammatical terminology (pronoun, preposition) and applying it to sentence analysis

How to use this paper for revision

- Read each sentence aloud quietly in your head. Errors in spelling and punctuation often become more obvious when you hear the rhythm of the words.
- When hunting for spelling mistakes, look out for words with double letters (e.g. 'overwhelmed' not 'overwelmed') and tricky vowel combinations (e.g. 'ie' vs 'ei').
- For punctuation questions, check whether commas are separating items in a list, setting off an introductory phrase, or interrupting the flow of a clause where they shouldn't be.
- If asked to identify a run-on sentence, find where two complete ideas are joined without proper punctuation or a conjunction. Cover each half to see if it could stand alone.
- Revise the most common pronouns (I, you, he, she, it, we, they, me, him, her, us, them) and common prepositions (in, on, at, by, from, to, with, under) so you can spot them quickly.
- In determiner questions (e.g. 'this' vs 'the'), consider whether the sentence is talking about something specific or something general, and whether the word has already been mentioned.
- Practise under timed conditions. With only 10 questions, you should aim for around 10 minutes to maintain the pace required in full-length 11+ papers.

Common mistakes to avoid

- Assuming a sentence is correct because it 'sounds right' on first reading. Many spelling errors (like 'analised' for 'analysed') look plausible if you skim too quickly.
- Overlooking double-letter patterns. Words like 'overwhelmed' and 'mischievous' often trip up students who write 'overwelmed' or 'mischevious' from memory.
- Misidentifying a comma error as correct punctuation, especially when the comma sits before a phrase like 'when she saw' that doesn't need separating from what follows.
- Confusing pronouns with other short words. In question 4, 'and' is a conjunction and 'than' is a comparative marker; only 'it' is a pronoun.
- Mixing up prepositions and other parts of speech. 'By' is a preposition showing means of transport, whereas 'few' is a determiner and 'will' is a modal verb.
- Rushing the determiner question (question 9) without considering the meaning. 'This evening' refers to the evening of today; 'an evening' would be any evening.

Exam technique

Work through the paper in order, giving each question roughly one minute. Read the sentence carefully once, then look at the answer options before re-reading. For spelling questions, focus on the underlined or grouped words and mentally spell out each one. If nothing jumps out, trust your instinct and move on rather than second-guessing.

For punctuation and capitalisation questions, check for comma splices, run-on sentences, and misplaced commas that break the natural flow. If the sentence reads smoothly and the punctuation matches standard rules, 'No mistake' may be the answer. Don't assume every question contains an error.

When identifying parts of speech (questions 4 and 10), eliminate obviously wrong options first. Recall your grammar definitions: a pronoun replaces a noun (he, she, it, they), and a preposition shows relationship or position (by, in, on, under). If working through this paper for revision, mark your answers immediately and review any mistakes. Use a dictionary to confirm correct spellings and a grammar reference to consolidate understanding of pronouns and prepositions.

What to revise alongside this paper

Alongside this paper, revise **common homophones and near-homophones** (e.g. 'their', 'there', 'they're'; 'accept', 'except') which frequently appear in 11+ spelling questions. Practise editing longer passages for multiple errors, building stamina for papers with extended proofreading tasks. Work on sentence structure and clause types (simple, compound, complex) to strengthen your understanding of where punctuation is required.

Review the full range of prepositions (of place, time, and movement) and ensure you can distinguish them from adverbs and conjunctions. Consolidate knowledge of all eight parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, determiner) so you can identify them confidently under timed conditions.

Once comfortable with short discrete questions, move on to comprehension passages that test inference and vocabulary in context, and to longer writing tasks that require accurate spelling, punctuation, and grammar under exam pressure. GL Assessment practice books and past papers from other publishers (Bond, CGP) offer further material at a similar standard.

Key terms

Pronoun, Preposition, Comma splice, Run-on sentence, Determiner, Capitalisation, Punctuation, Spelling error, Proofreading, Independent clause, Subject pronoun, Modal verb, Conjunction, Article, Parts of speech

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11+ Practice Test Answers

11+ English Test 3

Question	Answer	Explanation	Marks
1	analysed the colourful	<p>The correct spelling of the word 'analysed' in this context is 'analysed'.</p> <p>In British English, the verb 'analyse' is spelled with an 's' instead of a 'z', and the past tense is formed by adding '-d' to the end of the word.</p> <p>Therefore, the group of words containing the spelling mistake is 'analysed the colourful'.</p>	1
2	her eyes when she saw,	<p>The correct answer is 'her eyes when she saw,'.</p> <p>The comma after 'saw' is unnecessary and incorrectly separates the dependent clause 'when she saw' from the rest of the sentence.</p> <p>A comma should not be used to separate a dependent clause from an independent clause when the dependent clause comes after the main clause.</p> <p>The sentence should read: 'Sarah couldn't believe her eyes when she saw the magnificent castle perched atop the hill.'</p>	1
3	Amelia felt overwhelmed	<p>The correct answer is 'Amelia felt overwhelmed'.</p> <p>The word 'overwhelmed' is spelled incorrectly in the sentence. The correct spelling is 'overwhelmed', with an 'h' after the 'w'.</p> <p>The rest of the sentence contains no spelling errors, so the other options are incorrect.</p>	1
4	it	<p>The correct answer is 'it'.</p> <p>A pronoun is a word that replaces a noun in a sentence. In this case, 'it' is used to replace 'a new car', which is the object being referred to.</p> <p>'And' is a conjunction, 'was' is a verb, and 'than' is a conjunction used for comparisons. None of these are pronouns.</p> <p>Therefore, 'it' is the only pronoun in the given sentence.</p>	1
5	her to a concert she was	<p>The sentence 'On Wednesday, Sophia's friend invited her to a concert she was thrilled and immediately said yes.' lacks necessary punctuation marks. There should be a full stop (.), comma (,) or a semi-colon (;) after 'concert' and before 'she was thrilled' to separate two independent clauses.</p>	1
6	and mischevious	<p>The correct answer is 'and mischevious'.</p> <p>The word 'mischevious' is spelled incorrectly in the sentence. The correct spelling is 'mischievous', with an 'i' after the 'h' and before the 'e'.</p> <p>The other parts of the sentence are spelled correctly, so they are not the right answer.</p> <p>Since there is a spelling mistake, 'No mistake' is also an incorrect choice.</p>	1

7	ancient pottery shard,	<p>The correct answer is 'ancient pottery shard,'.</p> <p>The word 'ancient' is misspelled in this sentence. The correct spelling is 'ancient', meaning very old or from a long time ago.</p> <p>The rest of the sentence is spelled correctly, so the only mistake is in the group of words containing 'ancient'.</p>	1
8	the delight of the audience.	<p>The correct spelling is 'audience', not 'audiance'.</p>	1
9	this	<p>The correct answer is 'this' because the sentence is referring to a specific evening in the past. 'This' is used to indicate something that is close in time or space to the speaker or writer.</p> <p>'One' is incorrect because it is typically used to refer to an unspecified or general thing or person. 'The' is incorrect because it is used to refer to a specific thing that has already been mentioned or is known to the listener or reader. 'An' is incorrect because it is used before a word that starts with a vowel sound, and 'evening' starts with a consonant sound.</p>	1
10	by	<p>The correct answer is 'by'.</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, 'by' is used as a preposition to show the manner in which Olivia will travel to Manchester - she will go 'by train'.</p> <p>'Few' is an adjective describing the number of days, 'will' is a modal verb indicating future tense, and 'and' is a conjunction connecting two adjectives ('vibrant' and 'exciting'). Therefore, 'by' is the only preposition among the given options.</p>	1

Answer-Key Notes: 11+ English Answers (Test 3)

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

How to use this answer key

This answer key lists the correct answer and a brief explanation for each question.

Mark each response as either fully correct (1 mark) or incorrect (0 marks); partial marks are not awarded on this paper. After marking, tally the total and note which questions were missed.

Distinguish between **careless slips and genuine knowledge gaps**. A child who writes 'mischevious' may simply have rushed; a child who cannot identify a pronoun needs targeted grammar revision. Circle patterns (for example, all spelling errors or all punctuation errors) to focus follow-up practice.

Use the worked examples below when the explanation in the mark scheme is not immediately clear. Each example unpacks the reasoning behind the correct answer and highlights the common traps that catch students out.

Score interpretation

9–10 marks indicates very strong technical accuracy and a confident grasp of spelling, punctuation and word classes. A student scoring at this level is working comfortably within age-related expectations for Year 6 and should handle most 11+ English papers well.

6–8 marks suggests solid foundations with occasional lapses. Review the questions missed: if they cluster around one topic (for instance, all the spelling questions or both grammar questions), a short revision session will close the gap. If errors are scattered, the child may be working quickly and losing marks through carelessness rather than lack of knowledge.

5 marks or fewer points to gaps in core technical skills. Prioritise systematic revision of spelling rules (especially tricky words such as 'overwhelmed' and 'ancient'), punctuation of clauses, and the definitions of pronouns and prepositions. Practise little and often, using lists and flashcards, before attempting a full timed paper again.

Worked examples

Spelling errors, Q1, 3, 6–8

Each spelling question asks you to spot one mistake inside a correct sentence. Markers reward careful reading: the error is always a plausible misspelling (for example, 'analysed')

instead of 'analysed'), not a random jumble of letters. Students lose marks by skim-reading and choosing 'No mistake' too quickly, or by second-guessing themselves when the sentence looks almost right. Trust your first instinct if a word looks wrong, then check the spelling rule.

Q1 : B (analysed the colourful)

The verb 'analyse' follows British English spelling with an **'s', not a 'z'**. The past tense adds '-d' to give 'analysed'. Students familiar with American English ('analyzed') often miss this. The rest of the sentence is correct, so only option B contains the error.

Q3 : A (Amelia felt overwhelmed)

'Overwhelmed' requires an **'h' after the 'w'** because it derives from 'whelm', an old English word meaning to engulf. The prefix 'over-' is added without changing the root. Dropping the 'h' is a very common spelling mistake; saying the word aloud can help you hear the 'wh' sound.

Q6 : C (and mischeivous)

The correct spelling is 'mischievous', with the **'i' before the 'e'**. Many children write 'mischeivous' because they pronounce it with an extra syllable ('mis-CHEE-vee-us'), but the standard spelling has only three syllables. Remember: 'i' before 'e' in this word, breaking the usual 'i before e except after c' rule.

Q7 : C (ancent pottery shard,)

'Ancient' is spelled with **'cie', not 'ce'**. The 'i' often gets dropped in error because the word sounds like 'AYN-shent'. This is a high-frequency academic word (you will see it in history texts), so it is worth memorising the pattern: 'ancient', 'science', 'conscience' all keep the 'i'.

Punctuation and capitalisation, Q2, 5

These questions test **clause boundaries and sentence structure**. The error is almost always a missing or misplaced comma, full stop or conjunction. Read the sentence aloud: if you naturally pause or if two complete thoughts run together without a break, punctuation is missing. Markers penalise any answer that leaves a run-on sentence or incorrectly splits a clause.

Q2 : B (her eyes when she saw,)

The comma after 'saw' **incorrectly interrupts the dependent clause** 'when she saw the magnificent castle'. When a dependent clause follows the main clause, no comma is needed. The sentence reads smoothly as 'Sarah couldn't believe her eyes when she saw the magnificent castle', so the comma is wrong.

Q5 : B (her to a concert she was)

'Invited her to a concert' and 'she was thrilled' are **two independent clauses** that cannot be joined with no punctuation. You need either a full stop, a semicolon or a comma plus a conjunction (for example, 'concert. She was thrilled' or 'concert, **and** she was thrilled'). The run-on sentence is the error.

Word classes (grammar), Q4, 9, 10

These questions ask you to **identify pronouns, prepositions, conjunctions or other parts of speech** within a sentence. Markers reward precise definitions: a pronoun replaces a noun; a preposition shows relationship (time, place, manner); a conjunction joins words or clauses. Students lose marks by confusing similar-looking words (for example, 'than' as a conjunction versus 'then' as an adverb) or by guessing without checking the word's function in the sentence.

Q4 : B (it)

A pronoun **stands in for a noun**. Here, 'it' replaces 'a new car', avoiding repetition. 'And' is a conjunction, 'was' is a verb, and 'than' is a conjunction used in comparisons. Only 'it' performs the job of a pronoun.

Q9 : A (this)

The sentence refers to **a specific evening in the past**, so 'this' (a demonstrative determiner) is correct. 'One' implies any evening, 'the' requires prior mention, and 'an' is the indefinite article used before a vowel sound. 'This' signals that the evening is particular and contextually close.

Q10 : A (by)

A preposition **shows the relationship between a noun and another word**. 'By' indicates the manner of travel ('by train'). 'Few' is an adjective, 'will' is a modal verb, and 'and' is a conjunction. Only 'by' functions as a preposition in this sentence.

Next steps

After marking, **group any mistakes by type**: spelling, punctuation or grammar. If errors cluster in one category, spend 10–15 minutes revising that specific skill using a focused exercise book or online quiz. If mistakes are scattered, the child may benefit from slowing down and reading each sentence twice before choosing an answer.

For students scoring 8 or above, **move on to a full-length comprehension or creative-writing paper** to build stamina and apply these technical skills in context. For those scoring 6 or below, consolidate with another short grammar and punctuation test in a week's time, after targeted revision. Keep practice sessions short and regular; daily 10-minute drills are more effective than an occasional long session.

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