

# LearnUp

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## G2 English

### Paper 1 — Writing

*Editing · Situational · Continuous*

BRONZE — SEC 1 (SET 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 vegetable garden. 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 class started a small vegetable garden behind the canteen.

Every group were given a patch of soil to look after. 1 .....

We planted the seeds and watered them careful every morning. 2 .....

My friend and me chose to grow cherry tomatoes in our patch. 3 .....

The tomatoes grew quick once the weather turned warm. 4 .....

Despite we were busy with exams, we never forgot to water the plants. 5 .....

Each of the plants need plenty of sunlight to grow well. 6 .....

There are now lesser weeds in our patch than at the start. 7 .....

Last week, we picks our very first ripe tomato off the vine. 8 .....

Everyone were proud to see what we had managed to grow. 9 .....

We look forward in harvesting more vegetables next term. 10 .....

Our little garden has become the greenest corner of the whole school.

## 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 Ms Lim, the teacher in charge, to apply for one of the Garden Club 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 days and times you are free to help
- one idea that could make the school garden even better

*Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Ms 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 grew, made or built something you were proud of. [Narrative]
- 4 Describe a garden or park you know well. Include what you can see and smell there. [Descriptive]
- 5 Which do you prefer: growing your own food or buying it from a shop? Explain your choice. [Discursive]
- 6 ‘Every school should have a garden.’ 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 — SEC 1 (SET 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 — Garden Club Helpers

Dear Students, our school Garden Club is looking for cheerful helpers aged 13 to 16 to look after the vegetable garden behind the canteen. Read about the three roles below, pick the one you would enjoy most, then apply by email. You may choose **one** role only.



#### Watering Helper

Water the vegetable patches before lessons and check that the soil is not too dry.

- Short shifts before school
- Watering cans provided
- Good if you are an early riser

#### Seedling Helper

Plant new seeds in little pots and label them so we know what is growing.

- Gentle, careful work
- Work in the greenhouse corner
- All seeds and pots provided



#### Compost Helper

Collect fruit peels from the canteen and turn them into compost for the garden.

- A short walk to the canteen
- Gloves provided
- Good if you do not mind a little mess

*Every helper receives a certificate and a Garden Club badge. Places are limited, so tell us why you would be a good fit. To apply, email the teacher in charge, Ms Lim.*

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## G2 English

### Paper 2 — Comprehension

*Insert · Texts 1–4*

BRONZE — SEC 1 (SET 2) TIER

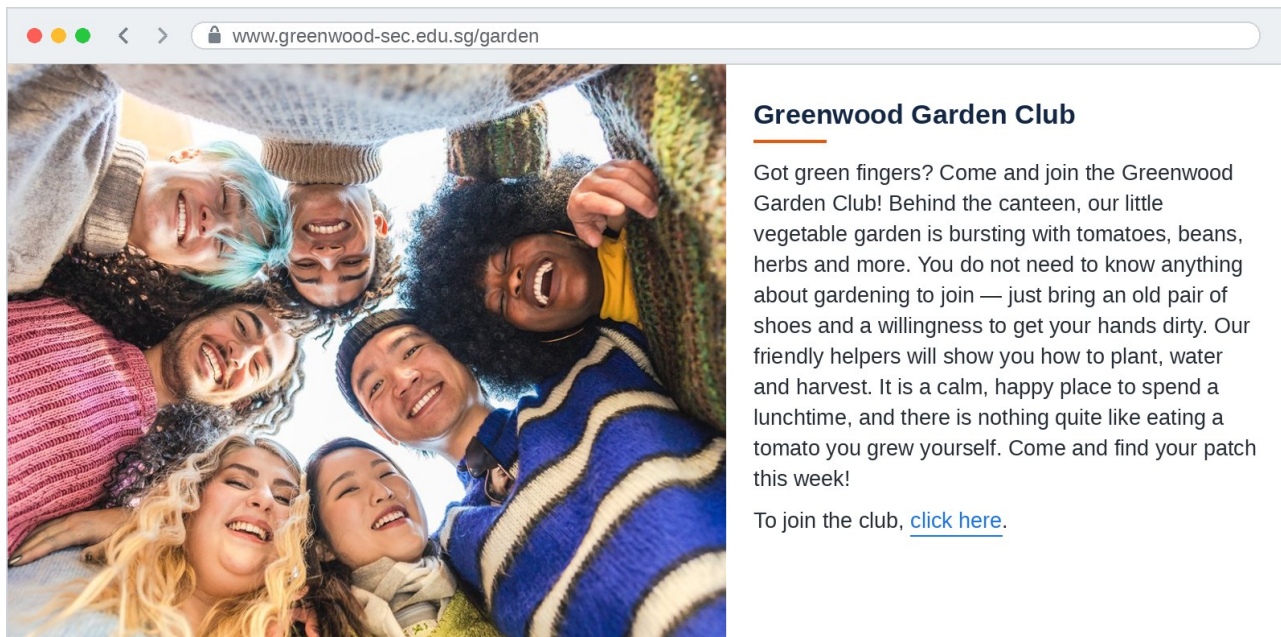
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

**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.



The screenshot shows a browser window with the address bar displaying 'www.greenwood-sec.edu.sg/garden'. The main content area features a photograph of a diverse group of seven young people smiling and huddled together in a circle. To the right of the photo is the heading 'Greenwood Garden Club' followed by a paragraph of text and a link.

### Greenwood Garden Club

Got green fingers? Come and join the Greenwood Garden Club! Behind the canteen, our little vegetable garden is bursting with tomatoes, beans, herbs and more. You do not need to know anything about gardening to join — just bring an old pair of shoes and a willingness to get your hands dirty. Our friendly helpers will show you how to plant, water and harvest. It is a calm, happy place to spend a lunchtime, and there is nothing quite like eating a tomato you grew yourself. Come and find your patch this week!

To join the club, [click here](#).

Text 2 is taken from a garden-shed leaflet.

A few simple rules keep the garden healthy for everyone. Water the plants gently in the morning or evening, never in the hot midday sun. Take only the tools you need, and clean them before you put them back in the shed. Never pick a vegetable unless a helper says it is ready. Put all peels and leaves in the compost bin, not the rubbish bin. Look after the garden, and it will keep growing for the whole school to enjoy.

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

*In the text below, the writer remembers learning to ride a bicycle without training wheels. Read the text carefully and answer Questions 5–14.*

- 1 When my father said that he would teach me to ride my bicycle without training wheels that weekend, my stomach tightened. He made it sound so simple, as though I would be cycling down the street by Sunday afternoon. To me, though, the little wheels at the back of my bicycle were the only thing standing between me and disaster.
- 2 I have always been a careful, clumsy sort of child, the kind who trips over flat ground. As Saturday crept closer, I kept picturing the same awful scene: wobbling once, crashing onto the road, and the whole street watching me scrape my knees while the other children laughed.
- 3 On the Friday evening, I practised just sitting on the still bicycle in our yard, both feet flat on the ground. I wanted to get used to the height and the balance before any wheels actually moved. Slowly, the bicycle began to feel a little less like a wild animal and a little more like mine. 10
- 4 On Saturday morning, my heart was already pounding before I even left the house. My hands gripped the handlebars far too tightly, my legs felt stiff and shaky, and I kept staring down at the front wheel instead of looking ahead.
- 5 Then my father gave the seat a push and let go. For one terrible moment the bicycle wobbled wildly, my mind went blank, and I was certain I was about to fall. 15
- 6 But then I heard my little sister on the pavement, clapping and cheering my name. Without quite meaning to, I pushed down on the pedals — once, twice — and suddenly the wobbling stopped and the bicycle rolled smoothly forward. Before I knew it, I had almost forgotten to be afraid.
- 7 I rode all the way to the end of our street before I dared to stop. My cheeks were flushed and my heart was still hammering, but inside I felt as though I were floating on air. I had done the very thing I had dreaded all week.
- 8 I would not say that I am a fearless cyclist now. But I am no longer scared of falling either. I learned that the fear is almost always bigger than the fall itself — and that the only way to beat it is to push off and start pedalling.

## Section C

### Text 4

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

- 1 Of all the things that keep us healthy, sleep is one of the easiest to ignore. With homework to finish, shows to watch and messages to answer, going to bed often feels like the least important job of the day. Yet a good night's sleep does more for a young person than almost anything else — and missing it costs us more than we think.
- 2 First of all, sleep repairs the body. While we are asleep, our muscles recover from the day, and the body 5 releases the very chemicals that help children and teenagers grow. This is why an athlete who sleeps badly tires quickly, while one who is well rested feels strong. A tired body also catches colds more easily, because sleep is when the body builds its defences.
- 3 Sleep is just as important for the mind. During the night, the brain sorts through everything we have learned and stores it away, a little like saving a file on a computer. A student who sleeps well after studying 10 remembers far more the next day than one who stayed up late. Sleep also steadies our moods, so that small problems do not feel like huge ones.
- 4 When we do not get enough sleep, the effects show quickly. A tired student finds it hard to concentrate, forgets simple things, and becomes grumpy over nothing. Lessons drag, mistakes creep in, and even a favourite hobby can feel like too much effort. Worst of all, one late night often leads to another, until being tired starts to feel normal.
- 5 The good news is that better sleep is mostly within our control. You can set a regular bedtime and stick to it, even at weekends. You can switch off your phone an hour before bed, since its bright screen tricks the brain into staying awake. A dark, quiet, cool room helps, and so does saving difficult homework for earlier in the evening rather than the last minute. 20
- 6 Families and schools can help too. Parents can keep mealtimes and bedtimes calm and regular, and avoid loading the evening with too many activities. Some schools start the day a little later for older students, or remind families how much sleep a teenager really needs. When the adults around them treat rest as something that matters, young people learn to do the same.

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## G2 English

### Paper 2 — Comprehension

#### *Question Paper*

BRONZE — SEC 1 (SET 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 garden club 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 join the garden club
- to explain the rules for looking after the garden
- to warn students that gardening is dangerous
- to advertise vegetables for sale

**3** Compare Text 1 and Text 2. Give one way the language of Text 1 is more cheerful 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 invites you to join an activity. Text 1 / Text 2 / Both / Neither
- (b) The text gives rules you must follow. 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 when his father offered to teach him, and how can you tell? Give **one** detail. [2]

.....

.....

.....

6 In Paragraph 2, the writer imagines ‘the whole street watching’. What does this tell us about what he was afraid of? [2]

.....

.....

7 In Paragraph 3, the writer practised ‘just sitting on the still bicycle’. Why do you think he did this? [2]

.....

.....

.....

8 In Paragraph 4, identify **two** ways the writer shows that he was nervous on Saturday morning. [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’s sister clapped and cheered
- the writer’s father let go of the seat
- the wobbling stopped and the bicycle rolled forward

10 In Paragraph 6, give **two** details that show the writer’s fear was fading. [2]

.....

.....

.....

11 Look at the table below. For each one, find a word or phrase from Paragraph 7. [2]

How the writer’s body showed he was still nervous: .....

How the writer felt inside: .....

12 In Paragraph 7, why do you think the writer ‘dared to stop’ only at the end of the street? Suggest **one** reason. [1]

.....

.....

[Turn over

**13** In Paragraph 1 the writer’s ‘stomach tightened’; by Paragraph 8 he is ‘no longer scared of falling’.  
Explain how the writer has changed, and what he has learned. [3]

.....

.....

.....

**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]

.....

.....



*[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 How sleep helps your body
- B How sleep helps your mind
- C What happens when you do not get enough sleep
- D What students can do to sleep better
- E How families and schools can help
- F Why sleep matters
- G Why we dream at night

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

.....

.....

.....

**17** In Paragraph 3, the writer compares the brain storing what we have learned to ‘saving a file on a computer’. Why is this a helpful comparison? [2]

.....

.....

.....

**18** In Paragraph 5, what does the writer mean when he says better sleep is ‘within our control’? [1]

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.....

.....

**19** Using your own words as far as possible, summarise what **students** and **families or schools** can do to help young people 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 help young people sleep better. Students can ...*

[Turn over

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

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