

11+ PRACTICE PACK

Exam Ninja Test 7

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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1

Read the sentence below carefully:

Olivia loves playing tennis, but she prefers to play badminton.

Which word in the sentence above is a co-ordinating conjunction?

- A loves B playing C but D prefers

1

2

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 puppy was fascinated by the colourful buterfies fluttering in the garden.

- A The curious puppy B was fascinated by C the colourful buterfies D No mistake

1

3

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

John wasn't sure if he had enough money to buy the new video game.

- A subordinating conjunction B co-ordinating conjunction C adverb D pronoun

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.

On Tuesday, Liam visited his favourite restaurant - Giovanni's Pizzeria - to celebrate his sister's birthday.

- A On Tuesday, Liam B visited his favourite restaurant - C Giovanni's Pizzeria - to D No mistake

1

5

The sentence below may contain one spelling mistake.

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

"I can't believe we won!" exclaimed Jack, his face beaming with pride as he held the gleaming trophy aloft.

- A "I can't believe we won!" B exclaimed Jack, his face C beaming with pride as he 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.

Sarah hoped that her pursuit of a medical degree would lead to a fulfilling career.

- A Sarah hoped that her pursuit B of a medical degree C would lead to D No mistake

1

7

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

"Look _____ that beautiful rainbow!" exclaimed Sarah, pointing out of the car window as they drove through the countryside.

- A at B on C in D over

1

8

"If I had a million pounds," said Samantha dreamily, "I would buy a huge mansion so that my family _____ live in luxury."

Choose the word which completes the sentence correctly.

- A could B can C will D should

1

9

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 toddler peered through the keyhole, hoping to catch a glimps of what lay beyond the mysterious door.

- A The curious toddler B peered through the keyhole, C hoping to catch a glimps D No mistake

1

10

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.

"I can't believe we won the championship!" exclaimed Sarah, overcome with emotion.

- A "I can't believe B we won C the championship!" D No mistake

1



Paper Notes: 11+ English Question Booklet (Test 7)

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Overview

This is **Test 7** from **Exam Ninja's** series of **11+ English** practice papers, designed for children aged 10 to 11 preparing for grammar school entrance examinations in the **GL Assessment** style. The paper focuses exclusively on technical aspects of English: grammar, spelling, punctuation and word choice, without any comprehension passages or extended writing.

All **10 questions** follow a **multiple-choice format**, presenting sentences for students to analyse and asking them to identify specific features (such as conjunctions) or spot errors in spelling, punctuation or capitalisation. Each question awards one mark, making this a tightly focused assessment of accuracy and knowledge of language conventions.

The paper suits students who need concentrated practice in error-spotting and grammatical terminology. It mirrors the technical language questions found in many GL-style 11+ papers, where precision and quick decision-making under timed conditions are essential. The questions progress through various skills rather than building in difficulty, so students can tackle them in any order.

How this paper is organised

The paper comprises **10 multiple-choice questions**, each worth **one mark**, giving a total of 10 marks available. No time limit is printed on the paper, but in examination conditions similar papers typically allow around 10 to 12 minutes, meaning roughly one minute per question.

Questions are evenly distributed across the two pages. Each question presents a sentence or short context followed by four answer options labelled A to D. The layout is clean and spacious, with clear separation between questions and generous white space around each sentence, reducing visual clutter and helping students focus on the specific language feature being tested.

The question types alternate between identifying word types (such as conjunctions), spotting spelling errors within a sentence segment, detecting punctuation or capitalisation mistakes, and selecting the correct word to complete a sentence. Every error-spotting question offers a 'No mistake' option as choice D, requiring students to be confident in their judgement before declaring a sentence correct.

Topics covered

- Co-ordinating conjunctions: identifying 'but' and understanding its function in joining independent clauses
- Subordinating conjunctions: recognising 'if' and distinguishing it from adverbs, pronouns and co-ordinating conjunctions
- Spelling errors in common words: detecting misspellings such as 'buterflies' (butterflies), 'persuit' (pursuit) and 'glimps' (glimpse)
- Punctuation of dashes in parenthetical phrases: understanding the correct use of paired dashes around appositive elements
- Capitalisation and punctuation within direct speech: checking exclamation marks, quotation marks and commas in dialogue
- Prepositions of direction and focus: selecting 'at' rather than 'on', 'in' or 'over' in context ('Look at that rainbow')
- Conditional verb forms: choosing 'could' to maintain grammatical consistency in hypothetical second-conditional sentences
- Sentence segmentation for error identification: analysing sentences in chunks to isolate the portion containing a mistake
- Technical grammatical terminology: applying knowledge of conjunctions, adverbs, pronouns and parts of speech
- Spelling of homophones and near-homophones: distinguishing correct spellings in context where phonetic similarity can mislead

How to use this paper for revision

- Revise the seven co-ordinating conjunctions using the mnemonic FANBOYS (for, and, nor, but, or, yet, so) and learn common subordinating conjunctions such as if, although, because, while and unless.
- When checking for spelling errors, read each segment aloud in your head. Your ear will often catch a word that looks wrong even if you cannot immediately explain the rule.
- Practise spotting the difference between dashes used as parentheses (which must come in pairs) and single dashes used to introduce a clause. Both are correct but have different punctuation rules.
- For verb-choice questions, read the whole sentence and identify the tense and mood (indicative, conditional, subjunctive). The verb must match the structure of the conditional clause.
- In 'no mistake' questions, check every detail: spelling, capitalisation, apostrophes, commas and end punctuation. One tiny error means the sentence is not correct, even if most of it looks fine.
- Learn the patterns of common spelling mistakes at 11+ level: doubled consonants (pursuit not persuit), -ies plurals (butterflies not buterfies), and silent letters (glimpse not glimps).
- Time yourself strictly. With only 10 questions and around 10 minutes available, you should spend no more than one minute per question. Mark your instinctive answer and move on rather than second-guessing.

Common mistakes to avoid

- Confusing co-ordinating and subordinating conjunctions: students often misidentify 'if' or 'because' as co-ordinating when they introduce dependent clauses and are therefore subordinating.
- Overlooking the 'No mistake' option: many students assume every sentence must contain an error and pick an answer even when the sentence is entirely correct, costing easy marks.
- Misreading segmented sentences: when a sentence is divided into chunks A, B, C, students sometimes choose the chunk they read last rather than the one containing the actual error.
- Choosing a word that sounds acceptable rather than grammatically correct: in verb-choice questions, 'can' or 'will' may sound natural but only 'could' maintains the hypothetical mood of a second conditional.
- Missing punctuation errors in familiar constructions: students skim over well-punctuated dialogue or correctly placed dashes because the sentence 'feels right', even when a subtle error is present.
- Confusing prepositions: 'look at', 'look over' and 'look on' all exist but have different meanings. Students must learn which preposition collocates with each verb in standard usage.

Exam technique

Start by reading each sentence in full before looking at the question or the answer options. This gives you a sense of meaning and flow, making errors more obvious. Then reread carefully, checking the specific feature the question asks about, whether that is a conjunction, a spelling, or punctuation.

When a question divides a sentence into segments, work methodically through each segment in turn. Do not jump to an answer just because one segment looks suspicious. Compare all four options, checking spelling, punctuation and grammar in each, before making your choice. If you genuinely cannot find an error after checking every segment, select 'No mistake' with confidence.

Pace yourself strictly. With 10 questions and roughly 10 minutes, you cannot afford to spend two or three minutes debating a single answer. Trust your first instinct if you know the rule, mark your answer clearly, and move on. If time remains at the end, return to any questions you found difficult, but avoid changing answers unless you spot a definite mistake in your original reasoning.

What to revise alongside this paper

Students should revise sentence structure in depth, including simple, compound and complex sentences, and how different conjunctions change the relationship between clauses. Understanding clause types (independent and dependent) is essential for distinguishing co-ordinating from subordinating conjunctions.

Spelling rules for common error patterns are crucial: rules for doubling consonants before suffixes, forming plurals of nouns ending in -y, adding silent letters, and recognising homophones. Work through spelling lists for Year 5 and Year 6, paying particular attention to words that are frequently misspelled in 11+ papers, such as pursuit, fascinated, and glimpse.

Punctuation of direct speech, including the placement of commas, exclamation marks and quotation marks, should be practised alongside parenthetical punctuation (brackets, dashes and commas used in pairs). Prepositions and verb tenses, especially conditional forms, are also tested here and appear widely across 11+ English papers, so dedicated grammar exercises on these topics will build confidence and accuracy.

Key terms

Co-ordinating conjunction, Subordinating conjunction, Conjunction, Adverb, Pronoun, Spelling error, Punctuation, Capitalisation, Preposition, Conditional verb, Second conditional, Direct speech, Parenthetical phrase, Dash (punctuation), Segment

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11+ Practice Test Answers

11+ English Test 7

Question	Answer	Explanation	Marks
1	but	<p>The correct answer is 'but'.</p> <p>A co-ordinating conjunction is a word that joins two main clauses (or independent clauses) together in a sentence. The main co-ordinating conjunctions are: for, and, nor, but, or, yet, so.</p> <p>In this sentence, 'but' is used to join the two main clauses: 'Olivia loves playing tennis' and 'she prefers to play badminton'. The word 'but' shows a contrast between the two clauses, indicating that although Olivia enjoys tennis, her preference is for badminton.</p> <p>Therefore, 'but' is the co-ordinating conjunction in this sentence.</p>	1
2	the colourful butterflies	<p>The correct answer is 'the colourful butterflies'.</p> <p>The word 'butterflies' is spelled incorrectly. The correct spelling is 'butterflies'.</p> <p>The other parts of the sentence are spelled correctly, so they are not the right answer.</p> <p>'No mistake' is incorrect because there is indeed a spelling error in the sentence.</p>	1
3	subordinating conjunction	<p>In this sentence, 'if' is a subordinating conjunction. Subordinating conjunctions are used to introduce a subordinate clause, which is a clause that cannot stand alone as a complete sentence.</p> <p>In this case, 'if' introduces the subordinate clause 'if he had enough money', which is dependent on the main clause 'John wasn't sure'. The subordinate clause provides additional information about John's uncertainty regarding his financial situation.</p> <p>Therefore, 'if' is a subordinating conjunction as it connects the main clause with the subordinate clause, establishing a relationship between the two.</p>	1
4	No mistake	<p>The sentence is punctuated and capitalised correctly:</p> <ul style="list-style-type: none">- The first word 'On' is capitalised to begin the sentence.- 'Tuesday' and 'Liam' are capitalised as they are a day of the week and a proper noun (name) respectively.- Dashes are used correctly to offset the additional information about the name of the restaurant.- 'Giovanni's Pizzeria' is capitalised as it is a proper noun (name of a specific place). <p>Therefore, the correct answer is 'No mistake'.</p>	1

5	No mistake	<p>The sentence contains no spelling mistakes.</p> <p>"I can't believe we won!" is a correctly punctuated exclamation.</p> <p>"Exclaimed" is the past tense of the verb "exclaim" and is spelled correctly.</p> <p>"Beaming" means smiling brightly, and "pride" refers to a feeling of deep pleasure or satisfaction, both used appropriately in the context.</p> <p>Therefore, the sentence is free of spelling errors, and "No mistake" is the correct answer.</p>	1
6	Sarah hoped that her pursuit	<p>The correct spelling of the word meaning 'an attempt to achieve a goal' is 'pursuit', not 'persuit'.</p> <p>The other parts of the sentence are spelled correctly:</p> <ul style="list-style-type: none"> - 'Sarah' is a proper noun and is capitalised correctly - 'hoped', 'that', 'her', 'of', 'a', 'medical', 'degree', 'would', 'lead', 'to', 'fulfilling', and 'career' are all spelled correctly. <p>Therefore, the phrase 'Sarah hoped that her pursuit' contains the only spelling mistake in the sentence.</p>	1
7	at	<p>The correct answer is "at". When pointing something out to someone, we use the preposition "at" to indicate the direction or location of the object being referred to.</p> <p>In this case, Sarah is pointing out a rainbow that she can see from the car window. The preposition "at" is used to show that the rainbow is located in a specific direction or place that Sarah is indicating.</p> <p>The other options, "on", "in", and "over", do not fit the context of the sentence as they do not accurately describe the relationship between the action of pointing and the location of the rainbow.</p>	1
8	could	<p>The correct answer is "could". In this sentence, Samantha is expressing a hypothetical situation using the subjunctive mood. The subjunctive is used to express wishes, desires, or imaginary situations.</p> <p>When using the subjunctive, the verb "were" is used for all persons, singular and plural. In this case, "If I had" is used instead of "If I were", but it still indicates a hypothetical situation.</p> <p>Following the subjunctive clause, "could" is used to express the potential outcome or possibility of the hypothetical situation. "Could" suggests that if the condition (having a million pounds) were met, then the result (buying a mansion) would be possible.</p> <p>The other options (can, will, should) do not fit the subjunctive mood and the hypothetical context of the sentence.</p>	1

9	<p>hoping to catch a glimps</p>	1
10	<p>No mistake</p>	1

The correct spelling is 'glimpse', not 'glimps'.

A 'glimpse' is a brief or partial view of something. The word 'glimpse' is derived from the Middle English 'glimsen', which means 'to shine faintly'.

The other parts of the sentence are spelled correctly:

- 'curious' (eager to learn or know)
- 'toddler' (a young child who is just beginning to walk)
- 'peered' (looked keenly or with difficulty)
- 'keyhole' (a hole in a lock through which a key is inserted)
- 'mysterious' (difficult or impossible to understand, explain, or identify)

Therefore, the group of words containing the spelling mistake is 'hoping to catch a glimps'.

The given sentence is punctuated and capitalised correctly:

1. The exclamation mark is placed inside the quotation marks, as it is part of the quoted speech.
2. Sarah's name is capitalised, as it is a proper noun.
3. The first letter of the quoted speech is capitalised, as it begins a new sentence.

Therefore, there is no mistake in the sentence, and 'No mistake' is the correct answer.

Answer-Key Notes: 11+ English Answers (Test 7)

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 option (A, B, C or D) or phrase for each question, together with a brief explanation of why that answer is right. **Mark each question objectively:** one mark for a correct answer, zero for an incorrect or missing one. No half-marks are awarded.

Once you have totalled the score, look through any mistakes carefully. If a spelling error was spotted in one sentence but missed in another, that suggests rushed reading rather than a gap in knowledge. If every subordinating-conjunction question was wrong, targeted grammar revision is needed. **Use the worked examples below** to understand the reasoning behind trickier answers.

Distinguish between careless slips (ticking the wrong box by accident) and genuine misunderstandings (not knowing what a co-ordinating conjunction is). Only the latter require focused study; the former improve with exam practice and slower, more deliberate checking.

Score interpretation

This paper contains ten one-mark questions, giving a maximum score of 10. Each question tests a discrete English skill: grammar terminology (conjunctions), spelling recognition, preposition choice, verb mood (subjunctive) and punctuation conventions. **A score of 8 to 10** indicates solid command of these core topics and careful reading; errors are likely to be isolated lapses rather than patterns.

A score of 5 to 7 suggests uneven knowledge. Some grammar terms may be confused (subordinating versus co-ordinating conjunctions), or certain spelling rules (silent letters, double consonants) not yet automatic. Review the questions answered incorrectly and identify whether mistakes cluster around one topic. If so, that topic needs focused practice.

A score below 5 points to wider gaps. Systematic revision of word classes, punctuation rules and common spelling patterns is worthwhile before attempting further timed papers. Work through a grammar and punctuation workbook, then return to this paper in a fortnight to check progress.

Worked examples

Grammar terminology and conjunctions, Q1 & Q3

These questions reward precise knowledge of grammatical labels. Co-ordinating conjunctions (for, and, nor, but, or, yet, so) join two independent clauses of equal weight; subordinating conjunctions (if, because, although, when, etc.) introduce a dependent clause that cannot stand alone. Many students confuse the two categories or guess based on the 'feel' of the sentence. Read the question stem carefully to see which type is being asked for, then check whether the clause after the conjunction could survive as its own sentence.

Q1 : C (but)

'But' joins 'Olivia loves playing tennis' and 'she prefers to play badminton'. Both halves are complete sentences in their own right, so the conjunction linking them must be co-ordinating. **'But' also signals contrast**, which fits the meaning: Olivia enjoys tennis yet prefers badminton.

Q3 : A (subordinating conjunction)

'If he had enough money' cannot stand alone; it depends on the main clause 'John wasn't sure'. **Subordinating conjunctions always introduce dependent clauses.** The word 'if' sets up a condition, making it a classic subordinator.

Spelling errors, Q2, Q5, Q6 & Q9

Each question presents a sentence divided into three or four labelled chunks, plus a 'No mistake' option. **Only one chunk (or none) contains a misspelling.** Students lose marks by skimming and missing the error, or by second-guessing a correct word because it looks unfamiliar. Read each chunk aloud in your head; often the ear catches what the eye overlooks. Remember that proper nouns, homophones (their/there, your/you're) and silent letters (glimpse, pursuit) are frequent traps.

Q2 : C (the colourful buterflies)

The correct spelling is 'butterflies', with a double 't' and 'ies' ending. **Many students miss the silent 't'** because they pronounce the word quickly. The rest of the sentence is correct, so 'No mistake' is wrong.

Q6 : A (Sarah hoped that her pursuit)

'Pursuit' (an attempt to achieve a goal) is spelled with 'ui', not 'ui'. The error is easy to overlook because 'pursuit' sounds plausible. **Check each chunk methodically** rather than relying on a quick visual scan.

Q9 : C (hoping to catch a glimpse)

'Glimpse' ends in 'pse', not 'ps'. The silent 'e' is often forgotten. All other words in the sentence (curious, toddler, peered, keyhole, mysterious) are spelled correctly, so the mistake is confined to one chunk.

Prepositions and verb choice, Q7 & Q8

These questions test idiom and grammatical mood. **Prepositions (at, on, in, over) often depend on fixed phrases** rather than logical rules: we 'look at' something we're pointing to, not 'look on' or 'look in'. Question 8 tests the subjunctive mood, used for hypothetical or contrary-to-fact statements. After 'If I had...' (past subjunctive), the consequence clause takes 'could' or 'would', never 'can' or 'will'. Students who rely on what 'sounds right' may choose the wrong option if they have not encountered the construction before.

Q7 : A (at)

We say 'Look at that rainbow', not 'Look on/in/over that rainbow'. **The preposition 'at' indicates direction or focus of attention.** This is idiomatic English; logic alone will not tell you the answer.

Q8 : A (could)

Samantha's statement is hypothetical: she does not have a million pounds. **After 'If I had' (past subjunctive), use 'could' or 'would' in the main clause.** 'Can' and 'will' imply present or future certainty, which contradicts the imaginary scenario.

Punctuation and capitalisation, Q4 & Q10

These questions require knowledge of where capital letters belong (sentence starts, proper nouns, days of the week) and how punctuation marks (dashes, exclamation marks, quotation marks) are placed. **Exclamation marks and question marks go inside closing quotation marks** if they are part of the quoted speech, outside if they belong to the surrounding sentence. Dashes used in pairs must both be present. If every element is correct, choose 'No mistake'; do not invent an error.

Q4 : D (No mistake)

'On' starts the sentence (capital), 'Tuesday' is a day of the week (capital), 'Liam' is a name (capital), and 'Giovanni's Pizzeria' is a proper noun (capitals). **The paired dashes correctly offset extra information.** Nothing is wrong.

Q10 : D (No mistake)

The exclamation mark belongs to Sarah's speech, so it sits inside the closing quotation mark. 'Sarah' is capitalised (proper noun), and the first word of the quoted speech is capitalised because it begins a sentence. **All conventions are followed correctly.**

Next steps

After marking, **write down the question numbers answered incorrectly and group them by topic:** grammar terms, spelling, prepositions, punctuation. If most errors fall into one category, work through a focused exercise book or online quiz on that topic. If mistakes are scattered, the issue is more likely to be rushed reading or careless selection; practise reading each question twice and ruling out wrong answers before choosing.

If the score is 8 or above, try a longer or more demanding English paper (comprehension plus grammar) to build stamina. If the score is below 5, consolidate the basics with a grammar and punctuation workbook before attempting another timed test. In either case, **revisit this paper in two weeks** to confirm that errors have been understood and corrected. Repeated practice on similar question styles builds both accuracy and confidence.

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