

## 11+ PRACTICE PACK

# Exam Ninja Test 9

## 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.

PRACTISE THE REAL THING

---

Download more free 11+ practice papers at [SATs-Papers.co.uk](https://www.sats-papers.co.uk)

1

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 magician's asistant emerged from the cabinet, stunning the audience with her glittering evening gown.*

- A The magician's      B asistant emerged from      C the cabinet, stunning      D No mistake

1

2

Select the word that best completes the sentence below:

*After analysing the data for several days, the scientist was able to narrow \_\_\_\_\_ the cause of the anomaly.*

- A down      B in      C out      D up

1

3

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

*The excited children eagerly unwrapped their presents on Christmas morning.*

- A adjective      B verb      C adverb      D noun

1

4

Select the word that best fits the sentence below:

*The \_\_\_\_\_ rollercoaster at the theme park was the highlight of our trip.*

- A thrillingest      B most thrilling      C thrilled      D thrills

1

5

The sentence below may contain one error in punctuation or capitalisation, or no error at all.

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

*Captain Reynolds and Lieutenant Hawkins the brave pilots, successfully landed their aeroplane in challenging conditions.*

- A Captain Reynolds and Lieutenant Hawkins the      B brave pilots, successfully      C landed their aeroplane      D No mistake

1

6

Read the sentence below carefully:

*The excited children sprint across the playground towards the ice cream van.*

Which of the following words from the sentence is a verb?

- A children                      B ice cream                      C sprint                      D playground

1

7

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.

*Olivia's cat, Whiskers, is esential for keeping her home free of mice and other pests.*

- A Olivia's cat, Whiskers,                      B is esential for keeping                      C her home free of                      D No mistake

1

8

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

*Sarah quickly ran to the shop to buy some milk before it closed.*

- A adverb                      B pronoun                      C preposition                      D noun

1

9

The sentence below may contain one error in punctuation or capitalisation, or no error at all.

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

*James was excited to visit the museum; He had been looking forward to the new exhibit for weeks.*

- A James was excited                      B to visit the museum; He                      C had been looking forward to                      D No mistake

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.

*Emma was thriled when she discovered that her favourite author would be signing books at the local bookshop next Saturday.*

- A Emma was thriled                      B when she discovered that                      C her favourite author would be                      D No mistake

1



# Paper Notes: 11+ English Question Booklet (Test 9)

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 **11+ English practice paper** published by **Exam Ninja**, designed to prepare students for the **GL Assessment 11+ entrance examination**. The paper is aimed at children aged 10-11 sitting entrance tests for grammar schools and independent senior schools. The format is entirely **multiple-choice**, with four options per question, making it ideal for timed practice and self-marking.

The paper focuses on **technical accuracy** in written English rather than creative writing or extended comprehension. Students are tested on their ability to spot **spelling errors**, identify mistakes in **punctuation and capitalisation**, recognise **word types** (adjectives, verbs, adverbs, nouns), and complete sentences using the correct **phrasal verb** or **superlative form**. Each question requires careful reading and knowledge of grammatical conventions.

This paper suits children revising for schools that use **GL Assessment papers**, where technical English skills are emphasised. The 10-question format is typical of shorter timed sections within the full 11+ English exam. Parents and tutors can use this paper to diagnose specific weaknesses in grammar, spelling, and punctuation, then target those areas in revision.

## How this paper is organised

---

The paper contains **10 questions**, each worth **1 mark**, giving a total of 10 marks available. All questions follow a **multiple-choice format** with four options labelled A, B, C, and D. The layout is clear and uncluttered, with questions presented on two pages and each question clearly numbered in bold.

Questions are grouped thematically but not labelled by section. The first half includes **spelling identification** (questions 1, 7, 10), **sentence completion** (questions 2, 4), and **word type identification** (questions 3, 6, 8). The second half adds **punctuation and capitalisation errors** (questions 5, 9). This alternating structure keeps students alert and prevents fatigue from answering the same question type repeatedly.

No time limit is printed on the paper, but in a real 11+ exam context, students would typically be given around 8-10 minutes for a section of this length. The paper is designed for quick, focused practice rather than extended testing.

## Topics covered

---

- Identifying spelling errors in complete sentences, including common misspellings such as 'asistant' for 'assistant', 'esential' for 'essential', and 'thriled' for 'thrilled'
- Recognising and correcting punctuation errors, particularly comma placement in appositive clauses and capitalisation after semicolons
- Understanding word types within sentences: distinguishing adjectives, verbs, adverbs, and nouns based on grammatical function
- Selecting the correct phrasal verb to complete a sentence, tested through the phrasal verb 'narrow down'
- Choosing the appropriate superlative or comparative form of adjectives, including understanding why 'most thrilling' is preferable to 'thrillingest'
- Applying knowledge of capitalisation rules for titles and ranks, such as 'Captain' and 'Lieutenant'

## How to use this paper for revision

---

- Revise common spelling patterns for words with double letters (assistant, thrilled) and tricky vowel combinations (essential). Keep a personal list of words you find difficult.
- Practise identifying word types by asking yourself what job each word does in the sentence. Does it describe a noun? Does it show action? Does it modify a verb?
- Learn the rules for comma use with appositive phrases (extra information about a noun). If you remove the phrase, the sentence should still make sense.
- Remember that semicolons join two complete sentences; the word after a semicolon should start with a lower-case letter unless it is a proper noun.
- For phrasal verbs like 'narrow down', 'carry out', or 'give up', try reading the sentence aloud with each option to hear which sounds natural.
- When forming superlatives, one-syllable adjectives usually add 'est' (fastest, tallest), but longer adjectives use 'most' (most thrilling, most interesting).

## Common mistakes to avoid

---

- Missing spelling errors because the sentence sounds correct when read aloud. Read word by word, checking each syllable carefully rather than skimming.
- Confusing adjectives with adverbs. Remember that adjectives describe nouns (the excited children) while adverbs describe verbs, adjectives, or other adverbs (quickly ran).
- Placing commas incorrectly around appositives. Both commas are needed when the extra information is in the middle of a sentence (Captain Reynolds, the brave pilot, landed).
- Capitalising the word after a semicolon. A semicolon connects two sentences but does not start a new one, so no capital letter is needed unless the word is a proper noun.
- Choosing phrasal verbs that are grammatically possible but don't fit the meaning. 'Narrow in' or 'narrow up' are not standard English phrases.

## Exam technique

---

Read each question carefully before looking at the options. In **spelling error questions**, isolate each group of words and check every syllable rather than reading the whole sentence at speed. Many errors involve missing or doubled letters that are easy to overlook. For **word type questions**, try replacing the word with another from the same category to confirm your choice.

Answer every question, even if you are unsure. There is no negative marking in **GL Assessment papers**, so guessing intelligently gives you a chance of gaining a mark. If you are stuck, eliminate obviously wrong answers first. For example, in question 4, 'thrills' and 'thrilled' are the wrong parts of speech, leaving you with a 50:50 choice.

Use any spare time to double-check your answers. Look again at the sentences with potential errors. Read them aloud in your head, listening for anything that sounds awkward or incorrect. Check that you have selected an answer for every question and that your marks are clear on the answer sheet.

## What to revise alongside this paper

---

Students should revise **comma rules** for lists, subordinate clauses, and appositives in detail, as punctuation questions are common across all 11+ English papers. Practise identifying clauses and phrases within longer sentences to understand where commas are required. Work through spelling lists organised by pattern (silent letters, double consonants, vowel digraphs) rather than learning words at random.

Build familiarity with **parts of speech** by parsing sentences in your reading. Identify the subject, verb, and object, then label any adjectives, adverbs, and prepositions. This active grammar work strengthens your ability to answer word type questions quickly. Practise forming comparatives and superlatives for a range of adjectives, including irregular forms such as 'good, better, best'.

Move on to longer **comprehension papers** that combine grammar skills with inference and retrieval questions. Papers that test sentence structure, clause types, and the use of Standard English will extend the skills tested here. Vocabulary development is also essential, so read widely and keep a notebook of unfamiliar words with definitions and example sentences.

## Key terms

---

**Spelling error, Punctuation, Capitalisation, Adjective, Verb, Adverb, Noun, Phrasal verb, Superlative, Appositive phrase, Semicolon, Multiple-choice, Word type, Sentence completion**

---

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).

# 11+ Practice Test Answers

## 11+ English Test 9

Question	Answer	Explanation	Marks
1	asistant emerged from	<p>The correct answer is 'asistant emerged from'.</p> <p>The word 'asistant' is misspelled in this sentence. The correct spelling is 'assistant', with two 's' letters.</p> <p>An assistant is a person who helps or supports someone in their work or daily activities. In this context, the magician's assistant is a performer who aids the magician during the show, often participating in illusions or acting as a distraction for the audience.</p>	1
2	down	<p>The correct answer is 'down'.</p> <p>In this context, the phrasal verb 'narrow down' means to reduce the number of possibilities or options until you find the correct one. It is commonly used when referring to a process of elimination or focusing on specific details to identify a solution, cause, or answer.</p> <p>The other options do not form appropriate phrasal verbs that fit the meaning of the sentence. 'Narrow in', 'narrow out', and 'narrow up' are not commonly used phrasal verbs in English.</p> <p>Therefore, 'down' is the best choice to complete the sentence correctly, as it forms the phrasal verb 'narrow down', which accurately describes the scientist's action of identifying the cause of the anomaly through a process of analysis and elimination.</p>	1
3	adjective	<p>In this sentence, 'excited' is an adjective because it describes the noun 'children'. Adjectives are words that describe or modify nouns, providing more information about their qualities or characteristics.</p> <p>'Excited' tells us more about the emotional state of the children, so it functions as an adjective in this context. It is not a verb (an action word), an adverb (a word that modifies a verb, adjective, or another adverb), or a noun (a person, place, thing, or idea).</p>	1
4	most thrilling	<p>The correct answer is 'most thrilling'.</p> <p>When comparing adjectives, we use the superlative form to describe something that is of the highest degree or quality within a group.</p> <p>For most one-syllable adjectives, we add '-est' to form the superlative (e.g., tall - tallest). However, for adjectives with three or more syllables, like 'thrilling', we use 'most' before the adjective to create the superlative form.</p> <p>Therefore, 'most thrilling' is the grammatically correct way to express that the rollercoaster was the most exciting or exhilarating ride at the theme park.</p>	1
5	Captain Reynolds and Lieutenant Hawkins the	<p>The correct answer is 'Captain Reynolds and Lieutenant Hawkins the'.</p> <p>In this sentence, 'Captain Reynolds and Lieutenant Hawkins' is an appositive phrase that renames or describes 'the brave pilots'. Appositive phrases should be set off by commas on both sides.</p> <p>The sentence should read: Captain Reynolds and Lieutenant Hawkins, the brave pilots, successfully landed their aeroplane in challenging conditions.</p>	1

6	sprint	<p>The correct answer is 'sprint'.</p> <p>A verb is a word used to describe an action, state, or occurrence. In this sentence, 'sprint' is the word that describes the action being performed by the children.</p> <p>'Children' is a noun referring to the young people in the sentence. 'Ice cream' is a compound noun referring to the frozen treat sold by the van. 'Playground' is also a noun, indicating the location where the action takes place.</p> <p>Therefore, 'sprint' is the only verb among the given options in this sentence.</p>	1
7	is esential for keeping	<p>The correct answer is 'is esential for keeping'.</p> <p>The word 'esential' is spelled incorrectly in this sentence. The correct spelling is 'essential', with two 's' letters.</p> <p>'Essential' means absolutely necessary or extremely important. In this context, it suggests that Olivia's cat, Whiskers, plays a crucial role in keeping her home free of mice and other pests.</p> <p>The other parts of the sentence contain no spelling errors.</p>	1
8	adverb	<p>In this sentence, 'quickly' is an adverb. Adverbs are words that modify or describe verbs, adjectives, or other adverbs. They often end in -ly, but not always.</p> <p>In this case, 'quickly' modifies the verb 'ran', describing the manner in which Sarah ran to the shop. It tells us that she ran in a quick or fast way.</p> <p>Therefore, 'quickly' is functioning as an adverb in this sentence.</p>	1
9	to visit the museum; He	<p>The correct answer is 'to visit the museum; He'.</p> <p>In this sentence, there is an error in capitalisation. After a semicolon, the following word should not be capitalised unless it is a proper noun.</p> <p>The word 'He' after the semicolon should be lowercase, as it is not a proper noun and does not start a new sentence. The semicolon is used to join two closely related independent clauses, and the second clause should not begin with a capital letter.</p> <p>Therefore, the correct version of the sentence would be: 'James was excited to visit the museum; he had been looking forward to the new exhibit for weeks.'</p>	1
10	Emma was thriled	<p>The correct answer is 'Emma was thriled'.</p> <p>The word 'thriled' is a misspelling of the word 'thrilled'. The correct spelling is 'thrilled', which means to be excited or delighted.</p> <p>All other parts of the sentence are spelled correctly, so the only mistake is in the first group of words.</p>	1

# Answer-Key Notes: 11+ English Answers (Test 9)

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 lists the correct answer and a brief explanation for each question. Use it to mark objectively: award one mark per correct answer, regardless of method. When your child makes a mistake, read the explanation alongside their chosen answer to diagnose whether the error was careless (misread the question, rushed) or stems from a gap in knowledge (does not recognise the grammatical term, does not know the spelling rule).

If a question was incorrect, ask your child to re-read the explanation below and then attempt a similar question from another practice paper. Simply telling them the right answer rarely builds lasting understanding.

The worked examples that follow focus on questions that test common weak spots: phrasal verbs, superlative forms, punctuation of appositives, and capitalisation after semicolons. Use them to reinforce the reasoning process, not just the final letter.

## Score interpretation

---

This paper awards ten marks in total, covering spelling, grammar (word classes, comparative and superlative forms, phrasal verbs) and punctuation (commas with appositives, capitalisation after semicolons). A score of 8–10 suggests strong technical accuracy and readiness for 11+ standard questions; continue with timed papers under exam conditions to maintain fluency.

A score of 5–7 indicates solid foundations but with specific gaps. Review any incorrect answers carefully: if errors cluster around one topic (for example, all the spelling questions or all the punctuation questions), targeted revision of that area will yield quick gains.

Below 5 suggests that core grammar and spelling rules need systematic revision before attempting further papers. Work through a structured grammar and punctuation guide (such as a KS2 SATs revision book), then return to this paper in a week to measure progress. Small, daily practice is more effective than intensive cramming.

## Worked examples

---

### Spelling, Q1, 7, 10

Each spelling question presents four word groups; **only one contains a misspelled word**. The commonest mistake is choosing 'No mistake' because the error looks plausible. All three misspellings in this paper involve doubled consonants: 'asistant' (assistant), 'esential' (essential) and 'thriled' (thrilled). Train your eye by writing out the correct spelling three times whenever you miss one.

**Q1** : B (asistant emerged from)

'Assistant' doubles both the 's' and the 't'. Many children spell it with a single 's' because they pronounce it uh-SIS-tunt. **The root is 'assist'**, which keeps both letters when you add '-ant'. Write 'assist → assistant' to anchor the pattern.

**Q7** : B (is esential for keeping)

'Essential' is spelled with a double 's' in the middle. The error 'esential' loses one. **Think of 'essence' (the root noun)**, which also has 'ss', then add '-tial'. If you chose 'No mistake', re-read every word in isolation, not in context.

### Word classes, Q3, 6, 8

These questions ask you to identify whether a word is a noun, verb, adjective or adverb **in the specific sentence given**. The same word can change class depending on context ('sprint' is a verb in Q6 but a noun in 'a 100-metre sprint'). Look at what job the word is doing: does it name something, describe something, show action, or modify a verb?

**Q3** : A (adjective)

'Excited' describes the noun 'children', telling us their emotional state. **Adjectives answer 'What kind?'** It is not a verb here because 'eagerly unwrapped' is the action; 'excited' simply modifies 'children'.

**Q8** : A (adverb)

'Quickly' modifies the verb 'ran', explaining **how Sarah ran**. Most adverbs of manner end in '-ly' and answer 'How?' or 'In what way?'. Do not confuse it with an adjective, which would describe a noun.

## Phrasal verbs and superlatives, Q2, 4

Q2 tests whether you recognise the idiomatic phrasal verb 'narrow down'. Q4 tests superlative formation for multi-syllable adjectives. **Both require you to know fixed patterns** rather than logic alone. If you missed either, learn the rule explicitly: phrasal verbs must be memorised; superlatives of three or more syllables take 'most', not '-est'.

**Q2** : A (down)

'Narrow down' means to reduce options through elimination. **'Narrow in', 'narrow out' and 'narrow up' do not exist** as standard phrasal verbs. If the phrase sounds unfamiliar, check a dictionary of phrasal verbs; guessing will often lead you astray.

**Q4** : B (most thrilling)

Adjectives of three or more syllables form the superlative with 'most' (not '-est'). **'Thrillingest' is not a word.** Compare: 'tall → tallest' (one syllable) but 'beautiful → most beautiful' (four syllables). 'Thrilling' has two syllables but follows the long-adjective pattern.

## Punctuation and capitalisation, Q5, 9

Q5 concerns commas around an appositive (a phrase that renames a noun). Q9 concerns capitalisation after a semicolon. **Both are frequent 11+ traps.** Appositives need commas on both sides if they appear mid-sentence; semicolons join two independent clauses, so the word after the semicolon is lowercase unless it is a proper noun.

**Q5** : A (Captain Reynolds and Lieutenant Hawkins the)

'The brave pilots' is an appositive renaming the two officers. **It must be surrounded by commas:** 'Captain Reynolds and Lieutenant Hawkins, the brave pilots, successfully landed...'. The original omits the comma after 'Hawkins'.

**Q9** : B (to visit the museum; He)

After a semicolon, the next word should be lowercase unless it is a proper noun. **'He' is a pronoun, not a name,** so it must be 'he'. The semicolon links two closely related independent clauses; it does not start a new sentence.

## Next steps

For every incorrect answer, write out the correct version of the sentence (or the correct spelling three times) in a dedicated notebook. Then find two similar questions in

another practice paper and attempt them untimed. This active retrieval cements the rule far better than passive re-reading.

If your child scored 8 or above, move on to a full-length 11+ English paper that combines comprehension, grammar and creative writing under timed conditions. If the score was below 7, spend a week on focused grammar revision (a good KS2 grammar workbook will cover word classes, punctuation and spelling rules systematically), then return to this paper to measure improvement. Consistent, short practice sessions—fifteen minutes daily—build accuracy and confidence more effectively than occasional long drills.

---

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).