

**RED SWASTIKA SCHOOL**  
**ENGLISH LANGUAGE**  
**PRIMARY 6**  
**CLASS TEST (2)**

Name : \_\_\_\_\_ ( )      Marks : \_\_\_\_\_ / 36

Class : Pr 6 / \_\_\_\_\_      Date : 14 May 2025

Duration: 45 minutes

Parent's signature: \_\_\_\_\_

**SECTION A: Grammar (6 marks)**

For each question from 1 to 6, shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.

1 Everyone \_\_\_\_\_ by the time George arrived at the party.

- (1) left
- (2) had left
- (3) will leave
- (4) was leaving

2 He'd never have taken the keys by mistake, \_\_\_\_\_ ?

- (1) had he
- (2) hadn't he
- (3) would he
- (4) wouldn't he

3 My sister nearly shut the door \_\_\_\_\_ my face as she did not see me behind her.

- (1) at
- (2) in
- (3) on
- (4) over



- 4 If Nurul had trained harder two years ago, she \_\_\_\_\_ the race today.
- (1) will win
  - (2) would win
  - (3) will have won
  - (4) would have won
- 5 It is crucial that I submit your competition entry \_\_\_\_\_ 6 p.m., as any late submission will result in a disqualification.
- (1) at
  - (2) by
  - (3) after
  - (4) before
- 6 Shane insisted on having no \_\_\_\_\_ than the highest quality materials for her project.
- (1) less
  - (2) more
  - (3) fewer
  - (4) greater

**SECTION B: Vocabulary Cloze (5 marks)**

For each question from 7 to 11, choose the word(s) closest in meaning to the underline word(s). Shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet.

Life was hard in China, especially for women. Jobs for females were not accessible because (7) women were not expected to work. There was an assumption (8) that once women came of age, they would be married off, bear children and stay at home to take care of their families. Chinese women in those days were predominantly (9) uneducated. Most of the time, they were perceived (10) to be less capable than men. However, many women were able to overcome these barriers. Their efforts helped pave the way (11) for women in later generations. Their resilience and determination continue to inspire and empower women today, driving progress toward equality and opportunity.

*Adapted from '17A Keong Saik Road' by Charmaine Leung*

- 7 (1) granted  
(2) provided  
(3) available  
(4) expected
- 8 (1) a belief  
(2) a certainty  
(3) an agreement  
(4) an acceptance
- 9 (1) highly  
(2) mostly  
(3) entirely  
(4) completely
- 10 (1) noticed  
(2) described  
(3) considered  
(4) distinguished
- 11 (1) approach  
(2) journey  
(3) course  
(4) road

**SECTION C: Comprehension Cloze (10 marks)**

Fill in each blank with a suitable word.

The word 'snake' is often used to describe someone sneaky or harmful. However, this description is unfair to these intelligent and complex \_\_\_\_\_. Despite their reputation, most snakes are \_\_\_\_\_ dangerous villains. They also do not want to cause harm. In fact, most snakes are not venomous, and only a \_\_\_\_\_ number can hurt humans. Their venom is used for hunting prey, not to hurt us.

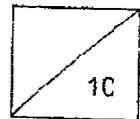
Snakes may not look adorable, but that does not \_\_\_\_\_ their lives are not important. The real danger to their existence comes from humans, whether through fear, violence, or being exploited for profit.

Few people know the many \_\_\_\_\_ snakes face just to survive. Every year, many are taken from their natural \_\_\_\_\_ and kept in uncomfortable environments, like cages, before being used to make fashion \_\_\_\_\_ like bags, shoes, and belts.

The rampant demand for snake skins to create luxury goods has resulted in treatment of snakes that is \_\_\_\_\_ from kind. Thankfully, more people are now choosing animal-friendly fashion. The British Fashion Council has even \_\_\_\_\_ the use of wild-animal skins in its fashion shows. With many cruelty-free \_\_\_\_\_ to choose from instead of leather, fashion can now be both stylish and kind to animals.

Ultimately, snakes deserve our attention and respect. We should make more effort to treat them with kindness and care.

Adapted <https://www.straitstimes.com/opinion/snakes-deserve-respect-every-year>



**SECTION D: Comprehension (15 marks)**

Read the passage below and answer questions 22 to 28.

As a young girl, I remember Auntie as a figure of warmth and wisdom, always sitting by the door of our house, waiting eagerly for me to come home. She always had a tale or two to tell me. The late afternoon light would often spill across her, casting soft shadows on her weathered hands, as she recounted tales rich with emotion and wisdom. Auntie had an unparalleled gift for storytelling, and the stories she shared left an indelible impression on me. 5

In contrast, the street performers in my neighbourhood told their tales by expressing themselves exaggeratedly; with dramatic flourishes and animated gestures. Auntie required no such theatrics. Captivating me with a natural depth and sincerity in her voice alone, she was far more mesmerising than the street storytellers I had sat around to listen to. 10

Marking the start of their storytelling sessions, the street performers lit an incense stick. Once the incense stick burned out, the audience understood that it was time to disperse. I did not like this idea at all. This restricted the flow of storytelling, bringing it to an end just as I was becoming fully immersed. Each time, I found myself longing for more, unwilling to leave when the session was over. Auntie's stories had no time limit — I could listen for hours, completely absorbed. Despite hearing them countless times, her stories never lost their magic, wrapping me in warmth and filling me with comforting nostalgia. 15

A folktale I hear Auntie tell very often is *The Journey to Happiness* - about a young man who, despite living a comfortable life, felt an unshakable restlessness. Convinced that true happiness lay beyond his village, he set off on a journey, believing wealth and success would bring fulfilment. He crossed mountains, deserts, and bustling cities, tirelessly accumulating riches, yet an emptiness lingered. One evening, weary and disheartened, he met a wise elder who said, "Happiness is not something you chase but something you discover by embracing what you already have." Frustrated by the elder's words, the young man continued his search, unconvinced. After a long but fruitless journey, the young man finally decided to return home. 20 25

Upon his return, the young man saw his world through new eyes. He started to notice small acts of kindness from those around him, like the warmth in his mother's smile and the laughter shared over meals. Previously overlooked, these moments now filled him with a quiet joy. He realised happiness had never been something to find elsewhere — it had always been with him, waiting to be appreciated. From that day on, he no longer sought fulfilment in distant places but in the love and simple blessings surrounding him. 30

Many of Auntie's stories, like this one, taught me valuable life lessons. Even though I do not see her so often now, I still remember this story as if it were told yesterday. It taught me an important lesson. Instead of constantly pursuing what I lack, I have learned to live my life better by embracing the lessons from *The Journey to Happiness*. 35

*Adapted from 'Sweet Braised Duck' by Chew Ngnee Tan*

22 Which two-word phrase in paragraph 1 suggests that storytelling was Auntie's talent? [1m]

23 Fill in the following table. [2m]

Who?	How the stories were told
The street storytellers	The street storytellers told their stories using _____ _____ _____ _____
Auntie	Auntie told her story using _____ _____ _____ _____

24 What was the purpose of the incense stick used by the street performers? (1m)

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- 25 How did the writer feel about the storytelling sessions by the street storytellers? Why? (2m)

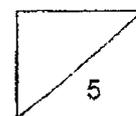
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- 26 Look at the table below. What do the words/phrases in the left column refer to in the passage? Write your answers in the column on the right. [3m]

Word(s) from the passage	What the word(s) refer to
them (line 17)	
these moments (line 30)	
this one (line 34)	



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

	True/False	Reason
In <i>The Journey To Happiness</i> , the young man was able to find fulfilment from his extensive travels.		
The writer has a vivid memory of the folktale Auntie told her.		

28 Which of the following words best describe how the young man in the story felt in lines 19 – 27?

Put a tick in the boxes beside each of your answers. [2m]

DO NOT TICK MORE THAN TWO BOXES.

reluctant	<input type="checkbox"/>	scared	<input type="checkbox"/>
sceptical	<input type="checkbox"/>	dejected	<input type="checkbox"/>
discontented	<input type="checkbox"/>	shaken	<input type="checkbox"/>

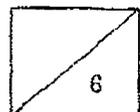
29 What value did the writer learn from Auntie's story? [2m]

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End of paper





YEAR : 2025  
 LEVEL : PRIMARY 6  
 SCHOOL : RED SWASTIKA SCHOOL  
 SUBJECT : ENGLISH  
 TERM : CLASS TEST ( 2 )

(BOOKLET A)

Q1	2	Q2	3	Q3	2	Q4	4	Q5	2
Q6	1	Q7	3	Q8	1	Q9	2	Q10	3
Q11	3								

(BOOKLET B)

Q12	creatures	Q13	not	Q14	small	Q15	mean	Q16	hardships
Q17	habitats	Q18	items	Q19	far	Q20	banned	Q21	materials

Q22	Unparalleled gift								
Q23	Exaggerated expressions with dramatic flourished and animated gestures. Auntie told her story using a natural depth and sincerity in her voice.								
Q24	It was to let the audience know the duration of the story-telling sessions.								
Q25	The writer felt upset because the writer disliked the idea of using incense sticks to restrict the flow of storytelling bringing it to an end just as the writer was becoming fully immersed.								
Q26	Auntie's stories Small acts of kindness from around the young man. One of the aunties stories called The Journey of Happiness.								
Q27	a)	False. Although the young man crossed mountains, deserts, and bustling cities, tirelessly accumulating riches an emptiness lingered.							
	b)	True. Even though the writer does not see Auntie so often now, She still remembers this story as if it were told the previous day.							
Q28	Discontented and dejected								
Q29	The writer learned to seek fulfilment in the love and sincere blessings surrounding him.								

1  
 EN/D

