

HENRY PARK PRIMARY SCHOOL 2025 PRELIMINARY EXAMINATION **ENGLISH LANGUAGE PRIMARY SIX PAPER 2 BOOKLET A**

NAME

CLASS	S	: P6	
INDEX	(NO	:	
25 QU 25 MA	IESTIO RKS	NS	
TOTA	L TIME	FOR BOOKLETS A & B: 1 HOUR 50 MII	NUTES
INSTR	RUCTIO	ONS TO CANDIDATES	
1.	Do not	turn over this page until you are told to do	so.
2.	Follow	all instructions carefully.	
3.	Answe	r all questions.	
	Use a provide	2B pencil to shade your answers on the O ed.	ptical Answer Sheet (OAS)
			Booklet A :/ 25
			Booklet B :/ 65
Parent's signature:		ature:	TOTAL : / 90
		· ·	

Section	Maı	rks
Grammar		10
Vocabulary		5
Vocabulary Cloze		5
Visual Text Comprehension		5
Total		25

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. (10 marks

1.	"He	won't be attending the talk	today,	?"		
	(1) (2) (3) (4)	will he won't he would he wouldn't he		1	()
2.		as well as his peers, he tournament results yes		pinted when the	y foun	d
	(1) (2) (3) (4)	is are was were		(()
3.		ı, ba gardening project.	ng has a sunflower sewn o	n it, will help yo	ou with	l
	(1) (2) (3) (4)	who which whom whose		()
4.	relax		streets of the city, we fou	nd a peaceful p	ark to	
	(1) (2) (3) (4)	Over Amid Besides Alongside		(()
5.	All of	the furnitureed.	carefully arrang	jed before the g	guests	
	(1) (2) (3) (4)	was were are being have been		(()

6.	Ever have	ybodyexcited for the upcoming scho been spending long hours rehearsing for it.	ol play as t	hey
	(1) (2) (3) (4)	is are was were	()
7.	The a	adults were exhausted as they with the nours before their bedtime.	ne children	for
	(1) (2) (3) (4)	play played have played had been playing	()
8.	Geor	gina would rather cook her own meals	_ eat out.	
	(1) (2) (3) (4)	to over than then	()
9.	She	watched the dancers onto the stage with the music.	h their	
	(1) (2) (3) (4)	walk walls had walked were walking	()
10.	We h	to discuss the project.	aps we car	1
	(1) (2) (3) (4)	few little some plenty	()

			15, choose the answer that) on the Optical Answer She			ce(s). arks)
11.		trong smell of pair ng in the room.	nt really	me		from
	(1) (2) (3) (4)	set up put off take off break up			()
12.	To _ day.	у	our vocabulary, you need to	o spend time readi	ing e	very
	(1) (2) (3) (4)	diminish assemble strengthen undermine			()
13.	After caus	the heavy thundering a flood in no tin	storm, the river's water levene.	l rose		
	(1) (2) (3) (4)	rapidly slightly silently roughly			()
14.	The I	nead prefect nomin ments that made h	nee's speech was is position hard to understan	with u	ncle	ar
	(1) (2) (3) (4)	factual concise ambiguous straightforward			()
15.	She v	vore sunglasses to		her tired eyes.		
	(1) (2) (3) (4)	block shade conceal disguise			()

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

				100000000000000000000000000000000000000
	A	pel Mutai, a Kenyan runner, was just a few metres from the finish	line.	
	Suddeni	y, he became <u>bewildered</u> by the signage and stopped, thinking h	e had	4
	complete	ed the race. A Spanish runner, Ivan Fernandez, was right behind	him.	He
	noticed t	he situation and <u>signalled</u> the Kenyan to continue running. Howe	ver, N	/lutai
	could no	t <u>comprehend</u> the language. Seeing the situation, Fernandez gen		udged (19)
	Mutai for	ward, ensuring he crossed the finish line first.		
	W	hen asked by a journalist why he acted this way, Fernandez said,	, "If I !	had
	taken ad	vantage of the situation, I wouldn't have earned the medal honest	<u>ly</u> . My	y
		(20)		
	motner n	as always taught me to make choices that I can be proud of."		
	Ada	oted from: Heartwarming proof that sportsmanship is not dead by Michael Katz, USA	TODA	Y Sports
1	(1) (2) (3) (4)	excited shocked annoyed confused	()
1	7. (1) (2) (3) (4)	forced followed gestured requested	()
1	8. (1) (2) (3) (4)	speak translate recognise understand	()

19.	(1) (2) (3) (4)	pulled guided tapped pushed		()
20.	(1) (2) (3) (4)	easily eagerly rightfully reluctantly		()

Text 1

The text below shows a poster on the use of parcel collection lockers.

Unlock the Easy Way to Get Your Parcels easyLocker is the better option. An islandwide parcel collection network for your delivery and pick-up solutions. Secure Environmentally friendly **Always** Consolidated Open deliveries to easyLocker locations help reduce your carbon footprint. **Privacy** Keeps your home address **Convenient Location** Choose from over 250 and contact details private locations. from delivery personnel. How to use easyLocker?

- Select easyLocker as your delivery option.
- Wait for notification that your parcel is ready.
- Go to the selected easyLocker location.
- Enter your unique access code sent to you.
- Collect your parcel from the locker and go!

Remember to secure the locker before you leave!

Text 2

The extract below is taken from a news article about parcel collection lockers.

In Singapore, many people still prefer having their online shopping parcels delivered straight to their homes to using parcel lockers. A study in 2022 showed that only 13 out of every 100 lockers were being used. This is even though there are over 1,000 locker stations placed conveniently around the country – in places like MRT stations, HDB blocks, and community centres.

Most shoppers said they chose home delivery because it is more convenient. Some websites even offer free or cheap delivery to your doorstep. Others said they did not see the locker option when shopping online. Hence, they had not tried it.

Even though locker usage is still low, companies and government agencies hope more shoppers will try it as they learn about the benefits. Using parcel lockers can help reduce traffic from delivery vehicles and lower our carbon footprint, which is better for the Earth. So, why not give parcel lockers a try?

Adapted from: Low usage of nationwide collection lockers: Online shoppers rely more on home delivery but operator hopeful of pick-up by Daryl Choo, Today Online

		on from 21 to 25, choose the best answer. Shade your answer (1, 2, 3 ical Answer Sheet. (5 marks)
21.	Accord	ing to the poster in Text 1, users of easyLockers must
	(1 [']) (2) (3)	collect their parcels within 24 hours key in a unique access code to retrieve their parcels share their home address with the delivery personnel to receive their parcels
	(4)	provide contact details to the delivery personnel to retrieve their parcels
22.		mber to secure the locker before you leave!". Why did the writer this line in the poster in Text 1?
	(1) (2) (3) (4)	To encourage users to leave the area quickly To remind users to close the lockers for security To ensure users are aware of the locker's closing time To make users aware of the importance of keeping the area tidy
23.	of the	the easy way to get your parcels." The entire picture in the middle poster supports this statement by giving the impression that ckers are
	(1) (2) (3) (4)	free for all online shoppers replacing door-to-door delivery entirely easily accessible in many parts of Singapore only useful in emergency situations or during natural disasters
24.		on the information in both Text 1 and 2, why might parcel lockers be option?
	(2) (3)	They are free to use. They offer additional discounts on items. They guarantee faster delivery than home delivery. They help reduce the number of delivery vehicles on the road.
25.		ells us the advantages of using parcel lockers. However, based on we know that
	(2) (3)	the parcel lockers are underutilised the parcel lockers service is temporary the parcel lockers are confusing to use the parcel lockers are located at inconvenient places
		at the passage for Comprehension questions 66 to 75 in Booklet kt page. You may now go on to Booklet B.

I thought I was losing my sanity because, far too often, when I arrived at the preschool I ran, I would find the toy cabinet wide open and toys strewn everywhere. The rule was that each child could take out one toy at a time and had to return it before getting another. High up and latched securely, the cabinet was not easily accessible, so I assumed a teacher with access to the key was opening it for them. I raised the issue with the staff, but they denied opening it. Frustrated, I bought a combination lock and shared the code with the teachers who needed access. The first week after installing it, we were relieved to find the cabinet still securely locked.

But first thing on Monday of the following week, the cabinet had been opened again, with toys scattered everywhere. I questioned everyone who was given the lock combination but **each** insisted that they had not opened it or shared the code. Assuming I had failed to lock it properly, I made sure it was securely locked that day. However, the very next day, the cabinet was wide open again, and toys filled the room once more. It was infuriating and I considered nailing it shut and banning toys altogether. That day, I finally realised the cause of the problem when we gathered the toys. Except those the children were playing with, I put **the rest** away into the cabinet.

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In my flustered state, I locked the cabinet again, forgetting that some toys were still outside. Realising my mistake, I decided to leave it locked until the children were ready to switch toys. When a little girl asked to exchange her toy, a three-year-old boy named Scotty, with the vocabulary of an English professor, offered to help her. I just smiled, thinking he could not open the cabinet. After letting Scotty and the little girl each choose a toy, I put the rest away into the cabinet and locked it again. When Scotty offered to help another child exchange toys, I decided to observe. To my astonishment, he stepped on a stool to reach the lock. Next, he confidently spun the dials of the lock and the cabinet swung wide open.

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"Scotty, how did you learn to open that?" I gasped. "It was quite elementary," Scotty said with a grin. "I analysed your movements and deduced the combination."

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I could only shake my head in disbelief. When his mother arrived to pick him up, I told her about the incident and asked if a keyed lock might be a better option. She laughed. "We tried that, and he figured out how to pick every one we've purchased. That's why all our locks are up high, though he still finds ways to get to them." I was shocked, and asked if there was anything else he did that I should know about.

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"Plenty of things," she said with a laugh. "For instance, my husband gave Scotty an old clock he could not fix, thinking it would keep him busy. Scotty spent the day tinkering, with pieces scattered everywhere. By evening, my husband was stunned to find the clock not only reassembled but working perfectly, though I was not surprised in the least. Scotty has always had a knack for figuring things out. So, good luck keeping him out of the cabinet and let me know if you figure out how."

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But I never did. I stood there, tom between disbelief and admiration, realising that sometimes the most unexpected answers come from the smallest hands.

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A Very Precocious Child by D. W. Howard



HENRY PARK PRIMARY SCHOOL 2025 PRELIMINARY EXAMINATION ENGLISH LANGUAGE PRIMARY 6 PAPER 2 BOOKLET B

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CLASS	: P6
REGISTER NO):
Total Time for	Booklets A and B: 1 hour 50 minutes
INSTRUCTION	S TO CANDIDATES
Do not turn ove	r this page until you are told to do so.
Follow all instru	ctions carefully.
Answer all ques	stions.
Use a dark blue provided for each	or black ballpoint pen to write your answers in the space ch question.

Do not use correction fluid/tape or highlighters.

Section	Ma	rks
Grammar Cloze		10
Editing for Spelling and Grammar		10
Comprehension Cloze		15
Synthesis / Transformation		10
Comprehension Open Ended		20
Total		65

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There are 10 blanks, numbered 29 to 38, 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)

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EACH WORD CAN BE USED ONLY ONCE.

(A) any (B) are (C) as	(D) at (E) however (F) is	(G) might (H) my (J) or	(K) should (L) then (M) this	(N) to (P) with (Q) which
Sper	nding time on your p	phone, tablet, or o	computer can be v	very enjoyable.
(20)	, it is important to	remember that t	oo much screen ti	me can have
(26) negative effe	cts. If you spend lon	g hours looking _	(27)	a screen, it can
	tired, affect your slo		The Tourist Control	s energetic.
You	also find it	harder to focus o	n other important	things, like
schoolwork or	spending quality tin	ne	family and frie	ends.
	healthy, you	(29) bala (30)	ance screen time v	s energetic. things, like ends. vith other obies that do not
activities. Mak	e time for outdoor p			bies that do not
	s. Setting limits on l	how much time v	(31) ou spend on devid	ces
	an effective way	to keep things in	n balance. For exa	ces ample, you could ;
(32) decide to play	for thirty minutes ar	nd	take a break t	o do something
else. This is me	ore beneficial than s	(33) pending the entir	e dav on screens	
	feeling drained.	,	,	(34)
	a good idea to have	days when you	do not use screer	ns at all and take
	chance to explo	ore new activities	. Remember, tech	nnology is fun,
(35) but it is importe	ant to enjoy the wor	d around you too	o !	
Adapted from: h	attps://www.healthhub	.sg/live-healthy/he	lp-your-child-untar	ngle-from-the-web
			Score:	

	Each of the underlined words contains either a spelling or grammatical error. Write the correct word in each of the boxes. (10 marks)
	Dear Diary,
	It was an unforgettable day of outdoor learning with my Primary 6
	schoolmates. The morning started off (36) in a sense of excitement as we
rgin.	ventured out into the field for our first hands-on (37) <u>expirience</u> . I was initially
the mar	very concerned about the (38) <u>complex</u> of the tasks that we needed to do but
Please do not write in the margin.	it turned out quite to be (39) <u>manegeble</u> with the instructor's clear
se do no	instructions. I was pleasantly surprised by how (40) <u>engaging</u> my schoolmates
Plea	were in these activities!
	We began with a nature walk. We had to observe and describe the different
	plants and insects we saw. It was a great (41) opurtunity for us to practise
	using descriptive language. (42) <u>Although</u> struggling to find the right words,
	we worked well together. It was a wonderful moment of (43) <u>collebaration</u> and

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learning.

Later, we had a group discussion, where we shared what we had discovered.

Even the quieter ones found their voice, and I could see their confidence

growing. It was indeed a (44) fulfilled day as outdoor learning not only

broadened our vocabulary but also built a stronger sense of (45) comunnity

among the students. Outdoor learning is definitely fun and meaningful!

Score:

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The Singapore Food Agency (SFA) is planning to change Lim Chu Kang
into a modern farming area that uses less resources to grow more food. This will help
Singaporeans produce more of (46) own food and not
(47) too much on other countries.
As Singapore buys over 90% of its food (48) other places,
we can be vulnerable when other countries face shortage problems. To combat
(49), Singapore wants to grow 30% of the food we need by
the year 2030. Much support (50) been given by the
government to the farmers.
(49), Singapore wants to grow 30% of the food we need by the year 2030. Much support (50) been given by the government to the farmers. The new farming area will have shared (51) like water and power infrastructure to help farms save money and use fewer resources. It will also government to reduce weets and he more efficient. However, to (52)
power infrastructure to help farms save money and use fewer resources. It will also
try to reduce waste and be more efficient. However, to (52)
that different kinds of plants and animals are protected, an environmental study is
(53) with the help of environmental experts.
The study looks (54) at the types of plants and animals
living in the area, including those (55) may be rare or
endangered. Special attention is given to native species that play an
(56) role in the local ecosystem. Environmental experts are

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working with farmers and planners to make sure these species are not harmed
by the development.
Measures such as (57) aside green spaces, creating
buffer zones, and using eco-friendly farming methods will help
(58) wildlife habitats. For example, trees that birds and insects
need will be kept as much as (59), and farming activities will
be planned to stay away from areas that are easily harmed.
With careful planning, the new Lim Chu Kang farming area can become a model for how nature and modern agriculture can work hand (60)
for how nature and modern agriculture can work hand (60)
hand. This balance is key to making sure that Singapore's goal of food security does
not come at the cost of its rich biodiversity.
Adapted from: https://www.ourfoodfuture.gov.sg/speeches-and-media-
releases/lckmasterplan/
Score:

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nrov	each of the questions 61 to 65, rewrite the given sentence(s) using the word(s) vided. Your answer must be in one sentence. The meaning of your sentence st be the same as the meaning of the given sentence(s). (10 marks)
61	The nurse said, "Mrs Lim, you missed your doctor's appointment last week."
	The nurse told Mrs Lim that
62	The judges will accept the artwork if it is properly framed.
	Unless
63	Grace enjoys baking with her mother. What Grace
64	He saw the doctor. He felt much better.
	Having
65	The rescue team succeeded in their mission to save the stranded hiker from the mountain.
	The rescue team's mission
	Score:

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	Word(s) from the passage	What the word(s) refer(s) to
(a)	each (line 12)	
(b)	the rest (line 18)	
(c)	every one (line 35)	

71. Based on lines 9 – 44, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	Statement(s)	True / False	Reason
(a)	The narrator wanted to end the use of the toy cabinet.		
(b)	The combination lock for the toy cabinet initially worked.		
(c)	Scotty's father taught him how to assemble an old clock.		

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HENRY PARK PRIMARY SCHOOL

SCHOOL: HENRY PARK LEVEL: PRIMARY 6 SUBJECT: ENGLISH TERM: 2025 PRELIM

Booklet A

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

Booklet B

Q26	Q27	Q28	Q 29	Q30	Q31	Q32	Q33	Q34	Q35
E	D	G	Р	K	J	F	L	Q	М
Q36)	With		Q40)	Engage	d	Q44)	Fulfillir	ng	
Q37)	Experi	ence	Q41)	Opportu	ınity	Q45)	Comm	unity	
Q38)	Compl	exity	Q42)	Despite					
Q39)	manag	eable	Q43)	collabor	ation				

Q46)	Their	Q51)	Facilities	Q56)	Important
Q47)	Rely	Q52)	Ensure	Q57)	Setting
Q48)	From	Q53)	Ongoing	Q58)	Preserve
Q49)	This	Q54)	Closely	Q59)	Possible
Q50)	has	Q55)	that	Q60)	in
Q61)	She had missed her doctor's appointment the previous week.				
Q62)	Unless it is properly framed, the judges will not accept the artwork.				
Q63)	Enjoys doing is baking with her mother.				
Q64)	Seen the doctor, he	felt mud	ch better		

Q65)	To save the stranded hiker from the mountain was successful
Q66)	The cabinet was high up and latched securely.
Q67)	A) Frustrated
	B) Relieved
Q68)	With the vocabulary of an English professor
Q69)	A) Scotty stepped on a stool to reach the lock.
	B) Scotty confidently spun the dials of the lock and the cabinet
	swung wide open.
Q70)	A) Everyone who was given the lock combination
	B) The toys the children were not playing with
	C) All the keyed locks Scotty's parents had purchased
Q71)	A) True, the narrator considered nailing the cabinet shut and
	banning toys altogether
	B) True, the first week after installing the combination lock, the
	cabinet was still securely locked.
	C) False, Scotty's father gave Scotty an old clock that he could not
	fix.
Q72)	Scotty meant that it was quite easy to figure out the combination of the
	lock
Q73)	I think Scotty's mother was not surprised by the incident as she
	laughed when she heard it and said he still always find a way to open
	the lock at home, meaning it was common at home.
Q74)	Scotty's mother thought the narrator had little to no chance of keeping
	Scotty out of the cabinet. To show it, she told the narrator good luck
	keeping him out and said if he figured out how, will let her know.
Q75)	Amazed
	Scotty though young, could do things that even his father could not
	do.