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G2 English

Paper 1 — Writing

Editing · Situational · Continuous

SILVER — SEC 1 (SET 2) 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 book 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.

Every year, our school holds a book fair in the hall during the last week of term.

This year, the fair were even bigger than before. 1

Dozens of students rushed in eager to find a new story to read. 2

My classmates and me helped to set up the long display tables. 3

Each of the shelves were arranged by subject and age group. 4

Although the hall was crowded, but everyone managed to find something. 5

A kind parent volunteer help us wrap the books that were sold. 6

There were lesser comics left by the end than we had expected. 7

The money we raised will be spend on new library books. 8

Many students said they look forward to the fair every single year. 9

By the time we tidied up, we were tired but we felt very proudly. 10

The book fair is easily one of the best events on our school calendar.

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 Mr Tan, the teacher in charge, to apply for one of the Charity Book Sale roles.

You must include the following points in your email:

- which role you would like and why it suits you
- a skill or experience that would make you a good helper
- which days and times you are free to help
- one idea that could help the sale raise more money

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 you did not give up, even though something was difficult. [Narrative]
- 4 Describe a busy event or sale you have been to. Include what you can see and hear there. [Descriptive]
- 5 Which do you prefer: reading a printed book or reading on a screen? Explain your choice. [Discursive]
- 6 ‘Reading for pleasure is just as important as reading for school.’ How far do you agree? [Argumentative]

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



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Paper 1 — Writing

Insert · Section B

SILVER — SEC 1 (SET 2) TIER

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

Total: 70 marks

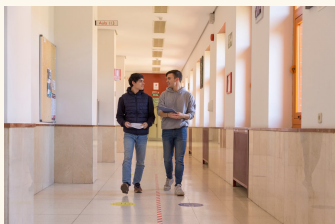
Time: 1 h 50 min

Section B

Read the notice from Riverside Secondary below and use the information to answer the question on the Question Paper.

Riverside Secondary — Charity Book Sale Helpers

Dear Students, Riverside Secondary is holding a Charity Book Sale to raise money for the school library, and we need 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.



Cashier

Take payments at the counter and give the right change to each customer.

- Good with numbers
- A calm, polite manner
- Training given before the sale

Display Helper

Arrange the books neatly by subject and keep the tables tidy as the day goes on.

- Enjoy organising things
- On your feet for the shift
- An eye for a tidy display



Story-time Helper

Read picture books aloud to younger visitors in the reading corner.

- Confident reading aloud
- Patient and friendly
- Books chosen for you

Every helper receives a certificate and a free book of their choice. Places are limited, so tell us why you would be a good fit. To apply, email the teacher in charge, Mr Tan.

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G2 English

Paper 2 — Comprehension

Insert · Texts 1–4

SILVER — SEC 1 (SET 2) TIER

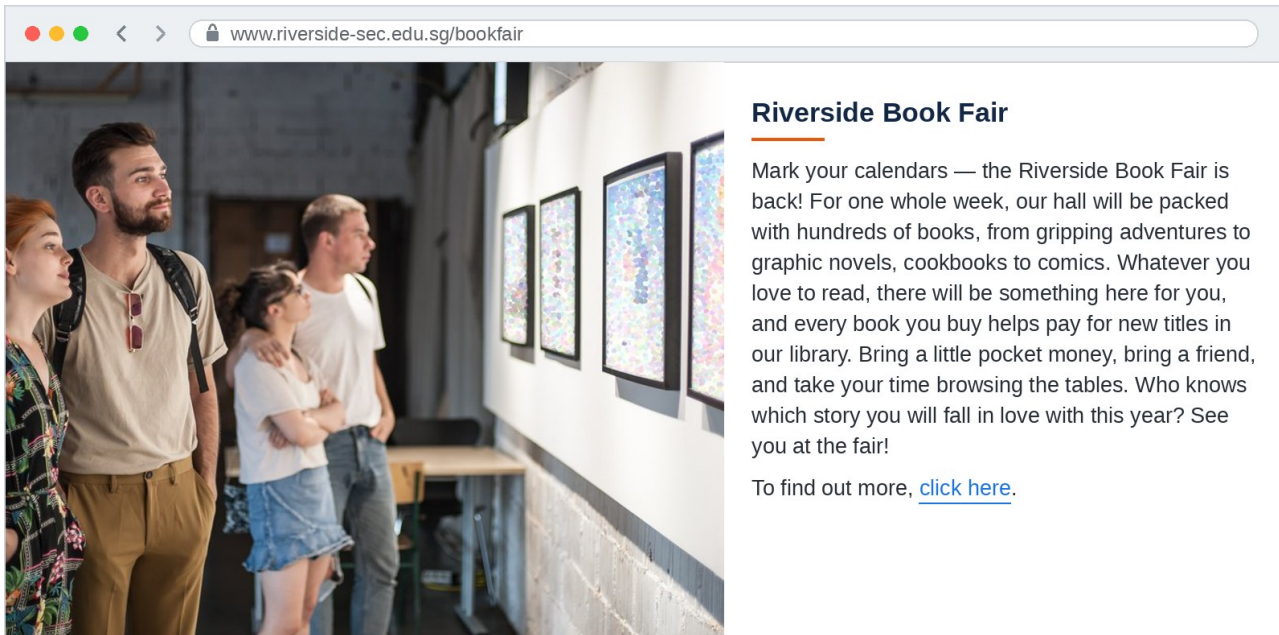
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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 secondary school's website.



www.riverside-sec.edu.sg/bookfair

Riverside Book Fair

Mark your calendars — the Riverside Book Fair is back! For one whole week, our hall will be packed with hundreds of books, from gripping adventures to graphic novels, cookbooks to comics. Whatever you love to read, there will be something here for you, and every book you buy helps pay for new titles in our library. Bring a little pocket money, bring a friend, and take your time browsing the tables. Who knows which story you will fall in love with this year? See you at the fair!

To find out more, [click here](#).

Text 2 is taken from a book-fair leaflet.

A few simple rules keep the fair running smoothly. Handle the books gently and put them back on the right table if you change your mind. Form an orderly queue at the counter and have your money ready before it is your turn. Food and drink are not allowed near the books. If you cannot find what you are looking for, ask a helper rather than digging through the boxes. Following these rules helps everyone enjoy the fair.

Section B**Text 3**

In the text below, the writer remembers running her school's cross-country race. Read the text carefully and answer Questions 5–14.

- 1** When our PE teacher announced that every Secondary 1 student would have to run the cross-country race, my heart sank. Two whole kilometres, she said brightly, around the field and through the little wood at the back of the school. To her it sounded like fun. To me, it sounded like the longest, most embarrassing morning of my life.
- 2** I have never been the sporty type. In games lessons I am usually the last to be picked and the first to be out of breath. As the race drew nearer, I kept picturing the same humiliating scene: trailing in long after everyone else, with the whole class already finished and waiting at the line, watching me stagger home.
- 3** So, in the weeks before, I made myself jog around my neighbourhood each evening after dinner. It was slow and it was tiring, and more than once I wanted to turn back. But I told myself that a little stamina now was better than collapsing in front of everyone later. 10
- 4** On the morning of the race, my nerves were impossible to hide. My legs were trembling before we had even started, my mouth had gone completely dry, and I must have retied my shoelaces five times while we waited for the whistle.
- 5** When the whistle finally blew, I set off far too fast, swept along by the crowd. By the time we reached the wood, a sharp stitch was stabbing at my side, my breath was ragged, and every part of me was begging me to stop and walk.
- 6** Then, from the edge of the path, I heard my friend Rui yelling my name and waving both arms. Without really deciding to, I slowed my breathing, shortened my steps, and settled into a steady rhythm. The stitch eased, my legs found their pace, and somehow I kept going.
- 7** I crossed the finish line somewhere in the middle of the pack — not last, not even close to last. My legs²⁰ were burning and my chest was heaving, but inside I was grinning from ear to ear. I had finished, and I had not stopped once.
- 8** I would not say that I love running now. But I no longer dread it the way I used to. I learned that giving up is always the easy choice in the moment — and that the proudest feeling of all comes from carrying on when every part of you wants to quit. 25

Section C

Text 4

The article below is about hobbies. Read it carefully and answer Questions 15–19.

- 1 Ask an adult what they wish they did more of, and many will say the same thing: their hobbies. Somewhere between school, work and chores, the things we do purely for enjoyment are easily squeezed out. Yet a good hobby is far more than a way to pass the time. For a young person especially, it can be one of the most valuable habits of all.
- 2 To begin with, a hobby helps you relax. When you are lost in something you love — drawing, baking, 5 playing an instrument, kicking a ball — your worries about tests and timetables fade into the background. Doctors call this a kind of rest for the mind. After an hour spent on a hobby, most people return to their work calmer and able to think more clearly.
- 3 A hobby also builds skills and confidence. Every time you learn a new chord, master a new recipe or improve your best time, you prove to yourself that effort pays off. These small victories add up. A person who knows they can get better at one thing finds it easier to believe they can get better at others, including their schoolwork.
- 4 Hobbies bring people together, too. Shared interests are one of the easiest ways to make friends, whether at a chess club, a dance class or an online group of fellow collectors. Talking about something you all love breaks down shyness quickly. Many lifelong friendships begin with nothing more than two people enjoying the same hobby.
- 5 Finding the right hobby takes a little patience. The best advice is simply to try several things without expecting to be good at first. Start small and cheap, borrow equipment before you buy it, and give any new activity a few weeks before deciding it is not for you. The aim is enjoyment, not perfection, so do not give up the moment something feels difficult. 20
- 6 Families and schools can help young people find hobbies, too. Parents can make a little space and time at home and show interest without taking over. Schools can offer a wide range of clubs, including ones that are not about competition or grades. When the adults around them treat free-time interests as something worthwhile, young people are far more likely to keep them up.

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Paper 2 — Comprehension

Question Paper

SILVER — SEC 1 (SET 2) 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 book fair 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 students to visit the book fair
- to explain the rules for behaving at the fair
- to warn students that books are expensive
- to advertise a new library

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is more inviting 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 you to attend an event. Text 1 / Text 2 / Both / Neither
- (b) The text tells you how to behave at the counter. 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, how did the writer feel when she heard about the race, and how can you tell? Give **one** detail. [2]

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6 In Paragraph 2, the writer pictures ‘the whole class already finished and waiting at the line’. What does this tell us about what she was afraid of? [2]

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7 In Paragraph 3, the writer made herself ‘jog around my neighbourhood each evening’. Why do you think she did this? [2]

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8 In Paragraph 4, identify **two** ways the writer shows that she was nervous on the morning of the race. [2]

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9 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]

- the writer got a stitch and wanted to stop
- the writer settled into a steady rhythm
- the writer’s friend Rui yelled her name

10 In Paragraph 6, give **two** details that show the writer was starting to cope better. [2]

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

How the writer’s body showed how hard she had run:

How the writer felt inside:

12 In Paragraph 7, why do you think it mattered so much to the writer that she ‘had not stopped once’? Suggest **one** reason. [1]

[Turn over

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13 In Paragraph 1 the writer’s ‘heart sank’; by Paragraph 8 she ‘no longer dreads’ running. Explain how the writer has changed, and what she has learned. [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 How hobbies help you relax
- B How hobbies build skills and confidence
- C How hobbies bring people together
- D How to find a hobby that suits you
- E How families and schools can help
- F Why hobbies matter
- G How to turn a hobby into a job

16 From Paragraph 3, give **two** ways that a hobby can build confidence. [2]

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17 In Paragraph 4, the writer says shared interests ‘break down shyness quickly’. What does this mean? [2]

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18 In Paragraph 5, what does the writer mean by ‘The aim is enjoyment, not perfection’? [1]

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19 Using your own words as far as possible, summarise the advice on how a young person can find a hobby, and how **families or schools** can help. [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 find and keep a hobby. A young person can ...

[Turn over

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No. of Words: _____

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