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# G2 English

Paper 1 — Writing

*Insert · Section B*

**SILVER — SEC 1 TIER**

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

**Total: 70 marks**

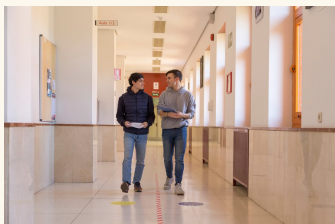
**Time: 1 h 50 min**

## Section B

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

### Greenwood Secondary — Secondary 1 Welcome Day Helpers

Dear Students, Greenwood Secondary needs cheerful Secondary 2 and 3 helpers for our Secondary 1 Welcome Day next month. Read about the three roles below, choose the one you would enjoy most, then apply by email. You may choose **one** role only.



#### Tour Guide

Show the new Secondary 1 students around the school and help them find their classrooms.

- Friendly and good at giving directions
- Morning of the Welcome Day
- A school map and badge provided

#### Games Helper

Run simple ice-breaker games to help the new students get to know one another.

- Cheerful and full of energy
- Work with a small group
- All games and equipment provided



#### Refreshments Helper

Serve drinks and light snacks at the welcome corner and keep it tidy.

- Quick and careful with people
- Short shifts during the break
- An apron provided

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

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# G2 English

## Paper 1 — Writing

*Editing · Situational · Continuous*

**SILVER — SEC 1 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 new reading hour. 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 year, our school started a quiet reading hour every Friday afternoon.

At first, some students did not knows what to read during the hour. 1 .....

So the teachers set up a shelf of books in every classroom on the school. 2 .....

Each shelf are filled with stories, comics and books about animals. 3 .....

Students can choose any book they likes from the shelf. 4 .....

Despite the room is silent, nobody seems to mind the quiet at all. 5 .....

Many of us now read far more quick than we did before. 6 .....

Lesser comics are borrowed now that there are so many new novels. 7 .....

Reading for fun has became one of my favourite parts of the week. 8 .....

My friends and me often swap books after the reading hour ends. 9 .....

If the reading hour continues, they will help the whole school enjoy books. 10 .....

For now, that quiet Friday hour has become the highlight of my week.

## Section B [30 marks]

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

### Question 2

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

Write an email to Ms Koh, the Welcome Day 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 experience that would make you a good helper
- which part of the Welcome Day you are free to help with
- one idea that could help the new Secondary 1 students feel welcome

*Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Ms Koh 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 tried something new even though you were nervous. What happened?

[Narrative]

**4** Describe your school during the busy time just before lessons begin. Include what you can see and hear.

[Descriptive]

**5** Which do you prefer: doing your homework right after school, or later in the evening? Explain your choice. [Discursive]

**6** ‘Every Secondary 1 student should join at least one CCA.’ 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 2 — Comprehension

*Insert · Texts 1–4*

**SILVER — SEC 1 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.



**Greenwood Adventure Camp**

Welcome, Secondary 1s — get ready for the Greenwood Adventure Camp! For three days this June, our new students will leave the classroom behind and head into the great outdoors. You will climb the high ropes, paddle a raft across the lake, and cook dinner over a real campfire with your new classmates. Do not worry if you have never done any of this before; our friendly instructors will be with you every step of the way. Camp is the quickest way to make friends, try something brave, and discover just what you can do. Sign up with your form teacher before the end of the month — and get ready for the best three days of your year!

To see the camp programme, [click here](#).

Text 2 is taken from a camp information leaflet.

A little planning makes camp both safe and fun. Pack light clothes, a raincoat, a refillable water bottle and a torch, and label everything with your name. Always stay with your group, and listen carefully to your instructor before every activity. Drink plenty of water, put on sunblock, and tell a teacher at once if you feel unwell. Leave games and other valuables at home. Follow these simple rules, and camp will be three days to remember.

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

*In the text below, the writer recalls trying the high ropes at his school camp. Read the text carefully and answer Questions 5–14.*

- 1 I stood at the bottom of the high ropes course, my neck bent right back, staring up at the wooden platform high above me. It looked impossibly far away. All around me my new classmates were buzzing with excitement, but my stomach had tied itself into a tight little knot. Of all the camp activities, this was the one I had been dreading.
- 2 The truth was, I had always been afraid of heights. Even standing on a chair to reach a high shelf made my hands feel damp. As I watched the first few students clip on their harnesses and begin to climb, brave and laughing, I quietly wished that I could simply disappear into the crowd.
- 3 “You’ll be perfectly safe,” said the instructor, checking the buckles of my harness with a friendly smile. “The rope will hold you the whole way. All you have to do is trust it, and take one step at a time.” I nodded, but my legs did not feel as though they quite believed her. 10
- 4 Climbing the ladder was not so bad. It was only when I reached the platform and looked down that the fear truly hit me. The ground seemed to swim far below, and my fingers gripped the rope so tightly that they turned white. For a long moment I could not move at all. I was completely, utterly frozen.
- 5 Then, from somewhere down below, I heard my new friend Hassan shouting up at me. “You can do it! Just look at the tree, not at your feet!” Without quite knowing why, I fixed my eyes on a tall tree ahead, took a deep breath, and slid one foot onto the first wobbling rope.
- 6 The rope swayed beneath me, and my heart hammered against my ribs. But I did not fall. I took another step, and then another, keeping my eyes on that tree the whole time. Bit by bit, the fear began to shrink, and something else — something a little like excitement — started to grow in its place.
- 7 Before I knew it, I had reached the platform on the far side. My hands were still shaking as I rang the little bell that hung there, but I was grinning so widely that my cheeks ached. Down below, my whole class was cheering, and Hassan was jumping up and down like an excited kangaroo.
- 8 I have done many things since that day at camp, but I still think of the high ropes whenever something frightens me. I learned that being brave does not mean you are not scared. It means you take the first step anyway — and then you keep going, one wobble at a time. 25

## Section C

### Text 4

The article below is about joining a CCA (co-curricular activity). Read it carefully and answer Questions 15–19.

- 1 When you start Secondary 1, choosing a co-curricular activity, or CCA, can feel like a big decision. Should you pick a sport, a club, or a uniformed group? Some students worry that a CCA will only take up time they need for studying. In fact, the right CCA can be one of the best parts of school life — and it gives you far more than a single line on your report card.
- 2 First of all, a CCA keeps you active and gives your mind a rest. After a long day of lessons, running on a field or playing in a band is a welcome change. Sports CCAs build up your fitness and energy, while quieter clubs help you to relax and unwind. Either way, you come back to your studies feeling fresher than before.
- 3 A CCA is also one of the easiest ways to make new friends. You meet students from other classes who enjoy the very same things that you do, and working together towards a shared goal brings people closer quickly. This is why so many students find that their closest friends come not from their own classroom, but from their CCA.
- 4 Beyond friendship, a CCA teaches skills that ordinary lessons cannot. You might learn to lead a team, to perform on a stage, or to stay calm when the pressure is on. Each time you try something difficult and slowly improve, you grow a little more confident. These are skills that will help you long after you have left school.
- 5 How do you choose the right CCA? Start by thinking about what you truly enjoy, not just what your friends are joining. Try the open sessions that most schools hold at the start of the year, and do not be afraid to give something unfamiliar a go. The best CCA is simply the one that you look forward to each week.
- 6 Schools and teachers play their part too. They offer a wide range of activities so that every student can find a place to belong, and CCA teachers give up their own time to coach and guide. With a little courage and an open mind, every Secondary 1 student can find a CCA that turns an ordinary week into something to look forward to.

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# G2 English

## Paper 2 — Comprehension

*Question Paper*

**SILVER — SEC 1 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 camp 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 sign up for camp
- to explain how to stay safe and prepared at camp
- to warn students about the dangers of the outdoors
- to advertise camping equipment for sale

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is more exciting 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 encourages you to take part in an activity. Text 1 / Text 2 / Both / Neither
- (b) The text tells you how to prepare and stay safe. 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 about the high ropes, and how can you tell? Give **one** detail. [2]

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.....  
.....

**6** In Paragraph 2, the writer says he ‘wished that I could simply disappear into the crowd’. What does this tell us about how he was feeling? [2]

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.....

**7** In Paragraph 3, the instructor says, ‘trust it, and take one step at a time.’ Using your own words, explain what advice she is really giving. [2]

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.....  
.....

**8** In Paragraph 4, identify **two** ways the writer shows that he was frightened on the platform. [2]

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

**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 fixed his eyes on a tall tree
- Hassan shouted up some encouragement
- the writer took another step along the rope

**10** In Paragraph 6, give **two** details that show the writer’s fear was turning into excitement. [2]

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

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

How the writer’s body still showed his nerves: .....

How the writer showed that he was happy: .....

**12** In Paragraph 7, why do you think Hassan was ‘jumping up and down like an excited kangaroo’? Suggest **one** reason. [1]

.....  
.....

[Turn over

**13** In Paragraph 4 the writer is ‘completely, utterly frozen’ with fear; by Paragraph 8 he says being brave ‘means you take the first step anyway’. Explain how the writer has changed, and what he has learned.

[3]

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.....

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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 to choose the right CCA
- B How a CCA helps you make friends
- C How a CCA keeps you healthy and happy
- D How schools and teachers help
- E How a CCA teaches you new skills
- F Why joining a CCA is worth it
- G How much CCAs cost to join

**16** From Paragraph 2, give **two** ways that joining a CCA is good for you. [2]

.....

.....

.....

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

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.....

.....

**18** In Paragraph 6, what does the writer mean by ‘a place to belong’? [1]

.....

.....

.....

**19** Using your own words as far as possible, summarise what **students** and **schools or teachers** can do to help students find the right CCA. [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 the right CCA. Students can ...*

[Turn over

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

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