

11+ PRACTICE PACK

Exam Ninja Test 5

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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

"I can't believe her brand new bicycle was stolen from the park!" exclaimed Samantha.

- A determiner B preposition C pronoun D common noun

1

3 In the following sentence, which word is a verb?

Every morning, Samantha and her brother hurry to catch the bus to school.

- A morning B hurry C catch D school

1

4 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 was excited to visit the new art gallery however, she couldn't find anyone to go with her.

- A Sarah was excited B to visit the new art gallery however, C she couldn't find D No mistake

1

5 The sentence below may contain one spelling mistake.

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

The curious kitten playfully chased the colourful buterfly around the garden.

- A The curious kitten B playfully chased the C colourful buterfly around D No mistake

1

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

_____ *the heavy rain, the football match went ahead as planned.*

- A Despite B However C Because D Although

1

7

Select the word that best fits the sentence below:

The River Thames, which flows through London, _____ a length of 346 kilometres and is the second-longest river in the United Kingdom.

- A has B have C had D having

1

8

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

After finishing the project, the carpenter _____ the full amount from the client for his work.

- A received B owed C borrowed D lent

1

9

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'.

Last summer, we visited the beautiful Lake District in northern England - it was an unforgettable experience!

- A Last summer, we visited the beautiful Lake District B in northern England C - it was an unforgettable D No mistake

1

10

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'.

The scientist carefully measured the chemicals she then mixed them together in the beaker to observe the reaction.

- A The scientist carefully measured B the chemicals she then C mixed them together in D No mistake

1



Paper Notes: 11+ English Question Booklet (Test 5)

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 designed for **11+ entrance preparation**, specifically targeting students aged 10-11 who are preparing for **GL Assessment** style English tests. The paper presents **eight multiple-choice questions** that assess core language skills including grammar, punctuation, spelling, and vocabulary usage.

The format mirrors typical GL Assessment 11+ English papers, with each question offering four answer options labelled A to D. Questions test a student's ability to identify word types (determiners, pronouns, verbs), spot punctuation and capitalisation errors, correct spelling mistakes, and select appropriate vocabulary in context. The paper uses realistic everyday sentences and scenarios that students at this age will find accessible.

This paper suits students working towards selective school entrance exams or grammar school tests in Year 6. It provides focused practice on technical English skills rather than extended reading comprehension, making it particularly useful for drilling grammar rules and proofreading techniques. Each question carries one mark, allowing students to track their accuracy across different skill areas.

How this paper is organised

The paper contains **eight questions** spread across two pages, with each question worth **one mark**. All questions follow a **multiple-choice format** with four options (A, B, C, D), making the total possible score eight marks. No time limit is specified on the paper itself, allowing flexibility for practice or timed conditions at the tutor's or parent's discretion.

Questions 1 and 3 focus on **grammatical terminology**, asking students to classify words within given sentences. Questions 4, 9, and 10 test **punctuation and capitalisation**, requiring students to identify errors or confirm correctness across segmented sentence portions. Question 5 addresses **spelling accuracy**, whilst questions 6, 7, and 8 assess **vocabulary and word choice** through gap-fill exercises.

The layout is clear and uncluttered, with each question numbered prominently and answer options aligned horizontally. The sentences used are age-appropriate and contextually varied, covering topics from bicycles and buses to rivers and scientific experiments. A small box appears on the right margin of each question for marking purposes.

Topics covered

- Grammatical terminology: identifying determiners, pronouns, and verbs within sentence contexts
- Word classification and parts of speech recognition in everyday sentences
- Punctuation error detection, particularly comma splices and missing punctuation between independent clauses
- Capitalisation rules for proper nouns such as geographical locations (Lake District, River Thames)
- Spelling accuracy, including common errors with vowel combinations (butterfly)
- Vocabulary selection using subordinating conjunctions and prepositions (despite, although, however, because)
- Subject-verb agreement in complex sentences with relative clauses
- Contextual vocabulary choice involving financial verbs (received, owed, borrowed, lent)
- Proofreading skills across punctuation, spelling, and capitalisation domains
- Sentence analysis through segmented error-spotting exercises

How to use this paper for revision

- Revise the **major word classes** (noun, verb, adjective, adverb, pronoun, determiner, preposition, conjunction) with clear definitions and examples, as question 1 requires precise identification of 'her' as a determiner rather than a pronoun.
- Practise spotting **comma splices** where two independent clauses are incorrectly joined with just a comma; question 4 tests this common punctuation error and requires a semicolon, full stop, or conjunction to fix it.
- Learn the spelling patterns of commonly misspelt words, particularly those with silent letters or unusual vowel combinations like 'butterfly', and keep a personal list of tricky words you encounter in practice papers.
- Drill **subordinating conjunctions and prepositions** that show contrast (despite, although, however) or cause (because), noting which can stand alone at the start of a sentence and which require a preceding clause.
- Understand **subject-verb agreement rules** with singular subjects followed by relative clauses; 'The River Thames... has' (not 'have') is correct because the subject is singular despite the interrupting phrase.
- Review the meanings of **financial and transactional verbs** (receive, owe, borrow, lend) to avoid confusion; a carpenter receives payment, whilst a borrower owes money.
- Practise **error-spotting in segments** by reading each portion of a sentence independently, then checking how the parts connect, which helps identify missing or incorrect punctuation between clauses.

Common mistakes to avoid

- Confusing **determiners with pronouns**: 'her' before a noun ('her bicycle') is a determiner showing possession, whilst 'her' replacing a noun ('I saw her') is a pronoun; students often mislabel possessive determiners.
- Missing **comma splices** in error-spotting questions because the sentence 'sounds right' when read aloud; question 4's 'art gallery however,' needs a semicolon or full stop before 'however' to separate two independent clauses.
- Overlooking **simple spelling errors** when scanning quickly; 'butterfly' in question 5 is missing a double-t, but students often focus on more complex words and miss straightforward mistakes.
- Choosing 'although' or 'however' when **'despite'** is correct: 'Despite' is a preposition followed by a noun phrase, whilst 'although' is a conjunction requiring a clause ('Although it rained...').
- Applying **plural verb forms** with singular subjects because of intervening phrases; 'The River Thames... have' sounds plausible if you focus on 'kilometres', but the subject 'Thames' is singular and takes 'has'.
- Confusing **'borrowed' and 'lent'** or 'received' and 'owed': the carpenter is paid, so he received money; students sometimes reverse the direction of financial transactions.

Exam technique

Begin by reading each question stem carefully before looking at the sentence, so you know exactly what skill is being tested (word type, punctuation error, vocabulary choice). In error-spotting questions, **read each lettered segment independently** first, checking spelling, punctuation, and capitalisation within that portion, then assess how segments connect to find mistakes in linking punctuation or conjunctions.

For vocabulary gap-fill questions (6, 7, 8), **try each option in the blank** and eliminate answers that create grammatical errors or nonsensical meanings; consider whether the word needs to introduce a phrase (like 'despite') or a clause (like 'although'). In word classification tasks (1, 3), apply the technical definition strictly: a determiner precedes and modifies a noun, whilst a pronoun replaces a noun entirely, so test by removing the word and seeing what remains.

Since each question carries equal weight, **do not dwell too long on any single item**; if uncertain, mark your best answer, flag the question, and return if time allows. After completing all eight, re-read sentences in error-spotting questions to catch mistakes

you may have overlooked on first reading, particularly subtle punctuation errors like missing semicolons between independent clauses.

What to revise alongside this paper

Alongside this paper, revise **sentence structure and clause types** (simple, compound, complex) to understand why certain punctuation is required between independent clauses and how conjunctions or semicolons link ideas. Study the **full range of word classes** in greater depth, including adverbs, adjectives, and different conjunction types (coordinating, subordinating, correlative), as 11+ papers often test precise grammatical terminology.

Practise **extended proofreading passages** where multiple errors appear in a single text, as this builds stamina for spotting mistakes and applies the skills tested here in a more realistic editing context. Work on **vocabulary in context** through synonym and antonym exercises, cloze passages, and word family tasks to strengthen your ability to choose the most appropriate word for a given sentence, particularly with near-synonyms that have subtle differences in meaning or grammatical function.

Progress to **GL Assessment style comprehension papers** that combine these technical skills with reading inference and retrieval, as selective school English exams typically test both language mechanics and reading understanding within a single paper.

Key terms

Determiner, Pronoun, Verb, Comma splice, Independent clause, Capitalisation, Proper noun, Subordinating conjunction, Preposition, Subject-verb agreement, Relative clause, Spelling accuracy, Contextual vocabulary, Proofreading, Multiple-choice

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11+ Practice Test Answers

11+ English Test 5

Question	Answer	Explanation	Marks
1	determiner	<p>In this sentence, 'her' is a determiner. Determiners are words that come before nouns to indicate possession, quantity, or which specific thing is being referred to.</p> <p>In this case, 'her' is a possessive determiner, showing that the bicycle belongs to a female person. It is not a preposition (a word that shows the relationship between a noun and another word), a pronoun (a word that replaces a noun), or a common noun (a general, non-specific noun).</p>	1
3	hurry	<p>The correct answer is 'hurry'.</p> <p>A verb is a word that describes an action, state, or occurrence. In this sentence, 'hurry' is the word that describes the action Samantha and her brother are taking. They are hurrying to catch the bus.</p> <p>'Morning' is a noun referring to the time of day, 'catch' is part of the infinitive phrase 'to catch' which functions as an adverb describing why they hurry, and 'school' is a noun referring to the place they are going to.</p> <p>Therefore, 'hurry' is the only verb among the given options in this sentence.</p>	1
4	to visit the new art gallery however,	<p>The correct answer is 'to visit the new art gallery however,'.</p> <p>In this sentence, the word 'however' is used as a conjunctive adverb to connect two independent clauses. When a conjunctive adverb is used in this way, it should be preceded by a semicolon (;) and followed by a comma (,).</p> <p>The corrected sentence should read: Sarah was excited to visit the new art gallery; however, she couldn't find anyone to go with her.</p>	1
5	colourful butterfly around	<p>The correct answer is 'colourful butterfly around'.</p> <p>The word 'butterfly' is misspelled as 'buterfly' in the sentence. The correct spelling is 'butterfly', with two 't's.</p> <p>All other parts of the sentence are spelled correctly, so the only mistake lies within the group of words 'colourful butterfly around'.</p>	1
6	Despite	<p>The correct answer is 'Despite'.</p> <p>'Despite' is used to introduce a fact that makes the main statement in the sentence surprising. In this case, it is surprising that the football match went ahead considering the heavy rain.</p> <p>'However' is used to introduce a statement that contrasts with the previous statement, which is not the case in this sentence.</p> <p>'Because' is used to introduce a reason or explanation, but the heavy rain is not the reason for the match going ahead.</p> <p>'Although' can be used in a similar way to 'Despite', but it is more commonly used when the contrasting point comes after the main clause, not before as in this sentence structure.</p>	1

7	has	<p>The correct answer is 'has' because the River Thames is a singular subject, and the verb 'has' agrees with the singular subject in the present tense.</p> <p>The other options are incorrect because:</p> <ul style="list-style-type: none"> - 'have' is used with plural subjects in the present tense - 'had' is used for singular subjects in the past tense - 'having' is the present participle form of the verb 'have' and does not agree with the singular subject in this context 	1
8	received	<p>The correct answer is 'received'.</p> <p>In this context, the carpenter has completed the project and is being paid by the client for his work. The word 'received' indicates that the carpenter was given the full amount of money owed to him.</p> <p>'Owed' is incorrect because it suggests that the client still needs to pay the carpenter, which is not the case since the project is finished.</p> <p>'Borrowed' and 'lent' are also incorrect as they imply a temporary exchange of money, which is not the situation described in the sentence.</p>	1
9	No mistake	The sentence is correctly punctuated and capitalised throughout.	1
10	the chemicals she then	<p>The mistake in the sentence is in the group of words 'the chemicals she then'.</p> <p>There should be a semicolon (;) or a full stop (.) after 'chemicals' to separate the two independent clauses in the sentence.</p> <p>Without proper punctuation, the sentence is a run-on sentence, which is grammatically incorrect.</p> <p>The corrected sentence should read: 'The scientist carefully measured the chemicals; she then mixed them together in the beaker to observe the reaction.' or 'The scientist carefully measured the chemicals. She then mixed them together in the beaker to observe the reaction.'</p>	1

Answer-Key Notes: 11+ English Answers (Test 5)

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 detailed explanation for each question. When marking, award one mark per question only if the student's answer matches exactly; partial credit is not available. If your child makes a mistake, read the explanation carefully to understand whether the error stems from a gap in grammatical knowledge (e.g. not recognising a determiner) or a careless misreading of the sentence.

Use the worked examples below to explore the reasoning behind trickier questions. If a concept such as conjunctive adverbs or subject-verb agreement is unclear, revisit that topic in a grammar reference book before moving on.

Record the total score out of 10. A single paper is a snapshot, not a diagnosis; patterns across several papers matter more than one result.

Score interpretation

8–10 marks suggests confident command of the grammar, punctuation and spelling topics tested here. Errors, if any, are likely to be careless slips rather than knowledge gaps. Continue practising under timed conditions and extend work into sentence transformation and more complex punctuation scenarios.

5–7 marks indicates solid understanding with some gaps, often in distinguishing word classes (determiners versus pronouns) or in applying punctuation rules for compound sentences. Focus revision on the areas where marks were lost, using the explanations in this key as a starting point.

Below 5 marks suggests that core grammar concepts need systematic review. Work through a structured grammar course (covering parts of speech, sentence structure, and punctuation of complex sentences) before attempting further timed papers. Short, daily practice is more effective than occasional long sessions.

Worked examples

Word classes and sentence grammar, Q1–3

These questions test whether students can identify the grammatical function of a word **in context**, not just recite definitions. Marks are lost when children confuse similar terms (e.g. possessive determiner versus possessive pronoun) or when they pick a word that looks like

a verb but is actually part of an infinitive phrase. Read the whole sentence and consider what job the word is doing, not just what it could be in isolation.

Q1 : determiner

'Her' comes immediately before the noun 'bicycle' and shows possession, making it a **possessive determiner**. It is not a pronoun because it does not stand alone in place of a noun; pronouns such as 'hers' can replace entire noun phrases ('That bicycle is hers'), whereas 'her' must be followed by a noun.

Q3 : hurry

'Hurry' is the main verb describing the action Samantha and her brother perform. 'Catch' appears in the infinitive 'to catch', which functions as an adverbial phrase explaining *why* they hurry, so it is not the main verb of the clause. Always identify the finite verb that carries tense and agrees with the subject.

Punctuation of compound and complex sentences, Q4, Q10

Both questions hinge on recognising where two independent clauses meet and ensuring they are separated correctly. The most common error is the **comma splice**: joining two complete sentences with only a comma. When a conjunctive adverb such as 'however' links clauses, it must be preceded by a semicolon (or full stop) and followed by a comma. Similarly, if no conjunction is present, a semicolon or full stop is required.

Q4 : to visit the new art gallery however,

'However' is a conjunctive adverb, not a coordinating conjunction. The clause before it ('Sarah was excited to visit the new art gallery') and the clause after it ('she couldn't find anyone to go with her') are both independent. Correct punctuation is **semicolon before 'however', comma after**: '...gallery; however, she...'.

Q10 : the chemicals she then

'The scientist carefully measured the chemicals' is a complete sentence; 'she then mixed them together...' is another. Without a conjunction, they cannot be joined by a comma alone (run-on sentence). Insert a **semicolon or full stop after 'chemicals'** to separate the two independent clauses correctly.

Spelling and vocabulary in context, Q5

Spelling questions at 11+ level often target **high-frequency words with tricky letter patterns**, such as double consonants. Marks are lost when students rely on phonetic

guesswork rather than visual memory. Encourage your child to break longer words into syllables and check each part systematically when proofreading.

Q5 : colourful butterfly around

'Butterfly' contains a double 't' (butter + fly). The misspelling 'butterfly' omits the second 't', a common error because the /t/ sound is not emphasised in speech. Practise the word by writing it in parts: **but·ter·fly**.

Sentence completion: connectives and verbs, Q6–8

These questions test understanding of **logical relationships between clauses** (Q6) and subject-verb agreement or vocabulary precision (Q7–8). Students lose marks by choosing a word that sounds plausible but reverses the intended meaning or fails to agree in number and tense. Always re-read the completed sentence aloud to check that it makes sense and is grammatically consistent.

Q6 : Despite

The sentence structure (blank + noun phrase, main clause) requires a **preposition that introduces contrast**. 'Despite' fits this pattern; 'Although' would need a subject and verb ('Although it rained heavily, ...'). 'Because' and 'However' reverse or distort the logic: the match went ahead *in spite of* the rain, not because of it.

Q7 : has

The River Thames is a singular proper noun, so the verb must be singular and present tense: **'has'**. 'Have' is plural; 'had' is past tense; 'having' is a participle and cannot function as the main verb here. Subject-verb agreement errors are common when the subject is separated from the verb by a relative clause.

Next steps

For each question your child answered incorrectly, write the topic (e.g. 'semicolons with conjunctive adverbs') on a revision list and find two or three similar practice sentences in a grammar workbook or online. Focused, repeated practice on specific weak areas is far more effective than simply doing more mixed papers. If several errors cluster around one topic (punctuation of compound sentences, for instance), spend a dedicated session on that rule before the next test.

If your child scored well, challenge them with sentence-transformation exercises, complex punctuation tasks (colons, dashes, parenthetical commas) and inference-based comprehension to maintain momentum. Keep a regular schedule of short

practice sessions rather than sporadic cramming; consistency builds fluency and confidence.

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