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G1 English

Paper 1 — Writing

Editing · Situational · Continuous

SILVER — SEC 2 TIER

Paper 1 tests writing: a short editing task, one piece of situational writing from a visual poster, and one composition chosen from two topics. Mirrors the SEAB G1 (K100) Paper 1 format.

Total: 70 marks

Time: 1 h 20 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 []. In the live examination, Paper 1 is delivered via computer.

Section A [10 marks]

Question 1

The text below has ten underlined words, numbered (1) to (10). Each underlined word is either **incorrect** or **redundant**. If a word is incorrect, write the correct word in the answer space. If a word is redundant, write a cross (X) in the answer space to show it should be removed. Test grammar only - do not change spelling or punctuation.

Last Saturday, a group of us join⁽¹⁾ a clean-up of our neighbourhood park. The organisers gives⁽²⁾ each of us a pair of gloves and a large bag. We was⁽³⁾ shocked to see how much litter had been left behind. My friends and me⁽⁴⁾ worked together to fill our bags quickly. Despite⁽⁵⁾ the sun was very hot, nobody wanted to stop. We picked up lesser⁽⁶⁾ bottles than cans, but there was plenty of both. By noon, the park looked more⁽⁷⁾ cleaner than it had in years. A reporter even take⁽⁸⁾ our photograph for the local newspaper. Everyone agree⁽⁹⁾ that it had been a worthwhile morning. I hope the park stay⁽¹⁰⁾ clean for a long time.

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

Section B [30 marks]

You are advised to write at least 160 words. Marks are awarded for task fulfilment [10] and language [20].

Question 2

Look at the poster from your school in the Insert. Read it carefully and plan your answer before you begin to write.

You saw the poster below in your school library. Write a **personal letter** to your friend, **Jamie**, telling them about the chance to help and inviting them to sign up with you.

In your personal letter, you should:

- say how you found out about it;
- say which part you are most looking forward to, and why;
- tell Jamie what they need to bring;
- explain why you think it would be good for them.

Write in a friendly and encouraging tone. Use your own ideas based on the details given in the poster.

Section C [30 marks]

Choose **one** of the following two topics. Write at least **120 words**. Marks are awarded for content [10] and language [20].

Questions 3 and 4

3 Write about a time when something did not go as planned. Say what happened and how you dealt with it. [narrative]

4 Describe a market or shopping street you have visited. What can you see, hear and smell there? [description]

Write your chosen topic number (3 or 4) in the box before you begin.



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G1 English

Paper 1 - Writing

Insert - Section B

SILVER — SEC 2 TIER

This Insert contains the poster stimulus for Section B. Read it and answer Question 2 in the Question Paper.

Total: 70 marks

Time: 1 h 20 min

Section B

Read the poster from your school below and use the information to answer *Question 2* on the *Question Paper*.

READ TOGETHER! — Library Reading Buddies

School Library · every Wednesday · 2 to 3 p.m. · for Secondary 2 & 3 students



What you will learn

- reading aloud to younger pupils
- choosing the right storybooks
- helping with tricky words

What to bring

- patience and a friendly manner
- your library card
- a favourite storybook if you have one

Helpers receive a certificate · Sign up at the library counter by Friday · Training is given

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G1 English

Paper 2 - Language Use & Comprehension

Insert - Texts 1 to 4

SILVER — SEC 2 TIER

This Insert contains Text 1 (for Comprehension I) and Texts 2, 3 and 4 (for Comprehension II).
Answer the questions in the Question Paper.

Total: 60 marks

Time: 1 h 20 min

Comprehension I

Read *Text 1* and answer Questions 21 to 26 in the Question Paper.

Text 1

The Power Cut


The text below is taken from a story about a boy during a power cut on a stormy night.

- 1 It happened on a stormy Tuesday evening, just as I was halfway through my homework. The lights flickered once, twice, and then the whole house plunged into darkness. Outside, the wind howled and the rain hammered against the windows. For a moment, I sat completely still, my heart thumping.
- 2 I am not usually afraid of the dark, but there is something different about a sudden power cut. The familiar hum of the fridge had stopped, and the house felt strangely silent and unfamiliar. I could barely see my own hands in front of me.
- 3 From down the hallway, I heard my little sister, Anya, begin to cry. She was only six, and she was terrified of the dark. I knew at once that I had to be brave for her, even though I did not feel brave at all.
- 4 Feeling my way along the wall, I made my way to her room. "It's all right, Anya," I said as calmly as I could. "It's just a power cut. The lights will come back soon." I found the torch we kept in the drawer and switched it on, and her frightened face appeared in its warm glow.
- 5 To take her mind off the storm, I made shadow puppets on the wall with my hands - a rabbit, a bird, a barking dog. Soon Anya was giggling instead of crying, and even I had forgotten to be afraid. We sat together in our little circle of torchlight, telling silly stories.
- 6 When the lights finally flickered back on an hour later, Anya groaned. "Aww, can't we keep the torch on a bit longer?" I laughed. The power cut had frightened me at first, but it had given us an evening I would always remember.

Comprehension II

Read **Text 2**, **Text 3** and **Text 4** and answer Questions 27 to 41 in the Question Paper.

Text 2 - a webpage



The screenshot shows a web browser window with the URL www.heritage-museum.sg. The page features a photograph of a woman in a yellow and white striped cardigan smiling and talking to two other people. To the right of the image is the heading "Heritage Museum" followed by the text: "Step back in time — old photographs, real objects and stories from our town, open all year round. For opening times and club information, [click here](#)."

Discover how people in our town lived a hundred years ago at the Heritage Museum! Open all year round, our galleries are filled with old photographs, household objects and costumes you can try on. You can grind rice the old way, listen to recordings of grandparents telling stories, and write your name with an old-fashioned pen.

The museum opens at nine o'clock in the morning and closes at five in the evening. Mornings before eleven are the quietest time, perfect for visitors who want to read the displays in peace. Weekend afternoons are by far the busiest, so a weekday visit is best if you prefer a calmer trip.

Families are especially welcome. There is a shaded courtyard for picnics, a small shop selling postcards and old-fashioned toys, and audio guides that visitors may borrow free of charge. On the last Saturday of every month, we hold a free storytelling morning where an elder shares memories of the old days.

Parking at the museum is very limited, so visitors are strongly encouraged to take the bus or walk. The number 14 and number 38 buses stop just outside. Please do not touch the objects unless a sign says you may, and remember to speak softly in the quiet galleries.

Text 3 - a notice**Join Our Junior Historians Club**

Heritage Museum is now taking sign-ups for our popular Junior Historians Club, starting next month.

Who can join: any young person who is curious about the past. We run separate small groups for younger and older members, each led by a trained museum guide.

What it costs: a single session costs eleven dollars, or a block of ten sessions costs seventy dollars. A printed History Journal is included free with every block booking.

What to bring: a pencil, a notebook and a curious mind. Magnifying glasses and gloves are provided at the museum. Please arrive ten minutes early so that your group can begin together.

How to sign up: collect a form from the front desk, or download one from our website. Completed forms must be handed in at least one week before sessions begin. Places are limited, so do not delay.

Text 4 - visitor reviews**Rating: 5 out of 5 - Mrs Devi, Heritage**

“My son thought history was dull, and now he retells the stories to his grandmother. The guides bring every object to life, and the small groups mean he can ask all his questions. We would not go anywhere else.”

Rating: 4 out of 5 - Jun Hao, Westmoor

“A fascinating morning with rich displays and helpful staff. My one complaint is the parking, which is far too small. We circled for fifteen minutes before giving up and parking near the bus stop. Next time we will simply take the bus.”

Rating: 3 out of 5 - Mr Tan, Northbrook

“The galleries are wonderful, but I came on a Sunday afternoon and it was so crowded that I could hardly read the labels. I have learnt my lesson — I will come on a weekday morning instead, when it is much quieter.”



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G1 English

Paper 2 - Language Use & Comprehension

Question Paper

SILVER — SEC 2 TIER

Answer all questions. The Insert contains the four texts. Mirrors the SEAB G1 (K100) Paper 2 format.

Total: 60 marks

Time: 1 h 20 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.

Section A [20 marks]**Part 1 - Modified Cloze I (Vocabulary) [10 marks]**

Fill each numbered blank with the most suitable word from the list below. There are fifteen words but you need only ten. Use each word once only.

Word list: backpacks · campfire · cooked · forest · insects · marshmallows · quiet · river · sang · sleeping · stars · tents · torches · trail · wildlife

During the school holidays, my family went camping in a (1) near the mountains. We carried our food and clothes in heavy (2) When we arrived, the first thing we did was put up our (3) In the evening, we lit a (4) and (5) our dinner over the flames. Afterwards, we toasted (6) and (7) songs together. When it grew dark, we used our (8) to find our way down to the (9) Lying back, we gazed up at the bright (10) in the clear sky.

[Turn over

Part 2 - Modified Cloze II (Grammar) [10 marks]

Fill each numbered blank with one suitable word. Each blank needs your own word - there is no list.

Dear Sir or Madam, I am writing (11) report that I lost my water bottle on the number 22 bus (12) Monday afternoon. The bottle, (13) is dark blue with a sticker of a cat, is very important (14) me. I think I left it (15) the seat near the door. (16) anyone has handed it in, I would be very grateful. I (17) be happy to collect it from your office at any time. Could you please let me know (18) it has been found? Thank you (19) your help (20) this matter.

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[Turn over

Section B [40 marks]

Comprehension I [10 marks]

Refer to *Text 1* in the Insert for Questions 21 to 26.

21 Give **two** details from paragraph 1 that show there was a bad storm. [2]

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22 In paragraph 2, why did the house feel “strangely silent”? [1]

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23 Why did the writer feel he “had to be brave” (paragraph 3)? [2]

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24 Give **two** things the writer did to comfort Anya (paragraphs 4 and 5). [2]

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25 How do we know that Anya felt better by the end (paragraph 5)? [1]

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26 Why does the writer say the power cut “had given us an evening I would always remember” (paragraph 6)? [2]

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[Turn over

Comprehension II [30 marks]

Refer to *Text 2*, *Text 3* and *Text 4* in the Insert for Questions 27 to 41.

27 According to Text 2, at what time does the museum open in the morning? [1]

28 Give **two** reasons why a visitor might prefer to come before eleven in the morning. [2]

29 In Text 2, the museum lets you “step back in time.” What does this phrase suggest about the kind of visit it offers? [1]

30 According to Text 2, how are visitors advised to travel to the museum, and **why**? [2]

31 What may visitors borrow free of charge at the museum (Text 2)? [1]

32 In Text 3, name **one** group of members for whom separate groups are run. [1]

33 How much would you **save** by booking a block of ten sessions instead of paying for ten single sessions? [2]

34 In Text 3, give **two** reasons why someone might choose a block of ten sessions rather than single sessions. [2]

35 In Text 4, which reviewer is most likely to **take the bus** next time, and how do you know? [2]

36 Mrs Devi writes that they “would not go anywhere else.” What does this tell us about how she feels about the museum? [2]

[Turn over

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37 Write **2**, **3** or **4** to show which text (Text 2, Text 3 or Text 4) each statement comes from: [3]

- (a) It explains how much the club costs.
- (b) It tells you the museum's opening hours.
- (c) It gives the opinions of people who have visited.

38 Your classmate would like to join the club. Which text should she read, and give **one** thing she must do to sign up. [2]

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39 For each statement, write **True** or **False** and give a reason from the texts: [4]

- (a) The museum is open only at weekends. True / False Reason:
- (b) Members must bring their own magnifying glasses and gloves. True / False Reason:

40 Mr Tan says he “learnt his lesson.” What lesson did he learn? [2]

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41 Using your own words as far as possible, give **three** things the museum does to welcome families. [3]

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