

#### NAN HUA PRIMARY SCHOOL 2023 PRELIMINARY EXAMINATION PRIMARY 6 ENGLISH LANGUAGE

PAPER 1 - WRITING

| Name:  | •         |   | ( | ) |
|--------|-----------|---|---|---|
| Class: | Primary 6 | E |   |   |

| Part 1      | Total: 15 |
|-------------|-----------|
| Part 2      | Total: 40 |
| Parts 1 & 2 | Total: 55 |

Duration: 1 hour 10 minutes

Date: 21 August 2023

#### **INSTRUCTIONS TO CANDIDATES**

Do not turn over this page until you are told to do so. Answer all questions. Write your answers on the foolscap provided.

This question paper consists of 4 printed pages.

Part 1: Situational Writing (15 marks)

Study the pictures carefully.

The pictures below show Amy and her mother at a shoe shop.



#### Your Task

Imagine you are Amy.

Write an email to the manager, Mr Muthu, to tell him about the excellent customer service you received at his shoe shop.

You are to refér to the pictures and information on page 1 for your email.

In your email, include the following key information:

- · when and where you received excellent customer service
- · the name of the salesperson
- how many pairs of shoes you tried on and how long you took
- what you and your mother liked about the salesperson

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

(Go on to the next page)

Part 2: Continuous Writing (40 marks)

Write a composition of <u>at least 150</u> words about an opportunity.

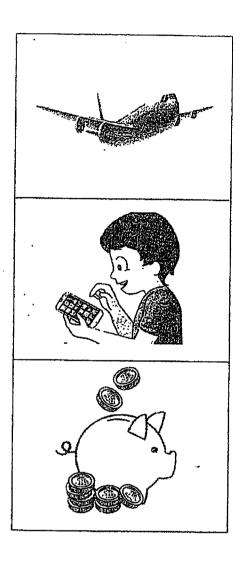
The pictures are provided to help you think about this topic.

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

Consider the following points when you plan your composition:

- What was the opportunity?
- How was the opportunity used?

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





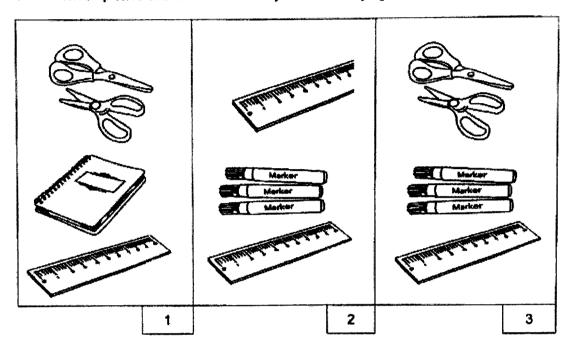
# NAN HUA PRIMARY SCHOOL 2023 PRELIMINARY EXAMINATION PRIMARY 6 ENGLISH LANGUAGE PAPER 3 - LISTENING COMPREHENSION

| 1.<br>2.<br>3. | Do not turn over this page until you are told.  Answer all questions.  Use a 2B pencil to shade your answers on the state of the shade your answers. |           |    |
|----------------|--|-----------|----|
|                | Do not turn over this page until you are told  | to do so. |    |
| <u>ens</u>     |  |           |    |
| ebic           | STRUCTIONS TO CANDIDATES   |           |    |
| Cla            | ess: Primary 6E  | ,         |    |
| Ma             | ıma:   | TOTAL     | 20 |

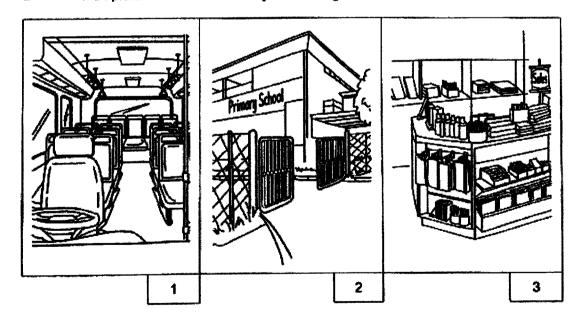
#### SHADE YOUR ANSWERS (1, 2 OR 3) ON THE OPTICAL ANSWER SHEET.

#### Text 1

1 Which picture shows the items Andy would be buying from the stationery shop?

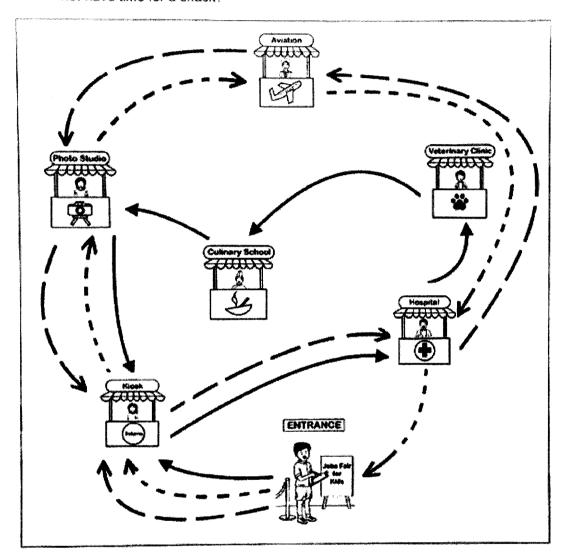


2 Which picture shows where Andy was during the conversation?



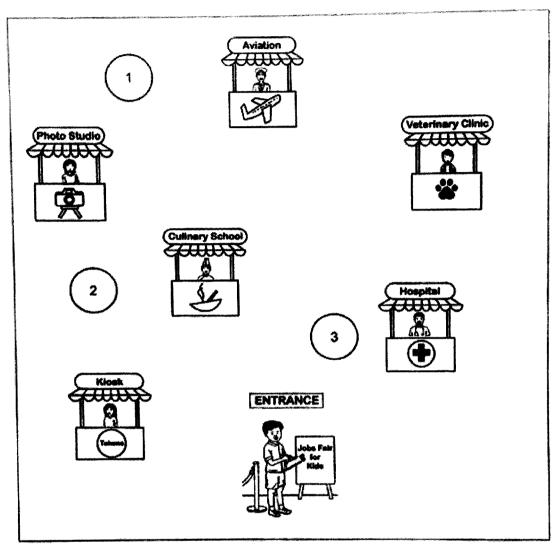
Text 2

Which of the three lines shows the route that Kim will take if Kim and Ahmad do not have time for a snack?



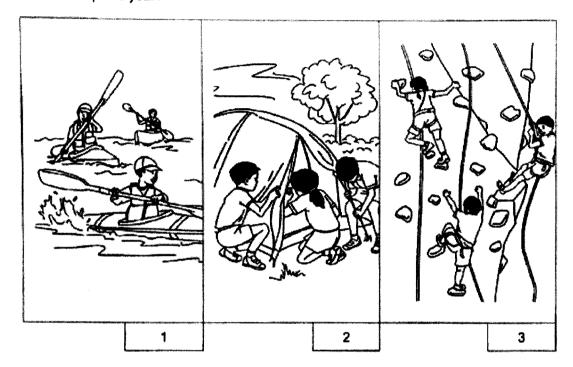
- (1) -----
- (2) **-**
- (3) \*\*\*\*\*▶

#### 4 Where is Apple Cafe located?

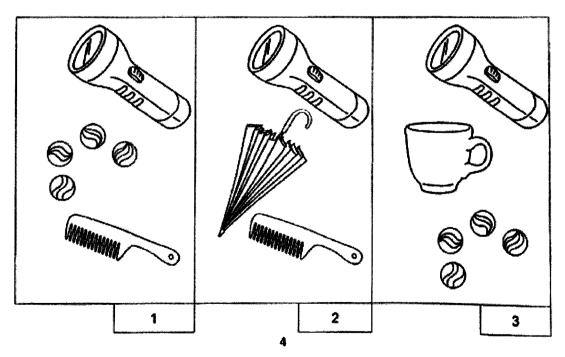


Text 3

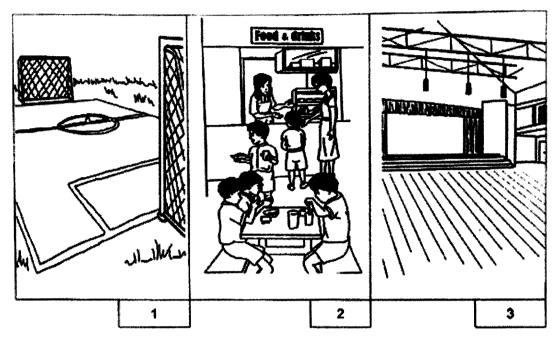
Which picture shows the activity that students are hoping to do at the Primary 6 camp this year?



#### 6 Which items will be used for the treasure hunt?



#### 7 Where will the prize-giving ceremony be held if the weather is good?



- 8 How did Charlie feel at first when he won the Young Singer Award?
  - (1) He was happy.
  - (2) He was excited.
  - (3) He was emotionless.
- 9 What initially inspired Charlie to be a singer?
  - (1) He was inspired by a popular Korean band.
  - (2) He was inspired by his parents who were singers.
  - (3) He was inspired by other more experienced and talented singers.
- 10 What was Charlie's main message to his fans?
  - (1) He wanted to inspire his fans with his music.
  - (2) He wanted to express his appreciation for their support.
  - (3) He wanted to tell his fans that he would reply to their messages.

- 11 As described by the student presenter, who is Bongo?
  - (1) a fictional gorilla
  - (2) a famous author
  - (3) a frightened mouse
- 12 How did Bongo feel when he caught Mookie stealing his food?
  - (1) angry
  - (2) pleased
  - (3) confused
- 13 What is the main message of the book, 'Bongo's Unforgettable Day'?
  - (1) Loneliness is a heart-breaking feeling.
  - (2) It takes courage to apologise for one's mistakes.
  - (3) Friendships can be formed in the most unlikely circumstances.

- 14 How many siblings did Ali have?
  - (1) four
  - (2) five
  - (3) six
- 15 What did Ali look forward to the most for his twelfth birthday?
  - (1) He wanted to receive lavish presents.
  - (2) He wanted to do something for his family.
  - (3) He wanted to enjoy the attention showered on him.
- 16 Why were Ali's parents and siblings left baffled on his birthday?
  - (1) Ali received more presents than usual.
  - (2) Ali wanted the presents from the mysterious bag.
  - (3) Ali put his presents away and gave out gifts to everyone.
- 17 Based on the story, which of the following statements about Ali is true?
  - (1) He valued the importance of family.
  - (2) He preferred receiving gifts to giving them.
  - (3) He shared memories of his birthday celebration.

- 18 Why did Mei Ling not pay attention to Mr. Suresh's lesson?
  - (1) She felt terribly hungry.
  - (2) She found the lesson boring.
  - (3) She was thinking about her lunch.
- 19 What did the students have to do in preparation for the next lesson?
  - (1) They had to explain the functions of a computer.
  - (2) They had to practise using the mouse and keyboard.
  - (3) They had to remember the different parts of a computer.
- 20 Why did Mr. Suresh faint at the end of the story?
  - (1) Mei Ling took out a real mouse from her pocket.
  - (2) Mei Ling had trouble using the mouse and keyboard.
  - (3) Mei Ling mistook the computer mouse for a real one.

**End of Paper** 



#### NAN HUA PRIMARY SCHOOL 2023 PRELIMINARY EXAMINATION PRIMARY 6

# ENGLISH LANGUAGE PAPER 2 – LANGUAGE USE AND COMPREHENSION BOOKLET A

| Booklet A | / 28 |
|-----------|------|
| Booklet B | / 67 |
| TOTAL     | / 95 |

| Ivallie\   |   |
|--|---|
| Class: Primary 6E                                  | AND THE RESIDENCE OF THE PARTY |
|  | Parent's Signature  |
| Date: 21 August 2023                               |   |
| Total Time for Booklets A and B: 1 hour 50 minutes |   |
|  |   |

#### **INSTRUCTIONS TO CANDIDATES**

Alamai

- 1. Do not turn over this page until you are told to do so.
- 2. Follow all instructions carefully.
- 3. Answer all questions.
- 4. Use a 2B pencil to shade your answers on the Optical Answer Sheet (OAS) provided.

This booklet consists of 10 printed pages and 2 blank pages.

For each question from 1 to 10, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet. (10 marks)

| 1 | Prac         | tically every member of my family when they sleep.   |
|---|--------------|--|
|   | (1)          | snore  |
|   | (2)          | snores   |
|   | (3)          | snored   |
|   | (4)          | snoring  |
| 2 |              | man told the tourist, "I'm afraid there isinformation that I                                       |
|   | Vari         | give you about this place. I have not visited the place myself either."                            |
|   | (1)          | few  |
|   | (2)          | little   |
|   | (3)          | much   |
|   | (4)          | many   |
| 3 | The<br>awa   | judges made unanimous decision to give Mark honorary rd.   |
|   | (1)          | a a  |
|   |              | a an   |
|   | (3)          | an a   |
|   | (4)          | an an  |
| 4 | Maŋ          | y's mother is very strict. She will not be allowed to attend the picnic she finishes her homework. |
|   | (1)          | if   |
|   | (2)          | while  |
|   | (3)          | unless   |
|   | (4)          | because  |
| 5 | Melo<br>time | ody's father prefers books to watching television in his free                                      |
|   | (1)          | read   |
|   | (2)          | reading  |
|   | (3)          | has read   |
|   | (4)          | having read  |

| 6  |       | completing the marathon, Henry congratulated on a job done.  |
|----|-------|--|
|    | (1)   | itself   |
|    | (2)   | myself   |
|    | (3)   | himself  |
|    | (4)   |  |
| 7  | The   | restaurant is only open the day.   |
|    | (1)   | at   |
|    | (2)   | from   |
|    | (3)   | during   |
|    | (4)   | between  |
| 8  | "She  | e's been studying Mandarin for years,?" asked John.  |
|    | (1)   | is she   |
|    | (2)   | has she  |
|    | (3)   | isn't she  |
|    | (4)   | hasn't she   |
| 9  |       | ough the weather forecast has predicted heavy rains, the group of friends still going to the park. |
|    | (1)   | is   |
|    | (2)   | are  |
|    | (3)   | was  |
|    | (4)   | were   |
| 10 | J     | to reach the internet company all morning but I cannot seem  |
|    | to ge | et through. I will try again later.  |
|    | (1)   | shall try  |
|    | (2)   | am trying  |
|    | (3)   | has been trying  |
|    | (4)   | have been trying   |

For each question from 11 to 15, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet. The birthday planner organized a \_\_\_\_\_ party which matched the 11 status of the affluent family. (1) vivacious (2) delectable (3)sumptuous (4) scrumptious 12 Despite having lived in Japan for five years, my aunt still encounters difficulty communicating \_\_\_\_\_ with the local (1) informally (2) effectively (3) exclusively (4) interestingly The shoes are the perfect \_\_\_\_\_\_ to the entire outfit. Now she is 13 ready for the ball. (1) compliant (2) completion (3) compliment (4) complement 14 Philip was clearly wrong but he refused to \_\_\_\_\_\_ and apologise. (1) back up (2) back out (3) back away back down (4) On National Day, I enjoyed watching the \_\_\_\_\_ display of fireworks 15 from my room window.

(1)

(2)

(3) (4) radiant

shocking mediocre

exemplary

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)

Tommy was a mischievous boy who loved to play pranks on his friends and family. One day, his aunt, who was easily startled, paid him a visit. That gave him a perfect opportunity to come up with a prank. The plan was going to be foolproof.

Crouched in a dark corner of the house, he lay in wait for his aunt to stroll past. As his unsuspecting aunt passed by, Tommy jumped out, shouting at the top of his lungs. Taken aback, his aunt stumbled and fell, letting out a sharp cry. She was then taken to the hospital for treatment.

Tommy felt an overwhelming sense of guilt and regret. His <u>plan</u> to make his (19) aunt laugh had backfired, causing her harm. Realising the <u>gravity</u> of his actions, he promised to change his ways and never play a prank again. It was a painful lesson learnt.

- 16 (1) devise
  - (2) construct
  - (3) reproduce
  - (4) implement
- 17 (1) infallible
  - (2) invincible
  - (3) incredible
  - (4) indescribable
- 18 (1) infuriated
  - (2) dismayed
  - (3) aggravated
  - (4) flabbergasted
- 19 (1) ambition
  - (2) intention
  - (3) resolution
  - (4) proposition
- 20 (1) foolishness
  - (2) seriousness
  - (3) recklessness
  - (4) inappropriateness

# Join us at our 1st Chess Fair at the Riverville Community Club!



#### 16 - 19 November 2023

This fair organised by the Riverville Community Club features various activities that will teach you more about chess!

Take part in a workshop to learn chess techniques or play a game of speed chess with friends. You may even get a chance to participate in a friendly match with a Grand Master!

You do not have to know how to play chess to participate. Visit the fair to begin your learning!

#### Thursday 16 November

10 a.m. to 11 a.m. – Beginner Workshop 11 a.m. to 1.30 p.m. – Friendly match with Grand Master John Woo 1.30 p.m. to 3 p.m. – Open boards / Free play\*

#### Friday 17 November

10 a.m. to 12 p.m. – Intermediate Workshop 12 p.m. to 1.30 p.m. – Chess matches 1.30 p.m. to 3 p.m. – Open boards / Free play\*

#### Saturday 18 November

10 a.m. to 12 p.m. – Special Workshop by Mr Christian Owen 12 p.m. to 1.30 p.m. – Chess matches 1.30 p.m. to 3 p.m. – Open boards / Free play\*

#### Sunday 19 November

10 a.m. to 12 p.m. – Advanced Workshop 12 p.m. to 12.45 p.m. – Open boards / Free play\* 1.30 p.m. to 2.30 p.m. – Prize Presentation

\*Open boards / Free play is open to players of all levels.

All workshops are held at Lecture Theatre 1.

Matches are held in the Main Hall.

Take part in the matches for a chance to win attractive prizes!

Registration for workshops/matches and entry is free-of-charge and open to all.

### **The Wonderful Game of Chess**

#### **History of Chess**

Chess is a popular board game relying on strategy and skill to win. Originating in India in the early 7th century, the game spread to Persia before reaching Russia. It evolved into what we know as chess around the 16th century. One of the first masters of the game was a Spanish priest named Ruy Lopez.

As the rules of chess evolved over time so did the approach to it. Many brilliant players throughout history have developed theories and tactics bringing the game to where it is today.

Now, it is enjoyed by people of all ages and from all walks of life. Its popularity has grown to the point where global competitions and tournaments are regularly held. Chess players now make up one of the largest communities in the world: 605 million adults play chess regularly.

#### **Benefits of Playing Chess**

### Exercises both sides of the brain

Studies show that in order to play chess well, a player must develop and utilise his brain's left hemisphere which deals with object recognition. It also develops the right hemisphere which deals with pattern recognition. Over time, playing chess exercises and develops not one but both sides of your brain.

## Improves children's thinking and problem-solving skills

Chess enhances brain development, especially in children between 7 and 9. Research shows that playing chess improves a child's thinking, problemsolving, reading, and Maths scores. Educators and chess experts generally agree the age of 7 is the ideal time to introduce children to chess, although some as young as four or five may be ready to learn and play the game.

#### Helps with rehabilitation and therapy

Chess can be used to help rehabilitate patients recovering from a stroke or an accident. It can also be used as a form of therapy for those with brain injuries. Moving chess pieces across the board can help develop and fine-tune a patient's motor skills. Moreover, playing chess brings about a sense of deep concentration and calm which can help to relax patients who are experiencing various degrees of anxiety.



For each question from 21 to 28, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet. (8 marks)

Why is an exclamation mark (!) used in the heading: "Join us at our 1st 21 Chess Fair at Riverville Community Club!"? (1) to show enthusiasm for the fair (2) to emphasise the venue of the fair (3)to highlight the importance of the fair (4) to stress that the club is organising the fair 22 Wei Xiong wants to attend the Advanced Workshop as well as play a friendly match with a Grand Master. He should be at the fair on \_ (1) 16 Nov at 10 a.m. and 17 Nov at 10 a.m. (2) 16 Nov at 11 a.m. and 18 Nov at 12 p.m. (3)16 Nov at 11 a.m. and 19 Nov at 10 a.m. (4) 16 Nov at 1.30 p.m. and 19 Nov at 10 a.m. 23 Linda does not know how to play chess at all. Which of the following activities would suit her the most? (1) Beginner Workshop and Free play (2) Intermediate Workshop and Open boards (3) Advanced Workshop and Chess matches Special Workshop and Friendly match with a Grand Master (4) 24 Which of the following statements is true about the Chess Fair? (1) All visitors have to pay a small entrance fee. **(2)** Workshops will be conducted in the Main Hall. (3) There is no age restriction for the chess matches. (4) It will start and end at the same time for the 4 days. Which of the following shows that chess has become a popular game? 25 Many brilliant players enjoy playing the game. (1) It requires many different strategies and skills. (2) (3)The rules of the game have evolved over the years. (4) There are many chess competitions held worldwide.

| 26  | What is the most important benefit of playing chess for 7- to 9-year-olds? |
|-----|--|
| (1) | It helps to boost their brain development.                                 |
| (2) | It enhances their object recognition skills.                               |
| (3) | It helps with the rehabilitation and therapy.                              |
| (4) | It improves their test scores in all subjects.                             |
| 27  | According to the flyer, patients recovering from an accident play chess to |
| (1) | heighten their senses  |
| (2) | improve their motor skills   |
| (3) | enhance their reading ability  |
| (4) | develop their pattern recognition skill                                    |
| 28  | The main purpose of the flyer is to  |
| (1) | introduce people to the history of chess                                   |
| (2) | educate people on the many benefits of chess                               |
| (3) | encourage people to participate in the chess fair                          |
| (4) | get people to play with their friends during the chess fair                |
|     |  |

Please note that the passage for Comprehension questions 71 to 80 in Booklet B is on page 10. You may now go on to Booklet B.

#### **BLANK PAGE**

10

15

30

35

40

45

Refer to the passage below when you answer questions 71 to 80 in Booklet B.

It was a freezing night. The weary couple trudged through the snow against the bitter winds, seeking shelter. The anxious father-to-be scanned the roadside for a home, an inn or a stable. He looked over at his struggling companion frequently. She laboured along without complaint, her way made heavier by the new life growing inside her. They needed a warm, dry place for the night, safe from the elements. When the time for her delivery came, it must not be out here along the road. The couple was a pair of dogs, on a rural highway.

Gus, a wildlife officer, was driving home from work when he spotted the dogs. The snowstorm made it difficult to see, but Gus's keen eyes detected the reflection of their collar tags in the flash of his headlights. What were they doing out on this stretch of road in this harsh weather? Gus parked his truck and approached the animals. He squatted and stretched out his hands to the dogs, which made no effort to escape. He read their tags by his truck's headlights: The female was named Pepper, and the male was Cooper. He pulled out his phone to call the number listed on them, but it was snowing so hard that his screen blurred. He would have to make the call from his truck.

He placed the dogs in his truck, below the passenger seat. By the time he came around to the driver's side, they had climbed onto the fabric seat where it was warm. Gus dried his phone, snapped a picture of the pair snuggling, and sent it to his wife, Katie.

Then he called the number again. A man who identified himself as Marc answered and immediately grew defensive when Gus told him why he was calling.

"Those dogs aren't mine anymore. I've given them away," Marc replied in an irritated tone.

"Well, who did you give them to?" Gus asked hopefully.

"I don't know," came the curt reply.

"Well, do you want them back?" Gus probed.

"No. I can't take care of them." With that, Marc hung up abruptly.

Thus, these dogs were abandoned, left with no place to call home. The dogs, known for their intelligence, gazed at Gus with pleading eyes. Gus called an animal shelter, but it was too late in the night. So, he left a message. Then he called Katie. "You cannot put them back out in the snowstorm," she said. "Bring them home."

Katie prepared a bed for the dogs in the study room. Soft blankets were arranged with care, providing a haven of comfort against the chilly night air. Katie, then lovingly placed bowls of food and water where the exhausted animals lay together. Every now and then, Cooper lifted his head to check on Pepper. This scene stirred within Katie a desire to adopt them.

When she told Gus about it, he shook his head. Keeping this pair was out of the question — they already had a family dog. The next day, he called the animal shelter again. Katie took the dogs to the shelter to drop them off on one condition. "I'm not signing the dogs over to you if you're going to separate them," she said. The staff promised her that the couple would stay together.

In the days following, Katie phoned the shelter repeatedly. Soon after Christmas, the dogs were adopted by a loving family, much to the relief of Gus and Katie. The dogs had experienced a miracle in which kindness triumphed over cruelty.

Adapted from: https://www.rd.com/article/pair-of-dogs-rescued/



# NAN HUA PRIMARY SCHOOL 2023 PRELIMINARY EXAMINATION PRIMARY 6 ENGLISH LANGUAGE PAPER 2 - LANGUAGE USE AND COMPREHENSION BOOKLET B

| Booklet B |      |  |
|-----------|------|--|
| DOONIEL D | / 67 |  |

| Name:                | (                                      | ) |  |
|----------------------|--|---|--|
| Class: Primary 6E    |  |   |  |
| Date: 21 August 2023 |  |   |  |
|                      | ************************************** |   |  |

#### **INSTRUCTIONS TO CANDIDATES**

- 1. Do not turn over this page until you are told to do so.
- 2. Follow all instructions carefully.
- 3. Answer all questions carefully.
- 4. Use a dark blue or black ballpoint pen to write your answers in the space provided for each question.
- 5. Do not use correction fluid/tape or highlighters.

|                   |                       |            | *************************************** |  |  |
|-------------------|-----------------------|------------|---|--|--|
| <b>TL</b> t - t - |                       |            |   |  |  |
| I DID D           | oddet consist         | - 40 4 44  |   |  |  |
| IIIIA LA          | JUN1981 1.X.31 1545AI | . 13 8 9 9 | ALT LIME MARK                           |  |  |

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)

| EAC    | H WORD          | CAN BE      | USED             | ONLY O     | NCE                     |                                  |               |                                     |
|--------|-----------------|-------------|------------------|------------|-------------------------|----------------------------------|---------------|-------------------------------------|
|        | a<br>an<br>by   |             | how<br>in<br>its | (H)        | might<br>more<br>should | (K) some<br>(L) still<br>(M) the | (P)           |                                     |
|        | Dream           | s remain    | a myst           | ery that   | sleep exp               | erts are deten                   | mined to s    | solve. Different                    |
| cultu  | res have        | develope    | d                |            | own ways                | of understanding                 | ng what ou    | r dreams mean                       |
|        |                 | psycholo    | (2<br>ogy, the   | process    | of assigni              | ng meaning to                    | dreams is     | referred to as                      |
|        | (30)            |             |                  |            |                         |                                  |               |                                     |
| drea   | m interpre      | etation. It | is seen          | as a neip  | iidi way to             | ieam about                       | (31)          | our minds                           |
| work   | . Dreams        | are thou    | ight to s        | how our    | deepest v               | vants, fears, a                  | nd worries    | . By looking at                     |
| our d  | lreams, w       | re can lea  | ırn abou         | t our hide | den thougl              | hts and feeling                  | S.            |                                     |
|        | There a         | are many    | ways to          | interpre   | t dreams.               | a                                | re traditior  | nal, like looking<br>eeping a dream |
| at the | symbols         | in the da   | eam, wh          | ile others | are                     | mod                              | lern, like ke | eping a dream                       |
| joum   | al or tryin     | g to contr  | ol your (        | ireams. S  | some peol               | oje tuluk tu <b>a</b> t di       | eams are      | (34)                                |
| way    | for our un      | consciou    | s mind v         | vhich cor  | ntains fe <b>e</b> li   | ngs and thoug                    | hts we are    | unaware of, to                      |
| talk t | o us and        | show us     | !                | (35)       | we real                 | ly are.                          |               |                                     |
|        |                 |             |                  |            |                         |                                  | reting dre    | ams, there is                       |
|        |                 | a deb       | ate abou         | ut whethe  | er it is a so           | cientifically vali               | d practice    | . Some studies                      |
| have   | (36)<br>shown t | hat certa   | in symt          | ols in di  | reams                   | (37)                             | be connec     | cted to specific                    |
| feeli  | ngs or ex       | perience    | ß,               | (38)       | _ others                | X *** * #                        | d any pro     | of that dreams                      |
| have   | a definit       | e meanin    | g.               | (,         |                         |                                  |               |                                     |
|        | No ma           | tter what   | the out          | come of t  | he debate               | is, it is fun to                 | explore th    | ne meanings of                      |
| drea   | ms.             |             |                  |            |                         | Ade                              | pted from D   | reams Wikipedia                     |
|        |                 |             |                  |            |                         |                                  | Score         | ):                                  |

Each of the underlined words contains either a spelling or grammatical error. Write the correct word in each of the boxes. (12 marks)

|      | Ms. Lui has an incredible                 | story to share.          | When she wo             | s a child, she faced       |
|------|---|--------------------------|-------------------------|----------------------------|
| (39) |   | •                        |                         |                            |
| •    | diskriminasion because she has a d        | lisability. People       | would bully, te         | ease, and stare at her     |
|      |   | (40)                     |                         |                            |
|      | because she was different. But so         | mething <u>amare</u>     | happened. Wit           | th the support of her      |
|      | (41)                                      |                          |                         |                            |
|      | family and a charity organisation,        | she was able to          | follow her int          | erests and grow into       |
|      | (42)                                      |                          |                         |                            |
|      | the talented, artistic, and passhu        | <u>nate individual s</u> | he is today.            |                            |
|      | (43)                                      |                          |                         |                            |
|      | Ms. Lui has a deep love of si             | nging, but that's        | not all. She als        | so has a keen interest     |
|      |   | (44)                     |                         |                            |
|      | in drawing, writing, and dancing. H       | ler heart- <u>warmi</u>  | n <u>g jurney</u> is no | w being featured in a      |
|      |   | (45)                     |                         |                            |
|      | new film created by Community             | Chest. This film         | tell the stori          | es of individuals who      |
| (46) |   | (47)                     |                         |                            |
|      | have <u>overcoming</u> challenges in th   |                          | e shining briq          | ht. It calls upon the      |
|      |   | (48)                     |                         |                            |
|      | public to join in supporting and ch       | impioning the po         | <u>tenshual</u> of pe   | ople with disabilities.    |
|      | (49)                                      |                          |                         |                            |
|      | In addition to her creative               | <u>pursoots</u> , Ms. Lu | ii also has a pai       | t-time job as a retail     |
|      | (50)                                      |                          |                         |                            |
|      | assistant. She <u>recived</u> support fro | m a job placeme          | nt programme            | funded by Community        |
|      | AND IN MADE IN A SILVER                   |                          |                         |                            |
|      | Chest. This programme helps ind           | ividuals with di         | sabilities find         | suitable employment        |
|      |   |                          |                         |                            |
|      | opportunities that match their as         | pirations and ca         | pabilities.             |                            |
|      |   |                          | Adan                    | ted from The Circles Times |
|      |   |                          | миар                    | ted from The Straits Times |
|      |   |                          |                         |                            |
|      |   |                          |                         | 6                          |
|      |   |                          |                         | Score:                     |

| Fill in each blank with a suitable word.                                    | (15 marks)            |
|---|-----------------------|
| Gaming addiction affects people of all ages, particularly young p           | people. Symptoms      |
| of gaming addiction include obsessive thinking about the game,              | of                    |
| interest in other activities, poor concentration and work performance, stre |                       |
| social isolation, and decline in physical health and hygiene(52)            | to scientific         |
| research, addiction is brought about by psychological, social, and envir    | onmental factors.     |
| One major cause of any kind of addiction a bra                              | ain chemical called   |
| dopamine, also as the 'feel-good' hormone. It is rele                       | eased in response     |
| (54)  | معمون مساميدات        |
| a pleasurable experience. It also makes a person (55)                       | i develop a suong     |
| to seek out that same pleasure again and aga                                | in. When gamers       |
| (56) a goal or a new level, dopamine is released, motive                    |                       |
| (57) Eventually, they get stuck in a cycle in which the                     |                       |
| (58)  |                       |
| engrossed in gaming whileother important tasks.                             | •                     |
| factor that contributes to gaming addiction                                 |                       |
| (60)  |                       |
| Many online games allow players to interact with one another.               | This develops a       |
| of belonging to their online communities. However,                          | , in extreme cases,   |
| shy and introverted individuals may to gaming as the (62)                   | eir main source of    |
| social life, resulting in addiction.  |                       |
| The home environment is a key factor in garning addiction too.              | Children and teens    |
| who have access to gaming devices and little sur                            | pervision from their  |
|   |                       |
| parents are more to form an addiction.                                      | A 4                   |
| Gaming addiction is no laughing By (65)                                     | understanding its     |
| contributing factors, we may prevent its formation among our friends an     | id loved ones.        |
| Adapted from The health effect  | ts of too much gaming |

Score:

For each of the questions 66 to 70, 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)

|  | together wit   |
|--|----------------|
| Cindy asked Jack, "Where can I pass you the boo    |                |
| Cindy asked Jack                                   |                |
| The manager amended the plan before presenting     |                |
| The manager made                                   |                |
| Her parents shook their heads. They disapproved    |                |
|  | in             |
| John did not do his part for the group project. Ke | n was annoyed. |
| Much to  |                |
|  |                |
|  |                |

| Read | the passage on page 10 of  | FBooklet A                 | and answer question                   | ns 71 to 80. (20 marks)                   |  |  |  |
|------|--|----------------------------|---------------------------------------|---|--|--|--|
| 71.  | Which two words in parag<br>BOTH WORDS ARE FOL   | raph 1 tells<br>IND IN SEF | us that Pepper was<br>PARATE SENTENCE | indeed 'weary' (line 1)?<br>ES. [2m]      |  |  |  |
|      |  |                            |                                       |   |  |  |  |
| 72.  | Give two reasons why Cooper was 'anxious' (line 2) to seek shelter somewhere [2m]  |                            |                                       |   |  |  |  |
| 73.  | How did Gus spot the dog   | s on the hig               | phway in the heavy s                  | now? [1m]                                 |  |  |  |
| 74.  | Based on lines 9-21, state whether each statement in the table below is true or false, then give one reason why you think so. [3m] |                            |                                       |   |  |  |  |
|      |  | True /<br>False            | <b>R</b>                              | (Mison                                    |  |  |  |
|      | a) The dogs were afraid of Gus.  |                            |                                       |   |  |  |  |
|      | b) Gus did not manage<br>to speak to the<br>dogs' owner when<br>he was outside his<br>truck.                                       |                            |                                       | W. T. |  |  |  |
|      | c) The dogs snuggled at the place where Gus had placed them in the truck.  |                            |                                       |   |  |  |  |
|      | 1  |                            |                                       | Score:                                    |  |  |  |

| remorseful impatient concerned  he table below shows Gus's actions in lines 31-35. Fill in the blanks to be reasons for his actions using information from the passage.  Action Reason for action  called an animal shelter  what Katle provided to create "a haven of comfort" against the chinight air (line 37)  (a) (b) | annoyed                   |             |            |               | disgusted |    |
|---|---------------------------|-------------|------------|---------------|-----------|----|
| ne table below shows Gus's actions in lines 31-35. Fill in the blanks to e reasons for his actions using information from the passage.  Action Reason for action  called an animal shelter  called Katie  What Katie provided to create "a haven of comfort" against the chight air (line 37)                               | remorseful                |             |            |               |           |    |
| Action Reason for action  called an animal shelter  what Katie provided to create "a haven of comfort" against the chaight air (line 37)  | hesitant                  |             |            |               | concerned |    |
| called Katie  What Katie provided to create "a haven of comfort" against the chanight air (line 37)   | e reasons for I           | his actions | using info | mation from   |           | to |
| What Katie provided to create "a haven of comfort" against the chanight air (line 37)   | called an anim<br>shelter | al          |            |               |           |    |
| night air (line 37)   | called Katie              |             |            |               |           |    |
| (a) (b)   |                           |             |            |               |           |    |
| (a) (b)   | What Katie                | ∋ provided  |            |               |           | ch |
|   | What Katie                | provided    |            |               |           | ch |
|   |                           | e provided  |            | air (line 37) |           | ch |
|   |                           | e provided  |            | air (line 37) |           | ch |
|   |                           | e provided  |            | air (line 37) |           | ch |
|   |                           | e provided  |            | air (line 37) |           | ch |

| Write your answers in the column   | n on the right.                         | (2m   |
|--|---|-------|
| Word(s) from the passage   | What the word(s) tefer to               |       |
| a) them (line 16)  |   |       |
| b) This scene (line 40)  |   |       |
| Why do you think Katie *phoned t   | the shelter repeatedly" (line 46)?      | [2m   |
|  |   |       |
|  |   |       |
| The doos had experienced a mir   | racie in which kindness triumphed over  | r     |
| cruelty." (lines 48-49)  | racie in which kindness triumphed over  |       |
| cruelty." (lines 48-49)  | racle in which kindness triumphed over  | above |
| cruelty." (lines 48-49)<br>With reference to the story, expla            |   | above |
| cruelty." (lines 48-49)<br>With reference to the story, expla            |   | above |
| cruelty." (lines 48-49)  With reference to the story, explain statement. |   | above |
| cruelty." (lines 48-49)  With reference to the story, explain statement. | in clearly what the writer meant in the | above |
| cruelty." (lines 48-49)  With reference to the story, explain statement. | in clearly what the writer meant in the | above |
| cruelty." (lines 48-49)  With reference to the story, explain statement. | in clearly what the writer meant in the | above |
| cruelty." (lines 48-49)  With reference to the story, explain statement. | in clearly what the writer meant in the |       |
| crueity." (lines 48-49)  With reference to the story, explain statement. | in clearly what the writer meant in the | above |

SCHOOL: NAN HUA PRIMARY SCHOOL

LEVEL : PRIMARY 6 SUBJECT : ENGLISH TERM : PRELIM

| Q 1  | Q2  | Q3  | Q4  | Q5  | Q6  | Q7  | Q8  | Q9  | Q10 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2    | 2   | 2   | 3   | 2   | 3   | 3   | 4   | 1   | 4   |
| Q 11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 |
| 3    | 2   | 4   | 4   | 1   | 1   | 1   | 4   | 2   | 2   |
| Q21  | Q22 | Q23 | Q24 | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 |
| 1    | 3   | 1   | 3   | 4   | 1   | 2   | 3   | N   | E   |
| Q31  | Q32 | Q33 | Q34 | Q35 | Q36 | Q37 | Q38 |     |     |
| D    | K   | Н   | A   | Q   | L   | G   | P   |     |     |

| Q39) | discrimination |
|------|----------------|
| Q40) | amazing        |
| Q41) | charitable     |
| Q42) | passionate     |
| Q43) | for            |
| Q44) | journey        |
| Q45) | tells          |
| Q46) | overcome       |
| Q47) | brighter       |
| Q48) | potential      |
| Q49) | pursuits       |
| Q50) | received       |
| Q51) | lack / loss    |

| Q52) | According   |
|------|---|
| Q53) | is / involves   |
| Q54) | know / termed / named   |
| Q55) | to  |
| Q56) | urge / need / drive /will / determination / temptation              |
| Q57) | reach / complete / achieve  |
| Q58) | playing /trying / going / gaming                                    |
| Q59) | ignoring / forgetting / neglecting                                  |
| Q60) | Another   |
| Q61) | sense   |
| Q62) | turn /stick / take / resort   |
| Q63) | more / free / easy / ready / complete                               |
| Q64) | likely  |
| Q65) | matter  |
| Q66) | All the pupils in class 6J, together with Mr Tan, are attending the |
|      | party.  |
| Q67) | Cindy asked Jack where she could pass him the book later.           |
| Q68) | The manager made amendments to the pian before presenting it to     |
|      | his client.   |
| Q69) | Her parents shook their heads in disapproval of her decision.       |
| Q70) | Much to Ken's annoyance, John did not do his part in the group      |
|      | project.  |
| Q71) | struggling / laboured   |
| Q72) | They needed a warm, dry place to stay for the night, safe from the  |
|      | elements and Pepper was going to deliver soon and it must away      |
|      | from the road.  |
| Q73) | Gus's keen eyes detected the reflection of the dog's collar tags in |
|      | the flash of his headlights.  |
| Q74) | a)False / The dog made no effort to escape when Gus squatted and    |
|      | stretched out his hands to them.                                    |
|      | 1 NT I the same should be higher to higher than the could           |
|      | b)True / It was showing very hard so his screen blurred. He could   |
|      | only make the call from inside his truck.                           |

|      | c)False / They climbed from the place below the passenger seat        |
|------|---|
|      | where Gus had placed them onto the fabric seat where it was warm      |
|      | and snuggled.   |
| Q75) | annoyed / impatient   |
| Q76) | He wanted to put the dogs there as they were abandoned, with no       |
|      | place to call home to inform them about the homeless dogs.            |
|      | It was too late at night to put the dogs at the animal shelter, so he |
|      | called Katie to asked her what to do with the dogs.                   |
| Q77) | a) a bed with soft blankets arranged with care                        |
|      | b) soft blankets  |
| Q78) | a) Pepper and cooper's collar tags                                    |
|      | b) Cooper lifting his head to check on pepper                         |
| Q79) | Katie was worried about the dogs and wanted to make sure they         |
|      | were kept together and they were safe.                                |
| Q80) | It was cruel for the dogs to be abandoned, with no place to call      |
|      | home, but they met Gus and Katie who drove them to the animal         |
|      | shelter out of kindness, where they were adopted by a loving family.  |
|      | They experienced a miracle and the dogs were safe in the end.         |