

# LearnUp

*Uplift. Upskill. Upgrade.*

## G3 English • Sec 1

Paper 1 — Writing

*Editing • Situational • Continuous*

SILVER 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 octopus. 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 octopus is one of the most clever and curious creatures in the sea.

An octopus have eight long arms covered in rows of tiny suckers. 1 .....

It can change colour in a second to hide from a hungry predator. 2 .....

Each arm can move on its own, so the animal never get confused. 3 .....

Scientists believe the octopus is a intelligent problem-solver. 4 .....

In tests, some octopuses have open jars to reach the food inside. 5 .....

They squeeze through gaps that seem far too small for they. 6 .....

An octopus has no bones at all in its soft, flexible body. 7 .....

Its body is delicate, but it can still squeeze into narrow cracks. 8 .....

Sadly, an octopus usually lives for only a few year. 9 .....

Even so, this animal remain one of the ocean's most surprising sights. 10 .....

There is still a great deal that we have to learn about it.

## 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.*

You have decided which workshop you would like to attend. Write an email to the teacher in charge, Mr Tan, to sign up for your chosen workshop.

You must include the following points in your email:

- which workshop you have chosen and why it interests you
- what you hope to learn or do at the workshop
- why you think you would enjoy it or do well

*Write your email in clear, accurate English. Your tone should be polite and enthusiastic, so that Mr Tan can see how keen you are to take part. 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 a celebration or festival that your family enjoys. What happens, and why is it special to you?

[Descriptive]

**4** Write about a time when you had to be brave. What happened, and how did you feel afterwards?

[Narrative]

**5** ‘Students should not be given any homework during the school holidays.’ Do you agree? Why or why not? [Argumentative]

**6** What are the advantages and disadvantages of having lessons online instead of in school? [Discursive]

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

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# G3 English • Sec 1

Paper 1 — Writing

*Insert • Section B*

SILVER 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 — Saturday Skills Workshops

Your school is offering three Saturday workshops during the holidays. You may sign up for **one**. Read about each workshop below, decide which one suits you best, then write to the teacher in charge to apply.



#### Young Chefs

Learn to prepare simple, healthy dishes and bake your own treats.

- Cook and bake under a chef's guidance
- Learn about healthy eating
- Best for students who love food

#### Photography Basics

Learn to take great photos using a camera or a phone.

- Learn about light and framing
- Go on a photo walk around the school
- Best for students with a good eye



#### Robotics Club

Build and program a small robot with your team.

- Build a robot from a kit
- Learn simple coding
- Best for students who like solving puzzles

To sign up, email the teacher in charge, Mr Tan, by 30 May. Tell him which workshop you would like to join and why.

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# G3 English • Sec 1

## Paper 2 — Comprehension

*Insert • Texts 1–4*

SILVER TIER

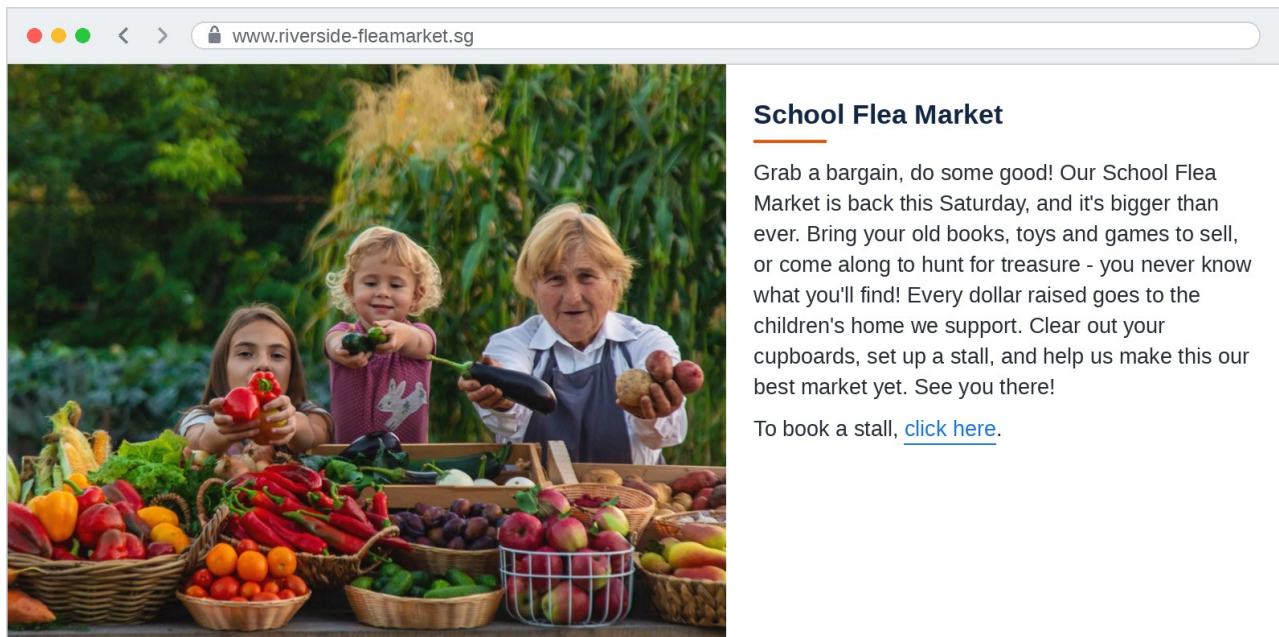
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

**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 a school webpage.



The screenshot shows a browser window with the URL [www.riverside-fleamarket.sg](http://www.riverside-fleamarket.sg). The main image on the page depicts a woman and two children behind a stall filled with fresh produce like tomatoes, peppers, and apples. To the right of the image is a text block titled "School Flea Market" with a sub-header. The text describes the event, its purpose, and provides a link to book a stall.

### School Flea Market

Grab a bargain, do some good! Our School Flea Market is back this Saturday, and it's bigger than ever. Bring your old books, toys and games to sell, or come along to hunt for treasure - you never know what you'll find! Every dollar raised goes to the children's home we support. Clear out your cupboards, set up a stall, and help us make this our best market yet. See you there!

To book a stall, [click here](#).

Text 2 is taken from a school notice.

Students who wish to run a stall at the Flea Market must register with the school office by Wednesday. Each stall will be shared by two students. Only second-hand items in good condition may be sold, and all prices must be agreed with a teacher beforehand. Stallholders are responsible for clearing their area at the end of the day.

**Section B****Text 3**

*In the text below, the writer remembers a cycling trip that did not go as planned. Read it carefully and answer Questions 5–14.*

- 1 It was the kind of morning that makes you want to be outdoors. The sky was a clear, friendly blue, and my friend Daniel and I had planned a long cycle ride around the reservoir. We had our water bottles, a bag of snacks, and a whole day ahead of us. As we pushed off from my driveway, the tyres humming on the road, I felt completely sure that nothing in the world could spoil such a perfect day.
- 2 For the first hour, everything was wonderful. We raced each other along the smooth path, the wind cool on our faces, and stopped to watch a family of otters slipping in and out of the water. We were so busy laughing and pointing at the otters that neither of us thought to glance behind us, where a thick wall of heavy grey cloud was quietly building and spreading over the distant trees.
- 3 The first warning was a low rumble of thunder, far away. Then the wind changed. It grew suddenly cold and strong, snatching at our shirts and bending the tall reeds flat. ‘We should head back,’ Daniel said, and there was a tightness in his voice that I had never heard before. We turned our bicycles around - and that was when the rain came down like a bucket being emptied over our heads.
- 4 Within seconds we were soaked to the skin. The path that had been so smooth turned slippery and brown, and puddles swallowed our wheels. Thunder cracked, much closer now, and a white flash lit up the whole reservoir. My heart was pounding so hard I could feel it in my ears. I had never in my life been so 15 frightened of a storm, and the safe, sunny morning we had set out in now felt as though it had happened to someone else, in another world entirely.
- 5 ‘There!’ Daniel shouted, pointing through the rain. A small wooden shelter stood near the water’s edge, the kind built for fishermen. We pedalled towards it as fast as our slipping tyres would allow, threw down our bicycles, and dived underneath the roof. We sat huddled together on the wooden bench, dripping and 20 shivering, our teeth chattering, watching the lightning dance and flicker across the dark water and listening to the rain hammer down on the roof just above our heads.
- 6 Slowly, the storm began to pass. The thunder grew fainter, the rain softened to a drizzle, and at last a thin, watery sunshine crept back across the reservoir. We were cold and wet and a long way from home, but we were safe, and we found ourselves grinning at each other like fools. As we wheeled our muddy bicycles 25 slowly back along the dripping path, the birds beginning to sing again around us, I realised that I would remember this strange, frightening, wonderful morning long after a hundred ordinary perfect ones had quietly been forgotten.

## Section C

### Text 4

*The article below discusses the problem of plastic in the ocean. Read it carefully and answer Questions 15–19.*

- 1 Our oceans are vast, deep and beautiful, and for a long time people believed they were far too big for anything we did to harm them. We now know that this is not true. Every single year, many millions of tonnes of plastic find their way into the sea, and this slowly growing tide of rubbish has quietly become one of the biggest dangers our oceans have ever had to face.
- 2 Ocean plastic comes in every shape and size. Some of it is easy to see: bottles, bags, straws and old fishing nets bobbing on the waves or washed up on the beach. Much of it, however, is almost invisible. Over time, sunlight and waves break larger pieces into tiny fragments called microplastics, which spread through the water and are very difficult to clean up.
- 3 This plastic is deadly for sea creatures. Turtles mistake floating plastic bags for jellyfish and try to eat them; seabirds fill their stomachs with bottle caps and pieces of foam. Larger animals, such as seals and dolphins, become tangled in old nets and cannot swim or feed. Sea creatures cannot tell the difference between food and rubbish, and across the world countless animals are harmed, starved or killed by plastic every single year.
- 4 The harm does not stop with sea animals. Tiny fish swallow microplastics, bigger fish eat those smaller fish, and in this way the plastic travels right up the food chain - until it reaches the seafood on our own plates. Plastic also spoils once-beautiful beaches and smothers delicate coral reefs, harming the tourism and the fishing that a great many seaside communities depend upon to earn their living.
- 5 How does so much plastic end up in the sea? Most of it begins on land. Rubbish that is dropped in the street or left on the beach is blown or washed into drains, and rivers then carry it out to sea. A great deal of the problem comes from the everyday things we use just once and then throw away without a second thought - the plastic bag, the drinks bottle or the drinking straw that is handy for barely a minute but then lasts in the ocean for hundreds of years.
- 6 The good news is that the tide can be turned. By using less single-use plastic, recycling carefully, and joining beach clean-ups, ordinary people can make a real difference. Governments and companies can help too, by making less wasteful packaging. The ocean has given us a great deal; now it is our turn to look after it.



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# G3 English • Sec 1

Paper 2 — Comprehension

*Question Paper*

**SILVER 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 ‘you never know what you’ll find’. What does this phrase suggest about the market? [1]

.....

.....

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

- to explain how to register a stall
- to persuade people to take part in the market
- to warn people about buying old items
- to report on last year's market

3 Give **one** feature of the language of Text 1 that makes it sound more lively than Text 2. [1]

.....

.....

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

- (a) It says when stallholders must register. ....
- (b) It mentions the charity the market supports. ....

[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 as the cycle ride began, and how do we know? Give **one** detail.

[2]

6 In Paragraph 2, why did the two friends not notice the storm coming? Give **one** reason. [1]

7 In Paragraph 3, the writer says the rain came ‘like a bucket being emptied over our heads’. What does this tell us about the rain? [2]

8 In Paragraph 3, give **two** ways the writer shows that the weather had suddenly become dangerous. [2]

9 From Paragraphs 4 and 5, pick **two** things that happened during the worst of the storm. Tick (✓) two boxes. [2]

- the path turned slippery and brown
- the otters came to help them
- lightning flashed across the reservoir
- their bicycles floated away
- a boat came to rescue them

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]

confident ♦ frightened ♦ relieved ♦ bored ♦ jealous ♦ angry

As the ride began (Paragraph 1)

↓ .....

When the storm broke over them (Paragraph 4)

↓ .....

When the storm finally passed (Paragraph 6)

↓ .....

[Turn over

**11** In Paragraph 3, the writer notices ‘a tightness’ in Daniel’s voice ‘that I had never heard before’. What does this suggest about how Daniel was feeling? [2]

.....

.....

.....

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

What the shelter was built for: .....

What the two friends did with their bicycles: .....

**13** In Paragraph 6, the two friends found themselves ‘grinning at each other like fools’. Why do you think they were smiling, even though they were cold and wet? [2]

.....

.....

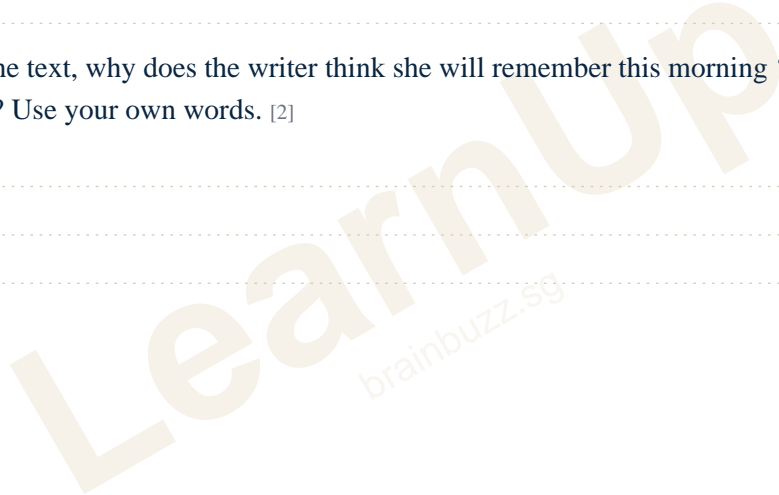
.....

**14** At the end of the text, why does the writer think she will remember this morning ‘long after a hundred perfect ones’? Use your own words. [2]

.....

.....

.....



**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 What ocean plastic is
- B How plastic harms sea creatures
- C How plastic harms the wider ocean and people
- D How plastic reaches the sea
- E What we can do to help
- F How the ocean was formed
- G A growing danger to our seas

**16** In Paragraph 2, the writer says some plastic is ‘almost invisible’. Using your own words, explain why. [1]

.....  
.....

**17** In Paragraph 4, how can the plastic in the sea end up affecting people? Explain in your own words. [2]

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

**18** In Paragraph 5, the writer mentions ‘the bag, the bottle or the straw that is handy for a minute but lasts in the ocean for hundreds of years’. What point is the writer making here? [2]

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

**19** Using your own words as far as possible, summarise the **harm that plastic does in the ocean** and the **reasons so much plastic ends up there**. [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).*

*Plastic harms the ocean because ...*

[Turn over

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No. of Words: \_\_\_\_\_

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