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G2 English

Paper 1 — Writing

Editing · Situational · Continuous

BRONZE 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 new cycling path. 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 year, the town council built a new cycling path along the river.

Since then, many more people has started to cycle to work and school. 1

The path is wide enough for cyclists and walkers to share it safe. 2

Each morning, dozens of children rides their bicycles to the nearby school. 3

The council planted rows of young trees on both side of the path. 4

Despite the path is popular, a few drivers still complain about lost parking spaces. 5

Most residents agree that the path have made the town a healthier place. 6

Lesser cars are seen on the busy roads during the morning rush now. 7

Cycling is not only cheaper, but it also help to keep us fit. 8

Many people say they feel calmer since they begun to cycle to work. 9

If the path is success, the council may build several more like it. 10

For now, the quiet green path remains one of the town's proudest achievements.

Section B [30 marks]

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

Question 2

Look at the notice from Sunhaven 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 programme 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 days and times you are free during the June holidays
- one idea that could make the holiday programme more fun for the children

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 your first day at a new school or in a new class. How did you feel, and what happened?

[Narrative]

4 Describe your favourite place to relax. Include what you can see, hear and smell there. [Descriptive]

5 Which do you prefer: spending the school holidays at home, or going away on a trip? Explain your choice. [Discursive]

6 ‘Children today spend too much time indoors.’ 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

BRONZE 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 Sunhaven Community Centre below and use the information to answer the question on the Question Paper.

Sunhaven Community Centre — Holiday Programme Helpers

Dear Students, our community centre runs a fun holiday programme for younger children every June, 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.



Games Leader

Lead simple outdoor games and keep all the children smiling and busy.

- Weekday mornings, 9–11 a.m.
- Work with children aged 6 to 9
- All games and equipment provided

Craft Helper

Help the children make cards, masks and other simple crafts.

- Weekday afternoons
- Set out and tidy up the materials
- Perfect if you enjoy art



Snack Bar Assistant

Serve healthy snacks and cold drinks at our busy snack corner.

- Short shifts at break time
- Keep the counter clean and tidy
- Friendly and quick with people

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

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G2 English

Paper 2 — Comprehension

Insert · Texts 1–4

BRONZE 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 the website of a community pool.



Sunhaven Community Pool

Make a splash at Sunhaven Community Pool! Every weekend, families come together to swim, play and cool off in our clean, friendly pool. Whether you are learning to float for the very first time or you can already swim a full length, there is a lane and a smile waiting for you. Lifeguards are always on duty, and floats and beginner lessons are ready whenever you need them. Bring the whole family for a morning of fun in the water — come for a quick dip or stay right until lunchtime. New swimmers are especially welcome. See you at the pool this Saturday!

To see this weekend's times, [click here](#).

Text 2 is taken from an information leaflet.

Swimming is great fun, but it always pays to stay safe in the water. Swim only where a lifeguard can see you, and never swim alone. Warm up with a few stretches before you get in, and leave the water as soon as you begin to feel cold or tired. If a friend gets into difficulty, call an adult at once rather than jumping in yourself. A few simple rules keep every trip to the pool both safe and happy.

Section B**Text 3**

In the text below, the writer remembers his first day at a new school. Read the text carefully and answer Questions 5–14.

- 1 I stood at the gate of my new school, gripping the straps of my bag so tightly that my fingers ached. Everything looked enormous — the long corridors, the crowds of students who all seemed to know exactly where they were going. I had moved to the town only a week before, and I did not know a single person. My old school, with its familiar faces, suddenly felt very far away.
- 2 The bell rang, sharp and loud, and the crowd swept me along like a river. I tried to read the signs above the doors, but they blurred together. By the time I found my classroom, my heart was thumping and my cheeks were hot. Every seat seemed to be taken, and twenty pairs of eyes turned to look at me as I stepped through the door.
- 3 The teacher, Mr Ng, smiled kindly and asked me to introduce myself. I opened my mouth, but my voice came out as a squeak. A few students giggled, and I wished the floor would open and swallow me whole. I mumbled my name and slid into the only empty chair, near the back, staring hard at the surface of my desk.
- 4 When the break bell rang, everyone hurried off in noisy groups, laughing about jokes I did not understand. I sat alone on a bench in the corner of the courtyard, picking at my sandwich. I told myself I did not mind, but a small lump had formed in my throat, and the playground felt colder than it really was.
- 5 Then a girl with a bright red water bottle plonked herself down beside me. “You’re new, aren’t you?” she said cheerfully. “I’m Mei. I was new last year, so I know exactly how horrible the first day feels.” She offered me half of her biscuit before I could even reply. I had not realised how much I needed a friendly face.
- 6 Mei showed me around at lunchtime — where the library was, which water cooler actually worked, and which corridor to avoid because it was always jammed. She introduced me to her friends, who turned out to be far less frightening than they had seemed from across the classroom. For the first time all day, I found myself laughing.
- 7 In the afternoon, our class had a quiz, and I happened to know the answer to a tricky question about the planets. When I said it aloud, Mr Ng nodded and said, “Well done.” A few classmates turned and smiled at me — not unkindly this time, but as though I had passed some small, invisible test. The knot in my stomach finally began to loosen.
- 8 Walking home that afternoon, the school did not look so enormous after all. I still had a hundred names to learn and a hundred corridors to memorise, but I no longer felt completely alone. I had Mei, I had made my first joke, and I had survived. Some beginnings are frightening, I decided — but they are rarely as bad as we fear, and they almost never stay frightening for long.

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Section C

Text 4

The article below is about why breakfast matters for young people. Read it carefully and answer Questions 15–19.

- 1 Doctors often call breakfast the most important meal of the day, yet many students leave home each morning without eating a thing. Some are in too much of a rush; others simply do not feel hungry so early. Whatever the reason, skipping breakfast can quietly make the whole school day harder. A good breakfast is not a luxury — it is the fuel that helps young people to learn, grow and feel their best. Skipping it day after day can leave even a hard-working student struggling to keep up. 5
- 2 First of all, breakfast gives the body energy. After a long night’s sleep, our bodies have gone many hours without food, and our energy levels are low. A healthy breakfast — such as wholemeal bread, fruit or eggs — refills those energy stores and keeps us going until lunchtime. Students who eat well in the morning are far less likely to feel tired or grumpy by the middle of the day.
- 3 Breakfast is just as important for the brain. The brain needs a steady supply of energy in order to think 10 clearly, and a morning meal provides exactly that. This helps students to concentrate in lessons, to remember what they are taught, and to solve problems more easily. Teachers often notice that pupils who have eaten breakfast are calmer and quicker to answer than those who have not.
- 4 So why do so many young people miss breakfast? For many, the morning is simply a rush of alarms, uniforms and missing shoes, with no time left to sit down and eat. Others stay up too late and wake feeling too tired to be hungry. A few skip the meal because they wrongly believe it will help them stay slim. Whatever the cause, the result is the same: an empty stomach by nine o’clock. By then, hunger has already begun to chip away at their attention.
- 5 Happily, the problem is an easy one to solve. Setting out a bowl and spoon the night before, or preparing some fruit and bread in advance, can save precious minutes. Waking up just ten minutes earlier often makes all the difference. Even a quick breakfast — a banana and a glass of milk eaten on the way out of the door — is far better than nothing at all. The trick is simply to make the healthy choice the easy one.
- 6 Schools and families can help too. Some schools now run breakfast clubs, where students eat a simple meal together before lessons begin. At home, families who sit down to breakfast together tend to eat more healthily and to start the day in a better mood. With a little planning, the mad morning rush need not end in an empty stomach and a sluggish start to the day.

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G2 English

Paper 2 — Comprehension

Question Paper

BRONZE 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 pool 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 visit the community pool
- to explain how to stay safe while swimming
- to warn readers about the dangers of the sea
- to advertise swimming lessons for beginners

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is more friendly 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 invites you to take part in an activity. Text 1 / Text 2 / Both / Neither
- (b) The text gives rules to help you 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 as he stood at the gate, and why? Give **one** detail for each. [2]

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6 In Paragraph 2, identify **two** ways the writer shows that he felt overwhelmed as he arrived. [2]

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7 In Paragraph 3, the writer says he ‘wished the floor would open and swallow me whole’. What does this tell us about how he was feeling? [2]

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8 Look at the table below. For each one, find a word or phrase from Paragraph 4. [2]

How the writer really felt as he sat alone:

What the writer pretended to feel:

9 In Paragraphs 4 and 5, put the following moments in the order in which they happened by writing 1, 2, 3 in the boxes. [2]

- Mei sat down beside the writer
- the writer sat alone at break
- Mei offered the writer half of her biscuit

10 In Paragraph 5, Mei says, ‘I was new last year, so I know exactly how horrible the first day feels.’ Why do you think Mei chose to sit beside the writer? [2]

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11 In Paragraph 6, give **two** details that show the writer began to feel more comfortable. [2]

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12 In Paragraph 7, why do you think a few classmates smiled at the writer ‘as though I had passed some small, invisible test’? Suggest **one** reason. [1]

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[Turn over

13 In Paragraph 8, the school ‘did not look so enormous after all’. Explain how this is different from the way the school is described in Paragraph 1, and what the difference suggests about the writer. [3]

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14 What is the writer’s overall mood 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 students themselves can do
- B How breakfast helps the brain
- C How breakfast fuels the body
- D How schools and families can help
- E Why some students skip breakfast
- F Why breakfast is so important
- G How much sleep students need

16 From Paragraph 2, give **two** ways that eating breakfast helps the body. [2]

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

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18 In Paragraph 6, what does the phrase ‘the mad morning rush’ suggest about mornings in many homes?

[1]

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19 Using your own words as far as possible, summarise the things that **students** and **schools or families** can do to make sure breakfast is eaten. [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 make sure breakfast is eaten. Students can ...

[Turn over

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No. of Words: _____

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