



# LearnUp

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# G2 English

Paper 1 — Writing

*Insert · Section B*

SILVER 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 Greenfield Community Library below and use the information to answer the question on the Question Paper.

### Greenfield Community Library — Young Volunteers Programme

Dear Students, our library is looking for volunteers aged 13 to 16 to help out during the June holidays. Read about the three roles below, decide which one suits you best, then apply by email. You may choose **one** role only.



#### Reading Buddy

Read picture books aloud to younger children at our Saturday morning story sessions.

- Saturday mornings, 9–11 a.m.
- Work with children aged 4 to 7
- Storybooks and training provided

#### Events Helper

Help set up and run our weekday book fairs and author talks for the public.

- Weekday afternoons during the fair
- Welcome visitors and guide them around
- Assist authors during their talks



#### Shelving Assistant

Sort and re-shelve returned books so that readers can always find what they need.

- Weekday afternoons, flexible hours
- Learn how the library is organised
- Quiet, steady work behind the scenes

*All volunteers receive a certificate and a \$20 book voucher at the end of the programme. Places are limited, so tell us why you would be a good fit. To apply, email the coordinator, Ms Tan.*

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# G2 English

## Paper 1 — Writing

*Editing · Situational · Continuous*

SILVER 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 vertical farming. 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.

Vertical farming is a method of growing crops in stacked layers indoors.

In recent years, many cities have began to experiment with this idea. 1 .....

These indoor farms depend of artificial lighting instead of sunlight. 2 .....

Because the plants uses less water, the method is environmentally friendly. 3 .....

A vertical farm can produce a enormous amount of food in a small space. 4 .....

Despite the farms are expensive to build, their running costs can be low. 5 .....

Some experts believe the vegetables will become more cheaper over time. 6 .....

Lesser pests reach the crops, so farmers rarely need chemical sprays. 7 .....

This allowing supermarkets to sell produce that is fresher than before. 8 .....

Many young people are now interested on careers in this growing field. 9 .....

If the technology keeps improving, they could change how cities are fed. 10 .....

For now, vertical farming remains an exciting glimpse of 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 Greenfield Community Library in the Insert, read the information carefully and plan your answer before you begin to write.*

Write an email to Ms Tan, the programme coordinator, to apply for one of the volunteer 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 volunteer
- which days and times you would be available during the June holidays
- one suggestion that could make the programme more enjoyable for volunteers

*Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Ms 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 a time when a plan you had carefully made did not work out. What happened, and how did you feel? [Narrative]
- 4** Describe the sights and sounds of a market or food centre that you enjoy visiting. [Descriptive]
- 5** What are the advantages and disadvantages of owning a mobile phone from a young age? [Discursive]
- 6** ‘Students learn more from their failures than from their successes.’ 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 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 garden.



**GreenRoots Community Garden**

Welcome to GreenRoots! Tucked behind the old market, our garden is a patch of green that anyone can be part of. Come down on any weekend, grab a trowel, and plant something with your neighbours. No experience needed — just bring a hat and a smile. Whether you want to grow your own dinner, make new friends, or simply escape the city for an hour, there is a corner here waiting for you.

To join a weekend session, [click here](#).

Text 2 is taken from an information leaflet.

Composting turns kitchen and garden waste into a rich material that helps plants grow. Fruit peels, leaves and eggshells are placed in a bin and left to break down over several weeks. Worms and tiny organisms do most of the work. The result, sometimes called ‘black gold’ by gardeners, reduces the amount of rubbish sent to landfills and saves money on fertiliser.

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

*In the text below, the writer recalls a night climb up a hill to watch the sunrise. Read the text carefully and answer Questions 5–14.*

- 1 The torch in my hand threw a thin circle of light onto the path, and beyond that circle the hill was nothing but darkness and the sound of my own breathing. I had begged my uncle for weeks to bring me, certain that the climb would be a grand adventure; now, with the cold biting through my thin jacket and my legs already aching, I was not so sure. Every root looked like a snake. Every rustle in the bushes made my heart trip, and I kept so close behind my uncle that twice I trod on his heels. 5
- 2 My uncle walked ahead at a steady, unhurried pace, his old boots finding the path as easily as if it were the middle of the day. “Keep your eyes on the next step,” he said quietly, “not on the top. The top will come.” I did not understand him then, but I followed, placing one foot after another, watching the small patch of ground in front of me and nothing else.
- 3 After what felt like hours, the trees began to thin. The air changed — it grew sharper and cleaner, and 10 carried the faint smell of wet grass. My ears popped, the way they do near the top of a tall building. We came out at last onto a bare ridge where the wind pushed against us like an open hand. I wanted to stop and turn back, but my uncle only pointed to a flat rock near the edge, and we settled there, our backs to the slope we had climbed and our faces to the empty east.
- 4 For a long while nothing happened. The sky was the colour of cold iron, and I began to wonder whether we had climbed all this way for nothing. Then, so slowly that I could not say when it began, the iron softened into grey, and the grey into a pale, watery gold. A thin line of fire spread along the horizon. Birds I had not even noticed began to call from the valley below, one answering another, until the whole hillside seemed to be waking at once.
- 5 When the sun finally lifted clear of the hills, it was not the gentle thing I had imagined. It was fierce and sudden, flooding the ridge with light, turning the grass to silver and my uncle’s tired face to bronze. I had to shield my eyes with both hands. Below us, the town we had left in darkness lay spread out and ordinary, its streets just beginning to fill with tiny, crawling cars.
- 6 “Worth it?” my uncle asked, without looking away from the light. I could only nod. I understood now why he had told me to watch my feet: if I had spent the whole climb staring up at a summit I could not see, I 25 would have lost heart and given up long before the light came.
- 7 We did not speak much on the way down. The path that had frightened me in the dark was only a path now, brown and harmless, winding gently between the trees. The roots that had looked like snakes were just roots again, and I stepped over them without a second thought.
- 8 I kept the torch switched off and let the morning lead me home. Years later, whenever a task feels too large to begin, I think of that hill in the dark — and I remind myself to watch the next step, and to trust that the top will come.

## Section C

### Text 4

*The article below discusses the problem of food waste. Read it carefully and answer Questions 15–19.*

- 1 Around the world, roughly a third of all the food that is grown is never eaten. It is left to rot in fields, rejected by shops for looking imperfect, or scraped off plates straight into bins. Experts estimate that this adds up to well over a billion tonnes of food every single year. At a time when many people still go to bed hungry, such waste is hard to defend — and its effects reach far beyond the dinner table.
- 2 Food waste is, first of all, a waste of precious resources. Every tomato, every grain of rice, represents land that was cleared, water that was pumped, fuel that was burned and hours of human labour. When that food is binned, all of those things are thrown away with it. Producing food that no one eats uses an area of farmland larger than many countries, and drains rivers and reservoirs that could have served homes, schools and working farms.
- 3 There is also a hidden cost to the climate. Food that rots in landfills releases methane, a gas that traps heat in the atmosphere far more effectively than carbon dioxide does. If global food waste were a country, it would be one of the largest producers of greenhouse gases on the planet, behind only a handful of the biggest industrial nations. Cutting waste, then, is one of the cheapest and quickest ways to slow the warming of the Earth.
- 4 Much of the problem begins in our own kitchens. Shoppers buy far more than they need, tempted by special offers and oversized packs. Vegetables are thrown out simply because they look slightly bruised, and cooked leftovers are pushed to the back of the fridge and forgotten until they spoil. Study after study suggests that households, rather than farms or factories, are responsible for the largest single share of waste in wealthy cities.
- 5 Happily, the solutions are within almost everyone's reach. Planning meals before shopping, storing food correctly, and treating 'best before' dates as a guide rather than a strict rule can all make a real difference. Some families freeze whatever they cannot finish in time; others turn vegetable scraps into soup, or into compost for the garden. None of these steps is difficult or expensive, yet together they can cut a household's waste by as much as half.
- 6 Businesses and governments have an important part to play too. Supermarkets are learning to sell 'ugly' fruit and vegetables at lower prices instead of rejecting them, and some restaurants now donate unsold meals to charities at the end of each day. A growing number of countries have passed laws that fine shops for dumping food that is still fit to eat. Such measures show that, with a little effort and imagination, the mountain of waste can be made to shrink.



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# G2 English

## Paper 2 — Comprehension

*Question Paper*

SILVER 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 garden 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 readers to join a community garden
- to explain what composting is and why it is useful
- to warn readers about the dangers of landfills
- to advertise a product called ‘black gold’

3 Compare Text 1 and Text 2. Give one way the language of Text 1 is less formal 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 explains how waste can be reused. Text 1 / Text 2 / Both / Neither
- (b) The text invites the reader to take part in an activity. 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 climb before it began, and how did he feel once it had started? Give **one** detail for each. [2]

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.....

.....

6 In Paragraph 1, the writer says ‘Every root looked like a snake.’ What does this tell us about how he was feeling? [2]

.....

.....

7 In Paragraph 2, the uncle says, ‘Keep your eyes on the next step, not on the top.’ Using your own words, explain what advice the uncle is really giving. [2]

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.....

.....

8 In Paragraph 3, identify **two** ways the writer shows that they were climbing higher. [2]

.....

.....

9 In Paragraph 4, the sky changes colour. Put the following stages in the correct order by writing 1, 2, 3 in the boxes. [2]

- a pale, watery gold
- the colour of cold iron
- grey

10 In Paragraph 5, the writer says the sunrise ‘was not the gentle thing I had imagined’. Give **two** details from the paragraph that show the sunrise was powerful rather than gentle. [2]

.....

.....

11 Look at the table below. For each thing the writer observed, find a word or phrase from Paragraph 5 that matches it. [2]

What the sunrise did to the grass: .....

What the town looked like from the ridge: .....

12 ‘Worth it?’ my uncle asked. I could only nod.’ (Paragraph 6) Why was the writer unable to give a longer reply? Suggest **one** reason. [1]

[Turn over

.....

.....

**13** In Paragraph 7, the writer says the path ‘was only a path now, brown and harmless’. Explain how this contrasts with the way the path is described in Paragraph 1, and what the contrast 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 ordinary people can do
- B The damage food waste does to the climate
- C Why food waste wastes natural resources
- D How shops and governments are responding
- E Where most household waste comes from
- F The scale of the food-waste problem
- G How food is grown around the world

**16** In Paragraph 3, the writer says, ‘If global food waste were a country, it would be one of the largest producers of greenhouse gases on the planet.’ Why do you think the writer chooses to describe food waste as a ‘country’? [2]

.....

.....

**17** Using your own words, explain **two** reasons given in Paragraph 4 why food is wasted in people’s homes. [2]

.....

.....

**18** In Paragraph 6, what does the phrase ‘the mountain of waste’ suggest about the amount of food being wasted? [1]

.....

**19** Using your own words as far as possible, summarise the things that **ordinary people and businesses or governments** can do to reduce food waste. [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).*

[Turn over

*There are several ways to reduce food waste. People can ...*

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

