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G2 English

Paper 1 — Writing

Editing · Situational · Continuous

SILVER — SEC 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 recycling drive. 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 term, our school launched a new recycling drive to cut down on waste.

At the start, many students was unsure about which bin to use. 1

So the green committee put up a colourful poster above each bins. 2

The posters explained that paper, plastic and cans should be sorted careful. 3

Every classroom were given three clearly labelled boxes. 4

Despite the idea was simple, it made a real difference within weeks. 5

Students began to throw away lesser rubbish than they had before. 6

The committee also teached the younger pupils how to recycle. 7

By the end of the term, we had collect three large bags of plastic. 8

My friends and me felt proud of what the whole school had done. 9

If the drive carries on, they will keep our school cleaner and greener. 10

For now, that small green box in the corner reminds us to play our part.

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 Mr Raj, the Sports 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 Sports Day you are able to help with
- one idea that could make Sports Day more enjoyable for everyone

Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Mr Raj 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 had to keep going even though you wanted to give up. What happened?

[Narrative]

4 Describe a hawker centre or food court at its busiest. Include what you can see, hear and smell.

[Descriptive]

5 Which do you prefer: taking part in a competition, or watching one? Explain your choice. [Discursive]

6 ‘Schools should spend more time on sports and less on examinations.’ 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 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 Greenwood Secondary below and use the information to answer the question on the Question Paper.

Greenwood Secondary — Sports Day Helpers Needed

Dear Students, Greenwood Secondary needs reliable Secondary 3 and 4 helpers for our annual Sports 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.



Track Marshal

Guide athletes to the right starting lines and keep each event running on time.

- Calm and well-organised
- Out on the field all morning
- A whistle and clipboard provided

First-Aid Helper

Help the school nurse at the first-aid tent and look after anyone who feels unwell.

- Caring and level-headed
- Based at the first-aid tent
- A short first-aid briefing given



Scorekeeper

Record results at the finish line and update the big scoreboard for each house.

- Quick and accurate with numbers
- Work in a small team
- A results tablet provided

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

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G2 English

Paper 2 — Comprehension

Insert · Texts 1–4

SILVER — SEC 2 TIER

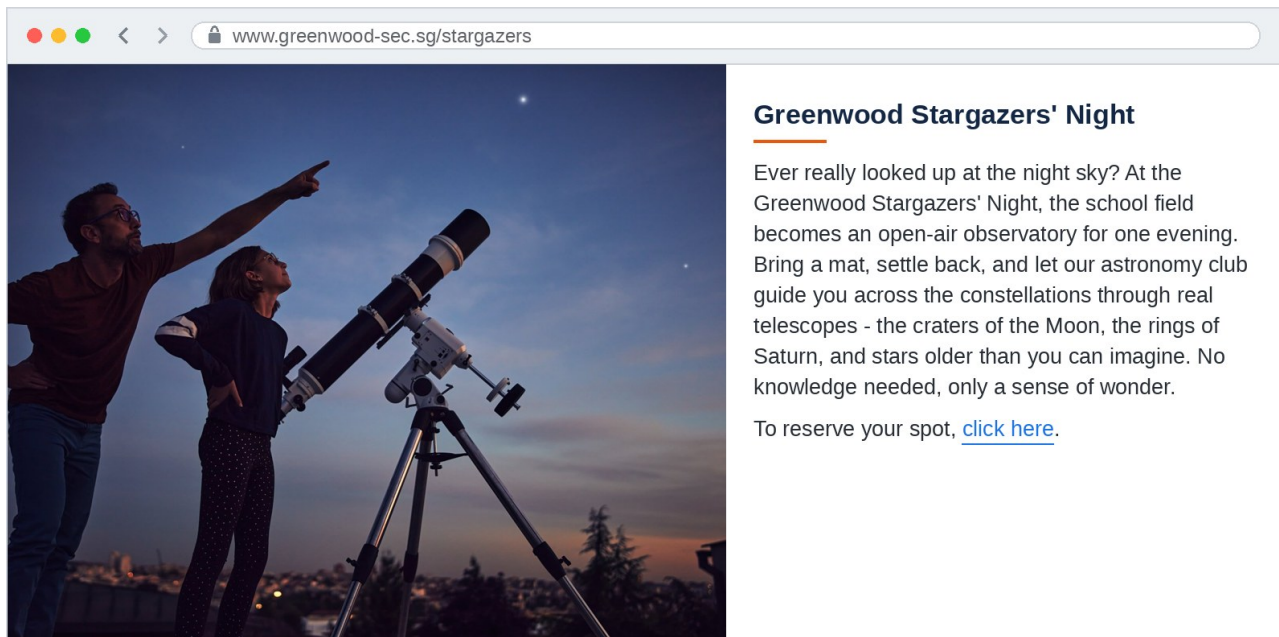
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

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.greenwood-sec.sg/stargazers

Greenwood Stargazers' Night

Ever really looked up at the night sky? At the Greenwood Stargazers' Night, the school field becomes an open-air observatory for one evening. Bring a mat, settle back, and let our astronomy club guide you across the constellations through real telescopes - the craters of the Moon, the rings of Saturn, and stars older than you can imagine. No knowledge needed, only a sense of wonder.

To reserve your spot, [click here](#).

Text 2 is taken from an event information leaflet.

A little preparation makes a night under the stars far more enjoyable. Bring a warm jacket, as the field grows cool after dark, and a small mat to sit on. Pack a torch, but cover the light with red paper so that your eyes stay used to the darkness. Switch your phone to its dimmest setting and keep your voice low, so that everyone can concentrate on the sky. Never look directly at a bright light, and follow the club leaders' instructions at all times. Plan ahead, and one evening will become a memory you keep.

Section B**Text 3**

In the text below, the writer recalls running a cross-country race. Read the text carefully and answer Questions 5–14.

- 1 The starting line of the cross-country race seemed to stretch for miles, and my legs already felt heavy beneath me. All around me, runners from every school were stretching and bouncing on their toes, looking far fitter than I felt. My number flapped against my chest in the morning breeze. Of all the events my friends had talked me into, this was the one I most wished I could escape.
- 2 The truth was, I had never been much of a runner. While others sprinted easily across the field in PE, I was usually somewhere near the back, red-faced and gasping. It was only because my best friend, Daniel, had begged me not to let our class down that I had agreed to take part at all. Now, staring at the muddy trail ahead, I deeply regretted saying yes.
- 3 The whistle shrieked, and the crowd of runners surged forward like a wave. For the first few minutes I kept up, carried along by the excitement of the start. But as the trail began to climb, the gap between me and the others widened with every step. Soon I was running almost alone, the cheers of the crowd fading behind me.
- 4 Halfway up the longest hill, my body seemed to give up on me. My chest burned, my legs turned to lead, and a sharp stitch dug into my side. I slowed to a walk, and then almost to a stop. Every part of me wanted to sit down on the grass and let the race go on without me. I had never felt so utterly exhausted. 15
- 5 Just then, I heard a familiar voice. Daniel had already finished his own race and had run back along the trail to find me. “Don’t stop now!” he shouted, jogging beside me. “You’re nearly at the top — once you’re over the hill, the rest is all downhill. One step at a time, that’s all.”
- 6 Something in his words pushed me forward. I fixed my eyes on the top of the hill and forced one foot in front of the other. My breathing was ragged, but I did not stop again. As I finally crested the hill and felt the ground fall away beneath me, the burning in my legs began to ease, and a stubborn determination took its place.
- 7 The last stretch seemed to fly by. When the finish line came into view, I heard my classmates roaring my name. I was not first — I was not even close — but as I stumbled across the line, my legs trembling and my lungs heaving, I was grinning from ear to ear. Daniel threw an arm around my shoulders, laughing and 25 cheering as if I had won a medal.
- 8 I have run in several races since that muddy morning, but I still remember that hill whenever something feels too hard. I learned that finishing does not always mean coming first. Sometimes it simply means refusing to quit when every part of you wants to — and discovering, at the very end, that you were stronger than you thought. 30

Section C

Text 4

The article below is about why sleep matters for teenagers. Read it carefully and answer Questions 15–19.

- 1 Many teenagers treat sleep as something they can always do without. There is homework to finish, messages to answer and shows to watch, and bed always seems to come last. Yet sleep is not a luxury to be squeezed in around everything else — it is one of the most important things a growing teenager can do. Going short of it, night after night, quietly makes everything else harder.
- 2 First of all, sleep keeps the body healthy. While we sleep, the body repairs muscles, fights off illness, and releases the hormones that help young people grow. Teenagers who sleep well fall ill less often and have more energy for sport and daily life. A tired body, by contrast, is slower, weaker and far more easily hurt.
- 3 Sleep is just as important for the mind. While you sleep, the brain sorts and stores everything you have learned during the day. This is why a good night's rest before an examination is often worth more than another hour of last-minute cramming. Well-rested students concentrate better, remember more, and solve problems more quickly than those who are running on empty.
- 4 So why do so many teenagers go without enough sleep? For some, the day is simply too full, with lessons, tuition and activities stretching late into the evening. Others lie awake scrolling on their phones, the bright screens tricking their brains into staying alert. A few believe, wrongly, that staying up late makes them seem more grown-up. Whatever the cause, the alarm clock always rings too soon. 15
- 5 Happily, better sleep is within reach. Setting a regular bedtime, even at weekends, trains the body to feel sleepy at the right time. Putting screens away an hour before bed lets the mind wind down, and avoiding fizzy or caffeinated drinks in the evening keeps the body calm. A dark, quiet and cool bedroom does the rest.
- 6 Schools and families have a part to play too. Parents can set a gentle limit on late-night screens and avoid filling every evening with activities, while an unhurried breakfast sets a calmer tone for the day. Some schools now begin a little later, or set less late-night homework. With a little planning at home and at school, a good night's sleep need not be the first thing a busy teenager gives up.



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G2 English

Paper 2 — Comprehension

Question Paper

SILVER — SEC 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 Stargazers' Night 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 attend the Stargazers' Night
- to explain how to prepare for and enjoy the evening
- to warn students about the dangers of the dark
- to advertise telescopes and stargazing equipment

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is more inviting 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 event. Text 1 / Text 2 / Both / Neither
- (b) The text tells you how to prepare and behave. 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 race, and how can you tell? Give **one** detail. [2]

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6 In Paragraph 2, the writer says he ‘deeply regretted saying yes’. What does this tell us about how he was feeling? [2]

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.....

7 In Paragraph 3, the writer says the runners ‘surged forward like a wave’. Using your own words, explain what this tells us about how the race began. [2]

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.....

8 In Paragraph 4, identify **two** ways the writer shows that his body was struggling. [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 the top of the hill
- Daniel ran back to find the writer
- the writer crested the hill

10 In Paragraph 6, give **two** details that show the writer’s fear was turning into determination. [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 his exhaustion:

How the writer showed that he was happy:

12 In Paragraph 7, why do you think Daniel was ‘laughing and cheering as if I had won a medal’? Suggest **one** reason. [1]

.....

.....

[Turn over

13 In Paragraph 4 the writer wants to ‘sit down on the grass and let the race go on without me’; by Paragraph 8 he says finishing means ‘refusing to quit’. Explain how the writer has changed, and what he 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 What students can do for better sleep

B How sleep helps the mind

C How sleep keeps the body healthy

D How schools and families can help

E Why many teenagers miss out on sleep

F Why sleep matters so much

G How much exercise teenagers need

16 From Paragraph 2, give **two** ways that sleep is good for 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 writer mean when an unhurried breakfast ‘sets a calmer tone for the day’? [1]

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

19 Using your own words as far as possible, summarise what **students** and **schools or families** can do to help teenagers get enough sleep. [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. Students can ...

[Turn over

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No. of Words: _____

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