



RED SWASTIKA SCHOOL
2026 PRELIMINARY EXAMINATION
ENGLISH LANGUAGE – PAPER 2
LANGUAGE USE AND COMPREHENSION
PRIMARY 6

Name : _____ ()

Class : Primary 6 / _____

Date : 19 August 2026

BOOKLET A

25 Questions

25 Marks

Duration of Paper: 1 h 50 min

Note:

- 1. Do not open this booklet until you are told to do so.**
- 2. Read carefully the instructions given at the beginning of each part of the booklet.**
- 3. Do not waste time. If a question is difficult for you, go on to the next one.**
- 4. Check your answers thoroughly and make sure you attempt every question.**
- 5. In this booklet, you should have the following:**
 - a. Page 1 to Page 8**
 - b. Questions 1 to 25**

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

1 My grandfather had trouble _____ an attachment to his email until I taught him.

- (1) to add
- (2) adding
- (3) having added
- (4) to have added

2 Minah apologised _____ arriving late for the family dinner of her best friend.

- (1) about
- (2) over
- (3) for
- (4) at

3 The lifeguards continued searching for the missing swimmer in the sea _____ night had already fallen.

- (1) since
- (2) unless
- (3) though
- (4) because

4 There was very _____ evidence to support the claim, so the police continued their investigations.

- (1) few
- (2) little
- (3) much
- (4) several

5 Everyone on the debate team has submitted the speech outline, _____?

- (1) don't they
- (2) didn't they
- (3) hadn't they
- (4) haven't they

- 6 If Ahmad had checked the noticeboard, he _____ where to go for his Art class.
- (1) knew
 - (2) had known
 - (3) would know
 - (4) would have known
- 7 The description of the suspect by the witness was consistent _____ the evidence collected by the police.
- (1) to
 - (2) by
 - (3) with
 - (4) from
- 8 Currently, neither the twins nor their younger brother _____ willing to participate in the competition.
- (1) is
 - (2) are
 - (3) was
 - (4) were
- 9 The workers _____ the beach since morning, so there is hardly any litter on the ground.
- (1) cleaned
 - (2) have cleaned
 - (3) had been cleaning
 - (4) have been cleaning
- 10 The restaurant _____ chefs create award-winning desserts is often very crowded.
- (1) who
 - (2) which
 - (3) whom
 - (4) whose

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

11 Despite the heavy downpour, the volunteers remained _____ in their efforts to distribute supplies to the needy.

- (1) hesitant
- (2) steadfast
- (3) unfaltering
- (4) immovable

12 Jane smiled warmly and nodded _____ as her new classmate shared on her difficulty in making friends in class.

- (1) casually
- (2) reluctantly
- (3) impatiently
- (4) reassuringly

13 Although his teammates encouraged him, Ryan continued to _____ his own abilities before the competition.

- (1) prove
- (2) accept
- (3) dismiss
- (4) question

14 Clear instructions on medicine labels ensure correct _____ of medicine.

- (1) digestion
- (2) supervision
- (3) organisation
- (4) administration

15 Even though the task was not easy, Lily did not _____ from the challenge.

- (1) back down
- (2) pull back
- (3) turn off
- (4) give up

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

As the final whistle blew, Amir sat alone on the bench. He had missed the winning penalty during the inter-class football match. He felt a deep sense of embarrassment as he watched his teammates pack up quietly. His best friend, Kai, noticed that he was deep in thought. Not wanting to catch him off guard, Kai walked over quietly with two bottles of water and spoke in a calm tone, wanting to allay Amir's worries. "We're not blaming you," Kai said. "Everyone makes mistakes. What matters is that we learn from them." Amir was deeply touched by Kai's empathy and realised that true friends stand by one another during difficult times. Their friendship stood the test of time and helped restore Amir's confidence.

- 16 (1) ashamed
(2) awkward
(3) frustrated
(4) disappointed

- 17 (1) worry him
(2) startle him
(3) distract him
(4) confuse him

- 18 (1) ease
(2) pacify
(3) soothe
(4) resolve

- 19 (1) fairly
(2) easily
(3) seriously
(4) genuinely

- 20 (1) defend
(2) protect
(3) support
(4) motivate

Study the texts and then answer questions 21 to 25.

Text 1

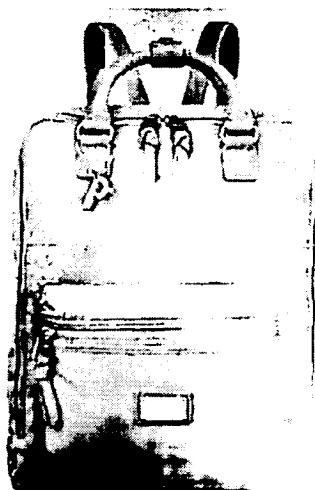
The text below shows a poster for a school bag.

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!

Designed with you in mind!



"I love my Peaks school bag! Everything I need for school fits comfortably into it. I can also find and take out any item I need easily!"

— Ansel, 12-year-old student

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 placed on making school bags look good. For many students, their school bag is also 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 the 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, 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.

For each question from 21 to 25, shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.

21 The slogan "Carry Everything in Style" suggests that the Peaks school bag is both _____.

- (1) large and expensive
- (2) useful and fashionable
- (3) colourful and comfortable
- (4) strong and easy to clean

22 Why was Ansel featured in Text 1?

- (1) He appears to be a good student.
- (2) Most school bag users are around his age.
- (3) His comments support the claims of the poster.
- (4) His review was short enough to fit into the poster.

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

- A: The bag comes in different colours.
- B: The bag helps students organise their belongings
- C: The bag is designed to reduce pressure on students' backs.

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

24 What is the main focus of Text 2?

- (1) Choose a school bag that looks attractive.
- (2) Avoid carrying too many unnecessary items.
- (3) Keep all school materials in lockers or under desks.
- (4) Buy a school bag with wide straps and padded backs.

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

- (1) school bags should look appealing to students
- (2) school bags can fit all books needed for school
- (3) students should fit everything into their school bags
- (4) students can keep their belongings in school lockers

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.

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

The kindergarten classroom hummed with excitement as children streamed towards the various play corners. With lightning speed, Farid and Lina hurried to their favourite play corner. They took out plastic plates, toy fried eggs and miniature pancakes, and scattered them across a low table.

As usual, Lina handed Farid a tiny apron. With a grin, he took a bow and put on the apron. Then, he pretended to be the chef by raising his hands as if he were putting on a tall chef's hat. Lina appreciated Farid's kindness. Not many children wanted to play with someone who had hearing difficulties. Soon, the pair were immersed in their make-believe café. Farid arranged the eggs neatly onto the pancakes while Lina closed her eyes and pretended to sniff the aroma of the food.

Caught up in the moment, Lina reached blindly for a pancake. Her elbow clipped a tray, sending the toy food tumbling onto the floor behind her with a loud clatter. Unaware, she reached again but found only an empty space. Farid let out a short laugh before realising that Lina was tearing up and her shoulders were stiffening.

Leaning closer, Farid gently tapped her shoulder and motioned for her to turn around. As she gasped softly, he made a deliberate scooping motion with his hands. Lina's gaze followed his movement and her expression softened. Her fingers brushed against the scattered toy food on the floor. Nodding quickly, she crouched down to retrieve the toy food while Farid helped gather the remaining pieces. Just then, the teacher called for Farid and he left Lina to play on her own.

Moments later, a new wave of activity swept across the classroom. The teacher announced, "Clean up! Time for snack break!"

Chairs scraped against the floor as children hurried to return toys to their shelves. Yet Lina remained seated, oblivious to the sudden disruption behind her. She was enjoying her time pretending to feed a cartoon character on the wall poster in front of her.

A child rushing past accidentally knocked against the table, causing several plates to wobble dangerously. Lina glanced about uneasily, her brows furrowing as she looked across the room. Why was everyone moving so quickly?

Sensing that something was amiss, Farid's eyes swept across the room before settling on Lina. Understanding dawned on him as he realised what she had missed. He moved beside her and lightly tapped her shoulder again. As Lina looked up, he glanced at the children tidying the classroom. Then, slowly and carefully, he swept his hands together and pointed towards the toy basket.

Lina studied his face and hands. Realisation flickered across her features, and her tense shoulders relaxed. Farid waved to a few classmates, who came over to help. A grateful smile spread across Lina's face. As the children gathered the toy plates and placed them into the basket, Lina followed suit. Together, they finished tidying the play corner.

When they joined the line with their classmates, Lina caught Farid's eye and pressed her hand gently against her chest before extending it towards him. Farid nodded and returned her gesture. Neither of them spoke. Yet in that quiet moment, Lina's grateful smile and Farid's quiet nod said more than words could.

Adapted from "This kindergarten put children with and without hearing loss together", CNA Insider, 14 January 2024.



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PRIMARY 6

Name : _____ ()

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Date : 19 August 2026

BOOKLET B

52 Questions
65 Marks

In this booklet, you should have the following:

- a. Page 9 to Page 15
- b. Questions 26 to 75

PAPER	1	2		3	4	Total
	SW CW	Booklet A	Booklet B	LC	Oral	
Score	50m	25m	65m	20m	40m	200m
Result						

Parent's Signature : _____

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.

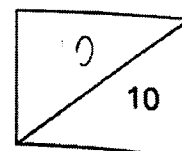
- | | | | | |
|----------|----------|---------|----------|-------------|
| (A) all | (D) each | (G) on | (K) over | (N) then |
| (B) at | (E) had | (H) one | (L) than | (P) through |
| (C) both | (F) have | (J) or | (M) that | (Q) unlike |

Book-sharing corners are becoming a common sight in neighbourhoods across Singapore. More neighbourhoods _____ introduced book-sharing corners where residents can exchange books easily. (26)

_____ traditional libraries, these corners are less structured and have fewer rules. They do not need membership cards and borrowing records, _____ have fixed return dates for borrowed books. In fact, _____ corner has its own selection of books, depending on what residents donate. Readers can take a book home or leave _____ behind for another reader. They are also able to read the books _____ their own pace and not rush to make a return. They may also donate books they no longer need, keeping the collection varied _____ time. (27) (28) (29) (30) (31) (32)

The project is more _____ just a way to reduce waste. It is a simple idea _____ brings neighbours together through reading. _____ talking about the stories they have enjoyed, they get to know one another a little better. In this way, the book-sharing corner helps to build a warmer and more connected neighbourhood. (33) (34) (35)

Adapted from The Straits Times



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

Last month, Hibiscus Primary School organised a Screen-Free Week to help students spend less time on their devices and interact more with others.

(36)

Teachers planned several steemulating activities that not only encouraged students to interact with classmates and also helped them discover new hobbies. Moreover, setting away time during recess to play or talk with their peers had forged stronger friendships.

(38)

(39)

By the end of the week, many had become fermilier with spending their free time away from their devices and had become less relyant on them.

(40)

(41)

The principal noted that many students had gained confidence by the activities and discussions held during the event, learnt to identify new ways to spend their free time and developing greater curious about trying new pastimes.

(42)

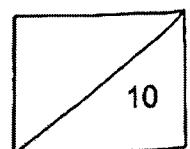
(43)

(44)

Many teachers regarded the event as a significant akomplishment because it helped pupils develop greater ristraynt when managing their screen time. The event encouraged students to make wise choices about their use of devices and to spend their time more meaningfully.

(45)

Adapted from The Little Red Dot



Fill in each blank with a suitable word.

(15 marks)

The OneMillionTrees movement was launched in Singapore in 2020. With the _____ of planting one million more trees across the island by 2030, this movement
(46)
reinforces Singapore's long-term _____ to becoming a City in Nature. Parks,
(47)
nature reserves and park connectors are common _____ where trees are planted
(48)
to increase greenery across the island. By planting _____ trees, Singapore hopes
(49)
to create a greener and more sustainable environment for _____ generations.
(50)

Trees play many important roles in the environment. They absorb carbon dioxide which helps to regulate temperatures and improve air _____. Their branches and leaves
(51)
also _____ food and shelter for wildlife. In addition, trees allow animals to
(52)
_____ freely between parks and nature reserves. As a result, both wildlife and
(53)
_____ benefit from a healthier environment.
(54)

The success of the movement depends greatly on community participation. Members of the _____ can contribute by taking part in educational programmes that teach
(55)
proper tree care. Some schools even set up small nurseries where young _____
(56)
are carefully grown before being planted in gardens. Through these hands-on activities, students gain practical _____ in caring for plants and protecting the environment.
(57)
As they watch the trees _____ and attract different kinds of wildlife, they develop
(58)
a _____ appreciation of nature and understand why conserving green spaces is
(59)
_____.
(60)

By working together, Singaporeans can help create a greener and more liveable city for everyone.

Adapted from OneMillionTrees Movement, National Parks Board (NParks)

15

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 If you charge the battery fully, your phone will not run out of power.

_____ unless

- 62 The match was cancelled as the weather was bad.

Owing to _____

- 63 He spoke to her politely although he was upset.

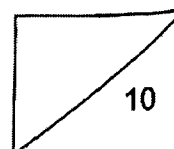
_____ in spite of

- 64 "How do you plan to get home after the party?" Uncle Joe asked his daughter.

Uncle Joe asked his daughter how _____

- 65 Tim was able to complete the task because his sister encouraged him.

With _____



Read the passage on page 8 of Booklet A and answer questions 66 to 75.

- 66 In paragraph one, why did Farid and Lina hurry to their favourite play corner with lightning speed? [1m]

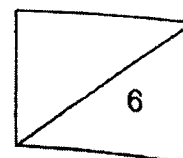
- 67 Why did Farid take a bow after Lina handed him the apron? [1m]

- 68 Why did Farid pretend to put on a chef's top hat instead of telling Lina he was the chef? [2m]

- 69 Based on lines 11 to 14, provide two pieces of evidence that suggest that Lina was upset when the food tumbled onto the floor. [2m]

(i) _____

(ii) _____



70 Based on the given information, fill in the following table. [4m]

Situation	Lina's feeling	Three-word phrase from the passage
a) When Lina realised that she had dropped the toy food on the floor (paragraph 4)		
b) When Lina saw everyone moving quickly (paragraph 7)		

71 Look at the table below. What do the words or phrases 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) movement (line 17)	
b) the sudden disruption (line 24)	

72 Read the statement below.

Lina wanted to finish feeding the cartoon character before tidying up the toys.

Do you agree with the statement?

☐

Yes

☐

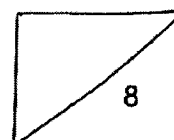
No (Tick one box only)

Support your answer with evidence from the passage, excluding Lina's hearing disability. [2m]

Evidence:

(i) _____

(ii) _____

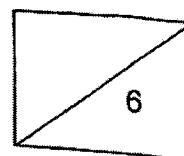


- 73 What does the phrase "**Realisation flickered across her features**" (line 34) tell you about Lina's understanding at that moment? [2m]

- 74 At the end of the passage, Lina pressed her hand against her chest before extending it towards Farid. What did this gesture show? Why? [2m]

- 75 What does the writer mean by "Lina's grateful smile and Farid's quiet nod said more than words ever could" (lines 40 – 41)? [2m]

END OF PAPER



SCHOOL : RED SWASTIKA SCHOOL
 LEVEL : PRIMARY 6
 SUBJECT : ENGLISH
 TERM : 2026 PRELIMINARY EXAMINATION
 PAPER : PAPER 2

Paper 2 — Booklet A (Q1–Q25)

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

Paper 2 — Booklet B (Q26–Q60)

Q26)	F — have	Q36)	stimulating	Q46)	aim / purpose / objective / goal
Q27)	Q — unlike	Q37)	but	Q47)	commitment
Q28)	J — or	Q38)	aside	Q48)	locations / places / spaces / areas
Q29)	D — each	Q39)	familiar	Q49)	more
Q30)	H — one	Q40)	reliant	Q50)	future
Q31)	B — at	Q41)	from / through	Q51)	quality
Q32)	K — over	Q42)	learning	Q52)	provide
Q33)	L — than	Q43)	curiosity	Q53)	move / wander
Q34)	M — that	Q44)	accomplishment	Q54)	humans
Q35)	P — through	Q45)	restraint	Q55)	public
				Q56)	plants
				Q57)	experience
				Q58)	grow
				Q59)	deeper / greater
				Q60)	important / necessary / crucial

Q61)	Your phone will run out of power unless you charge the battery fully.
Q62)	Owing to the bad weather, the match was cancelled.
Q63)	He spoke to her politely in spite of being upset. Accept: He spoke to her politely in spite of the fact that he was upset.
Q64)	Uncle Joe asked his daughter how she planned to get home after the party.
Q65)	With his sister's encouragement, Tim was able to complete the task. Accept: With the encouragement of his sister, Tim was able to complete the task.
Q66)	They were excited to play at their favourite play corner.
Q67)	He wanted to thank Lina for handing him the apron.
Q68)	Farid knew that Lina had hearing difficulties, so he gestured to help her understand that he was pretending to be the chef.
Q69)	(i) Lina teared up. (ii) Lina's shoulders stiffened.
Q70)	(a) Shocked — "she gasped softly" (b) Confused — "her brows furrowing"
Q71)	(a) "movement" — Farid's scooping motion (b) "the sudden disruption" — the children tidying up / returning the toys to their shelves
Q72)	No. (i) Lina could not see what the other children were doing because her back was turned. (ii) Lina did not realise that tidy-up time had begun.
Q73)	Lina suddenly understood what Farid was trying to tell her and realised that it was time to tidy up.
Q74)	The gesture showed that Lina was thankful to Farid. She wanted to thank him for helping her understand that it was time to tidy up.
Q75)	Lina and Farid understood each other without needing to speak.