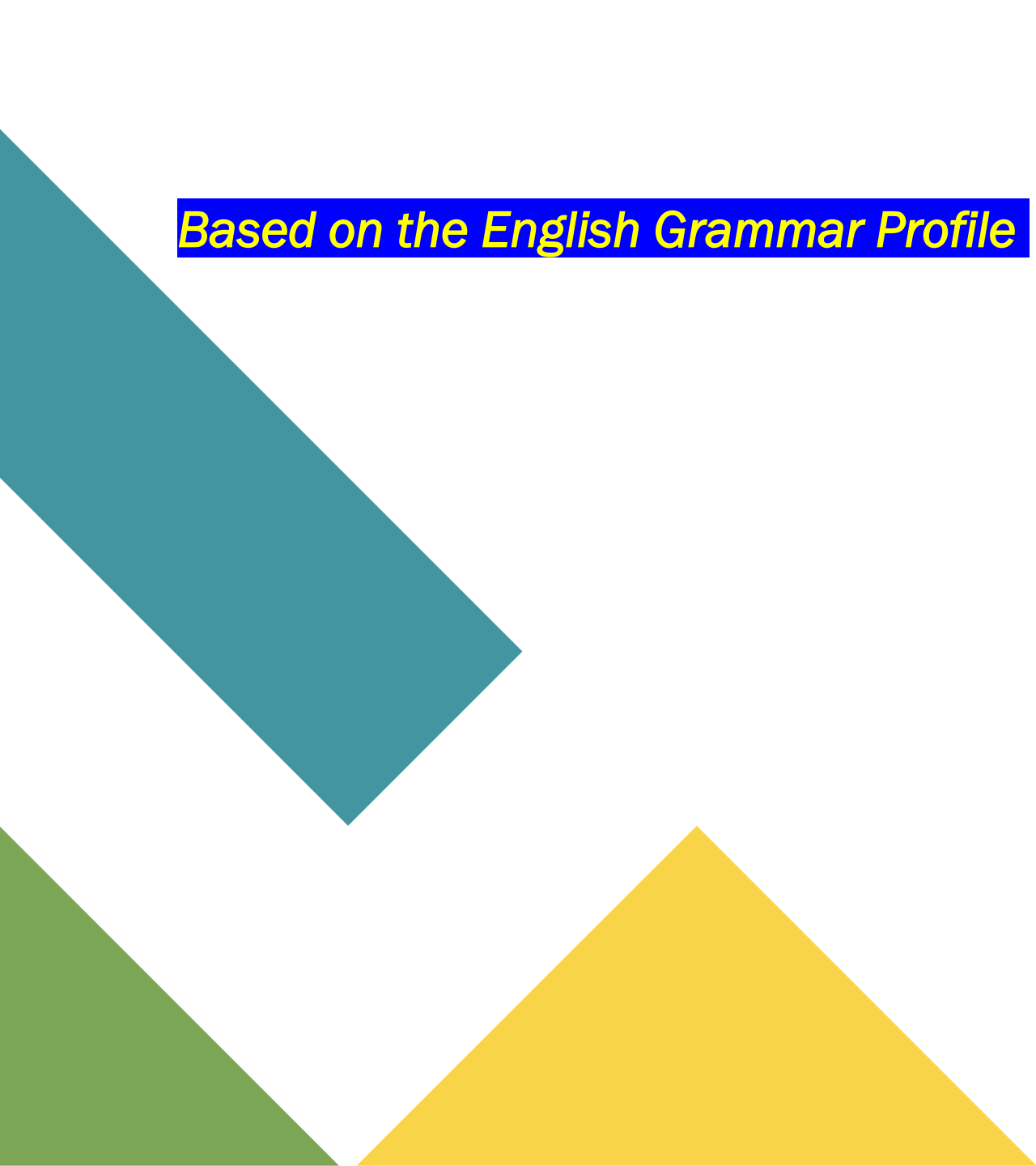




Based on the English Grammar Profile

English Grammar Revision

Grade 12 Advanced /
Term 3
May 2024

Contents

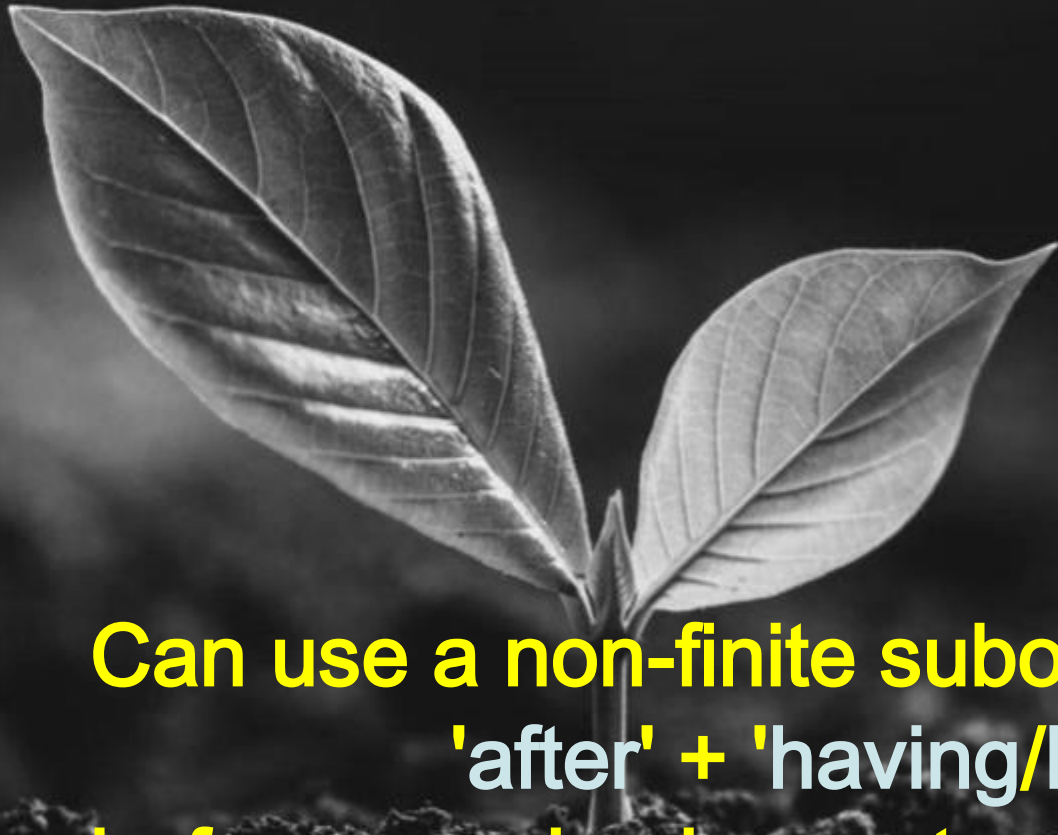
- **Subordinate Clause / Participle Clause**
- **Past Perfect Continuous**
- **Relative Clause**
- **Passive Infinitive**
- **Future Perfect Continuous**
- **Conjunction**



Had + been + V (ing)

Subordinate Clause / Participle Clause

Can use a non-finite subordinate clause with
'after' + 'having/being' + '-ed' form,
before a main clause, to refer to past time.



Subordinate Clause / Participle Clause

Can use a non-finite subordinate clause with:
'after' + 'having/being' + 'P.P.' form,
before a main clause, to refer to past time.

- After having worked for many hours, you'll probably be tired.
- After having left you, we reached Dublin and we stayed there for four days and then we made a tour of Ireland.
- After being given the pass you'll be able to take as many pictures you like.

1. Lily completed her chores. She treated herself to a movie marathon.
After having completed her chores, Lily treated herself to a movie marathon.

2. Mark was scolded by his teacher. Mark promised to improve his behavior in class.

3. They visited several museums. They decided to explore the local cuisine.

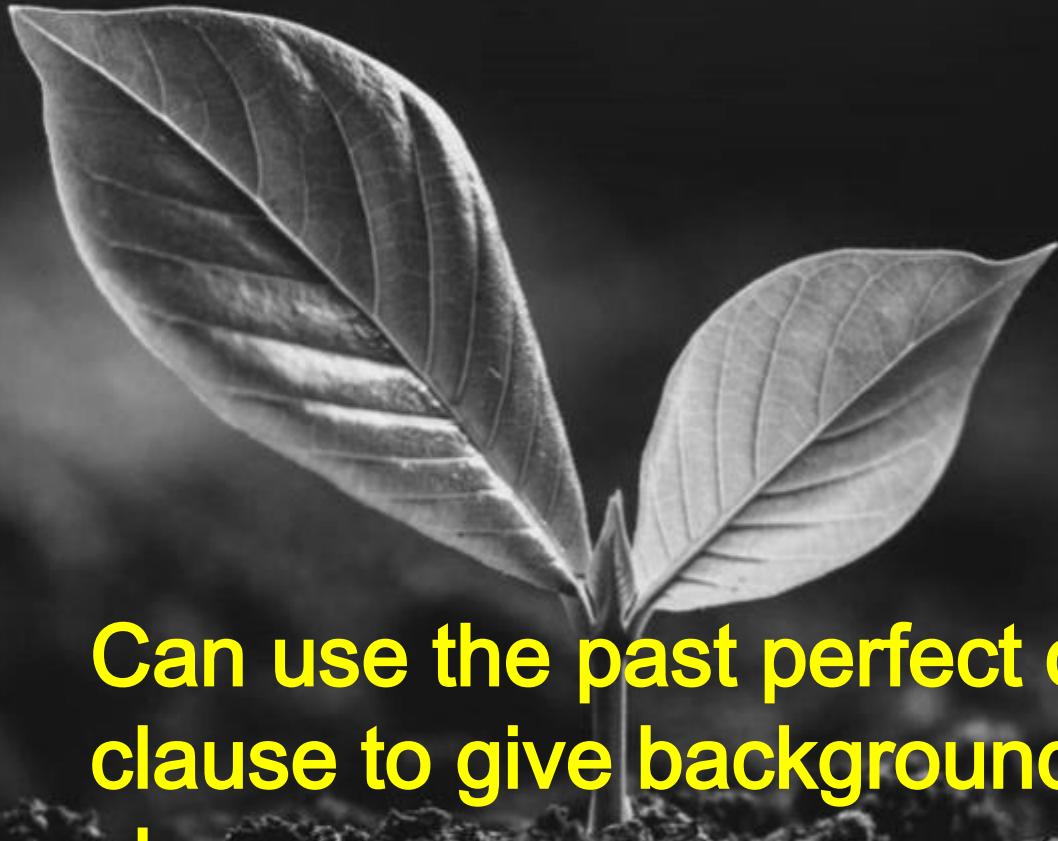
4. The children were awakened by the loud thunder,. The children huddled together
for comfort.

5. Sam had solved the puzzle. Sam felt a sense of satisfaction wash over him.

Had + been + V (ing)

Past Perfect Continuous

Can use the past perfect continuous in a relative clause to give background information. ► relative clauses



Can use the **Past Perfect Continuous** in a relative clause to give background information. ► relative clauses

- And there were two men who **had been** chasing the murderer to find out who the man is and rescue the girl.
- The guide also tells some funny stories about an old lord, who **had been** living there in the 18th century.
- After a few minutes the door was opened and the man who **had been** following me came in.

Past Perfect Continuous Positive

Make the past perfect continuous positive.

1. I _____ (work) all day, so I didn't want to go out.
2. She _____ (sleep) for ten hours when I woke her.
3. They _____ (live) in Beijing for three years when he lost his job.
4. When we met, you _____ (work) at that company for six months.
5. We _____ (eat) all day, so we felt a bit ill.
6. He was red in the face because he _____ (run).
7. It _____ (rain), and the road was covered in water.
8. I was really tired because I _____ (study).
9. We _____ (go) out for three years when we got married.
10. It _____ (snow) for three days.

•Answers

1. I had been working all day, so I didn't want to go out.
2. She had been sleeping for ten hours when I woke her.
3. They had been living in Beijing for three years when he lost his job.
4. When we met, you had been working at that company for six months.
5. We had been eating all day, so we felt a bit ill.
6. He was red in the face because he had been running.
7. It had been raining, and the road was covered in water.
8. I was really tired because I had been studying.
9. We had been going out for three years when we got married.
10. It had been snowing for three days.



A Relative Clause

Can use a **Relative Clause** to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason

Can use a Relative Clause to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason.

- It is now possible to send a letter and receive an answer within ten minutes, which is a good thing if you want to buy a house, a car etc.
- In addition, zoological gardens allow us to get to know the lifestyles of some animals better, which is very important from the point of view of their protection.
- I have also visited the dance shows and the art exhibitions, as well as the talks by writers, which were all really brilliant.
- We couldn't go to the party, which was a shame.

1. She finally found the necklace _____she had lost weeks ago.

☐Which

☐Who

☐when

2. He hired the contractor _____renovated his kitchen.

☐Which

☐Who

☐when

3. I met a writer_____.His house now looks like a museum.

☐who had been living in Paris for decades.

☐who have lived in Paris for decades.

☐Who was living in Paris for decades.

4. She failed the exam, _____given her lack of preparation.

☐which is not unexpected

☐who was not unexpected

☐which was not unexpected



The Passive Infinitive

Can use the **Passive Infinitive** affirmative and negative forms after an increasing range of main verbs, modal verbs, adjectives and nouns, in impersonal constructions.

- 
1. According to your advertisement, some training is supposed to be given.
 2. My composition was ready to be printed and I was searching for a piece of paper?
 3. I would prefer to sleep in a tent because I have never done it and I think it is an experience not to be missed, a very original adventure!
 4. The reason that I took part in your research was to help youngsters not to be addicted to computer games ?
 5. For one, the future homes might not be built out of bricks at all!

Can use the **Passive Infinitive** affirmative and negative forms after an increasing range of main verbs, modal verbs, adjectives and nouns, in impersonal constructions.



Complete the sentences making the appropriate changes.

1. The car _____ and polished to a shine.
 - ☐ is wash
 - ☐ was washed
 - ☐ was wash
2. The house _____ with lights for the holiday.
 - ☐ has decorated
 - ☐ was decorate
 - ☐ was decorated
3. The garden was landscaped _____ with colorful flowers.
 - ☐ beautiful
 - ☐ beautifully
 - ☐ was beautiful
4. She plans _____ for the job tomorrow.
 - ☐ to be interviewed
 - ☐ to interviewed
 - ☐ to been interviewed
5. He hopes _____ to the event next week.
 - ☐ to be invited
 - ☐ to be inviting
 - ☐ is invited
6. The report _____ before the deadline.
 - ☐ must to be submitted
 - ☐ must be submitted
 - ☐ must be submit
7. The problem _____ immediately.
 - ☐ should be addressed
 - ☐ should to be addressed
 - ☐ should be address
8. It's necessary _____ for emergencies.
 - ☐ to prepared
 - ☐ to be prepared
 - ☐ to been prepared
9. It's a requirement _____ before traveling abroad.
 - ☐ to be vaccine
 - ☐ to be vaccination
 - ☐ to be vaccinated

Future Perfect Continuous

Can use the affirmative form of
Future Perfect Continuous with
'will'.



Will + have + been + V (ing)

- This summer I will have been working for three years for my company.
- By 2050, Clara will have been teaching yoga for twenty years.

Identify the sentence that uses the affirmative form of future perfect continuous with 'will'.

- a) By tomorrow, they will be completing the project.
- b) They will have been working on the project for six hours by the evening.
- c) By next week, he is going to be traveling for months.
- d) She will have been cooking dinner for an hour by the time you arrive. ✓

Can use the affirmative form of Future Perfect Continuous with 'will'.

Usage:

to look back to the past from a point in the future and to emphasize the duration of an activity or event.

Future Perfect Continuous

Complete the sentences making the appropriate changes.

1. By the time he finishes his degree, he _____ neuroscience for seven years.

(use studying)

2. Next summer, they will travel around Europe for six months.

(change the sentence into future perfect continuous)

1. By the end of the day, I _____ reports for eight hours straight.

☐ will have writing

☐ Will have been writing

☐ Will have be writing

2. By the time the concert starts, the band _____ for weeks. (use rehearse)

3. By the time the guests arrive. We prepare dinner for three hours. (Combine the two sentences then change into future perfect continuous)

Can use a finite subordinate clause, before or after a main clause, with conjunctions to introduce conditions. ► clauses: conditionals

- Unless something is done, many people will die.
- Getting to work by car is comfortable and faster unless you are caught in a traffic jam.
- Provided the weather is fine, you could also go swimming or take a tour through our beautiful town.
- I agree with you that your house will certainly be too small and I like your suggestion to book the Majestic Hotel, provided it will not be too expensive.



Conjunctions

When you finish your chores, you can (will) go play outside.

Meaning	In this sentence, "when" is used to introduce the condition, and the main clause indicates the result or action that will happen in the future based on that condition.
Usage	Present simple tense can sometimes be used to refer to future events, especially when they are scheduled or planned. When used with conjunctions like "when" and "before", they indicate actions that will occur in the future. When + Present Simple + (,) + can/will + verb infinitive Before + present simple + (,) + imperative verb
Other examples	I will be ready to leave when you arrive home. When the sun sets, we will have a barbecue in the backyard. Finish your homework before you go to bed. Let's make sure to buy groceries before we run out of food. Before the concert starts, we need to find our seats.

He
She
It
Singular noun

Verb+
(s)

Simple
present
rule

I
We
You
they
Plural noun

Verb+ (inf)

Complete the sentences making the appropriate changes.

1.The clock (strike) midnight. The fireworks (light up) the sky. (use when)

1.Before the meeting _____, please review the agenda. (use begin)

2.When the oven timer goes off, the cookies _____ready to be taken out.

☐ is

☐ will be

☐ will being

3.The concert (start). Let's grab some snacks from that stand. (use before)

Choose the correct answer.

1. The film director shared anecdotes about the actors, who tirelessly for weeks to perfect their roles.

a. had rehearsed

b. had been rehearsed

c. had been rehearsing

2. After the storm passed, we discovered a shipwreck on the shore, ... had been sailing the seas for decades.

a. which

b. who

c. where

3. Despite our efforts, the project failed to meet the deadline, ... was for the entire team.

a. which / disappointing

b. who / disappointed

c. whose / disappoint

4. According to the latest research, a cure for cancer within the next decade, which would be a monumental
achievement for medical science.

a. might discover

b. might be discovering

c. might be discovered

5. The assignment needs to during your free time.

a. be completing

b. being completed

c. be completed

6. After being granted access, you'll be free to explore the museum at your own pace.

a. been granting

b. being granted

c. be granting

Choose the correct answer.

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Sarah said that she **was going** to the library the **next day**.

Meaning	Direct Speech Sarah said, "I am going to the library tomorrow."
Usage	1. **Change in Pronouns and Verb Tenses:** The pronouns, verb tenses, and time expressions typically change to reflect the shift from direct to reported speech. 2. **Backshift of Tenses:** In reported speech, the tense of the reporting verb often shifts back (or "backshifts") in time. For example, present simple becomes past simple, present continuous becomes past continuous, etc. 3. **Changes in Demonstratives and Time Expressions:** Demonstratives ("this," "these," "those," etc.) and time expressions may also shift to reflect the time frame of the reporting. 4. **Introduction of Reporting Verbs and Conjunctions:** Reporting verbs such as "said," "told," "explained," "asked," etc., are used to introduce reported speech. Conjunctions like "that," "if," or "whether" may also be used. "demonstrate" suggests a high level of certainty, while "suggest" indicates a lesser degree of certainty.
Other examples	- Direct speech: "The researcher said, "Our experiment demonstrates the efficacy of the new drug in treating Alzheimer's disease." - Indirect speech: The researcher illustrated that their experiment demonstrated the efficacy of the new drug in treating Alzheimer's disease."

Direct speech	Indirect speech	I	He/she
Present simple	Past simple	You	He/she/they/him/her
Present continuous	Past continuous	We	They
Past simple	Past perfect	Me	Him/her
Present perfect	Past perfect	Us	Them
Will future	Would + inf	My	His/her
Can	Could	Our	Their
Have to	Had to	Your	His/her/their
Imperative	To infinitive	Mine	His/hers
		Yours	Theirs/hers/his
		Ours	Theirs

Example:

Direct: "She said, "I will meet you at the cafe at 3 PM."

Indirect: She said that she would meet me at the cafe at 3 PM.

Change from direct to indirect speech.

○ Direct: "He exclaimed, "I have won the race!"

○ Direct: "She told me, 'Don't forget to bring your umbrella.'"

"I get up every morning at seven o'clock", Peter said.

☐ a) Peter said he got up every morning at seven o'clock.

☐ b) Peter said I got up every morning at seven o'clock.

☐ c) Peter said he had got up every morning at seven o'clock.

They said, "We've lived here for a long time".

☐ a) They said they have lived there for a long time.

☐ b) They said they lived here for a long time.

☐ c) They said they had lived there for a long time.

Susan reassured me, "I can come tonight".

☐ a) Susan told me I could come that night.

☐ b) Susan told me she could come that night.

☐ c) Susan told me she could come tomorrow evening.

Vocabulary List		
No	Word	Meaning
1	Appetite	شهية للأكل
2	Fever	حمى – حرارة
3	Fatigue	تعب – ارهاق
4	Nausea	غثيان
5	Contagious	معدي
6	Transmit	ينتقل
7	A business initiative	مبادرة تجارية
8	Decline	هبوط – نزول – تدني - انحدار
9	Critically endangered	مهددة بالانقراض بشكل خطير
10	Greenhouse gas	غازات الاحتباس الحراري
11	Ecosystem	النظام البيئي
12	Disrupted	متعطل - متقطع
13	Pollutants	ملوثات
14	Anxiety	قلق
15	Stressful	مجهد
16	Rewarding	مجزي – يستحق المكافأة
17	Workload	أعباء العمل
18	Measurable	قابل للقياس
19	Vision	رؤية
20	Overwhelming	غامر (شعور غامر)
21	Susceptible	معرض ل – سريع التأثير
22	Unprecedented	غير مسبق – لا مثيل له – جديد
23	Hybrid	هجين
24	Vaccination	لقاح
25	Strain	سلالة أو متحور

Writing topics:

- Environment
- Health and Fitness
- Feeling and Emotions

Writing type

Informative essay

1. **Introduction:**

- **Hook:** Start with an attention-grabbing statement, question, or quote that relates to your topic.
- **Background Information:** Provide context and background information to familiarize readers with the topic.
- **Thesis Statement:** Present the main argument or purpose of your essay in a clear and short manner. This should outline the main points you will discuss in the body paragraphs.

2. **Body Paragraphs:**

- **Topic Sentence:** Start each paragraph with a clear topic sentence that introduces the main point or argument of the paragraph.
- **Supporting Evidence:** Provide evidence, examples, statistics, or quotations to support your topic sentence and strengthen your argument.
- **Explanation:** Explain how the evidence supports your argument and relates back to your thesis statement.
- **Transition:** Use transitional words or phrases to smoothly transition to the next paragraph and maintain the flow of your essay.

3. **Conclusion:**

- **Restate Thesis:** Begin by restating your thesis statement to remind readers of the main argument of your essay.
- **Summary of Main Points:** Summarize the key points discussed in the body paragraphs, emphasizing the significance of each.
- **Final Thoughts:** Offer some final thoughts, insights, or reflections on the topic to leave a lasting impression on the reader.
- **Call to Action or Implication:** If appropriate, suggest actions that the reader can take or discuss the broader implications of your argument.
- **Concluding Statement:** End with a strong concluding statement that reinforces the importance of your argument and provides closure to your essay.

Remember:

The body paragraphs can vary in number depending on the length and complexity of your essay.

Each paragraph should focus on a single main point or argument, with supporting evidence and analysis to back it up.

Make sure to maintain coherence and logical progression throughout your essay by using transitions to connect ideas between paragraphs.

Write an informative essay examining the diverse ways in which students entertain themselves in today's digital age. Explore the various forms of entertainment, including hobbies, social activities, and online platforms, and discuss the impact of these activities on students' academic performance, social interactions, and overall well-being.

Helping Questions for Body Paragraphs:

1. How do students engage in recreational activities outside of academic settings, such as sports, arts, and outdoor pursuits?
2. What role do social activities, both online and offline, play in students' entertainment, including interactions with friends, participation in clubs or organizations, and attendance at events?
3. How do digital technologies and online platforms influence students' entertainment preferences and behaviors, including gaming, streaming services, social media usage, and content creation?

****Nouns:****

1. Entertainment
2. Recreation
3. Activities
4. Hobbies
5. Sports
6. Socialization
7. Technology
8. Platforms
9. Interactions
10. Well-being
11. Digital age
12. Options
13. Preferences
14. Impact
15. Challenges

****Adjectives:****

1. Diverse
2. Dynamic
3. Traditional
4. Creative
5. Social
6. Offline
7. Online
8. Pervasive
9. Responsible
10. Balanced
11. Universal
12. Multifaceted
13. Engaging
14. Relaxing
15. Valuable

****Verbs:****

1. Engage
2. Participate
3. Foster
4. Enhance
5. Shape
6. Navigate
7. Promote
8. Support
9. Unwind
10. Connect
11. Recharge
12. Develop
13. Express
14. Contribute
15. Understand

****Adverbs:****

1. Moreover
2. Additionally
3. Furthermore
4. Therefore
5. However
6. Consequently
7. Nevertheless
8. Meanwhile
9. Nonetheless
10. Accordingly
11. Hence
12. Thus
13. Nonetheless
14. Subsequently
15. Similarly

1. Sports: Playing sports such as basketball, soccer, tennis, or swimming.
2. Arts and Crafts: Engaging in creative activities like drawing, painting, sculpting, or crafting.
3. Music: Playing musical instruments, singing, or listening to music.
4. Reading: Enjoying books, magazines, or online articles.
5. Gaming: Playing video games on consoles, computers, or mobile devices.
6. Outdoor Activities: Hiking, camping, biking, gardening, or exploring nature.
7. Socializing: Spending time with friends, attending parties, or hosting gatherings.
8. Watching Movies and TV Shows: Streaming movies, watching TV series, or going to the cinema.
9. Traveling: Exploring new places, going on road trips, or visiting tourist attractions.
10. Cooking and Baking: Trying out new recipes, baking desserts, or cooking meals with friends.
11. Photography: Capturing moments, landscapes, or artistic shots with a camera or smartphone.
12. Gaming: Engaging in board games, card games, or tabletop role-playing games with friends.
13. Fitness: Exercising at the gym, practicing yoga, or participating in group fitness classes.
14. Volunteering: Contributing to community service projects, helping those in need, or participating in charity events.

In today's fast-paced and digitally-driven world, students have a plethora of options when it comes to entertainment outside of their academic pursuits. From traditional hobbies to social activities and the ever-expanding realm of online platforms, the ways in which students entertain themselves are diverse and dynamic. This essay aims to explore these various forms of entertainment and their impact on students' academic performance, social interactions, and overall well-being.

One way students entertain themselves is through engaging in recreational activities that provide a break from their academic responsibilities. For instance, sports offer not only physical exercise but also opportunities for teamwork, leadership development, and stress relief. Similarly, arts and creative hobbies such as painting, music, or writing allow students to express themselves and unwind from the pressures of school. Additionally, outdoor pursuits such as hiking, camping, or gardening provide avenues for relaxation and connecting with nature. By participating in these activities, students not only recharge their minds but also develop valuable skills and interests that contribute to their overall well-being.

Moreover, social activities play a crucial role in how students entertain themselves and form connections with others. Offline interactions, such as spending time with friends, attending parties or events, and joining clubs or organizations, provide opportunities for socialization, support, and personal growth. These activities foster a sense of belonging and community among students, enriching their college experience beyond the classroom. Furthermore, online social platforms, including social media, gaming networks, and virtual communities, offer avenues for connecting with peers from diverse backgrounds and sharing common interests. While these platforms can enhance social interactions and provide entertainment, they also raise concerns about excessive screen time and potential negative effects on mental health and well-being.

Additionally, in today's digital age, the influence of technology on how students entertain themselves cannot be overstated. Digital technologies and online platforms offer a vast array of entertainment options, from streaming services and gaming platforms to social media and content creation tools. Students often turn to these platforms for relaxation, information, and socialization, shaping their entertainment preferences and behaviors. However, the pervasive use of digital technologies also raises questions about screen addiction, cyberbullying, and the impact of excessive screen time on academic performance and mental health. As educators and parents navigate these challenges, it's essential to promote responsible digital citizenship and encourage a balanced approach to technology use among students.

In conclusion, the ways in which students entertain themselves are multifaceted, encompassing a wide range of activities and experiences. Whether through traditional hobbies, social interactions, or digital platforms, students seek out entertainment that resonates with their interests and preferences. By understanding the diverse forms of student entertainment and their implications, educators and policymakers can better support students' holistic development and well-being in today's rapidly evolving world.

A healthy mind and a healthy body are interconnected and vital for overall well-being. When we prioritize mental and physical health, we can lead fulfilling and balanced lives.

Having a healthy mind involves maintaining good mental health. This includes managing stress, practicing self-care, nurturing positive relationships, and engaging in activities that promote emotional well-being. Taking time for relaxation, practicing mindfulness, and seeking support when needed are all essential aspects of maintaining a healthy mind.

A healthy body, on the other hand, relies on regular physical activity, proper nutrition, and adequate rest. Engaging in exercise not only strengthens our muscles and improves cardiovascular health but also releases endorphins, promoting a positive mood. Eating a balanced diet rich in nutrients fuels our bodies, supporting overall health and immune function. Prioritizing sufficient sleep allows our bodies and minds to recharge, promoting optimal functioning.

The connection between a healthy mind and body is equal. Engaging in physical activity boosts our mental well-being by reducing stress, improving cognitive function, and enhancing self-esteem. Similarly, when we prioritize our mental health, we are more likely to make choices that support our physical well-being, such as adopting healthier habits and seeking proper medical care when needed.

By nurturing a healthy mind and body, we can experience improved resilience, increased energy levels, and a greater sense of happiness and performance in our lives. Taking care of ourselves allows us to thrive and better manage the challenges that come our way.

1. What is the relationship between a healthy mind and a healthy body?

- a) They have no relationship
- b) They are completely independent of each other
- c) They are interconnected and important for overall well-being

2. What are some aspects of maintaining a healthy mind?

- a) Regular physical activity and proper nutrition
- b) Managing stress and practicing self-care
- c) Engaging in relaxation techniques and seeking medical care

3. What are the benefits of regular physical activity?

- a) Strengthening muscles and improving cardiovascular health
- b) Enhancing cognitive function and reducing stress
- c) Promoting positive mood and releasing endorphins
- d) All of the above

READING COMPREHENSION - HEALTHY MIND HEALTHY BODY

4. How does a balanced diet contribute to a healthy body?

- a) It supports overall health and immune function
- b) It promotes positive mental well-being
- c) It helps manage stress and improve self-esteem

5. How does prioritizing mental health impact physical well-being?

- a) It reduces stress and improves cardiovascular health
- b) It promotes a positive mood and encourages relaxation
- c) It leads to healthier habits and better medical care choices
- d) It strengthens muscles and increases energy levels

6. What are the potential benefits of nurturing a healthy mind and body?

- a) Improved resilience and increased energy levels
- b) Reduced cognitive function and weakened immune system
- c) None of the above

7. How can physical activity affect mental well-being?

- a) It increases stress levels and reduces self-esteem
- b) It promotes a positive mood and enhances cognitive function
- c) It has no impact on mental well-being

8. What is the importance of sufficient sleep for overall well-being?

- a) It allows the mind and body to recharge and function optimally
- b) It promotes positive relationships and emotional well-being
- c) It releases endorphins and strengthens the immune system

9. How does practicing mindfulness contribute to a healthy mind?

- a) It strengthens muscles and improves cardiovascular health
- b) It reduces stress and enhances self-esteem
- c) It promotes positive relationships and social activities

10. What are some benefits of a healthy mind and body?

- a) Increased stress levels and decreased energy levels
- b) Weakened immune function and reduced resilience
- c) Improved resilience and increased happiness and fulfillment

Reading Test – CA 1 – T3 -2023/2024

Read the following text and then answer the questions below:

In the hustle and bustle of junior year, Sarah found herself swamped by an avalanche of responsibilities. From challenging classes and after-school activities to the daunting horizon of college applications, it felt like she was being pulled under by a tough current of demands.

One crisp afternoon, sensing her best friend's spiraling spirits, Emily suggested they escape to the tranquility of the park. It was there, amidst the serene whispers of nature, that Emily initiated a crucial heart-to-heart. "Sarah, you've been off your game," she began, concern lacing her words. "What's weighing on you?"

Initially hesitant, Sarah's defenses soon crumbled, revealing a storm of self-doubt and fear of inadequacy. "I'm struggling to keep pace, Emily. I'm scared I just don't measure up," she admitted, her voice a mere whisper against the rustling leaves.

As Emily listened, her heart ached for Sarah. With a reassuring tone, she replied, "Sarah, you're perfect in your own unique way. Forget about living up to others' expectations. It's time you followed your heart and found joy in what truly matters to you." These words acted as a beacon for Sarah, illuminating a path she had long neglected—her own desires. Sparked by this realization, she underwent a profound change of heart.

The following day, Sarah took a leap of faith. She'd always dreamed of acting, and with her heart set on it, she auditioned for the school play. Despite pouring her soul into the performance, her heart was broken when she wasn't selected. Yet, refusing to lose heart, Sarah leaned on the unwavering support of her loved ones and continued to chase her acting dreams.

Her perseverance was a testament to her resilience. Just when she started to get to the heart of what it meant to pursue her passion relentlessly, her efforts bore fruit. Sarah landed the lead in a community theater production, a victory that taught her to proudly wear her heart on her sleeve.

READING COMPREHENSION – 2 Follow your heart

1. What was Sarah struggling with during her junior year?

- ☐ Lack of friends
- ☐ Overwhelming responsibilities
- ☐ Fear of heights
- ☐ Boredom with school

2. Where did Emily suggest they go to escape the hustle and bustle?

- ☐ Library
- ☐ Park
- ☐ Mall
- ☐ Movie theater

3. What did Emily notice about Sarah's spirits?

- ☐ They were high
- ☐ They were spiraling
- ☐ They were indifferent
- ☐ They were dreaming

4. What did Sarah admit to Emily about her feelings?

- ☐ She was excited about college applications
- ☐ She was struggling to keep pace
- ☐ She was confident in her abilities
- ☐ She was content with her life

5. What did Emily encourage Sarah to do?

- ☐ Give up on her dreams
- ☐ Follow her heart
- ☐ Ignore her passions
- ☐ Focus on others' expectations

6. What did Sarah decide to audition for? School band

- ☐ Debate team
- ☐ School play
- ☐ Science club

1. 7. How did Sarah feel when she wasn't selected for the school play?

- ☐ Relieved
- ☐ Heartbroken
- ☐ Indifferent
- ☐ Excited

2. 8. Who did Sarah lean on for support after not being selected for the school play?

- ☐ Teachers
- ☐ Strangers
- ☐ Loved ones
- ☐ Classmates

3. 9. What did Sarah eventually land a lead role in?

- ☐ School play
- ☐ Community theater production
- ☐ Dance recital
- ☐ Art exhibition

1. 10 What did Sarah learn from her journey?

- ☐ To give up on her dreams
- ☐ To hide her passions
- ☐ To proudly wear her heart on her sleeve
- ☐ To ignore her loved ones' advice

Model answers:

1. Overwhelming responsibilities
2. Park
3. They were spiraling
4. She was struggling to keep pace
5. Follow her heart
6. School play
7. Heartbroken
8. Loved ones
9. Community theater production
10. To proudly wear her heart on her sleeve



Add your notes to this table

Advantages of using plastic	Disadvantages of using plastic
• Useful for kitchenware • Cheap and easy to produce • Doesn't rot or rust	• Creates trash and pollution • Threat to sea life and wildlife • Recycling is expensive and unpopular