RAFFLES GIRLS' PRIMARY SCHOOL
PRELIMINARY EXAMINATION
PRIMARY 6
2026

ENGLISH LANGUAGE
PAPER 1 (WRITING)
(QUESTION BOOKLET)

Name: _____ ( ) **Date: 19 August 2026**

Class: P6 _____ **Total Time: 1 hour 10 minutes**

INSTRUCTIONS TO CANDIDATES

1. Write your name, class and index number in the spaces provided above.
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 your answers using a dark blue or black ballpoint pen.
6. Do not use correction fluid/tape or highlighters in your answers.

Part 1	14
Part 2	36
Total score **out of 50**	
Parent's signature	

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Part 1: Situational Writing (14 marks)

The pictures below show Vincent, Siti and Meera having a conversation. Study the pictures carefully.



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Your Task

Imagine you are Vincent.

Write an email to your teacher, Miss Tan, to propose the community service project you and your classmates have discussed.

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

In your email, include the following key information:

- the name of the community service project
- what your class will make and its purpose
- the art materials required
- the date by which you hope to get the materials
- one value your class can learn from this project

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

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Part 2: CONTINUOUS WRITING (36 marks)

Write a composition of at least 150 words about **making a difference**.

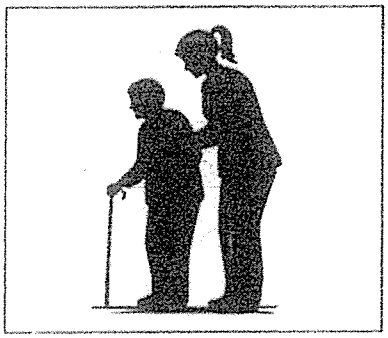
The pictures are provided to help you think about the topic.

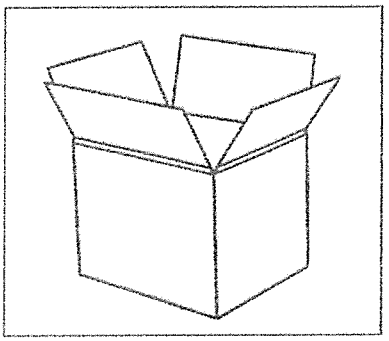
Your composition should be based on one or more of these pictures.

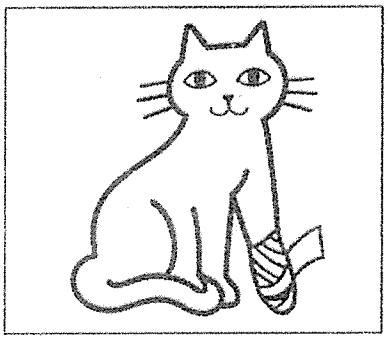
Consider the following points when you plan your composition:

- Why was the act needed?
- What changed after the act?

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







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RAFFLES GIRLS' PRIMARY SCHOOL
PRELIMINARY EXAMINATION
PRIMARY 6
2026

ENGLISH LANGUAGE
PAPER 2 BOOKLET A

Name: _____ ( ) **Date: 19 August 2026**

Class: P6 ____ **Time: 1 hour 50 minutes**

INSTRUCTIONS TO CANDIDATES

1. Write your name, class and index number in the spaces provided above.
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 in the Optical Answer Sheet (OAS) provided for questions 1 to 25 only.

Booklet A	25
Booklet B	65
Total	90
Parent's Signature	

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Section A: Grammar (10 × 1 mark)

For each question from 1 to 10, choose the answer that best fits in the sentence(s). Shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.

1 "Father's eaten his lunch, _____?" Mary asked.

(1) isn't he
(2) hasn't he
(3) wasn't he
(4) doesn't he

2 Rani is well-known _____ her expertise in growing orchids.

(1) by
(2) for
(3) from
(4) about

3 "Won't Alice be excited when she _____ that she's representing the class for the speech competition?" Ben asked.

(1) hears
(2) heard
(3) has heard
(4) has been hearing

4 Mother objected to _____ the bag for Sarah as it was too expensive.

(1) buy
(2) buying
(3) be buying
(4) having bought

5 Tina made _____ progress in her studies because she had been revising diligently.

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

6 All the information about the upcoming school workshops _____ to the students last week.

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

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7 The commitment displayed by the students _____ the reason why they did well in the project.

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

8 The young boy helped the old lady _____ the busy road.

(1) cross
(2) crosses
(3) crossed
(4) was crossing

9 If John _____ early last night, he would not have missed his school bus this morning.

(1) sleeps
(2) has slept
(3) had slept
(4) had been sleeping

10 _____ his injury, the participant was unable to complete the race.

(1) Due to
(2) Despite
(3) Although
(4) Regardless of

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Section B: Vocabulary (5 × 1 mark)

For each question from 11 to 15, choose the answer that best fits in the sentence(s). Shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.

11 The children were thrilled at the idea of going for a class learning journey. They felt _____ the entire day.

(1) moved
(2) daunted
(3) exhilarated
(4) apprehensive

12 To prevent people from getting too close to the turtle's nest on the beach, the Nature Lovers' Society _____ the area.

(1) fended off
(2) marked off
(3) rounded off
(4) cordoned off

13 The top student of the school _____ her success to her parents and teachers who had nurtured her in the formative years of her life.

(1) assigned
(2) attributed
(3) associated
(4) acknowledged

14 The fight between Peter and Ming was _____ only because their teacher intervened.

(1) averted
(2) inverted
(3) diverted
(4) reverted

15 Due to time constraints, the debate team members ensured that their argument was brief and to the point. They were very _____.

(1) precise
(2) specific
(3) concise
(4) accurate

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Section C: Vocabulary Cloze (5 x 1 mark)

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.

Last summer, Maya decided to embark on a journey that would forever broaden her perspective on life. She had always been curious about places far from her hometown, and this trip promised experiences that would deepen (16) her understanding of different cultures.

On the first day, she visited a small village nestled among rolling hills. The locals welcomed her with radiant smiles. Maya felt a sense of fascination (17) as she explored the winding streets, each corner revealing a new surprise.

In the evenings, she would sit by the river, watching the sunset that seemed to illuminate (18) the sky with brilliant shades of orange and pink. These moments reminded her that life was not just about achievements, but also about the beauty that surrounded her.

One afternoon, while hiking a steep trail, Maya encountered an elderly man who was frail (19) yet radiated a quiet wisdom. He shared inspirational stories of his youth, and Maya listened intently, knowing that these narratives would enlighten (20) her in ways books never could. By the end of the trip, Maya felt transformed.

Adapted from The Unexpected Journey

16 (1) foster
(2) create
(3) cultivate
(4) enhance

17 (1) delight
(2) wonder
(3) ecstasy
(4) curiosity

18 (1) adorn
(2) brighten
(3) highlight
(4) accentuate

19 (1) feeble
(2) weary
(3) gentle
(4) slender

20 (1) inspire
(2) educate
(3) motivate
(4) stimulate

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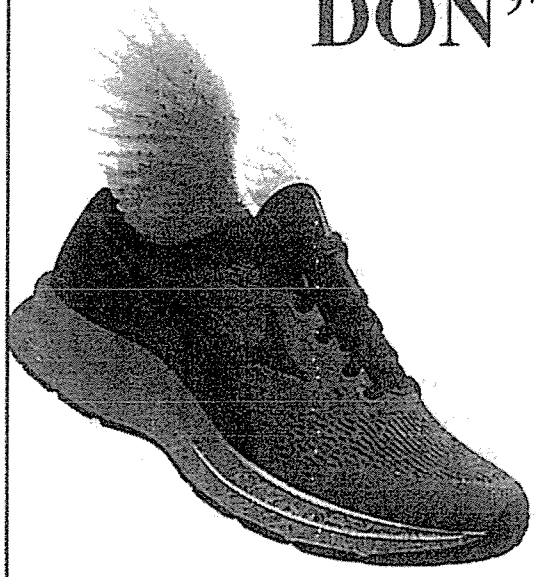
Section D: Visual Text Comprehension (5 x 1 mark)
Study the poster (Text 1) and the extract from an article (Text 2) and answer questions 21 to 25.

Text 1

The text below shows a poster.

Join us for the sales launch of the FALCON!

DON'T RUN, FLY!



Exclusively for Sports House members
at the Vista City Outlet.
12 December at 10 a:m.

$129.90
Members' Price

Only 100 pairs!

No reservations for customers or online purchases.

A) Lightweight
Makes running easier and faster

B) Cushioned Comfort
Keeps your feet free from blisters

C) Grippy Soles
Helps you stay steady on any surface

D) Visibility
Reflective materials keep you visible in low light

E) Durability
Built to last through many kilometres

F) Support
Provides stability for injury-free running

Visit www.sportshouse.sg for more information.

Downloaded from SingaKids.com

Text 2

The extract below is taken from an online article.

Wearing the right shoes is important for every runner, whether they are experienced athletes or beginners. Good running shoes do more than keep the feet comfortable. They play a key role in helping runners perform well and in preventing injuries.

Firstly, proper running shoes provide strong support and sufficient cushioning. When a runner's feet hit the ground, the shoes help to absorb the impact. This reduces pressure on the feet, ankles and knees, making running safer. It also lowers the risk of common injuries such as sprains, muscle strain and joint pain.

In addition, running shoes are designed to help the body move correctly. They improve balance and support smoother, more controlled movements while running. With better stability and posture, runners can run more efficiently and for longer periods without discomfort.

In conclusion, choosing the right pair of running shoes may seem like a simple decision, but it is an important one. The right shoes help runners enjoy their runs, improve their performance and protect their bodies from injury.

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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 Which of the following is true about the launch?

(1) Reservations for the shoes can be made online.
(2) Only a limited number of shoes will be available.
(3) Anyone can purchase the shoes on 12 December.
(4) Falcon shoes will be sold at all Sports House outlets.

22 What kind of poster is shown in Text 1?

(1) educational
(2) promotional
(3) motivational
(4) informational

23 Linda often experiences pain in her foot and prefers to run at night. Based on the information in Text 1, which features of the shoes would be most important for her?

(1) A and B
(2) C and F
(3) D and F
(4) D and E

24 What is the **main message** of Text 2?

(1) It is easy to choose a pair of running shoes.
(2) Running shoes are for the young and old.
(3) Proper running shoes makes one run faster.
(4) Wearing the right pair of running shoes is important.

25 Both the descriptions for the shoes in Text 1 and the content of Text 2 _____.

(1) advertise the latest running shoes
(2) offer tips on how to select running shoes
(3) compare different features of running shoes
(4) highlight the importance of quality running shoes

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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Section I: Comprehension (Open-ended) 20 marks

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

Brian's eyes snapped open. He was unbelievably, viciously thirsty. His mouth was dry and tasted foul and sticky. His lips were cracked and seemed as if they were bleeding. His skin was all withered up. He knew the thirst and felt the burn on his face. It was mid-afternoon. The sun had come over him and cooked him while he slept. His face felt like it was on fire. It was going to blister and peel.

He stood, using the tree to pull himself up because there was still some pain and much stiffness and looked down towards the lake. It was water but he did not know if he could drink it. He felt the idea of drinking water from a lake was awful, but the lake was blue, looked clean and his mouth and throat raged with thirst. Would there be another water source he could drink from? Moreover, he had swallowed a lot of the water while he was swimming out of the plane and getting to shore.

Brian felt helpless in a situation consisting of a plane wreck, a badly bruised forehead, an aching body and a thirst that tore at him until he could not think. He took small steps down the bank to the lake. Along the edge, there were thick prickly grasses in the way and the water looked a little murky. He scowled in disgust at the small bugs swimming in the water and was glad to see a log extending about ten metres out into the lake, with sturdy branches sticking up, almost like strong handles.

He balanced on the log, holding himself up with the limbs, and teetered out past the weeds and muddy water. When he was out where the water was clear and he could see no bugs swimming, he kneeled on the log to drink. He thought he would just try a sip, still pondering over the lake water. However, when he brought a cupped hand to his mouth and felt the cold lake water trickle past his cracked lips and over his tongue, he could not stop.

He had never, not even on long bicycle trips in the summer, been this thirsty. He stooped and put his mouth to the lake and drank and drank, pulling it deep and swallowing great gulps of it. He drank until his stomach was swollen, until he nearly fell off the log with it, then he got up and staggered his way back to the bank where he was immediately sick and threw up most of the water.

However, his thirst was gone by then and the water seemed to reduce the pain in his head as well, although the sunburn still felt hot on his face. He pulled himself once more up the bank to the tall tree without branches and sat again with his back against it. It was hot now. The sun was high and he sat in the shade of the tree in relative comfort, but there were things he knew he had to do.

Adapted from "Hatchet" by Gary Paulsen

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RAFFLES GIRLS' PRIMARY SCHOOL

PRELIMINARY EXAMINATION
PRIMARY 6
2026

ENGLISH LANGUAGE
PAPER 2 BOOKLET B

Name: _____ ( ) Date: 19 August 2026

Class: P6 – Total Time for Booklets A and B: 1 hour 50 minutes

INSTRUCTIONS TO CANDIDATES

1. Write your name, class and index number in the spaces provided above.
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 dark blue or black ballpoint pen to write your answers in the space provided for each question.
6. Do not use correction fluid/tape or highlighters on any part of your answers.

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Section E: Grammar Cloze (10 x 1 mark)

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.

1

(A) although	(D) in	(G) much	(K) their	(N) unless
(B) an	(E) its	(H) of	(L) these	(P) when
(C) by	(F) many	(J) the	(M) to	(Q) which

Hiccups are sudden, repeated sounds that happen when your body makes a small "jump" inside your chest. They occur **(26)** _____ the diaphragm, a muscle under the lungs **(27)** _____ helps you breathe, suddenly contracts. This quick movement makes you breathe **(28)** _____ air very fast. At the same time, the gap between your vocal cords snaps shut, causing **(29)** _____ familiar "hic" sound.

There are **(30)** _____ reasons why hiccups occur. You might eat or drink too quickly, swallow too much air or even laugh too hard. Sometimes, feeling nervous or excited can also make you get hiccups. In most cases, hiccups last only a few minutes and stop on **(31)** _____ own.

To get rid **(32)** _____ hiccups, people often try holding their breath, drinking water slowly or breathing into a paper bag. **(33)** _____ methods help the diaphragm relax so that your breathing goes back **(34)** _____ normal. Hiccups are harmless, **(35)** _____ they can be annoying. The sounds are a normal part of how our bodies work.

10

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Section F: Editing for Spelling and Grammar (10 × 1 mark)

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

Last Saturday, my family gathered at a bustling seafood restaurant. It was a special

(36) [ ]

occassion as it was Grandma's eightieth birthday. My cousin, Sarah, who cared deeply

(37) [ ]

about her appearence, arrived wearing a stunning silk dress that shimmered under the

(38) [ ]

chandeliers. However, she soon felt embrassed and her confidence vanished when she

(39) [ ] (40) [ ]

realised she had accidentally wore one black sandal and one navy blue slipper on her frantic

(41) [ ]

rush to leave home. Everyone at the table chuckled soft at the sight, but Grandma gave

(42) [ ]

her a warm, comfort hug to make her feel better.

(43) [ ]

During the lively party, Grandma receives many wonderful gifts from her

(44) [ ]

grandchildren, ranging from handmade cards to elegant jewellery. My brother gave her

(45) [ ]

a brand-new tablet, explaining that it would be much more conviinent for her to video call us whenever she missed hearing our voices or seeing our faces. Grandma smiled brightly, her eyes twinkling with joy as she thanked us all for such a memorable day.

[/10]

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Section G: Comprehension Cloze (15 x 1 mark)

Fill in each blank with a suitable word.

Being a responsible member of the school community means more than just attending classes on time. It involves showing courtesy to teachers, classmates, and staff _____ (46) simple greetings, such as saying "please" and "thank you". These polite behaviours create a positive and friendly environment where _____ (47) feels valued.

Respecting school rules is another important part of being responsible. Rules are designed to _____ (48) safety, fairness, and order for all. For instance, _____ (49) patiently for one's turn, keeping noise levels low in the library, and following instructions in the classroom are ways to demonstrate self-discipline and _____ (50) for others.

Think about how your actions _____ (51) possibly affect other people. Helping a classmate who has dropped her books, offering to share materials, or including quieter students in group _____ (52) are all examples of thoughtfulness and kindness.

A responsible student also takes care of both _____ (53) and shared resources. This includes returning borrowed books on time, keeping the canteen clean, and using school property _____ (54) care. Students must not forget to appreciate the efforts of those who maintain the school grounds.

Communication and cooperation are equally important. Listening attentively, speaking politely, and working well in teams help to strengthen existing bonds _____ (55) maintaining good relationships with others. Handling disagreements _____ (56) they arise shows emotional maturity.

What about diligence? Is a diligent student a responsible one? Most certainly! Completing assignments on time, and asking questions when you are in _____ (57) about a difficult concept taught in class reflect a commitment to learning.

Finally, responsible students promote a positive school culture by participating in community activities, _____ (58) kind towards newcomers, and helping others in need. These actions will help make the school environment safe and conducive for all. By demonstrating positive _____ (59) such as graciousness and gratitude each day, students _____ (60) to a better school experience for both their peers and teachers. That way, everyone within the school community can flourish and find joy in shared everyday experiences.

Adapted from Social Responsibility in School

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Section H: Transformation / Synthesis (5 x 2 marks)

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).

61 I was impressed by how deep her knowledge was.

_____

_____ of her knowledge.

62 We left immediately when the movie ended.

As soon as _____.

_____

63 David does not like to play computer games. He likes to read.

David _____ would rather

_____.

64 "Did you sit for the Science test last week?" Mother asked Sarah.

Mother asked Sarah _____

_____.

65 She is such a nice person. She collected my worksheets for me when I was absent.

It was so _____

_____.

10

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Section I: Comprehension (Open-ended) 20 marks

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

66 From paragraph 1, state three physical signs that tell us how terribly parched Brian had been. [3m]

(a)
(b)
(c)

67 Brian struggled hard to decide if he wanted to try drinking water from the lake. Using information from lines 6 to 17, complete the following tables.

[2m]

What Brian thought:	**Reason why Brian thought that way:**
(a) Brian thought he <u>should drink</u> water from the lake because	(i)
	(ii) his mouth and throat raged with thirst:
	(iii) there might not be another water source he could drink from.
	(iv) he had swallowed a lot of the water in the lake and was fine.

5

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[2m]

What Brian thought:	Reason why Brian thought that way:
(b) Brian thought he <u>should not drink</u> water from the lake because	(i) he felt the idea of drinking water from a lake was awful.
	(ii)
	(iii) the water looked a little murky.
	(iv)

68 Based on information from lines <u>12 to 17</u>, state whether each statement in the table below is true or false, then give one reason why you think so. [2m]

	True / False	Reason
(a) Brian had <u>injured</u> himself in the <u>plane wreck</u>.		
(b) Brian <u>*could not* think too well</u> because he was dehydrated.		

69 Which word from lines <u>18 to 23</u> tells us that Brian was moving unsteadily on the log? [1m]

5

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70 Brian spent quite some time at the log on the lake. Based on information from lines 18 to 28, fill in the following table.

[2m]

(a) What Brian thought	How Brian felt about the water in the lake in (a)
Brian thought he would just try a sip, still pondering over the lake water.	
(b) What Brian did	How Brian felt about the water in the lake in (b)
	Brian felt that he was past caring whether or not the water in the lake was good and safe enough to drink.

71 When Brian 'felt the cold lake water trickle past his cracked lips and over his tongue, he could not stop' (lines 22 – 23). What was it he could not stop doing?

[1m]

72 Why did Brian throw up most of the water he had drunk?

[1m]

4

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73 Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right.

[3m]

Word from the passage	What the word refers to
(a) It (line 5)	
(b) it (line 27)	
(c) it (line 31)	

74 Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the story.

[1m]

_____ Brian fell asleep under the sun.

_____ Brian's plane crashed.

_____ Brian drank water from the lake.

75 Using information from lines 29 to 33, answer the following questions.

(a) Which **ONE** of the following words best describes how Brian felt in the last paragraph about what was happening? Put a tick √ in the box beside your answer.

DO NOT TICK MORE THAN ONE BOX.

[1m]

determined		disappointed	
puzzled		affirmed	

(b) Why did Brian feel that way?

[1m]

_____

_____

--- END OF PAPER ---

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YEAR : 2026
LEVEL : PRIMARY 6
SCHOOL : RAFFLES GIRLS' PRIMARY SCHOOL
SUBJECT : ENGLISH
TERM : PRELIMINARY EXAMINATION

(BOOKLET A)

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

(BOOKLET B)

Q26	P	Q27	Q	Q28	D	Q29	J	Q30	F
Q31	K	Q32	H	Q33	L	Q34	M	Q35	A

Q36	occasion	Q37	appearance	Q38	embarrassed	Q39	worn	Q40	in
Q41	softly	Q42	comforting	Q43	received	Q44	elegant	Q45	convenient

Q46	through	Q47	everyone	Q48	ensure	Q49	waiting	Q50	respect
Q51	may	Q52	discussions	Q53	personal	Q54	with	Q55	and
Q56	when	Q57	doubt	Q58	being	Q59	values	Q60	contribute

Q61	I was impressed by the depth of her knowledge.
Q62	As soon as the movie ended, we left.
Q63	David would rather read than play computer games.
Q64	Mother asked Sarah if she had sat for the Science test the previous week.
Q65	It was so nice of her to collect my worksheets for me when I was absent.

Q66	(a) His mouth was dry and tasted foul and sticky. (b) His lips were cracked and seemed as if they were bleeding. (c) His skin was all withered up.
Q67	(a)(i) The lake was blue and looked clean. (a)(iii) There might not be another water source he could drink from. (b)(ii) There were thick prickly grasses in the way. (b)(iv) There were small bugs swimming in the water.
Q68	(a) True. He had a badly bruised forehead and an aching body. (b) True. His thirst tore at him until he could not think.
Q69	teetered
Q70	(a) He was hesitant and unsure whether the lake water was safe to drink. (b) He could not stop drinking and swallowed great gulps of water.

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Q71	He could not stop drinking the lake water.
Q72	He had drunk so much that his stomach became swollen, making him sick.
Q73	(a) Brian's face (b) Brian's swollen stomach (c) the tall tree without branches
Q74	2 1 3
Q75	(a) determined (b) Brian's thirst was gone and the water seemed to reduce the pain in his head. He knew there were things he had to do and was determined.

END

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