

11+ PRACTICE PACK

GL Assessment Test 1

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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English 1

Read the following with your child:

1. You have to read a passage and then answer some questions about it. You can look back at the passage to check your answers as many times as you want. There are also some spelling, punctuation and grammar exercises to do.
 2. This is a multiple-choice paper in which you have to mark your answer to each question on the separate answer sheet.
 3. Draw a firm line clearly through the rectangle next to your answer like this . If you make a mistake, rub it out as completely as you can and put in your new answer.
 4. Be sure to keep your place on the answer sheet. Mark your answer in the box that has the same number as the question in the booklet.
 5. You may find some of the questions difficult. If you cannot do a question, **do not waste time on it but go on to the next**. If you are not sure of an answer, choose the one you think is best.
 6. **Work as quickly and as carefully as you can.**
-

Familiarisation

Read this passage carefully, then answer the questions that follow.

The Swiss Family Robinson

by Johann David Wyss

This story is told by a father who has been shipwrecked on an island along with his wife and sons, Jack and Fritz, and their pet dogs. They have spent the winter safely in Falconhurst which is the home that they built. The weather has recently improved, and it is time to find out what effect the winter storms have had on their tree house and tents.

1. The winds at length were lulled, the sun shot his brilliant rays through the clouds, the rain ceased to fall – spring had come. No prisoners set free could have felt more joy than we did as we stepped out from our winter home. We refreshed our eyes with the pleasant greenery around us, and our ears with the merry songs of a thousand happy birds, and
5. drank in the pure air of spring.

Our tree house was our first care: filled with leaves and broken and torn by the wind, it looked indeed dilapidated. We worked hard, and in a few days it was again habitable. I was anxious to visit the tent, for I feared that much of our precious stores might have suffered. The damage done to Falconhurst was nothing compared to the scene that

10. awaited us. The tent was blown to the ground, the canvas torn to rags, and the provisions soaked. We immediately spread the things that we hoped to preserve in the sun to dry.

The irreparable damage we had suffered made me resolve to find some safer and more stable winter-quarters before the arrival of the next rainy season. Fritz proposed that we should hollow out a cave in the rock. The difficulties such a task would present appeared

15. almost insurmountable, yet I was determined to make the attempt. We might not, I thought, cut out a cavern of sufficient size to serve as a room, but we might at least make a cellar for the more valuable and perishable of our stores.

Some days afterwards we left Falconhurst with the cart laden with a cargo of spades, hammers, chisels, pickaxes and crowbars, and began the work. On the smooth face of the

20. rock I drew out in chalk the size of the proposed entrance, and then, with minds bent on success, we battered away.

Six days of hard and incessant toil made little impression; I do not think that the hole would have been a satisfactory shelter for even our smallest dog. But we still did not despair, and were soon rewarded by coming to a softer and more yielding substance; our

25. work progressed, and our minds were relieved.

On the tenth day, as our persevering blows were falling heavily, Jack, who was working hard with a hammer and crowbar, shouted:

‘Gone, father! Fritz, my bar has gone through the mountain! It went right through the rock; I heard it crash down inside. Oh, do come and see!’

30. We sprang to his side, and I thrust the handle of my hammer into the hole. I could turn it in any direction I chose. Fritz handed me a long pole; I tried the depth with that. Nothing could I feel. A thin wall, then, was all that stood between us and a great cavern.

With a shout of joy, we battered vigorously at the rock; piece by piece fell, and soon the hole was large enough for us to enter. Fritz and I enlarged the opening, while Jack,

35. springing on his horse, thundered away to Falconhurst to bear the great and astonishing news to his mother.

He soon returned, quickly followed by the rest of our party in the cart. All were in the highest state of excitement.

Jack had stowed in the cart all the candles he could find, and we now, lighting these,

40. entered. I led the way. Silently we marched – my wife, the boys, and even the dogs seeming overawed with the grandeur and beauty of the scene. We were in a cave of diamonds – a vast chamber of glittering crystal. The candles reflected on the walls a golden light, bright as the stars, while great crystal pillars rose from the floor like mighty trees, mingling their branches which sparkled and glittered with all the colours of the rainbow.

45. The floor of this magnificent palace was formed of hard, dry sand, so dry that I saw at once that we might safely make our home inside it.

Please answer these questions. (Look at the passage again if you need to.)

You should choose the **best** answer and mark its letter on your answer sheet.

1

At what time of year is the passage set?

- A winter
- B spring
- C rainy season
- D mid-summer
- E autumn

2

The father compares himself and his family to prisoners set free. Why?
(lines 2–3)

- A They had been held hostage by pirates.
- B They had been trapped in their cave.
- C They had been trapped in their house due to stormy weather.
- D They had been caught in heavy rain which had finally stopped.
- E They had been unfairly accused of crimes but the accusations had been dropped.

3

‘The winds at length were lulled’ (line 1)

What is another way of saying ‘lulled’?

- A rhythmic
- B weakened
- C welcomed
- D rocked
- E calmed

4

Why might the author have decided to include water references in the first paragraph? (lines 1–5)

- A The heavy rain had recently stopped.
- B Rain was still falling heavily.
- C Water makes the setting seem more peaceful.
- D The family hadn’t had a drink for a long time.
- E The family have found themselves on an island surrounded by water.

5

How many adjectives can you count in the sentence beginning “We refreshed our eyes...”? (lines 3–5)

- A 1
- B 2
- C 3
- D 4
- E 5

6

‘in a few days it [the tree-house] was again habitable’ (line 7)

What does this mean?

- A The family soon got used to the damage to the tree-house.
- B The tree-house was rapidly transformed into a luxury home.
- C The family were soon able to live in the tree-house again.
- D The tree-house was destroyed again within a few days.
- E The tree-house quickly dried out by itself.

7

Where had the family kept their supplies over the winter?

- A in a cellar
- B in their tree-house
- C in their tent
- D in a cave
- E outside, in barrels

8

How did the family attempt to rescue their supplies?

- A They shook all of the water off them.
- B They fetched new materials to mend them.
- C They took them to the tree-house instead of the tent.
- D They made a fire to dry them out.
- E They placed them out in the sun to dry.

9

The father considered the damage inflicted on their property ‘irreparable’. (line 12) What does this word suggest he thought about the damage?

- A It would be easy to repair the damage.
- B The damage was likely to be repeated.
- C The damage could be repaired but it would be difficult.
- D It would be impossible to repair all of the damage.
- E The father had never seen damage like it before.

10

What is meant by ‘quarters’ (line 13)?

- A sections
- B lodgings
- C storerooms
- D stables
- E beds

11

What do we know about the climate on the island?

- A The island is protected from heavy winds.
- B There is a rainy season.
- C The climate is very consistent.
- D Despite being warm, there is not much sun.
- E It rains all the time.

12

Based on the passage, what was the main goal of hollowing out a cave in the rock?

- A to provide a look-out point to watch for enemies
- B to provide a space for their animals
- C to test how much water had got into the rock
- D to provide an extra room in case they had visitors
- E to provide accommodation for the winter season

13

If they only managed to carve out a smaller cave, what did the father hope to use it as?

- A a shelter for emergencies
- B a house for their dog
- C a playroom for the children
- D a storage space for supplies
- E a shelter for rain showers

14

How easy did the father think it would be to carve out a cave?

- A very easy
- B easy as long as they set their minds to it
- C quite difficult, with no guarantee of success
- D so difficult it was nearly impossible
- E completely impossible

15

‘with minds bent on success’ (lines 20–21)

What does this imply about their attitude to the work?

- A They were indifferent as to whether they succeeded.
- B They wanted to succeed but struggled to believe they could.
- C They were absolutely determined to see it through.
- D They were so confident they felt they had already succeeded.
- E They worked cautiously because there was a high chance they wouldn’t succeed.

16

‘incessant toil’ (line 22)

What does the word ‘incessant’ say about the work they were doing?

- A The work they were doing was very difficult.
- B They kept working without a break.
- C They worked hard but it was having no effect.
- D They worked on and off, taking frequent breaks.
- E The work was uninspiring and monotonous.

17

What would be another word for ‘impression’ on line 22?

- A impact
- B dent
- C consequence
- D trouble
- E achievement

18

Why did the family feel ‘relieved’ after they had started their work? (line 25)

- A They knew they couldn’t get any further and could stop working.
- B They had finally begun to make progress.
- C Somebody rewarded them for their six days of work.
- D They realised they could fit their dog in the hole.
- E They had learned from the experience so it hadn’t been a complete waste of time.

19

What type of word is ‘persevering’ on line 26?

- A noun
- B verb
- C adjective
- D adverb
- E preposition

20

What type of words are the following? heavily (line 26), hard (line 27), vigorously (line 33), quickly (line 37), safely (line 46)

- A nouns
- B verbs
- C adjectives
- D adverbs
- E prepositions

21

What was the reaction when Jack lost his crowbar?

- A Jack’s father was angry because Jack had lost one of their tools.
- B Jack was embarrassed because he looked incompetent.
- C Jack was excited because of what it implied about the rock.
- D Jack and his father were relieved because it meant they could stop work.
- E Jack and his father were nervous because they didn’t know what to expect.

22

‘we battered vigorously at the rock’ (line 33)

Which of the following words is closest in meaning to ‘vigorously’?

- A painfully
- B rebelliously
- C energetically
- D carefully
- E powerlessly

23

What did Jack do while Fritz and his father enlarged the opening of the cave?

- A Jack went for a ride on his horse to celebrate the work was over.
- B Jack went to inform his mother.
- C Jack shouted loudly.
- D Jack went to collect more tools.
- E Jack had a rest so that he could take over next.

24

What type of words are the following? resolve (line 12), sprang (line 30), thrust (line 30), enlarged (line 34), thundered (line 35)

- A nouns
- B verbs
- C adjectives
- D adverbs
- E prepositions

25

What was the family’s reaction to the cave?

- A They thought it was so beautiful they couldn’t possibly make a home inside.
- B They were excited but fearful about what was inside.
- C They couldn’t see much because it was so dark.
- D The cave was as they had expected and they immediately felt at-home.
- E They were overwhelmed at the dazzling appearance.

26

What other word is used interchangeably with ‘diamonds’ in the description of the cave? (lines 41–44)

- A gold
- B rainbow
- C silver
- D stars
- E crystal

27

Inside the cave, 'crystal pillars rose from the floor like mighty trees'
(line 43)

This is an example of...

- A a metaphor
- B personification
- C exaggeration
- D a simile
- E alliteration

28

Why was the cave considered suitable as a home?

- A because it resembled the family's previous home
- B because it was high and hidden from animals
- C because the crystal made it brighter inside
- D because the hard, dry sand would protect against damp
- E because it was warm inside

Spelling Exercises

In these sentences there are some **spelling** mistakes. On each numbered line there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

29 The local county's superior players dominated the tennis tournament.
A B C D

30 I recieved an elaborate invitation to an exclusive party next week.
A B C D

31 The telephone company persued the customers that did not pay.
A B C D

32 Oli asked his mum for permission to attend the charity concert.
A B C D

33 Yulia regretted postponing her annual expedition to Norway.
A B C D

34 Attendance at the secret meeting was compulserly and critical.
A B C D

35 Ezra's adorable new puppy was obedient but also enthusiastic and playfull.
A B C D

36 Sam enjoyed climing mountains and spending time in the countryside.
A B C D

37 Consistant hard work has contributed to significant improvements.
A B C D

Hippos

In these sentences there are some **punctuation** mistakes. On each numbered line there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

38 Mention the word hippo and you will probably think of a cute but robust animal
A B C D

39 But how accurate is this. Hippos look like they have tough skin when, in fact, their
A B C D

40 skin is highly sensitive and susceptible to burn in the sun. Hippo sweat even has special
A B C D

41 properties to protect the skin from the suns harmful rays. The same fluid, red in
A B C D

42 colour also moisturises and serves as an antibiotic. Imagine using hippo sweat
A B C D

43 as a cosmetic or a medicine! Its true that hippos are omnivores but don't let yourself
A B C D

44 be fooled they are not gentle creatures and can be quite dangerous, especially given the
A B C D

45 speed they can run (up to 30 kilometres per hour. Hippos typically do their
A B C D

46 running at night whilst hunting for food. During the day, they stay in the water.
A B C D

In this passage you have to choose the **best** word, or **group of words**, to complete each numbered line so that it makes sense and is written in correct English. Choose the **best** answer and mark its letter on your answer sheet.

Performance Time

Waiting in the wings, the students' nerves soared as they listened to the

47 whispers from the audience.

A B C D E

48 All of friends and family had come to see them perform in the end-of-year show.

A B C D E

But what they were about to see was not what you

49 a normal show.

A B C D E

Whilst the curtain was still down, Jamie and Farooq heaved the three boxes into the centre of the stage.

One of the boxes

50 slightly so they hastily slammed it shut.

A B C D E

The noise from the audience was getting

51

louder	loud	loudest	increased	increasing
--------	------	---------	-----------	------------

.

A

B

C

D

E

52 "Who

has missed	misses	is missing	will miss	does miss
------------	--------	------------	-----------	-----------

 their

A

B

C

D

E

goggles?" asked their teacher in an urgent whisper.

Sara rushed forward to grab them and almost tripped on the ropes

53

next to	to which	onto	in between	from
---------	----------	------	------------	------

 three of the students

A

B

C

D

E

were harnessed.

54

As	Because	Although	Before	Even as
----	---------	----------	--------	---------

 the teacher nodded, the

A

B

C

D

E

three students rose into the air and the curtain lifted.

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Paper Notes: 11+ English Question Booklet (Test 1)

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

Overview

This is **GL Assessment's 11+ English Test 1**, a familiarisation paper designed to help students preparing for **11+ entrance examinations** administered by **GL Assessment**. It is a multiple-choice question booklet containing **54 questions** that test reading comprehension, vocabulary, spelling, punctuation, and grammar skills expected of Year 6 pupils applying for selective secondary school entry.

The paper opens with a substantial comprehension passage (an extract from *The Swiss Family Robinson* by Johann David Wyss) followed by **28 comprehension questions** that assess vocabulary in context, inference, literary devices, and close reading. The second half consists of **9 spelling questions** (questions 29 to 37), **9 punctuation questions** (questions 38 to 46), and **8 grammar cloze questions** (questions 47 to 54) set within a short passage about a school performance.

This familiarisation paper is intended as **practice** and does not carry a fixed time limit in the instructions provided, although typical GL 11+ English papers allow around 50 minutes. It is suitable for students in Year 5 or early Year 6 who are beginning their 11+ preparation, or for any pupil who wishes to familiarise themselves with the format, question styles, and vocabulary level used in GL Assessment's selective entrance tests.

How this paper is organised

The paper is divided into three distinct sections, each testing a different strand of English language competency. Section one (questions 1 to 28) comprises **reading comprehension** based on a single literary extract of approximately 46 lines; all questions are multiple-choice with five options (A to E). Candidates are instructed that they may refer back to the passage as often as needed.

Section two (questions 29 to 37) tests **spelling** by presenting sentences divided into labelled segments (A, B, C, D), with the instruction to identify which segment contains a misspelt word or to mark N if there is no mistake. Section three (questions 38 to 46) follows an identical format for **punctuation** errors, again using labelled sentence segments and the N option.

The final section (questions 47 to 54) is a **grammar cloze exercise** embedded in a continuous short narrative titled 'Performance Time'. Each numbered gap offers five word or phrase choices to complete the sentence correctly. The entire paper totals **54**

questions. Students mark all answers on a separate answer sheet by drawing a firm line through the rectangle next to the chosen letter.

Topics covered

- Reading comprehension of classic children's literature (Johann David Wyss's *The Swiss Family Robinson*) with questions on inference, character motivation, and narrative perspective
- Vocabulary understanding in context, including synonyms for words such as 'lulled', 'irreparable', 'quarters', 'incessant', and 'vigorously'
- Identification and analysis of literary techniques: simile ('like mighty trees'), metaphor, and descriptive language (adjective counts, figurative imagery)
- Word class identification: distinguishing nouns, verbs, adjectives, adverbs, and prepositions in specified excerpts from the passage
- Spelling of challenging polysyllabic words (tournament, received, pursued, permission, consistent, compulsory, enthusiastic, climbing) in sentence context
- Punctuation error spotting: apostrophe use, sentence demarcation (full stops vs periods vs commas), direct speech punctuation, and bracket placement
- Grammar: selecting correct verb tense (past, present perfect, future, modal verbs) to maintain narrative consistency in a cloze passage
- Grammar: choosing appropriate pronouns, determiners, conjunctions, and prepositions to ensure grammatical accuracy and coherence
- Understanding of homophones and commonly confused words (there/their/they're) in multiple-choice sentence completion tasks

How to use this paper for revision

- Practise reading classic and Edwardian-era children's fiction to familiarise yourself with formal narrative voice and descriptive vocabulary typical of GL passages.
- When answering comprehension questions, always locate the relevant line numbers in the passage first; do not rely on memory alone.
- For spelling questions, read each labelled segment aloud quietly to yourself; misspellings often become audible when pronounced carefully.
- In punctuation questions, check systematically for missing or incorrect apostrophes, misplaced commas, and incomplete sentence punctuation before selecting your answer.
- For grammar cloze tasks, read the entire sentence (or paragraph) with each option inserted; eliminate choices that create tense inconsistencies or awkward phrasing.
- Keep a vocabulary notebook during your revision and list any unfamiliar words encountered in practice papers, along with their meanings and example sentences.
- Time yourself informally on this familiarisation paper to build an awareness of pacing; aim to spend roughly half your time on the comprehension and divide the remainder between spelling, punctuation, and grammar.

Common mistakes to avoid

- Choosing answers based on general knowledge rather than evidence directly stated or implied in the passage; always anchor your choice to specific lines or phrases.
- Misinterpreting 'irreparable' or similar advanced vocabulary because the prefix or root is unfamiliar; break words into parts (ir-, repair, -able) to decode meaning.
- Failing to count all the adjectives in question 5 because words like 'pleasant' and 'merry' are overlooked when scanning quickly; slow down and mark each one.
- Marking an incorrect segment in spelling or punctuation questions when the error appears in a different part of the sentence; check every labelled section methodically.
- Selecting a verb tense in the cloze passage that sounds plausible in isolation but conflicts with the tense of surrounding sentences; always consider narrative flow.
- Confusing word classes (especially adverbs ending in -ly with adjectives) when asked to identify parts of speech; test by asking what the word modifies.

Exam technique

Begin by reading the familiarisation instructions on page 1 with a parent or tutor to ensure you understand the multiple-choice answer sheet conventions; practise marking rectangles cleanly and rubbing out mistakes completely. When you reach the comprehension passage, **read it through once without stopping** to grasp the overall narrative, then tackle the questions in order, referring back to the text for each one. If a question feels difficult, mark your best guess and move on rather than spending several minutes deliberating.

For the spelling and punctuation sections, **read each sentence as a whole first**, then examine each labelled segment individually. Remember that 'N' (no mistake) is a valid option; do not assume every sentence contains an error. If you are uncertain, eliminate obviously correct segments to narrow your choice. In the grammar cloze section, **substitute each option into the gap mentally** and read the resulting sentence aloud in your head; incorrect choices often produce unnatural or ungrammatical phrasing that becomes obvious when vocalised.

Finally, if you finish early, **use any remaining time to review your answers** on the answer sheet, checking that question numbers align correctly and that you have not accidentally skipped a line. Double-check any questions you found difficult or guessed, and verify that you have marked exactly one answer per question. Practising this disciplined approach on familiarisation papers will build confidence and accuracy for the real examination.

What to revise alongside this paper

To consolidate skills tested in this paper, revise **figurative language** (simile, metaphor, personification) using poetry anthologies or descriptive prose extracts, and practise identifying these devices under timed conditions. Work through additional **grammar exercises** covering verb tenses (especially past perfect, modal verbs, and conditional forms) and sentence structure (subordinate clauses, relative pronouns); many 11+ workbooks provide targeted drills on these areas.

Extend your **vocabulary** by reading widely in classic children's fiction (Treasure Island, The Railway Children, The Secret Garden) and maintaining a personal glossary of new words encountered. For spelling, focus on common **morphological patterns** such as adding suffixes (-tion, -sion, -ous, -ful) to root words, and learn the standard rules for doubling consonants and dropping silent 'e'.

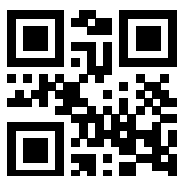
Finally, practise **punctuation proofreading** by editing your own written work or by using dedicated error-spotting exercises from 11+ English practice books. Pay particular attention to apostrophe placement (possession vs contraction), comma usage in

complex sentences, and the punctuation of direct speech, as these are frequent sources of error in GL papers.

Key terms

Inference, Synonym, Adjective, Adverb, Preposition, Simile, Metaphor, Verb tense, Pronoun, Conjunction, Apostrophe, Direct speech, Homophones, Cloze passage, Multiple-choice

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



Pupil's Name									
School Name									

DATE OF TEST		
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Please mark boxes with a thin horizontal line like this .

The Swiss Family Robinson

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26	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
27	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
28	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>

Spelling Exercise

29	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
30	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
31	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
32	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
33	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
34	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
35	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
36	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
37	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>

Hippos

38	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
39	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
40	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
41	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
42	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
43	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
44	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
45	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
46	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>

Performance Time

47	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
48	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
49	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
50	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
51	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
52	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
53	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
54	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>

Paper Notes: 11+ English Answer Sheet (Test 1)

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

Overview

This is a **GL Assessment 11+ English Answer Sheet** designed for marking a familiarisation test containing **54 multiple-choice questions**. The sheet is structured for optical mark reading, requiring pupils to mark boxes with a thin horizontal line. It covers four distinct sections: reading comprehension questions on three passages and a discrete spelling exercise.

The answer sheet corresponds to **GL Assessment's 11+ English Test 1**, a standardised practice paper used to prepare students for selective secondary school entrance examinations. The reading passages referenced are The Swiss Family Robinson (28 questions), Hippos (9 questions), and Performance Time (8 questions), with a **Spelling Exercise** section comprising 9 questions. Most questions offer five answer options (A-E), while the spelling and 'Hippos' sections include an 'N' option, likely representing 'None' or 'No error'.

This answer sheet is intended for parents, tutors, and teachers administering practice tests at home or in school. It allows accurate marking of completed test papers and helps identify areas where students require further support. The familiarisation label indicates it is a practice resource rather than a live examination paper.

How this paper is organised

The answer sheet is divided into **four labelled sections** matching the structure of the corresponding question paper. The first section, The Swiss Family Robinson, contains boxes for questions 1 to 28, each with five response options (A to E). This reading comprehension passage accounts for just over half of the total questions.

The **Spelling Exercise** follows, covering questions 29 to 37 (9 questions total). Each question provides four letter options (A-D) plus an additional 'N' option, suggesting a format where students identify misspelled words or select 'none' if all are correct. The Hippos section continues the ABCD-N pattern for questions 38 to 46, comprising 9 questions about a non-fiction passage.

The final section, **Performance Time**, contains questions 47 to 54 (8 questions) and returns to the five-option A-E format used in the opening comprehension. The sheet includes spaces at the top for pupil details, school information, unique pupil number, school number, test date, and date of birth, reflecting the standardised nature of GL Assessment materials.

Topics covered

- Reading comprehension of a classic fiction extract from *The Swiss Family Robinson*, testing inference, vocabulary in context, and narrative understanding across 28 multiple-choice questions
- Spelling identification and error correction using the four-option plus 'none' format, assessing common spelling patterns and high-frequency word accuracy
- Non-fiction reading comprehension on the topic of hippos, likely testing factual retrieval, main idea identification, and specific detail location
- Inference and deduction skills across multiple text types, including both literary and informational passages
- Vocabulary knowledge tested through context-based questions embedded within the reading passages
- Close reading of a passage titled *Performance Time*, possibly drama or performance-related content, with questions testing literal and inferential comprehension
- Multiple-choice test-taking skills, including elimination of incorrect options and selection of best answers under timed conditions

How to use this paper for revision

- When using this answer sheet, mark your child's responses in pencil first so you can track patterns of error across question types and passages without permanent marks.
- Pay particular attention to the spelling section (questions 29-37). If your child makes errors here, create a personalised spelling list from the words tested for regular practice.
- Compare performance across the three reading passages. Weaker scores on Hippos versus Swiss Family Robinson may indicate struggles with non-fiction text features or unfamiliar vocabulary.
- Use the 'N' option questions (spelling and Hippos sections) to teach careful checking. Students often rush and miss the 'none of the above' option when it is correct.
- After marking, revisit incorrect answers with the question paper to hand. Discuss why the chosen answer was wrong and what clues in the text pointed to the correct option.
- Track timing informally. If your child completes sections too quickly with many errors, they may benefit from slowing down and re-reading questions before answering.

Common mistakes to avoid

- Marking boxes with ticks, crosses, or filled circles instead of the required thin horizontal line, which can cause scanning errors if the sheet were processed optically.
- In spelling questions with the 'N' option, students often assume there must be an error and select an incorrect letter even when all spellings are correct.
- Rushing through the longer Swiss Family Robinson section (28 questions) and making careless errors due to fatigue or impatience rather than genuine comprehension gaps.
- Confusing similar answer options in vocabulary questions by selecting a word that sounds plausible rather than checking its meaning against the passage context.
- Failing to eliminate obviously incorrect options first in five-choice questions, which reduces the chance of guessing correctly if unsure.

Exam technique

When marking a completed test using this answer sheet, work methodically through each section rather than jumping around. **Record the total correct for each passage separately** (Swiss Family Robinson, Spelling Exercise, Hippos, Performance Time) to identify whether comprehension struggles are passage-specific or universal. This diagnostic information is more valuable than a single overall score.

For parents and tutors marking at home, **avoid simply counting errors**. Instead, categorise mistakes by type: were they vocabulary questions, inference questions, or detail-retrieval questions? This analysis helps target future revision more effectively. If the corresponding mark scheme is available, check whether partially correct reasoning appears in your child's working, even if the final answer is wrong.

When reviewing incorrect answers with students, **revisit the original question paper text**. Ask the student to locate the part of the passage that contains the answer and explain their original thinking. This metacognitive discussion builds exam resilience and teaches students to justify their choices, a skill that transfers to other 11+ English papers.

What to revise alongside this paper

Students preparing for **GL Assessment 11+ English** should practise with other GL-style papers covering comprehension, grammar, spelling, and punctuation. Familiarity with the specific format (especially the 'N' option in spelling sections) reduces anxiety on test day. Bond 11+ English practice books and CGP 11+ English materials provide similar question styles and can be used alongside this answer sheet's corresponding test.

Beyond mechanics, students benefit from wide reading across **fiction and non-fiction genres**. Classic children's literature (like *The Swiss Family Robinson* featured here) often appears in 11+ papers, so exposure to older narrative styles improves comprehension speed. Non-fiction reading on science and nature topics (as suggested by the 'Hippos' passage) builds the background knowledge needed to answer factual questions quickly.

For targeted spelling improvement, focus on **statutory word lists from Year 5 and 6** of the National Curriculum, common homophones, and words with tricky letter patterns (silent letters, double consonants, -ough words). Regular short practice sessions are more effective than occasional long ones for embedding correct spellings.

Key terms

Multiple-choice comprehension, Inference, Vocabulary in context, Spelling patterns, Error identification, Non-fiction text features, Literal comprehension, Deduction, Textual evidence, Optical mark recognition, Elimination strategy, Reading stamina, Context clues

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

Answer Keys

English Familiarisation 1

The Swiss Family Robinson

1. B
2. C
3. E
4. A
5. D
6. C
7. C
8. E
9. D
10. B
11. B
12. E
13. D
14. D
15. C
16. B
17. A
18. B
19. C
20. D
21. C
22. C
23. B
24. B
25. E
26. E
27. D
28. D

Spelling Exercise

29. D
30. A
31. B
32. B
33. N
34. C
35. D
36. B
37. A

Hippos

38. D
39. B
40. N
41. C
42. A
43. B
44. A
45. C
46. N

Performance Time

47. D
48. C
49. B
50. E
51. A
52. C
53. B
54. A

Answer-Key Notes: 11+ English Answers (Test 1)

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 for each question but does not explain **why those answers are correct**. Your first task is to mark objectively: count the number of ticks, record the total, and check carefully that you have matched question numbers to answer positions.

Next, separate careless slips (misreading a question, ticking the wrong box) from genuine knowledge gaps (not understanding a word class, missing punctuation rules). A child who answers Q19 incorrectly because they confused adjectives with adverbs needs different support from one who simply lost their place on the answer sheet.

Use the worked examples below when a mistake seems puzzling or when the same type of error appears in several answers. The explanations will help you decide whether to revisit a whole topic or simply remind the child to read each question twice.

Score interpretation

This familiarisation paper contains 54 questions across four distinct tasks: 28 comprehension questions on *The Swiss Family Robinson*, nine spelling sentences, nine punctuation sentences and eight grammar-in-context cloze items. A score above 45 (roughly 83 per cent) suggests strong all-round literacy and readiness for timed 11+ conditions. Between 35 and 45 indicates solid foundations with specific gaps to address, particularly in whichever section produced the most errors.

Below 35 signals that either time pressure caused rushed mistakes or that several core skills (vocabulary, sentence grammar, punctuation conventions) need systematic revision. Check whether errors cluster in one section or spread evenly: a child who scores well on comprehension but poorly on spelling may simply need a spelling programme, whereas scattered mistakes across all four sections point to broader gaps.

Because this is a familiarisation paper, **a lower score is not a poor reflection** if the child has never seen this question style before. Use the result to plan targeted practice rather than to judge overall ability.

Worked examples

Reading comprehension: The Swiss Family Robinson, Q1–28

Marks are won by **referring back to the text** rather than guessing from memory. Many questions test precise vocabulary (for example, synonyms for 'lulled' or 'quarters') or ask what a phrase implies about character and mood. Children lose marks by choosing answers that sound plausible but contradict specific details in the passage, or by overlooking the exact scope of a question (counting adjectives, identifying word class).

Q3 : E

The passage states that 'the winds at length were lulled' (calmed). Option E, 'calmed', is the direct synonym. Option B, 'weakened', is close but not precise enough; winds that are lulled have stopped rather than merely lessened.

Q5 : D

Count the adjectives in 'We refreshed our eyes with the pleasant greenery around us, and our ears with the merry songs of a thousand happy birds'. The adjectives are **pleasant, merry, happy and thousand** (used attributively before 'birds'). That gives four.

Q14 : D

The father describes the task as presenting 'difficulties... almost insurmountable' yet says 'I was determined to make the attempt'. This shows he thought success was **so difficult it was nearly impossible**, not completely out of reach but extremely hard.

Q27 : D

'Crystal pillars rose from the floor *like* mighty trees' uses 'like' to make an explicit comparison. That is the hallmark of a simile. A metaphor would omit 'like' and state directly that the pillars *were* trees.

Spelling exercise, Q29–37

Each sentence contains exactly one misspelled word or no mistake at all. Marks are lost when children assume there must be an error and 'correct' a word that was already right, or when they fail to spot a common confusion (for example, 'recieved' breaking the *i before e* rule). **Read each option carefully** before choosing; the mistake is often in an unstressed syllable that looks correct at first glance.

Q29 : D

The word 'tornament' in option D should be spelled **tournament**. The other words (superior, players, dominated) are all correct. The error lies in the missing 'u' after the 'o'.

Q30 : A

'Recieved' breaks the rule *i before e except after c*. The correct spelling is **received**. Options B, C and D (elaborate, exclusive, invitation) are all spelled correctly.

Q33 : N

All four options are spelled correctly: regretted (double-t before the suffix), postponing, annual, expedition. No mistake appears in this sentence.

Punctuation exercise: Hippos, Q38–46

Every sentence contains one punctuation error or none. Common traps include **missing apostrophes in possessives** ('suns' instead of 'sun's'), question marks in place of full stops, and incorrect use of commas around parenthetical clauses. Children who rush often overlook the 'no mistake' option and invent an error that is not there.

Q39 : B

'But how accurate is this.' ends with a full stop but is a question. It should read 'is this?' The other parts of the sentence are punctuated correctly.

Q41 : C

'the suns harmful rays' is missing the possessive apostrophe. It should be **sun's** (the rays belonging to the sun). Option C contains the error; the rest of the sentence is correct.

Q40 : N

The sentence is punctuated correctly throughout. The comma after 'sun' separates two independent clauses joined by a co-ordinating idea, and the full stop at the end is appropriate. No mistake exists.

Grammar in context: Performance Time, Q47-54

These cloze questions test **verb tense, word class and preposition choice** in a continuous passage. Marks are won by reading the whole sentence to understand its meaning before selecting the option that fits grammatically and logically. Children lose marks by choosing words that sound familiar but create tense inconsistencies or by ignoring the subject-verb agreement.

Q50 : E

The sentence reports an event that had already finished when Jamie and Farooq noticed it: the box *had opened* slightly (past perfect) before they slammed it shut. Options A, C and D use tenses that do not fit the sequence of events.

Q52 : C

The teacher is asking a question in the present moment about someone who currently lacks goggles. 'Who is missing their goggles?' uses the **present continuous** to describe an ongoing state. 'Has missed' (present perfect) would imply the person missed them in the past, which does not match the context.

Q54 : A

'As the teacher nodded' indicates that the nodding and the rising happened **at the same time**. 'Because' (B) would suggest the nod caused the rising; 'Although' (C) would create a contrast that does not exist in the passage.

Next steps

After marking, sit with your child and **review three or four mistakes together**, focusing on questions where the wrong answer was a close call. Ask them to explain their original reasoning aloud; often a child will spot their own error as soon as they re-read the question carefully. If the same type of mistake appears several times (for example, confusing verb tenses or missing possessive apostrophes), add that topic to a revision list and practise it separately before attempting another paper.

If the score is high (above 45), extend the challenge by working through past papers under timed conditions or by tackling comprehension passages with more complex vocabulary. If the score is below 35, resist the urge to do another full paper immediately. Instead, choose one weak area, work through targeted exercises for a week or two, then return to a fresh familiarisation paper to measure progress. Small, focused improvements build confidence more effectively than repeated attempts at the same mixed paper.

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