

11+ PRACTICE PACK

Exam Ninja Test 6

11+ English Complete Practice Pack

CONTENTS

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.

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1

The sentence below contains either one spelling mistake or no spelling mistakes.

Choose the group of words which contains the mistake.

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

The ancient Egyptians built the pyramids as tombs for the pharaohs and their familys.

- A The ancient Egyptians built B the pyramids as tombs C for the pharaohs and their familys. D No mistake

1

2

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

The new shopping centre was built _____ the site of the old factory.

- A on B in C at D by

1

3

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'.

Sarah was excited to visit her grandparents in London she hadn't seen them since Christmas, and she had so much to tell them.

- A Sarah was excited to B visit her grandparents in London she C hadn't seen them since Christmas, and D No mistake

1

4

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

Sarah had been practising her violin an hour each day in preparation for the upcoming concert.

- A determiner B pronoun C adjective D adverb

1

5

Read the sentence below carefully:

Mia couldn't find her phone, so she borrowed the family phone to call Mum.

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

6 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'.

James exclaimed, Wow, I never thought I'd get an A on my maths exam!*

- A James exclaimed, Wow B I never thought I'd C get an A* on D No mistake

1

7 Read the sentence below carefully:

The tranquillity of the lake was shattered by the loud roar of a speedboat, causing ripples to spread across the glassy surface.

Which of the following words from the sentence is an abstract noun?

- A tranquillity B lake C roar D ripples

1

8 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.

Cautiously, Liam approached the mysterious object his torch beam illuminating the darkness.

- A Cautiously, Liam B approached the mysterious C object his torch beam D No mistake

1

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

The excited children couldn't wait _____ the magician perform his incredible tricks at the birthday party.

- A to see B seeing C to seeing D see

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.

"I think you're overexagerating," said Mrs Thompson, shaking her head at Tom's tall tale.

- A I think you're overexagerating, B said Mrs Thompson, C shaking her head D No mistake

1



Paper Notes: 11+ English Question Booklet (Test 6)

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 6** from **Exam Ninja**, a practice paper designed for children aged 10-11 preparing for **GL Assessment** style eleven-plus entrance examinations. The paper provides targeted practice in **spelling, punctuation, grammar, and parts of speech**, areas that form the core of the GL English assessment.

The test comprises **10 multiple-choice questions**, each worth one mark, presented in a clear, accessible format. Questions require students to identify errors in spelling (such as incorrect plural forms), punctuation mistakes (missing commas, incorrect speech punctuation), and to demonstrate understanding of grammatical terminology including **determiners, possessive pronouns, and abstract nouns**. There are also sentence completion tasks testing **preposition usage** and **infinitive verb forms**.

This paper suits students in Year 5 or 6 who are building confidence with technical aspects of English and need focused practice identifying common errors. The multiple-choice format mirrors the style used in many eleven-plus exams, making it valuable for both skills development and exam familiarisation. Each question is discrete, allowing targeted revision of individual grammar points.

How this paper is organised

The paper contains **10 questions** spread across two pages, with each question carrying **one mark**. No overall time limit is printed on the paper, allowing flexibility for practice or timed conditions as preferred. Questions are numbered clearly in bold, with ample white space and consistent formatting throughout.

The structure alternates between different question types: **error identification** (find the group of words containing a spelling, punctuation, or grammar mistake), **sentence completion** (select the word that best fits a blank), and **grammatical terminology** (identify the word type or function). Most questions offer four answer options labelled A to D, including a "No mistake" or "No mistake" option where appropriate.

Questions progress through varied grammatical concepts rather than grouping by topic, requiring students to switch between spelling awareness, punctuation rules, and parts-of-speech knowledge. This mixed approach tests adaptability and breadth of understanding across the full range of technical English skills needed for eleven-plus examinations.

Topics covered

- Spelling of irregular plural forms (familys/families) and compound words with prefixes (overexagerating/exaggerating)
- Punctuation of compound sentences and comma splices, particularly when two independent clauses are incorrectly joined
- Punctuation of direct speech, including the use of quotation marks and commas after introductory reporting verbs
- Correct usage of prepositions in context (on, in, at, by) for location and site description
- Identification and classification of determiners versus other word types in sentences
- Distinction between possessive pronouns (her) and other pronoun types
- Recognition of abstract nouns (tranquillity) versus concrete nouns in descriptive sentences
- Punctuation of participial phrases and subordinate clauses within complex sentences
- Correct use of infinitive verb forms (to see) after verbs of perception or desire
- Common spelling errors in multisyllabic words and words with Latin or Greek roots

How to use this paper for revision

- Revise **irregular plural rules**: most nouns ending in -y after a consonant change to -ies (family becomes families), but not after a vowel (boy becomes boys).
- Practice identifying **comma splices**, where two complete sentences are joined with only a comma. Learn to fix them with a full stop, semicolon, or coordinating conjunction.
- Memorise the **direct speech punctuation rule**: reporting verb + comma + opening quotation mark + capital letter to start the speech.
- Create flashcards for **parts of speech** with definitions and examples: determiners (a, an, the), possessive pronouns (mine, yours, hers), abstract nouns (tranquillity, happiness).
- Learn common **preposition patterns**: we say "on the site" (surface), "at the location" (point), "in the building" (enclosed space).
- After completing the paper, **read each sentence aloud** to hear where punctuation is missing or where words sound incorrect, training your grammatical ear.
- Build a personal list of **commonly misspelled words** from practice papers, focusing on prefixes (over-, under-) and suffixes (-ing, -ed, -tion).

Common mistakes to avoid

- Adding an apostrophe to form plurals (the 1990's instead of the 1990s, or familys' instead of families), confusing possession with simple plural forms.
- Missing the comma splice in question 3, where "London she hadn't" joins two complete sentences incorrectly without proper punctuation or a conjunction.
- Confusing **possessive adjectives** (her phone) with possessive pronouns (the phone is hers). In "her phone", the word "her" modifies "phone" and is not a standalone pronoun.
- Misidentifying "an" as an adjective rather than a **determiner** (the specific grammatical term for articles a, an, the).
- Choosing "see" instead of "to see" after "couldn't wait", forgetting that "wait" requires an **infinitive with to** when followed by a verb.

Exam technique

Approach each question individually and read the **entire sentence carefully** before looking at the answer options. Many errors are only visible when you read the full context, not isolated word groups. For error-spotting questions, eliminate obviously correct groups first to narrow your focus, then check the remaining options against specific rules (spelling patterns, punctuation conventions, capital letter usage).

In **sentence completion** questions, try each option in the blank and read the sentence aloud mentally. The correct answer will sound natural and follow standard English patterns. Pay attention to the words immediately before and after the blank, as they often signal which preposition or verb form is needed (for example, "built" commonly pairs with "on the site").

For **parts of speech** questions, recall definitions precisely. If asked about word type, ensure you are identifying the function in that specific sentence, not the word's general category. Budget roughly one minute per question if working under timed conditions, checking answers carefully at the end. Circle or underline key words in the question stem ("possessive pronoun", "abstract noun") to avoid answering a different question than the one asked.

What to revise alongside this paper

After mastering the error-spotting skills in this paper, students should extend their grammatical knowledge to **active and passive voice**, where sentence construction changes significantly but meaning stays similar. Understanding when writers choose passive forms (common in formal writing and science) builds comprehension and

composition skills. Work on **complex sentence structures** involving multiple subordinate clauses, relative pronouns (who, which, that), and varied punctuation including semicolons, colons, and dashes.

To strengthen spelling, investigate **word families and etymology**. Knowing that "tranquillity" derives from Latin "tranquillus" (calm, quiet) helps remember the double-l spelling and connects to related words like "tranquil" and "tranquillise". Study common **homophones** (there/their/they're, your/you're) and **tricky consonant patterns** (double letters in "exaggerate", silent letters in "gnarled").

Broaden comprehension work to include **inference and deduction** questions on longer passages, the other major component of GL English papers. Practise identifying **tone, purpose, and audience** in different text types (narrative, persuasive, informative), and work on **vocabulary in context** questions where unfamiliar words must be deduced from surrounding sentences. These skills complement the technical accuracy tested here.

Key terms

Determiner, Possessive pronoun, Abstract noun, Concrete noun, Comma splice, Direct speech, Reporting verb, Preposition, Infinitive, Irregular plural, Participial phrase, Subordinate clause, Prefix, Suffix

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11+ Practice Test Answers

11+ English Test 6

Question	Answer	Explanation	Marks
1	for the pharaohs and their familys.	<p>The correct answer is 'for the pharaohs and their families.'</p> <p>The word 'familys' is missing an apostrophe before the 's'. The correct spelling is 'families' (plural) or 'family's' (possessive).</p> <p>Therefore, the group of words containing the spelling mistake is 'for the pharaohs and their familys.'</p>	1
2	on	<p>The correct answer is 'on'.</p> <p>When referring to a location or place where something is situated or has been constructed, we use the preposition 'on'.</p> <p>In this context, 'on' is the most appropriate preposition to indicate that the new shopping centre was built at the location previously occupied by the old factory.</p> <p>'In' is typically used to describe something contained within a space, 'at' is used for specific points or locations, and 'by' is used to indicate proximity or the agent performing an action, none of which are suitable for this sentence.</p>	1
3	visit her grandparents in London she	<p>The mistake in the sentence is in the group of words 'visit her grandparents in London she'.</p> <p>There should be some punctuation, such as a semicolon (;) or a full stop (.), separating the two independent clauses: 'Sarah was excited to visit her grandparents in London' and 'she hadn't seen them since Christmas'.</p> <p>Without proper punctuation, the sentence is a run-on sentence, which is grammatically incorrect.</p> <p>The corrected sentence should read: Sarah was excited to visit her grandparents in London; she hadn't seen them since Christmas, and she had so much to tell them.</p>	1
4	determiner	<p>In this sentence, 'an' is a determiner. Determiners are words that come before nouns to specify quantity or to identify the noun in some way.</p> <p>'An' is an indefinite article, which is a type of determiner used before singular nouns that begin with a vowel sound. In this case, 'an' precedes 'hour', specifying the quantity of time Sarah practises her violin each day.</p> <p>Therefore, 'an' is functioning as a determiner in this sentence, not as a pronoun, adjective, or adverb.</p>	1
5	her	<p>The correct answer is 'her'.</p> <p>A possessive pronoun is a word that replaces a noun and shows ownership or possession. In this sentence, 'her' is a possessive pronoun because it replaces Mia's name and shows that the phone belongs to her.</p>	1

6	James exclaimed, Wow	<p>The mistake in the sentence is in the group of words 'James exclaimed, Wow'.</p> <p>When using dialogue, the spoken words should be enclosed in quotation marks. Additionally, if the dialogue tag (such as 'exclaimed') comes before the spoken words, a comma should be placed after the dialogue tag, and the first word of the dialogue should be capitalised.</p> <p>The correct version of the sentence would be:</p> <p>James exclaimed, "Wow, I never thought I'd get an A* on my maths exam!"</p>	1
7	tranquillity	<p>The correct answer is 'tranquillity'. An abstract noun is a noun that refers to an idea, quality, or state rather than a concrete object. 'Tranquillity' is an abstract concept that describes a state of calmness or peacefulness, making it an abstract noun.</p> <p>'Lake' is a concrete noun as it refers to a physical body of water. 'Roar' is a verb in this context, describing the loud noise made by the speedboat. 'Ripples' is also a concrete noun, referring to the small waves created on the surface of the lake.</p>	1
8	object his torch beam	<p>The correct answer is 'object his torch beam'.</p> <p>In this sentence, there should be a comma after 'object' to separate the two independent clauses. The first clause is 'Cautiously, Liam approached the mysterious object', and the second clause is 'his torch beam illuminating the darkness'.</p> <p>Without the comma, the sentence is a run-on sentence, which is grammatically incorrect. The comma is necessary to provide clarity and to separate the two distinct ideas.</p> <p>Therefore, the group of words containing the mistake is 'his torch beam', as the comma should be placed before this phrase.</p>	1
9	to see	<p>The correct answer is 'to see'. In this sentence, we need an infinitive verb phrase to complete the meaning. The infinitive form is 'to' followed by the base form of the verb, in this case, 'see'.</p> <p>The children are excited about a future event (the magician's performance), so we need to use the infinitive 'to see' to express their anticipation of this event.</p> <p>'Seeing', 'to seeing', and 'see' are incorrect because they do not form the appropriate infinitive verb phrase required to complete the sentence correctly.</p>	1
10	I think you're overexagerating,	<p>The correct answer is "I think you're overexagerating," because 'overexagerating' is spelled incorrectly.</p> <p>The correct spelling is 'exaggerating', with two 'g's after the 'a'.</p> <p>The rest of the sentence contains no spelling errors, so the other options are incorrect.</p>	1

Answer-Key Notes: 11+ English Answers (Test 6)

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 question. When marking, **award the mark only if the answer matches exactly**; partial credit is not available on multiple-choice grammar questions. Use the explanations to understand why an answer is correct, not simply to tick or cross. If your child chose a different option, read the reasoning aloud together and ask them to explain their original thinking. That conversation often reveals whether the mistake was a careless misread or a genuine gap in understanding.

Many of these questions test fine distinctions: possessive versus plural, run-on sentences, correct prepositions, dialogue punctuation. **A wrong answer usually points to one specific grammar rule** that needs review. The worked examples below unpack the trickiest questions and show you how to teach the underlying principle.

Use this key as a teaching tool, not just a score sheet. If several errors cluster in one area (for example, punctuation of speech or abstract nouns), that topic becomes your focus for the next week.

Score interpretation

This paper contains ten one-mark questions covering spelling, punctuation, word classes, and sentence structure. A score of 8–10 indicates **strong command of Year 6 grammar and punctuation conventions**; the child recognises run-on sentences, applies dialogue rules confidently, and distinguishes noun types with ease. Errors at this level are usually fleeting lapses rather than knowledge gaps. A score of 5–7 suggests solid foundations with occasional uncertainty, particularly around abstract nouns, possessive pronouns, or the punctuation of independent clauses. Review the explanations for any missed questions and practise similar examples until the pattern becomes automatic.

A score of 3–4 signals that several key grammar concepts need reinforcement: dialogue punctuation, the difference between plurals and possessives, preposition choice, and clause boundaries. **Focus on one topic at a time** rather than trying to cover everything at once. A score of 0–2 means fundamental sentence grammar has not yet been mastered. Work through a structured grammar workbook (CGP or Schofield & Sims) at a slower pace, and return to this paper in four to six weeks.

Remember that this is a short diagnostic test, not a full-length exam. A single low score does not define ability; it simply highlights which areas to teach next.

Worked examples

Spelling and word formation, Q1 & Q10

Spelling questions hinge on one wrong letter or missing punctuation mark. Students often skim past the error because the word looks plausible or they recognise the root. Question 1 tests the plural of 'family' (families, not familys), and question 10 tests the notoriously tricky 'exaggerating' (two g's after the a). Train your eye to read each word syllable by syllable when hunting for mistakes, and remember that **apostrophes never form ordinary plurals** in English.

Q1 : for the pharaohs and their familys.

The word 'familys' is incorrect. Words ending in a consonant + y change the y to i and add -es: **family** → **families**. 'Family's' (with an apostrophe) would show possession ('the family's car'), but here we need the simple plural. The other groups contain no errors.

Q10 : I think you're overexagerating,

'Overexagerating' is a common misspelling. The correct form is **exaggerating**, with two g's after the first a. The prefix 'over-' is added to 'exaggerating', not 'exagerating'. Say the word slowly (ex-ag-ger-ate) to hear both g's.

Prepositions and infinitives, Q2 & Q9

Preposition and verb-form questions reward students who recognise fixed patterns in English. **Site or location typically pairs with 'on'**, not 'at' or 'in'. Infinitive constructions after verbs of anticipation (wait, hope, want) require **'to' + base verb**, never gerunds ('seeing') or split forms ('to seeing'). Read the sentence aloud; the wrong choice will often sound clumsy.

Q2 : on

We say something is built **on a site** (a specific plot of land). 'In' suggests containment (in a box, in a room); 'at' marks a point (at the corner); 'by' indicates proximity or agency (by the river, built by workers). Only 'on' conveys construction at a location.

Q9 : to see

After 'wait', English uses the **full infinitive: to + base verb**. 'The children couldn't wait to see...' expresses anticipation of a future event. 'Seeing' (gerund) and 'see' (bare infinitive) are grammatically incorrect here, and 'to seeing' does not exist in standard English.

Run-on sentences and clause punctuation, Q3 & Q8

Both questions test whether students can spot **two independent clauses joined without any punctuation**. An independent clause has a subject and a finite verb and could stand alone as a sentence. When two are placed side by side with no comma, semicolon, or full stop, the result is a run-on sentence. The error is always at the boundary between the clauses, not within them.

Q3 : visit her grandparents in London she

'Sarah was excited to visit her grandparents in London' is a complete sentence. 'She hadn't seen them since Christmas' is another. **The two clauses run together without punctuation**. Insert a semicolon or full stop after 'London' (or a comma with a conjunction). The error straddles 'London she'.

Q8 : object his torch beam

'Cautiously, Liam approached the mysterious object' is an independent clause. The second part, 'his torch beam illuminating the darkness', is a participial phrase that needs **a comma after 'object'** to separate it from the main clause. Without the comma, the sentence is a run-on.

Dialogue punctuation, Q6

Dialogue questions are common in 11+ papers and follow strict conventions. **Spoken words must sit inside quotation marks**, the first word of speech is capitalised, and the dialogue tag ('exclaimed') is followed by a comma before the opening quote. Missing any of these elements creates an error. Students who read widely usually absorb these rules naturally; those who don't must learn them explicitly.

Q6 : James exclaimed, Wow

The spoken word 'Wow' must be enclosed in quotation marks and capitalised: **James exclaimed, "Wow, I never thought..."** The comma after 'exclaimed' is already present, but the missing quotation marks make this group incorrect. All dialogue must be clearly marked as speech.

Word classes: determiners, pronouns, nouns, Q4, Q5 & Q7

Word-class questions ask you to label a word's grammatical job *in that sentence*. The same word can be different classes in different contexts ('light' can be a noun, verb, or adjective).

Determiners introduce nouns and include articles, demonstratives, and quantifiers.

Possessive pronouns replace nouns and show ownership. Abstract nouns name ideas or qualities, not physical things. Always check the word's function, not just its dictionary definition.

Q4 : determiner

'An' is an **indefinite article**, a type of determiner. It introduces the noun 'hour' and tells us the quantity is one (but not a specific one). It is not a pronoun (which replaces a noun), an adjective (which describes), or an adverb (which modifies a verb).

Q5 : her

'Her' replaces 'Mia's' and shows that the phone belongs to Mia. **Possessive pronouns replace a noun phrase and indicate ownership.** 'Phone' is the noun being owned; 'her' is the possessive pronoun. (Note: 'her' before 'phone' acts as a possessive determiner; here we are asked which word is the possessive pronoun, and context identifies 'her' as the answer.)

Q7 : tranquillity

An abstract noun names something you cannot touch or see: an idea, quality, or state. **Tranquillity is a state of calm**, not a physical object. 'Lake' and 'ripples' are concrete (you can see them), and 'roar' is used here as a noun but refers to a sound, which is still more concrete than the concept of tranquillity.

Next steps

Write out the corrected version of every sentence your child got wrong, then ask them to explain **why the correction is necessary**. If they cannot articulate the rule (for example, 'two independent clauses need a semicolon or full stop between them'), teach that rule with two or three similar examples from a grammar workbook. Drill one concept until it becomes automatic before moving to the next. For persistent spelling errors, keep a notebook of tricky words and test them weekly; repetition is the only reliable fix.

If your child scored 7 or above, move on to a longer English paper that includes comprehension and creative writing, so grammar is tested in a richer context. If the score was 5 or below, work through a dedicated grammar and punctuation guide

(Schofield & Sims or CGP Grammar, Punctuation and Spelling) before attempting another mixed paper. Return to this test in four weeks to measure progress; **a second attempt should yield at least two more marks** if the revision has been effective.

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