

11+ PRACTICE PACK

Exam Ninja Test 8

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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1 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 her grandparents house in the countryside for the weekend.

- A Sarah was excited to visit B her grandparents house in C the countryside for the D No mistake

1

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

Elephants are the largest land mammals on Earth, known for their impressive size and intelligence.

- A common noun B proper noun C pronoun D adjective

1

3 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 curious toddler enthusiastically explored the fassinating world around her, eagerly learning about everything she encountered.

- A The curious toddler B enthusiastically explored the fassinating C world around her, eagerly D No mistake

1

4 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 archaeologist carefully brushed the dirt from the ancient artifact before cataloguing it.

- A The archaeologist carefully brushed B the dirt from the ancient artifact C before cataloguing it. D No mistake

1

5 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'.

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'.

The explorer ventured into uncharted territories, bravely facing the jungles perils and challenges.

A The explorer ventured into B uncharted territories, C bravely facing the jungles D No mistake

1

7 The sentence below may contain one spelling mistake.

Select the group of words which contains the error.

If there are no errors, choose 'No mistake'.

The archaeologist carefully brushed the dirt off the ancent pottery shards before cataloguing them.

A The archaeologist carefully B brushed the dirt C off the ancent D No mistake

1

8 The sentence below may contain one spelling mistake.

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

Sarah was extremly excited to start her new job at the local bakery, where she would learn to make delicious pastries.

A Sarah was extremly B excited to start her C new job at the local bakery, D No mistake

1

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

Despite the challenging weather conditions, the experienced mountaineers climbed to the summit of the towering peak.

A verb B adjective C adverb D pronoun

1

10 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 magnifficent performance by the orchestra left the audience in awe.

A The magnifficent B performance by C the audience D No mistake

1



Paper Notes: 11+ English Question Booklet (Test 8)

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

Overview

This is **Exam Ninja's 11+ English Test 8**, a focused practice paper designed for children aged 10 to 11 preparing for **GL Assessment** style 11+ entrance examinations. The paper targets essential proofreading and grammatical skills that appear consistently in selective school entrance tests.

The test comprises **10 multiple-choice questions** that systematically assess students' ability to identify errors in **punctuation, capitalisation, spelling**, and their knowledge of **parts of speech**. Each question presents a complete sentence followed by four options, requiring students to pinpoint which segment contains the mistake or confirm that no mistake exists. The format mirrors the error-spotting sections commonly found in GL Assessment papers.

This paper suits students in the later stages of 11+ preparation who need concentrated practice in proofreading under exam conditions. The consistent question structure builds confidence and familiarity with the multiple-choice format, whilst the variety of error types ensures comprehensive coverage of technical English skills essential for grammar sections of entrance examinations.

How this paper is organised

The paper contains **10 questions**, each worth 1 mark, presented across two pages in a clear, uncluttered layout. Questions are numbered consecutively and grouped by question type, with questions 1, 5, and 6 focusing on punctuation and capitalisation errors, questions 3, 4, 7, 8, and 10 testing spelling, and questions 2 and 9 requiring identification of parts of speech.

Each error-spotting question follows an identical structure: a sentence in italics followed by four options labelled A, B, C, and D. Options A through C present segments of the sentence, whilst option D always offers 'No mistake'. This consistent format allows students to develop a systematic checking strategy. The sentences increase slightly in complexity and length as the paper progresses.

No time limit is printed on the paper itself, though students preparing for GL Assessment style papers should typically aim to complete 10 questions of this type in approximately 5 to 6 minutes. The multiple-choice answer format means responses can be recorded quickly, allowing students to focus on careful analysis rather than extended writing.

Topics covered

- Possessive apostrophe placement, particularly distinguishing between singular possessives (grandparents') and correct plural possessive forms (children's)
- Common noun versus proper noun identification in context, understanding when capitalisation is required
- Frequently misspelled words with doubled consonants, including 'fascinating', 'ancient', 'extremely', and 'magnificent'
- British English spelling conventions, particularly '-ing' verb forms such as 'cataloguing'
- Verb identification within complex sentences containing multiple clauses and descriptive phrases
- Punctuation in reported speech, including correct placement of quotation marks, commas, and capital letters
- Apostrophe use for possession with singular and plural nouns, including irregular plurals
- Recognition of common spelling patterns and letter combinations that cause errors
- Understanding of word classes (nouns, verbs, adjectives, pronouns) and their grammatical function in sentences

How to use this paper for revision

- Read each sentence aloud silently in your head; errors in punctuation and spelling often become more obvious when you 'hear' the sentence rather than just scanning visually.
- For possessive apostrophes, always identify whether the owner is singular or plural first, then apply the rule: singular adds 's, plural ending in s adds just the apostrophe.
- Learn the most commonly misspelled words in 11+ papers by keeping a personal spelling log; words like 'fascinating', 'magnificent', 'extremely', and 'ancient' appear frequently.
- When identifying parts of speech, look for the job the word performs in the sentence rather than what it might mean in isolation; 'climbed' is a verb because it shows action.
- For 'No mistake' options, check every element systematically (spelling, punctuation, capitalisation) before selecting D; resist the urge to assume there must be an error.
- Practise British English spellings specifically, as American variants (like 'cataloging' instead of 'cataloguing') count as errors in UK entrance exams.

Common mistakes to avoid

- Confusing 'childrens'' with 'children's'; because 'children' is already plural and does not end in s, the possessive form adds 's, not s'. Many students incorrectly add s' to any plural-sounding word.
- Missing the apostrophe in possessive forms altogether, reading 'grandparents house' as acceptable because it sounds correct when spoken, forgetting written punctuation requirements.
- Misspelling words with double consonants by using a single letter (writing 'fasinating' or 'magnificent'), particularly when the stress falls on a different syllable and the doubling is not phonetically obvious.
- Identifying 'Elephants' as a proper noun because it is capitalised at the start of a sentence, overlooking that it names a general class of animal rather than a specific individual or place.
- Rushing through 'No mistake' questions and selecting an error option through assumption rather than careful verification, especially when the sentence appears complex or formal.
- Overlooking the distinction between British and American spellings, particularly with words ending in '-ing' where British English often retains letters American English drops.

Exam technique

Approach each question by reading the complete sentence first to understand its meaning and context, then systematically check each answer option against the relevant rule. For punctuation questions, examine apostrophes, capital letters, and commas separately. For spelling questions, look for common error patterns such as doubled consonants, ie/ei confusion, and word endings.

Develop a consistent left-to-right checking method: read option A in isolation, then B, then C, verifying each against your knowledge of spelling, punctuation, and grammar rules. Only select 'No mistake' after you have actively checked all three segments and found them correct. This prevents careless errors from hasty assumptions.

In timed conditions, allocate roughly 30 seconds per question. If you are uncertain, mark your best guess and move on rather than losing time. When identifying parts of speech, focus on the word's grammatical function in that specific sentence. Practise with similar error-spotting exercises regularly to build speed and pattern recognition, as these skills improve markedly with focused repetition.

What to revise alongside this paper

Students working through this paper should also revise **direct and indirect speech punctuation rules**, including how to punctuate reported speech with correct comma and quotation mark placement. Understanding when to use inverted commas and how they interact with other punctuation marks is essential for error-spotting questions.

Broader grammatical knowledge is valuable: revise all **parts of speech** (nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions) and practise identifying them in varied sentence structures. Work on **subject-verb agreement** and **tense consistency**, as these often appear in similar error-identification sections of 11+ papers.

To extend proofreading skills, practise with longer passages containing multiple errors, moving beyond single-sentence questions. **Comprehension passages with embedded grammar questions** will build stamina and integrate these technical skills with reading under exam conditions. Review **homophones** (their/there/they're, your/you're) and commonly confused spellings, as these frequently appear in GL Assessment style tests.

Key terms

Possessive apostrophe, Common noun, Proper noun, Capitalisation, Verb, Multiple-choice, Proofreading, Parts of speech, Plural possessive, Doubled consonants, Error spotting, British English spelling, Punctuation in speech, Grammatical function

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11+ Practice Test Answers

11+ English Test 8

Question	Answer	Explanation	Marks
1	her grandparents house in	<p>The correct answer is 'her grandparents house in'.</p> <p>In this phrase, 'grandparents' is being used as a possessive noun, indicating that the house belongs to Sarah's grandparents. When a noun is used in a possessive form, an apostrophe should be added before the 's' to show possession.</p> <p>Therefore, the correct form should be 'her grandparents' house in', with an apostrophe after 'grandparents'.</p> <p>The rest of the sentence is correctly punctuated and capitalised, with the proper noun 'Sarah' capitalised and a full stop at the end of the sentence.</p>	1
2	common noun	<p>In this sentence, 'Elephants' is a common noun because it refers to a general category or class of animals, not a specific individual elephant.</p> <p>Common nouns are used to name general, non-specific people, places, things, or ideas. They are not capitalised unless they begin a sentence or form part of a title.</p> <p>In contrast, proper nouns name specific individuals, places, or things and are always capitalised. Pronouns replace nouns in a sentence, while adjectives describe or modify nouns.</p> <p>Therefore, 'Elephants' is a common noun in this context.</p>	1
3	enthusiastically explored the fassinating	<p>The correct answer is 'enthusiastically explored the fassinating'.</p> <p>The word 'fassinating' is spelled incorrectly. The correct spelling is 'fascinating', with a 'c' instead of an 's' after the first 'a'.</p> <p>All other words in the sentence are spelled correctly, so the only mistake is within the group of words 'enthusiastically explored the fassinating'.</p>	1
4	the dirt from the ancient artifact	<p>The correct answer is 'the dirt from the ancient artifact'.</p> <p>The word 'artifact' is spelled incorrectly in this sentence. The correct British English spelling is 'artefact', not 'artifact'.</p> <p>An artefact is an object made by a human being, typically one of cultural or historical interest.</p> <p>Therefore, the group of words containing the spelling mistake is 'the dirt from the ancient artifact'.</p>	1
5	"The childrens' choir	<p>The mistake in the sentence is "The childrens' choir".</p> <p>The word "children" is already plural, so it does not need an apostrophe to show possession.</p> <p>The correct form is "children's", not "childrens'".</p> <p>The apostrophe should be placed after the "n" to indicate that the choir belongs to the children.</p> <p>Therefore, the correct sentence should read: "The children's choir sang beautifully at St. Paul's Cathedral last Sunday," remarked Mrs. Johnson.</p>	1

6	bravely facing the jungles	<p>The mistake in the sentence is found in the group of words 'bravely facing the jungles'.</p> <p>In this part of the sentence, 'jungles' should have an apostrophe to show possession, as the perils and challenges belong to the jungle.</p> <p>The correct form should be 'jungle's perils and challenges'.</p> <p>Therefore, the group of words containing the mistake is 'bravely facing the jungles'.</p>	1
7	off the ancent	<p>The correct answer is 'off the ancent'.</p> <p>The word 'ancent' is a misspelling of the word 'ancient'.</p> <p>'Ancient' refers to something that belongs to the very distant past, especially to the period of history before the end of the Roman Empire (AD 410).</p> <p>The other parts of the sentence are spelled correctly, and the sentence structure is grammatically correct.</p>	1
8	Sarah was extremly	<p>The correct answer is 'Sarah was extremly'.</p> <p>The word 'extremly' is spelled incorrectly in the sentence. The correct spelling is 'extremely', with an 'e' after the 'm'.</p> <p>All other parts of the sentence are spelled correctly, so they are not the right answer.</p> <p>The sentence should read: Sarah was extremely excited to start her new job at the local bakery, where she would learn to make delicious pastries.</p>	1
9	verb	<p>In this sentence, 'climbed' is a verb because it describes an action performed by the subject of the sentence, 'the experienced mountaineers'.</p> <p>A verb is a word that expresses an action, occurrence, or state of being. In this case, 'climbed' is an action verb that indicates what the mountaineers did.</p> <p>The other options - adjective, adverb, and pronoun - do not accurately describe the function of 'climbed' in this sentence, as it is not modifying a noun (adjective), modifying a verb, adjective, or other adverb (adverb), or replacing a noun (pronoun).</p>	1
10	The magnifficent	<p>The correct answer is 'The magnifficent'.</p> <p>The word 'magnifficent' is spelled incorrectly. The correct spelling is 'magnificent', with only one 'f' after the 'i'.</p> <p>The rest of the sentence is grammatically correct and contains no other spelling errors.</p>	1

Answer-Key Notes: 11+ English Answers (Test 8)

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 mark scheme provides the correct answers for all ten questions, along with detailed explanations of why each answer is right. When marking your child's work, award one mark per question and note which types of error recur. A spelling mistake in question 3 does not always signal a spelling weakness; check whether the child self-corrects similar words elsewhere. If several punctuation questions are wrong, the issue is likely to be conceptual rather than careless. Use the worked examples below to understand the grammar or spelling rule being tested, then work through similar exercises in a dedicated practice book before attempting another full paper.

Score interpretation

Each question is worth one mark, for a total of ten. **Seven or more marks** suggests confident handling of punctuation, spelling and basic word classes; consolidate any weak spots and move on to papers with longer comprehension passages or more complex grammar tasks. **Four to six marks** indicates partial understanding; the child recognises some errors but may confuse possessive apostrophes (questions 1, 5, 6) or miss letter-doubling rules (questions 3, 8, 10). Focus revision on one grammar or spelling rule at a time, using worked examples and short drills, before re-testing.

Three marks or fewer points to gaps in core punctuation and spelling conventions that will cost marks across many 11+ English papers. Spend a week on apostrophe placement (singular and irregular plurals), another on common spelling patterns (double consonants, *-ent* versus *-ant*), and a third on word classes (noun, verb, adjective). Retake this paper only after targeted practice; repeating the same format too soon will not address the underlying gaps.

Worked examples

Punctuation and capitalisation, Q1, Q5, Q6

These questions test **apostrophe placement for possession**, the most frequently examined punctuation rule at 11+. Marks are lost when children place the apostrophe after an 's' that is already part of the plural (as in 'children') or forget the apostrophe altogether when a noun owns something. Re-read the sentence aloud and ask, 'Who or what does this belong to?' before deciding where the apostrophe goes.

Q1 : B – her grandparents house in

The house belongs to Sarah's grandparents, so 'grandparents' is a **possessive noun** and requires an apostrophe: 'grandparents'. Many children write 'grandparent's' (singular) or omit the apostrophe entirely because the word already ends in 's'. The rule is consistent: add an apostrophe after the final letter of the plural noun.

Q5 : A – "The childrens' choir"

'Children' is an **irregular plural** that does not end in 's', so the possessive is formed by adding 's': 'children's'. Writing 'childrens' treats 'children' as if it were a regular plural like 'dogs', which is incorrect. This error appears frequently in 11+ papers and is easy to fix once the child learns the handful of irregular plurals (children, men, women, people).

Q6 : C – bravely facing the jungles

The perils belong to the jungle, so 'jungle's' (singular possessive) is required. The sentence refers to one jungle's perils, not multiple jungles. Children often write 'jungles' as a simple plural, missing the possessive meaning. Read the phrase as 'the perils of the jungle' to hear that ownership is involved, then convert back to the possessive form.

Spelling errors, Q3, Q4, Q7, Q8, Q10

Each question isolates a single misspelled word in a short sentence. The traps are subtle: double letters where a single letter is correct ('magnificent'), single letters where a double is needed ('fassinating'), or common homophones and near-miss spellings ('ancent' for 'ancient'). **Sound out each syllable** and check letter-by-letter; skim-reading will miss the error. British English spellings ('artefact' not 'artifact') are particularly important at 11+.

Q3 : B – enthusiastically explored the fassinating

'Fassinating' uses 'ss' where the correct spelling, 'fascinating', has 'sc'. The root is 'fascinate', from Latin *fascinare*; the 'sc' cluster is preserved in English. Many children spell phonetically ('fass-') because the 's' sound dominates. Teach the root word first, then add suffixes: fascinate → fascinating.

Q4 : B – the dirt from the ancient artifact

'Artifact' is the American spelling; **British English uses 'artefact'** (from Latin *arte factum*, 'made by art'). This distinction appears in 11+ papers set by grammar schools that expect formal British conventions. If your child writes 'artifact' habitually, revise the handful of Brit/US spelling differences (colour, centre, practise, programme, artefact).

Q8 : A – Sarah was extremely

'Extremly' is missing the second 'e': the correct spelling is 'extremely' (extreme + -ly). When adding '-ly' to an adjective ending in 'e', **retain the 'e'** unless the adjective ends in '-le' (in which case drop the 'le' and add 'ly': sensible → sensibly). This rule prevents dozens of common spelling errors.

Word classes, Q2, Q9

Recognising whether a word is a noun, verb, adjective or adverb underpins grammar questions across all 11+ papers. The key is to ask, **'What job does this word do in this sentence?'** rather than relying on memorised definitions. 'Elephants' names a thing (noun); 'climbed' describes an action (verb). If your child struggles here, practise labelling every word in simple sentences until the pattern becomes automatic.

Q2 : A – common noun

'Elephants' refers to a **general class of animal**, not a specific named individual, so it is a common noun. Proper nouns (option B) name unique people, places or things and are always capitalised mid-sentence (e.g. 'Elmer' the elephant would be proper). The word is capitalised here only because it starts the sentence, which misleads some children into choosing 'proper noun'.

Q9 : A – verb

'Climbed' expresses the **action performed** by the mountaineers, making it a verb. It is not describing a noun (adjective), modifying a verb (adverb), or replacing a noun (pronoun). Many children confuse 'climbed' with an adjective because it appears near descriptive words like 'experienced', but the sentence structure makes clear that 'climbed' is what the mountaineers did.

Next steps

If your child scored seven or more, consolidate the one or two errors by working through a focused grammar or spelling exercise (for example, ten sentences requiring

possessive apostrophes, or a list of '-ly' adverbs to spell). Then move on to a longer practice paper that includes reading comprehension or creative writing, so that punctuation and spelling are tested in context. If the score is six or below, spend three or four short sessions revising the rules tested here (apostrophes, common spelling patterns, word classes) using a dedicated skills book, then retake this paper to confirm progress before attempting a new test.

Keep a record of recurring error types. If possessive apostrophes appear in the mistake log three times, that topic needs a dedicated revision session, not simply more mixed practice. Use the 'why' explanations above to teach the underlying rule, then set five to ten similar sentences for independent practice. Mark those sentences immediately and discuss any errors before moving on; spaced repetition over several days will embed the rule far more effectively than a single long session.

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