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G3 English • Sec 2

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 Singapore's hawker centres. 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.

Hawker centres are lively open-air food courts found all over Singapore.

Each centre bring together dozens of stalls under a single roof. 1

Many families depend in these stalls for affordable, tasty meals. 2

You can find dishes from many different cultures in one place. 3

A bowl of noodles here often costs less than a expensive coffee. 4

Long ago, hawkers use to push their food carts through the streets. 5

Today the stalls are cleaned regular to keep them safe and tidy. 6

In 2020, Singapore's hawker culture was recognised by UNESCO. 7

The food is cheap and delicious, but the centres are always crowded. 8

Volunteers are now helping to keeping this tradition alive for the young. 9

These lively places offers something for everyone, young and old. 10

They are truly a treasure worth protecting for the future.

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 would like to join one of the three new CCAs. Write an email to the teacher in charge, Mr Lim, to ask to join the CCA you have chosen.

You must include the following points in your email:

- which CCA you would like to join and why it appeals to you
- any skill or experience that would help you in the CCA
- what you hope to gain from taking part

Write your email in clear, accurate English. Your tone should be polite and enthusiastic, so that Mr Lim can see how keen you are to join. 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 market, shop or food centre that you enjoy visiting. What can you see, hear and smell there, and why do you like it? [Descriptive]

4 ‘My hands simply would not stop shaking.’ Write about a time when you were very nervous. [Narrative]

5 ‘Every student should learn to play a musical instrument.’ Do you agree? Why or why not? [Argumentative]

6 What are the advantages and disadvantages of doing your homework together with friends? [Discursive]

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

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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 — New Co-Curricular Activities

Your school is starting three new Co-Curricular Activities (CCAs). You may join **one** of them. Read about each CCA below, decide which one suits you best, then write to the teacher in charge to ask to join it.



Drama Club

Act, build sets and put on a play for the whole school.

- Meets twice a week after school
- Learn acting and stagecraft
- Perform in a school production

Dance Crew

Learn routines and perform at school events.

- Meets twice a week after school
- Learn modern and street dance
- Perform at assemblies and concerts



Debate Society

Argue real issues and compete against other schools.

- Meets once a week after school
- Learn to speak and argue clearly
- Take part in inter-school debates

To join a CCA, email the teacher in charge, Mr Lim, by 30 May. Tell him which CCA you would like to join and why.

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G3 English • Sec 2

Paper 2 — Comprehension

Insert • Texts 1–4

BRONZE TIER

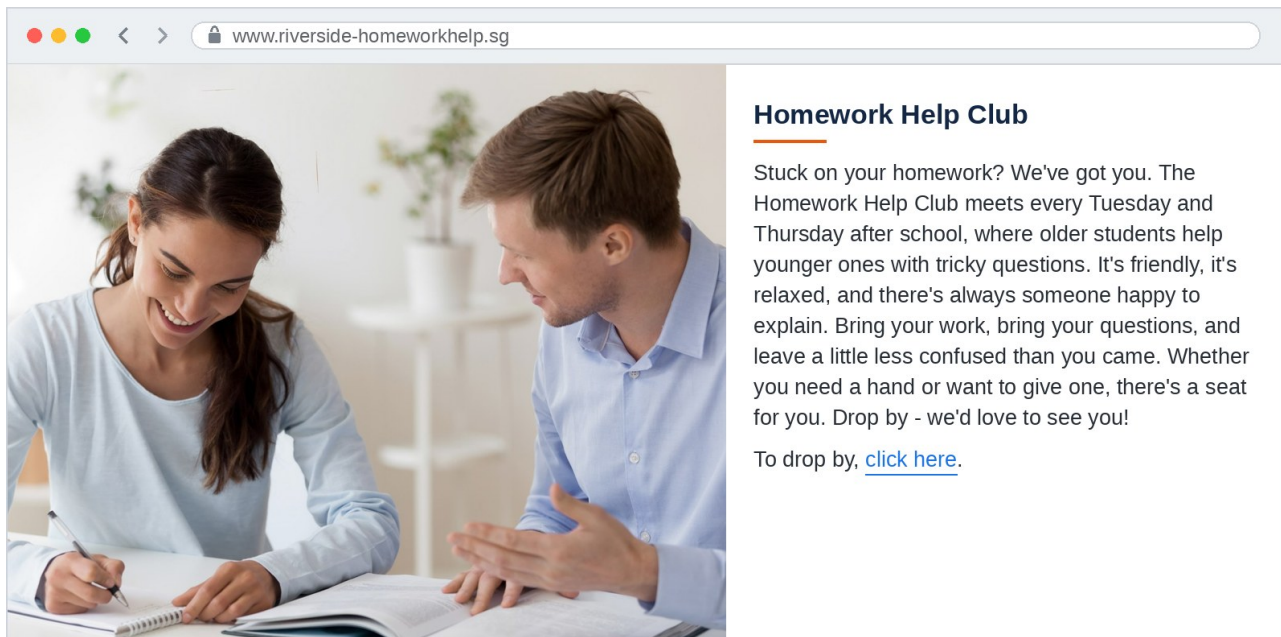
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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 a school webpage.



The screenshot shows a browser window with the URL www.riverside-homeworkhelp.sg. The page features a photograph of a young woman and a young man sitting at a desk, looking at a book together. The woman is smiling and pointing at the book, while the man is looking at it intently. To the right of the image is a text box with the following content:

Homework Help Club

Stuck on your homework? We've got you. The Homework Help Club meets every Tuesday and Thursday after school, where older students help younger ones with tricky questions. It's friendly, it's relaxed, and there's always someone happy to explain. Bring your work, bring your questions, and leave a little less confused than you came. Whether you need a hand or want to give one, there's a seat for you. Drop by - we'd love to see you!

To drop by, [click here](#).

Text 2 is taken from a school notice.

Students attending the Homework Help Club should sign in at the library desk on arrival. Younger students are seen on a first-come, first-served basis. Senior students who wish to volunteer as helpers must be in Secondary 3 or above and attend a short briefing first. The club runs from 3 p.m. to 4.30 p.m. and closes during the examination period.

Section B**Text 3**

In the text below, the writer remembers the school concert at which she had to play the piano in front of everyone.

Read it carefully and answer Questions 5–14.

- 1** For three whole months I had practised the same piece until I could play it in my sleep. Yet now, sitting in the front row of the darkened school hall and waiting for my name to be called, I felt as though I had never touched a piano in my life. The printed programme in my hands had slowly become damp and crumpled, and my heart was beating so loudly that I was sure the boy sitting beside me could hear every thump of it through the dark. 5
- 2** ‘You’ll be wonderful,’ my music teacher had whispered before the concert began. I had nodded and smiled, but inside a small, cold voice kept asking the same question: what if I forget? What if my fingers freeze halfway through, in front of the whole school, my parents, and the smirking older students at the back? The thought made my mouth go dry and my fingers feel cold and clumsy, as though they belonged to someone else. 10
- 3** Then I heard it - my name, echoing across the hall. Somehow my legs carried me up the steps and across the vast, empty stage to the gleaming black piano. The lights were so bright that I could no longer see the audience at all, only a wall of warm darkness beyond the edge of the stage. I sat down on the smooth wooden bench. My hands hovered over the cool white and black keys, and for one long, terrible moment they simply would not stop shaking, however hard I willed them to be still. 15
- 4** I closed my eyes and took a slow breath, the way my teacher had taught me. I thought of nothing but the very first note. And then, almost by itself, my right hand pressed down, and the familiar melody began to flow out into the silence. The shaking stopped. The cold voice fell quiet. There was only the music now, rising and falling in the quiet hall, and my fingers, after all those months of practice, knew exactly where to go without my having to tell them. 20
- 5** I do not really remember the middle of the piece. I remember only that I reached the final chord far sooner than I expected, let it ring out into the hall, and lifted my hands. For a heartbeat there was complete silence - and then the applause crashed over me, louder than I could ever have imagined, and somewhere in the darkness I heard my mother cheering my name.
- 6** Walking back to my seat, my legs still trembling, I felt as though I were floating. The piece had not been perfect; I had rushed one passage and fumbled a single note near the end. But I had done it. I had faced the thing I feared most and come out the other side, and I understood, for the first time, that being brave does not mean you are not afraid - it means you play on anyway.

Section C

Text 4

The article below explains why reading for pleasure is so good for us. Read it carefully and answer Questions 15–19.

- 1 Ask most teenagers to name their favourite way to spend a free evening, and reading a book is unlikely to come near the top of the list. With games, videos and endless messages competing for our attention, sitting quietly with a story can seem old-fashioned, even boring. Yet reading for pleasure is, quietly, one of the most rewarding habits a young person can ever build - and, unlike a passing craze, its benefits last a whole lifetime. 5
- 2 Reading is not one single skill but many working together. As our eyes move across the page, we picture scenes, follow an argument, guess what will happen next, and weigh the choices a character makes. Unlike a video, which does much of this work for us, a book asks the reader to do the imagining. A reader must hold the whole story in mind, remember what came before, and stay alert for clues. In this quiet way, every single page is gentle but real exercise for the mind. 10
- 3 The most obvious benefit is to our language. Readers meet thousands of words they would rarely hear in everyday conversation, and they absorb, almost without noticing, how good sentences are built. Study after study has found that students who read widely for pleasure tend to write more clearly, spell more accurately, and score better across all of their subjects, not only in English.
- 4 Reading also quietly builds understanding of other people. A good story lets us live, for a few hours, inside someone else's head - to feel what a stranger feels and see the world through their eyes. Readers, researchers suggest, often grow more patient and more understanding, because they have practised, page after page, the difficult art of imagining a life that is not their own.
- 5 Why, then, do so many young people read so little? Part of the answer is competition: a glowing screen offers instant, effortless entertainment, while a book asks for patience and quiet. Part of it is choice - too many students were handed dull, difficult texts at school, found them a chore, and quietly decided that reading simply 'was not for them', never going on to discover the kinds of books they might actually have loved.
- 6 The good news is that the habit is easy to rebuild. Letting young people choose their own books, keeping a few minutes free each day for quiet reading, and treating comics, magazines and audiobooks as real reading too can all make a difference. A reading habit is not built by force, but by finding the right book - and almost everyone, in the end, has one.

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G3 English • Sec 2

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 you will ‘leave a little less confused than you came’. What does this suggest the club will do for you? [1]

.....
.....

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

- to explain the rules for helpers
- to encourage students to come to the club
- to warn students about difficult homework
- to advertise a paid tutoring service

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

.....
.....

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

- (a) It says what level a helper must be.
- (b) It tries to sound warm and welcoming.

[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 she waited, and how do we know? Give **one** detail. [2]

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.....
.....

6 In Paragraph 1, the writer says her heart was beating so loudly ‘that the boy beside me could hear it’. What does this tell us about how she was feeling? [2]

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.....
.....

7 In Paragraph 2, what were the two things the writer was most afraid would happen on stage? [1]

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.....
.....

8 In Paragraph 3, give **two** ways the writer shows how frightening the stage felt. [2]

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

9 From Paragraph 4, pick **two** things the writer did to calm herself. Tick (✓) two boxes. [2]

- she closed her eyes
- she ran off the stage
- she took a slow breath
- she asked the audience to wait
- she started talking to herself out loud

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 ◆ calm ◆ proud ◆ bored ◆ jealous ◆ angry

Waiting for her turn in the hall (Paragraphs 1–2)

↓

Once the music began to flow (Paragraph 4)

↓

Walking back to her seat afterwards (Paragraph 6)

↓

11 In Paragraph 4, the writer says ‘the cold voice fell quiet’. What does she mean by this? [2]

[Turn over

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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]

What the audience did after the silence:

What the writer heard from the darkness:

13 In Paragraph 6, the writer admits the piece ‘had not been perfect’. Why do you think she still felt proud? [2]

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.....
.....

14 Explain in your own words what the writer learns about being brave at the end of the text. [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 How reading exercises the mind
- B How reading improves our language
- C How reading helps us understand others
- D Why young people read so little
- E How to rebuild the reading habit
- F How books are printed and sold
- G Why reading for pleasure matters

16 In Paragraph 2, the writer says that reading is ‘gentle exercise for the mind’. What does this comparison suggest about reading? [1]

.....

.....

17 Using your own words, explain **two** reasons given in Paragraph 5 why many young people read so little. [2]

.....

.....

18 In Paragraph 4, the writer says a story lets us ‘live, for a few hours, inside someone else's head’. What does this suggest reading does for us? [2]

.....

.....

19 Using your own words as far as possible, summarise the **benefits** of reading for pleasure and the **reasons** many young people read so little. [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).

Reading for pleasure is good for us because ...

[Turn over

.....

.....

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No. of Words: _____

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