

# Extended Answers for 11+ English Practice and Test for the GL Assessment Ages 10–11

## Comprehension Practice 1: The Riddle of the Frozen Flame: (pages 6–8)

1	E	Although all the other answers give us information about Nigel, this is the only answer that tells us something about his inquisitive character.
2	D	The text does not say this. It says his eyes were ‘wide with fright’.
3	B	The words ‘as though’ tell us that he had not really been shot; the whole sentence gives the impression that he is startled by Borkins.
4	C	This is the only answer that we can be sure about. All of the others are possible, but we cannot infer them from the text.
5	C	This is the only answer that we can be sure about. All of the others are possible, but we cannot identify them in the text.
6	B	This is the only answer that we can be sure about. All of the others are possible, but we cannot identify them in the text.
7	D	A ‘misnomer’ is a wrong or inaccurate use of a name or word; in other words, a mistake.
8	A	‘Vestige’ is not a commonly used word. Repeating the sentence inserting each answer option in place of ‘vestige’ can help you identify the correct answer in context.
9	E	When used to describe a building or place, ‘gaunt’ can mean grim or desolate in appearance.
10	B	Personification is a literary technique used to give human attributes (‘groaning in pain’) to something non-human (here, a window).

## Comprehension Practice 2: Mary Wade (pages 9–11)

1	C	She had been caught stealing clothes from a child.
2	C	The journey took ‘almost a year’ (line 21). (The dates of departure and arrival also show this.)
3	D	This is the only statement that is not in the text.
4	E	The text tells us that King George III had recovered ‘from insanity’.
5	A	This suggests Mary also could have died on the voyage.
6	D	This is the only answer that is unique to Mary Wade and would make people value her life.
7	B	The word ‘subsisting’ means to get enough food or money to stay alive, but no more. So ‘prospering’ is an antonym.
8	C	The word ‘affluent’ means to have a great deal of money, to be wealthy.
9	A	The idiom ‘to make ends meet’ comes from dressmaking, meaning having just enough material to go around the body. In other words, it means to have just enough to live on.
10	B	Alliteration is a literary technique where words that begin with the same sound are placed next to or near each other in a phrase or sentence.

### Comprehension Practice 3: Gibraltar (pages 12–14)

1	D	The text says ‘...the west side where the vast majority of the population lives.’ (lines 3–4)
2	D	The text says the airport ‘...has its only runway across the heart of the peninsula’s busiest road.’ (lines 11–12)
3	C	The belief that there was a passage to Africa was a result of the legend that the cave was bottomless.
4	B	Women and children were evacuated and an impenetrable fortress was built within the Rock.
5	E	‘...dolphins that come to the surrounding seas for food, shelter and to breed in their thousands.’ (lines 7–8)
6	C	They are not solitary creatures. The text does not say this, and in fact says they travel in troops (groups).
7	A	The superlative ‘most interesting’ is the only one that has no connection to ‘scariest’.
8	E	Something ‘makeshift’ is temporary and not permanent.
9	C	The word ‘pronounced’ can mean noticeable, distinct, marked or conspicuous.
10	A	A simile is a figure of speech, used to compare one thing with another thing of a different kind.

### Punctuation: Capital Letters (page 15)

1	D	A capital letter is needed for names of places: ‘Dominican <b>R</b> epublic’.
2	A	A capital letter is needed for the personal pronoun ‘ <b>I</b> ’, wherever it is in a sentence.
3	C	A capital letter is needed for months of the year because they are proper nouns: ‘ <b>M</b> ay’.
4	C	A capital letter is needed for specific time periods, eras and historical events because they are derived from proper nouns: ‘ <b>E</b> lizabethan’ (meaning during the reign of Queen Elizabeth I).
5	N	No mistake. Note that capital letters are needed for languages, but not other school subjects.
6	B	A capital letter is needed at the start of the new sentence within the direct speech: ‘... news! <b>T</b> he boiler...’.
7	B	A capital letter is needed for names of festivals and celebrations because they are proper nouns: ‘ <b>D</b> iwali’.
8	D	A capital letter is needed for book titles because they are proper nouns: ‘Charlotte’s <b>W</b> eb’.
9	A	A capital letter is needed at the start of the direct speech after the reporting clause: ‘... said, “ <b>N</b> o computer...’.

## Punctuation: Ending Sentences (page 16)

1	B	A question mark is needed at the end of the first sentence: '...hot bath? Usually...'
2	N	No mistake.
3	C	A full stop is needed at the end of the statement: '...around the world. These...'
4	D	An exclamation mark is needed at the end of the exclamation sentence: 'What an amazing phenomenon it is!'
5	D	A full stop is needed at the end of the statement: '...the surface. It is...'
6	C	A full stop is needed at the end of the statement: '...the rocks. Iceland has...'
7	A	A full stop is needed at the end of the statement: '...anywhere else. One of the...'
8	B	A full stop is needed at the end of the statement: '...in Grindavik. Did you know...'
9	D	A question mark is needed at the end of the sentence: '...all their houses?'

## Punctuation: Commas (page 17)

1	B	A comma is needed in the list of clauses: '...slurped her soup, told a silly joke...'
2	A	A comma is needed after the reporting clause and before the opening inverted commas: 'Danny said, "I need...'
3	C	A second comma is needed to mark the end of the parenthesis (here, a relative clause): '...fisherman, who came from Land's End, didn't...'
4	A	A comma is needed after the fronted adverbial: 'Last Saturday, the children...'
5	D	A comma is needed for clarity to show that 'careful' is used as part of the imperative 'Be careful' and not as an adjective to modify 'boys': '...the headteacher bellowed, "Be careful, boys!'
6	B	A fronted subordinate clause is always followed by a comma: 'As the rains were late, the elephants...'
7	D	A comma is needed in this list of four names: '...at last: Max, Alex, Zainab and Lucy.'
8	N	No mistake.
9	A	A comma is needed after the subject (Samira) to mark the opening of the parenthesis: 'Samira, a chemist from rural India, was...'

## Punctuation: Direct Speech (page 18)

1	D	Closing inverted commas are needed at the end of the direct speech and should be placed after the question mark.
2	C	Opening inverted commas are needed to show the start of a second piece of direct speech by the same speaker that follows the reporting clause.
3	N	No mistake.
4	A	Opening inverted commas are needed at the start of the direct speech.
5	B	A capital letter is needed at the start of the direct speech.
6	B	Opening inverted commas are needed at the start of the direct speech.
7	D	Closing inverted commas are needed at the end of the direct speech.
8	A	Opening inverted commas are needed at the start of the direct speech. Note that the sentence does not include a reporting clause.
9	A	Closing inverted commas are needed at the end of the first part of the direct speech, after the exclamation mark.

## Punctuation: Apostrophes (page 19)

1	A	An apostrophe is needed to indicate the omitted letters 'ha' in the contraction: 'should've'.
2	D	A possessive apostrophe is needed to indicate that the territory 'belongs' to a cougar: 'cougar's territory'.
3	C	A possessive apostrophe is needed to indicate that the fur belongs to the mother orangutan: 'mother's fur'. Note that 'its' is a possessive pronoun which never has an apostrophe.
4	A	A possessive apostrophe is needed to complete the proper noun phrase (here, the name of a special time): 'Midsummer's Day'.
5	D	A possessive apostrophe is needed to indicate that the toys belong to more than one son: 'our two sons' toys'.
6	B	An apostrophe is needed to indicate the omitted letter 'o' in the contraction: 'aren't'.
7	B	A possessive apostrophe is needed to indicate that the chocolate bar belongs to Miles: '...is Miles' (chocolate bar)'. '...is Miles's (chocolate bar)' is also correct. Note that 'yours' is a possessive pronoun and does not have an apostrophe.
8	N	No mistake.
9	A	An apostrophe is needed to indicate the omitted letters 'ha' in the contraction: 'It's'.

## Punctuation: Colons and Semi-colons (page 20)

1	B	A colon is needed to separate the clauses where the second clause explains more about the first : ‘...for Amelia: her homework...’.
2	C	A semi-colon marks the boundary between two closely related independent clauses: ‘...shingle beach; the wind...’.
3	B	A colon is needed to introduce the items in a list: ‘...favourite sports: rugby, darts...’.
4	D	A colon is needed to separate the clauses where the second clause explains more about the first : ‘...was obvious: it was a burst pipe.’.
5	N	No mistake. A semi-colon marks the boundary between the two closely related independent clauses.
6	D	A semi-colon is needed to separate the commands in this list of instructions: ‘...add flour; beat until smooth.’.
7	C	A semi-colon is needed to mark the boundary between two closely related independent clauses: ‘...this summer; we went camping...’. Note, ‘this summer’ belongs to the first clause; it would make sense as a fronted adverbial at the start of the second clause but there is no comma after ‘summer’.
8	B	A colon is needed to separate the clauses where the second clause explains the first: ‘...no choice: he had to...’.
9	C	A semi-colon is needed to separate the place names in this list: ‘...Bath, England; Vichy, France;...’.

## Punctuation: Hyphens and Parentheses (page 21)

1	A	A hyphen is needed to join the adjectival compound word: ‘all-powerful’.
2	C	A second dash is needed to mark the end of the parenthesis: ‘...pharaoh – meaning ‘great house’ – was a...’.
3	C	An opening bracket is needed to mark the start of the parenthesis: ‘...Ramses II (1303–1213 BC) reigned...’.
4	A	A hyphen is needed for writing the number in words: ‘sixty-six’.
5	N	No mistake.
6	B	A closing bracket is needed to mark the end of the parenthesis: ‘...most famous) and had...’.
7	A	A second dash is needed to mark the end of the parenthesis: ‘...sixty girls – during his...’.
8	B	A hyphen is needed to join the adjectival compound word: ‘well-known’.
9	D	A hyphen is needed to join the adjectival compound word: ‘half-human’.

## Spelling: Prefixes (page 22)

1	C	impossible – the prefix 'im' added to 'possible'
2	A	circumstances – the prefix 'circum', meaning 'around', added to 'stances'
3	B	dishonest – the prefix 'dis' added to 'honest'
4	C	irrational – the prefix 'ir' added to 'rational'
5	A	unable – the prefix 'un' added to 'able'
6	A	irretrievable – the prefix 'ir' added to 'retrievable'
7	D	injustice – the prefix 'in' added to 'justice'
8	B	illegally – the prefix 'il' added to 'legally'
9	N	No mistake.

## Spelling: Suffixes (page 23)

1	B	horrible – the suffix 'ible' is added to the first part of 'horror' (horr).
2	C	successfully – the suffix 'ly' is added to 'successful'. Note the suffix 'ful' has already been added to the root word 'success'.
3	B	coincidence – the final 'e' is removed from the root word 'coincide' and the suffix 'ence' is added.
4	D	noisiest – the suffix 'est' added to 'noisy', with 'y' changed to 'i'. Note the suffix 'y' has already been added to the root word 'noise'.
5	A	investigating – the suffix 'ing' is added to the root word 'investigate'. Note the 'e' is dropped before adding the suffix in this present progressive verb form.
6	N	No mistake.
7	D	attention – the suffix 'tion' is added to the word 'attend'. Note the 'd' is dropped.
8	B	confidential – the suffix 'tial', which is the common spelling of 'shul' after a consonant, is added to the word 'confident'. Before adding the suffix, the final 't' is removed from 'confident'. Note, the suffix 'ent' has already been added to the root word 'confide'.
9	C	transferred – the suffix 'ed' is added to 'transfer'. Note the final 'r' is doubled before adding the suffix.

## Spelling: Plurals (page 24)

1	A	armies – the suffix ‘es’ is added to the singular noun ‘army’. Note the ‘y’ is changed to ‘i’ before ‘es’ is added.
2	B	videos – the suffix ‘s’ is added to the singular noun ‘video’, which is a word from another language (Latin).
3	D	roofs – the suffix ‘s’ is added to the singular noun ‘roof’. To form the plural of some words ending in ‘f’, the ‘f’ is changed to ‘v’ and the suffix ‘es’ is added. For example: hoof → hooves.
4	D	lunchboxes – the suffix ‘es’ is added to the singular noun ‘lunchbox’.
5	N	No mistake.
6	D	feet – the irregular plural of the singular noun ‘foot’.
7	B	valleys – the suffix ‘s’ is added to the singular noun ‘valley’. Note that a word ending in a vowel followed by ‘y’ takes the suffix ‘s’.
8	C	heroes – the suffix ‘s’ is added to the singular noun ‘hero’, which is a word from another language (Greek).
9	D	knives – to form the plural of some words ending in ‘fe’, the ‘f’ is changed to ‘v’ before the suffix ‘s’ is added.

## Spelling: Homophones (page 25)

1	D	quiet – the words ‘quite’ and ‘quiet’ are near-homophones.
2	N	No mistake.
3	A	whether – the words ‘weather’ and ‘whether’ are homophones.
4	C	edition – the words ‘addition’ and ‘edition’ are near-homophones.
5	A	their – the words ‘there’, ‘their’ and ‘they’re’ are homophones. Here, the possessive determiner ‘their’ is needed.
6	B	advice – the words ‘advise’ and ‘advice’ are near-homophones. ‘Advice’, a noun, is needed here; ‘advise’ is a verb.
7	B	past – the words ‘passed’ and ‘past’ are homophones. Here, the adverb ‘past’ is needed after the verb ‘walk’.
8	C	break – the words ‘brake’ and ‘break’ are homophones.
9	D	too – the words ‘to’, ‘too’ and ‘two’ are homophones. Here, the adverb ‘too’ is needed to modify the adjective ‘fast’.

## Spelling: Silent Letters and Unstressed Vowels (page 26)

1	B	knew – silent ‘k’
2	C	island – silent ‘s’
3	A	Wednesday – silent ‘d’ and an unstressed ‘e’
4	C	doubts – silent ‘b’
5	C	crescent – silent ‘c’
6	D	guarded – silent ‘u’
7	B	vegetable – unstressed ‘e’
8	N	No mistake.
9	A	charismatic – silent ‘h’

## Spelling: Tricky Spellings (page 27)

1	D	field – this word follows the rule: ‘i’ before ‘e’, except after ‘c’ when the sound is ‘ee’, though there are exceptions to this rule.
2	C	bough – the letter string ‘ough’ can be used to spell a number of different sounds. Here, it is used to spell an ‘ow’ sound.
3	D	forgotten – this word follows the rule for doubling consonants. Here, the ‘t’ is doubled because the stress is on the last syllable of ‘forgot’.
4	B	receipt – this word follows the rule: ‘i’ before ‘e’, except after ‘c’ when the sound is ‘ee’, though there are exceptions to this rule.
5	B	beginning – this word follows the rule for doubling consonants. Here, the ‘n’ is doubled because the stress is on the last syllable of ‘begin’.
6	N	No mistake.
7	A	Neither – this word is an exception to the ‘i’ before ‘e’ rule.
8	C	through – the letter string ‘ough’ can be used to spell a number of different sounds. Here, it is used to spell an ‘oo’ sound.
9	A	referee – the ‘r’ is not doubled because there is no stress on the second syllable.



## Grammar: Determiners (page 28)

1	D	a – the indefinite article ‘a’ is needed.
2	C	this – the determiner ‘this’ makes the singular noun ‘afternoon’ more specific.
3	B	its – the possessive determiner ‘its’ indicates that the batteries ‘belong’ to the remote control.
4	A	five – the quantifying determiner ‘five’ establishes the number of days.
5	C	which – ‘which’ can be a determiner, used before a noun or noun phrase when there are two or more possible alternatives.
6	E	her – the possessive determiner ‘her’ indicates that the noun phrase ‘first day’ ‘belongs’ to the teacher.
7	A	any – the determiner ‘any’ can be used to establish ‘some’ of a particular thing. Here, it establishes an amount of time.
8	B	an – the indefinite article ‘an’ comes before a noun beginning with a vowel sound.
9	E	these – the determiner ‘these’ makes the plural noun ‘evenings’ specific.

## Grammar: Nouns (page 29)

1	B	determination – abstract nouns refer to a concept, idea or emotion
2	D	flock – part of the collective noun phrase ‘the flock of geese’
3	E	South – part of a proper noun and should therefore have a capital letter: South Atlantic Ocean
4	C	flour – an uncountable noun, which rarely take ‘s’ in the plural, and part of the collective noun phrase ‘several packets of flour’
5	B	person – a concrete noun and part of the idiom ‘on his person’, referring to something concealed on the body or in the clothes
6	D	Giant’s – this noun, with an apostrophe to show possession, forms part of a proper noun (here, a place name) and should therefore have a capital letter: the Giant’s Causeway.
7	A	bunches – a collective noun in its plural form
8	E	advice – abstract nouns refer to a concept, idea or emotion. Note that ‘advise’ is a verb.
9	C	analysis – a singular noun. Note, the plural is ‘analyses’.

## Grammar: Pronouns (page 30)

1	B	who – the relative pronoun ‘who’ introduces the relative clause ‘who was my teacher when I was eight,’.
2	A	We – the personal pronoun ‘we’, the subject of the clause ‘We all agree’, refers back to the narrator and their siblings.
3	C	she – the personal pronoun ‘she’, the subject of the clause ‘she was our favourite teacher.’, refers back to Mrs Shah.
4	E	me – the personal pronoun ‘me’, the object (along with ‘others’) in the clause ‘she always encouraged me and others’, refers to the narrator.
5	D	ourselves – the plural form of ‘oneself’ from the idiom ‘to do oneself proud’.
6	A	hers – the possessive pronoun ‘hers’ refers back to the narrator’s sister’s spelling.
7	D	which – the relative pronoun ‘which’ introduces the relative clause ‘which we all appreciated,’.
8	C	them – the personal pronoun ‘them’, the object in the clause ‘she would treat them equally’.
9	B	they – the personal pronoun ‘they’, the subject of the clause ‘as and when they arose.’, refers back to ‘any problems and disputes’.

## Grammar: Adjectives (page 31)

1	E	best – the superlative form of the adjective ‘good’
2	C	famous – modifies the noun ‘landmarks’
3	B	most popular – the superlative form of the adjective ‘popular’
4	D	largest – the superlative form of the adjective ‘large’
5	A	all-seater – a compound adjective made from two words joined with a hyphen
6	C	incredible – modifies the noun phrase ‘80,000 people’
7	D	biggest – the superlative form of the adjective ‘big’
8	B	noisier – the comparative form of the adjective ‘noisy’
9	E	many – although ‘many’ can be a pronoun or a determiner, here it is an adjective modifying the plural noun ‘friends’

## Grammar: Verbs (page 32)

1	C	distract – root or base form of the verb ‘distract’
2	D	could – modal verbs can express degrees of possibility. They are followed by the base or root form of a verb, here, ‘believe’.
3	B	existed – present perfect tense ‘have existed’, formed from the present tense of ‘have’ and the past participle of ‘exist’
4	A	equipped – past perfect tense ‘had equipped’, formed from the past tense of ‘have’ and the past participle of ‘equip’
5	E	can – modal verbs can express ability. They are followed by the base or root form of a verb, here, ‘speak’.
6	D	darkening – past progressive tense ‘was darkening’, formed from the past tense of ‘be’ and the present participle of ‘darken’.
7	A	beautify – verb meaning ‘to make beautiful’
8	C	forgotten – present perfect tense ‘Have (you) forgotten’, formed from the present tense of ‘have’ and the past participle of ‘forget’.
9	B	developing – present progressive tense ‘is developing’, formed from the present tense of ‘be’ and the present participle of ‘develop’.

## Grammar: Adverbs (page 33)

1	B	purposefully – adverb of manner, describing how the teacher was moving
2	C	fast – adverb of manner, describing how Freya ran. Note that ‘fast’ does not end in ‘ly’ and follows the qualifying adverb ‘very’
3	E	indoors – adverb of place, describing where the children were sheltering
4	D	seldom – adverb of time, describing how often George visits his aunt and uncle
5	D	Happily – adverb of manner, modifying the clause ‘the awkward atmosphere has improved since yesterday.’
6	C	too – qualifying adverb, modifying the adjective ‘hot’
7	B	otherwise – adverb stating the general condition of something while referring to an exception to this general condition
8	A	Perhaps – adverbial suggesting possibility
9	D	really – qualifying adverb, modifying the adverb ‘impressively’

## Grammar: Tenses (page 34)

1	C	had – past perfect tense ‘had never seen’, formed from the past tense of ‘have’ and the past participle of ‘see’
2	D	look – imperative or command verb form of ‘look’: ‘...look on the starboard side!’
3	B	slid – the simple past tense of ‘slide’: ‘...shape slid under the boat’
4	E	was taking – the past progressive tense of ‘take’, formed from the past tense of ‘be’ and the present participle of ‘take’
5	C	surfaced – simple past tense of ‘surface’
6	D	erupted – the simple past tense of ‘erupt’
7	E	were – past tense of the verb ‘be’, used here to form the passive tense ‘were soaked’
8	B	has affected – present perfect tense, formed from the present tense of ‘have’ and the past participle of ‘affect’
9	A	will – future tense ‘will (definitely) go’, formed from ‘will’ and the base or root form of ‘go’

## Grammar: Prepositions (page 35)

1	E	under – preposition of place before the noun phrase ‘the magazine’
2	C	after – preposition of time before the possessive pronoun ‘yours’
3	B	towards – preposition showing direction before the noun phrase ‘the stadium gates’
4	B	By – preposition of time before the noun ‘lunchtime’
5	D	in front of – preposition of place before the possessive determiner ‘my’
6	A	around – preposition of direction before the noun phrase ‘my new school’
7	C	from – preposition showing direction before the proper noun ‘Leeds’
8	E	for – preposition of time before the noun phrase ‘one minute.’
9	D	aboard – preposition of place before the noun phrase ‘the superyacht’

## Grammar: Conjunctions (page 36)

1	C	or – coordinating conjunction linking three alternatives, 'solid, liquid or gas'
2	B	so – subordinating conjunction introducing the clause 'so it has a definite shape' to show the result of a solid having particles that are locked together
3	E	and – coordinating conjunction linking two nouns, 'shape and volume'
4	D	but – coordinating conjunction linking two independent clauses
5	A	because – subordinating conjunction introducing the subordinate clause 'because the particles break apart.'
6	C	whereas – subordinating conjunction introducing the subordinate clause 'whereas in solids and liquids they stick together.'
7	A	so that – subordinating conjunction introducing the subordinate clause 'so that it fills the space it is in'
8	E	therefore – subordinating conjunction introducing the subordinate clause 'therefore changes volume.' to show cause and effect
9	D	when – subordinating conjunction introducing the subordinating clause 'when it is heated or cooled.'

## Grammar: Subordinate Clauses (page 37)

1	B	but – coordinating conjunction linking two independent clauses of equal importance
2	E	Unless – subordinating conjunction introducing the fronted subordinate clause, which is followed by a comma
3	A	since – subordinating conjunction introducing a subordinate clause
4	C	whether – subordinating conjunction introducing a subordinate clause
5	D	and – coordinating conjunction linking two independent clauses of equal importance
6	A	Although – subordinating conjunction introducing the fronted subordinate clause, which is followed by a comma
7	B	or – coordinating conjunction linking two independent clauses of equal importance
8	E	if – subordinating conjunction introducing a subordinate clause
9	C	After – subordinating conjunction introducing the fronted subordinate clause, which is followed by a comma

## Grammar: Active and Passive (page 38)

1	D	was bitten – passive voice. The subject (the neighbour) receives the action from the object (an ant).
2	B	had helped – active voice in past perfect tense. The subject (Ivy's mum) carries out the action on the object (her daughter).
3	E	were rung – passive voice. The subject (the church bells) receives the action but the object here is implied: someone unspecified rung the bells.
4	A	were playing – active voice. The subject (the girls) carries out the action. The preposition 'by' shows where the girls are playing, not to be confused with 'by' followed by the person or thing carrying out the action in passive voice sentences.
5	B	has destroyed – active voice in present perfect tense. The subject (Illegal logging) carries out the action on the object (parts of the rainforest).
6	C	was performed – passive voice. The subject (the play) receives the action from the object (Yellow Class).
7	D	marks – active voice. The subject (Mr Perez) carries out the action on the object (his class's books).
8	E	were offered – passive voice. The subject (the tourists) receives the action from the object (the holiday company).
9	C	was persuaded – passive voice. The subject (Louis) receives the action from the object (my clever arguments).

## Practice Paper 1

### Comprehension: Mr Barton (page 40–42)

1	E	Reading the second paragraph, this is the only answer we can be sure of.
2	D	Polly brought two logs out of her bag immediately, then left two more when she was leaving.
3	B	This is the only possibility. The others are either not true, or do not reflect Polly's nature. We must assume that a butler must show deference to their employer.
4	B	This is the only answer that does not imply any characteristic of Polly.
5	D	Although Polly displays some of the other characteristics, they are only done out of care.
6	C	We read that the next day he sets off for Polly's house, just as she had asked him to.
7	E	The word 'haphazardly' means lacking any kind of organisation.
8	A	An adverb can modify a verb, in this case 'exclaimed'. It describes how she spoke and behaved.
9	C	The adjective 'shy' implies that the flames were timid and uncertain to start with, in other words, the log didn't start to burn immediately.
10	D	It is a metaphor, where the implication is that although Mr Barton's thoughts should flow, they have frozen instead. A metaphor compares something to something else to create an image.

## Practice Paper 1: Punctuation (page 43)

11	C	A capital letter is needed for names of places: 'United <b>K</b> ingdom's'.
12	B	A hyphen is needed to join the adjectival compound word: 'picture-perfect'.
13	N	No mistake.
14	A	A possessive apostrophe is needed to indicate that the lives 'belong' to the people: '... people's lives...'
15	C	A capital letter is needed at the start of the sentence: ' <b>T</b> he South West...'
16	B	A second dash is needed to mark the end of the parenthesis: '...630 miles long – hugs the...'
17	C	A comma is needed to separate the clauses in a list: '...walkers can admire the crashing surf from wave-battered cliffs, soak their weary feet...'
18	D	A colon is needed to mark the boundary between two clauses, where the second clause gives more information about the previous one: 'Beware: you put...'
19	C	An apostrophe is needed to indicate the omitted letter 'i' in the contraction: 'it's'.

## Practice Paper 1: Spelling (page 44)

20	D	suspicious – the 'shus' sound here is spelled 'cious'.
21	A	diesel – this word follows the rule 'i' before 'e' except after 'c' when it rhymes with 'ee', though there are exceptions to this rule.
22	B	leaves – the plural of the noun 'leaf', where 'f' is replaced with 'v' before the plural suffix 'es' is added.
23	C	solemn – silent 'n'
24	A	thorough – the 'o' and 'ou' spellings in this word both sound like 'uh'.
25	N	No mistake.
26	B	accommodation – 'cc' and 'mm'
27	B	preferred – as the last syllable of 'prefer' is stressed, and is still stressed when the suffix is added, the final consonant is doubled before adding 'ed'.
28	D	guaranteed – silent 'u'

## Practice Paper 1: Grammar (page 45)

29	B	much – a qualifying adverb modifying the adverb ‘too’
30	D	an – the indefinite article ‘an’ comes before a noun beginning with a vowel sound.
31	C	won – the simple past tense of ‘win’: ‘...team won the league...’
32	E	finish – an abstract noun, part of the idiom ‘from start to finish’, meaning from the beginning to the end of something
33	D	During – preposition of time before the noun ‘playtime’
34	C	mine – the possessive pronoun ‘mine’ refers to the speaker’s skateboard: ‘...but mine is faster...’.
35	A	or – coordinating conjunction linking two nouns: ‘...tea or coffee...’
36	E	easiest – superlative form of the adjective ‘easy’. Note that ‘y’ is changed to ‘i’ before the suffix ‘est’ is added.
37	B	was built – passive voice. The subject (the Golden Gate Bridge) receives the action from an unstated object.

## Practice Paper 2

### Comprehension: Famous Parts of London (pages 47–49)

1	D	producing newspapers. Some of the other facts are true, but they do not give the street its fame.
2	B	The text states that it is famous for its political rallies but doesn’t say that it’s the most popular place in London for political rallies.
3	D	The text only tells us that Thomas Twining supplied tea to Queen Anne, not where she lived.
4	E	Although some of the other statements are true, the Savoy was ‘a pioneer’ – the first to use or do something – in installing electric lights and en-suite bathrooms.
5	E	The text says Ye Olde Cheddar Cheese was ‘the tavern of choice’ for most journalists (lines 22–23).
6	C	We can read that Strand ‘...extends towards the east from Trafalgar Square, eventually joining Fleet Street.’ (lines 1–2).
7	A	The word ‘customer’ is a synonym for ‘patron’.
8	A	The word ‘commemorate’ means to honour someone or something from the past.
9	B	To ‘crop up’ means to happen or turn up, often without warning; ‘finishes’ is the only choice that does not suggest this.
10	D	A ‘token of gratitude’ can be a gift or gesture, often in more formal situations, to show thanks and appreciation. The Christmas tree is given to Britain by Norway each year to say thank you for sheltering King Olav and his government during the war.



## Practice Paper 2: Punctuation (page 50)

11	C	A capital letter is needed for months of the year because they are proper nouns: 'March'.
12	A	A comma is needed between the reporting clause and the opening inverted commas of the direct speech: '...announced, "There's nothing..."'.
13	C	A colon is needed to introduce the extra information that explains more about the preceding clause: '...her eyes: it was a new puppy!'.
14	B	An apostrophe is needed to indicate the omitted letter 'i' in the contraction: 'it's'.
15	A	A second hyphen is needed to complete the adjectival compound: 'eighty-year-old'.
16	D	A question mark is needed after the question tag: '...don't you think?'.
17	D	Closing inverted commas are needed after the second comma to mark the end of the direct speech: '...without delay," said...'.
18	N	No mistake.
19	C	A semi-colon is needed to mark the boundary between two closely related independent clauses: '...bicycle thief; I should have...'.

## Practice Paper 2: Spelling (page 51)

20	B	deceive – this word follows the rule: 'i' before 'e', except after 'c' when the sound is 'ee', though there are exceptions to this rule.
21	C	ponies – the suffix 'es' is added to the singular noun 'pony'. Note the 'y' is changed to 'i' before 'es' is added.
22	C	several – unstressed 'e'.
23	A	led – the simple past tense of 'lead'. The words 'lead' (as in 'lead pencil') and 'led' (the past participle of 'lead') are homophones.
24	D	innocence – the suffix is spelled 'ence'.
25	C	referred – this word follows the rule for doubling consonants. Here, the 'r' is doubled because the stress is on the last syllable of 'refer'.
26	N	No mistake.
27	D	handcuffs – add the suffix 's' to form the plural.
28	A	grateful – the suffix is spelled 'ful'.

## Practice Paper 2: Grammar (page 52)

29	E	once – subordinating conjunction introducing a subordinate clause
30	B	which – relative pronoun introducing a relative clause: ‘...which had a slight limp...’
31	D	once-in-a-lifetime – an adjectival compound made from four hyphenated words
32	A	could have – the modal verb ‘could’: ‘...he could have run...’. Note the common misconception ‘could of’ is incorrect.
33	C	every – a determiner used to indicate an amount of something: ‘every opportunity’
34	D	into – preposition showing direction used before a noun phrase: ‘...into the cake mix.’
35	A	more quickly – comparative adverb of manner describing ‘how’ the package arrived
36	C	strengths – plural abstract noun, part of the idiom ‘strengths and weaknesses’
37	B	nor – coordinating conjunction joining two independent clauses of equal importance: ‘...school today, nor was...’

## Practice Paper 3

### Comprehension: The War of the Worlds (pages 54–56)

1	B	The head is described as rounded and the body as glistening, but the phrase ‘glistening head’ is not used.
2	D	Initially the crowd were interested, but people became frightened when the aliens appeared.
3	C	We don’t know for sure, but the man appears to try to climb out of the pit then falls back in and vanishes; also, the narrator thinks he has heard ‘a faint cry’.
4	E	All the other words appear in paragraph 6 of the excerpt (starting line 23).
5	C	The narrator describes running to shelter among some pine trees, then staring across the flat grass, so a field is the most likely location (lines 33–35).
6	D	‘A big brownish rounded bulk, perhaps the size of a bear,’ (line 17).
7	B	‘ungovernable’ means impossible to control. The terror may have been ‘uninvited’, but that doesn’t mean it cannot be controlled.
8	A	‘tumultuous’ can mean loud and turbulent.
9	E	‘...but I ran slantingly and stumbling, for I could not turn my face from those dreadful Things.’ (lines 33–34) This tells us he is looking back while running away, which means he can’t run straight.
10	A	All the other words are adjectives.

### Practice Paper 3: Punctuation (page 57)

11	D	A capital letter is needed for proper nouns, here the name of a civilisation: 'Incan'.
12	N	No mistake.
13	B	Opening inverted commas show the continuation of the direct speech: '...announced Florence, "we are...".
14	A	A hyphen joins the adjectival compound word: 'twenty-page'.
15	C	A possessive apostrophe indicates that the toys belong to the baby: '...the baby's toys...'. A closing bracket is needed to mark the end of the parenthesis: '...145 million years ago), the Earth's...'. A question mark is needed at the end of the sentence: '...all the windows?'.
16	C	A comma is needed to mark the opening of the parenthesis: 'Amir, a celebrity chef...'. A semi-colon marks the boundary between two closely related independent clauses: '...in touch with; Leah, on the other hand, hardly...'. A closing bracket is needed to mark the end of the parenthesis: '...145 million years ago), the Earth's...'. A question mark is needed at the end of the sentence: '...all the windows?'.
17	D	A question mark is needed at the end of the sentence: '...all the windows?'.
18	A	A comma is needed to mark the opening of the parenthesis: 'Amir, a celebrity chef...'. A semi-colon marks the boundary between two closely related independent clauses: '...in touch with; Leah, on the other hand, hardly...'. A closing bracket is needed to mark the end of the parenthesis: '...145 million years ago), the Earth's...'. A question mark is needed at the end of the sentence: '...all the windows?'.
19	C	A semi-colon marks the boundary between two closely related independent clauses: '...in touch with; Leah, on the other hand, hardly...'. A closing bracket is needed to mark the end of the parenthesis: '...145 million years ago), the Earth's...'. A question mark is needed at the end of the sentence: '...all the windows?'.

### Practice Paper 3: Spelling (page 58)

20	D	frightening – unstressed 'e'
21	A	immortal – the prefix 'im' is added to the root word 'mortal'.
22	B	photos – the suffix 's' is added to the singular noun 'photo', which is a word from another language (Greek).
23	C	heard – the past tense of 'hear'. The words 'herd' and 'heard' are homophones.
24	A	ceiling – this word follows the rule 'i' before 'e', except after 'c' when the sound is 'ee', though there are exceptions to this rule.
25	C	affected – past tense of 'affect'. The words 'effect' and 'affect' are near-homophones. The verb 'affect' means to produce an 'effect' on something. 'Effect' is a noun.
26	N	No mistake.
27	A	admitted – this word follows the rule for doubling consonants. The 't' is doubled because the stress is on the last syllable of 'admit'.
28	D	orchestra – silent 'h'

### Practice Paper 3: Grammar (page 59)

29	D	Many – a determiner that establishes an amount: ‘many insects’
30	C	closely – adverb of manner which modifies the verb ‘study’
31	D	its – a possessive determiner establishing that the plural noun ‘eyes’ belongs to the fly’s head
32	E	are – the simple present tense of the verb ‘be’: ‘...tiny eyes that are...’
33	B	which – relative pronoun introducing the relative clause: ‘...which are smaller.’
34	C	invisible – an adjective modifying a noun phrase: ‘...a type of light invisible to humans.’
35	A	and – a coordinating conjunction joining two nouns: ‘...such as bumblebees and butterflies...’
36	C	towards – a preposition showing direction, modifying the noun phrase: ‘...towards the centre of a flower...’
37	E	is stored – passive voice, where the subject (the nectar) receives the action from the unstated object (the flower)