

LearnUp

Uplift. Upskill. Upgrade.

G3 English • Sec 1

Paper 1 — Writing

Editing • Situational • Continuous

GOLD 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 drones. 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.

Drones are small flying machines that are controlled by people on the ground.

In recent years, the drone has become far more common and affordable. 1

Farmers now rely in drones to check on their crops from high above. 2

A camera fixed beneath the drone sends pictures straight back to a screen. 3

A drone can reach a area that would be far too dangerous for a person. 4

Last month, rescuers use a drone to find a lost hiker in the hills. 5

These clever machines can fly surprising high above the clouds. 6

Some drones are now used to deliver medicine to faraway villages. 7

Drones can be noisy and intrusive, but they must be used with great care. 8

Many countries have made new rules to controlling how they are flown. 9

In the years ahead, drones may change many part of our daily lives. 10

Like any tool, a drone can be used for good or for harm.

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 projects and you would like to recommend one. Write an email to your teacher, Ms Lee, suggesting the project your class should choose.

You must include the following points in your email:

- which project you have chosen and why it matters
- what your class would do during the project
- how the project would help others and your class

Write your email in clear, accurate English. Your tone should be polite and persuasive, in order to convince Ms Lee that your choice is the best 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 a journey you have made that you will always remember. What did you see and hear, and why does it stay with you? [Descriptive]
- 4** Write about a time when you had to make a difficult choice. What did you decide, and how did you feel afterwards? [Narrative]
- 5** ‘Keeping animals in zoos does more good than harm.’ How far do you agree? [Argumentative]
- 6** What are the advantages and disadvantages of young people spending time on social media? [Discursive]

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

LearnUp

Uplift. Upskill. Upgrade.

G3 English • Sec 1

Paper 1 — Writing

Insert • Section B

GOLD 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 — Class Community Project

Each class will take part in **one** community project this term. Three projects are shown on the school webpage below. Read about each one, decide which your class should choose, then write to your teacher to recommend it.



Food Donation Drive

Collect and pack food for families in need in the neighbourhood.

- Collect tinned and dried food
- Pack and deliver food parcels
- Helps families in your own community

Beach Clean-Up

Spend a morning clearing litter from a local beach.

- Remove plastic and rubbish from the shore
- Learn about protecting the sea
- Good for an active, outdoor class



Visit to an Elderly Home

Spend an afternoon with elderly residents who enjoy company.

- Chat, sing and play games with residents
- Brighten the day of lonely seniors
- Good for a caring, friendly class

To choose your class project, email your teacher, Ms Lee, by 30 May. Tell her which project your class should do and why.

LearnUp

Uplift. Upskill. Upgrade.

G3 English • Sec 1

Paper 2 — Comprehension

Insert • Texts 1–4

GOLD TIER

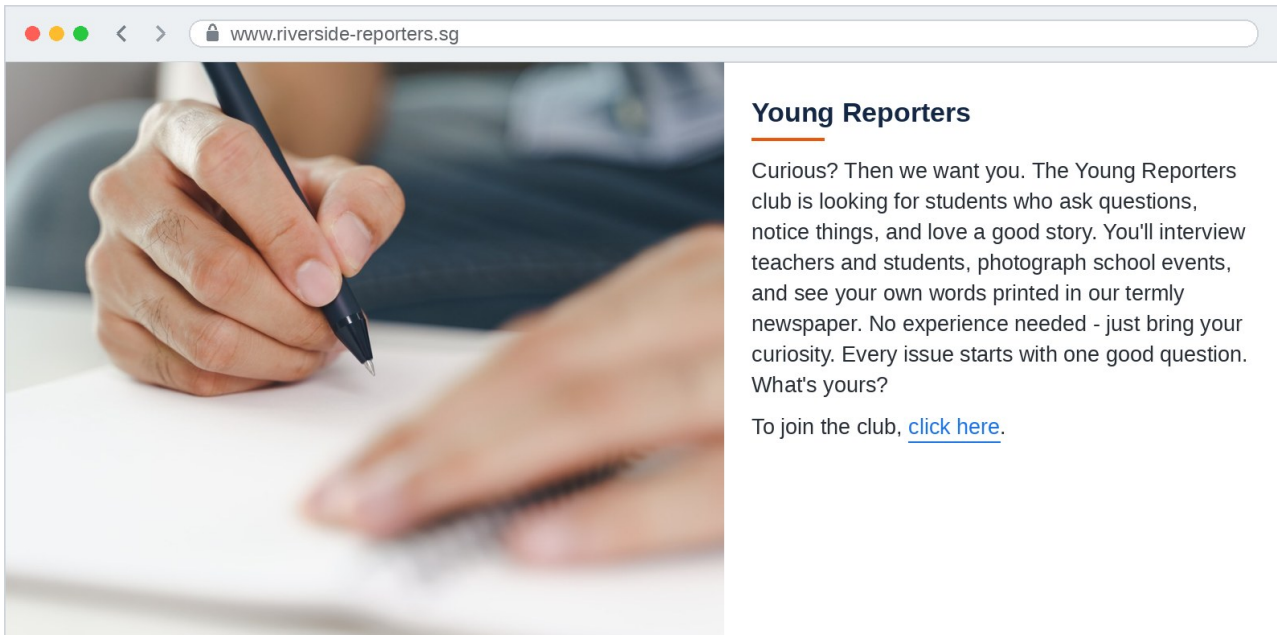
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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 newspaper club.



www.riverside-reporters.sg

Young Reporters

Curious? Then we want you. The Young Reporters club is looking for students who ask questions, notice things, and love a good story. You'll interview teachers and students, photograph school events, and see your own words printed in our termly newspaper. No experience needed - just bring your curiosity. Every issue starts with one good question. What's yours?

To join the club, [click here](#).

Text 2 is taken from a school notice.

Members of the Young Reporters club meet once a week after school. Each member is expected to write at least one article for every issue of the school newspaper and to attend the planning meeting before each issue. A teacher checks all articles before they are printed. Students who wish to join should hand the sign-up form to the General Office by Friday.

Section B**Text 3**

In the text below, the writer remembers the year her best friend moved to another country. Read it carefully and answer Questions 5–14.

- 1** Mei and I had been best friends since we were five years old. We lived three doors apart, walked to school together every morning, and finished each other's sentences so often that our teachers had given up telling us apart. I had simply never imagined a version of my life that did not have Mei in it - which is why, when she told me her family was moving to Australia, my first reaction was to laugh and say she was joking.
- 2** She was not joking. Her father had been offered a job in Sydney, she explained quietly, and they would be leaving at the end of the school year. For a long moment I could not take it in. I kept waiting for her to grin and admit it was a trick, but her eyes were red, and slowly the truth settled over me like a cold shadow. The friend I had always taken for granted was going to live on the other side of the world.
- 3** The last few months passed far too quickly. We did all our favourite things one final time - the swings in the park, the bubble tea stall on the corner, the long bicycle rides by the canal - but a sadness now hung¹⁰ over everything, like the quiet before the school bell rings. Neither of us spoke about the day that was coming, as though by not naming it we might somehow keep it away.
- 4** But the day came anyway. At the airport, surrounded by suitcases and the crackle of announcements, I suddenly could not think of a single one of the clever, funny things I had planned to say. Mei hugged me hard and pressed a small parcel into my hands. 'Don't open it until I've gone,' she whispered. Then her ¹⁵ family was called, and she was walking away, turning once to wave, and then swallowed up by the crowd at the gate.
- 5** The parcel held a worn friendship bracelet we had made together years before, and a note in Mei's untidy writing: 'Same sky, same stars. Talk soon.' I read it three times, standing there in the busy airport, and then I cried - not only because she was gone, but because I understood, far too late, how lucky I had been to ~~have~~ have a friend like her at all.
- 6** The weeks that followed were strange and quiet. But then, one Saturday morning, my computer chimed and there was Mei's face, beaming at me from a sunny kitchen eight hours behind my own. We talked for a whole hour about everything and nothing at all, laughing at the same silly jokes, exactly as we always had when she lived three doors away. The distance was real, and it hurt; yet I came away from that first call²⁵ lighter than I had felt in months, certain now that some friendships are simply too strong for a map to break.

Section C

Text 4

The article below asks whether animals should be kept in zoos. Read it carefully and answer Questions 15–19.

- 1 Few places are as popular with families as the zoo. Each year, millions of visitors crowd through the gates to gaze at lions, elephants and penguins they could never hope to see in the wild. Yet behind the cheerful crowds lies a serious question that people argue about more and more: is it right to keep wild animals in zoos at all?
- 2 Modern zoos are very different from the bare iron cages of the past. The best of them now build large, 5 carefully designed enclosures that copy an animal's natural home, employ skilled vets, and run programmes to study and protect endangered species. Zoos today like to describe themselves not as prisons for animals, but as places of rescue, research and learning.
- 3 There is a strong case in their favour. Zoos help to save animals that are disappearing in the wild: by breeding rare creatures in safety, they have brought several species back from the very edge of extinction. They also teach millions of people, especially children, to care about wildlife - and most of us protect only what we have learned to love. For animals that have been injured, orphaned or rescued from cruelty, a good modern zoo can be a genuine refuge and a second chance at life.
- 4 Critics, however, are not convinced. Even the largest enclosure, they argue, is tiny compared with the wild range an animal would naturally roam. Big cats pace, elephants sway, and many animals develop strange, repeated habits that are rarely seen in the wild - signs, critics say, of boredom and distress. To keep a wild creature behind glass and bars, simply for the entertainment of a paying crowd, they insist, can never truly be kind, no matter how comfortable the enclosure is made to look.
- 5 What, then, do the critics want? Few demand that every zoo close tomorrow. Most argue instead for change: far larger and richer enclosures, an end to keeping the animals that suffer most in captivity, and a shift of money and effort towards protecting animals in the wild, where they belong. Some would replace ordinary zoos with sanctuaries, which exist to care for the animals rather than to entertain a paying crowd.
- 6 The honest answer is that zoos are neither simply good nor simply bad. A cramped, old-fashioned menagerie and a modern conservation park are worlds apart. Perhaps the fairest question is not whether zoos should exist, but what kind of zoos we are willing to accept - and whether, each time we buy a ticket, the animals inside are truly better off for our visit.

LearnUp

Uplift. Upskill. Upgrade.

G3 English • Sec 1

Paper 2 — Comprehension

Question Paper

GOLD 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 asks, ‘Every issue starts with one good question. What’s yours?’ Why do you think the club begins with a question like this? [1]

.....

.....

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

- to explain the rules for club members
- to persuade students to join the club
- to report on a school event
- to sell newspapers to students

3 Identify **one** feature of the language of Text 1 that makes it more inviting than Text 2, and explain its effect. [1]

.....

.....

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

- (a) It says how often members must meet.
- (b) It speaks directly to the reader to interest them.

[Turn over

Section B [20 marks]

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

5 In Paragraph 1, why did the writer ‘laugh and say she was joking’ when Mei told her the news? [2]

.....

.....

.....

6 In Paragraph 2, the writer says the truth ‘settled over me like a cold shadow’. What does this comparison suggest about how she felt? [2]

.....

.....

.....

7 In Paragraph 3, find a word or phrase that shows the two friends did not want to talk about Mei leaving. [1]

.....

.....

.....

8 In Paragraph 3, the writer compares the sadness to ‘the quiet before the school bell rings’. Explain what this tells us about the mood of those last months. [2]

.....

.....

.....

9 From Paragraphs 4 and 5, pick **two** things that Mei gave or said to the writer. Tick (✓) two boxes. [2]

- a small parcel
- a plane ticket
- a note saying ‘Same sky, same stars’
- her bicycle
- a photograph of Sydney

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]

disbelief ♦ sadness ♦ hope ♦ boredom ♦ jealousy ♦ anger

When Mei first told her the news (Paragraphs 1–2)

↓

Saying goodbye at the airport (Paragraphs 4–5)

↓

After their first video call (Paragraph 6)

↓

[Turn over

11 In Paragraph 4, why do you think the writer ‘could not think of a single one of the clever, funny things’ she had planned to say? [2]

.....

.....

.....

12 In Paragraph 5, the writer says she understood ‘far too late’ how lucky she had been. Using your own words, what had she failed to realise until then? [2]

.....

.....

.....

13 Explain what Mei meant by the words ‘Same sky, same stars. Talk soon.’ [2]

.....

.....

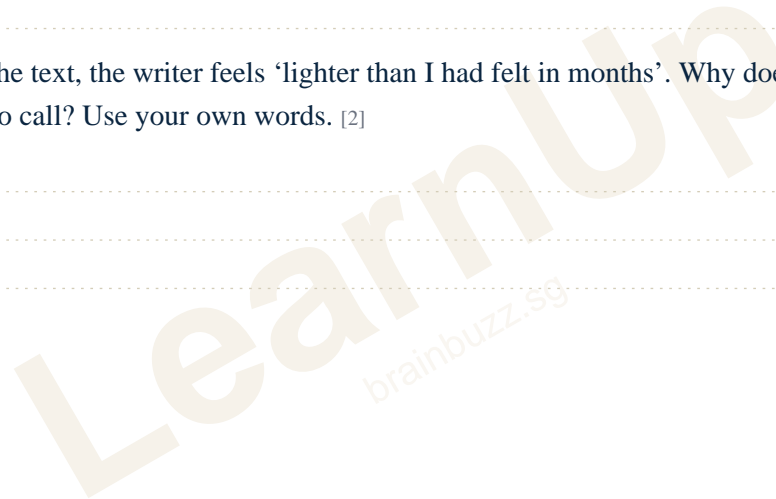
.....

14 At the end of the text, the writer feels ‘lighter than I had felt in months’. Why does she feel this way after the video call? Use your own words. [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 modern zoos are like
- B The case for zoos
- C The case against zoos
- D What the critics want instead
- E A balanced view
- F The history of the first zoos
- G A popular place, a difficult question

16 In Paragraph 3, the writer says ‘most of us protect only what we have learned to love’. Using your own words, explain what this means. [1]

.....
.....

17 In Paragraph 4, what evidence do critics give that animals in zoos may be unhappy? Give **two** details. [2]

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

18 In the final paragraph, the writer says ‘a cramped, old-fashioned menagerie and a modern conservation park are worlds apart’. What point is the writer making here? [2]

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

19 Using your own words as far as possible, summarise the **arguments in favour of zoos** and the **arguments against them**. [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).

People disagree about zoos because ...

[Turn over

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

No. of Words: _____

LearnUp
brainbuzz.sg