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# G2 English

Paper 1 — Writing

*Insert · Section B*

**BRONZE TIER**

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

**Total: 70 marks**

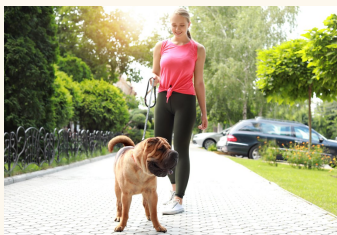
**Time: 1 h 50 min**

## Section B

Read the notice from Sunhaven Animal Shelter below and use the information to answer the question on the *Question Paper*.

### Sunhaven Animal Shelter — Weekend Volunteers

Dear Students, our animal shelter needs friendly volunteers aged 13 to 16 to help out on weekends. Read about the three roles below, choose the one you like best, then apply by email. You may pick **one** role only.



#### Dog Walker

Take our rescue dogs for gentle walks around the shelter garden.

- Saturday or Sunday mornings
- Walk one dog at a time on a lead
- No experience needed — staff will show you how

#### Cattery Helper

Feed, brush and play with the cats that are waiting to find a home.

- Weekend afternoons, about two hours
- Keep the cat room clean and tidy
- Perfect for anyone who loves quiet animals



#### Adoption-Day Greeter

Welcome the families who come to meet the animals on adoption days.

- Sunday adoption events
- Greet every visitor with a smile
- Help them find the right pet to meet

*All volunteers receive a certificate and a free shelter T-shirt. Places fill up quickly, so tell us why you would be a good fit. To apply, email the coordinator, Mr Lim.*

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# G2 English

## Paper 1 — Writing

*Editing · Situational · Continuous*

**BRONZE 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 recycling at school. 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.

Our school started a recycling project at the beginning of this year.

- |  |          |
|--|----------|
| At first, only a few students knew how to sorts their rubbish into the right bins. | 1 .....  |
| The teachers placed three colourful bins in every classroom on the school.         | 2 .....  |
| Each bin are clearly labelled for paper, plastic and food waste.                   | 3 .....  |
| Last term, our class win the prize for recycling the most paper.                   | 4 .....  |
| Despite the bins are simple to use, some people still make mistakes.               | 5 .....  |
| The commonest mistake is throwing food scraps into the bin to quickly.             | 6 .....  |
| Lesser plastic bottles are thrown away now than a year ago.                        | 7 .....  |
| Recycling not only helps the earth but also save our school money.                 | 8 .....  |
| Many of us are now very proud off what we have done together.                      | 9 .....  |
| If we keep trying, the project will only get more better each year.                | 10 ..... |
| Small habits like these can help to protect our planet for the future.             |          |

## 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 Animal Shelter in the Insert, read the information carefully and plan your answer before you begin to write.*

Write an email to Mr Lim, the volunteer coordinator, to apply for one of the weekend 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 volunteer
- which days and times you can come on weekends
- one idea that could make the shelter more welcoming for visitors

*Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Mr Lim 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 helped someone and felt proud of what you had done. [Narrative]
- 4 Describe a place you enjoy visiting. Include what you can see, hear and smell there. [Descriptive]
- 5 Which do you prefer: keeping a pet at home, or having no pets at all? Explain your choice. [Discursive]
- 6 ‘Every young person should do some kind of volunteer work.’ 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*

**BRONZE 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 group.



**Sunhaven Park Clean-Up Morning**

Join us for the Sunhaven Park Clean-Up Morning! Every Saturday, neighbours of all ages come together to keep our park green and tidy. Just turn up, grab a pair of gloves, and we will show you the rest. Bags, gloves and a friendly welcome are all provided — you only need to bring a hat and a water bottle. Come for an hour or stay for the whole morning. Best of all, you will make new friends while doing something good for your neighbourhood. See you at the park gates this Saturday!

To sign up for this Saturday, [click here](#).

Text 2 is taken from an information leaflet.

Recycling at home is easier than many people think. Paper, glass, metal and most plastics can be rinsed, sorted and placed in the recycling bin instead of the rubbish bin. Doing this saves energy and keeps useful materials out of landfills. A few minutes of sorting each day can add up to a real difference over a whole year.

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

*In the text below, the writer remembers learning to ride a bicycle. Read the text carefully and answer Questions 5–14.*

- 1 The bicycle stood in the driveway, red and shiny, and far more frightening than I had expected. It had been my birthday present, and all week I had begged my father to teach me to ride it. Now that the moment had finally come, my hands felt cold and my legs would not stop shaking. The two wheels looked so thin. How could they ever hold me up?
- 2 My father held the back of the seat and told me to start pushing the pedals. “I’ve got you,” he said. “Just look straight ahead, not down at the ground.” I pushed once, then again, and the bicycle began to roll. For a few seconds it felt wonderful — until I looked down at my feet, wobbled, and tipped slowly over onto the soft grass.
- 3 I tried again, and again, and each time the ground seemed to reach up and pull me over. My knees were soon green with grass stains and my eyes stung with tears of frustration. “I can’t do it,” I muttered. “This bicycle hates me.” My father only smiled and helped me climb back onto the seat once more.
- 4 “Stop fighting it,” he said gently. “The bicycle wants to stay up — you just have to trust it.” This time I kept my eyes fixed on the gate at the end of the driveway and tried not to think about my feet at all. The wheels hummed softly beneath me. Somehow, without quite knowing how, I was moving in a straight line.
- 5 I did not notice at first that my father had let go of the seat. When I finally glanced back over my shoulder, he was standing far behind me, both hands raised in the air, grinning like a child. A jolt of panic shot through me — and then, strangely, the panic melted into joy. I was riding. I was really riding, all by myself.
- 6 The wind pushed against my face and the world rushed past in a blur of green hedges and bright blue sky. My heart was pounding hard, but for the first time it was pounding with excitement instead of fear. I wanted to laugh and shout at the very same time. I had never in my life felt so wonderfully free. 20
- 7 I had forgotten one small thing: nobody had taught me how to stop. The bicycle rolled gently into a soft bush at the end of the path, and I toppled off, still laughing, into a pile of dry leaves. My father came running up, out of breath. “You did it,” he said, pulling me to my feet. “I told you the bicycle was on your side.”
- 8 We wheeled the bicycle home together as the sun began to set behind the houses. My knees were still sore and my hands were still shaking — but this time they were shaking with excitement, not fear. Now, whenever something new frightens me, I think of that red bicycle in the driveway, and I tell myself to look ahead, trust myself, and keep on pedalling.

## Section C

### Text 4

*The article below is about why young people need enough sleep. Read it carefully and answer Questions 15–19.*

- 1** Doctors say that most teenagers need about nine hours of sleep each night. Yet many young people get far less, often staying up late and then waking early for school. A tired teenager may seem perfectly fine in the morning, but the effects of missing sleep quietly build up over the weeks. Sleep is not a waste of time at all — it is one of the most important things a growing body and mind can have. When we miss it night after night, our mood, our health and even our marks can all begin to suffer. 5
- 2** First of all, sleep helps the body to grow and stay healthy. While we rest, the body repairs tired muscles, fights off illness, and releases the natural chemicals that help young people grow taller and stronger. Teenagers who sleep well tend to fall ill less often and have far more energy for sport and play. Without enough rest, the body simply cannot do these important jobs properly. That is why good sleep matters even more during the busy teenage years. 10
- 3** Sleep is just as important for the brain. During the night, the brain quietly sorts through everything that happened during the day and stores away what we have learned. Without this, new facts and skills are forgotten almost as quickly as they are picked up. Students who sleep well usually find it much easier to concentrate, to remember their lessons, and to stay calm during tests.
- 4** So why do so many teenagers stay up so late? For many, the answer is the glowing screen beside the bed. Phones, games and videos are cleverly designed to keep us watching, and the bright light they give off tricks the brain into thinking it is still daytime. One quick message can easily turn into an hour of scrolling, and bedtime slips later and later. Before we know it, the clock reads midnight and the alarm is only six hours away.
- 5** Happily, there are some simple things young people themselves can do. Turning off screens an hour before bed makes a real difference, and so does keeping the phone in another room. A regular bedtime, a dark and quiet room, and a warm drink instead of a fizzy one all help the body to settle. None of these steps is difficult, yet together they can add hours of good sleep each week. Best of all, none of these habits costs a single cent.
- 6** Schools and parents have a part to play too. Some schools now begin lessons a little later, giving students more time to rest. Parents can agree on a ‘screens-off’ time for the whole family and set a good example by following it themselves. With everyone working together, the mountain of tiredness that builds up over a long, busy term can finally begin to shrink.

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## G2 English

### Paper 2 — Comprehension

*Question Paper*

**BRONZE 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 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 a park clean-up
- to explain how to recycle at home and why it helps
- to warn readers about the dangers of landfills
- to advertise a brand of recycling bin

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 tells you how to take part in an activity.    Text 1 / Text 2 / Both / Neither
- (b) The text explains how to sort materials for recycling.    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 bicycle before he began, and how did he feel during his very first try in Paragraph 2? Give **one** detail for each. [2]

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6 In Paragraph 1, the writer asks, ‘How could they ever hold me up?’ What does this question tell us about how he was feeling? [2]

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7 In Paragraph 2, the father says, ‘Just look straight ahead, not down at the ground.’ Using your own words, explain what advice the father is really giving. [2]

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8 In Paragraph 3, identify **two** ways the writer shows that he was feeling frustrated. [2]

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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]

- the writer glanced back and saw his father
- the writer kept his eyes on the gate
- the wheels hummed and he moved in a straight line

10 In Paragraph 6, give **two** details that show the writer now felt excited rather than afraid. [2]

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11 Look at the table below. For each one, find a word or phrase from Paragraph 5. [2]

What the father was doing when the writer looked back: .....

How the writer felt once he knew he was riding alone: .....

12 Why did the writer topple into the bush at the end of Paragraph 7? Give **one** reason. [1]

.....

.....

[Turn over

**13** In Paragraph 8, the writer says his hands were ‘shaking with excitement, not fear’. Explain how this is different from the way his hands are 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 young people themselves can do
- B How sleep helps the brain and learning
- C How sleep keeps the body healthy
- D How schools and parents can help
- E What keeps teenagers awake at night
- F Why sleep matters for young people
- G How much sleep adults need

**16** From Paragraph 2, give **two** ways that sleep 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 mountain of tiredness’ suggest about how tired students become? [1]

.....

.....

**19** Using your own words as far as possible, summarise the things that **young people and schools or parents** can do to help teenagers sleep better. [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 get more sleep. Young people can ...*

[Turn over

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

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