

## 11+ PRACTICE PACK

# GL Assessment Test 2

## 11+ English Complete Practice Pack

### CONTENTS

---

#### **01** Question Booklet

GL Assessment 11+ English. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

#### **02** Answer Sheet

GL Assessment 11+ English. For writing your answers separately from the question paper.

#### **03** Answers

GL Assessment 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)

# English 2

## 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 Secret Garden

by Frances Hodgson Burnett

*While walking in the garden Mary watched a robin and, after following it, discovered a key on the ground.*

1. She looked at the key quite a long time. She turned it over and over, and thought about it. All she thought about the key was that if it was the key to the closed garden, and she could find out where the door was, she could perhaps open it and see what was inside the walls, and what had happened to the old rose-trees. It was because it had been shut
5. up so long that she wanted to see it. It seemed as if it must be different from other places and that something strange must have happened to it during ten years. Besides that, if she liked it she could go into it every day and shut the door behind her, and she could make up some play of her own and play it quite alone, because nobody would ever know where she was, but would think the door was still locked and the key buried in the earth. The
10. thought of that pleased her very much.

Living in a house with a hundred mysteriously closed rooms and having nothing whatever to do to amuse herself, had set her inactive brain to working and was actually awakening her imagination.

- She put the key in her pocket and walked up and down her path. No one but herself
15. ever seemed to come there, so she could walk slowly and look at the wall, or, rather, at the ivy growing on it. The ivy was the baffling thing. Howsoever carefully she looked she could see nothing but thickly growing, glossy, dark green leaves. She was very much disappointed as she paced the path and looked over it at the tree-tops inside. It seemed so silly, she said to herself, to be near it and not be able to get in. She took the key in her
  20. pocket when she went back to the house, and she made up her mind that she would always carry it with her when she went out, so that if she ever should find the hidden door she would be ready.

\* \* \*

- The skipping-rope was a wonderful thing. The sun was shining and a little wind was blowing – not a rough wind, but one which came in delightful little gusts and brought a
25. fresh scent of newly turned earth with it.

Mary skipped round all the gardens and round the orchard, resting every few minutes. At length she went to her own special path and made up her mind to try if she could skip the whole length of it. It was a good long skip and she began slowly, but before she had gone half-way down the path she was so hot and breathless that she was obliged to stop. She

30. did not mind much, because she had already counted up to thirty. She stopped with a little laugh of pleasure, and there, lo and behold, was the robin swaying on a long branch of ivy. He had followed her and he greeted her with a chirp. As Mary had skipped toward him she felt something heavy in her pocket strike against her at each jump, and when she saw the robin she laughed again.
35. “You showed me where the key was yesterday,” she said. “You ought to show me the door today; but I don’t believe you know!”

The robin flew from his swinging spray of ivy on to the top of the wall and he opened his beak and sang a loud, lovely trill, merely to show off. Nothing in the world is quite as adorably lovely as a robin when he shows off – and they are nearly always doing it.

40. One of the nice little gusts of wind rushed down the path, and it was a stronger one than the rest. It was strong enough to wave the branches of the trees, and it was more than strong enough to sway the trailing sprays of untrimmed ivy hanging from the wall. Mary had stepped close to the robin, and suddenly the gust of wind swung aside some loose ivy trails, and more suddenly still she jumped toward it and caught it in her hand. This she did
45. because she had seen something under it – a round knob which had been covered by the leaves hanging over it. It was the knob of a door.

- She put her hands under the leaves and began to pull and push them aside. Thick as the ivy hung, it nearly all was a loose and swinging curtain, though some had crept over wood and iron. Mary’s heart began to thump and her hands to shake a little in her delight and
50. excitement. The robin kept singing and twittering away and tilting his head on one side, as if he were as excited as she was. What was this under her hands which was square and made of iron and which her fingers found a hole in?

- It was the lock of the door which had been closed ten years and she put her hand in her pocket, drew out the key and found it fitted the keyhole. She put the key in and turned it.
55. It took two hands to do it, but it did turn.

And then she took a long breath and looked behind her up the long path to see if anyone was coming. No one was coming. No one ever did come, it seemed, and she took another long breath, because she could not help it, and she held back the swinging curtain of ivy and pushed back the door which opened slowly – slowly.

60. Then she slipped through it, and shut it behind her, and stood with her back against it, looking about her and breathing quite fast with excitement, and wonder, and delight.

She was standing inside the secret garden.

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

**For how many years had the secret garden been locked?**

- A seven
- B eight
- C nine
- D ten
- E eleven

2

**Which of the following facts do we know about the secret garden from the passage?**

- A It receives a lot of sunlight.
- B There is lots of space for playing.
- C There is a pond.
- D There are trees inside.
- E There is a gardener.

3

**What word best describes Mary as she ‘turned it [the key] over and over’?**

- A regretful
- B frustrated
- C pensive
- D frightened
- E ecstatic

4

**What made Mary especially keen to see the secret garden?**

- A It had been inaccessible for so long.
- B People had been saying how beautiful it was inside.
- C She could see a bit of it through the wall and it looked very tempting.
- D She was bored of playing in the rest of the garden.
- E Her parents had encouraged her to play outside.

5

**Mary was keen to keep the garden a secret even if she found the entrance. Why?**

- A Mary didn't like spending time with other people.
- B People had warned her that she shouldn't go into the garden.
- C Mary wanted to play by herself.
- D Mary found it thrilling to keep secrets.
- E Mary had promised a friend that she would keep it a secret.

6

**What did Mary plan to do in the secret garden?**

- A play with her skipping rope
- B invite her friends over to play
- C tend to the plants
- D read her books
- E play her own games

7

**According to the first paragraph, where had the key been hidden? (line 9)**

- A on the wall
- B next to a flower pot
- C in the earth
- D in a bird's nest
- E on the window-sill

8

**According to the passage, what accounted for Mary's particularly strong imagination?**

- A Mary had been brought up with no toys.
- B Mary had always been a very creative child.
- C Mary's school encouraged imaginative activities.
- D Mary had nothing to entertain her at home.
- E Mary's parents had instilled in Mary a love of imaginative games.

9

**According to the passage, what impression do we get of the house in which Mary lived?**

- A It was an inviting place.
- B The house contained many secrets.
- C The house was an old, dilapidated building.
- D The people who lived there were very posh.
- E All the neighbours were in awe of the house.

10

**Why was it particularly hard to see if there was a door to the garden?**

- A The garden walls were covered in thick ivy.
- B The garden was so large it was hard to get all the way around it.
- C There were trees obscuring the garden walls.
- D Mary only ever looked for the door after dark, when no one was around.
- E The house towered over the garden so the walls were in shadow.

11

**Why did Mary decide to keep the key on her at all times?**

- A She didn't trust anyone else to keep it safe.
- B She had nowhere to store it in her house.
- C She wanted to be able to open the door whenever she found it.
- D She often lost things, even if they were important.
- E It might get lost amongst the other keys.

12

**What best describes the wind that blew along the path?**

- A gentle gust
- B strong wind
- C stiff breeze
- D gale-force
- E high wind

13

**What else did Mary skip around other than the gardens?**

- A the old rose trees
- B the summerhouse
- C the stables
- D the orchard
- E the boating lake

14

**What challenge did Mary set herself as she played in the gardens?**

- A Mary decided to run from one side to the other.
- B Mary wanted to skip all the way down the path.
- C Mary aimed to do more than thirty skips.
- D Mary aimed to exercise for thirty minutes without getting out of breath.
- E Mary wanted to run up and down the path to find her friend, the robin.

15

**What happened just before Mary's discovery of the key AND the hidden door?**

- A Mary came across the robin.
- B Mary played with her skipping rope.
- C The winds increased.
- D Mary felt breathless.
- E Mary started laughing.

16

**Which of the following quotations from the passage suggests that the gardens in which Mary played were neglected?**

- A "thickly growing, glossy, dark green leaves" (line 17)
- B "fresh scent of newly turned earth" (line 25)
- C "skipped round all the gardens and round the orchard" (line 26)
- D "the robin swaying on a long branch of ivy" (line 31)
- E "trailing sprays of untrimmed ivy" (line 42)

17

**What was the significance of the wind in the story?**

- A The wind filled the silence.
- B The wind stopped Mary doing what she wanted to do.
- C The wind brushed aside the earth to uncover the key.
- D The wind propelled the robin to Mary.
- E The wind blew the ivy to reveal the doorknob.

18

**What metaphor is used when describing the ivy?**

- A It is a curtain.
- B It is thick.
- C It is untrimmed hair.
- D It is like a swing.
- E It is glossy.

19

**What suggests that the robin was as excited as Mary at finding the door to the garden?**

- A The robin was silent as Mary uncovered the door.
- B The robin flew around frantically.
- C The robin made lots of noise.
- D The robin started pecking at the doorknob.
- E The robin came and sat on Mary's shoulder.

20

**Why is "no one" repeated in line 57?**

- A The author couldn't think of anything else to write.
- B Repetition can build suspense.
- C Mary's actions were repetitive.
- D Mary was feeling lonely at that moment.
- E It reflects Mary's muddled thoughts.

21

**Why is there an emphasis on Mary's breathing in the last seven lines of the passage?**

- A Mary had been skipping a lot and was out of breath.
- B The key was very hard to turn so Mary had to breathe deeply to give her strength.
- C Mary was being dramatic so she was exaggerating her breathing.
- D Mary was breathless with excitement and anticipation.
- E Mary was inhaling deeply before calling to her friends.

22

**What type of words are the following?**

**mysteriously** (line 11) **carefully** (line 16) **thickly** (line 17)  
**adorably** (line 39)

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

23

**Which of these words is an adjective?**

- A swaying (line 31)
- B trailing (line 42)
- C singing (line 50)
- D tilting (line 50)
- E standing (line 62)

# Punctuation

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.**

24 'Why don't you play outside today,' suggested Tom's aunt.  
A B C D

25 Even the best, most expensive detergent, couldn't remove the mud stains.  
A B C D

26 The recipe had two simple stages: finely chop the ingredients and then blend together.  
A B C D

27 Caitlin had carelessly lost Asaf's charger (his brand new one)  
A B C D

28 'I'd book first because the restaurant is so popular especially on Fridays.'  
A B C D

29 Looking through my parents music collection, I was amazed to see so many CDs!  
A B C D

30 If we hadnt seen the road sign, we would have ended up in Wales.  
A B C D

31 We were lucky to win tickets to see The Nutcracker this Winter.  
A B C D

# A Ghostly Encounter

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.**

There was something different about the school playground today: not the usual lull

32 before exams or antisipation before sports day. This was a one-off, whatever it  
A B C D

was. One thing you couldn't fail to notice on entering the school gates was a sea of

33 hats, as far as the eye could see: not the usual peeked caps but wide-brimmed  
A B C D

hats with feathers. There were also helmets (not the bicycle kind) and even some

crowns. No-one was wearing modern clothes either; the usual sportswear

34 was knowhere in sight. The vast majority of children wore robes, some adorned  
A B C D

35 with jewels and others very plane. You could say it was an attempt by the school  
A B C D

36 to bring the past to life. In spite of their altered appearance, pupils lined up  
A B C D

as normal and Class 5B waited for Mr Holterson to take the register. The only

37 differance on this morning, however, was that pupils answered to the name of  
A B C D

their chosen person from history.

'Cleopatra! Gandhi! Einstein!... Einstein?'

38 After a slight delay, a mumbled response emerged from the line of pupils.

39 'Wow, Johnny, that's a really good impersonation. You even sound German!'

'That's because I am Albert Einstein.'

'Very good, Johnny!' the teacher laughed.

But Einstein did not laugh and, instead, started to cough: an old-man's cough that couldn't possibly come from a ten-year-old – could it?

40 Mr Holterson looked worried for a moment, then shepherded the pupils, or rather the phantoms of the past, inside.

## Caught Out?

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.

Ellie launched the ball into the air and watched it for

41 

|     |
|-----|
| the |
|-----|

|    |
|----|
| an |
|----|

|      |
|------|
| this |
|------|

|   |
|---|
| a |
|---|

|      |
|------|
| that |
|------|

 split-second before racing to first base. It was

A      B      C      D      E

summer and that meant rounders: a game which not all pupils enjoyed,

42 

|       |
|-------|
| least |
|-------|

|      |
|------|
| most |
|------|

|     |
|-----|
| top |
|-----|

|      |
|------|
| less |
|------|

|      |
|------|
| more |
|------|

 of all the green team because they

A      B      C      D      E

always seemed to lose. Perhaps the other teams had velcro attached to their hands or super-human vision even in bright sunlight

43 

|        |
|--------|
| unless |
|--------|

|         |
|---------|
| because |
|---------|

|         |
|---------|
| whereas |
|---------|

|          |
|----------|
| although |
|----------|

|       |
|-------|
| while |
|-------|

 they never failed to pull

A      B      C      D      E

off miraculous catches and thunderous strikes of the ball.

44 The green team 

|                |
|----------------|
| were finishing |
|----------------|

|             |
|-------------|
| will finish |
|-------------|

|        |
|--------|
| finish |
|--------|

|               |
|---------------|
| are finishing |
|---------------|

A      B      C      D

|              |
|--------------|
| had finished |
|--------------|

 their previous round of batting feeling disheartened, having only

E

managed to score three-and-a-half rounders compared to the yellow team's six.

45 What they needed now was a moment 

|    |
|----|
| to |
|----|

|    |
|----|
| at |
|----|

|    |
|----|
| of |
|----|

|      |
|------|
| with |
|------|

|    |
|----|
| in |
|----|

A      B      C      D      E

inspiration and maybe – just maybe – Ellie could provide that.

'Go, Ellie, go – YES – you can do it - all the way!'

The encouragement lifted Ellie's spirits as she sprinted from first to second base,

46 hardly      to

A                      B                      C                      D                      E

believe that she might get all the way round.

47 The ball      a long time to

A                      B                      C                      D                      E

finally descend but, when it did, the green team's expressions of excitement turned to horror as they spotted the tallest boy in

48      year standing directly underneath

A                      B                      C                      D                      E

it, watching, waiting. However, the tension soon gave way to laughter: not cruel, mocking laughter but genuine disbelief. As soon as Ellie reached fourth base, she turned and looked to see what was going on. And there it was: a bird with the ball in its beak.

'Rounder!' the umpire shouted.

When the yellow team protested, the umpire simply smiled and said, 'Well, the

49 bird's not officially on your team,      ?'

A                      B                      C                      D                      E

Copyright © GL Assessment, 2017.

All rights reserved, including translation. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, recording or duplication in any information storage and retrieval system, without permission in writing from the publishers.

Published by GL Assessment, 1st Floor, Vantage London, Great West Road, Brentford TW8 9AG.

Printed in Great Britain.

Code 6853 912  
1(06.17) PF



# Paper Notes: 11+ English Question Booklet (Test 2)

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 Ermysted's Grammar School 11+ familiarisation English paper designed to prepare candidates for their entrance examination. The paper comprises a substantial reading comprehension passage from Frances Hodgson Burnett's 'The Secret Garden', followed by 23 multiple-choice questions testing literal understanding, inference, vocabulary, and literary techniques. The second half assesses spelling, punctuation, and grammar through error-identification tasks and cloze-style sentence completion exercises. This familiarisation paper allows students to become accustomed to the multiple-choice answer sheet format and the types of questions they will encounter in the actual 11+ entrance exam. The paper tests close reading skills, technical accuracy in written English, and the ability to identify language features such as metaphor and adverbs.

## How this paper is organised

---

The paper is divided into four main sections. It begins with familiarisation instructions explaining the multiple-choice format and how to mark answers on a separate answer sheet. Section one presents an extract from 'The Secret Garden' spanning approximately 62 lines, followed by 23 comprehension and language questions (questions 1-23). Section two contains eight punctuation questions (24-31) requiring identification of errors in sentences. Section three presents nine spelling questions (32-40) embedded within a narrative titled 'A Ghostly Encounter'. The final section, 'Caught Out?', contains nine grammar questions (41-49) using a cloze procedure where students select the correct word or phrase to complete sentences. No explicit time limit or total mark allocation is stated in this familiarisation version.

## Topics covered

---

- Reading comprehension of classic children's fiction (The Secret Garden)
- Literal retrieval of information from text
- Inference and deduction about character motivation and emotions
- Understanding narrative techniques and story structure
- Identification of literary devices including metaphor
- Word class recognition (nouns, verbs, adjectives, adverbs, prepositions)
- Punctuation rules including apostrophes, commas, colons, and quotation marks
- Common spelling patterns and errors
- Grammar including verb tenses, subject-verb agreement, and sentence completion
- Vocabulary in context and word choice

## How to use this paper for revision

---

- Read the instructions carefully and practice using a separate answer sheet, ensuring you mark answers in the correct numbered boxes to avoid misalignment errors.
- When answering comprehension questions, always refer back to the passage rather than relying on memory; the instructions explicitly permit and encourage this.
- For questions asking 'why' or about character feelings, look for evidence in the text that directly supports your answer rather than making assumptions.
- In punctuation questions, read each section aloud mentally to identify where punctuation sounds wrong or creates confusion in meaning.
- For spelling questions, look carefully at common error patterns such as homophones (their/there/they're, plane/plain) and words with unexpected letter combinations.
- In grammar cloze questions, read the entire sentence with each option to determine which maintains grammatical consistency and makes logical sense.
- If unsure between two answers, eliminate obviously incorrect options first, then compare the remaining choices by checking them against the context.

## Common mistakes to avoid

---

- Rushing through comprehension questions without re-reading relevant sections of the passage, leading to answers based on vague recollection rather than textual evidence.
- Confusing word classes, particularly mistaking present participles ending in '-ing' for adjectives when they function as verbs or vice versa (questions 23).
- Overlooking apostrophe errors in contractions like 'hadn't' (question 30) or misusing possessive apostrophes with plural nouns ('parents' vs 'parents's').
- Choosing homophones based on sound alone without considering meaning, such as 'peaked' instead of 'peaked' or 'plane' instead of 'plain' (questions 33, 35).
- Selecting overly literal interpretations in inference questions rather than understanding implied meaning, such as why Mary wanted privacy in the garden.
- Failing to read all options in multiple-choice questions before selecting an answer, potentially missing a more precise or complete option later in the list.

## Exam technique

---

Begin by reading the entire passage carefully before attempting any questions, noting key details about setting, characters, and events. Work through questions systematically in order, but don't spend excessive time on difficult questions; mark them and return later if time permits. For comprehension questions, use line references provided to locate relevant sections quickly. In error-identification questions (punctuation and spelling), examine each lettered section methodically rather than reading the whole sentence at once. For grammar cloze questions, read the surrounding sentences to understand context and tense requirements. Use the process of elimination when uncertain, ruling out obviously incorrect options to improve odds. If working with this paper independently, check your answers carefully against the mark scheme, paying attention to why incorrect options are wrong to learn from mistakes and strengthen understanding.

## What to revise alongside this paper

---

Students should revise other literary devices beyond metaphor, including simile, personification, and alliteration, as these commonly appear in 11+ comprehension passages. Practice identifying all word classes thoroughly, including pronouns, conjunctions, and determiners, as questions may test these more subtly. Review punctuation rules for semicolons, dashes, and speech marks in dialogue, as the 11+ frequently tests these alongside basic comma and apostrophe usage. Study common

spelling rules including i-before-e patterns, double consonants, and prefixes/suffixes. Strengthen grammar knowledge of complex tenses (past perfect, future perfect) and conditional sentences. Read a variety of classic children's literature extracts similar to 'The Secret Garden' to build familiarity with formal, descriptive narrative styles typical of 11+ reading passages.

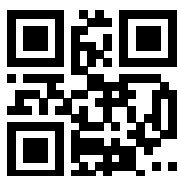
## Key terms

---

**Metaphor, Inference, Literal comprehension, Adverbs, Adjectives, Present participle, Apostrophe, Homophones, Verb tenses, Subject-verb agreement, Punctuation, Cloze procedure, Multiple-choice, Context clues, Literary techniques**

---

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 |       |      |
|--------------|-------|------|
| Day          | Month | Year |
|              |       |      |

| UNIQUE PUPIL NUMBER |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|
|                     |  |  |  |  |  |  |  |  |  |

| SCHOOL NUMBER |  |  |  |  |  |
|---------------|--|--|--|--|--|
|               |  |  |  |  |  |

| DATE OF BIRTH |       |      |
|---------------|-------|------|
| Day           | Month | Year |
|               |       |      |

Please mark boxes with a thin horizontal line like this .

### The Secret Garden

|           |                            |                            |                            |                            |                            |
|-----------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>1</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>2</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>3</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>4</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>5</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>6</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>7</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>8</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>9</b>  | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>10</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>11</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>12</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>13</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>14</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>15</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>16</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>17</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>18</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>19</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>20</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>21</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>22</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>23</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |

### Punctuation Exercise

|           |                            |                            |                            |                            |                            |
|-----------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>24</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>25</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>26</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>27</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>28</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>29</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>30</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>31</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |

### A Ghostly Encounter

|           |                            |                            |                            |                            |                            |
|-----------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>32</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>33</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>34</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>35</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>36</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>37</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>38</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>39</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |
| <b>40</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | N <input type="checkbox"/> |

### Caught Out?

|           |                            |                            |                            |                            |                            |
|-----------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>41</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>42</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>43</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>44</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>45</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>46</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>47</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>48</b> | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| <b>49</b> | 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 2)

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 answer sheet for Ermysted's Grammar School 11+ English Test 2, designed for familiarisation purposes. The sheet is a multiple-choice answer document used to record responses to questions across four distinct sections of the English examination. Students mark their answers by filling boxes with horizontal lines. The paper tests comprehension and language skills through passages titled 'The Secret Garden', a punctuation exercise, 'A Ghostly Encounter', and 'Caught Out?'. This is specifically a standardised test format produced by GL Assessment for selective school entrance examinations at age 11. The answer sheet contains 49 numbered questions in total, with varying numbers of answer options (A-E or A-D plus N for some sections). As a familiarisation document, it allows students to practise the marking method and understand the test structure before sitting the actual examination.

## How this paper is organised

---

The answer sheet is organised into four distinct sections corresponding to different parts of the English examination. The first section, 'The Secret Garden', contains 23 questions (questions 1-23), each with five answer options (A-E). The second section, 'Punctuation Exercise', comprises 8 questions (questions 24-31) with four letter options (A-D) plus an 'N' option. The third section, 'A Ghostly Encounter', has 9 questions (questions 32-40) with four options plus 'N'. The final section, 'Caught Out?', contains 9 questions (questions 41-49) with five options (A-E). The sheet includes fields for pupil name, school name, unique pupil number, school number, date of test, and date of birth, reflecting standardised test administration requirements.

## Topics covered

---

- Reading comprehension based on literary extracts (The Secret Garden)
- Punctuation identification and correction
- Comprehension of narrative fiction passages (A Ghostly Encounter)
- Inference and deduction from written text (Caught Out?)
- Grammar and language mechanics
- Understanding of sentence structure and syntax
- Vocabulary in context within literary passages
- Critical reading skills appropriate to 11+ level

## How to use this paper for revision

---

- Practise filling answer boxes with thin horizontal lines as specified, ensuring marks are clear and confined to single boxes to avoid scanning errors.
- Familiarise yourself with the different answer option formats: some sections have A-E choices while others have A-D plus N (likely meaning 'None' or 'No change').
- Study classic children's literature extracts, particularly The Secret Garden, to understand the style and vocabulary used in comprehension passages.
- Review all major punctuation marks, their purposes, and common errors, as the dedicated punctuation exercise suggests this is heavily weighted.
- Practise reading ghostly or atmospheric narrative passages and answering questions that test inference, tone, and character motivation.
- Time yourself when completing practice papers to develop efficient reading and decision-making skills under examination conditions.
- Understand that the 'N' option in some sections likely indicates 'no error' or 'no change needed', requiring confidence in identifying correct existing text.

## Common mistakes to avoid

---

- Marking multiple boxes for a single question or making marks outside the designated boxes, which can confuse optical mark readers and result in lost marks.
- Rushing through the longest section (The Secret Garden with 23 questions) and leaving insufficient time for later sections that may be more straightforward.
- In punctuation questions, overlooking subtle errors or incorrectly selecting an option when the 'N' (no change) answer is correct.
- Misreading question numbers and recording answers in the wrong boxes, particularly when moving between sections with different numbering.
- Failing to check that every question has been answered, especially as there are 49 questions spread across four differently-structured sections.
- Not understanding that some sections test different skills (comprehension versus technical grammar) and failing to adjust reading approach accordingly.

## Exam technique

---

When using this answer sheet, read each question carefully and locate the corresponding numbered row before marking. Use a pencil so errors can be erased cleanly. Make thin, horizontal lines that fill the box without extending beyond boundaries. Start with The Secret Garden section but monitor time carefully as it contains nearly half the questions. The punctuation exercise may be quicker if you're confident with grammar rules. For sections with the 'N' option, remember this likely means 'no change needed'—don't feel obligated to select an error if none exists. If time permits, check your answer sheet against question numbers to ensure no answers are misaligned. Leave no questions unanswered; educated guessing is better than blank responses. Review any questions where you were uncertain if time allows at the end.

## What to revise alongside this paper

---

Students preparing for this examination should revise classic children's literature, particularly Victorian and Edwardian novels like *The Secret Garden* by Frances Hodgson Burnett, to become comfortable with period vocabulary and narrative styles. Study all punctuation marks in detail: commas, apostrophes, speech marks, colons, semicolons, and their correct usage. Practise comprehension skills including literal understanding, inference, vocabulary in context, and authorial intent. Review grammatical concepts such as sentence types, clauses, and common errors. Consider practising with other GL Assessment 11+ materials and familiarisation papers. Develop

broader reading habits across fiction genres to improve reading speed and comprehension under timed conditions.

## Key terms

---

**Multiple-choice, Reading comprehension, Punctuation, Grammar, Inference, Literary extract, Optical mark recognition, Narrative fiction, Syntax, Context clues, Proofreading, The Secret Garden, Selective school entrance, 11+ examination, Standardised testing**

---

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

## English Familiarisation 2

### The Secret Garden

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

### Punctuation Exercise

24. C
25. C
26. N
27. D
28. C
29. B
30. A
31. D

### A Ghostly Encounter

32. B
33. C
34. A
35. B
36. C
37. A
38. N
39. C
40. C

### Caught Out?

41. D
42. A
43. B
44. E
45. C
46. B
47. C
48. A
49. D

# Paper Notes: 11+ English Answers (Test 2)

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

## Overview

---

This is the answer key for Ermysted's Grammar School 11+ English Familiarisation Test 2, designed to help prospective students prepare for the school's selective entrance examination. The document provides correct answers to multiple-choice questions organised across four distinct sections: 'The Secret Garden' (questions 1-23), 'Punctuation Exercise' (questions 24-31), 'A Ghostly Encounter' (questions 32-40), and 'Caught Out?' (questions 41-49). Each answer is denoted by a letter (A-E) or 'N', indicating the correct response to reading comprehension and punctuation questions. This answer sheet allows students, parents, and tutors to mark completed test papers accurately and identify areas requiring further practice before the actual 11+ entrance exam.

## How this paper is organised

---

The answer key is structured to correspond with a 49-question test divided into four named sections. 'The Secret Garden' comprises 23 questions (1-23), likely based on an extract from Frances Hodgson Burnett's classic novel. The 'Punctuation Exercise' section contains 8 questions (24-31), testing technical grammar skills. 'A Ghostly Encounter' includes 9 questions (32-40), presumably another comprehension passage. The final section, 'Caught Out?', contains 9 questions (41-49). Answers are presented in a simple columnar format with question numbers and corresponding letter answers. One answer (question 26) is marked 'N', which may indicate 'None of the above' or a special response format in that particular question.

## Topics covered

---

- Reading comprehension of classic children's literature (The Secret Garden)
- Interpretation of narrative fiction and character analysis
- Punctuation rules and their correct application in sentences
- Grammar and syntax understanding
- Comprehension of ghost story or mystery narrative (A Ghostly Encounter)
- Inference and deduction from written text
- Vocabulary in context and word meaning
- Understanding of literary techniques and narrative structure
- Critical reading skills appropriate to Year 6/11+ level

## How to use this paper for revision

---

- Compare your answers systematically with this key, noting not just wrong answers but patterns in the types of questions you miss.
- For comprehension errors, return to the original passage and identify exactly where the correct answer is supported by textual evidence.
- Create a punctuation reference sheet based on questions 24-31, listing each rule tested and an example of correct usage.
- If you struggled with The Secret Garden section, read wider extracts from classic children's literature to build familiarity with period language.
- Research any vocabulary from the passages that you found unfamiliar, building a personal glossary of challenging words.
- Practice timing yourself on similar 11+ papers to ensure you can complete 49 questions within the allocated exam time.
- Discuss questions where the answer was 'N' with a tutor to understand what made all other options incorrect.

## Common mistakes to avoid

---

- Rushing through longer passages and missing key details that distinguish between similar answer options, particularly in multi-paragraph comprehension texts.
- Confusing punctuation marks with similar functions, such as colons versus semicolons, or misunderstanding when commas are grammatically required versus optional.
- Selecting answers that seem plausible but aren't directly supported by the text, relying on assumptions rather than evidence from the passage.
- Misreading questions that ask for 'not true' or contain negative phrasing, leading to selecting the opposite of the correct answer.
- Overlooking subtle differences between answer choices, especially when multiple options appear partially correct but only one is fully accurate.
- Failing to consider the context of vocabulary questions, choosing a common definition rather than the meaning that fits the specific passage.

## Exam technique

---

When using this answer key for self-assessment, mark your work honestly and record your raw score for each section separately to identify which text types challenge you most. Calculate your overall percentage and set improvement targets. For incorrect answers, don't simply note the right letter—revisit the original question paper, reread the relevant passage section, and write a brief explanation of why the correct answer is right and why your choice was wrong. This metacognitive approach deepens understanding. If you scored below 70%, consider reattempting the paper after a week's targeted revision. Pay special attention to the punctuation section, as these technical skills can be systematically improved through focused study of grammar rules.

## What to revise alongside this paper

---

Students preparing for the Ermysted's Grammar School 11+ should revise punctuation rules comprehensively, including commas, semicolons, colons, apostrophes, and speech marks. Read widely from classic and contemporary children's literature to build familiarity with different narrative styles and vocabulary levels. Practice additional 11+ English papers from various grammar schools to experience different question formats and difficulty levels. Develop core skills in identifying main ideas, making inferences, understanding figurative language, and analysing character motivation. Consider studying basic literary devices such as metaphor, simile, and personification, which

frequently appear in 11+ comprehension passages. Strengthen spelling and vocabulary through regular practice, as these underpin both comprehension and written tasks in entrance examinations.

## Key terms

---

**Reading comprehension, Inference, Textual evidence, Punctuation, Grammar, Syntax, Context clues, Multiple-choice format, Classic literature, Narrative structure, Character interpretation, Vocabulary in context, Selective entrance examination, 11+ assessment**

---

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