

**SINGAPORE CHINESE GIRLS' SCHOOL**  
**SECOND SEMESTRAL ASSESSMENT 2020**  
**ENGLISH LANGUAGE**  
**PRIMARY FIVE**

Name: \_\_\_\_\_ (     )

Date: 13 October 2020

Class: Primary 5 SY / C / G / SE / P.

Parent's Signature:

	Marks Obtained	Highest Possible Marks
Part One		15
Part Two		40
Sub-total		55

**ENGLISH LANGUAGE**  
**PAPER 1 (WRITING)**

1 hour 10 minutes

55 marks

**INSTRUCTIONS TO CANDIDATES**

1. Do not turn over this page until you are told to do so.
2. Answer all questions.

**Part 1: Situational Writing (15 Marks)**

- 1 The pictures below show a conversation between Joel and his cousin, Ella. The conversation took place in Ella's house. Study the pictures carefully.



**Mega Bookstore's annual book fair is here again!**

**Don't miss out on the best deals!**

**28 November 2020**

**10 a.m. to 10 p.m.**

**Jumbo Exhibition Hall**

Produce this coupon to receive a free goodie bag!  
Each bag holds stationery supplies worth more than \$100!

**Your Task**

Imagine you are Joel.

**Write an email to your friend, Peter, to ask him to go to the book fair with you.**

You are to refer to the pictures and information on page 1 for your email.

In your email, include the following key information:

- where the book fair will take place
- the date of the book fair
- why your cousin is not able to go
- what the coupon is for
- two details to encourage Peter to go to the book fair with you

You may reorder the points. Remember to write in complete sentences.

**Part 2: Continuous Writing (40 Marks)**

Write a composition of at least 150 words about a **special project**.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the special project?
- Why was the project special?

You may use the points in any order and include other relevant points as well.



End of Paper



**SINGAPORE CHINESE GIRLS' SCHOOL**  
**SECOND SEMESTRAL ASSESSMENT 2020**  
**ENGLISH LANGUAGE**  
**PRIMARY FIVE**

Name: \_\_\_\_\_ (     )

Date: 26 October 2020

Class: Primary 5 SY/C/G/SE/P

**PAPER 2 (LANGUAGE USE AND COMPREHENSION)**  
**BOOKLET A**

28 questions

28 marks

Total time for Booklets A and B: 1 hour 50 minutes

**INSTRUCTIONS TO CANDIDATES**

1. Do not turn over this page until you are told to do so.
2. Follow all instructions carefully.
3. Answer all questions.
4. Shade your answers on the Optical Answer Sheet (OAS) provided.

For each question from 1 to 10, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet.

(10 marks)

1. All the participants of this event \_\_\_\_\_ to the same company.
  - (1) belong
  - (2) belongs
  - (3) belonging
  - (4) has belonged
  
2. "Mingli's been to our house before, \_\_\_\_\_ ~~she~~?" asked Mdm Tan.
  - (1) isn't she
  - (2) didn't she
  - (3) hasn't she
  - (4) haven't she
  
3. She heard the kitten \_\_\_\_\_ while she was on her way to school.
  - (1) mew
  - (2) mews
  - (3) mewed
  - (4) was mewing
  
4. \_\_\_\_\_ Robbie is only two years old, he has already demonstrated immense talent for singing and dancing.
  - (1) Since
  - (2) Although
  - (3) However
  - (4) Whenever
  
5. The sound quality of the video \_\_\_\_\_ not clear, but it has since been improved.
  - (1) is
  - (2) are
  - (3) was
  - (4) were

6. As an author, she has a good understanding \_\_\_\_\_ the requirements to weave a powerful story.

- (1) in
- (2) of
- (3) on
- (4) for

7. Having put in \_\_\_\_\_ effort into the preparation process, the team was proud of themselves despite losing the competition.

- (1) few
- (2) little
- (3) many
- (4) much

8. "Without the support of my family, I \_\_\_\_\_ come this far," he said as he held up the trophy.

- (1) will not have
- (2) must not have
- (3) would not have
- (4) should not have

9. During the Circuit Breaker, Singaporeans were advised not to go out \_\_\_\_\_ necessary to reduce the chances of viral spread.

- (1) if
- (2) but
- (3) when
- (4) unless

10. Ahmad, together with his cousins, \_\_\_\_\_ an online coding course every Saturday.

- (1) attend
- (2) attends
- (3) attending
- (4) have attended

For each question from 11 to 15, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet.  
(5 marks)

11. After reading about the lives of children in other countries, Norah realised that being able to attend school every day was a \_\_\_\_\_ she should not take for granted.

- (1) right
- (2) privilege
- (3) concession
- (4) prerequisite

12. Having seen the strong competition, I am \_\_\_\_\_ about my chances of success.

- (1) sceptical
- (2) confident
- (3) optimistic
- (4) convinced

13. The bride's hair was \_\_\_\_\_ with beautiful white flowers.

- (1) adorned
- (2) scattered
- (3) enhanced
- (4) reinforced

14. Instead of arguing, the owner calmly produced evidence to \_\_\_\_\_ the customer's claim.

- (1) react
- (2) retort
- (3) refute
- (4) rebuke

15. Could you \_\_\_\_\_ my essay for any spelling or grammar mistakes, please?

- (1) look up
- (2) look for
- (3) look into
- (4) look over



For each question from 16 to 20, choose the word closest in meaning to the underlined word(s).  
Shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

It all started when 16-year-old Beatrice Wong read a news report about the lack of (16)  
disposable masks early in 2020. The Secondary 4 student immediately thought about  
vulnerable groups who would have difficulty affording masks, and quickly got to work.  
(17)  
Together with her brother, Adriel, 12, and their mother, the Wong family has sewn  
and donated over 300 reusable masks. This is no mean feat in the short time.  
(18)  
Beatrice and her family got off to a slow start. However, as time went by, everything  
ran like clockwork.  
(19)  
Being a frequent volunteer with charity organisations, this is not Beatrice's first foray  
(20)  
into helping others in the community. "It doesn't hurt to make the first move to help. What  
you receive is beyond gratification. Step out of your comfort zones and you'll be surprised."

16. (1) influx  
(2) excess  
(3) surplus  
(4) shortage
17. (1) elite  
(2) needy  
(3) minority  
(4) dominant
18. (1) affirmation  
(2) acquisition  
(3) achievement  
(4) acknowledgement
19. (1) boldly  
(2) shakily  
(3) smoothly  
(4) constantly
20. (1) attempt  
(2) distraction  
(3) competition  
(4) commitment

Study this flyer carefully and then answer questions 21 to 28.

## Unlock Your True Potential at Resilience Secondary School!



Resilience Secondary School (RSS) was founded in 1885 by Mr Howard Eng, a successful businessman who overcame many challenges in life with perseverance. With a deep conviction that every child should have a fair chance at education which prepared them for life, he aspired to build a vibrant school ahead of its times to nurture students and give back to the community. This vision has been the school's guiding philosophy, even till today. Join the RSS family to unlock your true potential!

### Expanding Minds through Academics



- Exposure to a wide range of contexts and situations to apply knowledge and skills
- Emphasis on deep understanding instead of rote learning for greater transference of learning
- Extension of core curriculum with electives such as Theatre Studies, Digital Design, Sports Science and Culinary Arts
- Encouragement of innovation and student-led projects



### Lifting Spirits with Activities

- Focus on providing time and opportunities for discovering talents and interests
- Forging of close bonds through clubs and societies
- Facilitation of character development through activities in multiple domains (e.g. competitive and recreational sports, performing arts, student-initiated interest groups)



### Getting to the Heart of Service

- Development of compassion and empathy through community service and environmental activism
- Dedication of service through pre- and post-service briefings, workshops, preparatory sessions, regular reflections and student ambassadors' forums

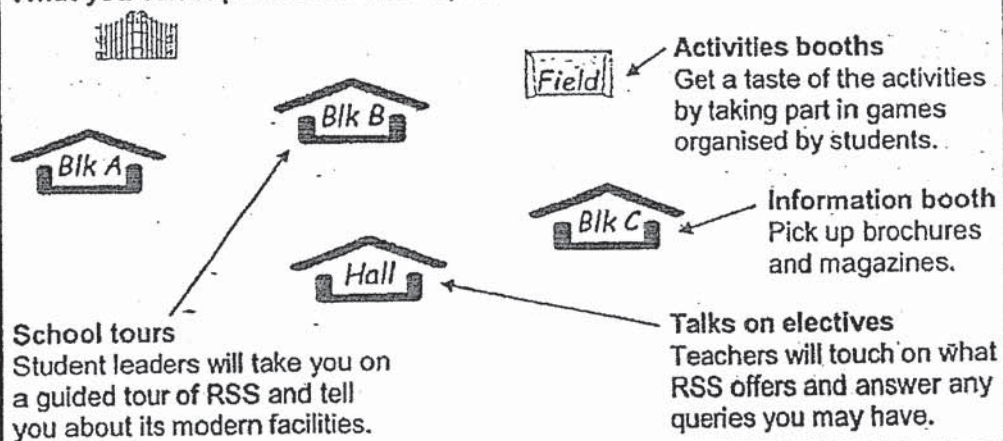
Resilience Secondary School welcomes you to our  
**ANNUAL OPEN HOUSE!**

Come and experience the RSS environment and culture.  
Take the opportunity to speak with the school leaders and let them  
share their vision for the future of RSS with you.

**Date: 14 November 2020**  
**Time: 9 a.m. to 4 p.m.**

Those interested in attending the talks on electives, please write in to  
Miss Qua at [xy\\_qua@rss.sg](mailto:xy_qua@rss.sg) by 6 November 2020 to register.  
Visit the school website ([www.rss.sg](http://www.rss.sg)) for more details!

### What you can expect at the RSS Open House 2020





For each question from 21 to 28, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and shade your answer on the Optical Answer Sheet. (8 marks)

21. Which is the most likely reason that the school was named "Resilience Secondary School"?

- (1) It highlighted the vibrant nature of the school.
- (2) It helped to convey the importance of education.
- (3) It was named after the most important value to people then.
- (4) It was named after the value which brought its founder to success.

22. Why did Mr Howard Eng found Resilience <sup>Secondary</sup> ~~High~~ School?

- (1) He had found teachers who shared his belief.
- (2) He had dreamt of starting a school since he was young.
- (3) He wanted to set up a school that was different from the rest.
- (4) He felt that he could bring a wealth of experience to the school.

23. Look at the section "Expanding Minds through Academics". What enables students to transfer their learning?

- (1) rote learning
- (2) deep understanding
- (3) exposure to various contexts
- (4) applying knowledge and skills

24. According to the section "Lifting Spirits with Activities", which of the following may not be true of the school?

- (1) It values friendships amongst students.
- (2) It offers activities across different domains.
- (3) It considers it important for students to discover interests.
- (4) It provides equal amount of time for all interest groups.

25. Why is "Getting to the Heart of Service" an appropriate sub-heading for that section?

- (1) The school helps students understand what service is really about.
- (2) The students are encouraged to follow their heart when they serve.
- (3) The students are all involved in doing the community a great service.
- (4) The school makes sure that the students complete many community service tasks.

26. Patrick will be going to the open house. He would like to ask some questions about the electives. What should he do?

- (1) Register for a talk by 6 November 2020.
- (2) Visit the school's website at [www.rss.sg](http://www.rss.sg).
- (3) Find a chance to speak to the school leaders.
- (4) Email the questions to Miss Qua at [xy\\_qua@rss.sg](mailto:xy_qua@rss.sg).

27. During the open house, where should visitors go to interact with students of the school?

- (1) hall and field
- (2) Blk C and hall
- (3) Blk B and field
- (4) Blk B and Blk C

28. What is the main purpose of the flyer?

- (1) to recognise RSS as an outstanding school
- (2) to attract students to select RSS as their school of choice
- (3) to provide information on the upcoming events organised by RSS
- (4) to discuss the effectiveness of RSS's method of educating students

END OF BOOKLET A



**SINGAPORE CHINESE GIRLS' SCHOOL**  
**SECOND SEMESTRAL ASSESSMENT 2020**  
**ENGLISH LANGUAGE**  
**PRIMARY FIVE**

Name : \_\_\_\_\_ (       ) Date: 26 October 2020

Class : Primary 5 SY/C/G/SE/P

Parent's Signature: \_\_\_\_\_

	Marks Obtained	Highest Possible Marks
Booklet A		28
Booklet B		67
Sub-total		95

**PAPER 2 (LANGUAGE USE AND COMPREHENSION)**

**BOOKLET B**

**Total time for Booklets A and B : 1 hour 50 minutes**

**INSTRUCTIONS TO CANDIDATES**

Do not turn over this page until you are told to do so.

Follow all instructions carefully.

Answer all questions.

Write your answers in this booklet.

There are 10 blanks, numbered 29 to 38, in the passage below. From the list of words given, choose the most suitable word for each blank. Write its letter (A to Q) in the blank. The letters (I) and (O) have been omitted in order to avoid confusion during marking. (10 marks)

**EACH WORD CAN BE USED ONLY ONCE.**

(A) an	(D) for	(G) into	(K) through	(N) while
(B) and	(E) from	(H) of	(L) to	(P) with
(C) at	(F) in	(J) that	(M) when	(Q) without

With her small stature, Ms Chelsea Ann Sim does not strike many as a taekwondo exponent at first glance. The 1.5m-tall athlete also has two heart conditions that leave her breathless at times and put her at risk \_\_\_\_\_ heart failure.

(29)

However, she has been in the sport for more than ten years now, and she has proven herself in the field, with at least four medals from major regional competitions – much \_\_\_\_\_ her surprise.

(30)

Born with a hole in her heart, Ms Sim was never \_\_\_\_\_ sports as a child as she would get breathless if she overexerted herself. Her worried parents took many precautions with her and she was exempted \_\_\_\_\_ the National Physical Fitness Award tests in school.

(31)

(32)

Things changed \_\_\_\_\_ she turned eleven as her older sister insisted that she take taekwondo lessons at a nearby community centre. After she started, her love \_\_\_\_\_ the sport grew. She was selected to be part of the national team when she was 14 years old.

(34)

Ms Sim was diagnosed \_\_\_\_\_ her second heart condition while she was training for the 2015 SEA Games in Singapore. However, \_\_\_\_\_ did not crush her spirit as she bettered her results at the Games, earning a gold medal in the same category.

(35)

(36)

Looking back, Ms Sim said she would not have made it \_\_\_\_\_ the help from her family, coaches and friends in taekwondo. "I didn't do it alone. I am very lucky to have had a very extensive support system – from my family to the Singapore Taekwondo Federation and my coaches. They've seen me grow \_\_\_\_\_ the years and groomed me to be who I am today," she said. She hopes that her story will inspire others in similar situations to persevere.

(37)

(38)

*Adapted from The Straits Times*

Each of the underlined words contains a spelling or grammatical error. Write the correct word in each of the boxes. (12 marks)

The chatter in our classrooms and canteens has been replaced by the uneasiness we  
(39)

experiencing inside our socially-distanced bubbles. Social-distancing sometimes makes a

rare, extended conversation with a friend feel like the day's crowning achievement.

(40)  (41)

During a crisis, take the time to be kind and apprehensive is vital to dampen

(42)  (43)

loneliness and promote generosity. Perhaps we can write a card to a friend or volunteer to

(44)

do a household chore. We will probably also note that, even with the masks, we can see

(45)

the smiles on the eyes of others. Therefore, it is important to continue smiling.

(46)  (47)

Besides an act of gratitude is meant for the recipient, it actually benefits the

giver too. When people around you feel seen and acknowledged, they return the favour,

(48)

invest more in their efforts, and form stronger connections. This are all essential

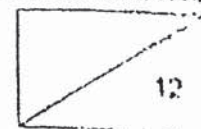
(49)

ingredients to offset the stress of a crisis. Giving thanks can be infactious. Even when we

(50)

are uncertain about the present and future, we can control our action. We can choose to

help multiply gratitude.





Fill in each blank with a suitable word.

(15 marks)

Helen Keller was born on June 27, 1880. She was raised \_\_\_\_\_ (51) America. When Helen was a toddler, she fell ill with a high \_\_\_\_\_ (52) and lost both her sight and her hearing. Soon, Helen realised that she was \_\_\_\_\_ (53) from others as she could not do what others could. It was extremely difficult for Helen to let others know what \_\_\_\_\_ (54) needed. She would get very frustrated.

Helen's parents \_\_\_\_\_ (55) an amazing teacher, Annie Sullivan, to teach Helen. Annie tried to press the letters of words into Helen's hand. Initially, Helen still did not \_\_\_\_\_ (56) that the hand signs had meaning. One day, Annie put Helen's hand into water coming from a pump. Then, she spelt out water into Helen's other \_\_\_\_\_ (57). Annie taught Helen patiently. Finally, something clicked. Helen understood what Annie was doing. An entire new world opened up for Helen. Annie's patience towards Helen was worthwhile. Helen learned a number of new words that day. In many ways, it was one of the happiest days of her \_\_\_\_\_ (58).

Soon, Helen could \_\_\_\_\_ (59) entire books in Braille, a special reading system where the letters are made out of little bumps on a page. It is truly an amazing accomplishment that Helen learnt to read \_\_\_\_\_ (60) she could not see or hear.

As Helen \_\_\_\_\_ (61) older, she wanted to help other people like herself. She wanted to inspire them and \_\_\_\_\_ (62) them hope. She joined the American Foundation for the Blind and travelled across the \_\_\_\_\_ (63) giving speeches to her fellow citizens. During World War II, she visited the wounded army soldiers \_\_\_\_\_ (64) encouraged them not to give up. Helen spent much of her life working to \_\_\_\_\_ (65) funds and awareness for people with disabilities. She was known to help the deaf and the blind.

Adapted from "Hellen Keller's biography", Ducksters Education Site

For each of the following questions, rewrite the given sentence(s) using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the meaning of the given(s). (10 marks)

66. It was raining heavily. James went for a run.

\_\_\_\_\_ despite  
\_\_\_\_\_

67. Siti felt overwhelmed, but she did not want to seek help.

No matter how \_\_\_\_\_  
\_\_\_\_\_

68. Grace asked John, "Would you like to go to the canteen with me?"

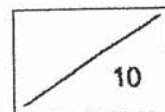
Grace asked John \_\_\_\_\_  
\_\_\_\_\_

69. He was curious. He peeped under the sofa.

\_\_\_\_\_  
\_\_\_\_\_

70. Jeremy did not sleep early yesterday night. He played video games.

\_\_\_\_\_ Instead of  
\_\_\_\_\_





Read this passage and answer questions 71 to 80.

(20 marks)

At Piedmont School, everyone wanted to be on the soccer team. Laura had dreamed of earning glory for the Falcons ever since she had witnessed her older brother scoring the winning goal. On the day she joined the team, she felt like she could fly.

Unfortunately, her joy did not last. She spent most of the matches on the bench. Walking to the car after the last game, Laura's mother asked if she was feeling fine. Laura kept quiet and tried to smile at her mother. Having spent yet another game as a reserye, Laura had not even broken a sweat. Laura also joked that she would have baked under the hot sun if she had played. Her mother assured her that she would have another chance to play. She also cheered Laura on. Laura could only shake her head as she climbed into the seat, back hunched and face down.

A few days later, Laura's mother found her sprawled on the couch, watching music videos on her phone, and tried asking Laura to watch soccer videos instead. Laura looked at her mother blankly, rolling her eyes. "They won't help me and I can't get better by myself," Laura added.

Sighing, her mother sank down on the couch. "Laura, for every lock, there is a key. We just have to find it. What if I filmed you practising to help you find ways to improve?"

"But the season's over, Mum. No more practice, remember?" Laura said. Her mother looked at her resolutely and insisted that the best players keep practising even when the season is over. Laura protested, "But to practise plays, I would need at least one other person to join me! It is difficult to do that alone."

Laura's mother patted her and said, "We'll find that key too, but we have to start somewhere." While Laura's mother was searching her wallet for her gold key, she smiled gently at Laura. She gave Laura an assuring nod before passing her the key. "This key is a reminder for you to be strong and not give up. Let's build something tomorrow," Laura's mother said.

The next day, Laura and her mother built a rickety goal with scrap wood and duct tape. It looked like she could knock it over by sneezing, but she made do with it. A routine was developed. Every night before dinner, they headed to an old car garage for one hour, where Laura practised dribbling by dodging around old tyres, pretending she was protecting the ball from the best players in the world. Her mother recorded everything secretly behind a pillar.

At first, when Laura's mother showed her the videos, she doubled over in laughter. However, Laura began to be able to see her mistakes. It helped her, but insufficiently. As time passed, she struggled to correct what she watched, and there were no teammates around to help her. Like a pot of water on the stovetop, Laura's frustration bubbled hotter and hotter.

One evening, a boy from Laura's school and some other children from the neighbourhood saw Laura going about her routine and asked her what she was doing. Laura hesitated, "Um...I'm perfecting my dribble against imaginary defenders... I don't suppose... any of you would want to practise with me?" Dequan replied that he would, but he could not run fast enough.

Laura beamed and exclaimed, "Oh I finally understand what my mother did for me! I used to be so slow but my mum taught me how to get faster by strengthening my leg muscles. I can teach you if you want!"

Dequan chirped, "Awesome! I have a net we can use, too!" Soon, more of the other children agreed to join in.

Laura spun around and saw her mother winking at her. Laura pumped her fist in the air. "See, Laura? You are like the key now," Laura's mother said.

"I will continue my passion even if I do not ever get to play in the matches," Laura replied with a smile.

*Adapted from: Laura's Key by Anne-Marie Reidy*

71. What does being "on the bench" in line 5 mean? [1m]

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72. List two actions of Laura from paragraph 2 that show that she pretended to be fine in front of her mother. [2m]

1. 

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2. 

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73. Fill in the table below by identifying the correct word(s) from the passage. [2m]

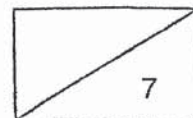
Question	Sentence / Word from the passage
a) Which sentence from the first paragraph tells us that Laura was ecstatic about joining the soccer team at Piedmont School?	
b) Which <del>word and a three-word</del> phrase from the second paragraph tells you that Laura's mother did not want her to give up? <del>The word and three-word phrase are found in two separate sentences.</del>	

74. Why did Laura protest when her mother insisted that she should keep practising her soccer skills (line 21)? [2m]

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75. Based on the lines 12-33, state whether each statement in the table below is true or false; then give one reason why you think so. [3m]

	True/False	Reason
a) Laura was excited to watch the soccer videos.		
b) Laura practised dribbling by watching the soccer videos.		
c) Laura was aware that her mother was recording her practices.		

76. Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in lines 23-27. [1m]

\_\_\_\_\_ Laura's mother smiled at Laura.

\_\_\_\_\_ Laura's mother nodded at Laura.

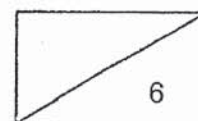
\_\_\_\_\_ Laura's mother gave Laura a key.

77. How were the video recordings of Laura practising soccer drills not enough to help Laura improve on her soccer skills? [2m]

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78. Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. [3m]

Word from the passage	What the word refers to
a) They (line 14)	
b) it (line 29)	
c) what (line 44)	

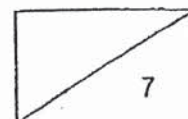
79. Which two words from line 39-46 show a change in Laura's mood after Dequan shared that he would be able to join her in practising soccer? Write one word in each box. [2m]

a) Before


b) After

80. What was "the key" in line 50? Support your answer with evidence on how Laura showed understanding of what "the key" meant. [2m]


END OF BOOKLET B







## ANSWER KEY

**YEAR** : 2020  
**LEVEL** : PRIMARY 5  
**SCHOOL** : SINGAPORE CHINESE GIRLS'  
**SUBJECT** : ENGLISH  
**TERM** : SA2

Q1	1	Q2	3	Q3	1	Q4	2
Q5	3	Q6	2	Q7	4	Q8	3
Q9	4	Q10	2	Q11	2	Q12	1
Q13	1	Q14	3	Q15	4	Q16	4
Q17	2	Q18	3	Q19	3	Q20	1
Q21	4	Q22	3	Q23	2	Q24	4
Q25	1	Q26	1	Q27	3	Q28	2

### BOOKLET A

### BOOKLET B

Q29	H	Q30	L	Q31	G
Q32	E	Q33	M	Q34	D
Q35	P	Q36	J	Q37	Q
Q38	K	Q39	Experience	Q40	Taking
Q41	Appreciative	Q42	Generosity	Q43	Volunteer
Q44	Notice	Q45	From	Q46	Although
Q47	Recipient	Q48	These	Q49	Infections
Q50	Actions	Q51	In	Q52	Fever
Q53	Different	Q54	She	Q55	Hired
Q56	Understand	Q57	Hand	Q58	Life
Q59	Read	Q60	What	Q61	Grew
Q62	Give	Q63	Country	Q64	And
Q65	Raise				

- Q66. James went for a run despite the heavy rain.
- Q67. No matter how overwhelmed Siti felt , she did not want to seek help.
- Q68. Grace asked John if he would like to go to canteen with her.
- Q69. Out of curiosity , he peeped under the sofa.
- Q70. Jeremy played video games instead of sleeping early yesterday night.
- Q71. It refers to being a reserve.
- Q72. (1) Laura kept quite and tried to smile at her mother.  
(2) Laura joked that she would have baked under the hot sun if she had played.
- Q73 a) on the day she joined the team she felt like she could fly.  
b) cheered Laura on
- Q74. Laura thought that to practice plays, she would need at least one other person to join her as it was difficult to do that alone.
- Q75 a) False , Laura looked at her mother blankly rolling her eyes.  
b) False , Laura practised dribbling by dodging around old tyres.  
c) False , Laura mother recorded her practices secretly behind a pillar.
- Q76. 1 , 2 , 3
- Q77. Laura struggled to correct the video recording of her practicing soccer skills and there were no teammates around to help her.
- Q78 a) soccer videos  
b) rickety goal with scrap wood and duct tape.  
c) teaching Laura how to got faster by strengthening her leg muscles.
- Q79 a) hesitated  
b) beamed
- Q80. The key was not giving up. Laura said she would continue her passion even if she did not ever get to play in the matches.

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END