

LearnUp

Uplift. Upskill. Upgrade.

G2 English

Paper 1 — Writing

Editing · Situational · Continuous

BRONZE 3 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 G2 (K200) 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 the school cooking club. The first and last lines are correct. For the remaining ten lines, there is one grammatical error in each line. 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.

This term, our school opened a cooking club that meets in the home economics room.

Every week, a group of students learn to cook a simple new dish. 1

The club is led by two parents who loves to bake and cook. 2

Members wash their hands, read the recipe, and then chopping the vegetables. 3

Everyone must listen careful when the teacher explains how to use the oven. 4

Despite the kitchen is small, there is room for everyone to help. 5

Each student takes home a copy of the recipe on the end of the lesson. 6

Lesser snacks are bought from the canteen now that students can cook. 7

The smell of fresh bread fill the corridor every Friday afternoon. 8

Many students say cooking is more easier than they had expected. 9

If the club keeps growing, they will need a second kitchen soon. 10

For now, the busy little cooking club is one of the tastiest places in school.

Section B [30 marks]

You are advised to write between 180 and 250 words for this section.

Question 2

Look at the notice from Riverside Secondary in the Insert, read the information carefully and plan your answer before you begin to write.

Write an email to Ms Chua, the Fun Fair coordinator, to apply for one of the helper roles.

You must include the following points in your email:

- which role you would like and why it suits you
- a skill or past experience that would make you a good helper
- which part of the day you are free to help
- one idea that could make the Fun Fair more enjoyable for visitors

Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Ms Chua to accept your application. Use your own words as much as possible.

Section C [30 marks]

You are advised to write between 250 and 400 words on one of the following topics.

Questions 3–6

3 Write about a time when you found something that someone else had lost. What did you do? [Narrative]

4 Describe a market or food stall that you enjoy visiting. Include what you can see, hear and smell.

[Descriptive]

5 Which do you prefer: eating home-cooked food or eating out? Explain your choice. [Discursive]

6 ‘Children should learn to cook simple meals.’ How far do you agree? [Argumentative]

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

LearnUp

Uplift. Upskill. Upgrade.

G2 English

Paper 1 — Writing

Insert · Section B

BRONZE 3 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 below and use the information to answer the question on the Question Paper.

Riverside Secondary — School Fun Fair Stall Helpers

Dear Students, Riverside Secondary is holding its annual School Fun Fair next month to raise money for charity, and we need cheerful helpers aged 13 to 16. Read about the three roles below, pick the one you would enjoy most, then apply by email. You may choose **one** role only.



Game Stall Helper

Run a fun game stall and hand out small prizes to the winners.

- Cheerful and full of energy
- Two-hour shifts during the fair
- All games and prizes provided

Bake Sale Helper

Sell home-baked cakes and cookies at our busy bake-sale table.

- Quick and careful with money
- Keep the table neat and tidy
- An apron provided



Ticket Booth Helper

Sell tickets and welcome visitors at the entrance to the fair.

- Friendly and good with numbers
- Work near the main gate
- Training given on the day

Every helper receives a certificate and a Fun Fair T-shirt. Places are limited, so tell us why you would be a good fit. To apply, email the coordinator, Ms Chua.

LearnUp

Uplift. Upskill. Upgrade.

G2 English

Paper 2 — Comprehension

Insert · Texts 1–4

BRONZE 3 TIER

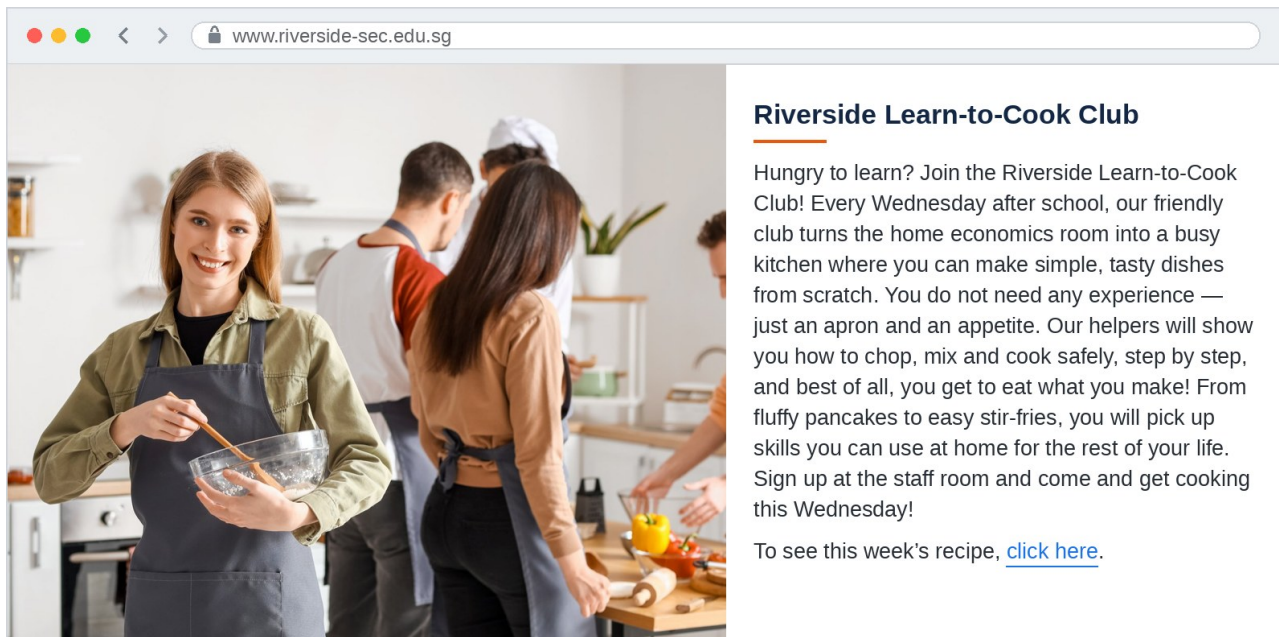
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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's website.



The screenshot shows a web browser window with the address bar displaying 'www.riverside-sec.edu.sg'. The main content area features a photograph of a young woman in a green shirt and blue apron smiling while holding a glass bowl and a wooden spoon. In the background, other people are seen working in a kitchen. To the right of the image is a text box with the following content:

Riverside Learn-to-Cook Club

Hungry to learn? Join the Riverside Learn-to-Cook Club! Every Wednesday after school, our friendly club turns the home economics room into a busy kitchen where you can make simple, tasty dishes from scratch. You do not need any experience — just an apron and an appetite. Our helpers will show you how to chop, mix and cook safely, step by step, and best of all, you get to eat what you make! From fluffy pancakes to easy stir-fries, you will pick up skills you can use at home for the rest of your life. Sign up at the staff room and come and get cooking this Wednesday!

To see this week's recipe, [click here](#).

Text 2 is taken from a kitchen-safety leaflet.

Cooking is great fun, but a kitchen can be a dangerous place if you are not careful. Always wash your hands before you begin, and tie back long hair. Ask an adult before using a sharp knife or a hot stove, and keep pot handles turned inwards so that they cannot be knocked over. Wipe up any spills at once so that nobody slips, and never leave the kitchen while something is cooking. A few simple habits keep every cook safe.

Section B**Text 3**

In the text below, the writer remembers finding a lost puppy in the rain. Read the text carefully and answer Questions 5–14.

- 1 The rain had not let up all afternoon, and I was hurrying home with my hood pulled low, thinking only of a hot drink and a dry pair of socks. That was when I heard it — a thin, frightened whimper coming from the bushes beside the bus stop. I almost walked on. But the sound came again, smaller this time, and I found that I could not ignore it.
- 2 I pushed the wet leaves aside, and there, shivering in the mud, was a tiny brown puppy. It could not have been more than a few months old. Its fur was soaked flat against its body, and it looked up at me with huge, miserable eyes. There was no owner anywhere in sight, and no collar around its neck.
- 3 I did not know what to do. I could not simply leave it there in the cold rain. So I unzipped my jacket, tucked the trembling little thing inside, and carried it home. My mother raised her eyebrows when she saw the muddy bundle in my arms, but one look at the puppy’s face and her heart melted too. “We’ll look after it,” she said, “until we find who it belongs to.”
- 4 We dried the puppy with an old towel and gave it a bowl of warm milk, which it lapped up greedily. Within an hour it had stopped shivering and was bouncing around the kitchen, chasing its own tail. By bedtime it had fallen asleep in my lap, and I had secretly begun to hope that nobody would ever come to claim it.
- 5 But I knew that was not fair. The next day, we put up notices around the neighbourhood and asked at all the nearby houses. Three whole days went by with no answer, and with each day that passed, the puppy — whom I had started calling Biscuit — wound itself a little more tightly around my heart.
- 6 Then, on the fourth evening, there was a knock at the door. A girl about my own age stood on the step, her eyes red from crying. “Have you seen a brown puppy?” she asked. “He slipped out of our garden in the storm and we have looked everywhere.” From the kitchen came an excited bark, and the puppy came skidding down the hallway towards her.
- 7 The joy on her face was something I will not forget. The puppy leapt into her arms, licking her chin, and she hugged him as though she would never let go. I felt a lump in my throat as I watched them. Handing Biscuit over was one of the hardest things I had ever done, even though I knew, deep down, that he belonged with her.
- 8 She thanked us again and again, and promised that I could visit whenever I liked. As I watched them disappear down the rainy street, the puppy’s tail wagging madly, I felt a strange mixture of sadness and warmth. I had lost a friend that day — but I had done the right thing, and somehow, that made the empty feeling a little easier to bear.

25

Section C

Text 4

The article below is about the importance of playing outdoors. Read it carefully and answer Questions 15–19.

- 1 Not so long ago, the moment school ended, children would pour out of their homes to play in parks, fields and streets until it grew dark. Today, far more young people head straight for a screen instead. Yet doctors and teachers agree that time spent playing outdoors is not a waste — it is one of the healthiest things a young person can do. Without it, something important is quietly being lost.
- 2 Most obviously, playing outside keeps the body fit and strong. Running, climbing and cycling build 5 muscles, strengthen the heart, and use up energy that might otherwise be spent sitting still. Fresh air and sunshine help us to sleep better at night, and children who play outside often fall ill less than those who stay cooped up indoors. An hour of active play can do more good than a whole shelf of vitamins.
- 3 Outdoor play is just as good for the mind. Being among trees and open space lifts the mood, lowers stress, and helps us think more clearly. This is why a quick game in the park can leave us feeling calmer and 10 happier than an afternoon glued to a phone. Time outdoors gives the busy mind a chance to rest and reset. Many young people even say they feel far less worried after time spent running about outside.
- 4 So why do so many young people stay inside? For some, the pull of games, videos and messages is simply too strong. Others have packed schedules of lessons and tuition that leave little free time. A few are kept indoors by worried parents, or simply have nowhere green and safe nearby to play. Whatever the reason, 15 the result is the same: more and more hours spent sitting indoors.
- 5 Happily, it does not take much to change this. Walking or cycling to school, kicking a ball around after dinner, or meeting friends at the park instead of online all add up. Even ten minutes outside during a break makes a difference. The trick is to make going outdoors the easy, natural choice rather than an afterthought. Once it becomes a habit, getting outdoors stops feeling like an effort at all. 20
- 6 Families and schools can help too. Parents who play outside with their children set a powerful example, and schools that protect time for outdoor games give every pupil a chance to move; even a short break in the fresh air can brighten a whole afternoon of lessons. With a little effort, the great outdoors can once again become the favourite playground of the young.

LearnUp

Uplift. Upskill. Upgrade.

G2 English

Paper 2 — Comprehension

Question Paper

BRONZE 3 TIER

Answer all questions. The Insert contains the four texts. Mirrors the SEAB G2 (K200) 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. What feature of the club described on the webpage does the photograph show? [1]

.....

.....

2 Look at Text 2. Tick (✓) the statement which best summarises the main purpose of Text 2. [1]

- to persuade students to join the cooking club
- to explain how to stay safe in the kitchen
- to warn students that cooking is dangerous
- to advertise kitchen equipment for sale

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is more cheerful than that of Text 2. [1]

.....

.....

4 Look at Texts 1 and 2 and statements (a) and (b) below. Decide whether each refers to Text 1, Text 2, both texts, or neither. Circle your answer. [2]

- (a) The text invites you to join an activity. Text 1 / Text 2 / Both / Neither
- (b) The text gives safety rules to follow. Text 1 / Text 2 / Both / Neither

[Turn over

Section B [20 marks]

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

5 In Paragraph 1, what was the writer thinking about, and what made him stop? Give **one** detail for each.

[2]

6 In Paragraph 2, the writer describes the puppy’s ‘huge, miserable eyes’. What does this description suggest about the puppy? [2]

7 In Paragraph 3, why did the writer decide to take the puppy home? Give **one** reason. [2]

8 In Paragraph 4, identify **two** ways the puppy changed after it had been looked after. [2]

9 In Paragraph 4, why do you think the writer ‘secretly began to hope that nobody would ever come to claim it’? Suggest **one** reason. [1]

10 In Paragraphs 5 and 6, put the following moments in the order in which they happened by writing 1, 2, 3 in the boxes. [2]

- a girl knocked at the door
- the family put up notices around the neighbourhood
- three days went by with no answer

11 In Paragraph 6, give **two** details that show the girl was upset and had been searching for the puppy. [2]

12 Look at the table below. For each one, find a word or phrase from Paragraph 7. [2]

How the girl reacted when she saw the puppy:

How the writer felt as he watched:

[Turn over

13 The writer had hoped to keep the puppy, yet in Paragraph 7 he hands it back. Explain how the writer felt about doing this, and what his choice shows about him. [3]

.....

.....

.....

14 What is the writer’s overall feeling at the end of the text? Support your answer with **one** detail from the final paragraph. [2]

.....

.....

LearnUp
brainbuzz.sg

[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 **F**

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

- A Easy ways to spend more time outdoors
- B How outdoor play helps the mind
- C How outdoor play keeps the body healthy
- D How families and schools can help
- E What keeps young people indoors
- F Why playing outside matters
- G How to choose the right sport

16 From Paragraph 2, give **two** ways that playing outside keeps the body healthy. [2]

.....

.....

.....

17 In Paragraph 3, what does the word ‘This’ refer to? [2]

.....

.....

.....

18 In Paragraph 6, what does the writer mean by ‘the favourite playground of the young’? [1]

.....

.....

.....

19 Using your own words as far as possible, summarise what **young people** and **families or schools** can do to help young people spend more time outdoors. [15]

Use only the material from paragraphs 5 and 6 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).

There are several ways to spend more time outdoors. Young people can ...

[Turn over

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

No. of Words: _____

LearnUp
brainbuzz.sg