Name : _____ ( )

Class : Primary 6 _____

CHIJ ST NICHOLAS GIRLS' SCHOOL (PRIMARY)

Primary 6

Preliminary Examination

21 August 2025

English Language

Paper 1

Duration of Paper: 1 hour 10 minutes
2 questions
50 marks

Instructions to Candidates:
Do not open this booklet until you are told to do so.
Follow all instructions carefully.
Answer the question in Part 1 and the question in Part 2.

Parent's Signature : _____

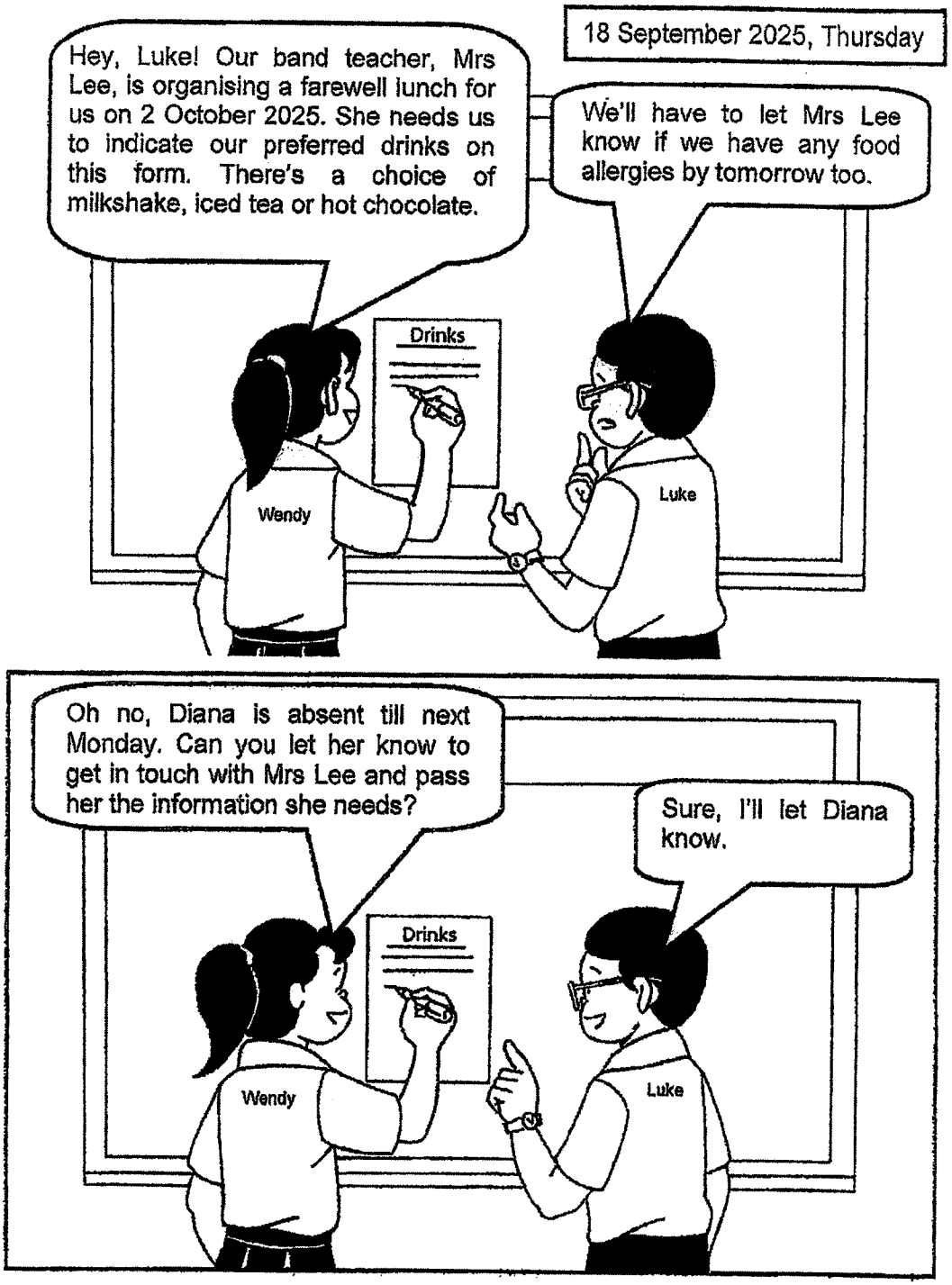
This booklet consists of 4 printed pages.

Downloaded from SingaKids.com

Downloaded from SingaKids.com

Part 1: Situational Writing (14 Marks)

The pictures below show what happened at school one day. Study the pictures carefully.



(Go on to the next page)

Downloaded from SingaKids.com

Your Task

Imagine you are Luke.

Write an email to your bandmate, Diana, to tell her about the event that Mrs Lee is organising.

You are to refer to the pictures and information on page 2 for your email.

In your writing, include the following key information:

- the event that Mrs Lee is organising
- the date of the event
- the two pieces of information Diana has to tell Mrs Lee
- by when Diana must inform Mrs Lee
- how Diana can inform Mrs Lee about the information required

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

Downloaded from SingaKids.com

Part 2: Continuous Writing (36 marks)

Write a composition of at least 150 words about **taking the first step.**

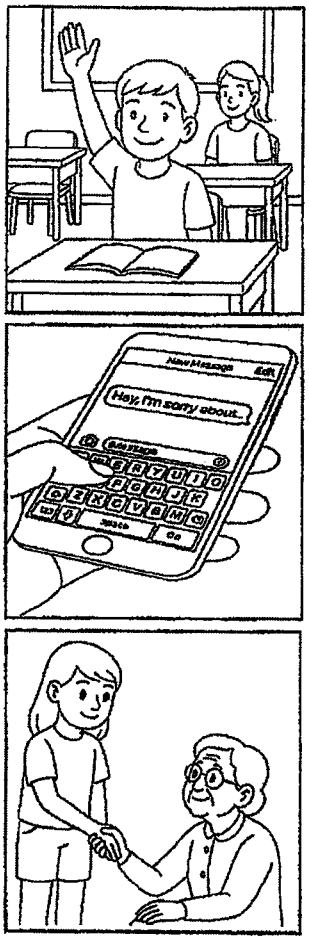
The pictures are provided to help you think about the topic.

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

Consider the following points when you plan your composition:

- What made the person decide to take the first step?
- What happened as a result of taking the first step?

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



END OF PAPER

Downloaded from SingaKids.com

Downloaded from SingaKids.com

Name : _____

Class : Primary 6 _____

CHIJ ST NICHOLAS GIRLS' SCHOOL (PRIMARY)

Primary 6
Preliminary Examination
21 August 2025

English Language
Paper 2 Booklet A

Duration of Paper (Booklets A & B): 1 hour 50 minutes

25 questions
25 marks

Instructions to Candidates:
Do not open this booklet until you are told to do so.
Follow all instructions carefully.
Answer all questions.

This booklet consists of 10 printed pages and 2 blank pages.

Downloaded from SingaKids.com

For each question from 1 to 10, shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.
(10 marks)

1 The choir, _____ beautiful voices impressed everyone, sang confidently on stage.

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

2 Neither Miss Ellie nor the twins_____ the time to help us now.

(1) has
(2) had
(3) have
(4) having

3 There is no access to the remote island except _____ boat.

(1) in
(2) by
(3) on
(4) with

The children enjoyed their picnic at the park _____ the rain that came at the end of the day.

(1) owing to
(2) in spite of
(3) in addition to
(4) resulting from

5 "Would you like to try _____ pair of glasses here?" asked the optician.

(1) this
(2) that
(3) those
(4) these

(Go on to the next page)

Downloaded from SingaKids.com

6 Aminah noticed a man _____ suspiciously near the entrance and reported it to the store manager immediately.

(1) acts
(2) acted
(3) acting
(4) has acted

7 Randy showed _____ perseverance and determination, given that he gave up halfway.

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

8 "Malcom hardly ever forgets his homework, _____ he?" the teacher remarked.

(1) did
(2) does
(3) didn't
(4) doesn't

9 "Fish and chips, together with a cup of ice-cold soda, _____ what I want for lunch today," Peter said, feeling hungry.

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

10 No sooner _____ the competition than she burst into tears of joy.

(1) did she win
(2) had she won
(3) does she win
(4) was she winning

(Go on to the next page)

Downloaded from SingaKids.com

For each question from 11 to 15, shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.

(5 marks)

11 The teacher's warm smile _____ Siti's courage before she stepped onto the stage.

(1) enhanced
(2) mustered
(3) assisted
(4) boosted

12 The jeweller took pains to craft _____ patterns on the necklace that looked like little flowers.

(1) extravagant
(2) exemplary
(3) expensive
(4) exquisite

13 The teacher loved the students' _____ during the activity, as they came up with creative ideas on the spot.

(1) unpredictability
(2) thoughtfulness
(3) spontaneity
(4) exhilaration

14 "Just tell me clearly what you're _____ instead of beating round the bush," Tim said, feeling annoyed.

(1) driving around
(2) driving out
(3) driving at
(4) driving to

15 Amos _____ a tall tale to explain his absence from the class but his teacher did not believe him.

(1) rehearsed
(2) presented
(3) retold
(4) spun

(Go on to the next page)

Downloaded from SingaKids.com

BLANK PAGE

(Go on to the next page)

Downloaded from SingaKids.com

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

(5 marks)

Standing at its base, Ben looked up eagerly at the lighthouse. His heart quickened with the anticipation of what lay inside. Climbing the winding stairs gingerly (16), he was mindful of the narrow steps beneath his feet.

In the lantern room, Ben paused, admiring (17) the old, faded pictures of the lighthouse. "300 years? How amazing!" he gasped as he realised that the sturdy lantern had stood through countless (18) storms. The light glowed faintly. Stepping closer to the lantern, he could feel its purpose to guide lost sailors home. Gazing out over the endless sea, he imagined ships battling fierce storms, in urgent (19) need of a glimmer of hope. The lighthouse was a promise of safety, warning sailors of hidden dangers (20).

Filled with wonder, Ben turned away from the lantern and continued his exploration to uncover the rest of the lighthouse's secrets.

Adapted from 'The Puffin Keeper' by Michael Morpurgo

16 (1) carefully
(2) excitedly
(3) gracefully
(4) respectfully

17 (1) studying
(2) evaluating
(3) ~~scruntising~~ scrutinising
(4) appreciating

(Go on to the next page)

Downloaded from SingaKids.com

18 (1) unending
(2) incessant
(3) numerous
(4) persistent

19 (1) indifferent to
(2) desperate for
(3) obsessed with
(4) distressed about

20 (1) perils
(2) obstacles
(3) mysteries
(4) adventures

(Go on to the next page)

Downloaded from SingaKids.com

Study the poster (Text 1) and a school newsletter article (Text 2) and answer questions 21 to 25. (5 marks)

Text 1

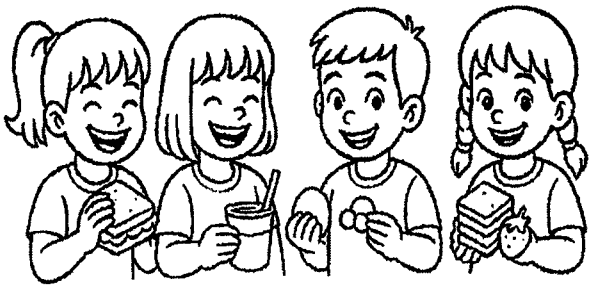
The text below shows a poster for parents.

Eat Healthy, Learn Well

Choose healthy snacks for growing children

Encouraging healthy eating habits helps:

- Boost focus
- Maintain a healthy weight
- Build strong, healthy bodies
- Keep children energised for learning



Simple Weekly Snack Planner:

Snack Box Ideas

Monday	Tuesday	Wednesday	Thursday	Friday
Wholemeal sandwich with scrambled eggs	Yoghurt cup & unsalted nuts	Brown rice ball with seaweed & grapes	Wholegrain crackers & cherry tomatoes	Baked chicken & a banana

Healthy Eating Tips :

Add colour: Include at least 2 different coloured fruits or vegetables.

Go whole: Choose whole grains like brown rice, wholemeal bread and oats.

Skip sugary treats: Avoid sweets and sweet drinks; choose milk or water instead.

Keep portions kid-sized: Pack enough food to fill little tummies but do not overfill the snack box.

Get children involved: Get children to prepare the snacks themselves. They'll love it better!

(Go on to the next page)

Downloaded from SingaKids.com

Text 2

The extract is from a school newsletter article on Health Awareness Week.

Promoting Healthy Habits in School

Do you know that healthy snacks can be delicious and easy to prepare? Last week, our school organised its annual Health Awareness Week, and students were filled with excitement! The week began with a Snack Box Challenge, where students brought colourful, healthy snacks from home, such as wholemeal sandwiches, fruit skewers, and yoghurt cups.

Students also participated in a Bento Art Workshop, where they created fun animal-shaped rice balls by themselves. Many students were surprised by how delicious healthy food could be.

The school canteen vendors joined in by offering new dishes that align with national nutrition guidelines. To make them tasty, the vendors added creative touches, such as adding crispy tofu to whole-grain noodles. They even replaced the sweetened sodas with naturally flavoured low-sugar fruit infusions. During recess, teachers noticed that even students who usually avoided healthy snacks polished off their plates!

A survey showed over 80% of students are now more willing to pack or eat more nutritious snacks!

(Go on to the next page)

Downloaded from SingaKids.com

21 "Choose healthy snacks for growing children." The image in Text 1 supports this statement as the children shown are looking _____.

(1) full
(2) cheery
(3) intelligent
(4) comfortable

22 According to the poster in Text 1, eating healthy snacks helps children to _____.

(1) excel in everything they do
(2) improve their concentration
(3) lose weight to build muscles
(4) cultivate a strong interest in learning

23 Based on Text 1, which of the following statements is not true?

(1) Sugary drinks and candies can be given as occasional treats.
(2) Snacks should be given in smaller portions to prevent overeating.
(3) Children are more likely to finish the snacks prepared by themselves.
(4) Snacks given should include two or more different coloured fruits or vegetables.

24 "Do you know that healthy snacks can be delicious and easy to prepare?" Why did the writer ask the question in Text 2?

(1) to enthuse students to participate in Health Awareness Week
(2) to show students how simple it is to make healthier food choices
(3) to encourage students to bring their own healthy snacks from home
(4) to get students thinking about their current snack habits and consider healthier options

25 Which one of the following phrases from Text 2 does not show the application of the healthy eating tips given in Text 1?

(1) [vendors] ... used whole-grain noodles.
(2) [vendors] ... replaced the sweetened sodas.
(3) [students] ... created fun animal-shaped rice balls by themselves.
(4) [students] ... are now more willing to pack or eat more nutritious snacks.

(Go on to the next page)

Downloaded from SingaKids.com

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

(Go on to the next page)

Downloaded from SingaKids.com

Read this passage and answer questions 66 to 75. (20 marks)

The mattress had been rolled up, and Mama was folding clothes without a word. It made sense now – why the cardboard boxes were stacked in the corner when I first walked in.

"We're moving again, Son," Papa said, not looking up. "The strawberries are gone. Time to find new work."

This was the life of a migrant family. It was not the first time the five of us had packed up our lives into a rusty old car. We followed the harvest. In spring, we picked strawberries. In summer, we picked grapes. Later in the year, we moved again to pick cotton. Each move meant leaving behind any friends I had just made. Still, something about this move **felt heavier** and I was unwilling to accept that. I had just begun to enjoy school and found it hard to give up my spot on the soccer team. But once again, I would have to make a fresh start.

We arrived at our **new home** two days later. The sun was harsh, and the shed we were offered to stay in had cracked walls and a floor made of dirt. Mama did not complain. She simply said, "We'll make it work," as she laid out our blankets.

Work in the grape fields began the next day. I woke up early and followed Papa and my two older brothers into the rows of vines. The grapes looked beautiful hanging in bunches, but they were tough to cut, and the buckets grew heavier with each trip. My hands stung, and my back ached by mid-morning. "Keep going," Papa said gently, "We need the money." In the evening, we returned to the shed exhausted and silent. I missed school, but Papa reminded me that work **came first**.

Eventually, I was allowed to attend the nearby school since the harvest was slowing down. On my first day, I walked into the classroom clutching a paper bag lunch. My new class was twice the size of the old one. The teacher greeted me kindly and pointed to an empty seat, but I felt everyone's eyes on me. During lessons, students spoke quickly and worked in groups, but I barely understood what anyone was saying. At that point, I wished I was back in my old school.

One afternoon, the teacher announced that we would each take turns reading a paragraph aloud. My heart raced. When it was my turn, I stood up and began reading – but stumbled over several words. A few students giggled. I sat down quickly, face burning.

That night, I did not eat much. Mama noticed **that**.

"You okay?" she asked.

"I read badly today," I muttered. "Everyone laughed."

She placed a hand on my shoulder. "Then read it again tonight. Show them what you can do."

So I did. I read the paragraph over and over every night. Even after my brothers were asleep, I whispered the words under my breath.

A week later, it was my turn again. This time, I read the paragraph without hesitation. The room was quiet, and when I finished, my teacher gave me a nod. After class, a boy walked over. "Hey," he said, "you read well. Want to sit with us at lunch?"

I nodded, surprised. It felt like I was beginning to belong again.

That night, as I sat in the corner of the shed reading by the dim light of a lantern, I thought of how friendly the boy was at this new place. It dawned on me that I no longer felt afraid. The key to that was to keep an open mind.

Adapted from 'The Circuit' by Francisco Jiménez

Downloaded from SingaKids.com

Name : _____ ( )

Class : Primary 6 _____

CHIJ ST NICHOLAS GIRLS' SCHOOL (PRIMARY)

SIMPLE IN VIRTUE
GOSPEL
STEADFAST IN DUTY
穆 纯 笃

Primary 6

Preliminary Examination

21 August 2025

English Language

Paper 2 Booklet B

Duration of Paper (Booklets A & B): 1 hour 50 minutes

50 questions
65 marks

Instructions to Candidates:
Do not open this booklet until you are told to do so.
Follow all instructions carefully.
Answer all questions.

Parent's Signature: _____

Booklet A	25
Booklet B	65
Total	90

This booklet consists of 9 printed pages.

Downloaded from SingaKids.com

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)	about	(D)	beyond	(G)	for	(K)	more	(N)	their
(B)	an	(E)	but	(H)	from	(L)	since	(P)	to
(C)	and	(F)	by	(J)	how	(M)	some	(Q)	when

Chimpanzees can help each other when injured. Scientists have found that chimpanzees not only treat their own wounds _____ (26) they also provide 'first aid' to others. This discovery suggests that chimps may recognise _____ (27) another chimp is hurt and try to help. A team of researchers came to this conclusion after 'reviewing' years of previous studies _____ (28) observing two groups of chimpanzees for months.

The researchers documented numerous cases where chimpanzees cared _____ (29) their own injuries. Common behaviours included licking wounds and chewing plants to apply the material directly to open wounds. These methods can help remove dirt and prevent infections _____ (30) chimp saliva and some plants contain healing chemicals.

Even _____ (31) remarkable were seven examples of chimps helping others. For instance, a young male chimp was seen licking a wound on another chimp's leg, and in one case, a male helped a female escape _____ (32) a rope trap. These acts were not limited _____ (33) family members, showing how social care extends _____ (34) family ties.

_____ (35) behaviours are likely instinctive, but others appear to be learned. Scientists plan to continue studying these behaviours to better understand how chimps learn and care for each other.

Adapted from 'Chimps Perform 'First-Aid' on Each Other' by News For Kids

(Go on to the next page)

Downloaded from SingaKids.com

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

Fitness trackers are wearable gadgets that help you understand how active and healthy you

(36) [ ]

are. We measure things like how much you move, your heart rate, and how well you have

(37) [ ]

sleeping. This information helps you learn more about your daily habits and overall hee'th.

(38) [ ]

One key feature of fitness trackers is tracking your steps. They use built-in sansers to count

(39) [ ]

movement and ditact if you are walking, running or climbing stairs. Many trackers also shine a light

(40) [ ]

on your skin to check the rate in which your heart is beating. You can view all this data on the device or in an app on your phone. For some people, starting out with new technology may feel a

(41) [ ]

bit donnting, but it becomes easier with use.

(42) [ ]

Fitness trackers let you set goals like walking 10,000 steps a day – a number making

(43) [ ]

popular by a Japanese doctor in the 1960s. These goals offer valued motivation to stay active and healthy. Some trackers also monitor stress levels and sleep quality.

(44) [ ]

Although fitness trackers are not perfect, they can help detect potenshielly serious health

(45) [ ]

issues – some of which could turn faytle if ignored. They are like small coaches on your wrist, guiding you towards better habits every day.

Adapted from 'How Do Fitness Trackers Work', various sources

[ ]

(Go on to the next page)

Downloaded from SingaKids.com

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

Bedtime stories are more than just fun – they help you in many important ways. Reading or listening to stories _____ (46) you go to sleep can improve your mind, help you relax, and _____ (47) _____ make your life better.

_____ (48) you hear or read stories, you pick up a variety of skills. You learn new words and see how sentences are put _____ (49). This makes it easier to understand _____ (50) you read in school and improves your writing skills. Stories also introduce interesting characters and exciting adventures that can make you think differently _____ (51) the world. Discussing stories you have read with family or friends can help you see things from different _____ (52) of view. This is a skill that will help you in school and in real life.

Listening to or reading a story before bed _____ (53) you calm your mind after a busy day. _____ (54) of scrolling through your phone or playing video games right before sleep, stories let your brain slow down and get ready for rest. This enables you to fall asleep faster and sleep more deeply, so you _____ (55) up feeling refreshed and ready for a new day.

Bedtime stories also _____ (56) you how to handle challenges. Many stories show characters dealing _____ (57) problems like friendship troubles, fears, or big changes. Seeing how these characters work _____ (58) their difficulties can give you ideas on how to better handle your own. It also reminds you that everyone faces struggles from time to _____ (59), and that is perfectly normal.

(Go on to the next page)

Downloaded from SingaKids.com

Exploring bedtime stories _____ (60) a simple way to learn, relax, and understand yourself better. Try making stories part of your nightly routine – you might find that they make your nights calmer and your days brighter.

Adapted from 'Reading Bedtime Stories', various sources

(Go on to the next page)

Downloaded from SingaKids.com

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)

61 We did not want to miss the show so we left the house early.

_____ in case

_____

62 "Do you want to eat sushi tomorrow?" Mother asked Andrea.

Mother asked Andrea if _____

_____

63 Charlie ran out of the house. He did not lock the door.

Without _____

_____.

64 The library will open earlier starting next Monday.

With effect _____

_____

65 Since he started working, I have hardly seen him.

Seldom _____

_____

(Go on to the next page)

Downloaded from SingaKids.com

Read the passage on page 12 of Booklet A and answer questions 66 to 75. (20 marks)

ALL ANSWERS MUST BE IN COMPLETE SENTENCES UNLESS OTHERWISE STATED.

66 From paragraph 1, state what the writer first observed which made him realise that they were moving. [1m]

He saw _____

67 Based on lines 4 – 11, why did the writer's family have to move again? [2m]

_____

_____

68

Why did the move 'feel heavier' (lines 9 – 10) when the writer had to make a fresh start?

(a) _____

(b) _____

[2m]

69 From paragraph 3, pick out a four-word phrase that tells us that the writer had to begin learning to live somewhere new again. [1m]

_____

70 From paragraph 4, how can we tell that Mama was positive despite the poor living conditions? [1m]

_____

(Go on to the next page)

Downloaded from SingaKids.com

71 Complete the table below by identifying how the writer felt at specific points in the story and explaining why he felt that way. Use evidence from lines 15 – 26. [4m]

Event	One word to show how the writer felt	Explain why the writer felt that way
Working in the grape fields	a) The writer felt _____	_____ _____ _____
Listening to the other students speak quickly during group work	c) The writer felt _____	d) _____ _____ _____

72 Look at the table below. What do the word in the left column refer to in the passage? Write your answers in the column on the right. [2m]

Word(s) from the passage	What the word(s) refer(s) to
a) new home (line 12)	
b) that (line 30)	

73 Explain clearly what Papa meant when he reminded the writer that work 'came first' (line 20) even though the writer wanted to go to school. [2m]

_____

_____

(Go on to the next page)

Downloaded from SingaKids.com

74 Based on lines 21 – 39, state whether each statement in the table below is 'True' or 'False', then give one reason why you think so. [3m]

	True/False	Reason
a) The teacher in the writer's new school was welcoming.		
b) The first time the writer had to read aloud in front of the class, he did so fluently.		
c) The writer started a conversation to make new friends.		

75

a) Circle **one** word that best describes how the writer felt about moving **at the start of the story**. DO NOT CIRCLE MORE THAN ONE WORD. [1m]

embarrassed / reluctant / nonchalant / determined

b) What did the writer finally learn **at the end of the story**? [1m]

_____

_____

END OF PAPER

Downloaded from SingaKids.com

Downloaded from SingaKids.com

YEAR : 2025
LEVEL : PRIMARY 6
SCHOOL : CHIJ ST NICHOLAS GIRLS' SCHOOL (PRIMARY)
SUBJECT : ENGLISH
TERM : PRELIMINARY EXAMINATION

(BOOKLET A)

Q1	4	Q2	3	Q3	2	Q4	2	Q5	1
Q6	3	Q7	2	Q8	2	Q9	1	Q10	1
Q11	4	Q12	4	Q13	3	Q14	3	Q15	4
Q16	1	Q17	4	Q18	3	Q19	2	Q20	1
Q21	2	Q22	2	Q23	1	Q24	4	Q25	4

(BOOKLET B)

Q26	E	Q27	Q	Q28	C	Q29	G	Q30	L
Q31	K	Q32	H	Q33	P	Q34	D	Q35	M

Q36	They	Q37	slept	Q38	sensors	Q39	detect	Q40	at
Q41	daunting	Q42	made	Q43	valuable	Q44	potentially	Q45	fatal

Q46	before	Q47	can	Q48	When	Q49	together	Q50	texts
Q51	about	Q52	points	Q53	helps	Q54	Instead	Q55	wake
Q56	teach	Q57	with	Q58	through	Q59	time	Q60	is

Q61	We left the house early in case we missed the show.
Q62	Mother asked Andrea if she wanted to eat sushi the next day.
Q63	Without locking the door, Charlie ran out of the house.
Q64	With effect from next Monday, the library will open earlier.
Q65	Seldom have I seen him since he started working.

Q66	He saw the mattress had been rolled up, and Mama was folding clothes without a word.
Q67	The writer's family was a migrant family that followed the harvest, causing them to have to move again as the strawberries were gone and they needed to find new work.
Q68	a) He found it hard to give up his spot on the soccer team. b) The writer had just begun to enjoy school and found it hard to give up his place on the soccer team.
Q69	make a fresh start
Q70	She did not complain.

Downloaded from SingaKids.com

Q71	a) exhausted b) The grape bunches were tough to cut. c) confused d) He barely understood what the other students were saying.
Q72	a) The shed. b) The writer not eating much.
Q73	Papa meant that work was more important as they needed to work so they could get the money for the writer to go to school.
Q74	a) True, The writer's teacher greeted the writer kindly and pointed to an empty seat for the writer to sit at. b) False, The writer stumbled over several words when it was his turn to read the paragraph ~~out loud~~. c) False, After class, a boy invited the writer to sit with him and his friends at lunch.
Q75	(a) reluctant
	(b) He learnt that he needed to keep an open mind about moving.

Downloaded from SingaKids.com