RED SWASTIKA SCHOOL

RED SWASTIKA SCHOOL

2026 PRELIMINARY EXAMINATION

ENGLISH LANGUAGE – PAPER 1

SITUATIONAL/CONTINUOUS WRITING

PRIMARY 6

Name : _____

Class : Primary 6 / _____

Date : 19 August 2026

Duration of Paper: 1 h 10 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 question.

3. In this booklet, you should have the following:
   a. Page 1 to Page 3
   b. Questions 1 and 2

QUESTION	OBTAINED	POSSIBLE
SITUATIONAL WRITING		14
CONTINUOUS WRITING		36
TOTAL		50

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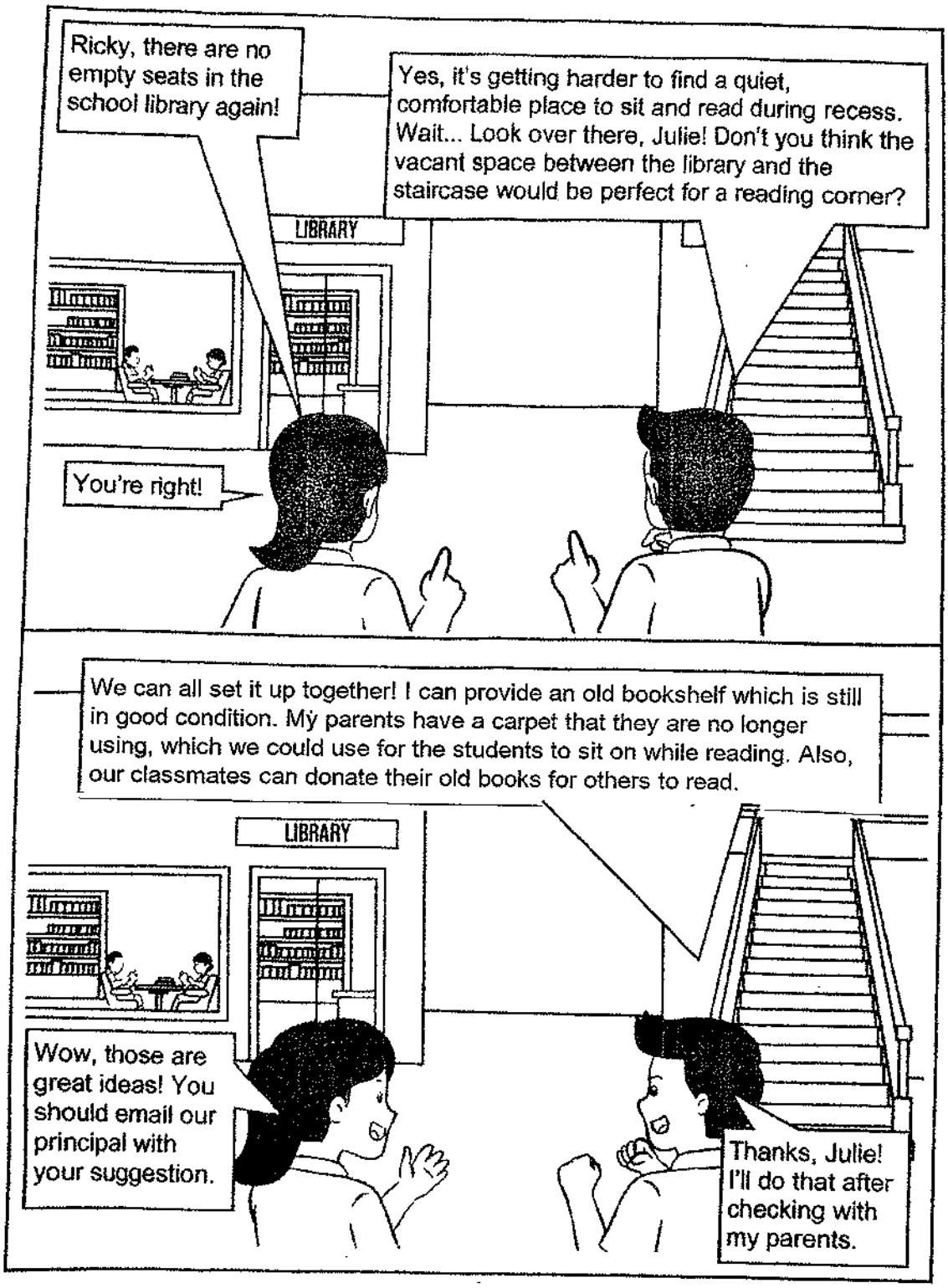
Part 1: Situational Writing (14 marks)

1 The pictures below show Ricky and Julie discussing an idea during their school recess. Study the pictures carefully.



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Your Task

Imagine you are Ricky.

Write an email to your principal, Mdm Tan, asking her to consider setting up a reading corner.

You are to refer to the pictures and information on page 1 for your email. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- why you think a reading corner should be set up
- where the reading corner could be set up
- two ways you can contribute
- how your schoolmates may contribute
- one benefit of having a reading corner

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

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Part 2: Continuous Writing (36 marks)

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

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

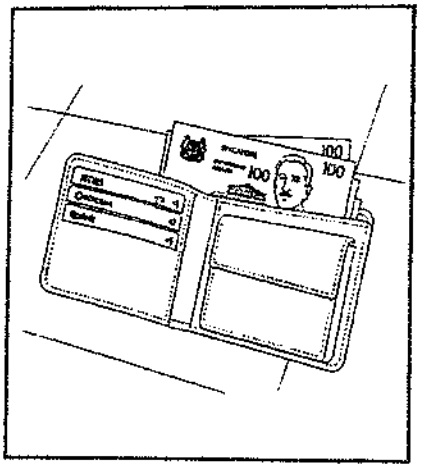
Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the choice?
- What happened as a result of the choice made?

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







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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

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For more papers, Go to : seriousaboutschool.com/onlineexams

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

(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

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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

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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

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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** (16) 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** (17), Kai walked over quietly with two bottles of water and spoke in a calm tone, wanting to **allay** (18) Amir's worries. "We're not blaming you," Kai said. "Everyone makes mistakes. What matters is that we learn from them." Amir was **deeply** (19) touched by Kai's empathy and realised that true friends **stand by** (20) one another during difficult times. Their friendship stood the test of time and helped restored 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

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Study the texts and then answer questions 21 to 25.

Text 1

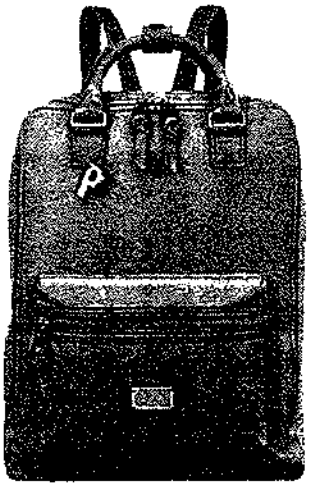
The text below shows a poster for a school bag.

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

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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.

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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.

For more papers, Go to : seriousaboutschool.com/onlineexams

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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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 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 : _____

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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) 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 _____ **(26)** introduced book-sharing corners where residents can exchange books easily.

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

The project is more _____ **(33)** just a way to reduce waste. It is a simple idea _____ **(34)** brings neighbours together through reading. _____ **(35)** 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.

Adapted from The Straits Times

10

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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

(37) [ ]

to interact with classmates and also helped them discover new hobbies. Moreover, setting

(38) [ ]

away time during recess to play or talk with their peers had forged stronger friendships.

(39) [ ]

By the end of the week, many had become fermilier with spending their free time away

(40) [ ]

from their devices and had become less relyant on them.

(41) [ ]

The principal noted that many students had gained confidence by the activities and

(42) [ ]

discussions held during the event, learnt to identify new ways to spend their free time

(43) [ ]

and developing greater curious about trying new pastimes.

(44) [ ]

Many teachers regarded the event as a significant akomplishment because it helped

(45) [ ]

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.

Adapted from The Little Red Dot

/10

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

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

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

The success of the movement depends greatly on community participation. Members of the _____ (55) can contribute by taking part in educational programmes that teach 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 _____ (57) in caring for plants and protecting the environment. As they watch the trees _____ (58) and attract different kinds of wildlife, they develop a _____ (59) appreciation of nature and understand why conserving green spaces is _____ (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

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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*)

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

_____ unless

you charge the battery fully _____.

62 The match was cancelled as the weather was bad.

Owing to _____

_____.

63 He spoke to her politely although he was upset.

He spoke to her politely _____ 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 _____,

_____.

10

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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) _____

6

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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) _____

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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

6

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

(BOOKLET A)

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

(BOOKLET B)

Q26	F have	Q27	Q unlike	Q28	J or	Q29	D each	Q30	H one
Q31	B at	Q32	K over	Q33	L than	Q34	M that	Q35	P through

Q36	stimulating	Q37	but	Q38	aside	Q39	familiar	Q40	reliant
Q41	from	Q42	learning	Q43	curiosity	Q44	accomplishment	Q45	restraint

Q46	aim	Q47	commitment	Q48	places	Q49	more	Q50	future
Q51	quality	Q52	provide	Q53	roam	Q54	humans	Q55	public
Q56	plants	Q57	experience	Q58	grow	Q59	deeper	Q60	important

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.
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.

Q66	They wanted to reach and secure their favourite play corner before the other children did.
Q67	He was thanking Lina and playfully showing that he gladly accepted the apron and the role of chef.
Q68	Farid knew that Lina had hearing difficulties, so he used gestures to show her that he was the chef instead of telling her.
Q69	(i) Lina was tearing up. (ii) Her shoulders were stiffening.

For more papers, Go to : seriousaboutschool.com/onlineexams

Q70	(a) relieved – shoulder were stiffening (b) confused - her brows furrowing
Q71	(a) Farid's deliberate scooping motion with his hands (b) The chairs scraping against the floor as the children hurried to return their toys to the shelves
Q72	No. Once Farid showed her the children tidying and pointed towards the toy basket, Lina followed suit and helped to tidy the play corner.
Q73	Lina suddenly understood from Farid's gestures that it was clean-up time and that the toys had to be returned to the basket.
Q74	It showed that Lina was grateful to Farid because he had helped her understand what was happening and included her in the activity.
Q75	Lina's smile showed her gratitude towards Farid, while Farid's nod showed that he understood and acknowledged her gratitude. Their gestures allowed them to communicate their feelings without speaking.

END

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