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G3 English

Paper 1 — Writing

Editing · Situational · Continuous

BRONZE TIER

Paper 1 tests writing: a short editing task, one piece of situational writing from a visual prompt, and one composition chosen from four topics. Mirrors the SEAB G3 (K300) Paper 1 format.

Total: 70 marks

Time: 1 h 50 min

INSTRUCTIONS

Answer **Section A**, **Section B** and **one** question from **Section C**. Write your answers in the spaces provided. The number of marks is shown in brackets [].

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about the giant panda. The first and last lines are correct. For **eight** of the remaining ten lines, there is one grammatical error in each line. There are **two** more lines with no error. If there is **no** error in a line, put a tick (✓) in the space provided. If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

The giant panda is one of the most loved animals in the world.

These gentle bears lives mainly in the cool, misty mountains of China. 1

A panda spends most of its day eating, and it depends in bamboo for food. 2

An adult panda can eat bamboo for many hours every single day. 3

Although it looks slow, a panda is actually a excellent climber. 4

Long ago, pandas have lived across a much larger area than they do today. 5

These days their numbers are rising slow, thanks to years of careful work. 6

Scientists and zookeepers around the world help to protect them. 7

Forests were being cut down, but the pandas began to lose their homes. 8

Many people now give money to helping save this famous animal. 9

With our help, the giant panda will survive for many more year. 10

It remains a powerful symbol of the need to protect nature.

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

Look at the notice from Riverside Secondary School in the Insert, read the information carefully and plan your answer before you begin to write.

Your class has discussed the three options and you would like to recommend one. Write an email to your form teacher, Ms Lim, suggesting the place your class should visit.

You must include the following points in your email:

- which place you have chosen and why it would appeal to your class
- what your class could see or do there
- why this would make a good end-of-year outing

Write your email in clear, accurate English. Your tone should be polite and enthusiastic, in order to persuade Ms Lim that your choice is a good one. Use your own words as much as possible.

Section C [30 marks]

You are advised to write between 350 and 500 words on one of the following topics.

Questions 3–6

3 Describe your favourite place to spend time with your family. What do you do there, and why do you enjoy it? [Descriptive]

4 Write about a time when you tried something new and surprised yourself. What happened, and how did you feel? [Narrative]

5 ‘Students should not be allowed to use mobile phones during school hours.’ Do you agree? Why or why not? [Argumentative]

6 What are the advantages and disadvantages of having a part-time job while you are still studying? [Discursive]

Please write your chosen question number (3, 4, 5 or 6) before you begin.

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G3 English

Paper 1 — Writing

Insert · Section B

BRONZE TIER

This Insert contains the stimulus for Section B. Read it and answer Question 2 in the Question Paper.

Total: 70 marks

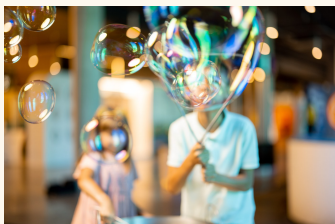
Time: 1 h 50 min

Section B

Read the notice from Riverside Secondary School below and use the information to answer the question on the Question Paper.

Riverside Secondary School — End-of-Year Class Outing 2027

Your class may choose **one** place for its end-of-year outing. Three options are shown on the school webpage below. Read about each one, decide which would be best for your class, then write to your form teacher to recommend it.



Science Centre

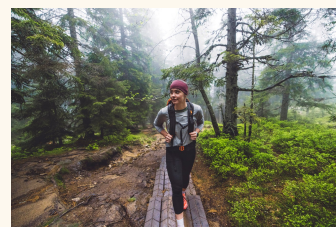
Explore hands-on exhibits and watch a show in the dome theatre.

- Try the interactive science exhibits
- Watch a science film in the theatre
- Good for students who like discovering how things work

Sungei Buloh Nature Walk

Walk the boardwalks of a wetland reserve and spot birds and crabs.

- Follow the wetland boardwalk trails
- Spot birds, crabs and mudskippers
- Good for students who enjoy being outdoors



National Museum

Discover Singapore's story through galleries and old photographs.

- See galleries about Singapore's history
- Join a short guided tour
- Good for students who enjoy stories of the past

To choose your class outing, email your form teacher, Ms Lim, by 30 May. Tell her which place your class should visit and why.

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G3 English

Paper 2 — Comprehension

Insert · Texts 1–4

BRONZE TIER


This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

Total: 50 marks

Time: 1 h 50 min

Section A

Study the webpage (Text 1) and the extract from a leaflet (Text 2) and answer Questions 1–4 in the Question Paper. Text 1 is taken from the website of a school reading programme.



The screenshot shows a webpage with a browser address bar displaying "www.riverside-reading.sg". The main content area features a photograph of a woman with long dark hair sitting on the grass, reading a book to a group of five children. The children are also sitting on the grass, some looking at the book. The background shows trees and greenery.

Reading Buddies

Love reading? Share it! Our Reading Buddies meet every Friday after school to read picture books with younger children at the library next door. It's easy, it's friendly, and you don't need any special skills - just a smile and a story. Come along, pick a book, and watch a child's face light up. Sign up at the school library today!

To sign up, [click here](#).

Text 2 is taken from a library notice.

Student helpers for the Reading Buddies programme must be at least 14 years old. All helpers attend one short training session before they begin and must take part for the whole term. Helpers should arrive ten minutes early to choose their books. Parents will be asked to sign a permission form before a student may take part.

Section B**Text 3**

In the text below, the writer remembers a high-ropes challenge at a school camp. Read it carefully and answer Questions 5–14.

- 1** I had been dreading the high-ropes course since the day the camp letter first arrived in my schoolbag. Now the moment had come. I stood at the bottom of a tall wooden pole, a helmet squeezing my head and a harness pulling tight around my legs, and I wished with all my heart that I could simply disappear. High above me, a thin steel wire stretched between two narrow platforms. My classmates were cheering and clapping below, but their voices seemed to be coming from very far away. 5
- 2** ‘You don't have to do it,’ the instructor said kindly, clipping a safety rope to the front of my harness. ‘But I really think you can.’ I looked up at the wire once more, and my stomach felt like a washing machine stuck on its fastest spin. I almost said no and walked away. Then I thought of my little brother at home, who told everyone that his big sister was the bravest person he knew, and somehow my cold hands reached out and gripped the first wooden block. 10
- 3** The climb was far harder than it had looked from the ground. The blocks were spaced further apart than I expected, and the whole pole swayed gently whenever the wind picked up. Halfway up, I made the silly mistake of looking down at my feet. At once the ground seemed to tilt beneath me, my fingers froze on the wood, and for one horrible moment I could not move at all. ‘One block at a time,’ the instructor called up calmly. ‘Don't think about the top. Just think about the next block.’ 15
- 4** So that is exactly what I did. I stopped looking down and fixed my eyes only on my hands. One block, and then another, and then another after that. I stopped listening to the cheering far below and listened only to the steady sound of my own breathing. Slowly, almost without noticing it was happening, I pulled myself onto the small wooden platform at the very top, and I realised with a shock that I was no longer afraid at all. Instead, I was determined to finish what I had started. 20
- 5** Stepping out onto the wire was both the worst part and the best part of the whole day. My legs shook like jelly beneath me, but I slid one foot carefully forward, and then the other, gripping the safety rope tightly with both hands. The wind tugged and pulled at my shirt. Far below me the whole camp was spread out like a toy village - the rows of tents, the long canteen, and the tiny figures of my friends with their faces all turned up towards me. 25
- 6** When my feet finally touched the far platform, the cheering crashed over me like a wave. I had actually done it. My little brother had been right about me after all. As I came back down to the ground on the rope, grinning so widely that my cheeks began to ache, I understood something that has stayed with me ever since that day: the things we fear the most are very often the very things we are proudest to have done.

Section C

Text 4

The article below explains why bees are so important. Read it carefully and answer Questions 15–19.

- 1 When most people think of bees, they think of a painful sting or perhaps a jar of golden honey. Yet these small, busy insects are far more important to our daily lives than almost any of us ever stops to realise. Without bees, the world would be a hungrier, duller and far less colourful place to live in, and scientists now warn that we should all start paying these tiny creatures a great deal more attention than we do.
- 2 Bees are nature's hardest-working farmers. As a bee moves from flower to flower in search of sweet nectar, fine yellow dust called pollen sticks to the soft hairs on its body and is carried, quite by accident, to the next flower it visits. This simple act, which scientists call pollination, is exactly what allows plants to make their seeds and grow their fruit. Apples, strawberries, melons and a great many of the other foods we love depend almost entirely on the patient work of bees.
- 3 The benefits that bees bring to us are enormous. All around the world, bees pollinate a huge share of the crops that people eat every day, and this means cheaper, healthier and more plentiful food on our tables. They also pollinate the wild flowers that feed countless other animals, helping whole habitats to stay alive and balanced. In this quiet, unnoticed way, a single hive of bees does work that no machine could ever hope to copy, and it asks for nothing at all in return.
- 4 Sadly, bees are now in very serious trouble. In many countries around the world their numbers have been falling alarmingly fast. The powerful chemicals that farmers spray on their fields can poison bees, and the wild meadows where the insects once fed freely are steadily being replaced by new roads, car parks and buildings. Disease and a steadily changing climate make matters worse still, leaving bees with less food to find and fewer safe places in which to build their homes.
- 5 The good news is that ordinary people really can help. Planting a few flowers on a balcony or in a garden gives hungry bees the food that they badly need. Choosing fruits and vegetables that have been grown without harmful sprays makes a quiet difference too. Even simply leaving a small patch of grass to grow long and wild can turn a forgotten corner of a garden into a tiny but welcoming home for bees and many other helpful insects.
- 6 Governments and farmers clearly have an important part to play as well, by protecting the remaining wild spaces and by using far fewer chemicals on their land. If each of us is willing to do our own small share, then these remarkable little insects will keep on buzzing busily from flower to flower - and keep our world fed, healthy and full of colour - for many more years to come.



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G3 English

Paper 2 — Comprehension

Question Paper

BRONZE TIER

Answer all questions. The Insert contains the four texts. Mirrors the SEAB G3 (K300) Paper 2 format.

Total: 50 marks

Time: 1 h 50 min

CANDIDATE NAME	
CENTRE NUMBER	INDEX NUMBER

READ THESE INSTRUCTIONS FIRST

Write your name, centre number and index number in the spaces above. Write in dark blue or black pen. **Answer all questions.** Write your answers in the spaces provided on the *Question Paper*. **Additional Materials: Insert** (contains Text 1, Text 2, Text 3 and Text 4). The number of marks is given in brackets [] at the end of each question or part question.

Section A [5 marks]

Refer to *Text 1* and *Text 2* in the *Insert* for Questions 1–4.

1 Look at Text 1. The webpage says reading with a child makes their ‘face light up’. What does this suggest happens to the child? [1]

.....

.....

2 Tick (✓) the box that best describes the main purpose of Text 1. [1]

- to explain the rules for student helpers
- to encourage students to join the programme
- to warn students about the library
- to sell picture books to children

3 Give **one** feature of the language of Text 1 that makes it less formal than Text 2. [1]

.....

.....

4 For each statement below, write **Text 1**, **Text 2**, **Both** or **Neither**. [2]

- (a) It gives a minimum age for helpers.
- (b) It tries to sound cheerful and friendly.

[Turn over

Section B [20 marks]

Refer to *Text 3* in the Insert for Questions 5–14.

5 In Paragraph 1, how did the writer feel about the high-ropes course, and how do we know? Give **one** detail. [2]

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6 In Paragraph 2, the writer says his stomach ‘felt like a washing machine on its fastest spin’. What does this tell us about how he was feeling? [2]

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7 In Paragraph 2, why did the writer decide to start climbing even though he was afraid? Give **one** reason. [1]

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.....

.....

8 In Paragraph 3, what happened when the writer looked down? Give **two** details. [2]

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.....

.....

9 From the text, pick **two** things the instructor did to help the writer. Tick (✓) two boxes. [2]

- clipped a rope to his harness
- climbed up the pole with him
- told him to take one block at a time
- carried his helmet for him
- gave him a drink of water

10 The flow chart below shows how the writer's feelings changed. Complete it by choosing one word from the box for each stage. [3]

nervous ♦ bored ♦ determined ♦ proud ♦ angry ♦ jealous

Standing at the bottom of the pole (Paragraph 1)

↓

Reaching the platform at the top (Paragraph 4)

↓

Reaching the far platform at the end (Paragraph 6)

↓

[Turn over

11 In Paragraph 4, the writer says he ‘looked only at my hands’ and ‘listened only to my own breathing’. Why did he choose to do this? [2]

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.....

12 Look at the table below. For each thing described, find a word or phrase from Paragraph 5 that matches it. [2]

How the writer's legs felt on the wire:

What his friends looked like from above:

13 In Paragraph 6, the cheering ‘crashed over me like a wave’. Explain what this comparison suggests about the cheering. [2]

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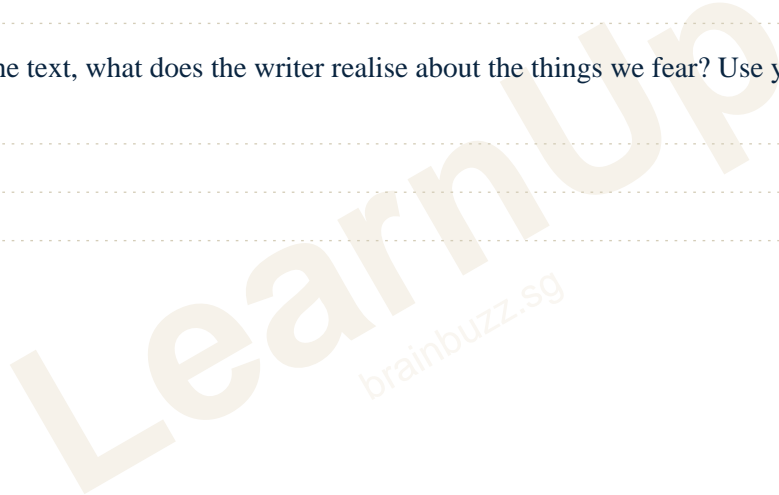
.....

14 At the end of the text, what does the writer realise about the things we fear? Use your own words. [2]

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Section C [25 marks]

Refer to *Text 4* in the Insert for Questions 15–19.

15 Match each paragraph with the most suitable heading by writing the correct letter (A–G). There is **one** extra heading you will not need. Paragraph 1 has been done for you. [5]

Paragraph 1 **G**

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

A How bees help plants make fruit

B The benefits bees bring to people and nature

C Why bees are in danger

D What ordinary people can do to help

E What governments and farmers can do

F How honey is made and sold

G Why bees matter more than we think

16 In Paragraph 2, bees are called nature's 'hardest-working farmers'. What does this phrase suggest about bees? [1]

.....
.....

17 Using your own words, explain **two** reasons given in Paragraph 4 why bees are in trouble. [2]

.....
.....
.....

18 In Paragraph 3, the writer says a hive of bees 'asks for nothing in return'. What does this suggest about the work that bees do? [2]

.....
.....
.....

19 Using your own words as far as possible, summarise the **ways in which bees are useful** and the **reasons they are in danger**. [15]

Use only the material from paragraphs 3 to 5 of the Insert. Your summary must be in continuous writing (not note form) and must not be longer than 80 words (not including the words given to help you begin).

Bees are useful because ...

[Turn over

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No. of Words: _____

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