

11+ English Practice Paper 2

Comprehension · Spelling · Punctuation · Sentence completion · Creative writing

Name _____

Date _____

Score / 50 _____

50

multiple-choice questions

50 min

for Sections A–D

30 min

optional writing task

Ages 9–11

Year 5 and 6

Instructions

1. You have **50 minutes** for Sections A to D. Work as quickly and carefully as you can.
2. Mark every answer on the **answer sheet** at the back of this paper, not on the questions. Draw a firm line through the box you choose.
3. If you want to change an answer, rub it out completely and mark your new answer.
4. If you get stuck, don't spend too long on one question. Make your best guess and move on — you can come back to it at the end.
5. Read the letter in Section A carefully. You may look back at it as often as you like.
6. Section E (creative writing) is separate. Do it on another day, or after a break, with its own 30 minutes.

SECTION	QUESTIONS	SUGGESTED TIME
A · Comprehension	1–26	about 26 minutes
B · Spelling	27–34	about 8 minutes
C · Punctuation	35–42	about 8 minutes
D · Sentence completion	43–50	about 8 minutes
E · Creative writing	one task	30 minutes (separate)

This is a practice paper in the style of a GL Assessment 11+ English paper. It is not an official GL Assessment paper and is not endorsed by GL Assessment. Exam formats vary by area and school, so always check your target school's admissions guidance. Free to print and copy for home and classroom use. Answers and explanations are in the separate answers booklet.

Do not turn over until you are told to begin.

Read the letter carefully, then answer the questions that follow. Line numbers are given in the margin to help you find your way.

Save Hollins Wood

A letter to a local newspaper, written for this paper. Haverley and Hollins Wood are imaginary.

Dear Editor,

Last Tuesday, at half past six in the morning, I stood at the edge of Hollins Wood and listened. A song thrush was repeating each phrase of its song two or three times, as if it wanted to be sure the world had heard.

5 Somewhere deeper among the trees, a woodpecker was drumming. Two roe deer stepped out of the bracken, studied me with polite curiosity, and stepped back in again. It was, I am not ashamed to say, one of the most beautiful moments of my life – and it happened less than a mile from the high street.

10 If the council has its way, that moment will never happen again. Next month, councillors will vote on a plan to fell the wood and replace it with a car park for four hundred vehicles. I am writing to urge every reader of this newspaper to oppose it.

15 Let me be fair to the council. Parking in Haverley is a genuine problem. On market days, drivers circle the town centre for twenty minutes or more, and some shoppers have given up coming altogether. Nobody disputes that something must be done. But is destroying an ancient woodland really the only answer? Of course it is not.

20 Hollins Wood is not simply “some trees”, as one councillor described it at last month’s meeting. Parts of it have been wooded for at least four hundred years. Its oldest oak, which local children call the Grandmother, was already a sturdy tree when the town hall was built. 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. These creatures
25 cannot simply pack up and move to the next wood. There is no next wood.

The wood matters to people, too. Every week, the primary schools on Station Road take their pupils there for outdoor lessons. Dog walkers, runners and families use its paths every day of the year. When my husband was ill, a slow walk among the trees was the only thing that lifted his
30 spirits. How many other residents have similar stories? Hundreds, I would guess – perhaps thousands.

There are better solutions, and they are not difficult to find. The old bus depot on Mill Road has stood empty for six years; it is larger than the proposed car park and already covered in concrete. A

35 park-and-ride scheme from the ring road would reduce traffic in the town
centre rather than inviting more of it in. Neither option requires a
single tree to be cut down.

Some will say that I am sentimental, and that a town must grow and
change. I agree that it must. But growth that destroys the very things
40 that make a place worth living in is not progress; it is vandalism with a
planning permit.

Once Hollins Wood is gone, it is gone for ever. You cannot plant a
four-hundred-year-old oak. You cannot order a song thrush from a
catalogue. Our grandchildren will not thank us for a car park; they will
45 ask us why we let it happen.

The council meets on 14th November at 7 p.m. in the town hall. Please
come. Please write to your councillor. Please, before it is too late,
stand up for the wood.

Yours faithfully,

50 Margaret Okafor, Hollins Lane, Haverley

Answer these questions about "Save Hollins Wood". Choose the best answer for each and mark its letter on your answer sheet.

- 1 What is the main purpose of this letter?
 - A To describe an early-morning walk.
 - B To persuade readers to oppose the council's plan.
 - C To explain how a car park is built.
 - D To complain about the parking in Haverley.
- 2 Who is the letter written for?
 - A The councillors who will vote on the plan.
 - B The volunteers who carried out the survey.
 - C The writer's husband.
 - D The editor and readers of a local newspaper.
- 3 Why does the writer begin with a description of the wood at dawn (lines 2–9)?
 - A To make readers feel how special the wood is before revealing the threat to it.
 - B To show that she always gets up early.
 - C To prove that she is an expert on birds.
 - D To give directions to the wood.
- 4 The deer "studied me with polite curiosity" (line 6). This gives the deer...
 - A an aggressive manner.
 - B a frightened manner.
 - C human manners and feelings.
 - D a hungry look.
- 5 Why does the writer point out that this happened "less than a mile from the high street" (lines 8–9)?
 - A To explain why the high street is busy.
 - B To stress how surprising and precious it is to have wild nature so close to the town.
 - C To complain about noise from the town centre.
 - D To show that a car park there would be convenient.
- 6 In line 11, the word "fell" means...
 - A cut down.
 - B trip over.
 - C a hill or moor.
 - D sell off.

- 7 In lines 14–17, the writer agrees that parking in Haverley is “a genuine problem”. Why does she do this?
- A Because she wants the car park to be built.
 - B Because she has changed her mind halfway through.
 - C Because she owns a shop in the town centre.
 - D To seem fair and reasonable, which makes her argument more convincing.
- 8 “But is destroying an ancient woodland really the only answer?” (lines 17–18) is an example of...
- A a simile.
 - B alliteration.
 - C a rhetorical question.
 - D a statistic.
- 9 Which of these is a FACT rather than an opinion?
- A A survey by volunteers recorded thirty-one species of bird.
 - B It was one of the most beautiful moments of my life.
 - C There are better solutions.
 - D It is vandalism with a planning permit.
- 10 Why does the writer put “some trees” in inverted commas (line 19)?
- A Because “Some Trees” is the wood’s official name.
 - B To quote a councillor’s exact words, so that she can disagree with them.
 - C Because it is the title of a book.
 - D To show that she is speaking out loud.
- 11 What does the detail about the town hall (lines 21–22) suggest?
- A The town hall is built from oak.
 - B Local children named the town hall.
 - C The oak is younger than the town hall.
 - D The oak is even older than the town hall.
- 12 Why is “There is no next wood.” (line 25) such a short sentence?
- A Because the writer has run out of ideas.
 - B To describe how small the wood is.
 - C A short, blunt sentence gives the point extra force.
 - D Because it is a question.
- 13 In the paragraph beginning on line 26, the writer moves on to argue that...
- A the wood is home to many kinds of wildlife.
 - B the wood is important to people, not just wildlife.
 - C the local schools should be moved.
 - D dogs are damaging the paths.

- 14 Why does the writer mention her husband's illness (lines 28–30)?
- A To appeal to readers' emotions with a personal story.
 - B To show that her husband is a councillor.
 - C To prove that the wood is dangerous.
 - D To explain why she walks her dog there.
- 15 "Hundreds, I would guess – perhaps thousands." (lines 30–31). What do the words "I would guess" tell us?
- A She has counted the residents carefully.
 - B She is completely certain of the number.
 - C The number comes from the volunteers' survey.
 - D This is an estimate, not a proven fact.
- 16 What does the writer suggest could be used instead of Hollins Wood?
- A A new road around the town.
 - B Spaces at the primary schools.
 - C The empty bus depot on Mill Road.
 - D The market square.
- 17 Why does she mention that the depot is "already covered in concrete" (line 34)?
- A Because using it would not destroy any nature.
 - B Because concrete is cheaper to clean.
 - C Because concrete looks ugly.
 - D Because the depot is unsafe.
- 18 In "The old bus depot on Mill Road has stood empty for six years" (lines 33–34), what word class is "empty"?
- A Noun
 - B Adjective
 - C Verb
 - D Adverb
- 19 Which word or phrase is closest in meaning to "sentimental" (line 38)?
- A Sensible
 - B Selfish
 - C Led by feelings rather than facts
 - D Well informed
- 20 What does the writer mean by "vandalism with a planning permit" (lines 40–41)?
- A The council is going to spray graffiti on the trees.
 - B Planning permits should be against the law.
 - C Vandals in Haverley will soon be punished.
 - D Destroying the wood would be as harmful as vandalism, even though it is officially allowed.

- 21** “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?
- A** A simile
 - B** Repetition
 - C** Onomatopoeia
 - D** Personification
- 22** According to the writer, what will “our grandchildren” do (lines 44–45)?
- A** Ask why the wood was allowed to be destroyed.
 - B** Thank us for building a car park.
 - C** Plant a new wood.
 - D** Vote for the council.
- 23** Why does the final paragraph give the date, time and place of the council meeting?
- A** To show that the writer is well organised.
 - B** Because newspapers print the dates of all meetings.
 - C** So that readers can act on her argument by attending.
 - D** To make the letter longer.
- 24** The word “Please” begins three sentences in a row (lines 46–47). What is the effect?
- A** It simply shows that the writer is polite.
 - B** It suggests that the writer is tired.
 - C** It makes the ending sound unsure.
 - D** It creates an urgent, heartfelt appeal that builds to her final request.
- 25** Why does the writer sign off “Yours faithfully” (line 49)?
- A** Because it is a formal letter to someone she has not named.
 - B** Because she knows the editor well.
 - C** Because it is a friendly letter.
 - D** Because the letter is an email.
- 26** Which phrase best describes the tone of the letter as a whole?
- A** Angry and rude
 - B** Passionate but reasonable
 - C** Cheerful and jokey
 - D** Calm and uninterested

Section B: Spelling

Questions 27–34

In these sentences there are some spelling mistakes. In each line, 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.

27	Our class had been A	looking foward to the B	trip for weeks, and on C	the morning it arrived D	N
28	the whole school seemed A	to be buzzing with B	excitement. Mrs Patel C	checked our names twice D	N
29	and made sure everyone A	had a waterproof coat, B	a packed lunch and the C	neccessary permission slip. D	N
30	The jurney took an hour, A	and by the time we B	arrived the sun had C	broken through the clouds. D	N
31	Our guide, a cheerful A	ranger called Tom, showed B	us how to tell the C	diffrence between trees. D	N
32	He explained that an A	oak's leaves have B	rounded lobes, wheras C	a sycamore's are pointed. D	N
33	We definately A	learned more in that B	one afternoon than in C	a whole week of lessons. D	N
34	By the end of the day, A	we were exhausted, B	muddy and completely C	determined to come back. D	N

Section C: Punctuation

Questions 35–42

In these sentences there are some punctuation and capital-letter mistakes. In each line, 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.

35	Back at school, Mrs Patel A	asked us what we B	thought about the plan's C	for Hollins Wood. D	N
36	"we should write to A	the council," said Amira, B	putting her hand up C	straight away. D	N
37	Everyone agreed, so we A	spent the afternoon B	drafting letters in C	our best handwriting. D	N
38	Jacob wrote about the A	deer, Lily wrote about B	the birds and I wrote C	about the old oak tree D	N
39	The next day, we A	posted thirty two letters B	to the councillors C	on the planning committee. D	N
40	Mrs Patel read them A	all and smiled. "I'm B	very proud of you all" C	she told us. D	N
41	Two weeks later, a reply A	arrived: the council B	would think again about C	its plans for the wood. D	N
42	Wed done it! Well, A	perhaps not quite – but B	for the first time, we C	felt that we'd been heard. D	N

Choose the word that best completes each sentence, and mark its letter on your answer sheet.

The Mighty Oak

The English oak is one of Britain's most (43) trees, found in woods, parks and hedgerows across the country. Oaks grow slowly, but they can live for many hundreds of years, and a few are thought to be (44) than a thousand years old. A single mature oak can (45) more than two thousand different species, from tiny insects to birds and bats. Its acorns are an important (46) of food for jays, squirrels and deer. Jays bury acorns to eat during the winter, (47) they often forget where some of them are hidden. These forgotten acorns may (48) into new trees, which means that jays help to plant new oak woods. Oaks do not usually produce acorns until they are around forty years old, so (49) is essential for anyone who plants one. Anyone who plants an acorn today is giving a gift to people they will never (50).

- | | | | | | |
|----|--------------|------------|------------|-------------|--------------|
| 43 | A rare | B familiar | C recent | D poisonous | E artificial |
| 44 | A older | B oldest | C old | D elder | E more old |
| 45 | A destroy | B ignore | C support | D frighten | E replace |
| 46 | A sauce | B course | C force | D source | E sort |
| 47 | A because | B but | C so | D unless | E until |
| 48 | A grown | B grows | C grew | D growing | E grow |
| 49 | A impatience | B patients | C patience | D patient | E patiently |
| 50 | A met | B meat | C meeting | D meet | E meets |

End of Sections A–D. If you have time left, go back and check your answers.

Section E: Creative writing

30 minutes · 5 planning + 25 writing

Choose ONE of the tasks below. Spend about 5 minutes planning in the box, then about 25 minutes writing. Look back at how the writer of “Save Hollins Wood” persuaded her readers — you can use the same techniques in your own writing.

TASK 1 · PERSUASIVE LETTER

Write a letter to your headteacher persuading them that every class should spend one lesson a week learning outdoors.

TASK 2 · SPEECH

You are a pupil at one of the schools on Station Road. Write the speech you will give at the council meeting, persuading the councillors to save Hollins Wood.

TASK 3 · STORY

Write a story set in a wood on the night before it is due to be cut down.

Planning — jot down words and ideas, not full sentences.

Opening

Point 1

Point 2

Other side

Ending

Section E: your writing

Task number: _____

Draw a firm line through one box for each question, like this: **B**. Mark N if there is no mistake.

SECTION A — COMPREHENSION

- 1 ☐ A ☐ B ☐ C ☐ D
 4 ☐ A ☐ B ☐ C ☐ D
 7 ☐ A ☐ B ☐ C ☐ D
 10 ☐ A ☐ B ☐ C ☐ D
 13 ☐ A ☐ B ☐ C ☐ D
 16 ☐ A ☐ B ☐ C ☐ D
 19 ☐ A ☐ B ☐ C ☐ D
 22 ☐ A ☐ B ☐ C ☐ D
 25 ☐ A ☐ B ☐ C ☐ D

- 2 ☐ A ☐ B ☐ C ☐ D
 5 ☐ A ☐ B ☐ C ☐ D
 8 ☐ A ☐ B ☐ C ☐ D
 11 ☐ A ☐ B ☐ C ☐ D
 14 ☐ A ☐ B ☐ C ☐ D
 17 ☐ A ☐ B ☐ C ☐ D
 20 ☐ A ☐ B ☐ C ☐ D
 23 ☐ A ☐ B ☐ C ☐ D
 26 ☐ A ☐ B ☐ C ☐ D

- 3 ☐ A ☐ B ☐ C ☐ D
 6 ☐ A ☐ B ☐ C ☐ D
 9 ☐ A ☐ B ☐ C ☐ D
 12 ☐ A ☐ B ☐ C ☐ D
 15 ☐ A ☐ B ☐ C ☐ D
 18 ☐ A ☐ B ☐ C ☐ D
 21 ☐ A ☐ B ☐ C ☐ D
 24 ☐ A ☐ B ☐ C ☐ D

SECTION B — SPELLING

- 27 ☐ A ☐ B ☐ C ☐ D ☐ N
 30 ☐ A ☐ B ☐ C ☐ D ☐ N
 33 ☐ A ☐ B ☐ C ☐ D ☐ N

- 28 ☐ A ☐ B ☐ C ☐ D ☐ N
 31 ☐ A ☐ B ☐ C ☐ D ☐ N
 34 ☐ A ☐ B ☐ C ☐ D ☐ N

- 29 ☐ A ☐ B ☐ C ☐ D ☐ N
 32 ☐ A ☐ B ☐ C ☐ D ☐ N

SECTION C — PUNCTUATION

- 35 ☐ A ☐ B ☐ C ☐ D ☐ N
 38 ☐ A ☐ B ☐ C ☐ D ☐ N
 41 ☐ A ☐ B ☐ C ☐ D ☐ N

- 36 ☐ A ☐ B ☐ C ☐ D ☐ N
 39 ☐ A ☐ B ☐ C ☐ D ☐ N
 42 ☐ A ☐ B ☐ C ☐ D ☐ N

- 37 ☐ A ☐ B ☐ C ☐ D ☐ N
 40 ☐ A ☐ B ☐ C ☐ D ☐ N

SECTION D — SENTENCE COMPLETION

- 43 ☐ A ☐ B ☐ C ☐ D ☐ E
 46 ☐ A ☐ B ☐ C ☐ D ☐ E
 49 ☐ A ☐ B ☐ C ☐ D ☐ E

- 44 ☐ A ☐ B ☐ C ☐ D ☐ E
 47 ☐ A ☐ B ☐ C ☐ D ☐ E
 50 ☐ A ☐ B ☐ C ☐ D ☐ E

- 45 ☐ A ☐ B ☐ C ☐ D ☐ E
 48 ☐ A ☐ B ☐ C ☐ D ☐ E