

# NANYANG PRIMARY SCHOOL

## 2025
## PRIMARY 6
## MID-YEAR PRACTICE

## ENGLISH LANGUAGE PAPER 1

Additional Materials: Foolscap paper

**Total Time for Paper 1: 1 h 10 min**
**Total Marks: 50 marks**

**INSTRUCTIONS TO CANDIDATES**

1. Write your name, index number and class in the space provided below.
2. Do not turn over this page until you are told to do so.
3. Follow all instructions carefully.
4. Answer all questions.

Name: _____ (  )

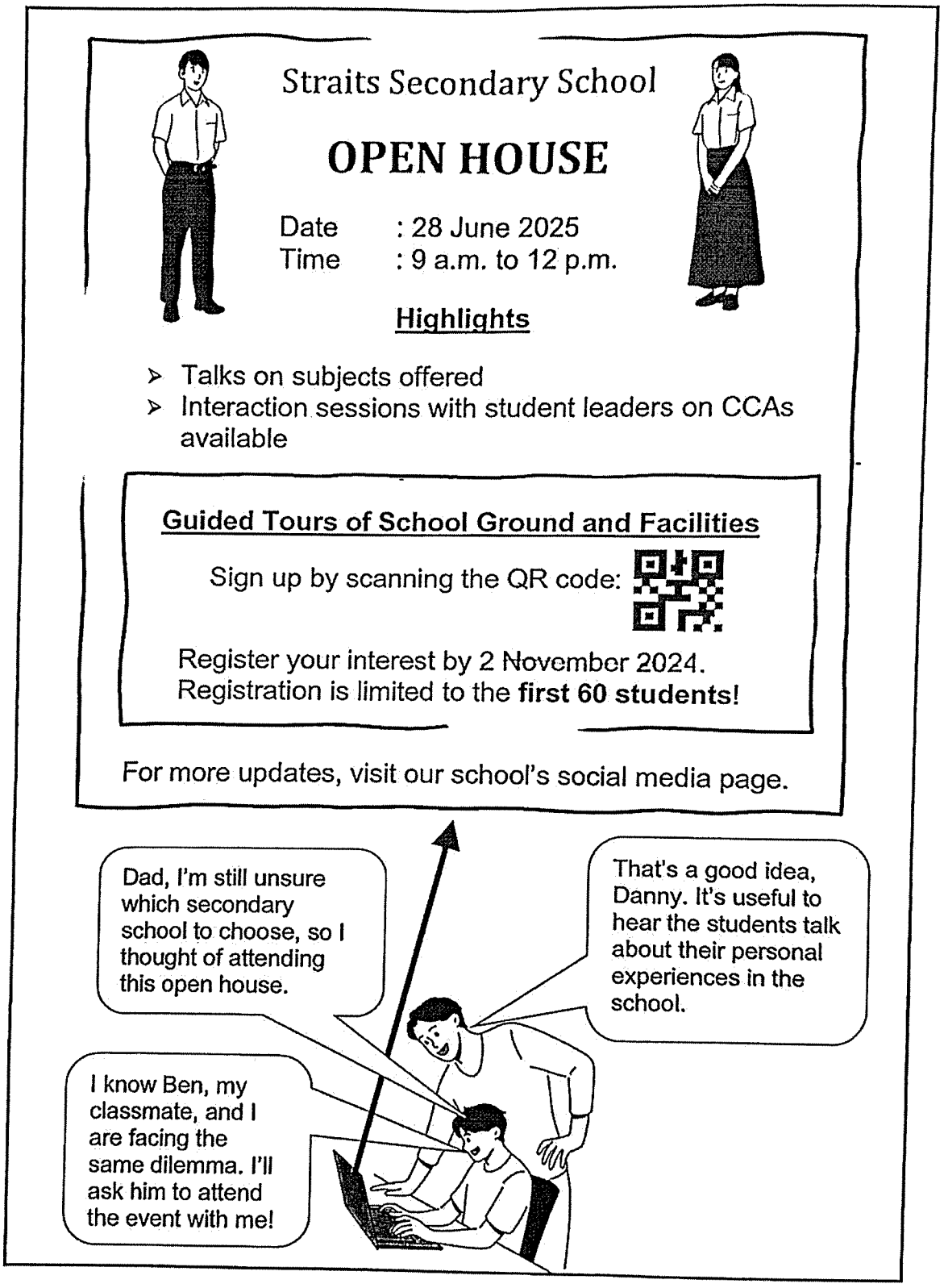
Class: Primary 6 (  )



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**Part 1: Situational Writing (14 marks)**

1 The picture below shows a father and his twelve-year-old son discussing a webpage that they saw on 8 June 2025. Study the picture carefully.






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*Your Task*

Imagine you are Danny.

**Write an email to Ben to persuade him to attend the event with you.**

You are to refer to the picture and information on page 2 for your email. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- the date and time of the event
- why you are approaching him to attend the event with you
- two things you can do there to find out about the school's programmes
- why you think the both of you should join the guided tour

You may reorder the points. Remember to write in complete sentences.



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## Part 2: Continuous Writing (36 marks)

2 Write a composition of <u>at least 150 words</u> about **making a difference.**

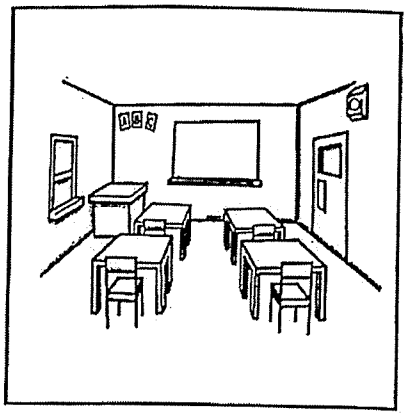
The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

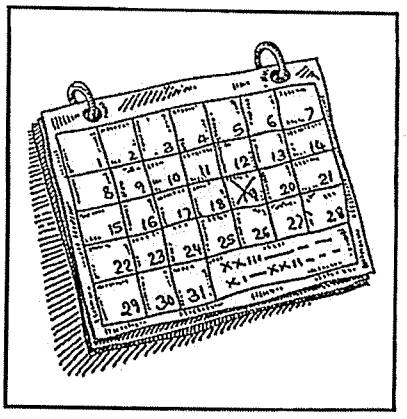
Consider the following points when you plan your composition:

- What happened that caused the character(s) to want to make a difference?
- What happened in the end?

You may use the points in any order and include other relevant points as well.







**- End of Paper -**



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NANYANG PRIMARY SCHOOL

2025
PRIMARY 6
MID-YEAR PRACTICE

# ENGLISH LANGUAGE PAPER 2
(BOOKLET A)

Additional Materials: Optical Answer Sheet (OAS)

**Total Time for Booklets A and B: 1 h 50 min**

**INSTRUCTIONS TO CANDIDATES**

1. Write your name, index number and class in the space provided below.
2. Do not turn over this page until you are told to do so.
3. Follow all instructions carefully.
4. Answer all questions.
5. Shade your answers on the Optical Answer Sheet (OAS) provided.

Name: _____ (  )

Class: Primary 6 (  )

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For each question from 1 to 10, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet (OAS).

(10 marks)

1. Jonathan _____ for his wallet for the past hour but has not found it.

   (1) searched
   (2) searching
   (3) has searched
   (4) has been searching

2. _____ Maria had a headache, she attended the meeting.

   (1) As
   (2) Since
   (3) Despite
   (4) Although

3. You won't be attending tonight's party, _____ you?

   (1) will
   (2) won't
   (3) would
   (4) wouldn't

4. There was _____ confusion during the meeting as the presenter was very clear.

   (1) few
   (2) little
   (3) much
   (4) many

5. Neither of the employees _____ able to attend the meeting yesterday.

   (1) is
   (2) are
   (3) was
   (4) were



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6. Tom's father, _____ everyone respects and admires, volunteers regularly at an animal shelter.

(1) who
(2) which
(3) whom
(4) whose

7. "Sally _____ see a doctor as soon as possible as she is running a very high fever," the school nurse advised Sally's parents.

(1) can
(2) might
(3) would
(4) should

8. Having discussed the project for over an hour, the group members finally agreed _____ the topic that they would research on.

(1) at
(2) to
(3) on
(4) with

9. During the earthquake, we felt the ground _____ beneath our feet.

(1) shook
(2) shakes
(3) shaking
(4) had shaken

10. If she _____ the instructions carefully, she would not have made that mistake.

(1) read
(2) reads
(3) had read
(4) have read

(Go on to the next page)



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For each question from 11 to 15, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet (OAS).

(5 marks)

**11.** Bob's academic progress has _____, causing his parents to be worried.

(1) deviated
(2) staggered
(3) stagnated
(4) developed

**12.** His _____ for the environment led him to found an organisation dedicated to conservation.

(1) disdain
(2) concern
(3) empathy
(4) admiration

**13.** The teacher told Tom to _____ his phone after he was caught using it in class.

(1) hand in
(2) hand out
(3) hand over
(4) hand down

**14.** The team adopted a/an _____ approach to finding a solution so that all the possibilities would be covered.

(1) resilient
(2) animated
(3) instinctive
(4) methodical

**15.** The fan blades are spinning _____, which might be a safety hazard.

(1) serenely
(2) erratically
(3) frantically
(4) unappealingly



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For each question from 16 to 20, choose the word(s) closest in meaning to the underlined word(s). Shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet (OAS).
(5 marks)

Malware, short for mallcious software, refers to any intrusive software developed by cyber criminals. The purpose is to infect (16) computers or devices with viruses, delete files, steal personal information or spy on a victim.

Malware is often downloaded from malicious (17) websites, created to serve the purpose of cyber criminals with bad intentions. Children who visit these websites might inadvertently (18) download malware while trying to install games or apps on their devices.

To protect against malware, parents can restrict (19) their children's access to the internet. They can also ensure that their children seek their permission before downloading files from verified (20) sources. To add an extra layer of protection, everyone should install antivirus software from official sites.

Adapted from Cyber Security for Kids

**16.** (1) affect
(2) effect
(3) distort
(4) destroy

**17.** (1) benign
(2) hostile
(3) harmful
(4) believable

**18.** (1) hastily
(2) deliberately
(3) accidentally
(4) unfortunately

**19.** (1) limit
(2) object
(3) impose
(4) monitor

**20.** (1) fallible
(2) popular
(3) dubious
(4) established



(Go on to the next page)

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Study the texts and then answer questions 21 to 25.

Text 1

The text below shows a poster for a zoo.



Keep us alive. Keep them alive.
Collective action is needed to save more of them.

# Brave Zoo

**Brave Zoo is a budding wildlife preservation site inhabited by at least 100 animals!**

At Brave Zoo, we're dedicated to protecting wildlife and inspiring the next generation to love nature. However, we can't do it alone.

**Your donations can help us do so much more!**

Visit bravezoo.com to contribute today.



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Text 2

The extract below is taken from an article about zoos.

Zoos play a valuable role in developing an appreciation of wildlife. Sadly, questions about how zoos manage their enclosures have risen. Some zoos neglect cleaning their enclosures, resulting in a greater risk of diseases spreading. Others might house animals in enclosures that are cramped or unfamiliar, leaving them stressed. As such, some animals may display unusual signs of aggression or take a much longer time to finish their food. The more sociable types of animals may become withdrawn and isolate themselves.

Furthermore, how zoos utilise donations is hotly debated. Donations are often collected in the name of conservation. Apart from habitat conservation, it is also reasonable that a portion of the donations is used to pay the zoo's staff for they have a direct impact on taking care of the animals. However, some zoos may prioritise using their donations to build attractions just to bring in more visitors. Others might breed exotic animals like lions or tigers to draw crowds but neglect them in their old age.

Adapted from "Mistreatment of Wild Animals in Captivity". Ballard Brief.

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For each question from 21 to 25, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet (OAS).

(5 marks)

21. According to the poster in Text 1, which of the following is true of the zoo?

(1) The zoo is run by one person.
(2) The zoo houses nearly 100 animals.
(3) The zoo wants to foster a love of nature.
(4) The zoo is old and needs to be preserved.

22. "Keep us alive. Keep them alive." Why did the writer make this statement in Text 1?

(1) to attract people to visit the zoo
(2) to encourage people to support the zoo
(3) to let people know how they can help the zoo
(4) to get people curious about the animals in the zoo

23. According to Text 2, which of the following is **not** mentioned as a possible consequence of poor enclosure management in zoos? Some animals may _____.

(1) refuse to eat their food
(2) interact less with one another
(3) be at a greater risk of falling ill
(4) become more violent than normal

24. In Text 2, which of the following is a reason why a zoo's use of donations is debated?

(1) The donations are used to conserve the animals' habitats.
(2) Some zoos spend part of their donations paying their staff.
(3) Some zoos focus on building attractions just to increase visitor numbers.
(4) The donations are used to take care of exotic animals but the non-exotic ones are neglected.

25. Some people may hesitate to respond to the appeal for donations made in Text 1 because Text 2 says _____.

(1) some zoos breed animals like lions or tigers
(2) the condition of animal enclosures is a major issue
(3) animals are kept in small, unnatural spaces in some zoos
(4) not all funds go directly to improving the animals' wellbeing

Please note that the passage for Comprehension questions 66-75 in Booklet B is on the next page. You may now go on to Booklet B.



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Refer to the passage below when you answer questions 66-75 in Booklet B.

Large, heavy raindrops began falling from the sky. Alex looked up in dismay. Trust it to rain on the very day of his trial for the national basketball team. Alex's hopes of arriving dry and composed at the court were dashed by the change in weather. Clutching his sports bag tightly, he rushed towards the bus stop. The umbrella he had in hand barely shielded him from the rain and the bus was nowhere in sight.

Alex's father, the sole breadwinner, was suffering from chronic pain. It had left him without a job for months. The family was going through a difficult time. As the eldest son, Alex was determined to put an end to their financial struggles. If he made it through to the team, it would turn the tables for his family. He would have a stable source of income while living his biggest dream of being a professional basketball player.

Alex finally alighted a walking distance away from the indoor basketball court. His heart pounded as he hurried down the bustling street. The trial of a lifetime awaited Alex, and time was ticking away. Yet, life had other plans in store for him. An elderly woman, frail and confused, stood precariously on the kerb of a busy junction. Cars honked and swerved around her, and panic flickered in her eyes. Alex shuddered to think what could happen to her if she was left alone. With a reassuring smile, Alex approached her. The woman's eyes, clouded with anxiety, met Alex's. "I-I can't find the bus stop," she stammered. Alex knew every precious minute counted, yet he could not ignore **her plea**. "Don't worry. Let me help you," Alex soothed. He took the woman's arm in his and guided her across the chaotic junction. The pair weaved slowly through a sea of impatient commuters to the bus stop. Time ticked away. Eventually, the elderly woman boarded her bus and found a seat, mouthing words of thanks to Alex as the bus pulled away. Although the trial awaited, Alex was glad to have chosen to answer a more urgent call for kindness.

Alex resumed his journey to the basketball court. Just then, a car hurtled past a puddle, sending a torrent of dirty water splashing across his pair of shoes. He gasped, his heart sinking as the grimy liquid soaked through his shoes and socks. For a moment, he felt a wave of despair wash over him due to this unexpected situation. However, he could not afford to wallow in self-pity. With no time to lose, he quickened his pace towards his destination.

Fifteen minutes after his scheduled time for the trial, Alex made it to the court. His heart sank even further at the sight of the other participants, who were putting on their best game. They were also visibly more presentable in their pristine jerseys and basketball shoes. Alex stood out like a sore thumb. Much as he knew that the chances were slim, he braced himself for the impossible. He would not give up just yet. He summoned his courage and approached the trial officials for a chance at the tryout despite missing **his slot**. With trembling hands, Alex explained his situation, apologising profusely for his tardiness. Instead of turning him away, the officials listened with empathy. Their expressions softened as they heard his story. In a remarkable display of compassion, they acceded to his plea. Seizing the golden opportunity, Alex warmed up and took to the court, pushing the fact that his shoes were all squishy out of his mind. His full concentration was on the game and how badly he wanted to prove himself worthy of the national team.

The first few tests were a series of drills. Alex cleared those with ease, having trained rigorously over countless hours of practices through the years. The match that was to take place was the true test for the participants. Besides attacking and defensive skills, being an effective team player was the key trait that officials were looking out for in players. To that effect, Alex communicated well with those who were on his team and created opportunities for his team to score. Seeing his energetic and spectacular play, the officials observing by the sidelines knew without a doubt that it was the result of countless hours of blood, sweat and tears put in.

After the trial, Alex made his way home. His father was resting, so Alex entered his bedroom quietly. He looked at the poster on his bedroom wall – *Setbacks are unavoidable, but giving up is unforgivable*. Just then, his mobile phone rang. He received news that he had made it to the national basketball team. Alex was ecstatic and said, "I had setbacks today, but I didn't give up. I did it!"



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NANYANG PRIMARY SCHOOL

2025
PRIMARY 6
MID-YEAR PRACTICE

ENGLISH LANGUAGE PAPER 2
(BOOKLET B)

**Total Time for Booklets A and B: 1 h 50 min**

**INSTRUCTIONS TO CANDIDATES**

1. Write your name, index number and class in the space provided below.
2. Do not turn over this page until you are told to do so.
3. Follow all instructions carefully.
4. Answer all questions.
5. Write all your answers in this booklet.

| | |
|---|---|
| Booklet B – Language Use and Comprehension | /65 |

Name: _____ (  )

Class: Primary 6 (  )

Parent's signature: _____



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There are 10 blanks, numbered 26 to 35, in the passage below. From the list of words given, choose the most suitable word for each blank. Write its letter (A to Q) in the blank. The letters (I) and (O) have been omitted to avoid confusion during marking. (10 marks)

**EACH WORD CAN BE USED ONLY ONCE.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A) | a | D) | but | G) | from | K) | on | N) | the |
| B) | and | E) | each | H) | into | L) | or | P) | through |
| C) | between | F) | for | J) | of | M) | since | Q) | while |

Yip Yew Chong is a renowned Singaporean artist who brings our streets to life with his vibrant murals. _____ (26) of his murals narrates tales of Singapore's rich cultural heritage and history. With his meticulous strokes _____ (27) keen eye for detail, Yip transforms ordinary walls _____ (28) captivating storytelling canvases.

Yip's murals not only adorn the streets but also serve as his interpretations _____ (29) Singapore's past, present and future. _____ (30) depicting scenes of traditional trades like street hawkers and laundry ladies to showcasing iconic landmarks and everyday life, Yip's art encapsulates _____ (31) essence of Singaporean identity.

Beyond mere aesthetics, Yip's murals evoke _____ (32) sense of nostalgia and belonging among locals _____ (33) fascinating and delighting visitors from around the world. His dedication to preserving and sharing Singapore's cultural legacy _____ (34) art has earned him widespread acclaim and admiration.

Yip's murals serve as more than just visual treats, fostering a deeper connection _____ (35) people and their surroundings. Next time you spot one of his artworks, take a moment to appreciate the talent and passion of Yip Yew Chong!

Score:



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Each of the underlined words contains either a spelling or grammatical error. Write the correct word in each of the boxes. (10 marks)

Kopi luwak, or civet coffee, is considered an exotic and expensive drink. A unique (36) [ ] and intreging beverage, it is brewed from coffee beans extracted from the faeces of (37) [ ] the Asian palm civet, a small animal native of Southeast Asia.

The civets selectively eat ripe coffee cherries, digesting the fruity pulp while (38) [ ] leaving the coffee beans intact. These then passes through the civet's digestive system (39) [ ] where supposedly enhances their flavour by reducing bitterness and acidity while (40) [ ] imparting a unique aeromatik scent.

(41) [ ] After being excreted, the beans are collected, thourouhly washed, and then roasted to perfection. Despite its unusual production method, kopi luwak enthusiasts (42) [ ] love its flavour. It is notisabli not bitter and has a complex flavour that is smooth, (43) [ ] earthy and sweet with the hint of chocolate. Due to the popularity of kopi luwak, several (44) [ ] plantation farms raise palm civets, sometimes in unfaverabel conditions. As such, (45) [ ] controversy surrounds the production of kopi luwak, with some producers confines civets in cramped cages. Despite this unethical practice, kopi luwak remains a popular beverage.

(Go on to the next page)

Score: [ ]



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Fill in each blank with **a** suitable word. (15 marks)

Adaptations are like nature's survival kit, equipped with tools and tricks that help plants and animals thrive in their environments. These specialised traits help organisms obtain food, avoid predators and _____ (46) with changing conditions, ensuring their continued existence in the natural world. _____ (47) adaptations, organisms would certainly face a higher risk of extinction as they struggle to compete _____ (48) resources.

Consider the humble moth, for _____ (49). Its wings are adorned with patterns that _____ (50) the eyes of larger predators to scare off would-be attackers and keep _____ (51) safe from harm. If an insect looks like a leaf, it is not easily _____ (52) by hungry birds. This explains why numerous insects _____ (53) evolved to look like leaves over the last several thousand years.

Another animal, the chameleon, has an incredible _____ (54) to change its colour to match the surroundings. This clever camouflage helps it blend in with tree bark or leaves, making it nearly invisible to predators and allowing it to sneak _____ (55) on unsuspecting prey. In fact, certain prey species have bright-coloured or distinctive markings on their bodies to keep predators away.

Like animals, adaptations in plants are just as _____ (56) for their survival in diverse environments. Cacti adapt to survive in arid environments by storing water in their thick stems. _____ (57) from their stems, their shallow but wide-reaching root systems _____ (58) them to quickly absorb water from rain or dew. The spines of the cacti also help them to _____ (59) water loss. These features help them to survive in deserts.

As plants and animals adapt to their environment, they can protect _____ (60) and ensure their continuity. Those that cannot will become extinct.



Score:

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For each of the questions 61 to 65, rewrite the given sentence(s) using the word(s) provided. Your answer must be in **one** sentence. The meaning of your sentence must be the same as the meaning of the given sentence(s). (10 marks)

Do not write in this space.

**61.** "Did you finish my cake last night?" my sister asked me.

My sister asked me _____

_____.

**62.** Tom clearly explained why he was late. His teacher did not believe him.

Despite Tom's _____

_____.

**63.** You must produce your ticket at the entrance or you will be denied entry.

_____ unless

_____

**64.** The teacher has not posted the letters that the students wrote to their parents.

The letters _____

_____.

**65.** Tom's friend refused to forgive him even though Tom's apology was sincere.

No matter how sincerely _____

_____.

(Go on to the next page)

Score:



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Read the passage on page 9 of Booklet A and answer questions 66 to 75. (20 marks)

Do not write in this space.

**66.** What event was Alex headed for? [1m]

_____

_____

**67.** Pick out a three-word phrase from paragraph 2 suggesting that everything would change for the better for Alex's family. [1m]

**68.** Look at the table below. What do the word(s) in the left column refer to in the passage? Write your answers in the column on the right. [3m]

| Word(s) from the passage | What the word(s) refer(s) to |
|---|---|
| It (line 5) | |
| her plea (line 15) | |
| his slot (line 30) | |

**69.** **(i)** Based on paragraph 3, which one of the following words best describes Alex's character? Put a tick in the box next to the word. [1m]

☐ selfless ☐ nurturing ☐ brave

**(ii)** Support your answer with evidence from the text. [1m]

_____

_____

**70.** Which two words from paragraph 3 show that Alex comforted the elderly woman? The words are found in two separate sentences. [2m]

(i) _____ (ii) _____



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71. Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

Do not write in this space.

| | True/False | Reason |
|---|---|---|
| Alex felt a sense of responsibility towards his family. | | |
| The elderly lady was grateful towards Alex. | | |
| The officials ignored Alex's explanation for being late. | | |

72. Using the given paragraph reference in the table below, fill in the missing information. [3m]

| How Alex felt | What made Alex feel this way | How Alex reacted |
|---|---|---|
| (Paragraph 3)<br>anxious | Alex was about to be late for his trial. | |
| (Paragraph 3) | Alex saw a confused elderly woman standing dangerously on the kerb of a busy junction. | Alex helped the elderly woman cross the junction. |
| (Paragraph 6)<br>confident | | Alex played well and cleared the series of drills with ease. |

73. Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the passage. [1m]

_____ Alex compared his attire with the other participants'.

_____ Alex arrived at the basketball court.

_____ Alex started his trial.



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Do not write in this space.

74. (i) What was the most important trait that the officials were looking out for in the players? [1m]

(ii) Provide an example of how Alex demonstrated this trait. [1m]

75. Based on Alex's statement that he had setbacks that day but did not give up (line 45), identify one setback which he had encountered and explain clearly how he overcame it. [2m]

- END OF PAPER -

Score: /



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**SCHOOL : NANYANG PRIMARY SCHOOL**

**LEVEL : PRIMARY 6**

**SUBJECT : ENGLISH**

**TERM : 2025 WEIGHTED ASSESSMENT 1**

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|---|---|---|---|---|---|---|---|---|---|
| 4 | 4 | 1 | 2 | 3 | 3 | 4 | 3 | 3 | 3 |
| Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 |
| 3 | 2 | 3 | 4 | 2 | 1 | 3 | 3 | 1 | 4 |
| | | | | | | | | | |

| | |
|---|---|
| | |
| Q55 | up |

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| | |
|---|---|
| Q56 | important |
| Q57 | Apart |
| Q58 | help |
| Q59 | reduce |
| Q60 | themselves |
| Q61 | My sister asked me if I had finished her cake the previous night. |
| Q62 | Despite Tom's clear explanation of why he was late, his teacher did not believe him. |
| Q63 | You will be denied entry unless you produce your ticket at the entrance. |
| Q64 | The letters that the students wrote to their parents have not been |
| | |

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