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G1 English

Paper 1 — Writing

Editing · Situational · Continuous

GOLD — 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 week, my class take⁽¹⁾ part in the inter-class quiz final. We was⁽²⁾ the only Secondary 2 class to reach that stage. For days, we had study⁽³⁾ hard, reading our notes every evening. Despite⁽⁴⁾ we felt confident, our hearts raced as the quiz began. The first few questions seems⁽⁵⁾ easier than we had expected. Our captain answered each one quick⁽⁶⁾ and correctly. By the final round, we had scored more⁽⁷⁾ higher than any other class. When the host announced our name, we jump⁽⁸⁾ up and cheered. It was the most⁽⁹⁾ proudest moment of the year. Our teacher said she are⁽¹⁰⁾ delighted with our effort.

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Section B [30 marks]

You are advised to write at least 170 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. Write a **personal letter** to your friend, **Alex**, 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 Alex what they need to bring;
- explain why you think it would be good for them.

Write in a friendly and persuasive 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 you surprised yourself by doing something well. Say what happened and how you felt. [narrative]

4 Describe a place that is full of activity. 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

GOLD — 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.

DISCOVER! — Science Fair Student Helpers

School Hall · 19 July (Saturday) · 9 a.m. to 1 p.m. · for Secondary 3 & 4 students



What you will learn

- setting up exciting experiments
- explaining displays to visitors
- helping younger pupils take part

What to bring

- a clear, confident voice
- a notebook and pen
- plenty of enthusiasm

Helpers receive a certificate · Sign up at the Science Department by 12 July · Training is provided

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G1 English

Paper 2 - Language Use & Comprehension

Insert - Texts 1 to 4

GOLD — 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 Mix-Up

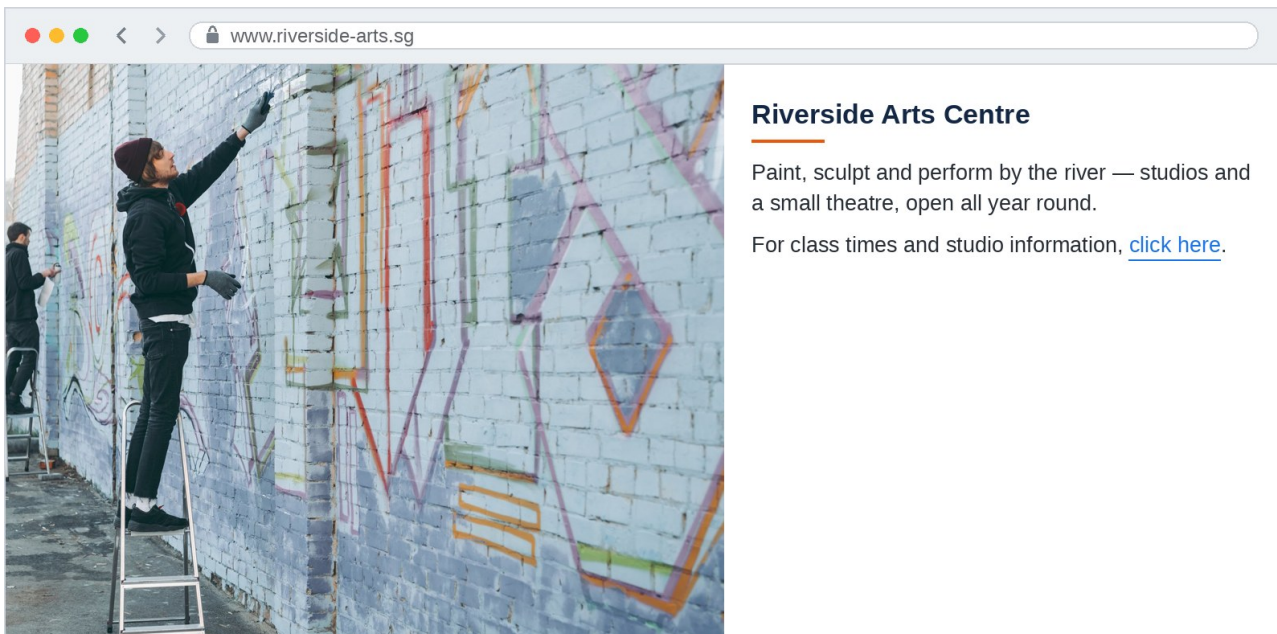
The text below is taken from a story about a boy and a misunderstanding with his best friend.

- 1 For a whole week, my best friend Hafiz had barely spoken to me. He sat on the other side of the classroom, and when I waved, he turned away. I had no idea what I had done wrong, and the silence between us felt heavier with each passing day.
- 2 At first, I told myself I did not care. But the truth was, I missed him terribly. We had been friends since we were six, and now even sitting at lunch felt strange and lonely without him laughing beside me. 5
- 3 On Thursday, I finally found the courage to ask him directly. "Hafiz, have I upset you?" I said quietly. He looked at me with a hurt expression. "You told everyone my secret," he muttered. "About me being scared of the swimming test. I trusted you."
- 4 My heart sank. I had never told a soul. Then, slowly, I realised what must have happened. "Hafiz, I promise I never said a word. But I think I know who did. I wrote it in my diary - and my little brother reads it when I'm not looking." Hafiz's angry face slowly softened into surprise.
- 5 I apologised for not keeping my diary safe, and Hafiz apologised for thinking the worst of me without asking. We both laughed, a little embarrassed at how a silly mix-up had cost us a whole week of friendship.
- 6 That afternoon, we walked home together as we always had. I learnt an important lesson that week: when something goes wrong between friends, it is far better to ask than to guess - and a misunderstanding left in silence only grows.

Comprehension II

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

Text 2 - a webpage



Riverside Arts Centre

Paint, sculpt and perform by the river — studios and a small theatre, open all year round.

For class times and studio information, [click here](#).

Let your imagination run wild at Riverside Arts Centre! Open all year round, our bright studios are filled with easels, clay wheels and costumes, and our small theatre hosts a show almost every week. You can paint a riverside scene, mould a clay pot, or take to the stage in our drama corner, with friendly artists ready to guide you.

The centre opens at ten o'clock in the morning and closes at eight in the evening. Mornings before noon are the quietest time, ideal for those who want a studio to themselves. Weekend evenings, when shows are on, are by far the busiest, so a weekday visit is best if you prefer a calmer session.

Families are especially welcome. There is a shaded riverside terrace for picnics, a small shop selling art supplies and handmade cards, and aprons and brushes that visitors may borrow free of charge. On the first Thursday of every month, we hold a free open-studio evening where families can try a new craft together.

Parking at Riverside is very limited, so visitors are strongly encouraged to take the bus or cycle. The number 27 bus stops outside, and there is a cycle path along the river. Please clean your brushes after painting, and remember that the theatre must be kept quiet while a show is in progress.

Text 3 - a notice**Join Our Young Artists Studio**

Riverside Arts Centre is now taking sign-ups for our popular Young Artists Studio, starting next month.

Who can join: any young person who loves to create. We run separate small groups for beginners and for experienced artists, each led by a qualified art teacher.

What it costs: a single class costs fourteen dollars, or a term of ten classes costs ninety dollars. A canvas tote bag of starter materials is included free with the ten-class term.

What to bring: old clothes that can get messy and a water bottle. Aprons, brushes and all materials are provided. 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 the term begins. Places are limited, so do not delay.

Text 4 - visitor reviews**Rating: 5 out of 5 - Mrs Aziz, Riverside**

“My daughter was shy about showing her work, and now she proudly hangs it on our wall. The teachers praise every effort and the small groups mean she gets real attention. We would not go anywhere else.”

Rating: 4 out of 5 - Marcus, Greendale

“An inspiring place with bright studios and warm staff. My one complaint is the parking, which is far too small. We drove around for twenty minutes before giving up. Next time we will simply cycle along the river path instead.”

Rating: 3 out of 5 - Mr Foo, Northbrook

“The studios are lovely, but I came on a weekend evening when a show was on, and it was so crowded that I could barely find a free easel. I have learnt my lesson — I will come on a weekday morning instead, when it is far quieter.”



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G1 English

Paper 2 - Language Use & Comprehension

Question Paper

GOLD — 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: ancient · artefacts · carefully · display · exhibition · fossils · gallery · guide · history · information · museum · quietly · skeleton · statues · visitors

On Friday, our class visited the National (1) for a history lesson. A friendly (2) met us at the entrance and led us inside. In the first (3), we saw towering dinosaur (4) that were millions of years old. Our guide explained the (5) behind each (6) We walked (7) so that we did not disturb the other (8) In the next room, glass cases held (9) coins and tools from long ago. I wrote down as much (10) as I could in my notebook.

[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 Principal, I am writing **(11)** behalf of the students in my class **(12)** suggest an idea for the school. Many of us **(13)** noticed that the canteen becomes very crowded during recess. We believe **(14)** a second serving counter would help **(15)** reduce the long queues. This would give students **(16)** time to eat and rest. We **(17)** be very happy to help plan how it might work. If the school **(18)** try this for a month, we are sure it would help. Thank you **(19)** considering our idea. **(20)** regards, the Secondary 2 students.

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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 Hafiz was avoiding the writer. [2]

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22 In paragraph 2, the writer says he “told myself I did not care.” What does this suggest about his real feelings? [2]

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23 Why was Hafiz angry with the writer (paragraph 3)? [1]

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24 How did the secret most likely get out (paragraph 4)? [2]

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25 What did the two boys each apologise for (paragraph 5)? [2]

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26 What lesson did the writer learn (paragraph 6)? [1]

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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 centre open in the morning? [1]

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28 Give **two** reasons why a visitor might prefer to come before noon. [2]

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29 In Text 2, the centre invites you to “let your imagination run wild.” What does this phrase suggest about what visitors can do there? [1]

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

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

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

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

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34 In Text 3, give **two** reasons why someone might choose the ten-class term rather than single classes. [2]

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

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36 Mrs Aziz writes that they “would not go anywhere else.” What does this tell us about how she feels about the centre? [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 art classes cost.
- (b) It tells you the centre's opening hours.
- (c) It gives the opinions of people who have visited.

38 Your friend would like to join the studio. Which text should he read, and give **one** thing he 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 centre is open only at weekends. True / False Reason:
- (b) Visitors must bring their own aprons and brushes. True / False Reason:

40 Mr Foo 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 centre does to welcome families. [3]

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