NANYANG PRIMARY SCHOOL
PRELIMINARY EXAMINATION
2026

PRIMARY 6

ENGLISH LANGUAGE
PAPER 2
(BOOKLET A)

Total Time for Booklets A and B: 1 hour 50 minutes

Additional materials: Optical Answer Sheet (OAS)

INSTRUCTIONS TO CANDIDATES

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

Name: _____ ( )

Class: Primary 6 ( )

This booklet consists of 9 printed pages and 1 blank page.

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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. Sam and his groupmates _____ their group project, but they will only submit it next week.

(1) has completed
(2) have completed
(3) has been completing
(4) have been completing

2. You _____ take better care of your belongings or they might go missing.

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

3. If I had known about the book sale, I _____ you there.

(1) will follow
(2) would follow
(3) will have followed
(4) would have followed

4. We are going to be late, so I suggest we cut _____ this field to get to the bus stop.

(1) into
(2) over
(3) across
(4) around

5. Having won the tournament, my teammates and I treated _____ to a feast.

(1) us
(2) them
(3) ourselves
(4) themselves

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6. One-fifth of the students _____ absent from school yesterday.

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

7. As I was returning home from school, I heard a dog _____ loudly.

(1) barked
(2) barking
(3) had barking
(4) was barking

8. We visited the museum _____ the rare fossil bones are displayed.

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

9. He'll want you to accompany him, _____ he?

(1) won't
(2) didn't
(3) doesn't
(4) wouldn't

10. "Please move _____ pairs of shoes here to that corner," my teacher said to me.

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

(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. After weeks of _____ by the owner, the leaves of the young plant withered and it died shortly after.

(1) neglect
(2) disrepair
(3) nourishment
(4) deterioration

12. Try not to let the difficult questions _____ you and stop you from attempting the other simpler ones.

(1) excite
(2) subdue
(3) intimidate
(4) aggravate

13. These musicians have an _____ way of making music using pots and pans.

(1) unfazed
(2) unassuming
(3) unbecoming
(4) unconventional

14. My father knocked _____ on my sister's door as she was going to be late for school.

(1) insistently
(2) laboriously
(3) persuasively
(4) compulsively

15. Bob's birthday is around the corner. I need your help to _____ some ideas so I can buy him a good gift.

(1) take up
(2) count on
(3) put forward
(4) see through

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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)

Caring for a dog has many wonderful benefits. Dogs provide companionship, which helps to **alleviate** (16) feelings of loneliness and stress. Studies have shown that petting a dog for just ten minutes can have a significant impact on reducing anxiety levels. Dogs also encourage more physical activity among dog owners as they have to take them on **regular** (17) walks. Fellow dog owners can also bond and connect over **anecdotes** (18) of their dogs' quirky behaviours.

However, it is important to remember that looking after a dog is **no walk in the park** (19). Before deciding to bring a dog into your home, make sure you are **completely** (20) prepared to commit to their needs for many years. It would be wise for prospective dog owners to consider their lifestyle, schedules and budget before making such a commitment.

Adapted from American Kennel Club

16. (1) trim
(2) reduce
(3) shorten
(4) intensify

17. (1) casual
(2) random
(3) frequent
(4) occasional

18. (1) fables
(2) reports
(3) recounts
(4) testimonials

19. (1) not easy
(2) not rewarding
(3) not demanding
(4) not comfortable

20. (1) fully
(2) basically
(3) adequately
(4) exceptionally

(Go on to the next page)

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Study the poster (Text 1) and the extract from an article (Text 2) and answer questions 21 to 25.

Text 1

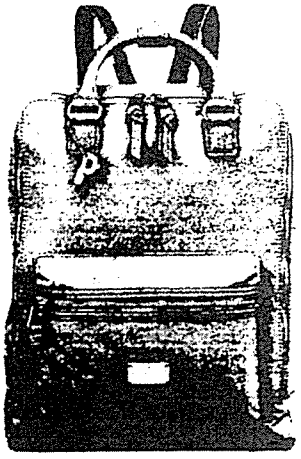
The text below shows a poster for a school bag.

Peaks School Bag

Carry Everything in Style.

Say goodbye to boring school bags!
Fit your entire school day into one bag –
all your books, stationery, lunch boxes and more!
Get organised with a specific space for everything!
No more mess or things left behind!

Suitable for students of all ages!



Wide range of colours to choose from!

Big bags never felt so comfortable!



"I love my Peaks bag. Although it's bigger than other school bags, I bought it because it's extremely comfortable. Everything I need for school fits inside it. I can also find any item easily!

– Ansel, 12-year-old student

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Study the poster (Text 1) and the extract from an article (Text 2) and answer questions 21 to 25.

Text 2

The extract below is taken from an online article.

School bags are designed to be both roomy and trendy, which makes them appealing to students. Lately, more focus has been put on making school bags look good. Many students use their school bags as a way to express their personality and personal style. Is that true for you, too?

While it may seem exciting to fit everything into one bag, have you considered the weight? Carrying too many items strains your back. This may cause short-term discomfort and lead to long-term posture problems. To cushion the effect, you should carry a school bag that fits comfortably on your back. Features such as wide straps and padded backs help distribute weight more evenly. By choosing a school bag wisely, you can reduce the pressure on your back.

Ultimately, health experts recommend packing only the items needed for the day to keep your school bag light. For example, you can store certain items in your school locker or keep some materials under your desk if your school allows it. By planning what you bring each day and leaving out unnecessary items, you can protect your back and still have everything you need.

(Go on to the next page)

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For each question from 21 to 25, choose the best answer. Shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

21. "Carry Everything in Style." The purpose of this statement in Text 1 is to _____.

(1) emphasise the bag's storage capacity
(2) highlight that the bag is useful and trendy
(3) encourage students to be both well-prepared and stylish
(4) remind students to look good while carrying their belongings

22. How does Ansel's review in Text 1 reinforce the information presented in the poster?

(1) It shows that the bag is suitable for all 12-year-olds.
(2) It highlights the bag's spacious storage and comfort.
(3) It emphasises that the sole appeal of the bag is its size.
(4) It mentions a specific feature of the bag not shown in the poster.

23. Based on Text 1, which of the following statements are true about the Peaks school bags?

A: The bag is small and light.
B: The bag comes in different colours.
C: The bag has multiple compartments.

(1) A and B
(2) A and C
(3) B and C
(4) A, B and C

24. What is the main message of Text 2?

(1) Students should choose school bags with more features.
(2) Students should use lockers or desks to store their belongings.
(3) Students should prioritise comfort when choosing and using school bags.
(4) Students should express their personality and personal style through their choice of school bags.

25. Texts 1 and 2 express differing views on whether _____.

(1) students can store certain items in school
(2) school bags should look appealing to students
(3) school bags can fit everything needed for school
(4) students should fit everything into their school bags

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.

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

When I was in Secondary Two, my form teacher once told me, in front of the whole class, that I was "the sort of girl who could not fit anywhere". The words were spoken lightly, almost carelessly, but they stayed with me long after the lesson ended. For the rest of the day, I carried a quiet heaviness in me, even as everyone else laughed and chatted as though nothing had happened.

At assemblies, we were supposed to line up neatly, socks pulled up, hair tied properly, badges pinned straight. Everyone around me seemed to know how to turn themselves into the shape the school wanted. I, unlike the others, had my shirt tucked out and dirty shoes. My shoelaces were two different shades of blue because I had replaced one missing lace with whatever I could find. To make things worse, I had been caught drawing a strange shape in the margin of the school newsletter instead of reading it. "What is that?" my form teacher had asked sharply, holding up my paper. I stared at the page. I had drawn a blob with uneven edges and tiny arms stretching out. "An amoeba," I muttered. A few girls giggled. "Exactly," she said. "A single-celled organism with no proper shape. Just floating about aimlessly. That is your problem."

From that day on, the words followed me everywhere. Amoeba girl. Blob. Floating aimlessly. It did not help that I asked too many questions when I was supposed to accept instructions. When the others talked excitedly about becoming doctors, lawyers or scholars, I stayed silent because none of those dreams felt like mine. I liked watching people instead, noticing the way they performed a version of themselves for the world.

At home, things were not much easier. "Can you do what you are told?" Mother often scolded. "Why can't you be more like your cousin? She knows how to behave." "There she goes again!" I thought bitterly as I walked away from this familiar rant. I did know how to behave. I simply could not bear pretending for too long. Since then, I began to think of myself as an amoeba. Not the insult my teacher had intended, but the real creature I had seen under a microscope in the science lab. It had no neat outline, no fixed form, and yet it was alive. It moved. It survived. On my worst days, I was exactly like that, a strange little blob drifting quietly through school, unseen and unimportant.

Then, one afternoon, something changed. It was the final week of the term. My class was engrossed in playing board games, gossiping and laughing with one another. This was interrupted by our teacher who gave us instructions to create a short performance about good behaviour. Most of my classmates groaned and did the bare minimum. As they argued lazily over the script, hoping to get it over with, I suddenly felt something stir inside me. Before I could stop myself, the words slipped out. "This is boring," I said. "No one will listen." My heart thumped in my chest as I took over the script. This was something I never imagined myself doing. I began rewriting the whole scene. In half an hour, I completed the task. I made the dialogue sharper and funnier. I showed them where to stand and when to pause. Somehow, everyone listened. Even the loudest girls followed my instructions.

During the performance, the audience laughed at the right moments. For the first time in school, I was not being stared at because I was wrong. I was being watched because I had made something people could feel. Afterwards, our English teacher came up to me. "You wrote most of that, didn't you?" she asked. I nodded, expecting criticism. Instead, she smiled. "You notice things other people miss. That is a gift. You should do something with it."

As we packed up our props, the same girls who had groaned earlier now lingered by my desk. One of them, the loudest in the group, smiled awkwardly and asked if I would help her with her drama club audition the following week. This caught me completely off guard. Just days ago, she had been rolling her eyes at my mismatched shoelaces. Now, she was looking at me not as a joke, but as an expert. I agreed, feeling a strange warmth spread through my chest.

That night, I drew an amoeba again. But this time, I saw a creature that could adapt and find its own way forward. Perhaps not fitting in did not mean I was broken; it simply meant I was still forming. I began to imagine myself writing and directing plays. Maybe one day, these would reach a fellow amoeba who needed to know that she was not alone.

Adapted from How Tan Siyou turned rebellion into new film 'Amoeba' by The Straits Times

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NANYANG PRIMARY SCHOOL
PRELIMINARY EXAMINATION
2026

PRIMARY 6

ENGLISH LANGUAGE
PAPER 2
(BOOKLET B)

Total Time for Booklets A and B: 1 hour 50 minutes

Additional materials: Optical Answer Sheet (OAS)

INSTRUCTIONS TO CANDIDATES

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

Class: Primary 6 ( )

This booklet consists of 9 printed pages and 1 blank page.

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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)	another	D)	but	G)	have	K)	shall	N)	their
B)	at	E)	each	H)	must	L)	than	P)	when
C)	because	F)	had	J)	our	M)	then	Q)	which

Last Saturday, our school gardening club visited a community farm. For months, the club members _____ (26) been learning how vegetables are grown in small spaces.

At the farm, we were divided into several groups so that _____ (27) team could try a different activity. My group was asked to loosen the soil gently _____ (28) the roots were delicate. Next, the farmer showed us a tool with a short handle _____ (29) was safer for children to use.

He reminded us that we _____ (30) not pour too much water onto the plants. Too little water would dry them out, _____ (31) too much water would drown them. _____ (32) the end of the session, we harvested spinach and placed the stalks carefully into baskets.

The baskets carried by our group were heavier _____ (33) the rest because we had picked vegetables from twice as many rows compared to others. Before leaving, we thanked the farmer, who told us to wash _____ (34) hands before eating anything. We also learnt that fresh produce often tastes better _____ (35) it is eaten soon after harvesting. The visit made many of us eager to start a small class garden.

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)

Last month, our class organised an exhibition about how neighbourhoods in

(36) [ ]

Singapore have changed over time. Our teacher reminded us that everyone <u>have</u> an

important role to play. She also said that a panel would be put near the entrance to

(37) [ ]

<u>comemoret</u> the pioneers who had contributed to the estate.

(38) [ ]

The hall was already buzzing in activity on the morning of the exhibition. Every

(39) [ ]

display board <u>w. e</u> checked very carefully before the visitors arrived. A few of us

were still making minor changes as we wanted the information to be both accurate

(40) [ ]

and <u>coherant</u>. Later, a resident of more than fifty years noticed an old photograph of

(41) [ ]

a market and told us that he had <u>wrote</u> about the same place many years earlier in his

(42) [ ]

<u>jornal</u>.

At the far end of the hall stood a table of artefacts that families had kindly

(43) [ ]

lent to the school. They were not <u>asppecialy</u> valuable but helped us imagine what daily

(44) [ ]

life had once been like. <u>Since</u> being tired after clearing up, many of us felt that the

(45) [ ]

effort had been <u>undoubtably</u> worthwhile. The exhibition taught us that even ordinary

objects can tell meaningful stories about the past.

(Go on to the next page)

Score: [ ]

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

Have you ever noticed how some children can remember facts better after turning them into a game? At our school, a group of teachers have begun using a new approach to teaching by adding short revision games to their lessons. _____ **(46)** of copying notes for the entire period, students now work in small _____ **(47)** to answer questions, sort cards and explain ideas to one another.

When students discuss possible answers, they must listen closely and think carefully about _____ **(48)** their ideas make sense to others. This helps them to reflect on their answers and spot any mistakes before _____ **(49)** them with the class. The games may also encourage quieter students to join in. They can first discuss in small groups before speaking to the whole class. _____ **(50)** gives them time to build their confidence step by step. In one activity, students are given clue cards to arrange in the correct _____ **(51)** to show how a process works. In a different activity, they earn points by _____ **(52)** why one answer is wrong while another is correct. Such tasks take only a few minutes, but they keep students alert and fully focused during the lesson. Teachers have noticed that after taking part in such activities, students are _____ **(53)** willing to ask questions. This may be because the games _____ **(54)** learning feel less stressful.

Of course, revision games are beneficial only _____ **(55)** students continue to revise their notes and complete their homework. Fun activities can support learning, but teachers and students _____ **(56)** should understand that the use of such activities in lessons _____ **(57)** just one part of the learning process, not the whole of it. A balanced routine, with time set _____ **(58)** for reading, practice and discussion, is more often than _____ **(59)** the most effective way to prepare for an examination. When students enjoy the process of learning, they are more likely to stay _____ **(60)** task. Used wisely, revision games can make learning enjoyable and worth looking forward to too.

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. The rain stopped. The players continued with the match immediately.

No sooner _____

_____.

62. Mr Bala invited the artist to speak at the assembly. Her painting had won first prize.

_____ whose

_____.

63. Tommy is writing several articles for the school newsletter.

Several articles _____

_____.

64. Lisa asked Ben if he had managed to complete all his homework the previous week.

Lisa asked Ben, "_____

_____?"

65. Mrs Lee had such confidence in her team that she did not supervise them at all.

So _____

_____.

(Go on to the next page)

Score:

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Read the passage on page 10 of Booklet A and answer questions 66 to 75. (20 marks)

Do not write in this space.

66. Based on paragraph one, which **three-word phrase** shows how the narrator felt after the teacher's comment? [1m]

67. What does the phrase "turn themselves into the shape the school wanted" in lines 6-7 suggest about the students? Tick ☐ the correct answer. [1m]

compliant ☐ empathetic ☐ flexible ☐

68. Based on paragraph 2, state **two** ways in which the writer's attire was different from the other students. [2m]

a) _____

b) _____

69. Why did the writer feel that things were not easy with her mother? [2m]

_____

_____

70. Based on paragraphs 2 to 7, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
The teacher approved of the writer's drawing on the newsletter.		
The writer had planned to contribute to the script-writing from the beginning.		
The audience were entertained by the performance.		

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71. Look at the amoeba traits in the table below. Complete the table to compare what the teacher thought of the writer at the beginning of the story with what the writer thought of herself at the end. [2m]

Do not write in this space.

Characteristic of amoeba	Teacher's view of the writer (at the start of the story)	Writer's view of herself (at the end of the story)
No proper shape		
Float around		

72. Based on the information from lines 35 to 44, fill in the blanks in the following table. [2m]

Event	How the writer felt	What the writer did
The English teacher approached the writer and asked if she had written most of the performance.		

Event	How the loudest girl felt	What the loudest girl did
The loudest girl realised the writer was not a joke, but an expert at directing plays.		

73. 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
my paper (line 10)	
the task (line 33)	
a gift (line 39)	

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74. Explain clearly why the writer's classmates "groaned and did the bare minimum" (line 29) for the short performance? [2m]

Do not write in this space.

75. Explain clearly what the writer hoped to achieve by writing and directing plays. [2m]

- End of Paper -

Score:

(Go on to the next page)

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YEAR : 2026
LEVEL : PRIMARY 6
SCHOOL : NANYANG PRIMARY SCHOOL
SUBJECT : ENGLISH
TERM : PRELIMINARY EXAMINATION

(BOOKLET A)

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

(BOOKLET B)

Q26	G (have)	Q27	E (each)	Q28	C (because)	Q29	Q (which)	Q30	H (must)
Q31	D (but)	Q32	B (at)	Q33	L (than)	Q34	J (our)	Q35	P (when)

Q36	had	Q37	commemorate	Q38	with	Q39	was	Q40	coherent
Q41	written	Q42	journal	Q43	especially	Q44	Despite	Q45	undoubtedly

Q46	Instead	Q47	groups	Q48	whether	Q49	sharing	Q50	This
Q51	order	Q52	explaining	Q53	more	Q54	make	Q55	if
Q56	alike	Q57	is	Q58	aside	Q59	not	Q60	on

Q61	No sooner had the rain stopped than the players continued with the match.
Q62	Mr Bala invited the artist whose painting had won first prize to speak at the assembly.
Q63	Several articles are being written by Tommy for the school newsletter.
Q64	Lisa asked Ben, "Did you manage to complete all your homework last week?"
Q65	So confident was Mrs Lee in her team that she did not supervise them at all.

Q66	a quiet heaviness
Q67	Compliant
Q68	(a) Her shoes were dirty instead of being neat and polished. (b) Her shoelaces were two different shades of blue.

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Q69	Her mother scolded her for not doing as she was told and compared her with a cousin who knew how to behave. The writer could not keep pretending to fit in and meet those expectations.
Q70	(a) False — The teacher sharply questioned her drawing and criticised the amoeba for having no proper shape and floating aimlessly. (b) False — She spoke up spontaneously when her classmates argued, then rewrote the scene and completed the task. (c) True — The audience laughed at the right moments.
Q71	(a) At the end, the writer felt that having no proper shape meant she could adapt and find her own way forward. (b) At the start, the teacher viewed floating around as being aimless, unseen and unimportant.
Q72	(a) She felt nervous and anxious because she was expecting criticism. (b) The loudest girl smiled awkwardly and asked the writer to help with her drama club audition.
Q73	(a) "my paper" refers to the page containing the writer's drawing of an amoeba. (b) "the task" refers to rewriting and completing the scene for the short performance. (c) "a gift" refers to the writer's ability to notice things that other people miss.
Q74	They were not interested in the task and thought the performance was boring and that no one would listen. They therefore wanted to finish it with as little effort as possible.
Q75	She hoped that her plays would reach someone like her who felt different or alone. She wanted that person to know that they were not alone.

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NANYANG PRIMARY SCHOOL
2026 PRIMARY 6
PRELIM EXAMINATION
ANSWER KEY

BOOKLET A

Grammar			
1.	2	6.	4
2.	4	7.	2
3.	4	8.	3
4.	3	9.	1
5.	3	10.	3

Vocab	
11.	1
12.	3
13.	4
14.	1
15.	3

Vocab Cloze	
16.	2
17.	3
18.	3
19.	1
20.	1

Visual Text	
21.	2
22.	2
23.	3
24.	3
25.	4

BOOKLET B

Grammar Cloze		Editing		Cloze Passage	
26.	F (had) G (have)	36.	had	46.	Instead
27.	E (each)	37.	commemorate	47.	groups
28.	C (because)	38.	with	48.	whether
29.	Q (which)	39.	was	49	sharing
30.	H (must)	40.	coherent	50.	This
31.	D (but)	41.	written	51.	order
32.	B (at)	42.	journal	52.	explaining
33.	L (than)	43.	especially	53.	more
34.	J (our)	44.	Despite	54.	make
35.	P (when)	45.	undoubtedly	55.	if
				56.	alike
				57.	is
				58.	aside
				59.	not
				60.	on

END

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