

# Lift

**LEVEL 1 UNIT 3 Assessment**

## VOCABULARY

**DIRECTIONS:** Choose the correct answer.

- 1** When something is *automatic*, it is done
- (A) in a careful way.
  - (B) without thought or effort.
  - (C) in a hurry.
  - (D) over and over again.
- 2** Someone with *energy* has the
- (A) knowledge to complete a hard task.
  - (B) need or desire to adjust to change.
  - (C) skill or talent to try something new.
  - (D) ability or power to be active.
- 3** The word *intense* means
- (A) strong.
  - (B) gigantic.
  - (C) confusing.
  - (D) careful.
- 4** What is a *response*?
- (A) a new beginning
  - (B) a request for service
  - (C) a combination of things
  - (D) a reaction to something
- 5** The word *trigger* means
- (A) to solve a difficult problem.
  - (B) to change how something is done.
  - (C) to cause something to start or happen.
  - (D) to depend on someone or something.
- 6** Something *deliberate* is
- (A) planned.
  - (B) negative.
  - (C) uncommon.
  - (D) changed.
- 7** An *emotion* is
- (A) an idea.
  - (B) a feeling.
  - (C) an attitude.
  - (D) a result.
- 8** What is an *experience*?
- (A) a drawing
  - (B) an explanation
  - (C) a comment
  - (D) an event

- 9 When people *panic*, they are
- (A) leaving a place and planning to never return.
  - (B) responding with uncontrolled fear to possible danger.
  - (C) moving slowly and with purpose.
  - (D) discussing something formally in order to make an agreement.
- 10 A *reflex* is
- (A) a careful plan.
  - (B) a quick reaction.
  - (C) an impossible task.
  - (D) an exciting experience.
- 11 What is a *crisis*?
- (A) an unusual or unique experience
  - (B) a confusing problem
  - (C) a difficult or dangerous situation
  - (D) an unproven theory
- 12 A combination / commotion / circumstance is a condition that affects something else.
- 13 A defensive / visible / restless action is for protection or keeping something safe.
- 14 When someone makes a communication / recognition / decision, they are making a choice.
- 15 The phrase out of order / under pressure / over and above describes someone who is feeling stress or anxiety because they have too much to do or because people are depending on them.
- 16 When people access / depart / surround something, they are on every side of it.
- 17 A *rational* thought is based on
- (A) reasons and not on emotions.
  - (B) beliefs and not on ideas.
  - (C) calculations and not on guesses.
  - (D) desires and not on fears.
- 18 When someone is *terrified*, they are
- (A) too confident.
  - (B) frequently sad.
  - (C) totally relaxed.
  - (D) very frightened.
- 19 A *variable* is something that
- (A) is solid.
  - (B) has errors.
  - (C) can change.
  - (D) is unusual.
- 20 When someone is *exhausted*, they are
- (A) extremely tired.
  - (B) very sensitive.
  - (C) deeply annoyed.
  - (D) too excited.

- 21 When you *imagine*, you
- (A) refuse to notice someone or something.
  - (B) form a picture or an idea in your mind.
  - (C) solve a problem in a new or different way.
  - (D) try to find out the facts about something.
- 22 Something *mysterious* is
- (A) negative.
  - (B) real.
  - (C) unknown.
  - (D) repetitive.
- 23 The word *restless* means to feel
- (A) daring.
  - (B) uncertain.
  - (C) forgetful.
  - (D) anxious.
- 24 Which word describes the action of shaking for a moment because of fear or cold?
- (A) shrivel
  - (B) thrash
  - (C) shudder
  - (D) thrive

**READING**

**DIRECTIONS:** Read the passage and answer the questions.

## **Luck, Smarts, and Courage: How a Teen Survived a Plane Crash**

- 1 Can you imagine falling from a plane and living to tell the tale? The idea itself seems impossible, like a scene from a movie. Yet, a teenager named Juliane Koepcke did survive such a fall, followed by eleven days alone in the Amazon jungle. Survivors like Juliane can teach us something important about courage under pressure.
- 2 On December 24, 1971, Juliane was traveling with her mom from Peru. They felt lucky to get seats on a crowded flight. Juliane was looking forward to being home for the holidays, and she was especially looking forward to seeing her dad.
- 3 Then the plane hit bad weather above the jungle. The storm tossed the plane so violently that people started to panic and scream. Lightning flashed all around them, and then Juliane saw an intense burst of light from the plane's engine. The plane, with its terrified passengers, started to fall in a steep dive. The roar of the engines was so loud that Juliane couldn't hear anything else.
- 4 Suddenly, it was quiet. Still strapped to her seat, Juliane found herself outside the plane and falling through the air. She saw the jungle canopy rising to meet her below.
- 5 Juliane didn't remember hitting the trees. When she woke up, she discovered that she had a broken collarbone and some smaller injuries. Worse, she was all alone in the Amazon. She would find out later that she was the only survivor of the crash. Despite her injuries, she was able to walk, so she started out through the jungle to find help.
- 6 Because Peru is warm in December, Juliane was wearing only sandals and a light summer dress when she boarded the plane. In the jungle, she didn't even have both sandals: She had lost one in the fall. Since she also lost her eyeglasses, she could barely see what was in front of her. She wisely kept the one shoe on her foot to feel the ground in front of her for dangers such as snakes.
- 7 Fortunately, Juliane had experience on her side. She and her parents had lived in a research station not far from where she fell, so the jungle environment was familiar to her. Her personal knowledge of the jungle helped her to stay calm. Although she felt lonely and scared, she still made rational and practical decisions. For example, she walked along a small creek because she knew it would connect to a river, which would possibly lead to a village.

- 8 After 10 days, Juliane was hungry and weak and had very little energy to move. At this point, she had an incredible stroke of luck. On the 10<sup>th</sup> day, she saw a boat. She could hardly believe it. From the boat, she found a path to a small hut. She stayed there, and the next day, some men arrived. She spoke to them in Spanish and told them about the plane crash. They gave her food, treated her wounds, and then brought her back to civilization.
- 9 A day later, Juliane was hugging her father. Her survival was partly due to luck: She was not seriously injured in her fall from the plane, and she was able to find help in time. But her good sense and calm courage also helped her live to tell the tale.



- 25** How does the author develop the idea that Juliane handled a negative situation in a positive way?
- (A) by explaining how she was lucky to have survived a plane crash
  - (B) by describing the difficult conditions she experienced in the jungle
  - (C) by pointing out that she made good decisions even though she was scared
  - (D) by showing that she didn't experience severe injuries from the crash
- 26** What is the main idea of the passage?
- (A) Survivors can teach people how to have courage during a stressful situation.
  - (B) The Amazon jungle is a dangerous place, and people should avoid going there.
  - (C) There are certain steps everyone should follow if they are involved in a plane crash.
  - (D) It is uncommon for someone to survive a plane crash, so survivors should feel lucky.
- 27** Which supporting details does the author use to show that Juliane's experience helped her to survive? Choose two answers.
- (A) She traveled by boat to reach a hut.
  - (B) She walked along a creek in the jungle.
  - (C) She spoke in Spanish to the men that helped her.
  - (D) She landed in a way that prevented serious injuries.
  - (E) She kept one shoe on while she walked.

- 28** In 3–5 sentences, explain why the author wrote "Luck, Smarts, and Courage: How a Teen Survived a Plane Crash." Briefly support your explanation with evidence from the text.

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- 29** In 3–5 sentences, describe the details supporting the idea that luck played a part in Juliane's survival in "Luck, Smarts, and Courage: How a Teen Survived a Plane Crash."

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- 30** Read paragraph 3 of “Luck, Smarts, and Courage: How a Teen Survived a Plane Crash.”

Which phrase from the paragraph helps you understand the meaning of *violently*?

- ☐ (A) bad weather
- ☐ (B) tossed the plane
- ☐ (C) lightning flashed
- ☐ (D) intense burst of light

- 31** Read paragraph 8 of “Luck, Smarts, and Courage: How a Teen Survived a Plane Crash.”

Which phrases from the paragraph help you understand the meaning of *stroke of luck*? Choose two answers.

- ☐ (A) hungry and weak
- ☐ (B) very little energy
- ☐ (C) saw a boat
- ☐ (D) hardly believe it
- ☐ (E) spoke to them in Spanish

- 32** Read paragraph 6 of “Luck, Smarts, and Courage: How a Teen Survived a Plane Crash.”

In 3–5 sentences, restate the events in your own words, including how they are important to the rest of Julianne’s journey.

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READING

**DIRECTIONS:** Read the passage and answer the questions.

## More Important Than Fear

- 1 Akil trudged into the classroom, dragging his feet like two cement blocks, his speech clutched in his shaking hands.
- 2 “Ah, Akil!” Mr. Zuberi placed a hand on his shoulders. “Today is the day you give your informative speech. I’ve given you a second chance because I was terrified of public speaking myself when I was your age. But I’m sure you will have interesting things to share with your classmates about cheetahs, and this time, your speech will be a success.”
- 3 Akil tried to say, “Thank you,” but his nervousness made it nearly impossible to talk.
- 4 Akil was not at all convinced his speech would be a success. He’d tried giving it two days before, but when he stood at the front of the classroom, surrounded by his classmates, he became lightheaded and dizzy, their faces began swimming before his eyes, and he froze. He knew it wasn’t rational, but he hadn’t managed to utter even one word of his speech.
- 5 This time he couldn’t panic, though, because Mr. Zuberi had given him a second chance, and his grandmother had spent hours helping him practice. If he failed, he would be letting them all down. He would let Mr. Zuberi down. He would let Grandmother down. He would let himself down.
- 6 Akil slid into his seat beside his friend Rashid and felt himself shudder.
- 7 Rashid shook his head and gave Akil a puzzled laugh. “What kind of facial expression is that? Your face is twisted up like you swallowed a nest full of wasps. Why are you so afraid of one little speech?”
- 8 “I’m just—I’m afraid of looking foolish in front of everyone,” Akil said with a sigh.
- 9 “So pretend everyone in this room looks more foolish than you,” said Rashid. “Imagine them all with food stuck in their teeth—not me, of course, but everyone else.”
- 10 Akil frowned and glanced around the classroom, picturing his classmates with food in their teeth—a bit of spinach here, a forgotten noodle there. He shook his head. It was too distracting. Rashid meant well, but this was not going to work.
- 11 Imara was seated on the other side of Akil, and Mr. Zuberi called on her to make her speech first. Her topic was the public library, and she spoke with such self-confidence and passion that Akil was amazed at how calm she remained under pressure.





- 12 When she finished her speech, the class applauded.
- 13 “You were very good,” Akil whispered as she returned to her seat. “You weren’t nervous at all.”
- 14 Imara looked at him as if *he* were the one with food in his teeth. “Of course I was nervous. But some things are more important than we are and any emotion we ourselves feel.”
- 15 Akil stared at her. She’d been nervous? But she’d looked so—
- 16 “Akil, are you ready to enlighten us with your most informative speech?” Mr. Zuberi’s voice startled Akil to his feet.
- 17 He took his place at the front of the classroom and gazed out at the sea of classmates. Their faces began swimming before his eyes again, but as he glanced down at his speech to regain focus, his gaze lit on the title: “The Importance of Cheetahs.” He frowned and thought about what Imara had said—some things are more important than our emotions.
- 18 Maybe she was right. Akil was petrified standing here before his classmates, but cheetahs—the cheetahs his grandmother was trying to save at her cheetah sanctuary—were more important than any fear he might feel. Cheetahs were endangered, and they needed a safe place to live.
- 19 He took a breath and began speaking: “Cheetahs are the fastest land animals in the world, and they are quickly losing their habitat.” His voice squeaked a bit, but that was okay—the cheetahs themselves were worth it.
- 20 He continued speaking, telling his classmates all about cheetahs, and before he knew it, he found himself at the end, saying, “And those are the things we can do to help save them.”
- 21 He looked up and saw Mr. Zuberi beaming at him.
- 22 “I was right,” said Mr. Zuberi. “Your speech was a huge success.”
- 23 “That’s because it wasn’t about me,” said Akil. “It was about the cheetahs.”

**33** Which idea is mentioned many times in the story?

- (A) developing friendships
- (B) overcoming fear
- (C) second chances
- (D) having confidence

**34** Which details support the idea that public speaking is difficult for Akil? Choose two answers.

- (A) Akil trudged into the classroom, dragging his feet like two cement blocks, his speech clutched in his shaking hands. (paragraph 1)
- (B) "Ah, Akil!" Mr. Zuberi placed a hand on his shoulders. "Today is the day you give your informative speech. . . ." (paragraph 2)
- (C) Akil slid into his seat beside his friend Rashid and felt himself shudder. (paragraph 6)
- (D) Rashid shook his head and gave Akil a puzzled laugh. (paragraph 7)
- (E) Her topic was the public library, and she spoke with such self-confidence and passion that Akil was amazed at how calm she remained under pressure. (paragraph 11)

**35** In "More Important Than Fear," paragraphs 17 and 18 help support the central idea of the story by revealing the importance of

- (A) giving cheetahs a safe place to live.
- (B) speaking up for endangered animals.
- (C) taking time to help family members.
- (D) putting others' needs ahead of your own.

**36** Read paragraph 2 of "More Important Than Fear."

In 3–5 sentences, explain why the author included the details in this paragraph.

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**37** In 3–5 sentences, describe a central idea of "More Important Than Fear." Use evidence from the text to support your response.

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## FOCUS ON LANGUAGE

**DIRECTIONS:** Choose the correct answer.

- 38** Pronouns ending in *-self* or *-selves* that are essential to the meaning of the sentence are called **reflexive / intensive** pronouns. The same pronouns that add emphasis and are not necessary to the meaning of the sentence are called **reflexive / intensive** pronouns.

- 39** Read the sentence from “More Important Than Fear.”

“I’ve given you a second chance because I was terrified of public speaking myself when I was your age.”

The underlined pronoun **can / cannot** be taken out.

- 40** Read the sentence from “More Important Than Fear.”

He would let himself down.

The underlined pronoun **can / cannot** be taken out.

- 41** Read the sentences from “More Important Than Fear.”

Imara looked at him as if *he* were the one with food in his teeth. “Of course I was nervous. But some things are more important than we are and any emotion we ourselves feel.”

The underlined pronoun **can / cannot** be taken out.

- 42** Read the sentence from “More Important Than Fear.”

His voice squeaked a bit, but that was okay—the cheetahs themselves were worth it.

The underlined pronoun **can / cannot** be taken out.

- 43** You should use a thesaurus when you want to

- (A) find a different meaning of a word.
- (B) check the origin of a word.
- (C) find a more precise word.
- (D) check the spelling of a word.

- 44** Read the sentence from “More Important Than Fear.”

Rashid shook his head and gave Akil a puzzled laugh.

Which of these synonyms from a thesaurus is the **best** choice to replace *puzzled*? Use a dictionary if necessary.

- (A) confused
- (B) lost
- (C) stunned
- (D) stuck

- 45** Read the sentence from “More Important Than Fear.”

“I’m just—I’m afraid of looking foolish in front of everyone,” Akil said with a sigh.

Which of these synonyms from a thesaurus is the **best** choice to replace *foolish*? Use a dictionary if necessary.

- (A) mad
- (B) ridiculous
- (C) simple
- (D) unreasonable

- 46** Read the sentence from “More Important Than Fear.”

Akil trudged into the classroom, dragging his feet like two cement blocks, his speech clutched in his shaking hands.

Which of these synonyms from a thesaurus is the **best** choice to replace *trudged*? Use a dictionary if necessary.

- (A) walked
- (B) lumbered
- (C) marched
- (D) waded

- 47** Read the sentences from “More Important Than Fear.”

Maybe she was right. Akil was petrified standing here before his classmates, but cheetahs—the cheetahs his grandmother was trying to save at her cheetah sanctuary—were more important than any fear he might feel.

Which of these synonyms from a thesaurus is the **best** choice to replace *petrified*? Use a dictionary if necessary.

- (A) surprised
- (B) frustrated
- (C) annoyed
- (D) terrified

**DIRECTIONS:** Match the related words.

**Part**

**Whole**

- 48** \_\_\_\_ leaves

- (A) team

- 49** \_\_\_\_ engine

- (B) branch

- 50** \_\_\_\_ page

- (C) book

- 51** \_\_\_\_ athlete

- (D) car

**DIRECTIONS:** Choose the correct answer.

- 52** Read the sentences.

The boat captain spotted a pod of whales in the ocean. One of the whales broke away from the pod and went off in another direction.

Using what you know about word relationships, what is the meaning of *pod*?

- (A) a group of animals
- (B) an ocean animal
- (C) an individual animal
- (D) a large animal

## WRITING

- 53** What is a phobia that many people have? Write an informational report about this phobia and how to help manage or overcome it. Examples include fear of spiders, heights, flying, and crowded places. You may choose one of these topics or select one of your own.

Your informational report should include an introduction with a hook to capture readers' interest and information describing the phobia, one body paragraph that helps people better understand the phobia, one body paragraph that tells how people can manage or overcome the phobia, and a conclusion that restates the main ideas of the report. Write your informational report in the space below.

[illegible]