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**END OF YEAR MOCK EXAMINATION  
SECONDARY THREE  
BASED ON 2024 SEAB SYLLABUS**

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**ENGLISH LANGUAGE**

**1184/01**

**Paper 1**

September 2024  
1 hour 50 minutes

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**Instructions to Candidates**

Write your name clearly in the spaces provided at the top of the page.  
Write in dark blue or black ballpoint pen.  
Do not use paper clips, highlighters, correction fluid or tape.

**Answer Section A (Editing)**

Write your answers in the spaces provided on the Question paper.

The number of marks is given in brackets [ ] at the start of each section.

Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about mountain climbing. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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.

Examples:

I arrive to my destination at 2pm  
My mother always wears sensible clothes.

.....*at*.....  
.....✓.....

Ancient Egypt still fascinates us more than any other ancient civilisation.

For almost two thousand years, no Greek or Roman can  
read the elaborate Egyptian hieroglyphs and the hieroglyphic script  
became a 'lost language' until a discovery of the Rosetta Stone by  
Napoleon's soldiers at Egypt in 1799. Despite the efforts of some of  
the more intelligent scholars in the region to crack the hieroglyphic  
code, it was an impoverished, arrogant and brilliant children of the  
French Revolution, Jean-Francois Champollion, that made the vital  
breakthrough. He concluded that hieroglyphics have originally been  
pictographs, but the symbols stood for sounds in later times.  
Champollion's obsession in cracking the hieroglyphic code eventually  
led to his early death at the age of only 41 years old.

1.....  
2.....  
3.....  
4.....  
5.....  
6.....  
7.....  
8.....  
9.....  
10.....



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**END OF YEAR MOCK EXAMINATION  
SECONDARY THREE  
BASED ON 2024 SEAB SYLLABUS**

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**ENGLISH LANGUAGE**

**1184/02**

**Paper 2**

September 2024  
1 hour 50 minutes

**INSERT**

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Instructions to Candidates

This Insert contains Text 1, Text 2, Text 3 and Text 4.

## Section A

Study the online poster (Text 1) and the website article (Text 2) and answer Questions 1-4 in the Question paper.

Text 1 is taken from an online poster from spca.org.sg

**EVERY 60 MINUTES, A PET IS ABANDONED.**

In 2010, 7597 abandoned animals were taken in by the SPCA. That means 20 animals a day and an average of 1 per hour. Because we are the only animal welfare organization taking in unlimited numbers of animals in Singapore, our shelter has limited vacancies for abandoned animals and most of these animals will have to be put to sleep. Don't let your pet suffer a tragic fate.

**DO NOT ABANDON YOUR PET.**

  
FRIENDS FOR LIFE

[www.spca.org.sg](http://www.spca.org.sg)

**Text 2** is taken from a website article by the World Health Organisation.

In conjunction with World Animal Day, the SPCA hosted our second Paws for a Cause Gala. In the last financial year (1 July 2022 to 30 June 2023), there was a 79 per cent increase in reported cases of animal cruelty and welfare issues in 2023 - the highest in 11 years. Instances of welfare and neglect made up 61.2 per cent or 558 cases - out of which two-thirds were linked to unsatisfactory living conditions. In 2023, SPCA dealt with 137 abandonment cases involving 285 animals, twice that in 2022. Overall, the number of animals abandoned in previous years was about 70 on average.

## Section B

### Text 3

*The text below is about Jane Goodall, a scientist, where she describes some of her early experiences when trying to study the 'chimps' in the wild. Read the text carefully and answer Questions 5-13 in the Question Booklet*

- 1 I remember feeling very excited when I first came across a group of chimpanzees feeding in a large tree. But I was also very disappointed, for although they remained there for two hours while I crouched, cramped and hardly daring to breathe - I saw little except an occasional glimpse of a hairy arm reaching out from the thick foliage and pulling branches of fruits out of sight. When I tried to move nearer, the large males hooted in a hostile way and shook the branches aggressively while the whole group climbed down and vanished into the forest 5
- 2 In the days that followed, I searched constantly for the chimpanzees. However, the undergrowth was often thick, and while the noise of the stream certainly drowned any noise I made, it also effectively obliterated the sounds which might have told me of the whereabouts of the chimps. Those which I did see were usually so close by the time I came upon them that they fled instantly. I can well imagine, now, how many times they must have seen me coming and silently disappeared without me even being aware of their presence. In between the disappointing days when I only saw chimps too far off to observe properly or for a few minutes close by before they fled, there were even worse days when I saw no chimps at all. The more I thought about the task I had set myself, the more despondent I became. 10 15
- 3 Nevertheless, those weeks did serve to acquaint me with the rugged terrain. My skin became hardened to the rough grasses of the valleys, and my blood was immune to the poison of the tsetse fly. I became increasingly sure-footed on the treacherous slopes that were equally slippery whether they were bare and eroded or carpeted by dry, trampled grass. Eventually I found that some of the chimpanzees would tolerate my presence provided they were in a fairly thick forest and I sat still and did not move closer than seventy metres. Because I always wore similar, dull coloured clothes and because I never tried to follow or harass them, the chimps began to realise that I was not, after all, so terrifying. 20
- 4 But when the rainy season came and the grass shot up until it was over four metres high in places. When I left the tracks which I had used previously, if, indeed, I could now find them at all I could not tell where I was going, and had to stop every so often and climb a tree to get my bearings. Also, when I came across a group of chimpanzees, I was no longer able to sit down wherever I happened to be or wherever was convenient, for usually my view would then be totally obscured by grasses. I have never been able to work with binoculars for long periods of time while standing, so I had to either bend down hundreds of grass stems or else climb a tree. This was unsatisfactory for I lost time in looking for a suitable tree and in breaking away branches that obstructed my view of the chimps. When there was wind, which was often, I couldn't keep the binoculars still anyway. 25 30

- 5 I found it difficult, also, to shield my binoculars from the rain. I made a sort of tube from polythene, which kept out much of the wet, and pulled a large piece of plastic forward over my head while watching the animals. Even so, there were many days when I couldn't use my binoculars because they were clouded over inside with droplets of condensed moisture. Even when it was not actually raining, the long grass remained drenched nearly all day and there were periods when I seemed to be wet through for days on end. 35
- 6 But, on the whole, I preferred the rainy season. Gone was the heat which distorted my long distance observations. I have always loved to feel as much a part of nature as the animals. In the dry season the crunching of my feet on the cracking leaf carpet of the forest floor bothered me. But when the leaves became soft and damp during the rains, I could move through the trees as silently as the animals, catch more than fleeting glimpses of the shyer chimpanzees, and continually learn more about their behaviour. I found that I could usually get closer to a group of them when it was cold and wet; it was though they were too fed-up with the conditions to bother with me. 40 45

## Section C

### Text 4

The text below is about vertical gardening in Chandipur, where the soil is too salty. Read the text carefully and answer Questions 14 to 19 in the Question Booklet

- 1 As storms have flooded the village of Chandipur with seawater, the soil there has become increasingly salty. As a result, farmland has been ruined and growing crops has become more difficult
- 2 Chandipur is a village in south-western Bangladesh and is regularly hit with extreme weather and flooding. The situation became considerably more acute after Cyclone Alla in 2009, which brought storm surges that broke embankments and flooded farmland. After 2009, vegetable crops planted in the ground in Chandipur yielded only meagre returns. Some failed completely. 5
- 3 As a delta formed by three of Asia's largest rivers, Bangladesh is also naturally prone to flooding and water-logging. With most of its land found to be at or below sea level, the country is highly susceptible to extreme weather, one that has been steadily exacerbated by climate change. Indeed, rising sea levels and violent storms have compounded the problem of increased soil salinity across the country. Salt from seawater sinks into the soil, which makes it hard to grow crops, especially in coastal areas along the surrounding rivers. 10
- 4 There is no doubt that the resulting decline in cultivable land has become a pressing concern in Bangladesh, a densely populated country with a population of 1156 million. Growing enough food for all of those people is already a challenge in such a small country, and this is made dire by the loss of land due to flooding. Moreover, it is expected that Bangladesh's population will increase to around 250 million by 2050. 15
- 5 For the past three years, hundreds of Chandipur villagers have begun to grow crops in "vertical gardens". Vertical gardens consist of a variety of containers in backyards and on rooftops, large and specially constructed "towers" that are filled with soil and crops. Such gardens can produce a lot of vegetables while taking up very little space. Also, they protect soil from being soaked with floodwater and becoming too salty thereafter. They let farmers adapt to climate change and cultivate vegetables despite the damage done to farmland. 20 25
- 6 Growing the vertical gardens is a relatively straightforward process. In November, villagers prepare soil to use it later for harvest during planting season. The soil is generally favoured at this time of year, from roughly July to October, when Bangladesh experiences heavy monsoon rains. These rains are dependent on washing away salt from the soil.



- 7 Villagers then put the soil into containers and mix it with fertiliser. To avoid water- logging, the containers are raised off the ground on bricks. They are also packed with brick chips that improve water circulation and drainage. Small holes are cut into the sides where short-rooted vegetables such as Indian spinach and tomatoes can grow. Long-rooted vegetables such as gourds grow on top. 30
  
- 8 Small containers, which cost about \$1.30 to \$2.00 to build, can produce up to 18 pounds of vegetables. Larger containers can produce more than 220 pounds of vegetables, at a cost of around \$11.50 to \$13.00 for materials and seeds. All in all, the hope is that vertical gardens can increase food supply in Bangladesh. In the past, the villagers had to be frugal in their food expenses because they had to eke out a living on a few dollars a day. With the vertical gardens, a lot of extra food is now produced, which goes a long way for the rural poor in Bangladesh. 35 40

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**END OF YEAR MOCK EXAMINATION  
SECONDARY THREE  
BASED ON 2024 SEAB SYLLABUS**

**ENGLISH LANGUAGE**

**1184/01**

**Paper 2 Comprehension Answer Booklet**

September 2024  
1 hour 50 minutes

**Additional Materials: Insert**

**Instructions to Candidates**

Write your name clearly in the spaces provided at the top of the page.  
Write in dark blue or black ballpoint pen.  
Do not use paper clips, highlighters, correction fluid or tape.

Answer all questions.  
Write your answers in the spaces provided on the Question paper.  
The Insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the start of each question or part question.

For Examiner's Use	
Section A: Visual Text 1	/ 5
Section B: Comprehension Text 3	/ 20
Section C: Comprehension Text 4	/ 25
Total	/ 50

**Section A [5 marks]**

Refer to the online poster (Text 1) and the website article (Text 2) and answer the questions in accurate English.

1 Look at Text 2. Tick (✓) the most effective tone for the online article. [1]

Informative

Urgent

Pleading

2 In Text 1, the poster has the heading 'Home Sweet Home: Every 60 Minutes a Pet is Abandoned'. What effect is the heading intended to have on the reader? [1]

.....  
.....

3 Provide reasons why the stated information in Text 1 will appeal to the target audience? [1]

.....  
.....

4 Look at Texts 1 and 2 and statements (a) and (b) below. [2]

Decided whether the statements refer to Text 1, Text 2, both texts, or neither text.

Circle the answer you have chosen for each statement.

(a) The source is knowledgeable of the issue at hand.

Text 1 / Text 2 / Both / Neither

(b) The target audience are pet owners

Text 1 / Text 2 / Both / Neither

**Section B [20 marks]**

Refer to Text 3 and answer Questions 5-13.

- 5 In paragraph 1, the writer expressed disappointment in seeing ‘little except an occasional glimpse’ of the chimpanzees. Why was she unable to see the chimpanzees clearly? [1]

.....  
.....

- 6 Which two separate words in the same paragraph suggest that the chimpanzees were ready to attack the writer when she tried to move nearer to them? [2]

.....  
.....

- 7 Why did the chimpanzees shake the branches (lines 5-6)? [1]

.....  
.....

- 8 The ‘noise of the streams’ (line 8) was both a hindrance and a help to the writer. Explain why this is so. [2]

The noise of the stream was a...	because...
Hindrance	
Help	

9 The chimpanzees were more willing to ‘tolerate’ the writer’s presence provided they were in a fairly thick forest (lines 20-21 ). Why do you think this is so? [2]

.....  
.....

10 In paragraph 3, the writer became acquainted with the ‘rugged terrain’. Pick **two** pieces of evidence from the paragraph and show in what ways the writer had become more accustomed to her environment. [2]

(a).....  
.....  
.....

(b).....  
.....  
.....

11 The writer always wore ‘similar, dull-coloured clothes’ (line 22). How did her clothes make her appear less ‘terrifying’? [2]

.....  
.....

12 (a) Why did the writer have to ‘bend down hundreds of grass stems’ (line 30) to watch the chimpanzees? [2]

.....  
.....

(b) Why did the writer find climbing a tree ‘unsatisfactory’? [2]

.....  
.....

13 In this text, the writer went through different stages in her study of the chimpanzees in the wild. [4]

Complete the flowchart by choosing one phrase from the box to summarise the main focus of each stage of the text. There are some extra phrases that you do not need to use.

**Main focus:**

Expecting a close encounter	Defending against the attack of the beasts	Using the binoculars in rainy season
Fending off the elements of nature	Adapting to the region	Disheartening search
Close encounter with the animals		

**Flow Chart**

Paragraph 1	(i).....
Paragraph 2	(ii).....
Paragraph 3	(iii).....
Paragraph 4-5	(iv).....

**Section C [25 marks]**

Refer to Text 4 and answer Questions 14-19.

- 14 The situation became considerably more acute after Cyclone Alla in 2009, which brought storm surges that broke embankments and flooded farmland (lines 5-6). [1]

(a) What does 'the situation' in the sentence above refer to?

.....  
.....

- (b) How did 'the situation' affect farming in later years? Answer in your own words. [1]

.....  
.....

- 15 With reference to paragraph 3, why is Bangladesh naturally prone to flooding and water-logging? Answer in your own words. [3]

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

- 16 Here is a part of a conversation between two students, Alicia and Alex, who have read the article.



(a) Identify one detail from paragraph 4 to support Alicia's point of view.

.....  
.....

[1]



(b) Identify one detail from paragraph 5 that explains Alex’s position. [1]

.....  
.....

17 Which phrase in paragraph 6 provides evidence that vertical gardens are not difficult to build? [1]

.....  
.....

18 From paragraph 8, explain the difference in the way the people in Bangladesh manage their food supply in the past and now. [2]

In the past	
Present	

19 Using your own words as far as possible, summarise the steps taken by the villagers in Bangladesh to build vertical gardens, and how these gardens can be used as a solution to existing problems.

Use only information from Paragraphs 6 to 8.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

To build a vertical garden.....  
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No. of words: \_\_\_\_\_ [15]

Content	/ 8
Language	/ 7
Total	/ 15

