

Lift

 LEVEL 3 UNIT 4 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1 The teacher will demonstrate / maintain / stimulate how to solve the problem.
- 2 People rely on food and water for sequence / regulation / survival.
- 3 To properly complete a task, you must follow the steps in sequence / hesitation / optimism.
- 4 To measure something *precisely*, you measure it
(A) exactly.
(B) quietly.
(C) repeatedly.
(D) seriously.
- 5 A *dilemma* forces a person
(A) to take responsibility for a mistake.
(B) to learn a new and challenging skill.
(C) to respond to a message that seems urgent.
(D) to make a difficult choice to resolve a problem.
- 6 If students *maintain* good grades, they
(A) want to earn good grades.
(B) usually get good grades.
(C) dislike working for grades.
(D) attempt to change their grades.
- 7 What is true about an *acute* condition?
(A) It appears suddenly and severely.
(B) It happens over and over again.
(C) It lasts for a long time.
(D) It can be easily treated.
- 8 Something is *viable* if it is
(A) designed for ease of use.
(B) ordinary or common.
(C) considered to be poisonous.
(D) capable of living and growing.
- 9 The word *regulation* means
(A) the result of breaking a law.
(B) the quality of being ordinary.
(C) the act of controlling something.
(D) the process of protecting someone.
- 10 If things *persist*, they
(A) feel extreme pain.
(B) slowly die.
(C) continue despite resistance.
(D) live for a short period of time.

GO ON

11 To *enhance* something means

- (A) to cover it over.
- (B) to record information about it.
- (C) to cause it to stop functioning.
- (D) to make it better.

12 A person with *optimism* will most likely

- (A) stay angry at a person for a long time.
- (B) believe that good things will happen.
- (C) work hard in order to succeed.
- (D) obey rules without asking questions.

13 The word *analytical* means

- (A) related to the scientific study of life.
- (B) lacking the ability to feel pity or sympathy.
- (C) involving logic or careful examination.
- (D) making or working with a machine.

14 What is another word for *stimulate*?

- (A) activate
- (B) elevate
- (C) manipulate
- (D) participate

15 The word *reinforce* means

- (A) to perform an action without stopping.
- (B) to overcome through greater strength.
- (C) to keep busy or occupied.
- (D) to strengthen or support.

16 If something affects people *physically*, it

- (A) forces them to think.
- (B) involves their bodies.
- (C) changes their emotions.
- (D) costs them money.

17 The term *nervous system* refers to a system within the body that

- (A) breaks down food for nutrients.
- (B) moves blood throughout the body.

- (C) removes toxins from the organs.
- (D) receives and interprets sensations.

18 A *stressor* is anything that causes

- (A) feelings of excitement.
- (B) mental or physical strain.
- (C) confusion or loss of awareness.
- (D) changes in the weather.

19 A person who is *unconscious* is

- (A) not well-rested.
- (B) not known by others.
- (C) against a cause or issue.
- (D) unaware of something.

20 The word *peculiar* would most likely be used to describe something that is

- (A) expensive.
- (B) interesting.
- (C) unusual.
- (D) frightful.

21 The word *hesitation* means the act of

- (A) pausing before taking action.
- (B) loosening tense muscles.
- (C) being imprisoned.
- (D) speaking openly and honestly.

22 A *conscientious* person would be likely to

- (A) refuse to share.
- (B) do the right thing.
- (C) tell lies to look better.
- (D) make careless mistakes.

23 The word *reflect* means

- (A) to show or express.
- (B) to look into a mirror.
- (C) to keep food cold.
- (D) to win a game repeatedly.



READING

DIRECTIONS: Read the passage and answer the questions.

Internet for All!

- 1 The Internet has become an essential part of life for much of the world’s population, and the speeds with which people can access and share information have increased dramatically. Today, high Internet speeds are known generally as broadband. Access to broadband offers benefits that should be shared by everyone, especially young people. Because of the benefits broadband provides, young people around the world need access to high-speed Internet.
- 2 High-speed Internet allows young people to build communities with others who share their interests. As they go through adolescence, young people begin to have more independence and to make connections around shared interests or activities. Fan sites, chat rooms, message boards, and social media enable young people to exchange ideas and maintain connections. For example, imagine a high school student who is interested in the Brazilian martial art of capoeira but doesn’t have access to any resources in her local community. High-speed Internet would allow her to connect with capoeira groups around the world and to learn more about this activity.
- 3 Internet access allows young people to develop their personal interests, but it can also facilitate formal learning and education. High-speed Internet expands access to the classroom. Students can watch live or recorded lectures, demonstrate their learning to teachers, and participate in group discussions with peers—all without meeting physically. Virtual learning also allows students a greater range of choices. For example, they can access lectures in a sequence that works best for them. Or maybe there is an advanced-level class that a student wants to take, but it isn’t offered by his local school. In this case, an online class would offer a solution through remote learning.
- 4 In the modern world, access to broadband is like having access to knowledge. The benefits that high-speed Internet provides should be accessible to young people regardless of their geographic location or economic background. However, Internet access sometimes presents an equality issue. Wealthy students tend to have better access to technology, including broadband access. Creating global access is a means of ensuring that the advantages of the Internet are shared widely—and equally. It may not be possible to provide broadband in every child’s home across the world, which is why governments should work together with private companies to provide Internet through schools, libraries, and public Wi-Fi hotspots. Providing free or low-cost broadband to all young people is a way to ensure that people have equal access to the benefits the Internet provides.
- 5 Some people argue that the Internet only adds more stress to young people’s lives. It is true that issues such as extended screen time and cyberbullying can have negative effects on young people. However, the Internet isn’t going away, and the sooner adolescents learn to manage their relationship to online activity in a healthy way, the better.

GO ON

- 6 Although Internet access may not seem like a matter of survival, it is important to adolescent development and education. That's because adolescence is a time when young people are ready to engage with the wider world. With its ability to promote community and expand access to education, the Internet is a valuable tool. For precisely these reasons, access to high-speed Internet for young people is an important issue—for everyone.

24 Which central claim does the author of "Internet for All!" make in the argument?

- (A) Companies should give everyone free high-speed Internet.
- (B) The Internet is an essential part of everyday life.
- (C) All young people should have access to high-speed Internet.
- (D) The Internet is a vast source of fascinating information.

25 Which main reasons **best** support the author's claim? Choose two answers.

- (A) A girl interested in capoeira could find information and connect with groups globally.
- (B) Internet in schools supports students and provides more learning opportunities.
- (C) Having high-speed access allows young people to create online communities.
- (D) Access to social media sites causes additional stress in young people's lives.
- (E) The benefits of broadband should be available to everyone.

26 Which sentence from "Internet for All!" is evidence (not a claim or a reason) that young people should have access to the Internet?

- (A) Today, high Internet speeds are known generally as broadband.
- (B) However, Internet access sometimes presents an equality issue.
- (C) For example, they can access lectures in a sequence that works best for them.
- (D) Although Internet access may not seem like a matter of survival, it is important to adolescent development and education.

27 In your opinion, which supporting reason for providing Internet access for young people is the strongest? In 3–5 sentences, state your choice and explain why you selected it.



- 28** In 3–5 sentences, explain whether the author of “Internet for All!” supports the claim with strong reasons and enough evidence. Be specific in supporting your evaluation.

- 29** In 3–5 sentences, explain how rereading helped you understand something that you found confusing at first in “Internet for All!” Identify the confusion and point out the part of the passage that you reread.

- 30** In 3–5 sentences, identify a question that you had about “Internet for All!” Describe how reading on revealed the answer.

READING

DIRECTIONS: Read the passage and answer the questions.

Searching for Inspiration

Scene I

[Two friends, HIYA and FATIMA, see each other at a market.]

HIYA: Fatima! How have you been? It's been so long!

FATIMA: Hey, Hiya. I've been all right.

HIYA: I haven't seen you here at the market in months. I always love stopping by your booth to look at your paintings. Have you been selling your paintings somewhere else?

FATIMA: *[with hesitation]* No—I actually haven't sold a painting in a few months.

HIYA: What? I don't believe it. That must be stressful. Well, we must get you back into your booth ASAP and right here. If people see your paintings, they will want to buy them for sure!

FATIMA: *[looking down]* That is the problem. I've wanted to paint, but I don't actually have any completed paintings to sell. I have been struggling to figure out a theme for my next series of paintings. Every time I start a painting, I struggle to maintain focus because I lose interest in the subject matter. And that stresses me out even more.

HIYA: Ah, say no more. I've felt the same way at times with my writing. Come with me.

[HIYA puts her arm around FATIMA and guides her off stage.]

Scene II

[HIYA guides FATIMA to a bench in a park near a river. People are walking, running, and riding bikes on the path near the river.]

HIYA: I'm going to show you how I find inspiration when I'm struggling for writing topics. Sitting in this spot will help your brain relax.

FATIMA: *[confused]* How can relaxing my brain help?

HIYA: First, look at this place and sit quietly. It's quiet and beautiful. It's the perfect place to remove any stressors that you may have.

FATIMA: *[nodding her head]* That's true. It is very peaceful here.

[FATIMA and HIYA sit in silence for a few moments.]

HIYA: Okay, now look at the people going past. They all have a story that can be told. See that couple running there—by the big oak tree?

FATIMA: Yes.

HIYA: They look so happy, so I'm going to make a story about them—a short story about two people who met while running on their lunch break every day.



FATIMA: *[speaking with optimism]* I get it. I can tell stories like that on canvas!

HIYA: Exactly! All you need to do is to take notes—or sketches—so that you can remember the details that inspire you.

Scene III

[A few days later, HIYA visits FATIMA at her apartment. HIYA enters and sees FATIMA painting on a canvas.]

HIYA: Look who's hard at work with her paint, paintbrush, and canvas!

FATIMA: Yeah! Since we visited the park, I've been painting constantly!

HIYA: That's great! What are you painting today?

FATIMA: I'm calling my new series of paintings "Scenes from the Park." Each painting will show different people doing different activities in the park.

HIYA: What's this first painting you are working on? Is it the couple that was running?

FATIMA: No. This first painting is called "Inspiration from a Bench."

HIYA: *[surprised]* Oh?

FATIMA: The painting shows one friend helping inspire another friend while sitting on a bench at the park.

[FATIMA gets up from her seat and gives HIYA a hug.]

FATIMA: Thanks for your help, Hiya. I have many ideas for paintings now!

HIYA: You're welcome. I'm just glad that you're painting again!

31 Read Scene I of "Searching for Inspiration."

What important information does Hiya learn about her friend Fatima in Scene 1?

- ☐ (A) Fatima is a painter who used to sell her work at the market.
- ☐ (B) Fatima no longer owns a booth at the market.
- ☐ (C) Fatima is struggling to complete paintings.
- ☐ (D) Fatima is ashamed of not being able to do her work.

32 Why does Hiya take Fatima to the park with her?

- ☐ (A) to talk about herself
- ☐ (B) to share a source of inspiration
- ☐ (C) to teach Fatima how to be a better artist
- ☐ (D) to enjoy time together after a long absence

33 Which sentence does **not** belong in an objective summary of "Searching for Inspiration"?

- ☐ (A) After visiting the park, Fatima comes up with many new ideas for paintings.
- ☐ (B) Hiya shows how the park helps her find inspiration for writing.
- ☐ (C) Fatima has a problem thinking of new ideas for her art.
- ☐ (D) Hiya is a supportive character and loves seeing Fatima's paintings.

34 Read Scene II of “Searching for Inspiration.”

In 3–5 sentences, summarize Scene II. Be sure to use your own words to tell what happens. Include only the most important events, ideas, and details.

35 In 3–5 sentences, summarize the one-act play “Searching for Inspiration.” Capture the essential details about the characters and plot in your summary. Remember to be objective; that is, provide only information, not opinions.

36 Reflect on the ending of “Searching for Inspiration.” In 3–5 sentences, share the ideas that come to your mind as you think about the significance of Fatima’s new painting series.

FOCUS ON LANGUAGE

DIRECTIONS: Insert commas and dashes to correctly punctuate the sentences.

- 37 After reading about the effects of stress _____ Hao decided to spend more time doing what he enjoys most _____ playing his guitar.

- 38 Eating a healthful diet _____ exercising _____ and taking time to rest can help reduce stress.

- 39 Some people find joy in adventures _____ such as hiking _____ while others prefer to relax.

DIRECTIONS: Choose the correct answer.

- 40 Read the sentence with missing punctuation.
- I predict that the king he was introduced in the first chapter will save the day.
- Which version of the sentence is punctuated correctly?
- (A) I predict that the king, he was introduced in the first chapter will save the day.
 - (B) I predict that the king—he was introduced in the first chapter—will save the day.
 - (C) I predict that—the king, he was introduced in the first chapter, will save the day.
 - (D) I predict that, the king, he was introduced in the first chapter will save the day.

- 41 Read the sentence with missing punctuation. Where should a dash be added?

She had spent 50 years in exile, but now her dream was a reality she was on her way home.

- (A) spent—50
- (B) years—in
- (C) dream—was
- (D) reality—she

- 42 Read the dictionary entry and the sentence from “Internet for All!”

engage verb

1. to take part in: *engage in conversation*
2. to hire or rent: *engage a taxi*
3. to catch and hold: *Cartoons engage kids’ attention.*
4. to fit together: *Gears engage to move an engine.*

That’s because adolescence is a time when young people are ready to engage with the wider world.

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

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

- 43** Read the dictionary entry and the sentence from "Internet for All!"

development noun

1. result or outcome: *unexpected development*
2. process of growth: *development of seeds into plants*
3. similar houses or apartments in a group: *housing development*
4. process of working out in greater detail: *development of plans*

Although Internet access may not seem like a matter of survival, it is important to adolescent development and education.

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

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

- 44** Read the dictionary entry.

facilitate verb

1. to make something run easier or smoother: *The leader of the group will facilitate the discussion.*
2. to help make something happen: *The new instructor will facilitate the students' success.*

The word *facilitate* is a(n) noun / multiple-meaning word / adjective.

- 45** Read the dictionary entry and the sentence from "Searching for Inspiration." Then complete the sentence that follows.

focus

noun

1. point at which rays of light meet: *the flashlight's focus*
2. the central point of attraction: *focus of attention*
3. purpose or interest: *My research has a clear focus.*

verb

1. to concentrate: *A magnifying glass can focus the sun's rays.*
2. to adjust a lens to make a clear image: *focus a camera*

Every time I start a painting, I struggle to maintain focus because I lose interest in the subject matter.

In this sentence, the word *focus* is used as

a _____ and has the meaning of definition _____.

- 46** Read the dictionary entry and the sentence from "Searching for Inspiration." Then complete the sentence that follows.

couple

noun

1. two things of the same kind that go together; a pair: *a couple of tires*
2. a small amount or number: *a couple of coins*
3. two people who are in a relationship: *a newly engaged couple*

verb

1. to join together: *couple the links in a chain*

See that couple running there—by the big oak tree?

In this sentence, the word *couple* is used as a

_____ that means " _____."

- 47 Read the thesaurus entry and the sentence from "Searching for Inspiration."

maintain: *verb*
preserve, repair, support, continue

Every time I start a painting, I struggle to maintain focus because I lose interest in the subject matter.

Which synonym from the thesaurus entry could **best** replace the word *maintain* as it is used in the sentence?

- (A) preserve
- (B) repair
- (C) support
- (D) continue

- 48 Read the thesaurus entry and the sentences from "Searching for Inspiration."

quiet: *adjective*
soft, subdued, hidden, noiseless

First, look at this place and sit quietly. It's quiet and beautiful. It's the perfect place to remove any stressors that you may have.

Which synonym from the thesaurus entry would **best** replace the word *quiet* to vary word choice in the sentences?

- (A) soft
- (B) subdued
- (C) hidden
- (D) noiseless

DIRECTIONS: Read each thesaurus entry. In the sentence, strike through the word to replace. Write above it the best vivid word choice given the context. Use a dictionary if necessary to find the meaning of a word.

49 **ran:** *verb*
went, flowed, entered, dashed

We were very late, so we ran toward the bus and got there just before it pulled away.

50 **good:** *adjective*
pleasing, honest, logical, analytical

Elena made a good choice in buying the best car for the money.

51 **cold:** *adjective*
bleak, frigid, comfortless, lifeless

The cold air turned our breath to frost and froze our exposed fingers.

WRITING

- 52** What really stresses you out—an important sports event? A test? Your little brother breaking your stuff? Think about a stressful situation, and then imagine two or three characters in that situation. Write a one-act play to bring the stressful situation to life. Remember to build the narrative through dialogue.

Your one-act play should include:

- natural and believable dialogue
- highlighted or boldfaced names of the characters to identify who is speaking
- at least three stage directions that tell how the actors should speak or move.

Write your play 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 its right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.