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# G2 English

## Paper 1 — Writing

*Editing · Situational · Continuous*

**SILVER 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 science fair. 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.

Last Friday, our school held its annual science fair in the main hall.

Each class were given a table on which to set up an experiment. 1 .....

My group decide to build a model volcano weeks before the big day. 2 .....

We washed the beakers, measured the powder, and pouring the liquid in turn. 3 .....

On the day itself, we explained our experiment careful to the judges. 4 .....

One judge asked us how the volcano made such an loud bang. 5 .....

The judges were impressed, despite they had seen many models before. 6 .....

The bright lights of the hall makes every model look exciting. 7 .....

Our teacher told my partner and I to stay calm and smile. 8 .....

By the time it ended, we were much more prouder of our work than we had expected. 9 .....

In all, we had answered a large amount of questions from curious visitors. 10 .....

It was a long but rewarding day, and we already cannot wait for next year.

## Section B [30 marks]

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

### Question 2

*Look at the notice from Riverview Community Centre in the Insert, read the information carefully and plan your answer before you begin to write.*

Write an email to Mr Tan, the Charity Walk organiser, 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 appeals to you
- a skill or past experience that would make you a suitable helper
- which part of the event you are able to help with
- one suggestion that could make the Charity Walk more enjoyable for the walkers

*Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Mr Tan 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 your patience was finally rewarded. [Narrative]
- 4 Describe a beach or riverbank early in the morning. Include what you can see, hear and smell. [Descriptive]
- 5 Some people think the best holidays are spent relaxing, while others think they should be active and adventurous. What is your view? [Discursive]
- 6 ‘Each of us has a duty to protect the natural world.’ How far do you agree? [Argumentative]

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



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# G2 English

Paper 1 — Writing

*Insert · Section B*

**SILVER 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 Riverview Community Centre below and use the information to answer the question on the Question Paper.

### Riverview Community Centre — Charity Walk Helpers

Dear Students, Riverview Community Centre is organising a Charity Walk next month to raise funds for the local children's hospital, and we are looking for reliable young helpers aged 13 to 16. Three different roles are described below. Read about each one, decide which would suit you best, then apply by email. You may apply for **one** role only.



#### Route Marshal

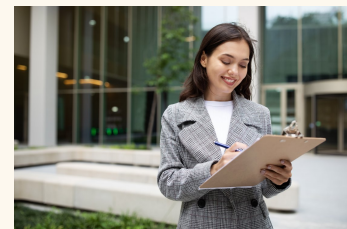
Stand at points along the walking route to guide walkers and keep everyone safe and on course.

- Confident about directing people
- Outdoors for the full morning
- A bright vest and route map provided

#### Registration Helper

Welcome walkers at the start line, check them in, and hand out their numbers and route maps.

- Friendly and well organised
- Careful with names and lists
- Training given beforehand



#### Water Station Helper

Hand out cups of water and cheer the walkers on at the halfway point of the route.

- Cheerful and full of energy
- Happy to work as part of a team
- All supplies provided

*Every helper will receive a certificate of appreciation and a Charity Walk T-shirt. Places are limited, so please tell us why you would be suitable. To apply, email the organiser, Mr Tan.*

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# G2 English

## Paper 2 — Comprehension

### *Question Paper*

SILVER 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 beach clean-up described on the webpage does the photograph show? [1]

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

- to persuade readers to join the beach clean-up
- to explain why plastic in the sea is harmful
- to advertise products made from recycled plastic
- to describe a pleasant day at the seaside

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

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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 encourages the reader to take part in an activity. Text 1 / Text 2 / Both / Neither
- (b) The text gives facts about the harm caused by plastic. Text 1 / Text 2 / Both / Neither

[Turn over

**Section B [20 marks]**

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

5 From Paragraph 1, give **one** reason the writer was unwilling to go, and state how he felt about the day ahead. [2]

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.....

.....

6 In Paragraph 2, the writer says his grandfather ‘moved without the slightest hurry ... as though he had all the time in the world’. What does this suggest about the grandfather? [2]

.....

.....

7 In Paragraph 3, identify **two** ways the writer showed that he was becoming impatient. [2]

.....

.....

.....

8 In Paragraph 4, give **two** things the writer began to notice once he grew calmer. [2]

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.....

9 In Paragraphs 5 to 7, put the following moments in the order in which they happened by writing 1, 2, 3 in the boxes. [2]

- the line snapped and the fish escaped
- the writer’s rod gave a sudden jerk
- the writer drew in a small silver fish

10 In Paragraph 5, give **two** details that show how the writer felt when the fish got away. [2]

.....

.....

.....

11 Look at the table below. For each one, find a word or phrase from Paragraph 6. [2]

How the grandfather reacted to the lost fish: .....

The effect of the grandfather’s words on the writer: .....

12 In Paragraph 6, why do you think the grandfather said, ‘What matters is that you stayed and tried’? Suggest **one** reason. [1]

.....

.....

[Turn over

**13** The writer set out feeling unwilling, yet ended the day very differently. Explain how his feelings changed during the trip, and what this shows about him. [3]

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**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]

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*[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 What keeps teenagers awake
- B Why sleep is so important
- C How families and schools can help
- D What teenagers themselves can do
- E The hidden costs of too little sleep
- F A growing problem among teenagers
- G How to choose the right bedtime snack

**16** From Paragraph 2, give **two** ways that a good night’s sleep helps a teenager. [2]

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**17** In Paragraph 4, what does the word ‘This’ refer to? [2]

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**18** In Paragraph 4, what does the writer mean by the phrase ‘running on empty’? [1]

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.....

**19** Using your own words as far as possible, summarise what **teenagers themselves** and **families or schools** can do to help teenagers get more sleep. [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 help teenagers sleep better. Teenagers themselves can ...*

[Turn over

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No. of Words: \_\_\_\_\_

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# G2 English

## Paper 2 — Comprehension

*Insert · Texts 1–4*

**SILVER 3 TIER**

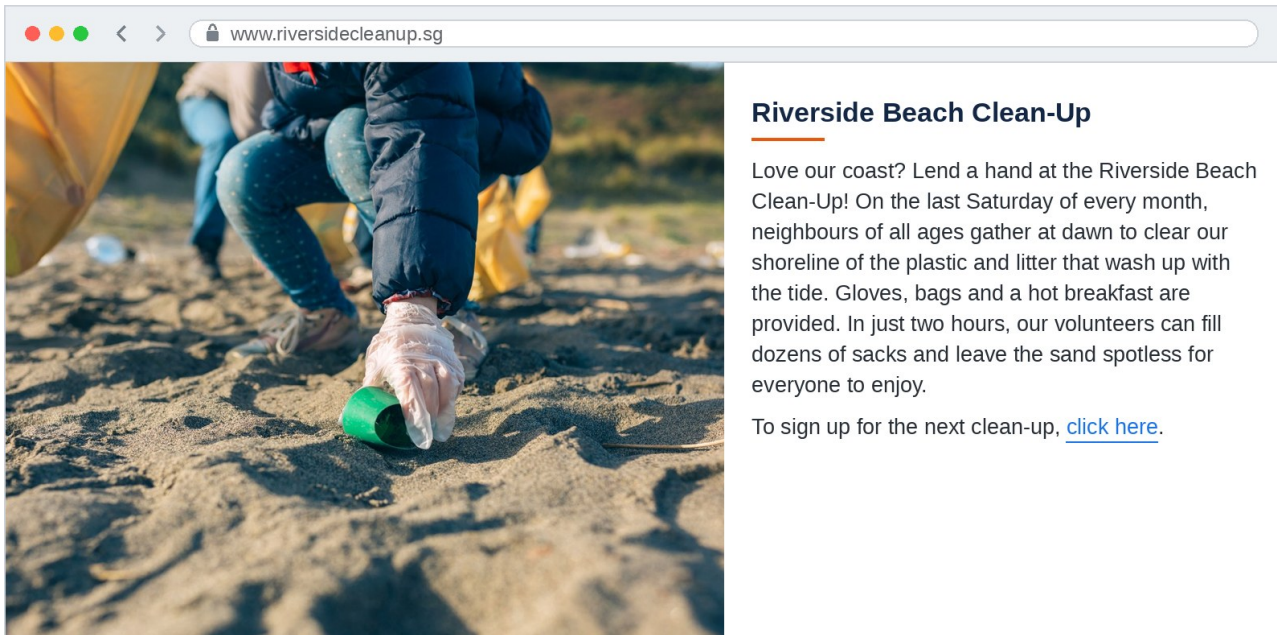
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

**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 community group's website.



**Riverside Beach Clean-Up**

Love our coast? Lend a hand at the Riverside Beach Clean-Up! On the last Saturday of every month, neighbours of all ages gather at dawn to clear our shoreline of the plastic and litter that wash up with the tide. Gloves, bags and a hot breakfast are provided. In just two hours, our volunteers can fill dozens of sacks and leave the sand spotless for everyone to enjoy.

To sign up for the next clean-up, [click here](#).

Text 2 is taken from an environmental leaflet.

Every year, tonnes of plastic waste end up in our seas. Bottles, bags and food wrappers are carried along by rivers and tides until they wash up on beaches like ours. This litter is far more than an eyesore. Seabirds and turtles often mistake floating plastic for food, while smaller fragments work their way into the very fish that we eat. Plastic can take hundreds of years to break down, so every piece removed from the shore today helps to protect our coast for the generations to come.

**Section B****Text 3**

*In the text below, the writer remembers a fishing trip with his grandfather. Read the text carefully and answer Questions 5–14.*

- 1 I had groaned when my grandfather woke me before sunrise. A whole Saturday, he announced, was to be spent sitting beside the reservoir with a fishing rod — no phone, no friends, nothing but water and waiting. I trudged out to the car half asleep, certain that the day ahead would be the most boring of my entire life.
- 2 The reservoir was wrapped in a soft grey mist when we arrived. My grandfather moved without the slightest hurry, threading the line, choosing the bait, and settling onto an old wooden stool as though he had all the time in the world. I copied him clumsily, dropped my hook into the still water, and waited for something — anything — to happen.
- 3 Nothing did. The minutes crawled by, then half an hour, then a whole hour, and still the float bobbed uselessly on the surface. I sighed loudly, fidgeted on my stool, and asked at least a dozen times whether we could go home. My grandfather only smiled and shook his head. “Fishing,” he said quietly, “is not really about the fish.” I had no idea what he meant.
- 4 To pass the time, I began, almost without noticing, to look around me. A heron stood frozen at the water’s edge, as patient as a statue. Dragonflies stitched bright lines above the reeds, and the rising sun set the mist glowing like gold. For the first time that morning, I forgot to feel bored, and a strange, unfamiliar calm crept quietly over me. 15
- 5 Then my rod gave a sudden, violent jerk. “A bite!” I yelled, scrambling to my feet. The line went taut and the reel screamed as something strong fought against me. My heart hammered with excitement — but in my panic I pulled far too hard, the line snapped with a sharp crack, and the fish was gone. I stared at the broken end, crushed with disappointment.
- 6 I expected my grandfather to be cross. Instead he laughed gently and rested a hand on my shoulder. “You will lose far more than you ever catch,” he said. “What matters is that you stayed and tried.” Somehow, those few quiet words took the sting out of my failure, and I baited my hook again with steadier hands.
- 7 The afternoon wore on, warm and golden. Just as I had stopped hoping, the float dipped once more. This time I remembered everything my grandfather had told me — I waited, I kept calm, and slowly I drew in a small, silver fish that flashed and twisted in the sunlight. It was no bigger than my hand, yet I had never in my life felt so proud.
- 8 We let the little fish slip back into the water and watched it dart away into the deep. As we packed up our things, I realised that the day had not been boring at all. My grandfather had given me something far better than a full bucket: a quiet morning, his company, and a lesson in patience I have never forgotten. Years later, whenever life feels rushed and I am tempted to give up too soon, I picture that misty reservoir and force myself, like him, to wait.

## Section C

### Text 4

*The article below is about teenagers and sleep. Read it carefully and answer Questions 15–19.*

- 1 Ask almost any teenager how they feel in the morning and the answer is likely to be the same: tired. Across the world, young people are getting less sleep than they need, stumbling through their days half awake. Doctors recommend that teenagers sleep for around nine hours a night, yet a great many manage far less. What was once an occasional late night has, for countless young people, become an exhausting way of life.
- 2 Sleep is far more than simply switching off. While we rest, the body repairs itself, the mind sorts and stores what we have learned, and our mood is quietly reset for the day ahead. A well-rested teenager finds it easier to concentrate, to remember facts, and to stay cheerful. Sleep even strengthens the body's defences against illness. Far from being wasted time, a good night's sleep is one of the most useful things a young person can do.
- 3 Why, then, do so many teenagers stay up so late? For most, the glowing screen is the main culprit. Phones, games and endless videos are designed to be hard to put down, and their bright light tricks the brain into thinking it is still daytime. Mountains of homework, busy schedules and early school start times all add to the problem. To make matters worse, a teenager's body clock naturally shifts later, so sleep simply does not come easily.
- 4 The effects of all this lost sleep are easy to overlook. A tired teenager struggles to pay attention, forgets<sup>15</sup> instructions, and makes careless mistakes. This is why so many students find themselves reading the same page over and over without taking anything in. Worse still, a lack of sleep can leave young people anxious, short-tempered and low in spirits. Running on empty, day after day, takes a quiet but heavy toll on both the body and the mind.
- 5 The good news is that better sleep is well within reach. Teenagers can begin by setting a regular bedtime<sup>0</sup> and sticking to it, even at weekends, so that the body learns when to wind down. Switching off screens an hour before bed makes an enormous difference, as does keeping the bedroom cool, dark and quiet. A warm drink, a few pages of a book, or a calm few minutes away from the day's worries can all coax a restless mind towards sleep.
- 6 Families and schools have a part to play too. Parents who agree sensible limits on screens at night, and who keep the home calm in the evening, make healthy sleep far easier. Some schools have begun starting lessons a little later, giving sleepy teenagers the rest their bodies crave. Even simple lessons about why sleep matters can make a difference. With everyone pulling together, the exhausted teenager could one day become a thing of the past.