

# LearnUp

*Uplift. Upskill. Upgrade.*

## G3 English

### 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 coral reefs. 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.

Coral reefs are among the most colourful and crowded habitats in the ocean.

A single reef provide a home for thousands of different species.	1 .....
Many small fish depend in the reef for both food and shelter.	2 .....
Although they look like rocks, corals are actually tiny living animals.	3 .....
Each coral builds a hard skeleton, and together they form a enormous structure.	4 .....
Over millions of years, these structures have grew into vast underwater cities.	5 .....
Reefs grow very slow, adding only a few centimetres each year.	6 .....
Today, however, many of these reefs are in serious danger.	7 .....
The sea is becoming warmer, but the delicate corals are losing their colour.	8 .....
Many groups are now working hard to protecting the reefs that remain.	9 .....
With care, these beautiful habitats can be saved for future generation.	10 .....
Protecting the oceans is a task that belongs to all of us.	

## 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 programme you would like to join. Write an email to Mr Tan, the teacher in charge of enrichment, to apply for your chosen programme.

You must include the following points in your email:

- which programme you have chosen and why it appeals to you personally
- the skills or qualities you have that make you suitable for it
- how taking part in this programme would benefit you in the longer term

*Write your email in clear, accurate English. Your tone should be polite and persuasive, in order to convince Mr Tan to accept your application. 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 the sights and sounds of a place you go to when you need to think. Explain what the place is like and why it matters to you. [Descriptive]
- 4 ‘In that moment, I finally understood what my grandmother had been trying to tell me.’ Write about a time when you felt like this. [Narrative]
- 5 ‘Young people today are too dependent on technology to think for themselves.’ How far do you agree? [Argumentative]
- 6 Some people believe that failure is something to hide; others believe it should be shared openly. Which view do you prefer, and why? [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*

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 — June Holiday Enrichment 2027

Three June enrichment programmes are open to Secondary 3 students. Read about each one below, decide which **one** suits you best, then apply by email to the teacher in charge. Places are limited, so a short explanation of your interest is required.



#### Code for Good (1 week)

Work in a small team to build a simple app for a local charity.

- Learn the basics of coding and design
- Develop teamwork and problem-solving
- Best for students who enjoy logical thinking

#### Coastal Clean-Up Expedition (4 days)

Study and help protect a mangrove shoreline alongside marine scientists.

- Learn fieldwork and how to collect data
- Spend four days mostly outdoors
- Best for students who enjoy nature and activity



#### Young Storytellers Workshop (1 week)

Plan, film and edit a short documentary about your own neighbourhood.

- Learn interviewing, filming and editing
- Share your finished film at a screening
- Best for students who enjoy communicating

*To apply, email the teacher in charge of enrichment, Mr Tan, by 30 May. Tell him which programme you have chosen and why you would be a good fit.*



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# G3 English

## Paper 2 — Comprehension

*Insert · Texts 1–4*

SILVER TIER

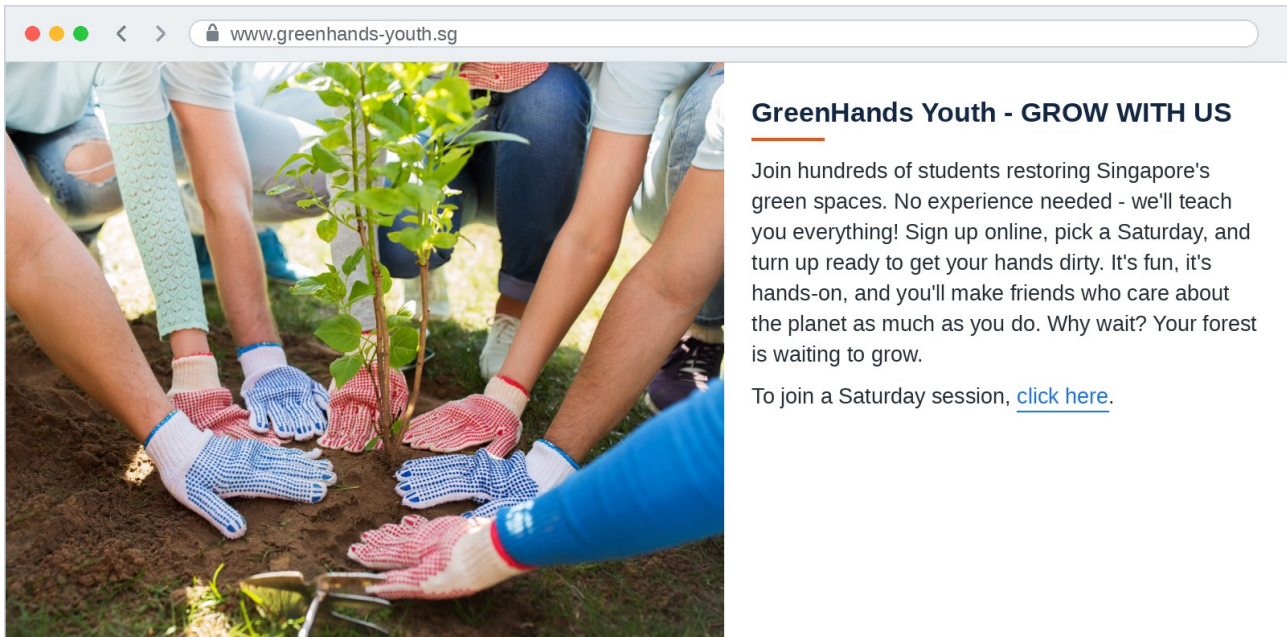
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

**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 the website of a youth volunteering scheme.



**GreenHands Youth - GROW WITH US**

Join hundreds of students restoring Singapore's green spaces. No experience needed - we'll teach you everything! Sign up online, pick a Saturday, and turn up ready to get your hands dirty. It's fun, it's hands-on, and you'll make friends who care about the planet as much as you do. Why wait? Your forest is waiting to grow.

To join a Saturday session, [click here](#).

Text 2 is taken from an official notice.

The Parks Volunteer Programme welcomes applicants aged 15 and above. All volunteers are required to attend a safety briefing before their first session and to commit to a minimum of three sessions each year. Suitable footwear and gloves must be worn at all times. Applications are reviewed at the end of every month, and successful applicants will be notified by email.

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

*In the text below, the writer recalls being left alone overnight on a small island during a school field trip. Read it carefully and answer Questions 5–14.*

- 1** The ferry pulled away before I had finished doubting myself, and then it was too late: I was alone on the island for the night. The jetty's wooden boards were slick with spray, and the wind carried the iron smell of the sea. I had begged my parents for weeks to let me take part in the field study; now, watching the boat shrink to a white speck on the grey water, I wished with all my heart that I had stayed at home.
- 2** The research hut stood at the top of the slope, its tin roof ticking as it cooled in the evening air. Inside, a single bulb threw a yellow circle onto a desk crowded with jars, notebooks and a logbook left open by whoever had come before me. I told myself I had work to do, and I unpacked my torch, my pencils and my sleeping bag with great care. I did not tell myself that I was afraid.
- 3** By midnight the generator had coughed itself silent, and the dark came in like water. Every sound was suddenly enormous — the scrabble of a crab across the rocks, the long sigh of the tide, a bird I could not name calling once and then falling silent. I sat very still on the narrow bed and counted my breaths, slowly, the way my grandmother had taught me to do when I was small and could not sleep, until the counting became less like fear and more like listening.
- 4** Then something moved outside, close to the wall of the hut. It was heavy, and it dragged. My heart slammed against my ribs and for a long moment I could not breathe at all. I crept to the doorway, torch shaking in my hand, and shone it into the dark — and there, hauling herself up the sand with slow, patient strokes of her flippers, was an enormous turtle, come ashore to lay her eggs. I almost laughed aloud with relief.
- 5** Near dawn, the listening was rewarded. A faint green glow began to roll along the waterline, brightening and fading with every wave: the glowing plankton I had read about in books but never quite believed in and forgot to be frightened. I forgot, even, to be cold. I simply sat in the doorway and watched the sea write and erase its own quiet fire, again and again, and understood at last why grown men and women gave up their warm beds for nights like this.
- 6** When the sun finally lifted clear of the sea, the island was not the lonely rock it had seemed the evening before. It was loud with birdsong, bright with flowers I had not noticed in the dark, and patterned all over with the looping tracks the turtle had left on her way back to the water. I filled a whole page of the logbook before the ferry returned, and my handwriting, I noticed, no longer shook.
- 7** I have kept that logbook ever since. Whenever a task feels too large or too frightening to begin, I open it to that page and remember the island in the dark — and I remind myself that fear, if you sit still and wait it out, often turns into something worth staying awake for.

30

## Section C

### Text 4

The article below discusses ‘rewilding’ — letting parts of our cities grow wild again. Read it carefully and answer Questions 15–19.

- 1 For more than a century, the city was something we built against nature. We poured concrete over the soil, drew our streets in straight, confident lines, and trimmed every lawn until it was as flat and tidy as a carpet. Wildness was treated as a problem to be solved, and neatness as a badge of progress. Lately, however, a quieter idea has taken root: that our cities might be greener, healthier and far more pleasant to live in if we were brave enough to loosen our grip and let some of that hard-won control go. 5
- 2 This idea is called ‘rewilding’. It began in the countryside, where conservationists returned wolves, beavers and wildflowers to land that intensive farming had stripped bare. In a crowded city it naturally looks rather different: a roadside verge left unmown through the summer, a long-buried stream freed from its concrete channel, or a flat, empty rooftop given over to wild grasses and humming bees. The aim is not to turn the city into a jungle, but simply to leave a little more room for the living world in the gaps between our 10 buildings.
- 3 The benefits to people are real, and many of them can be measured. Wilder green spaces cool the streets around them on hot afternoons, and their loose, living soil soaks up the heavy rain that would otherwise overwhelm the drains and flood the roads. They also do us good in quieter, less obvious ways. Study after study has found that even a short walk among trees and long grass can noticeably lower a person’s stress, steady a racing mind, and help them sleep more soundly at night.
- 4 Wildlife, meanwhile, returns far faster than most people expect. Within a single summer, a verge that is no longer mown can fill with dozens of different kinds of insect, and those insects in turn feed the birds and bats that hunt above them. Frogs, hedgehogs and butterflies soon follow, and even a thin strip of weeds beside a railway line can become a busy green highway. A city, it turns out, can become a surprising refuge 15 for the very creatures that intensive, chemical farming has steadily squeezed out of the surrounding countryside.
- 5 Not everyone is convinced. To some residents, ‘rewilding’ sounds like little more than a polite word for neglect: long grass that looks untidy, attracts rats and mosquitoes, and hides litter from view. Town councils, for their part, worry about the cost of changing the way parks have always been managed, about the safety of overgrown corners, and about the steady stream of complaints that tends to follow whenever a familiar, well-mown space is suddenly left to grow as it pleases.
- 6 Supporters answer that the untidiness is the whole point, and that our dislike of it is largely a matter of habit. A meadow only looks ‘messy’, they argue, because we were taught from childhood to believe that short grass looks ‘cared for’. Add a small sign explaining what is happening and why, they say, and most of the complaints quietly fade away. The likeliest future is therefore neither pure concrete nor pure wilderness, but a sensible negotiation: wilder edges around tidy centres, and city-dwellers slowly learning to share their streets with the rest of life.

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# G3 English

## 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 banner reads ‘GROW WITH US’. Apart from growing plants, what else does this phrase suggest the scheme offers? [1]

.....

.....

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

- to warn young people about damage to green spaces
- to encourage young people to sign up as volunteers
- to explain the rules that volunteers must follow
- to advertise trees and gardening tools for sale

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 states a minimum age for taking part. ....
- (b) It tries to sound fun 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 as the ferry left, and how do we know? Give **one** detail. [2]

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

6 In Paragraph 2, the writer says, ‘I told myself I had work to do ... I did not tell myself that I was afraid.’ What is the writer really admitting here? [2]

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

7 In Paragraph 2, the roof is described as ‘ticking as it cooled’. What does the word *ticking* suggest about the sound? [1]

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

8 In Paragraph 3, the writer says the dark ‘came in like water’. Explain what this comparison suggests about how the darkness arrived. [2]

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

9 From Paragraph 3, pick **two** sounds the writer noticed in the dark. Tick (✓) two boxes. [2]

- a crab moving across the rocks
- the ferry's horn
- the sigh of the tide
- rain on the tin roof
- voices from the beach

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

dread ◆ panic ◆ calm ◆ wonder ◆ boredom ◆ pride

As the ferry leaves the island (Paragraph 1)

↓ .....

Sitting on the bed, counting her breaths (Paragraph 3)

↓ .....

Watching the glowing plankton at dawn (Paragraph 5)

↓ .....

[Turn over

**11** In Paragraph 4, the writer describes hearing something outside. Give **two** details that show how frightened she was before she saw what it was. [2]

.....

.....

.....

**12** Look at the table below. For each thing described, find a word or phrase from Paragraph 6 that matches it. [2]

What the island sounded like at sunrise: .....

What the turtle had left on the sand: .....

**13** In Paragraph 5, the writer says she ‘watched the sea write and erase its own quiet fire’. Explain how these words help you to picture the glowing plankton. [2]

.....

.....

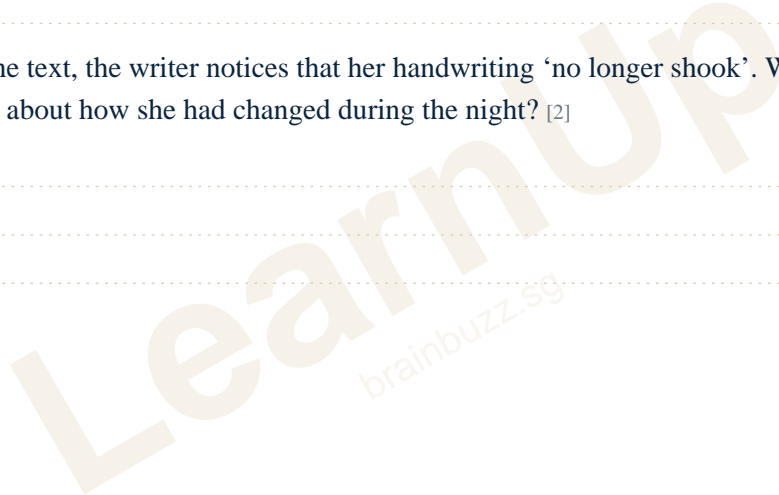
.....

**14** At the end of the text, the writer notices that her handwriting ‘no longer shook’. What does this small detail suggest about how she had changed during the night? [2]

.....

.....

.....



*[Turn over*

**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 rewilding looks like in a city
- B How rewilding benefits people
- C Wildlife returns quickly
- D The objections people raise
- E Answering the critics, and the way ahead
- F The history of city farming
- G Rethinking how we build cities

**16** In Paragraph 1, the writer says a quieter idea ‘has taken root’. What does the phrase *taken root* mean here? [1]

.....

.....

**17** In Paragraph 1, the writer says the city was built ‘against nature’. Using your own words, explain what this suggests about how cities used to be designed. [2]

.....

.....

.....

**18** Explain why some residents and the supporters of rewilding disagree about long grass. Give the view of **each** side. [2]

.....

.....

.....

**19** Using your own words as far as possible, summarise the **benefits** of rewilding cities and the **objections** that people raise to it. [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).

[Turn over

*Rewilding cities can ...*

.....

.....

.....

.....

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.....

.....

.....

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

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