

Lift

LEVEL 3 UNIT 5 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1** What does it mean to *advise* someone?
- (A) to offer suggestions about what someone should do
 - (B) to challenge someone's ideas about a topic
 - (C) to make a promise to someone
 - (D) to correct someone's mistake
- 2** The word *consistent* means
- (A) being dull or uninteresting.
 - (B) staying the same over time.
 - (C) being generous with one's time.
 - (D) changing in unpredictable ways.
- 3** What does the word *restrict* mean?
- (A) to perform again
 - (B) to speak loudly
 - (C) to break rules
 - (D) to set limits
- 4** A person who can *motivate* others has the ability to
- (A) encourage them.
 - (B) punish them.
 - (C) confuse them.
 - (D) relocate them.
- 5** When you *implement* a plan, you
- (A) approach it in a different way.
 - (B) question how good it is.
 - (C) talk about it further.
 - (D) put it into effect.
- 6** What are *principles*?
- (A) unrealistic, foolish plans or agendas
 - (B) natural, influential laws or beliefs
 - (C) interesting dreams or ideas
 - (D) inspiring stories or songs
- 7** If you describe a place as *deserted*, you are saying that it is
- (A) empty or abandoned.
 - (B) warm and inviting.
 - (C) very dangerous.
 - (D) hard to find.
- 8** What does the word *horizon* mean?
- (A) a conflict between two or more people
 - (B) a problem that requires a creative solution
 - (C) a place in the distance where the sky meets land or water
 - (D) a time when someone needs to make an important decision

- 9 Things that are *uniform* are
- (A) the same.
 - (B) delicious.
 - (C) opposites.
 - (D) colorful.
- 10 Before I buy something new at the supermarket, I always scan / advise / restrict its list of ingredients.
- 11 When we saw that the trail was about to decipher / motivate / diverge, we knew that we should check our map.
- 12 I tried on several outfits before finding one that was immense / consistent / suitable.
- 13 Uncle David has a flexibility / tendency / principle to repeat the same stories at every family gathering.
- 14 What does the word *tempt* mean?
- (A) to feel required to complete a task
 - (B) to do something cruel and unexpected
 - (C) to demonstrate knowledge about a topic
 - (D) to invite someone to do something irresponsible
- 15 *Procrastination* is the act of
- (A) delaying.
 - (B) surprising.
 - (C) complimenting.
 - (D) accomplishing.
- 16 A *distraction* is most likely to cause someone to
- (A) lose focus.
 - (B) study more.
 - (C) pay money.
 - (D) feel healthy.
- 17 The word *gratification* can be used to describe a feeling of
- (A) anger.
 - (B) frustration.
 - (C) satisfaction.
 - (D) pity.
- 18 What is *flexibility*?
- (A) an unwillingness to change
 - (B) the ability to easily change
 - (C) pride that comes from doing a good job
 - (D) peace in the middle of a difficult situation
- 19 Something that is decreasing in strength or power can be described as
- (A) deserted.
 - (B) collective.
 - (C) consistent.
 - (D) decaying.
- 20 An object that is *mediocre* is
- (A) far away.
 - (B) not too warm or cold.
 - (C) below average in quality.
 - (D) surprisingly impressive.

21 What does the word *collective* mean?

- Ⓐ divided among group members
- Ⓑ shared among group members
- Ⓒ tending to gather things
- Ⓓ like a group of objects

22 To *decipher* something is to

- Ⓐ figure out its meaning.
- Ⓑ destroy it.
- Ⓒ throw it.
- Ⓓ build it.

23 The word *immense* means

- Ⓐ likely to catch on fire.
- Ⓑ submerged under water.
- Ⓒ able to be understood easily.
- Ⓓ extremely large.

GO ON 

READING

DIRECTIONS: Read the passages and answer the questions.

The Assignment

- 1 The assignment is due in a month.
- 2 *Procrastination* sounds so positive.
A country fully supporting crasting,
maybe a sensible way to motivate.
A search shows Latin origins:
-*cras*- for “tomorrow,” -*tinus*- for “belonging to.”
Sounds about right. Can I move there?
- 3 The assignment is due in a week.
- 4 “Why put off until tomorrow
what you could do today?” many say
“Live in the moment, for who knows
what tomorrow may bring?”
“One day, all your hard work will pay off.”
“Stop and smell the roses.” Which is it?
- 5 The assignment is due in three days.
- 6 A wonderful history of housecats.
Worshipped by some ancient Egyptians,
cats sat carelessly upon immense cushions,
tufts of fluff upon tufts of fluff.
You may say this is a distraction.
Possibly. Don’t I still have three days?
- 7 The assignment is due tomorrow.
- 8 This tendency to avoid ends today.
I must restrict my attentions.
Do not tempt me with binge-watching,
lists, polls, and rabbit holes.
Do you know . . . no. I found out . . . later.
The assignment is due tomorrow.
- 9 The assignment is due.
- 10 Out of my control now,
a file in the teacher’s window.
It includes nothing of cats or Egyptians,
or thoughts on sayings and Latin origins.
It includes only what was requested.
The journey—a lesson for me alone.

GO ON 

Decisions, Decisions

- 1 Terrible, terrific, or boring, life is decisions
that affect a moment, a day, a world.
Time does not allow for revisions
of the stream into which we are hurled.
- 2 We can be consistent all our days,
following patterns and wearing ruts.
We can also diverge from old ways,
breaking habits and finding our guts.
- 3 We can choose to procrastinate
or complete all our work quite early.
Neither means the work is late,
but one makes the teacher grumpy, surly.
- 4 Many of us work toward
finding instant gratification.
We can delay the coming reward
and possibly increase our station.
- 5 We create our outward expression:
clothes, hair, shoes, makeup, nails.
Although our choices some may question,
only we decide if they're fails.
- 6 We make our choices as best we can
and face the consequences.
Sometimes choices change our plan
or trap us within fences.
- 7 The good news is we're not alone
because we're all deciding together.
Friends, family, an expert on the phone
can advise us during stormy weather.
- 8 Making decisions is part of life,
and they only become more trying.
So don't forget to choose to play,
and explore the mystifying.

24 Which sentence **best** contrasts the structures of “Decisions, Decisions” and “The Assignment”?

- (A) “Decisions, Decisions” uses repetition of lines, while “The Assignment” does not.
- (B) “Decisions, Decisions” has line breaks to show the rhyme pattern, but “The Assignment” does not.
- (C) “Decisions, Decisions” has a rhyme pattern, but “The Assignment” does not.
- (D) “Decisions, Decisions” has a rhyme pattern, and so does “The Assignment.”

25 Which sentence **best** compares the stanzas of “The Assignment” and “Decisions, Decisions”?

- (A) Both poems use stanzas of varying lengths that do not follow a pattern.
- (B) Both poems are divided into stanzas that follow a regular pattern.
- (C) Both poems use stanzas that have uneven rhythm between lines 1 and 2.
- (D) Both poems use stand-alone lines between the stanzas.

26 What is one difference between “The Assignment” and “Decisions, Decisions”?

- (A) “The Assignment” has more lines that end in rhymes than “Decisions, Decisions” does.
- (B) “The Assignment” uses repetition at the beginning of the poem while “Decisions, Decisions” uses repetition in each stanza.
- (C) “The Assignment” includes several commands (using periods) while “Decisions, Decisions” asks several questions (using question marks).
- (D) “The Assignment” includes one-line stanzas before each longer stanza, but “Decisions, Decisions” has stanzas that are all equal in length.

27 Read stanzas 4 and 5 of “Decisions, Decisions.”

Which lines provide sensory details that help a reader visualize?

- (A) Many of us work toward finding instant gratification.
- (B) We can delay the coming reward and possibly increase our station.
- (C) We create our outward expression: clothes, hair, shoes, makeup, nails.
- (D) Although our choices some may question, only we decide if they’re fails.

28 Read stanza 6 of “Decisions, Decisions.”

Which line would visualizing **best** help a reader to understand better?

- (A) We make our choices as best we can
- (B) and face the consequences.
- (C) Sometimes choices change our plan
- (D) or trap us within fences.

29 Read stanza 6 of “The Assignment.”

Which phrases provide sensory details that help a reader visualize? Choose two answers.

- (A) wonderful history
- (B) by some ancient
- (C) immense cushions
- (D) tufts of fluff
- (E) a distraction



- 30** In 3–5 sentences, compare and contrast the rhythm of “The Assignment” and “Decisions, Decisions.”

- 31** “The Assignment” repeats the phrase “The assignment is due . . .” throughout the poem. “Decisions, Decisions” repeats the single word “We” throughout the poem.

In 3–5 sentences, describe how each poem’s use of repetition supports the poem’s meaning.



READING

DIRECTIONS: Read the passage and answer the questions.

Getting Better Sleep

- 1 The ceaseless hassles of the modern world can interfere with our ability to get a good night's sleep. We might stay up thinking about something that happened during the day or working on something important for tomorrow. But quality sleep restores our bodies and minds. It reduces stress and is an essential component of a healthy lifestyle. So, how do we make sure
- 5 that we're getting enough quality sleep? Some relatively simple strategies can help. First, we can begin by keeping a regular sleeping schedule—that means going to bed around the same time every night, even on the weekends. Dr. Susheel Patil of the Johns Hopkins Sleep Center says, "Often, people will try to catch up on sleep . . . to repay the 'sleep debt' we accumulate over the week. While this can help, one weekend of increased sleep is not
- 10 enough." Next, we can set up enough time to get the amount of sleep we need each night. For most pre-teens and teenagers, that's between eight and ten hours. Finally, we should be thoughtful about our sleeping environment. For example, we should avoid computer and phone screens before bed, and make sure that the place where we sleep is dark and quiet. By following these strategies, we should see a big difference in the quality of our sleep.

GO ON 

- 32** Read the sentences from “Getting Better Sleep.” Underline the topic sentence—the sentence that presents the problem.

The ceaseless hassles of the modern world can interfere with our ability to get a good night’s sleep. We might stay up thinking about something that happened during the day or working on something important for tomorrow. But quality sleep restores our bodies and minds. It reduces stress and is an essential component of a healthy lifestyle. So, how do we make sure that we’re getting enough quality sleep? Some relatively simple strategies can help.

- 33** Read the sentences from “Getting Better Sleep.” Underline the first sentence that identifies a specific solution to the problem.

First, we can begin by keeping a regular sleeping schedule—that means going to bed around the same time every night, even on the weekends. Dr. Susheel Patil of the Johns Hopkins Sleep Center says, “Often, people will try to catch up on sleep . . . to repay the ‘sleep debt’ we accumulate over the week. While this can help, one weekend of increased sleep is not enough.”

- 34** Read the sentences from “Getting Better Sleep.” Underline the sentences that explain two other solutions to the problem.

Next, we can set up enough time to get the amount of sleep we need each night. For most pre-teens and teenagers, that’s between eight and ten hours. Finally, we should be thoughtful about our sleeping environment. For example, we should avoid computer and phone screens before bed, and make sure that the place where we sleep is dark and quiet. By following these strategies, we should see a big difference in the quality of our sleep.

- 35** In 3–5 sentences, explain how the structure of the problem-solution paragraph “Getting Better Sleep” communicates the author’s message.

- 36** In 2–3 sentences, explain how the author of “Getting Better Sleep” uses a quotation as a supporting detail.



FOCUS ON LANGUAGE

DIRECTIONS: Choose the correct answer.

- 37** When using ellipses in a quotation, what rules should a writer remember? Choose three answers.
- (A) Leave in the most important words.
 - (B) Remove all periods at ends of sentences.
 - (C) Use ellipses to omit unnecessary words.
 - (D) Change all capital letters to lowercase letters.
 - (E) Make sure that the quotation still makes sense.

- 38** Read the sentences from “Getting Better Sleep.”

The ceaseless hassles of the modern world can interfere with our ability to get a good night’s sleep. We might stay up thinking about something that happened during the day or working on something important for tomorrow. But quality sleep restores our bodies and minds. It reduces stress and is an essential component of a healthy lifestyle. So, how do we make sure that we’re getting enough quality sleep? Some relatively simple strategies can help.

Which choice correctly uses ellipses to omit text?

- (A) “The ceaseless hassles of the modern world can . . . with our ability to get a good night’s sleep.”
- (B) “The ceaseless hassles of the modern world can interfere with our ability to get a good night’s sleep. . . . But quality sleep restores our bodies and minds.”
- (C) “We might stay up thinking about something that happened during the day or . . . important for tomorrow.”
- (D) “But quality sleep restores our bodies and minds. It reduces stress . . . So, how do we make sure that we’re getting enough quality sleep?”

- 39** Read the sentences from “Getting Better Sleep.”

So, how do we make sure that we’re getting enough quality sleep? Some relatively simple strategies can help. First, we can begin by keeping a regular sleeping schedule—that means going to bed around the same time every night, even on the weekends. Dr. Susheel Patil of the Johns Hopkins Sleep Center says, “Often, people will try to catch up on sleep . . . to repay the ‘sleep debt’ we accumulate over the week. While this can help, one weekend of increased sleep is not enough.” Next, we can set up enough time to get the amount of sleep we need each night.

Which choice uses ellipses to omit text but keeps the original meaning?

- (A) “First, we can begin by keeping a regular sleeping schedule. . . . Next, we can set up enough time to get the amount of sleep we need each night.”
- (B) “First, we can begin by keeping a regular . . . schedule—that means going to bed . . . even on the weekends.”
- (C) “Some relatively simple strategies can help. . . . that means going to bed around the same time every night, even on the weekends.”
- (D) “Dr. Susheel Patil of the Johns Hopkins Sleep Center says, ‘Often, people will try to catch up on sleep . . .’ Next, we can set up enough time to get the amount of sleep we need each night.”

GO ON 

40 Read the sentences.

Many people seem to sleep better after spending time in nature. One person reported, "After a day at the beach, I sleep like a baby. It's actually quite amazing. . . ."

The period followed by the ellipses in the underlined part of the text most likely shows that

- (A) the person was unsure what he would say next and chose not to speak further.
- (B) the person's quotation continued, but the writer chose to end it at a spot that made sense.
- (C) the writer disagreed with the rest of what the person said.
- (D) the omitted part of the person's quotation was too difficult to understand.

41 Read the sentences from "Getting Better Sleep."

Dr. Susheel Patil of the Johns Hopkins Sleep Center says, "Often, people will try to catch up on sleep . . . to repay the 'sleep debt' we accumulate over the week. While this can help, one weekend of increased sleep is not enough."

The ellipses in the underlined part of the text shows that

- (A) the writer didn't think that readers would understand Dr. Patil's explanation.
- (B) Dr. Patil wanted to use punctuation to emphasize the idea of a "sleep debt."
- (C) the writer omitted text from the middle of Dr. Patil's sentence.
- (D) Dr. Patil took a pause before continuing to speak.

42 Read the sentences from "Getting Better Sleep."

The ceaseless hassles of the modern world can interfere with our ability to get a good night's sleep. We might stay up thinking about something that happened during the day or working on something important for tomorrow.

Think about context clues in the sentences. What does the word *hassles* mean?

- (A) recent opportunities
- (B) annoying concerns
- (C) difficult methods
- (D) confusing choices

43 Read the dictionary entry and the sentence from "Getting Better Sleep."

essential (eh-SEN-shul)

adjective

- 1. completely necessary
- 2. (medical) required for growth but not made in the body
- 3. (medical) with no known cause or reason

noun

- 4. something basic

It reduces stress and is an essential component of a healthy lifestyle.

Think about context clues. Which definition fits the word *essential* as it is used in the sentence?

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



44 Read the sentences from “Getting Better Sleep.”

The ceaseless hassles of the modern world can interfere with our ability to get a good night’s sleep. We might stay up thinking about something that happened during the day or working on something important for tomorrow.

Think about context clues and the use of affixes. What does the word *ceaseless* mean?

- (A) the ability to start
- (B) without stopping
- (C) happening often
- (D) full of anger

45 Read the dictionary entry and the line from “The Assignment.”

due (DOO)
 adjective
 1. expected at a certain time
 2. of the right quality or amount
 noun
 3. what is owed to someone
 4. a payment or fee
 adverb
 5. in an exact direction

The assignment is due.

Which definition fits the word *due* as it is used in the poem?

- (A) definition 1
- (B) definition 2
- (C) definition 3
- (D) definition 4
- (E) definition 5

46 Read the dictionary entry and the lines from “Decisions, Decisions.”

face (FAYCE)
 noun
 1. the front of a person’s head
 2. the surface of an object
 verb
 3. to be positioned in front of something
 4. to confront or deal with a situation

We make our choices as best we can and face the consequences.

Which definition fits the word *face* as it is used in the poem?

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

47 Read the lines from “The Assignment.”

Worshipped by some ancient Egyptians,
 cats sat carelessly upon immense cushions,

Because of the suffixes in *carelessly*, readers can assume that the cats are

- (A) hungry.
- (B) anxious.
- (C) unconcerned.
- (D) comfortable.

48 Read the sentence.

Even without a microphone, the speaker’s voice was audible from the back of the auditorium.

The word *audible* means

- (A) able to be heard.
- (B) having strength.
- (C) unable to be quiet.
- (D) having a beautiful sound.



49 Read the sentence from “Getting Better Sleep.”

Finally, we should be thoughtful about our sleeping environment.

Being *thoughtful* means

- (A) characterized by attentiveness.
- (B) without having much thought.
- (C) being able to think clearly.
- (D) being full of ideas.

50 The suffix in *visible* indicates that *visible* means

- (A) not seen.
- (B) quickly seen.
- (C) seen again.
- (D) able to be seen.

51 Read the dictionary entry.

<p>sorrow (SAUR-roh) noun a feeling of grief, loss, or sadness</p>

The suffix in *sorrowful* indicates that *sorrowful* means

- (A) able to feel sadness.
- (B) filled with sadness.
- (C) free from sadness.
- (D) afraid of sadness.



WRITING

- 52** Identify a problem facing your community, your country, or even the world, such as pollution, climate change, housing opportunities, or health issues. Think about one or more solutions to the problem. Then write an essay in which you identify the problem and explain how your proposed solutions can solve it.

Your problem-solution essay should include an introduction that explains the problem and its importance; three body paragraphs that support your ideas about the problem and that provide details (such as facts, examples, and quotations) about your proposed solution(s); and a conclusion that restates the problem and provides a thoughtful comment about your solution(s). Be sure to use correct grammar, punctuation, and capitalization. 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.