

Lift

LEVEL 2 UNIT 2 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1** The word *abandon* means
- (A) to create a solution to a problem.
 - (B) to teach a quality by example.
 - (C) to give up or withdraw from.
 - (D) to overcome difficulties.
- 2** What does it mean to *adapt* to a situation?
- (A) to argue about unimportant things
 - (B) to change or function in a new way
 - (C) to try to solve problems
 - (D) to attempt to withdraw from
- 3** The word *instill* means
- (A) to teach a quality by example.
 - (B) to reveal a problem's solution.
 - (C) to create an unusual new style.
 - (D) to build a spirit of teamwork.
- 4** When people *squabble*, they are
- (A) trying to solve an important problem.
 - (B) arguing about something unimportant.
 - (C) building a spirit of teamwork.
 - (D) changing how they do something.
- 5** The word *trudge* means to walk
- (A) quickly.
 - (B) carefully.
 - (C) with style.
 - (D) with difficulty.
- 6** When a business is said to have *capacity*, it has
- (A) the ability to do or make something.
 - (B) people who can take customers' orders.
 - (C) the ability to refuse customers.
 - (D) many different items to choose from.
- 7** Students with high *morale* have
- (A) a negative attitude toward their school.
 - (B) a positive attitude toward their school.
 - (C) various opinions about their school.
 - (D) many ideas about improving their school.
- 8** People who feel *pessimism* believe that a problem
- (A) will get worse.
 - (B) will be solved.
 - (C) is interesting.
 - (D) needs to be studied.

- 9 The word *fiery* can be used to describe someone who is
- (A) content.
 - (B) heartbroken.
 - (C) enthusiastic.
 - (D) listless.
- 10 Foods that are *scorched* are
- (A) cooked perfectly.
 - (B) cooked partially.
 - (C) burned on the outside.
 - (D) burned completely.
- 11 *Goggles* are used to protect someone's
- (A) feet.
 - (B) mouth.
 - (C) hands.
 - (D) eyes.
- 12 If people feel a sense of *urgency* about a problem, they want to
- (A) take time to analyze the problem.
 - (B) give the problem immediate attention.
 - (C) address the problem in the future.
 - (D) involve more people in solving the problem.
- 13 A large meeting of a group of people to support a particular cause is called a
- (A) urgency.
 - (B) pesticide.
 - (C) vessel.
 - (D) rally.
- 14 An action that improves a situation is a(n)
- (A) capacity.
 - (B) urgency.
 - (C) rally.
 - (D) remedy.
- 15 Which word describes a way of living?
- (A) adaptation
 - (B) capacity
 - (C) lifetime
 - (D) lifestyle
- 16 When people are *hostile*, they likely are
- (A) forlorn.
 - (B) angry.
 - (C) dense.
 - (D) weeping.

17 When students are contrasted / involved / hostile, it means they are included in a project.

18 New ideas can emerge / instill / squabble from research and become known.

19 Abandon / Inspire / Morale means to give someone the desire to do something.

20 Words can embody / rally / trudge or express someone's thoughts and feelings.

21 To compare the differences between two things means to contrast / remedy / scorch them.

22 A rally / remedy / vessel is a ship that can cross the ocean.

23 If a runner's strength emerges / adapts / flags, she may not finish the race.

24 Gardeners may use pesticides / goggles / lifestyles to keep their plants safe from insects.

READING

DIRECTIONS: Read the passage and answer the questions.

In the Spotlight

- 1 Zara stood on the stage, blinking under the bright hot lights, as Ms. Martinez hushed the audience of 12-year-olds. Zara’s hands started shaking, and she could feel butterflies in her stomach. Why had she thought she could do this?
- 2 She glanced across the stage at Jackson. He had to be hot, too, but he looked as cool as always, flashing his wide, confident grin at their classmates.
- 3 Jackson had been running for something—line leader, hall monitor, student council representative—since early in primary school. And Zara had been right there behind him, making posters, helping write speeches, creating campaign slogans.
- 4 She couldn’t remember how many times Jackson had said, “You have so many great ideas, Zara. You should run for something.”
- 5 And every time, she replied, “I don’t need the spotlight to make a difference.”
- 6 But now, here they were, running against each other for class president, about to make their campaign speeches.
- 7 Ms. Martinez introduced Jackson first.
- 8 He flashed his grin. “I’m Jackson,” he said, “and as class president, I promise to make your school dining experience amazing.”
- 9 He described their current school lunches—bland, limp, tasteless—and talked about making them more appetizing. Zara thought he’d picked better lunches because it was an easy way to get votes. But as she listened, she realized he’d done a lot of research.
- 10 “How can we afford better lunches?” he asked. “By not throwing food away! When the food doesn’t taste good, it ends up in the trash. That’s like throwing money away. Instead, let’s serve better, more nutritious food that students will actually eat.”
- 11 Then it was Zara’s turn. She took a deep breath and swallowed hard. “I—” She flicked a glance at Jackson, who gave her an encouraging nod and a quick thumbs up.
- 12 “I’m Zara,” she said, “and I’m sure you’ve noticed the big, weedy spot behind the school. I’m running for class president because I have a remedy: a green space. Now, green spaces might not be as exciting as delicious lunches”—she flashed a quick smile at Jackson—“but I think that as a class, we could turn that ugly patch of weeds into a school park. It could be a place to study or hold class outside, it would help the environment, and it would cool the school grounds. Green spaces are the spaces of the future, and our class can lead the way.”

GO ON 

- 13 Zara finished and took another breath, surprised she had remembered all those words.
- 14 And even more surprised when she realized her classmates were clapping. And cheering.
- 15 Ms. Martinez clapped, too. "We've heard two excellent speeches by two excellent candidates," she said. "It's too bad we can't pick both, but—"
- 16 "But we can!"
- 17 Zara looked up, surprised.
- 18 Jackson flashed his grin at her, then at Ms. Martinez. "Zara wants a green space, and I want better lunches. Well, gardens are green—"
- 19 "And gardens grow food!" said Zara. "Our green space could be a school garden—"
- 20 "—that grows fresh food for lunch," said Jackson.
- 21 "This is a great idea," he told her.
- 22 She nodded. "And I'm going to work hard on it no matter who wins."
- 23 "Me, too." He grinned. "I don't need a spotlight to make a difference."



25 According to her speech, what is Zara's viewpoint about how best to improve the school?

- (A) Jackson should change his ideas.
- (B) Jackson should lead the student council.
- (C) Green spaces are important, and the school should add one.
- (D) Nutrition is important, and the school should improve its lunches.

26 At the beginning of the story, what is Jackson's viewpoint about how best to improve the school?

- (A) Green spaces are important, and the school should add one.
- (B) Current school lunches are bland, and the school should improve them.
- (C) Schools should grow their own food, and he wants to create a community garden.
- (D) The school building needs renovation, and he wants to improve the classroom design.

27 How does Jackson's viewpoint change at the end of the passage?

- (A) He decides that Zara is better qualified to become the class president.
- (B) He decides that having green space is more important than better school lunches.
- (C) He realizes that having Zara as a friend is more important than being class president.
- (D) He realizes that they can combine the ideas of green space and better school lunches.

28 In 3–5 sentences, compare Zara's viewpoint about her leadership abilities to Jackson's viewpoint about her leadership.

29 In 3–5 sentences, compare Jackson's viewpoint about leadership at the beginning and end of the story.

READING

DIRECTIONS: Read the passage and answer the questions.

The Life Lessons of Skateboarding

- 1 It's a hot day in Tokyo. Momiji Nishiya hops on her skateboard and quickly moves toward the stairs and the squared off thin handrail. As she approaches the railing, she lifts her right foot, and her skateboard flips up as she jumps over the rail. Then she lands squarely with the skateboard, and balances on the board as it slides down the handrail. At the bottom, the crouching skateboarder and skateboard land cleanly on the concrete below. She stands up and glides up the hill, raising her hands in triumph. Momiji Nishiya has just won the gold Olympic medal in the new street skateboarding event at the age of 13!
- 2 Street skateboarding first emerged as a sport in the 1960s. Unfortunately, it has not always been accepted by the public and has often sparked controversy. Skateboarders would practice their craft wherever they could. This meant skating in neighborhoods, parks, and schools. As the daring kids sped by them—often performing daring tricks—people saw skateboarding as a dangerous nuisance. In fact, many cities passed laws that banned skateboarding in public places.
- 3 Despite this, street skateboarding gained popularity. There are now over 5,000 skateboarding parks around the globe. The popularity of street skateboarding led to its inclusion in the 2020 Olympic Games. Many of the sport's biggest stars are teenagers. Japan's Momiji Nishiya, who won the first women's street skateboarding Olympic gold medal, was followed closely by Brazil's 13-year-old Rayssa Leal, who earned silver.
- 4 Unlike athletes in most sports, skateboarders don't always rely on a coach to learn and improve. Instead, skaters pick up a skateboard and learn from friends or family. Momiji Nishiya got involved by following her older brother. She started posting videos of difficult tricks on social media when she was only seven years old. Rayssa Leal first gained internet fame at the age of seven when she posted a video skating in a fairy princess costume. She skated down steps, grabbed her board in different poses, and rode down a handrail like a professional.
- 5 Skateboarding also develops creativity and problem solving. Skateboarding requires skaters to design new tricks on their own and develop their own strategies to succeed. This may involve determining hand and feet positions, ways to spin or flip a skateboard, and what apparatuses (such as railings or steps) to use. Once a trick is created, skateboarding requires resilience. Skaters frequently perform a trick hundreds of times over months of practice before developing proficiency. Skaters develop mental toughness to keep trying, and they can apply their resilience to other aspects of their lives. This resilience led to Nishiya and Leal's Olympic success.



- 6 Nishiya, Leal, and other skaters demonstrate that skateboarding also strengthens one's sense of community. Skateboarders report that they value connecting with people from different backgrounds that share a passion for skating. Skaters work together to improve, learn new tricks from each other, and support one another. In the Olympic finals, both Nishiya and Leal had falls. Other skaters encouraged them to continue competing, and skaters supported one another with helmet pats and standing ovations. This is just one example of skaters having a special community where they work together and support one another.
- 7 Developing creativity, resilience, and community can often enhance leadership skills on and off a skateboard. Both Nishiya and Leal have begun to reach out to younger athletes to encourage them to take up skateboarding. Their medal-winning skills serve as a model for other skaters and for teenagers who don't skate at all.
- 8 Some still may not consider street skateboarding a legitimate sport because of its informal nature. But the Tokyo Olympic teen skaters are helping to change that. They embody the Olympic spirit and show that the sport is not only about mastering athletic moves, but also about developing friendships and a community. They show that people can develop life skills, such as creativity and resilience, and share those talents with others.



- 30** Read the sentences from “The Life Lessons of Skateboarding.” Fill in the blank spaces to complete the sentence below.

As the daring kids sped by them—often performing daring tricks—people saw skateboarding as a dangerous nuisance. In fact, many cities passed laws that banned skateboarding in public places.

The words _____, _____, and _____ create a negative tone in these sentences.

- 31** Read paragraph 7 of “The Life Lessons of Skateboarding.”

Which words used by the author create a positive tone? Choose two correct answers.

- ☐ (A) enhance
- ☐ (B) begun
- ☐ (C) encourage
- ☐ (D) take up
- ☐ (E) skate

- 32** Read paragraph 2 of “The Life Lessons of Skateboarding.”

The paragraph begins with a fact. What kind of tone does the author create?

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

- 33** Read paragraph 4 of “The Life Lessons of Skateboarding.”

In 3–5 sentences, describe how the author creates a positive tone. Use text evidence to support your answer.

- 34** Read paragraph 6 of “The Life Lessons of Skateboarding.”

In 3–5 sentences, describe how the author creates a positive tone. Use text evidence to support your answer.

- 35** Read the sentences from “The Life Lessons of Skateboarding.”

Some still may not consider street skateboarding a legitimate sport because of its informal nature. But the Tokyo Olympic teen skaters are helping to change that.

Which cohesive device is used to show a cause in the sentences?

- ☐ (A) may
- ☐ (B) because
- ☐ (C) but
- ☐ (D) to

- 36** Read the sentence from “The Life Lessons of Skateboarding.”

They embody the Olympic spirit and show that the sport is not only about mastering athletic moves, but also about developing friendships and a community.

Which cohesive device is used to show contrast in the sentence?

- ☐ (A) and
- ☐ (B) show that
- ☐ (C) not only about
- ☐ (D) but

- 37** Read the sentence from “The Life Lessons of Skateboarding.”

They show that people can develop life skills, such as creativity and resilience, and share those talents with others.

Which cohesive device is used to give examples in the sentence?

- ☐ (A) show that
- ☐ (B) can develop
- ☐ (C) such as
- ☐ (D) with

FOCUS ON LANGUAGE

DIRECTIONS: Choose the correct answer.

38 Read the sentence.

The skater completed several tricks while riding across the steps, and then jumped to the handrail quickly.

Which word does *across the steps* modify?

- (A) completed
- (B) riding
- (C) jumped
- (D) handrail

39 Read the sentence from "In the Spotlight."

"I'm Jackson," he said, "and as class president, I promise to make your school dining experience amazing."

Which word does *amazing* modify?

- (A) president
- (B) school
- (C) dining
- (D) experience

40 Read the sentence from "The Life Lessons of Skateboarding."

She skated down steps, grabbed her board in different poses, and rode down a handrail like a professional.

Which word modifies *poses*?

- (A) skated
- (B) different
- (C) rode
- (D) professional

41 Read the sentence from "The Life Lessons of Skateboarding."

She started posting videos of difficult tricks on social media when she was only seven years old.

Which phrase modifies *videos*?

- (A) started posting
- (B) of difficult tricks
- (C) when she was
- (D) seven years old

42 Read the sentence from "In the Spotlight."

He had to be hot, too, but he looked as cool as always, flashing his wide, confident grin at their classmates.

Which words modify *grin*? Choose two answers.

- (A) cool
- (B) flashing
- (C) wide
- (D) confident

43 Read the sentences from "In the Spotlight."

She couldn't remember how many times Jackson had said, "You have so many great ideas, Zara. You should run for something."

And every time, she replied, "I don't need the spotlight to make a difference."

What does the idiom "the spotlight" refer to?

- (A) being part of a sports team
- (B) being the center of attention
- (C) being under bright lighting
- (D) being excited about something

44 Read the sentence.

Competition invitations came flooding in after the young skaters showed they could perform exciting skills and daring tricks.

What does “invitations came flooding in” mean?

- (A) Few invitations arrived.
- (B) Many invitations arrived.
- (C) Invitations were slowed by bad weather.
- (D) Invitations were made carefully.

45 Read the sentence.

Late that night, Daria yawned and said she was going to go home and hit the hay.

The idiom “hit the hay” means to

- (A) study carefully.
- (B) completely relax.
- (C) get some sleep.
- (D) have a meal.

46 Read the sentence.

Suni Lee, who finished the assignment quickly, said that it was a piece of cake.

The idiom “a piece of cake” suggests that Suni Lee felt that the assignment was

- (A) as fun as eating cake.
- (B) as messy as eating cake.
- (C) very difficult.
- (D) very easy.

47 Read the sentences from “In the Spotlight.”

Zara stood on the stage, blinking under the bright hot lights, as Ms. Martinez hushed the audience of 12-year-olds. Zara’s hands started shaking, and she could feel butterflies in her stomach.

The idiom “butterflies in her stomach” suggests that Zara was feeling

- (A) sad and tearful.
- (B) excited and nervous.
- (C) cold and shivering.
- (D) hot and sweating.

48 Read the dictionary entry and the sentence from “The Life Lessons of Skateboarding.”

concrete (‘kän-krêt) *n.*

1. a mass formed by separate pieces
2. a hard, heavy building material
3. a scented wax made of flowers used in perfumes
4. a treat made by blending frozen custard with nuts, candy, and so on

At the bottom, the crouching skateboarder and skateboard land cleanly on the concrete below.

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

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

49 Read the dictionary entry and the sentence.

bark ('bärk) *n.*

1. the hard material that covers a tree trunk
2. a type of candy made of chocolate and nuts
3. a short, sharp tone of voice or harsh remark
4. a loud sound made by a dog or similar animal

The chairman began the proceedings with a bark at the members who were late to the meeting.

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

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

50 Read the dictionary entry and the sentence from "In the Spotlight."

flash ('flash) *v.*

1. to rush or move quickly
2. to shine a bright light
3. to show or make something appear quickly
4. to cover with a thin layer

Jackson flashed his grin at her, then at Ms. Martinez.

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

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

51 Read the thesaurus entry and the sentence from "In the Spotlight."

bland *adj.* delicate, gentle, light, unappetizing, watery

He described their current school lunches—bland, limp, tasteless—and talked about making them more appetizing.

Which word from the thesaurus entry would best replace the word *bland* as it is used in the sentence?

- (A) delicate
- (B) gentle
- (C) unappetizing
- (D) watery

52 Read the thesaurus entry and the sentences from "In the Spotlight."

remedy *n.* medication, relief, solution, therapy

"I'm Zara," she said, "and I'm sure you've noticed the big, weedy spot behind the school. I'm running for class president because I have a remedy: a green space."

Which word from the thesaurus entry would best replace the word *remedy* as it is used in the sentence?

- (A) medication
- (B) relief
- (C) solution
- (D) therapy

WRITING

- 53** What class do you think everyone your age should be required to take? Write an argumentative essay about a school subject that is not required now but that you think that everyone your age should take. Examples include personal finance, web design, music (vocal or instrumental), and home economics. You may choose one of these subjects or one of your own.

Your argumentative essay should include an introduction with a thesis statement, three body paragraphs that give reasons and evidence for your position, and a conclusion. 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 extend across the width of the page. There are no margins, text, or other markings on the paper.