

# Lift LEVEL 2 Midterm Assessment



## READING

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

### Waiting to Celebrate

#### CHARACTERS

CHARLOTTE, a teenage girl

MALIKA and PRIYA, Charlotte's friends

SOFIA, a restaurant server

GROUP OF SERVERS

1     **SCENE 1: In the lobby of a busy restaurant.**

2     CHARLOTTE: (*tapping her foot impatiently*) I can't believe I'm spending my whole birthday sitting in this waiting area.

3     MALIKA: It's only been thirty minutes.

4     CHARLOTTE: That's thirty minutes too long.

5     MALIKA: Look around, Charlotte. This place is really busy, and—

6     PRIYA: (*interrupting*) Let's not argue. Let's just think of it as an extra thirty minutes we three best friends get to spend together!

7     (*SOFIA approaches CHARLOTTE, MALIKA, and PRIYA carrying menus.*)

8     SOFIA: (*in a friendly but frazzled voice*) I'm sorry for your wait! I can seat you now.

9     CHARLOTTE: Finally!

10    **SCENE 2: At a table in the crowded restaurant.**

11    CHARLOTTE: Ugh! Waiting . . . again! She hasn't even brought our drinks yet, let alone taken our order.

12    PRIYA: I'm sure she'll be here soon.

13    MALIKA: Do you see how crowded this place is, Charlotte? Remember how stressful and exhausting it was to get the yearbook finished before the deadline? I'm sure our server feels just like that right now.



- 14 CHARLOTTE: That was completely different.
- 15 MALIKA: No, it was exactly the same.
- 16 CHARLOTTE: *(to PRIYA)* What do *you* think? Is it unreasonable to expect servers to actually serve their customers?
- 17 PRIYA: Oh, Charlotte, I don't want to take sides. I mean, the restaurant *is* really busy, but it's also your birthday, and we want you to have the best day ever.
- 18 CHARLOTTE: *(waving toward SOFIA)* Hello-o-o! Can we get some service here?
- 19 *(SOFIA hurries up to the table.)*
- 20 SOFIA: I'll be right with y—
- 21 CHARLOTTE: Look, I don't understand why it takes so long to deliver a simple drink order.
- 22 SOFIA: *(surprised)* I'll go get them right now.
- 23 *(SOFIA rushes off stage.)*
- 24 MALIKA: Charlotte, calm down, please.
- 25 *(SOFIA returns with a tray of drinks and sets them down on the table.)*
- 26 CHARLOTTE: It's about time. It's my birthday, and I've been looking forward to eating here for a long time, but you're ruining the whole day.
- 27 SOFIA: It's your birthday? I'll be right back!
- 28 *(SOFIA exits, then returns a moment later with a GROUP OF SERVERS.)*
- 29 SOFIA: One, two, three—
- 30 GROUP OF SERVERS: *(singing)* Have a happy, happy, happy birthday! Happy birthday—hey!
- 31 SOFIA: Also, we always give our guests a free dessert on their birthday, so just let me know which dessert you'd like.
- 32 CHARLOTTE: *(in a surprised voice)* Oh, wow! That is so . . . nice.

**SCENE 3: In the lobby of the restaurant.**

- 33 SOFIA: *(to CHARLOTTE)* Thank you for coming! Have a happy birthday!
- 34 CHARLOTTE: Thank you, but . . . why have you been so nice to me after I was so rude?
- 35 SOFIA: I did my best to think about the situation from your perspective. I would be frustrated, too!
- 36 CHARLOTTE: That's a great philosophy. I apologize for being so rude when you were so busy. I will be more understanding in the future.



- 1 What is the theme of “Waiting to Celebrate”?
- (A) A true friend will always support you.
  - (B) Good things come to those who wait.
  - (C) Treat others with kindness and respect.
  - (D) Things are not always as bad as they seem.
- 2 How does the busy restaurant affect Charlotte’s behavior?
- (A) She begins to look at things from Sofia’s point of view.
  - (B) She becomes more impatient and ruder as time goes on.
  - (C) She gets upset that her friends are being nice to Sofia.
  - (D) She apologizes to everyone for how she was acting.
- 3 How do Sofia’s actions help bring about the climax of the play?
- (A) She brings Charlotte and her friends their drinks.
  - (B) She seats Charlotte and her friends at their table.
  - (C) She thanks Charlotte and wishes her a happy birthday.
  - (D) She gives Charlotte a free dessert for her birthday.

- 4 From reading the list of characters, you can predict “Waiting to Celebrate” will
- (A) involve a conflict among friends.
  - (B) have a surprise ending.
  - (C) take place in a restaurant.
  - (D) feature some kind of party.
- 5 Read line 2 from “Waiting to Celebrate.”
- The stage direction reveals that Charlotte feels
- (A) frustrated.
  - (B) surprised.
  - (C) sad.
  - (D) excited.
- 6 In 3–5 sentences, compare Charlotte and Malika’s viewpoints about having to wait. Use evidence from the text to support your ideas.

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

## Future Golf Pro

- 1 As Emily and I carried our bags from the clubhouse to the starting point, Emily said,  
"There's no way you're going to be a pro golfer."
- 2 "Every female professional golfer has heard those words at some point," I replied.
- 3 "You're probably right, but so have all the golfers who didn't become professionals. That's a  
much larger group," Emily said. "The numbers are definitely against you."
- 4 I shrugged. I'd known Emily for a long time, but her family had just joined the golf club.  
She didn't know how much time and effort I'd already put into working on my dream. I'd  
been taking lessons and playing for as long as I could remember, and I watched professional  
women's golf and read everything available on champion women golfers.
- 5 The attendant told us that it was our turn to start. As we carried our clubs over, I said, "I bet  
I'll have a lower score than you on this round."
- 6 "I'm new to golf, so of course you're going to beat me," Emily replied with a laugh.  
"However, if you want a challenge, I have an idea: Why don't you play against the qualifying  
score for women to enter a tournament here? If you finish within 10 strokes, you'd be as  
good as a professional!"
- 7 "I like that challenge, but what do I win?"
- 8 Emily thought before replying, "A caddy! If you win, I'll carry the clubs for our next two  
rounds of golf. If I win, I get the next two golf lessons you have scheduled with your  
teacher—and you pay!"
- 9 "Sounds like a deal," I said.
- 10 My first drive was just over 180 meters. Despite curving to one side, it landed on the  
fairway—right in the middle of the beautiful green.
- 11 "Nice shot," Emily said before setting up her drive. I gave her some help with her form and  
swing. We continued playing. Par is the number of strokes a professional would take to  
complete a hole. After the tenth hole, I was only a few strokes over par for the course.
- 12 By the 18th hole, I needed a bogey—one stroke over par—to win the challenge. That meant  
I had one chance to get the ball in the hole from about 9 meters away. I took my time to line  
it up and watched in horror as the ball stopped right next to the hole. After knocking it in,  
I turned to Emily and said, "Congratulations on your win."
- 13 "No way," Emily replied. "You only missed your goal by one stroke, so I think you still won!  
In fact, I looked up some junior golf tournament scores, and you'd be right near the top. I  
was definitely wrong—I think you could go pro in the future. Sorry I didn't believe in you."
- 14 "It's alright. It's more important that I believe in myself," I said. "Also, you showed a lot of  
potential today. I think you're going to become a good golfer!"

**GO ON** 

15 “Really? You think so?” Emily asked.

16 I put my arm around my friend and said, “My next lesson is about to start, so why don’t we go together and see what a real professional says.”

**7** How does being on the course at the golf club affect Emily’s actions?

- (A) It inspires her to come up with the golf challenge.
- (B) It allows her to show off her golf skills to her friend.
- (C) It helps her to realize she wants to be a pro golfer.
- (D) It makes her jealous of how good her friend is at golf.

**8** Read paragraphs 1–3 of “Future Golf Pro.”

How does the dialogue between Emily and the narrator in these paragraphs help to move the plot forward?

- (A) It signals a turning point in the passage.
- (B) It reveals how a problem will be solved.
- (C) It foreshadows the climax of the passage.
- (D) It introduces the conflict in the passage.

**9** How does Emily’s viewpoint change at the end of the passage?

- (A) She decides that she would like to take golf lessons with her friend.
- (B) She realizes that her friend is good enough to become a professional golfer.
- (C) She decides that she would also like to become a professional golfer.
- (D) She realizes that she’s not as good of a golfer as she thought.

**10** In 3–5 sentences, explain a theme or message of the passage. Use two events from the passage that support this theme.

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

## The Importance of Coral Reefs

- 1 Coral reefs are found mostly in the warm ocean waters of the tropics and subtropics. They are beautiful natural structures. Coral reefs are complex ecosystems hosting thousands of species. Sadly, coral reefs are being destroyed by human activity. In fact, 14 percent of the world's coral reefs died between 2009 and 2018. Of the remaining coral, 75 percent is in danger. The destruction of coral reefs must be slowed now. Coral reefs are vital to the ocean's health and to the well-being of millions of people.

### Benefits Explained

- 2 Coral reefs use relatively little space. They cover less than one percent of the ocean floor. However, 25 percent of ocean creatures call coral reefs home. Each creature that lives in or around the reef has a role to play to keep its home healthy and thriving. So, why should people care about reefs? Whether they know it or not, many people also depend on these ecosystems for survival.
- 3 One benefit of reefs is that they are a major food source. Without the reef-dwelling organisms, many ocean species—including many that are eaten by people—wouldn't survive. This would result in less available food for people and less income from fishing. Local residents who depend on the reefs for food and money would suffer greatly from reef losses.
- 4 A second benefit of reefs is that they attract tourists. Reefs provide recreation for vacationers. These visitors enjoy diving, snorkeling, and fishing near the reefs. Tourism also provides income for local people. Coral reef tourism is estimated to equal billions of U.S. dollars each year.
- 5 In addition, coral reefs serve as protection for coastlines. By protecting land and the people on it from storms, the reefs save coastlines and coastal communities from billions of dollars of damage each year.

### Threats Examined

- 6 If current trends continue, some scientists predict that we could lose up to 90 percent of coral reefs by 2050. Some destruction comes from aquatic activities, such as overfishing. However, the worst threats come from people's behavior on land.
- 7 A lot of coral is poisoned by pollution from run-off chemicals and fertilizers. The impact of climate change on coral is even more drastic. Deforestation and the burning of fossil fuels both contribute to climate change. Climate change increases temperatures of the atmosphere and ocean water. When the water temperature rises, the delicate balance of the coral reef is thrown off, and the coral is likely to die.



### Conclusion

- 8 You may think that coral reefs have little to do with you, but their health affects the entire planet. Everyone can help protect coral reefs by making small changes, like switching to nontoxic sunscreen. Local communities can protect reefs by monitoring fishing and tourism. The real hope for coral reefs, however, lies with the global community. We must make new laws to address global climate change. If people don't stop the destruction caused by climate change, we will be forced to deal with the devastation caused by the death of the reefs.

- 11** Read paragraph 2 of “The Importance of Coral Reefs.”

What can you infer from the evidence in this paragraph?

- (A) People would be able to survive without coral reefs.
- (B) The ocean animals that live in or around coral reefs are small.
- (C) If coral reefs die off, the animals that live there will also die off.
- (D) Most people are aware of how coral reefs affect their lives.

- 12** What is the central idea of “The Importance of Coral Reefs”?

- (A) Many ocean creatures help to keep coral reefs alive.
- (B) Both people and marine animals depend on coral reefs.
- (C) Coral reefs are important to the tourism industry.
- (D) Coral reefs are found in the tropics and subtropics.

- 13** Which sentences from “The Importance of Coral Reefs” states the thesis, or claim?

- (A) The destruction of coral reefs must be slowed now. Coral reefs are vital to the ocean's health and to the well-being of millions of people.
- (B) Each creature that lives in or around the reef has a role to play to keep its home healthy and thriving.
- (C) In addition, coral reefs serve as protection for coastlines. By protecting land and the people on it from storms, the reefs save coastlines and coastal communities from billions of dollars of damage each year.
- (D) If current trends continue, some scientists predict that we could lose up to 90 percent of coral reefs by 2050.

- 14** Read paragraph 6 of “The Importance of Coral Reefs.”

What is the writer's purpose in this paragraph?

- ☐ A to inform  
☐ B to describe  
☐ C to entertain  
☐ D to persuade

- 15** In 3–5 sentences, evaluate the reasons and evidence the writer uses to support their claim. What is a strength of the argument? What is a weakness?

[illegible]



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

## Scientists Learn More About Dinosaurs

- 1 Scientists know a lot more about dinosaurs today than they did even a few years ago. Today's scientists use sophisticated technology to study fossils. Advanced technology gives scientists detailed information about how dinosaurs lived and how dinosaur species changed over time.
- 2 Scientists gather most of their knowledge about dinosaurs by studying fossils. The study of fossils is called paleontology. In the 1800s, the first paleontologists used picks, shovels, and brushes to find and study fossils. Modern paleontologists have access to new technology that paints a very detailed picture of dinosaurs. In the 1950s, scientists began using carbon-dating methods to measure the age of fossils. Carbon dating helped scientists understand how long dinosaurs lived on Earth. It allowed them to create accurate timelines. Later, another form of technology called computed tomography (CT) was developed. It displays very detailed pictures of fossils. Scientists use CT scanners to create three-dimensional pictures of dinosaurs. The CT scanner helps scientists understand how dinosaurs changed during the millions of years they lived on Earth.
- 3 Modern technology has enabled scientists to closely study dinosaur features, such as feathers. Some dinosaurs were covered in thin, fuzzy feathers that helped them stay warm. Other dinosaurs had feathers that resembled the feathers of today's birds. Feathers helped protect bird-like dinosaurs by camouflaging them. Feathers also gave these dinosaurs the ability to flap their wings and fly short distances.
- 4 By using modern technology, paleontologists have also been able to better understand the life cycle of dinosaurs. Like today's birds, the life of a dinosaur began in an egg. Early dinosaur eggs were soft and leathery, like reptiles' eggs. Later, they became hard, like birds' eggs. These eggs were blue, brown, or green—colors that helped the eggs blend into the environment. Some dinosaurs built their nests where they could be close to other dinosaurs of their species. They laid their eggs and then sat on them to keep them warm until they hatched. Both mothers and fathers protected the eggs as they waited for their offspring to hatch. There is evidence to support this. A fossil of a dinosaur found in Mongolia was sitting on its eggs trying to cover the nest with its body. This is the same way birds protect their young today.
- 5 After the eggs hatched, baby dinosaurs began to grow quickly. Then, when they were strong enough, the young dinosaurs left their nests. New scans revealed that some dinosaur hatchlings walked on four legs. Later, as they grew, they walked on two legs.
- 6 The use of the CT scans and other modern technology helped scientists make a strong connection between the dinosaurs of the past and the animals that live on Earth today. As technology continues to develop, scientists will be able to grow their understanding of dinosaurs and how they looked and lived. What was once a mystery is being solved by modern tools and the dedicated work of scientists.

**GO ON** 

- 16** Read paragraph 3 of “Scientists Learn More About Dinosaurs.”

What can you infer from this paragraph?

- (A) A dinosaur’s feathers helped it stay dry.
- (B) Dinosaurs were too big to fly very far.
- (C) Birds of today evolved from dinosaurs.
- (D) All dinosaurs had feathers on their bodies.

- 17** Which information from the passage **best** states the central idea?

- (A) Advanced technology gives scientists detailed information about how dinosaurs lived and how dinosaur species changed over time. (paragraph 1)
- (B) The study of fossils is called paleontology. (paragraph 2)
- (C) Scientists use CT scanners to create three-dimensional pictures of dinosaurs. (paragraph 2)
- (D) By using modern technology, paleontologists have also been able to better understand the life cycle of dinosaurs. (paragraph 4)

- 18** Read paragraph 5 of “Scientists Learn More About Dinosaurs.”

Which words indicate time or sequence? Choose two answers.

- (A) After
- (B) began
- (C) Then
- (D) New
- (E) four

- 19** Why did the author write this passage?

- (A) to persuade the reader to study dinosaur fossils in the future
- (B) to inform the reader about new details scientists have learned about dinosaurs
- (C) to convince the reader that dinosaurs are like modern animals
- (D) to entertain the reader with an interesting story about dinosaurs

- 20** Write 3–5 sentences describing how the study of dinosaur fossils has changed over time. Use text evidence to support the timeline.

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## FOCUS ON LANGUAGE

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

### What I Learned from the *Elena* Books

- 1 When I was younger, I liked reading *Elena Discovers* books. The books are set in Peru. The main character, Elena, is kind and curious. Her parents are archaeologists, and she goes with them to their digging sites. She learns a lot about the history of Peru and makes friends wherever she travels. One of the things I like best about Elena is her curiosity. When she doesn't understand something, she works hard to find answers.
- 2 The first book that I read in the series was *Elena Discovers a Mystery*. In the book, Elena helps her father brush aside dirt near one of the ruins of Cerro Victoria around a wall. Her father is looking for pieces of early Incan pottery. The mystery occurs when some of the pieces of pottery disappear. I don't want to give away the ending. I'll just say the solution is related to a monkey.
- 3 My favorite book in the series is *Elena Discovers a Treasure*. In this book, Elena discovers a buried treasure on a farm while visiting the Sacred Valley of the Incas. What I liked best about this book was that Elena met two great friends, Andres and Alejandra. They are twins who live on a potato farm. They work hard on the farm, but they still find time to show Elena how to have fun hiking along the Inca Trail. Always finding ways to have an adventure, it sometimes gets them into a little trouble. At the end of the book, Elena gets a reward for finding the treasure. However, she gives it to the twins to help make improvements on their farm.
- 4 I like reading about mysteries, but one of the most important reasons I read the *Elena* books is that I learn a lot from Elena. Elena knows that solving a mystery is like solving a puzzle; you must tell a story by gathering all the pieces and putting them together. She has also taught me that friendship is important to live a meaningful happy life. Like the people who work on the potato farm, I've learned that friends and community are very important to success. Like Elena, I work hard to establish strong lasting friendships. The people in the *Elena* books have become my role models.



- 21** Read this sentence from “What I Learned from the *Elena Books*.”

She learns a lot about the history of Peru and makes friends wherever she travels.

Which is a prepositional phrase?

- (A) She learns
- (B) about the history
- (C) makes friends
- (D) friends wherever she

- 22** Read this sentence from “What I Learned from the *Elena Books*.”

The first book that I read in the series was *Elena Discovers a Mystery*.

Which is a prepositional phrase?

- (A) first book
- (B) I read
- (C) in the series
- (D) *a Mystery*

- 23** Read this sentence from “What I Learned from the *Elena Books*.”

When she doesn’t understand something, she works hard to find answers.

Which is a dependent clause?

- (A) When she doesn’t understand something
- (B) she doesn’t understand something
- (C) she works hard
- (D) she works hard to find answers

- 24** Read this sentence from “What I Learned from the *Elena Books*.”

Like the people who work on the potato farm, I’ve learned that friends and community are very important to success.

Which is an independent clause?

- (A) Like the people
- (B) Like the people who work on the potato farm
- (C) I’ve learned that friends and community are very important to success
- (D) are very important to success

- 25** Which sentence from paragraph 1 of “What I Learned from the *Elena Books*” is a compound sentence?

- (A) When I was younger, I liked reading *Elena Discovers* books.
- (B) Her parents are archaeologists, and she goes with them to their digging sites.
- (C) She learns a lot about the history of Peru and makes friends wherever she travels.
- (D) One of the things I like best about Elena is her curiosity.

- 26** Which sentence from paragraph 3 of “What I Learned from the *Elena Books*” is a compound sentence?

- (A) In this book, Elena discovers a buried treasure on a farm while visiting the Sacred Valley of the Incas.
- (B) They are twins who live on a potato farm.
- (C) They work hard on the farm, but they still find time to show Elena how to have fun hiking along the Inca Trail.
- (D) At the end of the book, Elena gets a reward for finding the treasure.

- 27** Read this sentence from “What I Learned from the *Elena Books*.”

In the book, Elena helps her father brush aside dirt near one of the ruins of Cerro Victoria around a wall.

Which is the misplaced modifier?

- (A) brush aside
- (B) of the ruins
- (C) of Cerro Victoria
- (D) around a wall

- 28** Read this sentence from “What I Learned from the *Elena Books*.”

Always finding ways to have an adventure, it sometimes gets them into a little trouble.

Which revision corrects the dangling modifier?

- (A) It sometimes gets the three friends into a little trouble always finding ways to have an adventure.
- (B) Always finding ways to have an adventure, a little trouble is what they sometimes get into.
- (C) Getting into a little trouble sometimes happened as they found ways to have an adventure.
- (D) The three friends are always finding ways to have an adventure even though it sometimes gets them into a little trouble.

- 29** Read the sentence from “What I Learned from the *Elena Books*” and complete the sentence below.

She has also taught me that friendship is important to live a meaningful happy life.

A comma should be placed after the word \_\_\_\_\_.

- 30** Read the sentence from “What I Learned from the *Elena Books*” and complete the sentence below.

Like Elena, I work hard to establish strong lasting friendships.

A comma should be placed after the word \_\_\_\_\_.

- 31** Read the sentences.

India has a strong agricultural industry. Many crops are grown on farms across the country.

Which words help the reader determine the meaning of *agricultural*? Choose two answers.

- (A) India
- (B) industry
- (C) crops
- (D) farms
- (E) country

- 32** Read the sentences.

Villagers work together to harvest food from the surrounding farms. The success of the farms depends on that collaboration among members of the community.

Which phrase helps the reader determine the meaning of *collaboration*?

- (A) work together
- (B) harvest food
- (C) surrounding farms
- (D) success of the farms

**33** Read the sentence.

Tony decided to take a course in psychology since he has always been interested in how people think.

Which definition **best** fits the meaning of the word *psychology* as it is used in the sentence?

- (A) planning parties
- (B) predicting the future
- (C) studying the brain and mind
- (D) planning for a career

**34** Read the sentence.

Lori had always wanted a dog, but after she got one, she resented that she had to walk him in the rain.

Which definition **best** fits the meaning of the word *resented* as it is used in the sentence?

- (A) to give up your free time
- (B) to not understand something
- (C) to repeat something
- (D) to feel upset about something

**35** Read this dictionary entry and this sentence from "Scientists Learn More About Dinosaurs."

**sophisticated** *adj.*

1. very complicated
2. having a lot of knowledge about the world, especially through experience
3. appealing to a person's intelligence
4. attractive to fashionable people

Today's scientists use sophisticated technology to study fossils.

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

- (A) definition 1
- (B) definition 2
- (C) definition 3
- (D) definition 4

**36** Read this thesaurus entry.

**vital** (adj.) full of life  
*alive, lively, animated*

Which of the following is a synonym in this thesaurus entry?

- (A) vital
- (B) adjective
- (C) full of life
- (D) lively

**37** Read the sentence.

Stacy will blow a fuse when she discovers her dog ate her math homework.

Based on the sentence, the idiom "blow a fuse" means

- (A) to do electrical work.
- (B) to eat a lot.
- (C) to become very angry.
- (D) to take things apart.

**38** Read the sentence.

Henry was worried that his little sister would spill the beans about their dad's surprise party before the big day.

Based on the sentence, the idiom "spill the beans" means

- (A) to knock something over.
- (B) to forget to do something.
- (C) to tell a secret.
- (D) to change one's mind.

GO ON 

**39** Read the sentences.

Megan is one of the most considerate people I know. She frequently calls her friends to see how they are doing and ask if they need anything. She is a very thoughtful person.

Which word from the sentences is a synonym of the word *considerate*?

- (A) most
- (B) frequently
- (C) need
- (D) thoughtful

**40** Read the sentences.

Matteo and I disagree about what we should do on our vacation. He wants to go skiing, and I would rather go to the beach. Since we can't seem to compromise, we will just stay home instead.

Which word from the sentences is an antonym of the word *compromise*?

- (A) disagree
- (B) rather
- (C) can't
- (D) instead



## WRITING

- 41** Write an informative essay explaining the advantages of knowing how to read. Your essay should include:
- an introductory paragraph that describes the topic and introduces three advantages of knowing how to read
  - three paragraphs that provide details and examples in order to describe the advantages of knowing how to read
  - a variety of sentence types and varied sentence beginnings
  - a concluding paragraph that restates the most important ideas in your essay.

Write your essay in the space below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.