

# LearnUp

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# G2 English

## Paper 1 — Writing

*Editing · Situational · Continuous*

**GOLD — 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 science fair. 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 holds a science fair every year, and this year I entered for the first time.

My experiment were about how plants grow towards the light. 1 .....

I had prepared my display board very careful the night before. 2 .....

My lab partner and me practised explaining the project to each other. 3 .....

Each of the judges were given a clipboard and a score sheet. 4 .....

Despite I felt nervous, I managed to explain my findings clearly. 5 .....

The judges asked many question about how I had collected my data. 6 .....

There were lesser visitors in the afternoon than in the morning. 7 .....

To my great surprise, our project win second prize overall. 8 .....

Now I look forward in entering the science fair again next year. 9 .....

My teacher said that she was very proudly of all our hard work. 10 .....

The fair turned a nervous beginner into someone who now loves to experiment.

## Section B [30 marks]

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

### Question 2

*Look at the notice from Eastview Secondary in the Insert, read the information carefully and plan your answer before you begin to write.*

Write an email to Mrs Chua, the teacher in charge, to apply for one of the School Concert 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 evenings you are free to rehearse and help
- one idea that could make the concert run more smoothly

*Write your email in clear, accurate English. Make sure your tone is polite and enthusiastic in order to persuade Mrs Chua 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 were braver than you thought you could be. [Narrative]
- 4 Describe a place at night. Include what you can see and hear around you. [Descriptive]
- 5 Which do you prefer: a holiday outdoors in nature or a holiday in a city? Explain your choice. [Discursive]
- 6 ‘We learn more from our mistakes than from our 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 1 — Writing

*Insert · Section B*

GOLD — 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 Eastview Secondary below and use the information to answer the question on the Question Paper.

### Eastview Secondary — School Concert Helpers

Dear Students, Eastview Secondary is putting on its annual School Concert, and we need reliable helpers aged 13 to 16 to make the night run smoothly. Read about the three roles below, pick the one you would enjoy most, then apply by email. You may choose **one** role only.



#### Stage Crew

Move chairs, instruments and props on and off the stage quickly between acts.

- Quick on your feet
- Able to work as a team
- A rehearsal the week before

#### Ticket Helper

Check and collect tickets at the door and help guests find their seats.

- Polite and welcoming
- Good with a crowd
- A seating plan provided



#### Backstage Usher

Keep performers calm and ready, and send each act on at the right moment.

- Calm under pressure
- Organised and reliable
- A running order provided

*Every helper receives a certificate and a free seat at the dress rehearsal. Places are limited, so tell us why you would be a good fit. To apply, email the teacher in charge, Mrs Chua.*

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# G2 English

## Paper 2 — Comprehension

*Insert · Texts 1–4*

GOLD — SEC 1 (SET 2) TIER

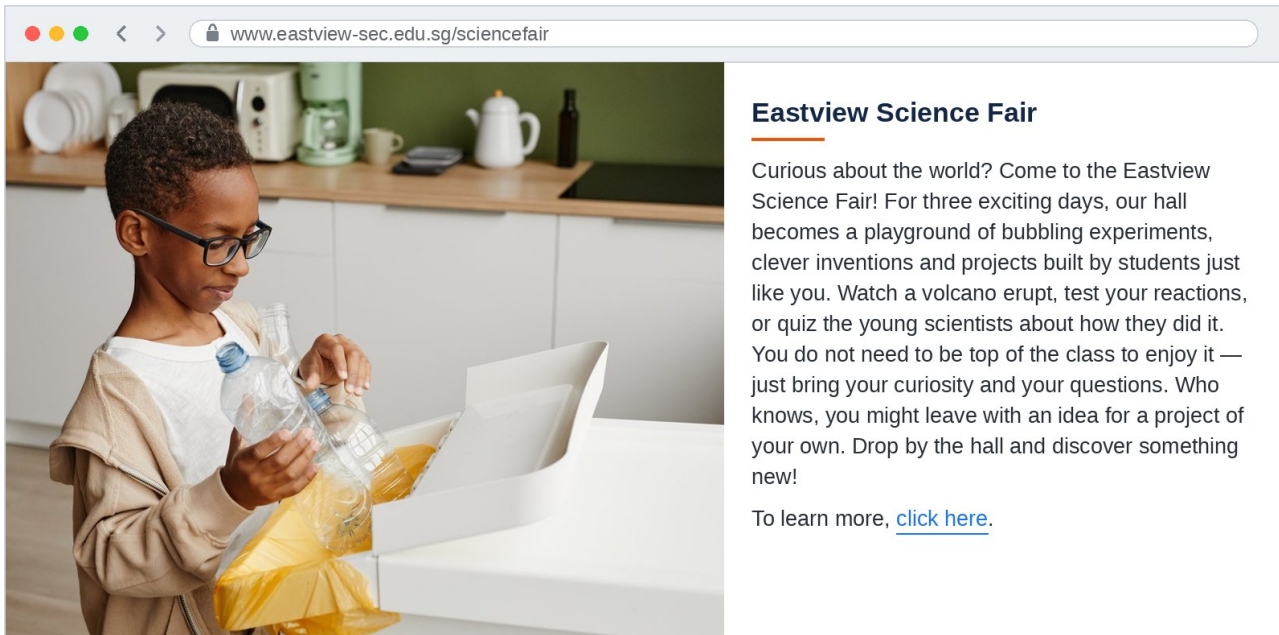
This Insert contains Text 1, Text 2, Text 3 and Text 4. Read the texts and answer the questions in the Question Paper.

**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 URL [www.eastview-sec.edu.sg/sciencefair](http://www.eastview-sec.edu.sg/sciencefair). The page features a photograph of a young boy with glasses, wearing a light-colored jacket, pouring a yellow liquid from a plastic bottle into a white container. The background shows a kitchen counter with various items like a kettle and a coffee maker. To the right of the image, the text reads:

### Eastview Science Fair

Curious about the world? Come to the Eastview Science Fair! For three exciting days, our hall becomes a playground of bubbling experiments, clever inventions and projects built by students just like you. Watch a volcano erupt, test your reactions, or quiz the young scientists about how they did it. You do not need to be top of the class to enjoy it — just bring your curiosity and your questions. Who knows, you might leave with an idea for a project of your own. Drop by the hall and discover something new!

To learn more, [click here](#).

Text 2 is taken from a science-fair leaflet.

A few simple rules keep the fair safe and enjoyable. Look with your eyes, and do not touch an experiment unless a student says you may. Stay behind the safety lines around anything with flames, liquids or moving parts. Ask the young scientists your questions politely, and give each project your full attention before moving on. Do not bring food or drink into the hall. Following these rules keeps everyone — and every experiment — safe.

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

*In the text below, the writer remembers her first overnight school camping trip. Read the text carefully and answer Questions 5–14.*

- 1** When our form teacher announced that our class would spend a night camping in the hills, the whole room buzzed with excitement. Two days in the open air, she said, with a campfire and a night under the stars. Everyone else cheered. For me, though, a tight knot formed in my stomach, because I had never once spent a night away from home.
- 2** I have always been a creature of comfort, happiest in my own room with the light on. As the trip drew 5 closer, the same uneasy picture kept returning to me: lying awake in a flimsy tent in the pitch dark, with every rustle and creak outside sounding like something waiting to get in.
- 3** So, in the week before we left, I made myself sleep with my bedroom light switched off, something I had quietly avoided for years. It felt silly at first, lying in the dark on purpose. But I hoped that if I could get used to the darkness at home, the hills might not feel so frightening. 10
- 4** On the first night, my nerves gave me away completely. I clutched my torch so tightly that my fingers ached, I jumped at every snapping twig near the fire, and I could barely swallow a mouthful of the dinner the others were happily wolfing down.
- 5** Long after we had gone to bed, a storm rolled in. Wind shook the tent, rain hammered on the canvas, and a crack of thunder jolted me awake. My heart raced, my thoughts ran wild, and I was a heartbeat away from shouting for the teacher in the next tent.
- 6** Then my tentmate, Hafiz, spoke softly in the dark. He made a quiet joke about the rain doing our washing for us, and asked me to listen for the gaps between the thunderclaps. Almost without noticing, I steadied my breathing, the fear began to shrink, and before long I had even laughed out loud.
- 7** By the time the storm passed and grey morning light crept into the tent, I had somehow slept. I crawled out yawning, my eyes heavy and my hair a mess, but inside I felt quietly amazed at myself. The night I had dreaded for a whole week was behind me, and I had got through it.
- 8** I would not say that I am an outdoors expert now. But I am no longer afraid of a night away from home. I learned that fear always feels biggest in the dark and alone — and that it shrinks the moment you face it, especially with a friend beside you. 25

## Section C

### Text 4

*The article below is about making mistakes. Read it carefully and answer Questions 15–19.*

- 1 Nobody enjoys getting things wrong. A red cross on a test, a wrong note in a recital, a joke that falls flat — mistakes can sting, and our first instinct is usually to hide them. Yet the people who improve the fastest are rarely the ones who never slip up. They are the ones who have learned to treat a mistake not as a disaster, but as a clue.
- 2 The clearest reason is that mistakes show us exactly what to fix. When everything goes right, we cannot always tell which part we truly understood and which part we were lucky with. A mistake points straight at the gap in our knowledge. A student who studies the questions she got wrong learns far more than one who only reviews the answers she already knew.
- 3 Mistakes also build resilience. Each time you get something wrong, survive the embarrassment and try again, you prove to yourself that a setback is not the end of the world. People who are used to making and fixing mistakes recover from disappointment more quickly, and they are braver about attempting hard things in the first place.
- 4 Sadly, the fear of mistakes can hold us back. A student who dreads being wrong may stop putting up his hand, stop trying difficult questions, or stop volunteering for anything new. By avoiding every chance to fail, he also avoids every chance to grow. In trying so hard not to look foolish, he quietly stops learning.
- 5 The good news is that we can change how we treat our own mistakes. When you get something wrong, resist the urge to crumple the page and forget it. Look closely at what went wrong and why, write down the correct version, and try a similar problem soon afterwards. Above all, remind yourself that a mistake today is simply a lesson you have not finished learning yet.
- 6 Teachers and families have a part to play, too. Adults who admit their own slip-ups, and who praise effort rather than only perfect results, teach young people that mistakes are a normal part of learning. A classroom where it is safe to be wrong is one where far more hands go up. Little by little, that safety turns nervous pupils into willing ones.

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# G2 English

## Paper 2 — Comprehension

### *Question Paper*

GOLD — 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 science fair 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 visit the science fair
- to explain the rules for staying safe at the fair
- to warn students that science is difficult
- to advertise science equipment for sale

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

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.....

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6 In Paragraph 2, the writer imagines ‘every rustle and creak outside sounding like something waiting to get in’. What does this tell us about what she was afraid of? [2]

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.....

.....

7 In Paragraph 3, the writer made herself ‘sleep with my bedroom light switched off’. Why do you think she did this? [2]

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8 In Paragraph 4, identify **two** ways the writer shows that she was nervous on the first night. [2]

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.....

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]

- a crack of thunder jolted the writer awake
- Hafiz made a quiet joke about the rain
- the writer was about to shout for the teacher

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 how tired she was: .....

How the writer felt inside: .....

12 In Paragraph 7, why do you think the writer felt ‘quietly amazed at myself’? Suggest **one** reason. [1]

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.....

.....

[Turn over

**13** In Paragraph 1 a ‘tight knot’ forms in the writer’s stomach; by Paragraph 8 she is ‘no longer afraid of a night away from home’. Explain how the writer has changed, and what she has learned. [3]

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.....

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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 How mistakes show us what to learn
- B How mistakes build resilience
- C How the fear of mistakes holds us back
- D What students can do about their mistakes
- E How teachers and families can help
- F Why mistakes matter
- G Why some mistakes are dangerous

**16** From Paragraph 3, give **two** ways that making mistakes can build resilience. [2]

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**17** In Paragraph 4, the writer says that by avoiding ‘every chance to fail’, a student ‘also avoids every chance to grow’. Explain what the writer means. [2]

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**18** In Paragraph 5, what does the writer mean by ‘a lesson you have not finished learning yet’? [1]

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.....

**19** Using your own words as far as possible, summarise what **students** can do about their mistakes, and how **teachers or families** can help. [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 learn from mistakes. Students can ...*

[Turn over

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

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