

11+ PRACTICE PACK

Exam Ninja Test 4

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 sentence below:

"She will go to the cinema _____ her friends are free to join her."

- A if B than C since D whether

1

2 Select the word or phrase that best completes the sentence below:

Sarah _____ baking a chocolate cake for her sister's birthday party yesterday.

- A was B is C will be D has been

1

3 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.

"I can't believe you forgot to feed the cat!" exclaimed Sarah, glaring at her brother.

- A "I can't believe B you forgot to feed C the cat!" D No mistake

1

4 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.

Cautiously, the young, brown hare (with long ears) hopped through the dewy, morning grass searching for a place to rest.

- A Cautiously, the young, brown hare B (with long ears) hopped through C the dewy, morning grass searching D No mistake

1

5 Select the words that correctly fill in the blank in the following sentence:

The book _____ reading was a fascinating tale of adventure and mystery.

- A I was B I were C I we're D I where

1

6

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, Sarah hoped to buy three pairs of jeans a new jacket and some trainers at the shopping centre.

- A On Tuesday, Sarah hoped B to buy three pairs C of jeans a new jacket D No mistake

1

7

Select the phrase that would correctly complete the following sentence:

"I _____ to go to the shops before they close," said Amelia, looking at her watch anxiously.

- A will have B have been C have gone D would've had

1

8

Read the sentence below carefully:

"I can't wait to visit Paris in the spring!" exclaimed Sophie.

Which of the following words from the sentence is a proper noun?

- A spring B Paris C wait D visit

1

9

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 Tuesdays, Amelia enjoys playing football with her friends at the local park.

- A On Tuesdays, Amelia B enjoys playing football C with her friends at D No mistake

1

10

Read the sentence below carefully and decide if it contains a mistake in punctuation or capitalisation.

If there is a mistake, select the group of words that contains the error.

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

As Sarah's cat was playing with the new toy mouse, it accidentally knocked over the vase.

- A As Sarah's B cat was playing with the C new toy mouse, D No mistake

1



Paper Notes: 11+ English Question Booklet (Test 4)

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

Overview

This is an **Exam Ninja** practice paper for the **11+ entrance exam**, designed for students aged 10 to 11 preparing for **Year 7 entry**. It follows the **GL Assessment** format and focuses exclusively on **English language skills**, particularly grammar, punctuation, and sentence structure. The paper is presented as a multiple-choice test with 10 questions, each worth one mark, and is labelled as **Test 4** in a series.

The questions are divided into several key areas: selecting appropriate words to complete sentences (testing conjunctions, verb tenses, and relative clauses), identifying errors in punctuation or capitalisation, and recognising grammatical concepts such as **proper nouns**. Each question offers four possible answers, requiring students to choose the single correct option. This format mirrors the style commonly used in GL Assessment 11+ papers.

This paper is suitable for students in the final stages of Year 5 or early Year 6 who are preparing for selective grammar school or independent school entrance exams. It provides focused practice on technical aspects of English that frequently appear in 11+ assessments, making it a useful diagnostic tool for identifying areas that need further revision.

How this paper is organised

The paper contains **10 multiple-choice questions**, each worth **one mark**, for a total of 10 marks. No time limit is specified on the paper itself, but students should aim to complete it in approximately 10 to 12 minutes to simulate realistic exam conditions. Each question is clearly numbered and presented with four answer options labelled A, B, C, and D.

The questions follow a consistent structure. Several ask students to select the word or phrase that best completes a given sentence, testing knowledge of verb tenses, conjunctions, and relative clauses. Others present a complete sentence and ask students to identify which portion contains an error in punctuation or capitalisation, or to select 'No mistake' if the sentence is correct. One question specifically asks students to identify a **proper noun** from a sentence.

The layout is clean and uncluttered, with each question occupying its own section on the page. The instructions are concise and repeated for each question type, which

helps students understand exactly what is being asked. Answer boxes are provided on the right-hand margin for students to mark their responses.

Topics covered

- Subordinating conjunctions (selecting 'if', 'than', 'since', or 'whether' to introduce conditional clauses)
- Past continuous tense and appropriate verb forms for past actions ('was baking' versus 'is', 'will be', 'has been')
- Punctuation of direct speech, including placement of exclamation marks and commas after dialogue tags
- Use of commas in lists of items, particularly when separating three or more nouns ('jeans, a new jacket, and some trainers')
- Comma placement with adjectives and parenthetical phrases (identifying whether commas are correctly used with descriptive phrases)
- Relative clauses and pronoun agreement ('I was reading' versus incorrect forms like 'I were', 'I we're', 'I where')
- Modal verbs and present perfect constructions for expressing necessity or intention ('will have', 'have been', 'have gone', 'would've had')
- Identification of proper nouns and understanding of capitalisation rules for place names and specific entities
- Capitalisation of days of the week and recognition of when sentences are correctly punctuated
- Possessive apostrophes and their correct placement in singular possessives ('Sarah's cat')

How to use this paper for revision

- Read each sentence aloud in your head before looking at the answer options. Often your ear will tell you which word sounds correct or where a punctuation error lies.
- For verb tense questions, look for time markers in the sentence such as 'yesterday', 'will', or 'before they close' to help you determine which tense is needed.
- When checking for punctuation errors, examine commas in lists carefully. Remember that items in a series need commas between them (e.g. 'jeans, a jacket, and trainers').
- Practise identifying proper nouns by asking whether a word names a specific person, place, or thing that would be capitalised (like 'Paris' or 'Tuesday').
- For relative clause questions, try each option in the sentence and eliminate any that create grammatical nonsense or use homophones incorrectly.
- When sentences ask you to spot errors, check one element at a time: first capitalisation, then apostrophes, then commas, then speech marks. This systematic approach prevents you from missing mistakes.
- Remember that 'No mistake' is a valid answer. Don't assume every sentence must contain an error; trust your judgment if the sentence appears correct.

Common mistakes to avoid

- Confusing homophones such as 'where' (location) with 'were' (past tense of 'to be') or 'we're' (contraction of 'we are'). Always check that the word fits the sentence's meaning.
- Forgetting to place commas between items in a list. Students often omit the comma before 'and' in a series, but the sentence 'jeans a new jacket and trainers' is incorrect without commas.
- Misplacing apostrophes in possessives. 'Sarah's' (belonging to Sarah) is correct, but students sometimes write 'Sarahs' or confuse possessive apostrophes with plural forms.
- Choosing the wrong verb tense because they focus on the meaning rather than the time marker. 'Yesterday' signals past tense, so 'was baking' is correct, not 'is' or 'will be'.
- Assuming that all sentences in error-spotting questions must contain a mistake. Overlooking the 'No mistake' option when a sentence is already correct is a frequent error.
- Ignoring the subtle difference between subordinating conjunctions. 'If' introduces a condition, 'since' implies reason or time, and 'whether' suggests a choice between alternatives.

Exam technique

Begin by reading the entire question and all four answer options before making your choice. This prevents you from jumping to the first answer that seems plausible without considering all possibilities. For sentence completion questions, eliminate options that are obviously grammatically incorrect or that change the meaning of the sentence inappropriately. If you are unsure, read the sentence aloud mentally with each option inserted to hear which sounds most natural.

For punctuation and capitalisation error questions, work through each segment of the sentence systematically. Check capitalisation first (proper nouns, sentence beginnings), then apostrophes, then commas, and finally other punctuation marks like speech marks or brackets. If you cannot find an error after this systematic check, confidently select 'No mistake'. Remember that not every sentence will contain an error, and second-guessing yourself often leads to changing a correct answer to an incorrect one.

Pace yourself to spend roughly one minute per question. Since each question is worth one mark, there is no advantage to lingering on difficult questions. If you find a question

challenging, make your best guess, mark it lightly in the margin, and return to it if time permits. Completing all 10 questions is more important than agonising over one or two difficult items. Review your answers at the end if time allows, but avoid changing responses unless you spot a clear error in your original reasoning.

What to revise alongside this paper

Students should also revise other areas of English grammar that frequently appear in 11+ exams, including subject-verb agreement (ensuring verbs match their subjects in number), the use of coordinating conjunctions (such as 'and', 'but', and 'or'), and the difference between active and passive voice. Understanding how to form and use different verb tenses (simple past, present perfect, future) is essential, as is recognising common spelling patterns and irregular verb forms.

Punctuation skills beyond this paper are also valuable. Practice using semicolons to join related independent clauses, colons to introduce lists or explanations, and dashes or brackets to insert parenthetical information. Work on identifying and correcting run-on sentences and sentence fragments, as these are common errors tested in 11+ papers. Familiarity with the rules for using apostrophes in contractions (such as 'can't', 'won't', 'it's') versus possessives will strengthen your overall command of written English.

Broader reading comprehension and vocabulary work will also support your performance. Alongside technical grammar practice, read a wide variety of texts (fiction, non-fiction, poetry) to develop your understanding of how language is used in context. This will help you recognise natural sentence structures and appropriate word choices, making multiple-choice questions feel more intuitive and less like abstract grammar exercises.

Key terms

Subordinating conjunction, Verb tense, Past continuous tense, Direct speech, Punctuation, Capitalisation, Proper noun, Possessive apostrophe, Relative clause, Homophone, Modal verb, Present perfect, Comma, Exclamation mark, Sentence completion

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11+ Practice Test Answers

11+ English Test 4

Question	Answer	Explanation	Marks
1	if	<p>The correct answer is "if" because it introduces a conditional clause, meaning that her going to the cinema depends on her friends being free to join her.</p> <p>"Than" is used for comparisons, "since" refers to a point in time or a reason, and "whether" is used to express a choice between alternatives. None of these fit the context of the sentence.</p>	1
2	was	<p>The correct answer is 'was' because the sentence is in the past tense, as indicated by the word 'yesterday' at the end of the sentence.</p> <p>The verb 'bake' needs to be in the past continuous tense to show that the action was ongoing at a specific point in the past. To form the past continuous tense, we use the past tense of the auxiliary verb 'to be' (was/were) followed by the present participle of the main verb (baking).</p> <p>Therefore, 'was baking' is the correct form of the verb to use in this context.</p>	1
3	No mistake	<p>The sentence is punctuated and capitalised correctly:</p> <ol style="list-style-type: none">1. The exclamation within the quotation marks is correctly punctuated with a closing quotation mark followed by an exclamation mark.2. The dialogue tag "exclaimed Sarah" is correctly separated from the dialogue with a comma and the first word after the closing quotation mark is in lowercase.3. The sentence ends with a full stop after "brother". <p>Therefore, the correct answer is 'No mistake'.</p>	1
4	No mistake	<p>The sentence 'Cautiously, the young, brown hare (with long ears) hopped through the dewy, morning grass searching for a place to rest.' is grammatically correct and contains no errors in punctuation or capitalisation.</p> <p>The adverb 'Cautiously' is correctly capitalised at the beginning of the sentence, and the adjectives 'young', 'brown', 'long', 'dewy', and 'morning' are appropriately separated by commas. The parenthetical phrase '(with long ears)' is correctly enclosed in parentheses, and the sentence ends with a full stop.</p> <p>Therefore, the correct answer is 'No mistake'.</p>	1
5	I was	<p>The correct answer is 'I was'. In this sentence, the subject is 'I', which is singular and requires the singular past tense form of the verb 'to be', which is 'was'.</p> <p>'I were' is incorrect because 'were' is used with plural subjects or the singular pronoun 'you' in the subjunctive mood. 'I we're' is a contraction of 'I we are', which does not make sense in this context. 'I where' is also incorrect as 'where' is used to refer to a place, not as a verb.</p>	1

6	of jeans a new jacket	<p>The correct answer is 'of jeans a new jacket'.</p> <p>In a list of items, a comma should be used to separate each element for clarity, except for the last two items which should be separated by 'and'.</p> <p>The comma is missing between 'jeans' and 'a new jacket', so this is where the error lies in the sentence.</p> <p>The corrected sentence should read: On Tuesday, Sarah hoped to buy three pairs of jeans, a new jacket and some trainers at the shopping centre.</p>	1
7	will have	<p>The correct answer is "will have". This is because the sentence is discussing a future obligation or necessity.</p> <p>"Will have to" is used to express a future obligation or necessity, often with a sense of urgency or importance. In this context, Amelia is expressing that she needs to go to the shops before they close, indicating a future action that must be completed.</p> <p>The other options are incorrect because they do not accurately convey the future obligation or necessity required in this context. "Have been" and "have gone" refer to actions in the past, while "would've had" is used to describe a hypothetical situation in the past.</p>	1
8	Paris	<p>The correct answer is 'Paris'. A proper noun is a specific name of a person, place, or thing. It always starts with a capital letter.</p> <p>In this sentence, 'Paris' is a proper noun because it is the name of a specific city.</p>	1
9	No mistake	<p>The sentence 'On Tuesdays, Amelia enjoys playing football with her friends at the local park.' is grammatically correct and contains no errors in punctuation or capitalisation.</p> <p>The first letter of the sentence is capitalised, the comma after 'Tuesdays' is used correctly to separate the introductory phrase from the main clause, and the full stop at the end of the sentence is used appropriately.</p> <p>Therefore, the correct answer is 'No mistake'.</p>	1
10	No mistake	<p>The sentence is correctly punctuated and capitalised:</p> <ul style="list-style-type: none"> - 'As' is correctly capitalised at the start of the sentence. - 'Sarah's' is correctly punctuated to show possession. - The comma is correctly placed after 'mouse' to separate the subordinate clause from the main clause. <p>Therefore, there is no mistake in the given sentence.</p>	1

Answer-Key Notes: 11+ English Answers (Test 4)

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 and a full explanation for each of the ten questions in Test 4. Mark each response by comparing your child's answer with the one given, awarding one mark per question. A tick or cross is sufficient; avoid half-marks, as the 11+ typically awards points in whole numbers only.

Once you have totalled the score, look for patterns. If several errors cluster around verb tenses (Q2, Q7) or punctuation in lists (Q6), that signals a specific gap rather than general weakness. Careless slips often show inconsistency: a child who answers Q3 and Q10 correctly but misses Q9 probably knows the rule and lost concentration.

Use the worked examples below when an incorrect answer surprises you or when your child cannot explain why their choice was wrong. Reading the reasoning aloud together often clarifies the principle faster than re-teaching from scratch.

Score interpretation

A score of **8 to 10 marks** indicates confident command of grammar, punctuation and sentence structure at this level. Children in this band recognise verb forms quickly, apply comma rules accurately in complex sentences, and distinguish proper nouns without hesitation. They are ready for papers with longer prose or multi-step reasoning.

Scores of **5 to 7 marks** show solid foundations with one or two knowledge gaps. Errors in this range typically involve tense consistency (Q2, Q7), list punctuation (Q6), or conditional conjunctions (Q1). Targeted practice on the missed topics will usually lift performance into the top band within a few sessions.

Fewer than 5 marks suggests that grammar terminology and punctuation conventions need systematic revision. Focus first on verb tenses and subject-verb agreement, then move to comma use in lists and introductory phrases. Work through one concept at a time, using short sentences before attempting the longer constructions seen in Q4 and Q10.

Worked examples

Conjunctions and connectives, Q1

This question rewards children who understand that **conjunctions signal relationships between clauses**. 'If' introduces a condition, 'since' a reason or time-point, 'whether' a choice, and 'than' a comparison. Many students skim the sentence and pick a word that sounds plausible in isolation, losing the mark because they ignore the logical link the sentence requires.

Q1 : if

The sentence states that going to the cinema *depends on* her friends being free, which is a condition. 'If' is the only conjunction that expresses conditionality. 'Since' would imply a reason already established, 'whether' would suggest she is choosing between going or not going, and 'than' requires a comparison that does not exist here.

Verb tenses, Q2 and Q7

Both questions test whether students can **match verb forms to time markers and context**. Q2 includes the word 'yesterday', demanding the past continuous; Q7 uses 'before they close' to signal future necessity. Errors usually arise when children select a tense they use frequently in speech rather than the tense the sentence structure requires.

Q2 : was

The time marker 'yesterday' places the action in the past. Because baking a cake takes time, the past continuous ('was baking') is needed to show an **ongoing action at a specific past moment**. 'Is baking' is present, 'will be' is future, and 'has been' is present perfect; none fit a completed day in the past.

Q7 : will have

Amelia is describing a **future obligation** — something that must happen before the shops close. 'Will have to' is the correct modal construction for necessity in the future. 'Have been' and 'have gone' are past or present perfect forms, and 'would've had' describes a hypothetical past, all incompatible with the urgent, forward-looking context.

Punctuation of lists and dialogue, Q3 and Q6

These questions check **comma placement in two common structures**: lists of three or more items and dialogue tags. In lists, a comma separates each item except the final pair, which are joined by 'and'. In dialogue, a comma follows the spoken words when a tag such

as 'exclaimed Sarah' comes next. Students often omit the list comma or misplace the dialogue comma.

Q6 : of jeans a new jacket

The sentence lists three things Sarah hoped to buy: jeans, a jacket and trainers. A comma must appear after 'jeans' to separate it from 'a new jacket'; the final two items ('a new jacket and some trainers') are then joined by 'and'. The missing comma between 'jeans' and 'a new jacket' creates a run-on that confuses the reader.

Proper nouns, Q8

A proper noun names a **specific person, place or thing** and always begins with a capital letter. Common nouns (such as 'spring', 'visit', 'wait') do not take capitals unless they start a sentence. This question is usually straightforward, but children sometimes confuse seasons or verbs with proper nouns if they appear in an emphatic context.

Q8 : Paris

'Paris' is the name of a specific city and therefore a proper noun, always capitalised. 'Spring' is a common noun (a season), 'wait' and 'visit' are verbs, and none requires a capital letter mid-sentence. The capital 'P' in the original sentence confirms that Paris is the only proper noun present.

Complex punctuation and possessives, Q4, Q9 and Q10

Questions 4, 9 and 10 all offer 'No mistake' as the correct answer, rewarding children who can **verify that every comma, apostrophe and capital is correctly placed**. Q4 includes parentheses and multiple adjectives; Q9 tests the comma after an introductory phrase; Q10 combines a possessive apostrophe with a subordinate clause. Students lose marks when they second-guess correct sentences or fail to check each punctuation mark systematically.

Q4 : No mistake

The sentence opens with the adverb 'Cautiously' (correctly capitalised), separates a series of adjectives with commas, encloses extra information in parentheses, and ends with a full stop. Every comma between adjectives ('young, brown', 'dewy, morning') is justified, and the parentheses do not require additional punctuation. All conventions are observed, so no correction is needed.

Q10 : No mistake

'Sarah's' uses an apostrophe correctly to show possession (the cat belongs to Sarah). The comma after 'mouse' correctly separates the introductory subordinate clause ('As Sarah's cat was playing...') from the main clause ('it accidentally knocked...'). The sentence opens with a capital and closes with a full stop. No error exists.

Next steps

Sit down with your child and review any incorrect answers together, reading the explanation aloud and asking them to put the reasoning into their own words. If two or more mistakes share a common theme — for example, tense or punctuation — create a short revision session focused on that topic alone, using sentences from everyday writing rather than test papers. Spaced repetition over several days will secure the rule more effectively than a single long session.

If your child scored 8 or above, move on to a paper with longer comprehension passages or more demanding grammar tasks; repeating similar questions will not extend their skills. If the score was below 5, pause new tests for a week and work through a grammar workbook or online exercises that offer immediate feedback. Once confidence returns and errors become rare in practice, attempt another full paper to confirm progress before returning to timed conditions.

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