

# 11+ English Practice Paper 2

## Answers

For parents and teachers · keep this booklet separate from the paper

### Quick answer key

|      |      |      |      |      |
|------|------|------|------|------|
| 1 B  | 2 D  | 3 A  | 4 C  | 5 B  |
| 6 A  | 7 D  | 8 C  | 9 A  | 10 B |
| 11 D | 12 C | 13 B | 14 A | 15 D |
| 16 C | 17 A | 18 B | 19 C | 20 D |
| 21 B | 22 A | 23 C | 24 D | 25 A |
| 26 B | 27 B | 28 N | 29 D | 30 A |
| 31 D | 32 C | 33 A | 34 N | 35 C |
| 36 A | 37 N | 38 D | 39 B | 40 C |
| 41 N | 42 A | 43 B | 44 A | 45 C |
| 46 D | 47 B | 48 E | 49 C | 50 D |

### What does the score mean?

Give one mark per correct answer, out of 50. Real 11+ results are reported as *standardised* scores, which compare your child with everyone who sat the same test, so a raw score on a practice paper can't be converted into a pass or fail. Use it to track progress from paper to paper and, more importantly, to find which skills need work.

#### 45–50

Excellent. Keep practising under timed conditions.

#### 38–44

Strong. Look closely at the explanations for the ones missed.

#### 30–37

Developing. Use the skill tracker below to find a focus.

#### Below 30

Building. Practise one skill at a time before more full papers.

### Skill tracker

Circle the questions your child got wrong. The row with the most circles is the skill to practise next.

| Skill                                                      | Questions            | Score |
|------------------------------------------------------------|----------------------|-------|
| Retrieval — finding information that is stated in the text | 16, 22               | / 2   |
| Inference — working out what is suggested but not stated   | 5, 9, 11, 15, 17, 26 | / 6   |

|                                              |                                |     |
|----------------------------------------------|--------------------------------|-----|
| Vocabulary in context                        | 6, 19                          | / 2 |
| Language and persuasive techniques           | 4, 8, 10, 12, 14, 20, 21, 24   | / 8 |
| Structure, purpose and audience              | 1, 2, 3, 7, 13, 23, 25         | / 7 |
| Grammar and word classes                     | 18                             | / 1 |
| Spelling                                     | 27, 28, 29, 30, 31, 32, 33, 34 | / 8 |
| Punctuation and capital letters              | 35, 36, 37, 38, 39, 40, 41, 42 | / 8 |
| Sentence completion (vocabulary and grammar) | 43, 44, 45, 46, 47, 48, 49, 50 | / 8 |

**1 B — To persuade readers to oppose the council’s plan. STRUCTURE**

*What is the main purpose of this letter?*

The writer says it directly in lines 12–13: “I am writing to urge every reader of this newspaper to oppose it.” The walk (A) and the parking problem (D) are both mentioned, but only to support that main aim.

**2 D — The editor and readers of a local newspaper. STRUCTURE**

*Who is the letter written for?*

It opens “Dear Editor” (line 1) and speaks to “every reader of this newspaper” (lines 12–13). The councillors (A) are mentioned, but the writer is trying to win over ordinary readers so that they will contact the council.

**3 A — To make readers feel how special the wood is before revealing the threat to it. STRUCTURE**

*Why does the writer begin with a description of the wood at dawn (lines 2–9)?*

The first paragraph makes us fall in love with the wood. Only then, in line 10, do we learn it might be destroyed — so the news feels like a loss. This is a common and powerful way to open a persuasive piece.

**4 C — human manners and feelings. LANGUAGE**

*The deer “studied me with polite curiosity” (line 6). This gives the deer...*

Being “polite” and “curious” are human qualities, so this is personification. It makes the deer seem gentle and almost friendly, which makes the reader more likely to want to protect them.

**5 B — To stress how surprising and precious it is to have wild nature so close to the town. INFERENCE**

*Why does the writer point out that this happened “less than a mile from the high street” (lines 8–9)?*

Seeing deer and hearing a song thrush is unusual so close to shops, which makes the wood seem rare and valuable. D is a clever trap: the closeness could be an argument FOR the car park, but that is not why she mentions it.

**6 A — cut down. VOCABULARY**

*In line 11, the word “fell” means...*

To “fell” a tree or a wood means to cut it down. “Fell” can also mean a hill (C) or be the past tense of “fall”, so always check which meaning fits the sentence: you “fell the wood” to make room for a car park.

**7 D — To seem fair and reasonable, which makes her argument more convincing. STRUCTURE**

*In lines 14–17, the writer agrees that parking in Haverley is “a genuine problem”. Why does she do this?*

Admitting the other side has a point, and then answering it, is called a counter-argument. Readers trust a writer who seems fair — and she immediately turns it round with “But is destroying an ancient woodland really the only answer?”

**8 C — a rhetorical question. LANGUAGE**

*“But is destroying an ancient woodland really the only answer?” (lines 17–18) is an example of...*

A rhetorical question is asked for effect, not because the writer wants a reply — she answers it herself: “Of course it is not.” It makes the reader think the answer is obvious.

**9 A — A survey by volunteers recorded thirty-one species of bird. INFERENCE**

*Which of these is a FACT rather than an opinion?*

A fact can be checked and proved: you could look at the survey’s results (lines 22–24). The other three are the writer’s opinions — someone else could disagree with each one.

- 10 B — To quote a councillor's exact words, so that she can disagree with them. LANGUAGE**  
*Why does the writer put "some trees" in inverted commas (line 19)?*  
The inverted commas show these are someone else's words: "as one councillor described it". Quoting the phrase lets her show how dismissive it sounds, and then prove it wrong with the facts that follow.
- 11 D — The oak is even older than the town hall. INFERENCE**  
*What does the detail about the town hall (lines 21–22) suggest?*  
If the oak was "already a sturdy tree when the town hall was built", it must have been growing before the town hall existed. Comparing it to a familiar old building helps readers picture just how old the tree is.
- 12 C — A short, blunt sentence gives the point extra force. LANGUAGE**  
*Why is "There is no next wood." (line 25) such a short sentence?*  
After a long sentence full of numbers, five plain words hit hard. It also answers the idea that wildlife could simply move elsewhere — there is nowhere else for it to go.
- 13 B — the wood is important to people, not just wildlife. STRUCTURE**  
*In the paragraph beginning on line 26, the writer moves on to argue that...*  
The paragraph opens with a clear topic sentence: "The wood matters to people, too." The word "too" links it back to the previous paragraph about wildlife (A) and shows she is adding a new reason.
- 14 A — To appeal to readers' emotions with a personal story. LANGUAGE**  
*Why does the writer mention her husband's illness (lines 28–30)?*  
A personal story (an anecdote) makes the argument feel real and touching. Readers who have their own memories of the wood will feel the same way — which is exactly what her next question asks them to do.
- 15 D — This is an estimate, not a proven fact. INFERENCE**  
*"Hundreds, I would guess – perhaps thousands." (lines 30–31). What do the words "I would guess" tell us?*  
Writers who are being honest signal when they are guessing. Spotting phrases like "I would guess", "I believe" or "probably" helps you tell the difference between fact and opinion.
- 16 C — The empty bus depot on Mill Road. RETRIEVAL**  
*What does the writer suggest could be used instead of Hollins Wood?*  
Lines 32–34 name the old bus depot on Mill Road. She also suggests a park-and-ride scheme from the ring road (lines 35–36) — but a ring road already exists, so A is not what she says.
- 17 A — Because using it would not destroy any nature. INFERENCE**  
*Why does she mention that the depot is "already covered in concrete" (line 34)?*  
Her whole argument is about protecting the wood. A site that is already concrete could become a car park without losing a single tree — as she says in the next sentence: "Neither option requires a single tree to be cut down."
- 18 B — Adjective GRAMMAR**  
*In "The old bus depot on Mill Road has stood empty for six years" (lines 33–34), what word class is "empty"?*  
"Empty" describes the depot (what has the depot been like? empty), so it is an adjective. Be careful: "empty" can be a verb in other sentences, such as "Please empty the bin."
- 19 C — Led by feelings rather than facts VOCABULARY**  
*Which word or phrase is closest in meaning to "sentimental" (line 38)?*  
Someone who is sentimental lets emotions, especially fond memories, guide their opinions. The writer expects her opponents to say this, so that they can dismiss her argument — and she answers them in the next sentences.

**20 D — Destroying the wood would be as harmful as vandalism, even though it is officially allowed. LANGUAGE**

*What does the writer mean by “vandalism with a planning permit” (lines 40–41)?*

Vandalism means deliberately damaging something valuable. A planning permit makes something allowed. Putting the two side by side says: the paperwork may make it legal, but it is still destruction.

**21 B — Repetition LANGUAGE**

*“You cannot plant a four-hundred-year-old oak. You cannot order a song thrush from a catalogue.” (lines 42–44).*

*Which technique is used here?*

Both sentences begin “You cannot...”. Repeating the same opening drives the point home: once the wood has gone, it can never be replaced, whatever you try.

**22 A — Ask why the wood was allowed to be destroyed. RETRIEVAL**

*According to the writer, what will “our grandchildren” do (lines 44–45)?*

Lines 44–45: they “will not thank us for a car park; they will ask us why we let it happen.” B is the exact opposite of what she says — read the “not” carefully.

**23 C — So that readers can act on her argument by attending. STRUCTURE**

*Why does the final paragraph give the date, time and place of the council meeting?*

A persuasive piece often ends with a “call to action” — telling readers exactly what to do next. Giving the details makes it easy for them to go.

**24 D — It creates an urgent, heartfelt appeal that builds to her final request. LANGUAGE**

*The word “Please” begins three sentences in a row (lines 46–47). What is the effect?*

Repeating “Please” in three short sentences (a rule of three) makes the ending feel urgent and emotional, and each request is a little bigger than the last: come, write, stand up for the wood. A is true but too simple — it doesn’t explain the effect of the repetition.

**25 A — Because it is a formal letter to someone she has not named. STRUCTURE**

*Why does the writer sign off “Yours faithfully” (line 49)?*

In formal British letters, “Dear Sir or Madam” or “Dear Editor” is followed by “Yours faithfully”. If you write to someone by name (“Dear Mrs Clarke”), you end “Yours sincerely”.

**26 B — Passionate but reasonable INFERENCE**

*Which phrase best describes the tone of the letter as a whole?*

She clearly cares deeply (passionate), but she also admits the parking problem, offers alternatives and backs up her points with evidence (reasonable). Strong words like “vandalism” are used sparingly, so A goes too far.

## Section B: Spelling — explained

Questions 27–34

**27 B — “looking foward to the” → *forward***

“Forward” has an r in both halves: for-ward. Say it slowly to hear both.

**28 N — no mistake**

No mistake. “Excitement” is often misspelled — remember the “xc” in the middle.

**29 D — “neccessary permission slip.” → *necessary***

“Necessary” has one collar and two sleeves: one c, two s’s.

**30 A — “The journey took an hour,” → *journey***

“Journey” is spelled with “our”, like “journal” and “journalist”, which come from the same root.

**31 D — “diffrence between trees.” → *difference***

Don’t drop the middle syllable: dif-fer-ence. It comes from “differ”, so keep the “er”.

**32 C — “rounded lobes, wheras” → *whereas***

“Whereas” is “where” + “as”. Keep the whole word “where” at the start.

**33 A — “We definatly” → *definitely***

“Definitely” contains the word “finite” (de-finite-ly). There is no letter a in it.

**34 N — no mistake**

No mistake. “Exhausted” has a silent h, and “completely” keeps the e from “complete” before -ly.

## Section C: Punctuation — explained

Questions 35–42

**35 C — “thought about the plan’s” → *the plans***

“Plans” is simply a plural here — nothing belongs to the plans — so it needs no apostrophe.

**36 A — ““we should write to” → “*We should*”**

Spoken words always begin with a capital letter, even in the middle of a sentence.

**37 N — no mistake**

No mistake. The comma before “so” correctly joins the two parts of the sentence.

**38 D — “about the old oak tree” → *oak tree.***

The sentence has ended, so it needs a full stop.

**39 B — “posted thirty two letters” → *thirty-two***

Numbers from twenty-one to ninety-nine are hyphenated when written as words.

**40 C — “very proud of you all” → *you all,*”**

When the spoken words are followed by “she told us”, they end with a comma inside the speech marks.

**41 N — no mistake**

No mistake. The colon introduces what the reply said, and “its” (belonging to the council) correctly has no apostrophe.

**42 A — “Wed done it! Well,” → *We’d***

“We’d” is short for “we had”, so it needs an apostrophe where the letters are missing. Without it, it becomes a different word: “wed”.

**43 B — familiar**

If oaks are found “across the country”, they are common and well known — “familiar”. “Rare” contradicts the rest of the sentence.

**44 A — older**

“Than” needs the comparative form: “older than”. “Elder” is only used for people in a family (“my elder sister”), and “more old” is not standard English.

**45 C — support**

The oak provides food and shelter for these creatures, so it “supports” them. None of the other verbs makes sense with a list of wildlife that lives on the tree.

**46 D — source**

A “source” is where something comes from. Watch out for “sauce”, which sounds similar but is something you pour on food.

**47 B — but**

The jays plan to eat the acorns, but then forget some — a contrast — so we need “but”.

**48 E — grow**

After “may” we need the plain form of the verb: “may grow”.

**49 C — patience**

We need a noun meaning the ability to wait calmly: “patience”. “Patients” sounds the same but means people receiving medical care.

**50 D — meet**

After “will never” we need the plain verb “meet”. “Meat” is a homophone — it sounds the same but means food.

Persuasive writing is a toolkit: a handful of techniques that work whether you are writing a letter, a speech or an article. “Save Hollins Wood” uses eight of them. Spot each one, then try it in your own writing.

### 1. Hook with a picture

*“Two roe deer stepped out of the bracken, studied me with polite curiosity, and stepped back in again.”* (line 5–7)

Before arguing anything, the writer makes us care. A vivid scene is far more persuasive than “The wood is nice.”

**Try it:** Open with a short scene or moment that shows why your topic matters, then explain what is at stake.

### 2. Say clearly what you want

*“I am writing to urge every reader of this newspaper to oppose it.”* (line 12–13)

Readers should never have to guess your aim. One clear sentence near the start tells them what you want them to think or do.

**Try it:** By the end of your second paragraph, write one sentence beginning “I am writing to...” or “I believe that...”.

### 3. Answer the other side

*“Let me be fair to the council. Parking in Haverley is a genuine problem ... But is destroying an ancient woodland really the only answer?”* (line 14–18)

Admitting the other side has a point, then answering it (a counter-argument), makes you sound fair. It is one of the techniques examiners look for most.

**Try it:** Use the pattern: “Some people say... This is a fair point. However...”.

### 4. Use evidence

*“A survey carried out by volunteers last spring recorded thirty-one species of bird, five species of bat and more than two hundred kinds of insect.”* (line 22–24)

Facts and numbers are hard to argue with. Notice that she says where they came from: a survey.

**Try it:** Back up each main point with a fact, a number or a real example. In an exam, a believable example from your own life works well.

### 5. Ask rhetorical questions

*“How many other residents have similar stories?”* (line 30)

A question the reader answers silently in their head pulls them into the argument. Use them sparingly: one or two is plenty.

**Try it:** Ask a question your reader can only answer one way.

### 6. Tell a personal story

*“When my husband was ill, a slow walk among the trees was the only thing that lifted his spirits.”* (line 28–30)

A short anecdote turns an argument into something human that readers feel, not just understand.

**Try it:** Add one sentence about a real moment, yours or someone you know, that shows why your point matters.

## 7. Offer a solution

*“The old bus depot on Mill Road has stood empty for six years...” (line 32–37)*

Saying “no” is easy. Suggesting a better answer makes you look sensible and leaves your opponents with fewer arguments.

**Try it:** If you are against something, suggest what should happen instead.

## 8. Repeat, and end with a call to action

*“Please come. Please write to your councillor. Please, before it is too late, stand up for the wood.” (line 46–48)*

Repetition in threes makes the ending memorable and urgent, and it tells the reader exactly what to do next.

**Try it:** Finish by telling your reader what to do, using a group of three.

## A 5-minute plan for Task 1

Five minutes of planning gives your argument a shape. Jot down a few words for each box, not full sentences.

|                   |                                                                                                                             |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Opening</b>    | Hook the reader with a question or a short scene. Then say clearly what you want and why you are writing.                   |
| <b>Point 1</b>    | Your strongest reason, with an example or fact to back it up.                                                               |
| <b>Point 2</b>    | A second, different reason, also with evidence. Start the paragraph with a connective such as “Secondly” or “What is more”. |
| <b>Other side</b> | What might someone who disagrees say? Admit it is fair, then answer it with “However...”.                                   |
| <b>Ending</b>     | Sum up in one sentence, then a call to action: what should the reader do now?                                               |

## Model answer — Task 1

About 290 words. In 25 minutes, a clear, well-organised letter matters more than a long one. The numbers point to the notes after the letter.

Dear Mrs Clarke,

Think back to the lesson you remember best from your own school days. Was it sitting at a desk, copying from the board? Or was it the day you went outside? <sup>1</sup>

I am writing on behalf of Class 6B to ask you to give every class in our school one lesson a week outdoors. <sup>2</sup> We believe it would make us healthier, help us to learn more, and teach us to care for the world around us. <sup>3</sup>

Firstly, being outside is good for us. We spend almost the whole school day sitting down, and many of us go straight home to screens. An hour of learning outdoors would get us moving, breathing fresh air and noticing the seasons change. <sup>4</sup>

Secondly, some lessons simply work better outside. Last term, when Mr Hughes took us onto the field to measure our shadows at different times of day, every single person in the class understood how the Earth turns. <sup>5</sup> Nobody had understood it from the textbook.

Of course, some people will worry about the weather, or about losing time to prepare for tests. These are fair points. However, waterproof coats are cheap, many lessons could move outside without any changes, and children who are focused learn more, not less. <sup>6</sup>

Finally, how can we be expected to look after nature if we never spend time in it? <sup>7</sup> Our school field and the wildlife garden behind the hall are waiting to be used.

We are not asking for a new building. We are not asking for expensive equipment. We are asking for one hour, once a week. <sup>8</sup> Please let us try it for one term – we are sure the results will speak for themselves.

Yours sincerely, <sup>9</sup>

Leo Mensah, Class 6B

## Why the model answer works

1. The letter opens with rhetorical questions that make the headteacher remember their own experience. Personal and hard to ignore.
2. The aim is stated clearly and early, and it says who the letter is from.
3. A “map” of three reasons tells the reader what is coming. Each of them then gets its own paragraph.
4. Each paragraph starts with a connective (Firstly, Secondly, Finally) and makes just one point.
5. A specific, believable example is far more convincing than “we learn better outside”.
6. Counter-argument: the other side’s worries are taken seriously (“These are fair points”), then answered with “However”.
7. A rhetorical question that leaves the reader only one possible answer.
8. Repetition (“We are not asking... We are asking...”) makes the request seem small and reasonable.
9. “Yours sincerely”, because the letter is to someone by name. “Dear Sir or Madam” or “Dear Editor” would end “Yours faithfully”.

## Tips for Tasks 2 and 3

**Task 2 — Speech.** A speech is written to be heard, so speak directly to your audience (“Councillors, ladies and gentlemen...”) and use “you” and “we”. Keep sentences short enough to say in one breath, use repetition so listeners remember your key point, and end with a clear request. You can borrow facts from the letter, but put them in your own words and add your view as a child who uses the wood.

**Task 3 — Story.** This is a story, not an argument, so show the wood through a character’s eyes. A ticking clock works well (the machines arrive at dawn). Give the wood details that make readers care, and decide whether your ending is hopeful or sad. Paper 1’s writing guide has more story techniques.

## Upgrade your sentences

| INSTEAD OF...                            | TRY...                                                                                        |
|------------------------------------------|-----------------------------------------------------------------------------------------------|
| I think homework is bad.                 | Homework steals the hours that children need for reading, playing and resting.                |
| Lots of people like the park.            | Every Saturday morning, the park is full of families, joggers and five-a-side football teams. |
| You should do this.                      | Imagine what we could achieve if we tried it for just one term.                               |
| Some people disagree but they are wrong. | Some people argue that it would cost too much. In fact, it would cost almost nothing.         |

## Marking the writing (a guide for parents)

Give up to 5 marks for each area, out of 20. This is a guide to help you give useful feedback, not an official mark scheme. Schools assess writing in different ways, and some (such as the Kent Test) use the writing task only in certain circumstances, rather than adding it to the score.

|                                            |                                                                                                                          |     |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Purpose and audience</b>                | Is it clear what the writer wants? Is the tone right for the reader (polite and formal for a headteacher or councillor)? | / 5 |
| <b>Structure and paragraphs</b>            | An opening that states the aim, one point per paragraph, connectives, a counter-argument and a clear ending.             | / 5 |
| <b>Persuasive techniques</b>               | Evidence and examples, rhetorical questions, repetition, emotive words, used with purpose rather than crammed in.        | / 5 |
| <b>Sentences, spelling and punctuation</b> | Varied sentence lengths; correct letter layout and sign-off; accurate commas, apostrophes and capital letters.           | / 5 |

Pick **one** thing your child did well and **one** thing to try next time. That works better than correcting everything at once.

More free papers and practice: [elevenplusfc.co.uk/11-plus-english-papers](https://elevenplusfc.co.uk/11-plus-english-papers). The Elevenplus FC app has timed mock exams, comprehension, SPAG and a creative writing coach that gives feedback on your child’s writing.