

Lift

LEVEL 1 UNIT 7 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1** When students are *resilient*, they
- (A) are strong in feeling or emotions.
 - (B) regularly do what they should.
 - (C) are able to become strong again after something difficult happens.
 - (D) show they care about people's feelings.
- 2** People in *urban* areas live
- (A) in cities.
 - (B) on farms.
 - (C) near a natural area.
 - (D) near bodies of water.
- 3** A *challenge* is a task that
- (A) is new.
 - (B) is difficult.
 - (C) has many parts or steps.
 - (D) has to be done quickly.
- 4** Scientists often work with *data*, which are
- (A) devices made for a purpose.
 - (B) facts used to calculate something.
 - (C) natural areas where something lives.
 - (D) substances that make something unclean.
- 5** The word *sustainable* describes something that involves
- (A) special knowledge or skills to solve a difficult problem.
 - (B) the use of science in industry and engineering.
 - (C) actions used by a group for a long time.
 - (D) methods that do not destroy natural resources.
- 6** A person who is *vulnerable* is
- (A) likely to become hurt.
 - (B) extremely afraid.
 - (C) involved in something.
 - (D) unlikely to change ideas.
- 7** A *mechanical* engineer works with
- (A) roads.
 - (B) machines.
 - (C) nature.
 - (D) challenges.
- 8** A *century* refers to
- (A) a pointer on a computer screen.
 - (B) the size of something.
 - (C) a time period of 100 years.
 - (D) something that uses science.

- 9 To *dispute* an idea means
- (A) to add to the idea.
 - (B) to argue against the idea.
 - (C) to understand the idea completely.
 - (D) to imagine the idea in your mind.
- 10 A student who makes *progress* is
- (A) causing a change.
 - (B) testing something out.
 - (C) moving toward a goal.
 - (D) trying something new.
- 11 When scientists *monitor* something, they are
- (A) changing an item.
 - (B) turning or moving an item.
 - (C) arguing against an action.
 - (D) observing actions for a purpose.
- 12 *Efficiency* is the ability to
- (A) care about people's feelings.
 - (B) become successful after something bad happens.
 - (C) do something without using too much time or energy.
 - (D) use methods that do not destroy the environment.
- 13 Some plants can adjust / contribute / rotate to higher temperatures in order to survive.
- 14 People celebrate resilient / sustainable / traditional holidays with customs that they have used for a long time.
- 15 Efficiency / Progress / Technology uses scientific knowledge to invent things.
- 16 Mechanical / Regular / Resilient ways of preparing foods use common techniques.
- 17 Some materials can absorb / adjust / contribute, or take in, water.
- 18 It can be rewarding when you adjust / attempt / dispute a difficult task and succeed.
- 19 The student pointed the cursor / data / target at a word she wanted to change.
- 20 Someone involved in a club is a century / participant / regular.
- 21 Something a person aims at is called a(n) attempt / challenge / target.
- 22 A scientist will conduct challenges / data / experiments to test whether an idea is correct.
- 23 Sometimes people need to absorb / monitor / rotate a photo so the image is not upside down.

READING

DIRECTIONS: Read the passage and answer the questions.

Julieta's Time Capsule

- 1 Julieta watched the clock over Ms. Aguirre's desk tick slowly toward ten o'clock, the moment her class would troop outside to the school garden.
- 2 The bell rang, and Julieta and her classmates leapt to their feet, but Ms. Aguirre held out a hand to stop them.
- 3 "Before we march out to the garden," she said, "I have an exciting announcement."
- 4 Julieta held her breath and muttered, "Please say we don't have to move to the new school."
- 5 "I've just found out that when we move to our new school—" Ms. Aguirre said, pausing for effect.
- 6 Julieta whispered, "Please say they're letting us have a garden offsite."
- 7 "—we'll bury a time capsule under the sidewalk," Ms. Aguirre continued.
- 8 Julieta felt her shoulders slump in disappointment. She and her classmates worked in their school garden every day, planting, weeding, watering, and harvesting vegetables. The earthy scent and healthy green plants made Julieta feel happy and proud.
- 9 But next term, they would all attend a new, bigger school that had no space for a garden on the school grounds.
- 10 Ms. Aguirre continued, "A time capsule is a container we'll fill with objects, such as coins and newspapers, that represent our lives today. In one hundred years, people of the future will open the capsule, and our contributions will help them understand what was important to us and how we lived."
- 11 Joaquín thrust his hand in the air. "Would an example of today's technology be a good object to contribute? My dad has an old phone I could put in there. Or I could just put a photo of my new smartphone."
- 12 "A photo or a piece of new technology would be an excellent contribution. Things change, and no one could even conceive of a cell phone one hundred years ago."
- 13 She continued, "And remember, the object can be something important to you at this time in your life—something you want people to know about. People's interests change over the years. At the age of six, you might have thought that plastic blocks were the most fascinating thing ever, but today, I bet what's important is quite different."
- 14 Julieta thought about this as she and her classmates filed outside to the garden.



- 15 “I’m going to bring copies of our school lunch menu,” said Sofia.
- 16 “And I’ll bring my watercolor paints,” said Matias. “Drawing and art are so important to me.”
- 17 As Julieta and Camila plucked weeds from the pepper patch, Julieta shook her head. “Too bad I can’t shovel up the school garden and transport it into the time capsule.”
- 18 Julieta stopped. “That’s it!” she cried. “That’s my item!”
- 19 On the day the class was scheduled to place their items in the time capsule, Julieta arrived carrying two shoeboxes.
- 20 When it was Julieta’s turn to place her object in the capsule, she opened one of the shoeboxes.
- 21 “I want people of the future to know about our garden,” she said.
- 22 She pulled several items from the box: a photo of her class working in the garden, the garden design—a diagram of the garden beds and all the plants growing in them—and finally, packets of pepper seeds.
- 23 “Dry seeds can keep for decades if kept in a cool, dry place like our capsule,” Ms. Aguirre said. “But what’s in the second box?”
- 24 “It’s a time capsule for me,” said Julieta, “except this one I can open in my future.”
- 25 She pulled the lid off the second shoebox. It contained the same exact objects as the first box: the photo, the garden design, and the seeds.
- 26 “It will be a reminder to me,” she said, “that even though things change, our memories are always with us.”

24 How does the title “Julieta’s Time Capsule” help the reader determine the theme?

- (A) It hints that the theme will have to do with space travel.
- (B) It hints that the theme will have to do with being on time.
- (C) It hints that Julieta has friends important to the theme.
- (D) It hints that Julieta will be important to the author’s theme.

25 Read paragraphs 8 and 9 of “Julieta’s Time Capsule.” How is the setting important to the author’s message?

- (A) The garden shows the importance of nature.
- (B) The garden shows how schools can be different.
- (C) The garden shows teens can achieve great things.
- (D) The garden shows what is important to students.

26 Which are main events that contribute to the theme of the story? Choose three answers.

- (A) Julieta does not want to move to the new school.
- (B) Ms. Aguirre says that people’s interests change over time.
- (C) Joaquín thrusts his hand in the air.
- (D) Julieta and Camila pluck weeds from the pepper patch.
- (E) Julieta chooses items that remind her of the garden.

27 Read paragraph 17 of “Julieta’s Time Capsule.”

In 3–5 sentences, describe what the author wants the reader to learn about the character Julieta in this paragraph. Use evidence from the text to support your answer.

28 In 3–5 sentences, identify the theme of the story “Julieta’s Time Capsule.” Describe two events from the story that support your answer.

- 29** In 3–5 sentences, describe a time you had an experience similar to Julieta’s. It could be a time you faced a challenge or had a school assignment that changed your ideas. Explain how your experience was like Julieta’s.

READING

DIRECTIONS: Read the passage and answer the questions.

Alexander Graham Bell, Educator and Inventor

- 1 Alexander Graham Bell's invention of the telephone in 1876 changed communication in ways never before imagined. Though the telephone invention is well known, the path that led Bell to develop this technology is often overlooked. Family influence, curiosity, and a love of science paved the way for one of the greatest inventions of the nineteenth century.
- 2 From childhood, Bell was fascinated by communication. His mother was severely hearing impaired. In addition, his father, Alexander Melville Bell, worked at the University of Edinburgh, where he taught speech elocution. This discipline involves learning how sounds are made and using perfect pronunciation and tone while speaking aloud. Bell's father also invented Visible Speech, a system of symbols that represent specific sounds, to teach Deaf people to speak. This method uses visuals to show how the tongue and lips form a sound. The young Bell learned much from his father. In fact, Alexander Bell would end up doing work similar to his father, and beyond.
- 3 Born in Scotland in 1847, Alexander Graham Bell lived in Scotland and England during his childhood. He was often ill and quite frail. After both of his brothers died of tuberculosis, his parents moved to Canada for his health. In 1871, he moved to the United States, to Boston, Massachusetts, and took a position as a teacher at the Boston School for the Deaf. The next year, he opened his own School of Vocal Physiology and Mechanics of Speech. Bell believed that speaking and lip reading were the best ways for Deaf people to communicate. So Bell used Visible Speech to teach Deaf people to speak. The next year, he followed in his father's footsteps to become a university professor at Boston University. There, he met his wife, Mabel Hubbard, who was also deaf.
- 4 Bell once said, "To ask the value of speech is like asking the value of life." It follows that Bell would want to help people broadcast their voices across the world. Creating a machine to do so became a personal challenge.
- 5 Bell learned early in life that sounds create vibrations. For example, he spoke to his hearing-impaired mother with his mouth pressed against her forehead. That way, she could hear the vibrations. He also developed an electric tuning fork that made sounds similar to human speech by capturing the vibrations made as a person spoke. Bell used his knowledge about the anatomy of the eardrum, along with the study of sound vibrations, to make another invention. This new device would transmit speech through an electrical wire. In 1876, the first call was made to his assistant, Thomas Watson, who was in another room. Bell said simply, "Mr. Watson, come here. I need you." His assistant heard him, and the telephone was invented!

GO ON 

- 6 Bell's curiosity about life, science, and the way things work never faded. After the invention of the telephone, he contributed to scientific education for the general public. He helped launch *Science* magazine. Then he propelled *National Geographic* magazine to success. Bell continued with a variety of experiments and came up with some remarkable inventions, including the first wireless communication. And in 1922, the year he died, he received a patent for the hydrofoil, the fastest speedboat of its kind at the time.
- 7 On August 22, 1922, at the age of seventy-five, Alexander Graham Bell died. To honor the inventor during his funeral, all telephone services in the United States and Canada paused for sixty seconds.

30 Read paragraph 2 of "Alexander Graham Bell, Educator and Inventor."

What type of information does the author include to support the purpose of the text?

- (A) The author includes facts to support the purpose of informing the reader.
- (B) The author provides opinions to persuade the reader to agree with them.
- (C) The author uses description to allow the reader to feel a part of the action.
- (D) The author discusses emotions in order to entertain the reader.

31 Read paragraph 3 of "Alexander Graham Bell, Educator and Inventor."

What type of organization does the author use?

- (A) cause and effect
- (B) chronological order
- (C) claim with reasons
- (D) topic with description

32 Read the sentences from paragraph 5 of "Alexander Graham Bell, Educator and Inventor."

Bell learned early in life that sounds create vibrations. For example, he spoke to his hearing-impaired mother with his mouth pressed against her forehead. That way, she could hear the vibrations. He also developed an electric tuning fork that made sounds similar to human speech by capturing the vibrations made as a person spoke.

What type of language does the author use?

- (A) descriptive language
- (B) imaginative language
- (C) persuasive language
- (D) unemotional language

- 33** Read paragraph 6 of “Alexander Graham Bell, Educator and Inventor.”

In 3–5 sentences, identify the author’s purpose in the paragraph. Use evidence from the text to support your answer.

- 34** Read paragraph 1 of “Alexander Graham Bell, Educator and Inventor.”

In 3–5 sentences, describe what the paragraph reveals about the author’s purpose. Use evidence from the text to support your answer.

- 35** In 3–5 sentences, describe what you knew about the technology invented by Alexander Graham Bell before reading the passage. Then describe how your knowledge helped you to understand the passage.

- 36** In 3–5 sentences, describe what you knew about how family influences people before reading the passage. Then explain how your knowledge helped you understand the text.



FOCUS ON LANGUAGE

DIRECTIONS: Choose the correct answer.

- 37** Read the sentence with missing punctuation.

Alexander Graham Bell once said, "Before anything else, preparation is the key to success.

Which punctuation is missing from the dialogue?

- (A) comma
- (B) period
- (C) exclamation point
- (D) quotation mark

- 38** Read the sentence with missing punctuation.

"Before you plant a garden," she said "you should make sure the soil is loose and fertilized."

Where is a comma needed in the dialogue?

- (A) after "Before"
- (B) after "she"
- (C) after "said"
- (D) after "you"

DIRECTIONS: Strike through the incorrect punctuation or capitalization in each sentence. Write the correct punctuation or capitalization above it.

- 39** "From my earliest childhood, my attention was directed to the subject of speech." said Alexander Graham Bell.

- 40** Many scientists believe that Alexander Graham Bell is the father of wireless communication, and one scientist said, "We should thank Bell for our cell phones,"

- 41** Thomas Edison once said, "opportunity is missed by most people because it is dressed in overalls and looks like work."

DIRECTIONS: Choose the correct answer.

- 42** What makes a possessive pronoun different from a possessive adjective?

- (A) It describes a noun.
- (B) It replaces a noun.
- (C) It shows the action of a noun.
- (D) It comes before a noun.

- 43** Read the sentences.

She stopped. "That's it!" she cried. "That's mine!"

Which possessive pronoun is used in the sentences?

- (A) she
- (B) that's
- (C) it
- (D) mine

- 44** Read the sentences from "Alexander Graham Bell, Educator and Inventor."

The next year, he followed in his father's footsteps to become a university professor at Boston University. There, he met his wife, Mabel Hubbard, who was also deaf.

Which possessive adjective is used in the sentences?

- (A) he
- (B) his
- (C) there
- (D) who

GO ON 

- 45** Complete the sentence with the correct possessive adjective or possessive pronoun.

When Alexander Graham Bell was young, he was urged by _____ father to study everything having to do with sound.

- 46** Complete the sentence with the correct possessive adjective or possessive pronoun.

When my friend asked who the pen belonged to, I told him it was _____, and I've had it for a very long time.

- 47** Read the sentence from "Alexander Graham Bell, Educator and Inventor."

Alexander Graham Bell's invention of the telephone in 1876 changed communication in ways never before imagined.

The root *phone* means "sound." Based on Greek and Latin prefixes and roots, what does the word *telephone* mean?

- (A) something between sounds
- (B) something among sounds
- (C) something with loud sound
- (D) something with distant sound

- 48** Read the sentence from "Julietta's Time Capsule."

She pulled several items from the box: a photo of her class working in the garden, the garden design—a diagram of the garden beds and all the plants growing in them—and finally, packets of pepper seeds.

Based on Greek and Latin prefixes and roots, what does the word *diagram* mean?

- (A) a long speech that's written down
- (B) a written document showing space between things

- (C) something carried between two places
- (D) silence broken by distant words

- 49** Read the sentence.

Cell phones and computers transmit wireless signals.

The root *mit* means "send." Based on Greek and Latin prefixes and roots, what does the word *transmit* mean?

- (A) to send across something
- (B) to send among people
- (C) to break through something
- (D) to break between something

- 50** Read the sentence.

Parents often intervene when their children fight with each other.

The root *ven* means "come." Based on Greek and Latin prefixes and roots, what does the word *intervene* mean?

- (A) to carry between two people or things
- (B) to carry through two people or things
- (C) to come between two people or things
- (D) to come through two people or things

- 51** Read the sentence.

Before telephones, messages could be sent through cables by telegraph operators.

The root *graph* means "writing." Based on Greek and Latin prefixes and roots, what does the word *telegraph* mean?

- (A) writing sound
- (B) writing words
- (C) writing between people
- (D) writing sent from a distance

WRITING

- 52** Write a personal narrative about an adventure that changed you in some way. Your narrative should include an introduction that describes the setting and people in your story. The body paragraphs should develop a sequence of events through description and dialogue. The conclusion of your narrative should emphasize the theme. Write your narrative 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.