

# Lift LEVEL 1 Final Assessment



## READING

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

### The Math Competition

- 1 Divya held her breath as Mrs. Chowdhury reached into the jar on her desk and removed four slips of paper. "Today's mathematics competitors," said Mrs. Chowdhury, "will be Priyanka, Amyra, Divya, and—"
- 2 As soon as she heard her name, Divya gave a silent cheer and leaped joyfully to her feet. She walked to the whiteboard at the front of the classroom and stood between Priyanka and Amyra.
- 3 "Mahira?" Mrs. Chowdhury said, reading the final name. She looked toward a girl at the back of the room. "Do you feel comfortable participating?"
- 4 Divya looked quickly at Mahira. She'd only started going to Divya's school last week. Mrs. Chowdhury said the new girl and her family had just moved to Mumbai.
- 5 Now Mahira swallowed hard, stood beside her desk, wiped her hands on her skirt, and said softly, "Yes, Mrs. Chowdhury, I will participate."
- 6 Mahira took her place, and the four competitors turned toward the whiteboard, markers ready.
- 7 "You'll win like you always do," Priyanka whispered to Divya with a smile. "But I'm going to work hard for second place."
- 8 Mrs. Chowdhury read a geometry problem, and the competitors' markers squeaked against the board as they wrote the problem, and then began solving it.
- 9 Divya's heart pounded; she loved math, and she was good at it. She was convinced she'd solve the problem first—again. She raced to complete her work, writing the various measurements, and making sure she multiplied correctly to find the volume.
- 10 As she finished, she heard her classmates already cheering and clapping. She turned around to face them—then froze. Her classmates weren't clapping for her—they were clapping for Mahira!

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.

- 11 Divya looked at her. Mahira had completed the geometry problem—correctly, Divya noted—and was now facing the applauding class, her eyes wide, the tops of her ears turning red.
- 12 “Hooray for Mahira!” someone called out. “You beat Divya!”
- 13 Divya didn’t know who said it. She couldn’t look. She always won math contests—always. Her classmates knew she was the top student in the whole class—how could she face them now that she had . . . lost?
- 14 “Hey, Mahira!” shouted someone else. “Sit with us today at lunch!”
- 15 Divya glanced at Mahira again. She remembered the day Mahira had first arrived. She had barely spoken, even when Mrs. Chowdhury had asked her a question, and she had always looked down. She’d sat by herself at lunch that day—and every day since.
- 16 Now, though, Mahira’s face stretched into a wide smile. “Thank you,” she said. “I would like that very much.”
- 17 Divya swallowed and took a deep breath. “Congratulations, Mahira,” she said. “You did an excellent job, especially since it was your first competition.”
- 18 “Thank you,” Mahira responded, her smile still wide. “You are a fierce competitor, Divya. I have a feeling we are going to push each other to both become even better.”



- 1** Which sentence is true of “The Math Competition”?
- (A) The story is told from Divya’s first-person point of view.
  - (B) The pronouns *I* and *we* are used within the dialogue to show the first-person point of view.
  - (C) A narrator describes all the characters’ thoughts from the third-person point of view.
  - (D) A narrator shares Divya’s thoughts from the third-person point of view.
- 2** Which evidence from the text **best** shows how Divya feels about being chosen to participate in the math competition? Choose two answers.
- (A) As soon as she heard her name, Divya gave a silent cheer and leaped joyfully to her feet.
  - (B) She walked to the whiteboard at the front of the classroom and stood between Priyanka and Amyra.
  - (C) “You’ll win like you always do,” Priyanka whispered to Divya with a smile.
  - (D) Divya’s heart pounded; she loved math, and she was good at it.
  - (E) Divya swallowed and took a deep breath.
- 3** In paragraph 15, Divya thinks back to Mahira’s arrival at their school. What does the reader learn about the characters from the flashback?
- (A) Divya is friendly and tries to make Mahira feel welcome.
  - (B) Divya is jealous of Mahira even though she barely knows her.
  - (C) Mahira is shy and having difficulty making friends at the new school.
  - (D) Mahira feels she is smarter than others and likes to sit by herself.

- 4** Which event is the climax of the story?
- (A) The students who will participate in the competition are called to the board.
  - (B) Mahira agrees to participate in the math competition despite her shyness.
  - (C) Divya realizes that Mahira has won the competition.
  - (D) Divya congratulates Mahira even though she is upset about losing.

- 5** What is a theme of “The Math Competition”? In 3–5 sentences, identify the theme and describe the events in the story that support that theme. Consider the lesson that Divya learns.

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

## Sofia in the Saddle

- 1 Sofia had been dreaming about riding horses since autumn when she'd read a novel about a girl who trains her own horse. Since then, she'd read many more books about horses and watched movies about them, too. Sofia liked to imagine herself on a sleek horse galloping across wide fields, just like the heroes in those stories.
- 2 More than anything, Sofia wanted riding lessons. But she and her family lived in the city, far from any place that offered lessons. Sofia had begun to think her horse-riding dreams would never come true when a surprise came from her aunt and uncle. They invited her to spend the summer on their farm. "I can teach you to ride while you're here," Aunt Alina had said. Sofia was thrilled.
- 3 Now, standing by the riding ring on the farm, Sofia felt her excitement suddenly go away. The horses she'd encountered in stories never seemed quite as huge as the one standing in front of her. Gathering up her courage, Sofia stepped closer to the fence and held out her hand to touch the horse's head. The horse jerked its head away suddenly. Sofia jumped back, frightened.
- 4 "This is Angel. Touch her from the side so she can see you better," said Aunt Alina, coming closer. She gently guided Sofia's hand to Angel's neck. Sofia felt Angel's warm body.
- 5 Aunt Alina opened the gate to the riding ring.
- 6 "Ready?" she asked.
- 7 Another rider galloped by quickly, and Sofia watched him with wide eyes.
- 8 "Don't worry. You won't have to go fast like that today," Aunt Alina said.
- 9 Sofia felt slightly sick but moved forward. "Okay. I'm ready," she said quietly.
- 10 Aunt Alina helped Sofia up onto Angel's back and into the saddle. Sofia sat hunched over, gripping the saddle with both hands. The ground seemed very far away.
- 11 "Now, take a deep breath and sit up straight."
- 12 Sofia slowly sat up, her sweaty hands still wrapped around the saddle. When Angel shifted slightly from side to side, Sofia squeezed her eyes shut and hunched down again.
- 13 "She's just getting comfortable," Aunt Alina reassured her as Sofia straightened up again. "Take another deep breath and look into the distance."
- 14 Aunt Alina led Angel around the ring. Sofia sat stiffly, feeling she might slip off at any moment. She stared at the mountains. Then she turned her head to look at the flowering trees by the barn.
- 15 "Keep breathing and looking. You're doing fine," said Aunt Alina.
- 16 Sofia listened to the rhythm of Angel's hooves clapping on the earth. She felt herself relax a little and began to sway gently with Angel's movements. Aunt Alina gave Sofia the reins, stepped away, and let Sofia ride by herself.
- 17 "I'm doing this!" thought Sofia, and she leaned forward to pat Angel's neck.

**GO ON** 

**6** Which clues indicate the point of view in “Sofia in the Saddle”?

- (A) the pronouns *I* and *we* in dialogue
- (B) the pronouns *you* and *her* in dialogue
- (C) the pronouns *I* and *me* in narration
- (D) the pronouns *she* and *her* in narration

**7** What conflict must Sofia overcome in the resolution of this story?

- (A) She really wants riding lessons, but her parents believe it will be too dangerous.
- (B) She dreams of riding a horse but is scared when she meets a horse in real life.
- (C) She has to leave her parents in the city for the summer in order to learn to ride a horse.
- (D) She is very small, and the horse her aunt owns is too large for her to ride.

**8** Why does the author describe Sofia as *slightly sick, hunched over, having sweaty hands, and sitting stiffly* when she first gets on Angel’s back?

- (A) to help readers feel and understand how afraid Sofia is on the horse
- (B) to compare Sofia’s dream of being a hero to the real experience of riding a horse
- (C) to show what an inexperienced rider looks like on a horse
- (D) to make readers think Sofia will no longer want riding lessons

**9** Which sentence states a theme of “Sofia in the Saddle”?

- (A) Animals are meant to be treated with kindness and respect.
- (B) Family is a person’s main source of support in life.
- (C) Life in the country is very different than life in the city.
- (D) Making dreams come true sometimes requires overcoming fear.

**10** In 3–5 sentences, describe how Sofia feels when she first sees Angel. Cite at least two pieces of text evidence to support your answer.

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

## Protect the Wolves

- 1 In October 2020, gray wolves were taken off the endangered species list. That seems like great news for a species that was almost extinct 50 years ago. However, the decision is controversial, and some people are working to change the decision. Protecting wolves should be a top priority for the United States and Canada. Wolves play an important role in balancing the ecosystem. A balanced ecosystem leads to healthier animals and plants all around. Wolves are also facing major threats posed by hunters, trappers, and farmers.

### History

- 2 Gray wolves are at the top of the food chain. Humans are wolves' only enemies. In the 1920s, wolves were hunted nearly to extinction in the United States. No wolves were left in Yellowstone National Park by the 1940s. In the 1970s, they were put on the endangered species list.
- 3 Then, in 1995, gray wolves were reintroduced to Yellowstone. Not everyone wanted them back, especially not the farmers living near Yellowstone. They feared for their livestock. So far, wolves have not killed a significant number of livestock. In fact, wolves are responsible for less than one percent of farmers' losses.

### Environmental Benefits

- 4 One of the staple foods in a Yellowstone wolf's diet is elk. As a result, wolf reintroduction has reduced the elk population. Before wolves were reintroduced, the elk population exploded in number. The elk overgrazed and destroyed their habitat. There was not enough food for them. Many elk starved. Disease also spread rapidly through huge herds. The elk suffered without the wolf.
- 5 Wolves have contributed to a healthy elk population in Yellowstone. They often target weak and sick animals, who are easiest to hunt. As a result, the healthiest elk survive. This pattern allows elk herds to remain strong and healthy. Disease is reduced, and so is starvation.
- 6 The benefits do not stop there. Wolves provide food for many species. Leftover elk meat feeds eagles, grizzly bears, cougars, and many other animals. This extra food helps these animals survive long, harsh winters. In addition, fewer elk mean healthier plants. Many plant-eating animals in Yellowstone now have a better chance to fatten up on grasses and berries before winter arrives.



**Conclusion**

- 7 Wolves have clearly contributed to a healthy ecosystem in the Yellowstone area. They have improved the health of many animals and plants. The good that wolves do far outweighs the damage they do. Despite the benefits they provide, wolves are still a favorite of hunters and trappers. When wolves leave Yellowstone Park's boundaries, they are at a high risk. They can now be legally hunted. Midway through the 2021–22 hunting season, hunters had killed 20 of Yellowstone's 114 wolves. Without government protection of wolves, the benefits they bring to the ecosystem will be lost.



- 11** Which two text features provide clues to the author's purpose for writing? Choose two answers.
- (A) The title "Protect the Wolves" calls for readers to take an action.
  - (B) The article begins with a fact about wolves being removed from the endangered species list.
  - (C) The first paragraph includes a claim that protecting wolves is important.
  - (D) The "History" section shares facts about wolves and their presence in the United States.
  - (E) The "Conclusion" section includes statistics about the hunting of wolves.

- 12** According to the "Environmental Benefits" section, what is the author's main support for why wolves need protection?
- (A) Wolves are a native species and should never have been removed.
  - (B) Wolves do not kill as much livestock as expected.
  - (C) Wolves are hunted and trapped when they leave Yellowstone.
  - (D) Wolves help balance the ecosystem in various ways.

- 13** What evidence does the author provide to support the claim that wolves help strengthen the elk population?
- (A) Wolves target sick elk, so only the healthiest elk survive.
  - (B) The elk that wolves hunt provides food for eagles, grizzly bears, and other animals.
  - (C) Fewer elk means that more plants in the environment can survive.
  - (D) Elk are still at risk from diseases but are prevented from starving.

- 14** Which sentence from the text expresses the author's opinion?
- (A) In October 2020, gray wolves were taken off the endangered species list.
  - (B) In the 1920s, wolves were hunted nearly to extinction in the United States.
  - (C) Before wolves were reintroduced, the elk population exploded in number.
  - (D) The good that wolves do far outweighs the damage they do.

- 15** In 3–5 sentences, write a summary of "Protect the Wolves."

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

## The Social Life of Dolphins

- 1 Dolphins are intelligent, playful mammals. Scientists also rate them as one of the most social species on Earth. Being social serves specific purposes for dolphins. Socializing helps dolphins raise their young, communicate, and hunt.

### Pod Life

- 2 Social structures are extremely important for dolphins. The animals maintain their social structures by living in pods of between two and thirty dolphins. There are three types of dolphin pods: nursery pods, juvenile pods, and adult-male pods.
- 3 Mothers with calves form nursery pods. The mothers help each other feed and protect their offspring. Most calves stay with their mothers until they are six to eight years old. Adult males rarely get close to these pods.
- 4 Older calves leave their nursery group to join juvenile pods. In juvenile pods, young males and females socialize with each other to prepare for mating.
- 5 Adult-male pods come together for different reasons. These pods are also flexible and changing. Sometimes, smaller groups form to pair with certain females. In other instances, larger pods form to defend their group against predators. A male dolphin may move from pod to pod throughout its life. In other words, pod membership is not permanent. Scientists suggest that this flexibility shows dolphins' high intelligence.

### The Talk of the Pod

- 6 Each dolphin uses a unique whistle to communicate. This sound allows other pod members to tell who is "speaking." Scientists think dolphins share different kinds of information. They may communicate everything from basic facts to emotions. Denise Herzing, who studies dolphins in the Bahamas, suggests they say things like, "There are some good fish over here," or "Watch out for that shark because it's hunting."
- 7 Dolphins also use communication to ask each other for support. Herzing once observed two bottlenose dolphins bullying a spotted dolphin. Later, the spotted dolphin returned with some buddies from its pod. The group chased the bullies out of the area.
- 8 Kathleen Dudzinski is the director of the Dolphin Communication Project. She says dolphins' signals may have different meanings depending on their activity. For example, dolphins sometimes clap their jaws to warn others of danger. However, they also do this while playing. "I have not found one particular dolphin behavior that means the same thing every time you see it," says Dudzinski.

**GO ON** 

## The Hunt Is On

- 9 Dolphins work together to hunt. Many dolphins cooperate to herd fish. Some use their tails to shock their prey. Scientists call this “fish-kicking” or “fish-whacking.” Other dolphins then toss the prey out of the water. As the fish flies through the air, another dolphin catches it. Dolphins also hit the water’s surface to scare prey out from seagrass in shallow water into places where other dolphins can catch it.
- 10 Dolphins rely on an active social life to support their health and well-being. Basically, they seem to understand that they are happier, healthier, and safer in groups.



16 Which excerpt from “The Social Life of Dolphins” states the central idea of the text?

- (A) Dolphins are intelligent, playful mammals.
- (B) Being social serves specific purposes for dolphins. Socializing helps dolphins raise their young, communicate, and hunt.
- (C) The animals maintain their social structures by living in pods of between two and thirty dolphins.
- (D) For example, dolphins sometimes clap their jaws to warn others of danger. However, they also do this while playing.

17 What clues in the text show that the author’s purpose is to inform?

- (A) The author includes facts and uses subheads to organize information.
- (B) The author uses vivid descriptions and tells interesting stories.
- (C) Expert opinions support the author’s opinion about the importance of communication.
- (D) Emotional language and the use of first-person pronouns engage readers’ interest.

18 Which sentence belongs in a summary of the passage?

- (A) Dolphins can change pods over their lifetimes.
- (B) Dolphins can warn of danger by clapping their jaws.
- (C) Some dolphins shock prey with their tails.
- (D) Dolphins’ social interactions help them hunt successfully.

19 If you want evidence to support the idea that dolphins change how they communicate in different situations, which section would you look in?

- (A) the introductory paragraph
- (B) the “Pod Life” section
- (C) the “The Talk of the Pod” section
- (D) the “The Hunt Is On” section

20 What is the central idea of the section “The Hunt Is On”? In 3–5 sentences, state the central idea and cite details that support the idea.

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## FOCUS ON LANGUAGE

**DIRECTIONS:** A student is writing a story. This story includes several errors. Read the story and think about possible revisions. Then answer the questions that follow.

## The Gold Coin

- 1 My grandpa always carries a gold coin. It's very old and worn down, but the metal still shines. He likes to show it to people. Whenever he talks with someone new, he brings up the family legend of the coin.
- 2 "It's been in our family for many generations," he says as he starts the story. Hundreds of years ago, our ancestors found gold in a cave. They mined it, as Grandpa says, "completely alone and completely in secret." Our relatives didn't want other people to find out and steal the gold, which makes sense. Of course they would want the gold!
- 3 Once our family had mined as much as possible, they took the gold and traveled to a city. There they used the gold to build a trading empire which Grandpa claims "stretched across the world."
- 4 The family made the coins during this time. They were supposed to represent our family's hard work, but Grandpa's is the last one.
- 5 "What happened"? someone always asks.
- 6 "We're good finders, but we're not great keepers," Grandpa always replies. What he says next changes depending on who is listening. Sometimes, pirates put our family out of business. Other times, a king or queen or duke tricked or betrayed them.
- 7 He usually finishes the story by explaining that the people in our family who grew up with money didn't value it and lost it over time. The family had to sell all but one of the coins. "They kept one," Grandpa explains, "To remind us to value and care for what older generations have built."
- 8 When I asked my mom about the legend recently, she shook her head with a smile and told me, "That gold coin was a gift to your great-grandfather when he retired. Grandpa just likes to tell stories." I know Mom's explanation makes more sense, but the legend is a lot more fun.
- 9 Grandpa has told me many times that one day the coin will be mine. The coin might not be valuable, but our family legend is. In the future, I will be the one sharing it and teaching others about the importance of caring for the hard work of past generations.



- 21** Read this sentence from "The Gold Coin."  
Identify the pronoun in the sentence and decide if it is a subject pronoun or an object pronoun.

Once our family had mined as much as possible, they took the gold and traveled to a city.

The pronoun in the sentence is: \_\_\_\_\_.

It is a(n) \_\_\_\_\_ pronoun.

- 22** Read this sentence from "The Gold Coin."  
Identify the pronoun in the sentence and decide if it is a subject pronoun or an object pronoun.

Other times, a king or queen or duke tricked or betrayed them.

The pronoun in the sentence is: \_\_\_\_\_.

It is a(n) \_\_\_\_\_ pronoun.

- 23** Read this sentence from "The Gold Coin." Then complete the sentence that follows.

Grandpa has told me many times that one day the coin will be mine.

The possessive pronoun in the sentence is: \_\_\_\_\_.

- 24** Read this sentence from "The Gold Coin." Then complete the sentence that follows.

The coin might not be valuable, but our family legend is.

The possessive adjective in the sentence is: \_\_\_\_\_.

- 25** Read these sentences with an unclear pronoun from "The Gold Coin."

Our relatives didn't want other people to find out and steal the gold, which makes sense. Of course they would want the gold!

In which set of sentences is the unclear pronoun corrected?

- (A) Our relatives didn't want other people to find out and steal the gold, which makes sense. Of course other people would want the gold!
- (B) They didn't want other people to find out and steal the gold, which makes sense. Of course they would want the gold!
- (C) Our relatives didn't want them to find out and steal the gold, which makes sense. Of course they would want the gold!
- (D) They didn't want them to find out and steal the gold, which makes sense. Of course they would want the gold!

- 26** Read these sentences with an unclear pronoun from "The Gold Coin."

The coin might not be valuable, but our family legend is. In the future, I will be the one sharing it and teaching others about the importance of caring for the hard work of past generations.

In which set of sentences is the unclear pronoun corrected?

- (A) It might not be valuable, but the legend is. In the future, I will be the one sharing it and teaching others about the importance of caring for the hard work of past generations.
- (B) The coin might not be valuable, but the legend is. In the future, I will be the one sharing it and teaching others about the importance of caring for the hard work of past generations.
- (C) It might not be valuable, but our family legend is. In the future, I will be the one sharing it and teaching others about the importance of caring for the hard work of past generations.
- (D) The coin might not be valuable, but our family legend is. In the future, I will be the one sharing the legend and teaching others about the importance of caring for the hard work of past generations.

- 27** Which sentence or sentences from "The Gold Coin" contains an error in punctuating dialogue?

- (A) "It's been in our family for many generations," he says as he starts the story.
- (B) "What happened"? someone always asks.
- (C) "We're good finders, but we're not great keepers," Grandpa always replies.
- (D) When I asked my mom about the legend recently, she shook her head with a smile and told me, "That gold coin was a gift to your great-grandfather when he retired. Grandpa just likes to tell stories."

- 28** Read this sentence from "The Gold Coin." It has a punctuation error.

"They kept one," Grandpa explains, "To remind us to value and care for what older generations have built."

How should the punctuation error be corrected?

- (A) Delete the comma after *one*.
- (B) Move the comma from after to before *explains*.
- (C) Change the uppercase *T* in *To* to a lowercase letter *t*.
- (D) Move the period after *built* to follow the closing quotation mark.

- 29** Which sentence from "The Gold Coin" contains a nonrestrictive clause?

- (A) It's very old and worn down, but the metal still shines.
- (B) Our relatives didn't want other people to find out and steal the gold, which makes sense.
- (C) Once our family had mined as much as possible, they took the gold and traveled to a city.
- (D) The coin might not be valuable, but our family legend is.

- 30** Read the sentence from "The Gold Coin."

There they used the gold to build a trading empire which Grandpa claims "stretched across the world."

Where should you insert a comma to correctly set off the nonrestrictive clause?

- (A) after *There*
- (B) after *gold*
- (C) after *empire*
- (D) after *claims*



**31** Read the sentence.

Pedro always tries to stay neutral; he refuses to choose a side when his friends argue.

Which word or phrase provides the **best** clue to the meaning of the word *neutral*?

- (A) always
- (B) stay
- (C) refuses to choose a side
- (D) when his friends argue

**32** Read the sentence.

Even though it hurt his pride, Surat had to acknowledge his loss and accept that the other competitor knew more than he did.

Which word or phrase provides the **best** clue to the meaning of the word *acknowledge*?

- (A) Even though
- (B) his pride
- (C) loss
- (D) accept

**33** Based on your knowledge of Greek and Latin roots, complete the sentence.

If the word *tour* means “to travel from one place to another,” the word *tourist* means

- (A) the condition of traveling from one place to another.
- (B) the knowledge of how to travel from one place to another.
- (C) the ability to travel from one place to another.
- (D) a person who travels from one place to another.

**34** Based on your knowledge of Greek and Latin roots, complete the sentence.

If you can see clearly, you have excellent

- (A) intelligence.
- (B) science.
- (C) vision.
- (D) evidence.

**DIRECTIONS:** Read the dictionary entry. Use it to answer questions 35 and 36.

**copy** *n.* plural **copies**

1. something made just like another thing: *That picture is a copy of the original artwork.*
2. one of many books, magazines, etc., that are printed at the same time: *Here is a copy of today's paper.*

**copy** *v.* **copied, copying, copies**

1. to make a copy: *Copy the math problem from the board.*
2. to imitate: *He copied his older brother.*

**35** Read the sentence.

Did you copy the spelling words correctly?

Which definition fits the word *copy* as it is used in the sentence?

- (A) noun, definition 1
- (B) noun, definition 2
- (C) verb, definition 1
- (D) verb, definition 2

**36** Read the sentence.

I have a copy of that book if you want to borrow it.

Which definition fits the word *copy* as it is used in the sentence?

- (A) noun, definition 1
- (B) noun, definition 2
- (C) verb, definition 1
- (D) verb, definition 2

**GO ON** 

**37** Read the sentence.

Our old car sometimes doesn't start, and now the engine is making loud noises, so my parents decided to buy a newer, more reliable car.

Based on the cause-and-effect signal word *so*, what does the word *reliable* mean?

- ☐ (A) dependable
- ☐ (B) modern
- ☐ (C) cheap
- ☐ (D) large

**38** Read the sentence.

Due to the unforeseen storm and flooding, businesses closed suddenly without warning or planning.

Based on the cause-and-effect signal phrase *due to*, what does the word *unforeseen* mean?

- ☐ (A) not nearby
- ☐ (B) scheduled
- ☐ (C) not expected
- ☐ (D) continuing

**39** Read the sentence.

With a big smile on his face, Franco excitedly opened the e-mail from the basketball coach to see if he made the team.

What is the connotation of the underlined word?

- ☐ (A) positive
- ☐ (B) neutral
- ☐ (C) negative

**40** Read the sentence.

When Ali heard the strange and frightening noise, she jumped to her feet and bolted down the stairs.

What is the connotation of the underlined word?

- ☐ (A) positive
- ☐ (B) neutral
- ☐ (C) negative





## WRITING

- 41** Write an argumentative essay for or against parents rewarding children for getting good grades in school. Consider the benefits and drawbacks of having students expect rewards like money, candy, or special events. Also consider how often and when students would be rewarded.

Your argumentative essay should include:

- an introduction with a thesis statement that states that giving rewards for good grades in school is, or is not, good for children
- three body paragraphs that include reasons and evidence for your position (including facts and examples)
- a strong concluding paragraph that restates the thesis and supporting reasons.

Write your essay in the space below.

[illegible]