

# Lift

**LEVEL 1 UNIT 5 Assessment**

## VOCABULARY

**DIRECTIONS:** Choose the correct answer.

- 1** If a person *assumes* something, they
- (A) make a connection between two things or people.
  - (B) study something carefully in order to understand it.
  - (C) think something is true without knowing that it is true.
  - (D) think something is true after getting evidence it is true.
- 2** *Capable* students are
- (A) able to do something.
  - (B) able to appreciate something.
  - (C) excited about something.
  - (D) worried about something.
- 3** When people *communicate*, they
- (A) decide something is true.
  - (B) express ideas or feelings.
  - (C) hold on to something tightly.
  - (D) achieve or do important things.
- 4** The word *conclude* means
- (A) to think carefully about something.
  - (B) to say that you will do something.
  - (C) to decide something is true.
  - (D) to write about something.
- 5** If two items are *similar*, they are
- (A) broken.
  - (B) meaningful.
  - (C) near one another.
  - (D) almost the same.
- 6** When a scientist has an *insight*, they have
- (A) a feeling about an idea.
  - (B) a clear understanding of an idea.
  - (C) a detailed plan to study something.
  - (D) a test that can measure something.
- 7** People who are *compatible* are
- (A) able to exist well together.
  - (B) difficult to understand.
  - (C) the same age.
  - (D) kind to others.
- 8** Scientists who want to learn about animal *behavior* study
- (A) where the animal lives.
  - (B) the shape and size of the animal.
  - (C) how people treat the animal.
  - (D) the way the animal acts.

- 9 The word *conscious* describes someone who is
- (A) different from other people.
  - (B) the same as other people.
  - (C) aware of what is around them.
  - (D) able to make decisions quickly.
- 10 A *signal* is a sound or action that
- (A) teaches someone something.
  - (B) helps people to get along.
  - (C) tells someone to do something.
  - (D) helps people understand something.
- 11 One member of a group is a(n)
- (A) audience.
  - (B) individual.
  - (C) fluke.
  - (D) species.
- 12 If people are *social*, they like to
- (A) form groups.
  - (B) work quickly.
  - (C) study something.
  - (D) change ideas.
- 13 People often give a reason / definition / solution to explain why they believe something.
- 14 In order to discern / imitate / signal something, you need to carefully think about it.
- 15 Scientists imitate / manipulate / observe animals to learn something by watching them.
- 16 Children often imagine / imitate / reason the behaviors of adults to learn new skills.
- 17 A difficult situation is a fluke / predicament / similarity.
- 18 Thinking about something to make a judgment is called insight / observation / reasoning.
- 19 A behavior / predicament / solution is an answer to a problem.
- 20 When something happens by accident, it can be called a fluke / predicament / signal.
- 21 A behavior / species / trait is a group of living things with similar characteristics.
- 22 When you use a machine to move something, you conclude / discern / manipulate it.
- 23 To communicate / observe / reason means to try to understand something using facts.
- 24 Animals have instinctive / similar / social behaviors based on feelings, not thoughts.

**READING**

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

## Tools and Intelligence

- 1 You use tools every day, from brushing your teeth with a toothbrush to climbing a ladder. We use these tools because tools help us do things more easily. Using tools to solve problems is one marker of intelligence. But humans are far from alone in their tool use. Orangutans, for one, are skilled at using tools. Orangutans are around 100 kg (220 lbs) and live in the rainforests of Borneo and Sumatra. These great apes also produce tools from available resources. Because they spend most of their time in the treetops, their tools are made out of branches, twigs, and leaves.
- 2 Orangutans mostly use tools to get food. Their existence depends upon eating a lot of fruit that is not often easy to get. One example of this is the durian fruit. The durian fruit is heavy, is covered in sharp spikes, and is the size of a basketball. Opening the fruit in order to eat it is challenging. But orangutans have found a way. They use leaves as gloves to protect their hands and feet from the spiky rinds.
- 3 Another example is how orangutans eat nessia fruit. This fruit is covered with needle-thin hairs that sting. The hairs act as a barrier to protect the tasty seeds inside the nessia fruit. To get inside, the orangutans have developed a specific stick tool for digging out the nessia seeds. To make the tool, an orangutan breaks a small branch to the proper length. Then it strips the bark and chews the end until bristles, like stiff hairs, form. When ripe, the softball-sized nessia fruit splits along the sides like the petals of a flower opening to bloom. To get the seeds inside the hard, split shell, the orangutan puts the newly made tool in its mouth. The ape manipulates the fruit with its hands or feet, using the tool like a rake to free the seeds. Then, like taking a drink from a glass, it tips the fruit back as the seeds fall into its mouth. If the tool doesn't work quite right, the orangutan fixes the tool. The orangutan might make it shorter or chew the end again to create more bristles.
- 4 In addition to using tools for food, orangutans use the resources found in the trees to build new nests. They expertly weave together branches that are still attached to trees and then line the nests with smaller branches and leaves for comfort. The engineering is vital, since the nest has to hold a lot of weight. Of course, this skill is quite complex. It takes young orangutans years of observing their mothers to learn to build their own nests.
- 5 What does orangutans' invention and use of tools and nest engineering tell us? It shows that orangutans can think ahead and make a plan. It shows they understand how things work and can learn from more experienced orangutans. They can evaluate a situation that isn't working. Then they make changes to make the tool work better. In other words, when presented with a problem, orangutans find a solution. This is clear evidence of intelligence.

**GO ON** 

- 25** Which statement **best** describes the central idea of the passage “Tools and Intelligence”?
- (A) Orangutans mostly use tools to get food.
  - (B) Orangutans are very intelligent and skilled at using tools.
  - (C) Orangutans live in the rainforests of Borneo and Sumatra.
  - (D) Orangutans use the resources found in the trees to build new nests.

- 26** Read paragraph 3 of “Tools and Intelligence.” Which is an important detail to include in a summary about how orangutans use tools to eat?
- (A) This fruit is covered with needle-thin hairs.
  - (B) The softball-sized nessia fruit splits along the sides.
  - (C) Orangutans have developed a specific stick tool.
  - (D) The ape manipulates the fruit with its hands or feet.

- 27** Read paragraph 4 of “Tools and Intelligence.” Which is an important detail to include in a summary about how orangutans use tools to build nests?
- (A) The nest has to hold a lot of weight.
  - (B) Smaller branches are used for comfort.
  - (C) Young orangutans observe their mothers to learn to build nests.
  - (D) Orangutans expertly weave together branches still attached to trees.

- 28** Read paragraph 5 of “Tools and Intelligence.” In 3–5 sentences, describe three key details about what orangutans’ tool use shows us about them.

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- 29** In 3–5 sentences, summarize the passage “Tools and Intelligence.” Be sure to state the central idea and three key details.

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**30** Read the sentences from “Tools and Intelligence.”

You use tools every day, from brushing your teeth with a toothbrush to climbing a ladder. We use these tools because tools help us do things more easily. Using tools to solve problems is one marker of intelligence. But humans are far from alone in their tool use. Orangutans, for one, are skilled at using tools.

In 3–5 sentences, describe something these sentences make you think about or feel. Then describe how this text-to-self connection helps you better understand or enjoy the text. Use evidence from the text to support your answer.

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READING

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

## Birding with Abuela

1 **Tuesday**

To: Xavier  
From: Abuela  
Subject: Birdwatching

Dear Xavier,

I'm delighted you're visiting on Saturday. I really hope you will like birdwatching—or birding, as we call it. I love tramping through the woods as the sun comes up, listening for bird calls, and, if we're lucky, spotting a species we've never seen before—it's like opening a birthday present!

Love,  
Abuela

2 **Saturday**

Xavier rubbed the sleep from his eyes and stumbled through the woods after his grandmother.

He loved Abuela. He loved helping her make tamales, he loved helping her eat tamales, and he loved her warm hugs.

3 He did not, however, love birds like Abuela did, and he didn't love getting up early to look for them, especially when he could be home playing Castaway Escape. Xavier sighed, thinking about how he had acquired the tools and treasure he needed to reach level twelve. He had tried explaining Castaway Escape to Abuela, but Abuela didn't understand his game any more than he understood Abuela's birdwatching.

4 As they neared a stream, Abuela stopped and peered through her binoculars, then gave Xavier a hand signal and handed him her set of binoculars. Xavier focused through the lenses and, at last, saw a shaggy-headed blue and white bird perched on a branch beside the stream.

5 "A male belted kingfisher," whispered Abuela. "They are intelligent hunters."

6 As they watched, the bird dove straight down into the stream, speared a small fish in the water, and flew off with it in his long beak.

7 "Wow!" said Xavier. "Did you see that?"

8 Abuela nodded. "Belted kingfishers wait and watch, then dive into just the right place in the water."

9 Xavier shook his head. "Abuela, you sound like a bird scientist."

GO ON 

- 10 “Part scientist, part treasure hunter,” said Abuela, “because spotting a bird is like finding a tiny hidden gem.”
- 11 Xavier blinked in surprise. “It’s like Castaway Escape,” he said slowly, “except instead of gold coins, you find birds.”
- 12 “It does sound similar.” Abuela handed him a sheet of paper. “I’ll let you mark the belted kingfisher off the list.”
- 13 “The list?” Xavier frowned.
- 14 “Of birds I want to see,” said Abuela. “Each time I spot a new one, I record it on the list.”
- 15 Xavier studied the list. He noticed that on previous birdwatching trips, Abuela had checked off parrots, hawks, and storks. He found the belted kingfisher at the bottom and wrote down where and when they had seen it.
- 16 “It’s like the list that pops up in Castaway Escape,” he said, “except my list shows tools and treasure instead of birds.”
- 17 “Well, I still need to spot some other birds, like this one—the Mexican woodnymph.” Abuela pointed to the paper. “It’s a kind of hummingbird that darts about, as quick and bustling as a bee.”
- 18 “Would a woodnymph get you to the next level?” said Xavier. When Abuela looked puzzled, he explained: “In Castaway Escape, when you gather enough treasure, the game pushes you up to the next level.”
- 19 “In that case, yes, a Mexican woodnymph would definitely elevate me to the next level.”
- 20 Abuela shaded her eyes and frowned at the sun. “But I’m afraid that won’t happen today because birds are most active early in the morning, and it’s almost noon now.”
- 21 “Then we’ll look for the Mexican woodnymph next time,” Xavier suggested.
- 22 Now Abuela looked surprised.
- 23 Xavier smiled and said, “I like finding treasure with you.”
- 24 Abuela wrapped an arm around his shoulder. “Then you need tools, too. Next time, I’ll get you your own pair of binoculars.”

25 **Monday**

To: Xavier

From: Abuela

Subject: Gaming

Dear Xavier,

Thank you for birding with me. Spotting the belted kingfisher was an exciting moment, and I’m glad you were there to share it with me.

Now I’d like to share something you love—next Saturday, let’s play Castaway Escape.

I showed you how to find birds, and you can show me how to acquire treasure.

Love,

Abuela



- (A) I  
(B) they  
(C) my  
(D) he

- [illegible]



**35** Read paragraph 25 of “Birding with Abuela.”

In 3–5 sentences, explain one reason the author may have chosen to use first-person point of view in this part of the story. Think about what first-person point of view adds to a story. Use evidence from the text to support your answer.

[illegible]

**36** Read paragraph 25 of “Birding with Abuela.”

In 3–5 sentences, describe something this paragraph makes you think or feel. Remember the word *Abuela* means “grandmother.” Then describe how this text-to-self connection helps you better understand or enjoy the text.

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**37** Read paragraph 3 of “Birding with Abuela.”

In 3–5 sentences, describe something from your life that this paragraph reminds you of. Then describe how this text-to-self connection helps you better understand or enjoy the text.

[illegible]

## FOCUS ON LANGUAGE

**DIRECTIONS:** Choose the correct answer.

**38** Read the sentences.

The young athlete had gone running in the rain, and now her coat and sweatshirt were soaking wet. She could take it off, but she would be very cold and might get sick.

What are two possible antecedents of the unclear pronoun *it*? Choose two answers.

- (A) athlete
- (B) rain
- (C) coat
- (D) sweatshirt
- (E) she

**39** Read the sentences.

The team helped clean up the park after the game, and their friends worked on making snacks. They had a great time celebrating.

What are two possible antecedents of the unclear pronoun *they*? Choose two answers.

- (A) team
- (B) park
- (C) game
- (D) friends
- (E) snacks

**40** Read the sentences.

The group of young people wanted to go to the beach. They carried their towels and chairs. Juan carried his favorite drinks. Andrea and Maria carried snacks. Unfortunately, she dropped the snacks in the sand!

Which pronoun is unclear in the sentences?

- (A) they
- (B) their
- (C) his
- (D) she

**41** Read the sentences.

Sophia and her mother baked cookies, but they made a very big mess in the kitchen. She needed to clean up before her friends arrived.

Which revision corrects the unclear pronoun?

- (A) She needed to clean up before Sophia's friends arrived.
- (B) Sophia needed to clean up before her friends arrived.
- (C) Her mother made a very big mess in the kitchen.
- (D) Sophia made a very big mess in the kitchen.

**42** Read the sentences.

Yuto and Hana watched the setting sun, as the moon made the waves of the ocean glisten. It made their beach seem like another world.

Which revision corrects the unclear pronoun?

- (A) They made it seem like another world.
- (B) It made our beach seem like another world.
- (C) The moon made the beach seem like another world.
- (D) Yuto and Hana made the beach seem like another world.

**43** Read the sentences from “Birding with Abuela.”

“Well, I still need to spot some other birds, like this one—the Mexican woodnymph.”

Abuela pointed to the paper. “It’s a kind of hummingbird that darts about, as quick and bustling as a bee.”

Which two things are being compared in the simile? Choose two answers.

- (A) birds
- (B) Mexican woodnymph
- (C) Abuela
- (D) paper
- (E) bee

**44** Read the sentence from “Tools and Intelligence.”

The ape manipulates the fruit with its hands or feet, using the tool like a rake to free the seeds.

Which two things are being compared in the simile? Choose two answers.

- (A) fruit
- (B) feet
- (C) tool
- (D) rake
- (E) seeds

**45** Read the sentence from “Birding with Abuela.”

I love tramping through the woods as the sun comes up, listening for bird calls, and, if we’re lucky, spotting a species we’ve never seen before—it’s like opening a birthday present!

The simile compares spotting a new species with another action. Which characteristic of the second action helps you better understand spotting a new species?

- (A) The action is lucky.
- (B) The action is exciting.
- (C) The action is hidden.
- (D) The action is a celebration.

**46** Read the sentence from “Tools and Intelligence.”

When ripe, the softball-sized nessia fruit splits along the sides like the petals of a flower opening to bloom.

Which characteristic of the two objects are being compared in the simile?

- (A) the objects’ smells
- (B) the objects’ sizes
- (C) the objects’ actions
- (D) the objects’ speeds

**47** Read the sentence.

The orangutan moved from tree to tree like a gymnast performing on the high bars.

What does the simile help you visualize?

- (A) how tall the orangutan was
- (B) how the orangutan ran
- (C) how strong the orangutan was
- (D) how the orangutan moved



**48** Read the sentence.

Elena was conscious of the fact that she was taller than the other girls in her class.

*Conscious* contains the roots *con*, which means “with” or “together,” and *sci*. Based on Greek and Latin roots, what does the word *conscious* mean?

- (A) having knowledge
- (B) with someone who studies
- (C) with a science background
- (D) having the ability to think ahead

**49** Read the sentence.

The villain in the movie became belligerent when he knew he was defeated.

*Belligerent* contains the root *bell*, which means “war,” and the suffix *-ent*. Based on Greek and Latin roots and suffixes, what does the word *belligerent* mean?

- (A) a person who studies war
- (B) a person with the ability to fight
- (C) the condition of wanting to fight
- (D) the condition of stopping a war

**50** Read the sentences from “Tools and Intelligence.”

Orangutans mostly use tools to get food. Their existence depends upon eating a lot of fruit that is not often easy to get.

*Existence* contains the root *exist* and the suffix *-ence*. *Existed* is another word that contains the root *exist* and means “to have lived or been real.” Based on Greek and Latin roots and suffixes, what does the word *existence* mean?

- (A) the condition of being alive
- (B) the condition of needing food
- (C) the ability to use tools
- (D) the ability to find food

**51** Read the sentences.

My older sister is in medical school. She wants to be a cardiologist when she graduates.

*Cardiologist* contains the root *cardi*, which means “relating to the heart,” and the suffix *-ist*. Based on Greek and Latin roots and suffixes, what does the word *cardiologist* mean?

- (A) a person with knowledge of love
- (B) a person who studies the heart
- (C) the condition of being in love
- (D) the condition of studying medicine

**52** Read the sentence.

The zoologist at the natural history museum was very popular with visitors.

*Zoologist* contains the root *zoo*, which means “living being” or “animal,” and the suffix *-ist*. Based on Greek and Latin roots and suffixes, what does the word *zoologist* mean?

- (A) a person who studies animals
- (B) an animal that looks like a person
- (C) the condition of being alive
- (D) the condition of being an animal

## WRITING

- 53** Do you think there should be zoos? Write an argumentative essay about whether zoos should be allowed. Try to persuade people to agree with your opinion.

Your essay should include an introduction with a thesis statement about whether zoos should be allowed and three reasons for the thesis. The body should include three paragraphs that support the thesis with reasons for your opinion, and evidence for each reason, including facts, quotations, and examples. The conclusion should restate the thesis and summarize the reasons. Write your essay in the space below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.