

Lift

LEVEL 1 UNIT 4 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1** What is a *consequence*?
- (A) a meeting during which a problem is discussed
 - (B) the opportunity to do something again
 - (C) the result of a particular action or set of conditions
 - (D) the opinion people have about someone or something
- 2** Someone who is *mature*
- (A) is able to write with both hands.
 - (B) has a great sense of humor.
 - (C) is worried something bad will happen.
 - (D) has the qualities of an adult.
- 3** What does *occur* mean?
- (A) to meet
 - (B) to happen
 - (C) to encourage
 - (D) to watch
- 4** The word *reinforce* means
- (A) to say or do something again.
 - (B) to take a new or different approach.
 - (C) to give support to an idea or opinion.
 - (D) to change your mind about something.
- 5** When something is *significant*, it is
- (A) important.
 - (B) annoying.
 - (C) common.
 - (D) wise.
- 6** An *apprehensive* person is
- (A) always thinking about the past.
 - (B) able to remember things very easily.
 - (C) afraid or anxious about what might happen.
 - (D) successful in everything they try to do.
- 7** A rule of behavior based on what is good and bad is called
- (A) a suggestion.
 - (B) an ethic.
 - (C) a compliment.
 - (D) an outcome.
- 8** When someone has *independence*, they have
- (A) the ability to make their own decisions.
 - (B) an opinion about someone or something.
 - (C) the courage to stand up for themselves.
 - (D) an idea of what is right and wrong.

- 9 Someone that knows how to *navigate* can
- (A) solve difficult math problems.
 - (B) find the way to get to a place.
 - (C) make connections between things.
 - (D) play a musical instrument.
- 10 *Self-sufficiency* means
- (A) showing support or approval for an idea.
 - (B) being aware of how you treat those around you.
 - (C) showing concern for yourself but not others.
 - (D) being able to take care of yourself.
- 11 The way you think about or understand something is your perception / solution / reputation.
- 12 The word intensely / actually / slightly means a little bit.
- 13 The time when a child develops into an adult is called outcome / adolescence / philosophy.
- 14 When people conduct / navigate / associate two or more things, they are making a connection between them.
- 15 Self-sufficiency / Supervision / Independence is the act of watching other people in order to make sure they behave well and stay safe.
- 16 An *occasion* is a
- (A) new experience.
 - (B) belief or idea.
 - (C) special event.
 - (D) feeling or opinion.
- 17 A set of ideas about how to live is
- (A) a philosophy.
 - (B) an incident.
 - (C) a consequence.
 - (D) an awareness.
- 18 A *relationship* is the way in which
- (A) people take care of their belongings.
 - (B) a person responds to a situation.
 - (C) people or things are connected.
 - (D) a person behaves around others.
- 19 *Sorrow* is a feeling of great
- (A) surprise.
 - (B) jealousy.
 - (C) anger.
 - (D) sadness.
- 20 When someone is *stubborn*, they
- (A) have a lot of friends.
 - (B) refuse to do something.
 - (C) clean up after themselves.
 - (D) lack energy to do activities.

- 21 If something is *complicated*, it
- Ⓐ is surprising or shocking.
 - Ⓑ has many parts or steps.
 - Ⓒ uses a lot of space.
 - Ⓓ causes strong feelings of dislike.
- 22 The result of an activity or process is called
- Ⓐ an outcome.
 - Ⓑ a debate.
 - Ⓒ an ethic.
 - Ⓓ a trial.
- 23 Which word describes an opinion people have about someone or something?
- Ⓐ consequence
 - Ⓑ appearance
 - Ⓒ personality
 - Ⓓ reputation
- 24 Which word means the possibility that something bad will happen?
- Ⓐ an advantage
 - Ⓑ a doubt
 - Ⓒ an element
 - Ⓓ a risk

READING

DIRECTIONS: Read the passage and answer the questions.

A Nation Celebrates Adulthood

- 1 On the second Monday of January, Japan takes a day off. The country pauses to acknowledge and appreciate the coming of age of its youth. Called *Seijin no Hi*, or Coming of Age Day, the holiday welcomes to adulthood those who turned twenty in the past year. *Seijin no Hi* builds community and strengthens cultural traditions. The government itself hosts ceremonies called *seijin shiki*. *Seijin no Hi* is like a giant birthday party for all the country's twenty-year-olds. The celebrants take part in a day of tradition and festivities as they officially enter adulthood.
- 2 The ceremony has only been a national holiday since 1948, but its history goes back to the 700s. It is believed that a prince exchanged his child's clothing for adult attire to symbolize taking on adult responsibility. This clothing ritual is part of today's celebration. It is the first time young women will wear traditional long-sleeved silk kimonos called *furisode*. This kimono style is only worn by adult unmarried women. Young men may dress in a special kimono to mark the occasion or choose to wear a Western suit.
- 3 Dressed in their finest, the new adults attend the *seijin shiki* ceremony in their hometowns. At the city hall, key community figures share advice with the celebrants. They talk about the rights and responsibilities the young adults now have. They can vote and get married, among other things. In 2013, Kazumasa Taneichi, then mayor of Misawa City, told the audience, "You will face many difficulties and challenges from here on out. . . . Never give up in anything you do."
- 4 After the ceremony, the real fun begins. The newly confirmed adults attend celebrations. They catch up with high school friends and enjoy their newfound independence. They might visit local venues or attend concerts and shows arranged by and around the city. Taiko drum performances, which combine drumming and dance, are popular forms of entertainment.
- 5 Through the centuries the celebration has evolved, but the purpose of it has remained the same—to mark and celebrate the passage of youth into adulthood. It allows older generations to show their appreciation of the country's youth and younger generations to take their place in the adult world. One celebrant observed, "This has been one of the most important ceremonies of my life. I want to remember this day always and remember the words spoken to me by my elders."



25 What is the main idea of the passage?

- (A) As they get older, youth should dress more like adults to be taken seriously.
- (B) It is important to recognize and celebrate the transition from youth to adult.
- (C) Some countries celebrate their youth by throwing celebrations for the community.
- (D) Youth should only be considered adults once they reach twenty years old.

26 How does the author support the idea that the Coming of Age Day celebration strengthens cultural traditions?

- (A) by explaining that it has been celebrated for a very long time
- (B) by stating that some young men decide to wear a Western suit
- (C) by describing what the new adults do at the celebrations they attend
- (D) by pointing out the day that the celebration happens each year

27 Which sentence from the passage supports the idea that building community is an important part of the Coming of Age Day celebration? Choose two answers.

- (A) This clothing ritual is part of today's celebration. (paragraph 2)
- (B) They can vote and get married, among other things. (paragraph 3)
- (C) They might visit local venues or attend concerts and shows arranged by and around the city. (paragraph 4)
- (D) It allows older generations to show their appreciation of the country's youth and younger generations to take their place in the adult world. (paragraph 5)
- (E) One celebrant observed, "This has been one of the most important ceremonies of my life..." (paragraph 5)

28 In 3–5 sentences, explain how paragraph 3 develops a central idea of the passage. Use details from the passage to support your response.

29 In 3–5 sentences, describe the details from the passage that support the idea that the country of Japan respects its young adults.

READING

DIRECTIONS: Read the passage and answer the questions.

Three Poppies . . . and Me

- 1 I wrote my name—Min—at the top of my notes. I leaned over my biology textbook. High school biology was complicated—mitochondria, cytoplasm, nucleus. I had to know those terms for our exam the next day, but with all the chatter erupting from across the room, my brain couldn't navigate through the information.
- 2 I raised my head and glared across our dorm room. All rooms at Academy San Marco were named after flowers, and ours was The Poppy. My roommates called themselves poppies in honor of the room.
- 3 They were studying for the same test I was . . . sort of. An icy winter wind rattled the windows and seeped through the room. Elena, Sofía, and Amira huddled together on Amira's bed, fluffy pillows piled around them. The pillows coordinated with Amira's bedcover, a swirl of yellow stripes and bright orange poppies, keeping with the room's theme. Elena's and Sofía's pillows matched exactly, and the three beds together created a burst of color against the drabness of the room.
- 4 My bed, in contrast—covered in ordinary, school-provided bedding—blended perfectly with the cheerless gray walls.
- 5 Amira thumped her biology book shut and huffed. "Is anyone tired of studying? I am!"
- 6 Likewise, Elena tossed her book. "I can't think about ribosomes for another minute."
- 7 Sofía's eyes glittered. "The groundskeeper said the pond is finally frozen. This means we can take a break and go . . . ice skating!"
- 8 They hopped off the bed and scrambled to gather skates, coats, mittens, and scarves. I hid my face behind my textbook and pretended I wasn't paying attention.
- 9 It's not that they weren't nice to me. They were very friendly. But they'd been attending Academy San Marco—and rooming together—for several years. As a result, they were close friends. I'd only arrived at the boarding school at the beginning of this semester. The four of us were much like our beds—three bright poppies blooming together on one side, and one drab new weed on the other. How could I ever hope to have a close relationship with them?
- 10 So no one was more surprised than I was when Amira snatched my book from my hands and said, "You're coming with us."
- 11 "I—what—me?" I sputtered.
- 12 "Yes, of course you," said Amira. "Skating is more fun than pounding biology into your head."
- 13 "Well, I—" I glanced at my textbook in her hands and swallowed.
- 14 I'd been waiting for this moment since I'd arrived. They were asking me to join them, to be one of the poppies—finally!

GO ON 

- 15 However, they were also asking me to take a big risk—to neglect my studies.
- 16 Amira, Sofia, and Elena could afford that kind of risk because, unlike me, they weren't attending Academy San Marco on a scholarship. They didn't have a family halfway around the world in South Korea bursting with pride because they'd earned that scholarship.
- 17 My mind slipped to the day the letter had arrived. I held it in my shaky hands, staring at the crest on the envelope, afraid to open it. Finally, my mother eased it from my hands, tore open the envelope, and pulled out the letter. She clapped her hand to her chest, looked at me with beaming, tear-filled eyes, and pushed the letter toward my father. I would be attending the school of my dreams! My mother worried about sending me away, but my father had assured her I was mature enough to handle it. They had so much faith in me.
- 18 And now my roommates stood staring at me, waiting for me to toss that faith aside.
- 19 I took a breath, knowing I was about to ruin any chance of ever being included in their group. "I'm new here, and I really need to get a good grade on this test." I hesitated for a moment, then said, "But I'd love to go with you another time, if I'm still welcome."
- 20 Amira laughed. "Of course you're welcome. We never invited you before because you were always studying, but you can come with us any time you want." She handed my book back to me. "We poppies have to stick together, you know."

30 Read the sentence from paragraph 9 of "Three Poppies . . . and Me."

How could I ever hope to have a close relationship with them?

The sentence contributes to the theme of belonging by revealing that

- (A) Min's roommates have been close friends with each other for a long time.
- (B) Min is angry that her roommates are close friends with each other.
- (C) Min is concerned that she won't become friends with her roommates.
- (D) Min's roommates have not invited her into their circle of friends.

31 Which of the sentences from "Three Poppies . . . and Me" help develop the theme that "making the right choice can be difficult"? Choose two answers.

- (A) I had to know those terms for our exam the next day, but with all the chatter erupting from across the room, my brain couldn't navigate through the information. (paragraph 1)
- (B) I hid my face behind my textbook and pretended I wasn't paying attention. (paragraph 8)
- (C) So no one was more surprised than I was when Amira snatched my book from my hands and said, "You're coming with us." (paragraph 10)
- (D) However, they were also asking me to take a big risk—to neglect my studies. (paragraph 15)
- (E) I took a breath, knowing I was about to ruin any chance of ever being included in their group. (paragraph 19)



32 How do Min's thoughts in paragraphs 15 and 16 contribute to the development of the story?

- (A) by revealing that Min is worried that she will lose her scholarship
- (B) by showing that Min knows school is more important than other things
- (C) by explaining that Min thinks ice skating is too risky of an activity to do
- (D) by pointing out that Min thinks her roommates don't care about school

33 In 3–5 sentences, explain why the author included the flashback in paragraph 17.

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34 In 3–5 sentences, explain how the details in paragraphs 3 and 4 help the reader understand the relationship between Min and her roommates.

35 Read the sentences from “Three Poppies . . . and Me.”

Sofia's eyes glittered. "The groundskeeper said the pond is finally frozen. This means we can take a break and go . . . ice skating!"

The cohesive device “this means” is used to

- (A) show agreement.
- (B) show opposition.
- (C) provide a cause and effect.
- (D) provide an explanation.

36 Read the sentences from “Three Poppies . . . and Me.”

But they'd been attending Academy San Marco—and rooming together—for several years. As a result, they were close friends.

How is the information in the sentences connected?

- (A) The girls attended school together because they were roommates.
- (B) The girls were friends because they knew each other for so long.
- (C) The girls were close friends, so they decided to attend school together.
- (D) The girls were close friends even though they were roommates.

- 37** Read the sentence from “Three Poppies . . . and Me.”

Amira, Sofía, and Elena could afford that kind of risk because, unlike me, they weren’t attending Academy San Marco on a scholarship.

How does the phrase “unlike me” connect the information in the sentence?

- (A) It tells how Amira, Sofía, Elena, and Min are similar.
- (B) It explains the cause of Amira, Sofía, and Elena’s risky behavior.
- (C) It shows how Min and her roommates are different.
- (D) It highlights an example of the roommates’ risky behavior.



FOCUS ON LANGUAGE

DIRECTIONS: Complete each sentence with the correct pronoun(s).

- 38 The girls had a biology test the next day.
_____ did not have much time to prepare for
_____.
- 39 The pond at the school was frozen. Finally,
students could skate on _____.
- 40 Min's roommates asked _____ to go skating
with _____, but Min said _____ really
needed to study.
- 41 In Japan, children become adults when
_____ turn twenty.
- 42 *Seijin no Hi*, or Coming of Age Day, is a holiday
to celebrate Japan's new adults. _____ takes
place on the second Monday of January.

DIRECTIONS: Choose the correct answer.

- 43 Read the sentence. Choose the word with a
positive connotation.
- Pam enjoys thinking of new inventions and
comes up with different / unique / peculiar
designs.

- 44 Read the sentence. Choose the word with a
positive connotation.

Steven's dad would like him to clean his room
every day, but Steven has a more relaxed / lazy /
inactive approach when it comes to cleaning.

- 45 Read the sentence from "Three Poppies . . . and
Me."

I had to know those terms for our exam the
next day, but with all the chatter erupting
from across the room, my brain couldn't
navigate through the information.

Which words have a connotation that makes
the reader feel bothered? Choose two answers.

- (A) terms
- (B) chatter
- (C) erupting
- (D) navigate

- 46 Read the sentences from "Three Poppies . . .
and Me."

Sofía's eyes glittered. "The groundskeeper
said the pond is finally frozen. This means we
can take a break and go . . . ice skating!"

The connotation of the word *glittered* makes
the reader feel that

- (A) Sofía was excited.
- (B) Sofía was angry.
- (C) Sofía was going to cry from the cold.
- (D) Sofía knew she was going to get in trouble.

- 47** Read the sentence from “Three Poppies . . . and Me.”

So no one was more surprised than I was when Amira snatched my book from my hands and said, “You’re coming with us.”

The connotation of the word *snatched* makes the reader feel that

- (A) Amira thinks Min studies too much, so she is trying to tease her.
- (B) Amira is jealous that Min is always so focused on her schoolwork.
- (C) Amira is angry that Min won’t participate in the fun they are having.
- (D) Amira thinks Min will enjoy doing something fun, so she startles her.

- 48** Read the sentence.

DNA is like a spiral staircase.

What do you learn about DNA from this analogy?

- (A) what it looks like
- (B) how it moves
- (C) where it is located
- (D) who discovered it

- 49** Read the sentences.

The computer is like the brain. They both send messages and information using electrical signals.

What do you learn about the computer from this analogy?

- (A) how it is shaped
- (B) what it looks like
- (C) how it works
- (D) what parts it has

- 50** Read the sentence.

The body’s nervous system acts like a manager of the muscles.

What do you learn about the nervous system from this analogy?

- (A) It is more important than the muscles.
- (B) It tells the muscles what to do.
- (C) It is bigger than the muscles.
- (D) It surrounds the muscles.

- 51** Read the sentence from “A Nation Celebrates Adulthood.”

Seijin no Hi is like a giant birthday party for all the country’s twenty-year-olds.

What is being compared in this analogy?

- (A) *Seijin no Hi* and twenty-year-olds
- (B) *Seijin no Hi* and a birthday party
- (C) a birthday party and the country
- (D) a birthday party and twenty-year-olds

- 52** Read the sentence from “Three Poppies . . . and Me.”

The four of us were much like our beds—three bright poppies blooming together on one side, and one drab new weed on the other.

What is being compared in this analogy?

- (A) poppies and weeds
- (B) the four girls and poppies
- (C) beds and poppies
- (D) the four girls and their beds

WRITING

- 53** Write a how-to article about something you learned growing up. Examples include how to ride a bike, play a sport, bake something, or care for a pet. You may choose one of these topics or select one of your own.

Your how-to article should include a clear introduction that introduces the topic, a list of materials, clear step-by-step instructions with at least four steps, sequence words and phrases, and a clear conclusion. Write your article in the space below.

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