

# Lift

**LEVEL 3 UNIT 1 Assessment**

## VOCABULARY

**DIRECTIONS:** Choose the correct answer.

- 1** The word *function* means
- (A) to view or see.
  - (B) to make or create.
  - (C) to act or perform.
  - (D) to enjoy or have fun.
- 2** When you *alter* something, you
- (A) change it.
  - (B) destroy it.
  - (C) make a copy of it.
  - (D) make it work again.
- 3** Which word describes acting in the way that other people expect them to act?
- (A) function
  - (B) conform
  - (C) savor
  - (D) influence
- 4** The word *savor* means
- (A) to defend or protect.
  - (B) to save something for later.
  - (C) to enjoy or appreciate fully.
  - (D) to help someone who is in need.
- 5** Someone or something that has the ability to *influence* can
- (A) experience great joy or happiness.
  - (B) affect another's feelings or actions.
  - (C) learn about and understand a subject.
  - (D) provide others with food and shelter.
- 6** A person's *values* are
- (A) the financial worth of his or her possessions.
  - (B) his or her beliefs about what is important.
  - (C) the qualities related to his or her senses.
  - (D) his or her uniqueness.
- 7** The word *normative* means
- (A) feeling sure or certain.
  - (B) relating to the senses.
  - (C) following common standards and rules.
  - (D) relating to someone of the same age or grade.
- 8** When something is *external*, it
- (A) is weak or easily hurt.
  - (B) has importance or significance.
  - (C) can be seen or understood easily.
  - (D) exists outside of something.

- 9 If someone is an *acquaintance*, the person
- (A) has different qualities from other people.
  - (B) is known slightly but is not a close friend.
  - (C) can be trusted to keep another person's secrets.
  - (D) is able to overcome difficult conditions.
- 10 The word *frail* means
- (A) weak or easily hurt.
  - (B) very old and valuable.
  - (C) unable to speak clearly.
  - (D) on the inside of something.
- 11 The word *perceptual* means
- (A) conveniently located nearby.
  - (B) well organized in decision-making.
  - (C) easily understood in a difficult situation.
  - (D) relating to noticing something with the senses.
- 12 A person who shows good *judgment* shows
- (A) humor or patience.
  - (B) what is right or wrong.
  - (C) reasoning and sense.
  - (D) the ability to act quickly.
- 13 Which word describes something that is easily seen or understood?
- (A) obvious
  - (B) comprehensive
  - (C) resilient
  - (D) remarkable
- 14 People who are the same age or grade are members of the same external / frail / peer group.
- 15 A person's characteristics are part of the person's identity / isolation / judgment.
- 16 A civilization / consequence / majority is an organized, functioning society.
- 17 The word *consequence* means
- (A) intelligence; cleverness.
  - (B) uniqueness; originality.
  - (C) importance; significance.
  - (D) loneliness; friendlessness.
- 18 When someone feels *confident*, that person is
- (A) sure or certain.
  - (B) scared or afraid.
  - (C) confused or lost.
  - (D) happy or satisfied.
- 19 What does it mean to have *individuality*?
- (A) to be similar to others
  - (B) to be different from others
  - (C) to behave a certain way when alone
  - (D) to behave in a certain way with a group
- 20 A *majority* of a group of people consists of how many people?
- (A) less than half
  - (B) half
  - (C) more than half
  - (D) larger than a whole

**21** *Isolation* is the state of being

- ☐ (A) organized.
- ☐ (B) important.
- ☐ (C) afraid.
- ☐ (D) alone.

**22** When something is *resilient*, it is

- ☐ (A) located on the inside of something.
- ☐ (B) able to follow common standards and rules.
- ☐ (C) related to other things with similar characteristics.
- ☐ (D) able to survive or recover from difficult conditions.

GO ON 

**READING**

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

## **Animals Adopting Animals**

- 1 Some people may have seen adorable images of a new canine mother allowing a kitten to feed side by side with her pups. Why does the dog do that? Can't she tell that the kitten is not one of her own puppies? Or is she just feeding a needy little creature that happens to be nearby? Is this kind of behavior some type of animal instinct? Or does it benefit the caregiving adult and its species—and if so, how? These questions might seem simple. But, animal scientists don't have concrete answers to these questions.
- 2 People may expect adoptive behavior to take place among domesticated animals. After all, pets and farm animals live in proximity to each other. They may consider everyone part of a benevolent and familiar social group. But scientists, looking beyond the tamer animals at home, have found that this behavior also takes place in the wild.

### **Adopting within Species**

- 3 Sometimes the same type of animal adopts another that is not part of its own social group. For example, chimpanzees living in West Africa have adopted unrelated orphan chimps from different communities. This type of adoption is called kin selectivity.
- 4 Marine biologist Marianne Riedman spent five years studying elephant seals in California. Riedman observed that seal pups are often separated from their birth mothers during storms. These pups are raised by other females in the group. She wondered what value this unexpected behavior might have for the group's survival. To answer her question, Riedman noted more than 500 instances of adoptive behavior. Many adoptive seal mothers had no pups of their own. This led Riedman to speculate that the adult female seals may adopt because they have seen other seals' parental instincts. In other words, their behavior may be a natural tool that prepares them for giving birth themselves someday. This type of adoption provides mutual benefits to the missing mother, the orphan, and the adoptive mother.

### **Adopting Close Relatives**

- 5 Adopting within the species also extends to members of subspecies, or animals that are closely related. For example, in India, a lioness adopted a frail baby leopard and cared for it with her own newborn cubs. And in Brazil, a capuchin monkey adopted an infant marmoset, a different kind of monkey, as one of her own babies.

**GO ON** 

## Adopting between Species

- 6 Although animals in the wild may adopt orphans of their own or a related species, have scientists observed any examples of interspecies adoptions? In fact, adoptions between animals of different species in the wild do occur. These are rare events though. For example, a lioness in Kenya that lost her own cub adopted a baby oryx. She did this not once, but twice! And keep in mind, an oryx is a type of antelope found in Africa and Asia. They are usually a lion's prey.
- 7 Scientists find it difficult to explain how these adopting parents benefit from their adoptive behavior. They can't identify the specific factors that influence this unusual animal behavior. Isabelle Winder and Vivien Shaw, researchers at Bangor University in Wales, have weighed in on the subject with their own idea. They suggest that the answer may be simple. In a recent article, they write, "Perhaps . . . we may just have to accept that humans are not unique in their capacity to care for and help each other." In short, caring may simply be the consequence of innate parental instincts—or genuine caring.



**23** Read paragraph 4 of “Animals Adopting Animals.” Underline the sentence that provides evidence for the idea that adopting benefits the adoptive mother.

**24** Which evidence supports the idea that interspecies adoptions do happen?

- (A) Many seal mothers have adopted orphan seal pups.
- (B) A lioness adopted a baby leopard that was weak and needed help.
- (C) A lioness adopted a type of antelope that is typically a lion’s prey.
- (D) A capuchin monkey adopted a baby marmoset, which is a different kind of monkey.

**25** Which two pieces of evidence support the idea that adopting within a species also extends to members of subspecies? Choose two answers.

- (A) “... chimpanzees living in West Africa have adopted unrelated orphan chimps from different communities.” (paragraph 3)
- (B) “... in India, a lioness adopted a frail baby leopard and cared for it with her own newborn cubs.” (paragraph 5)
- (C) “... in Brazil, a capuchin monkey adopted an infant marmoset, a different kind of monkey, as one of her own babies.” (paragraph 5)
- (D) “... a lioness in Kenya that lost her own cub adopted a baby oryx.” (paragraph 6)

**26** In 3–5 sentences, cite evidence that supports the idea that it is instinctual for an animal mother, such as a dog, to allow another species like a kitten to feed side by side with her young.

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**27** In 3–5 sentences, cite evidence that supports the idea that adoptive behavior in animals takes place both in domesticated animals and in the wild.

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## READING

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

## Running into Trouble

- 1 It was the first day of the new school year. Li Yung was anticipating seeing her best friends Jasmine, Ellen, and Kenisha with both excitement and dread. They had been on the same swim team since middle school, but this year . . .
- 2 Li Yung glanced at her reflection in the newly waxed floors of the corridor. She walked past the clumps of students chattering by their new lockers. She looked and felt different after four weeks of grueling cross-country camp. It was like nothing she had ever felt before. Running hurt, for sure—but then, after pushing through the pain and exhaustion, it felt amazing and freeing. She felt confident in her running and felt more excitement for the sport than she ever had for swimming.
- 3 Li Yung spotted her friends walking toward her, laughing and joking and wearing their swim-team jackets.
- 4 Jasmine bounded into her, shouting her name in increasingly high-pitched tones.
- 5 “How’s our little runaway?” Ellen joked, jabbing Li Yung in the ribs. “Did you give them the runaround at running camp?”
- 6 The girls collapsed into a boisterous round of hugs and laughter, and Jasmine wanted to know if Li Yung was coming to the first swim-team practice after school.
- 7 Li Yung laughed nervously and then replied, “Where else would I be?”
- 8 The bell for first period rang, and the girls raced off to English. While the students were settling into their seats, Ms. Lopez read a quotation she had written on the board:

9 “To be nobody-but-yourself—in a world which is doing its best, night and day, to make you everybody else—means to fight the hardest battle which any human being can fight, and never stop fighting.”

—E. E. Cummings

- 10 Li Yung wondered if Ms. Lopez had somehow peeked into her mind and intended the quotation specifically for her.
- 11 As the girls later sat at their usual lunch table and began to chat about everything, Li Yung decided that she needed to come clean and be honest with her friends.
- 12 “Hey, everyone,” she said, “I have something to confess. I had an incredible time at running camp and have made the decision to join the cross-country team this year.”

GO ON 

- 13 “That’s great, Li Yung!” Kenisha said.
- 14 Li Yung nervously tapped her water bottle before continuing. “Unfortunately, the cross-country team practices overlap with swim-team practices, so I’m not going to be able to be on the swim team this year.”
- 15 The girls’ faces fell in a look of incredulity.
- 16 “But you’re our fastest starter!” Ellen squawked. “And you have the best backstroke!”
- 17 “How can we get to state without you?” Jasmine asked, her lip quivering.
- 18 Kenisha thrust out her hands, silencing Ellen and Jasmine’s continued protests. “The swim team will be fine,” she said, “and we will love and support you no matter what.”
- 19 Ellen and Jasmine looked down and then nodded in agreement. Li Yung couldn’t help noticing that Jasmine’s lip continued to quiver. Li Yung smiled, but feelings of guilt welled unpleasantly inside her.
- 20 For the next few weeks, Li Yung struggled in school, saddened to abandon her friends, but enjoying the cross-country training in the afternoons. She saw her old friends less and less as she spent more time with her new acquaintances on the cross-country team, who loved running as much as she did.
- 21 Finally, the day of the first cross-country meet arrived. As Li Yung surged into the lead, three familiar figures appeared along the sidelines of the first hill, cheering and holding a sign that read GO, LI YUNG, GO! Li Yung laughed joyously, feeling lighter than she had in weeks as she pulled farther ahead of the pack.
- 22 After she crossed the finish line, Jasmine, Ellen, and Kenisha rushed over and trapped her in a big, sweaty group hug.
- 23 “Way to give them the runaround,” Ellen quipped.
- 24 As they laughed, Li Yung hugged them tighter, grateful for her incredible best friends.





**28** Read the sentences from "Running into Trouble."

Running hurt, for sure—but then, after pushing through the pain and exhaustion, it felt amazing and freeing. She felt confident in her running and felt more excitement for the sport than she ever had for swimming.

What do these details reveal about Li Yung?

- (A) She dislikes how running makes her body hurt.
- (B) She enjoys the way that running makes her feel.
- (C) She likes swimming just as much as she likes running.
- (D) She is concerned about the injuries she might suffer while running.

**29** Read paragraphs 4–5 of “Running into Trouble.”

What do these details reveal about Jasmine and Ellen?

- (A) They secretly feel angry that Li Yung left for the summer.
- (B) They are Li Yung's running teammates from camp.
- (C) They have a close relationship with Li Yung.
- (D) They often treat Li Yung with disrespect.

**30** Read paragraphs 8–9 of “Running into Trouble.”

How do the teacher's words affect the plot of the story? Choose two answers.

- (A) Li Yung's friends become upset because of Li Yung's decision.
- (B) Li Yung withholds her news about being on the cross-country running team.
- (C) Li Yung tells her friends about her decision to run cross country instead of swim with her friends on the team.
- (D) They inspire Li Yung to be truthful and honest about her decision to run instead of swim.

**31** Read paragraphs 18–19 of “Running into Trouble.”

In 3–5 sentences, explain how Kenisha's actions and words affect the story's plot.

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- 32** Read paragraphs 21–22 of “Running into Trouble.”

In 3–5 sentences, explain how the actions of Jasmine, Ellen, and Kenisha affect Li Yung’s actions at the end of the story.

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- 33** Read the titles. Which do you predict would be the title of an informational article about life in one of the world’s oceans?

- ☐ (A) Deep in the Pacific
- ☐ (B) Birds of the South Pole
- ☐ (C) Who Swims in the Great Lakes?
- ☐ (D) Ecosystems of the East Coast

- 34** Read the headings. Which heading would you predict to be used for the section of an article about the emperor and prime minister of Japan?

- ☐ (A) Different Religions of Japan
- ☐ (B) The Government of Japan
- ☐ (C) The Landforms of Japan
- ☐ (D) Famous Artists of Japan

- 35** Suppose that a page has a photo of a mountain. Its caption reads, “It is important to dress properly when climbing the summit of a mountain.”

Which is most likely the topic of the text on the page, based on the photo and the caption?

- ☐ (A) data about the highest mountains in Asia
- ☐ (B) a comparison of the world’s tallest mountains
- ☐ (C) information about wild animals that survive on mountains
- ☐ (D) information for people who seek adventures in extreme locations

## FOCUS ON LANGUAGE

**DIRECTIONS:** Underline the infinitive in each sentence from “Animals Adopting Animals” or “Running into Trouble.”

**36** People may expect adoptive behavior to take place among domesticated animals.

**37** The girls collapsed into a boisterous round of hugs and laughter, and Jasmine wanted to know if Li Yung was coming to the first swim-team practice after school.

**38** For the next few weeks, Li Yung struggled in school, saddened to abandon her friends, but she enjoyed the cross-country training in the afternoons.

**DIRECTIONS:** Choose the correct answer.

**39** Read the sentence from “Animals Adopting Animals.”

To answer her question, Riedman noted more than 500 instances of adoptive behavior.

The infinitive *to answer* is used as a(n) noun / adjective / adverb.

**40** Read the quotation that appears in “Running into Trouble.”

“To be nobody-but-yourself . . . means to fight the hardest battle which any human being can fight, and never stop fighting.”

The infinitives *to be* and *to fight* are both used as nouns / adjectives / adverbs.

**41** Read the sentence from “Animals Adopting Animals.”

People may expect adoptive behavior to take place among domesticated animals.

Using your knowledge of word relationships, what is the meaning of *adoptive*?

- (A) the state of adopting
- (B) the act of adoption
- (C) adopting once more
- (D) of or relating to adoption

**42** Read the sentence from “Animals Adopting Animals.”

This type of adoption is called kin selectivity.

Using your knowledge of word relationships, what is the meaning of *selectivity*?

- (A) making a selection
- (B) the quality of being selective
- (C) one who selects to do something
- (D) the state of participating in a selection

**43** Read the sentence from “Animals Adopting Animals.”

Although animals in the wild may adopt orphans of their own or a related species, have scientists observed any examples of interspecies adoptions?

Using your knowledge of word relationships, what is the meaning of *interspecies*?

- (A) belonging in the same species
- (B) being part of many species
- (C) identifying a species
- (D) occurring between different species

**44** Read the sentence from “Running into Trouble.”

The girls’ faces fell in a look of incredulity.

Using your knowledge of word relationships, what is the meaning of *incredulity*?

- (A) being in the state of not believing
- (B) not needing to be believed
- (C) growing in belief
- (D) fully believing

**45** Read the sentence from “Running into Trouble.”

For the next few weeks, Li Yung struggled in school, saddened to abandon her friends, but she enjoyed the cross-country training in the afternoons.

Using your knowledge of word relationships, what is the meaning of *saddened*?

- (A) having become sad
- (B) feeling the opposite of sad
- (C) wanting others to feel sad
- (D) causing others to feel sad

**46** Read the sentences from “Animals Adopting Animals.”

After all, pets and farm animals live in proximity to each other. They may consider everyone part of a benevolent and familiar social group.

Based on context clues, what is the meaning of *benevolent and familiar*.

- (A) assumed to be unintelligent but friendly
- (B) treated equally, regardless of status
- (C) knowing and in a good relationship with others
- (D) closely related but cautious of one another

**47** Read the sentence from “Animals Adopting Animals.”

This led Riedman to speculate that the adult female seals may adopt because they have seen other seals’ parental instincts.

Based on context clues, what is the meaning of *speculate*?

- (A) to make an educated guess
- (B) to take an uneducated guess
- (C) to know something for certain
- (D) to prove something true with facts

**48** Read the sentence from “Animals Adopting Animals.”

This type of adoption provides mutual benefits to the missing mother, the orphan, and the adoptive mother.

Based on context clues, what is the meaning of *mutual benefits*?

- (A) resulting in positive outcomes for only one person or thing
- (B) resulting in both negative and positive outcomes
- (C) resulting in negative outcomes for all
- (D) resulting in positive outcomes for all



**49** Read the sentences from “Running into Trouble.”

She looked and felt different after four weeks of grueling cross-country camp. It was like nothing she had ever felt before. Running hurt, for sure—but then, after pushing through the pain and exhaustion, it felt amazing and freeing.

Based on context clues, what is the meaning of *pushing through*?

- (A) being forced to act
- (B) doing something for the first time
- (C) continuing on despite difficulties
- (D) moving in a nearly out-of-control way

**50** Read the sentences from “Running into Trouble.”

The girls collapsed into a boisterous round of hugs and laughter, and Jasmine wanted to know if Li Yung was coming to the first swim-team practice after school.

Based on context clues, what is the meaning of *boisterous*?

- (A) sad and tearful
- (B) loud and joyful
- (C) tense and cautious
- (D) noisy and annoying

**GO ON** 

## WRITING

- 51** Write a fictional short story about a character who has a disagreement at school with a friend or at home with a family member. Show how the character solves the problem.

Your short story should include:

- an interesting title
- at least one setting and at least two characters
- a plot, or sequence of events, that includes exposition (the introduction of main characters and setting), conflict (a problem), rising action (events that develop the characters and the conflict), climax (point of highest tension, where a character must act), falling action (events leading to the resolution), and resolution (the end of the conflict)
- at least two lines of dialogue
- descriptive details about the characters, setting(s), and events

Write your short story in the space below.

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