

# Lift FUNDAMENTALS Pre-Test



## READING

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

### The Stolen Smell

#### Cast of Characters

Narrator

Mr. Cooper, the village baker

Mr. Delgado, the baker's neighbor

Judge, the village judge

Ivy, a village girl

Bruno, Ivy's brother

Villagers

#### 1 Scene 1: At Mr. Cooper's bakery

2 **Narrator:** In a small town lives a baker named Mr. Cooper. He is proud of the cakes and pies that fill his bakery, but they are so expensive that only rich people can buy them. One morning, Mr. Cooper sees Ivy and Bruno looking at his sweet rolls through the bakery window.

3 **Mr. Cooper:** Get away! If you have no money to spend, you have no business here.

4 **Ivy:** (turning away and running) He's seen us!

5 **Bruno:** (running after Ivy) Wait for me!

6 **Mr. Cooper:** (grumbling to himself) They buy nothing, yet they put their dirty fingers on my windows—

7 **Narrator:** Mr. Cooper stops suddenly, for he hears a voice coming from outside. It's his neighbor, Mr. Delgado.

8 **Mr. Delgado:** (from offstage) If you're hungry, children, I'll gladly share my bread. You can easily smell Mr. Cooper's bakery from here. If you close your eyes as you eat, you can imagine you're eating one of his sweet rolls.

9 **Ivy and Bruno:** (from offstage) Thank you, Mr. Delgado!

GO ON 

10 **Mr. Cooper:** It's bad enough his little house is next to my bakery, but now he's stealing smells from my bakery! I'll stop *that*.

11 **Scene 2: The porch of Mr. Delgado's house**

12 **Narrator:** Mr. Cooper walks up angrily and hands Mr. Delgado a bill.

13 **Mr. Delgado:** (frowning) A bill? But I haven't bought anything.

14 **Mr. Cooper:** Exactly! Yet you sit here all day, smelling my cakes and muffins. That, sir, is your smelling fee.

15 **Mr. Delgado:** I'm not paying a fee to smell your bakery's smells.

16 **Mr. Cooper:** We'll see what the judge says about that.

17 **Scene 3: The courtroom of the village judge**

18 **Narrator:** The people know that the village judge is fair, and they're sure she'll laugh at Mr. Cooper's smelling fee. But when she asks Mr. Delgado to bring a pocketful of coins to court, the villagers go to her courtroom to find out why.

19 **Judge:** Mr. Delgado, is it true you sit on your porch, smelling smells from Mr. Cooper's bakery?

20 **Mr. Delgado:** (in a worried voice) It's true, Your Honor.

21 **Judge:** And have you brought the coins I requested?

22 **Mr. Delgado:** (reaching into his pocket for the jingling coins) Yes, I have.

23 **Mr. Cooper:** That is the sound of money that should be mine.

24 **Judge:** You are correct, Mr. Cooper.

25 **Villagers:** (gasping) How could she say that? She's usually so fair.

26 **Narrator:** Mr. Cooper reaches for the coins, but the judge stops him.

27 **Judge:** Mr. Cooper, you have already received payment. Mr. Delgado smelled the smells of your bakery, and you have been paid by hearing the sound of his money.

28 **Villagers:** (cheering) Hooray!

29 **Narrator:** Mr. Cooper realizes how greedy he's been. He understands that if he wants others to treat him fairly, he must treat others fairly, too.

30 **Mr. Cooper:** Mr. Delgado, you may smell my smells whenever you wish.

31 **Mr. Delgado:** Thank you! I will jingle my coins in appreciation every time.

1 Which is a stage direction in lines 26–28?

- (A) Mr. Cooper reaches for the coins . . .
- (B) Mr. Delgado smelled the smells . . .
- (C) (cheering)
- (D) Hooray!

2 Which character says the dialogue in line 27?

- (A) Narrator
- (B) Judge
- (C) Mr. Cooper
- (D) Mr. Delgado

3 Which sentence **best** describes Mr. Cooper’s response to the children in Scene 1?

- (A) Mr. Cooper is happy to see the children.
- (B) Mr. Cooper is worried about the children.
- (C) Mr. Cooper is afraid of the children.
- (D) Mr. Cooper is angry with the children.

4 Which lesson or message does the drama explore?

- (A) People should treat one another fairly.
- (B) People should pay for the things they want.
- (C) People should not take things.
- (D) People should care about what children are feeling.

5 Does the writer of “The Stolen Smell” use first-person or third-person point of view? How does the point of view help the audience understand the drama? In 3–5 sentences, explain your answer using evidence from the text.

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

## About a Snake

- 1 My teacher said each student must teach a class  
in a subject we need help to pass.  
I'm good at science—I'll do my best  
I'll use my knowledge to pass this test!
- 5 My lesson was almost a disaster.  
I wish it would have ended faster.  
I wanted to teach all about snakes,  
using my pet to demonstrate.
- I didn't check his tank at lunch  
10 because I had a time crunch.  
So, when my time came to show and tell,  
I nearly released a little yell.
- The lid was open and the snake was gone!  
I quickly changed my surprise into a yawn.  
15 I acted like it was my plan  
and hoped my teacher would be a fan.
- My lesson had information and facts  
that helped explain how a snake acts.  
From laying eggs to warming in the sun,  
20 I made cold blood seem exciting and fun.
- When it was time for the class activity,  
I asked them where my snake might be.  
Not out in the world, but here in the class,  
and they all turned toward the window's glass.
- 25 Sunlight poured in over the hills  
to warm our classroom windowsills.  
Sleeping there, too real to be fake,  
was none other than my pet garter snake.
- To ease my classmates' distress,  
30 I confirmed he was harmless.  
My snake napped after his classroom vacation,  
and the class applauded my exciting presentation.

- 6** How does the poet use rhyme in the poem "About a Snake"?
- (A) The last word of every line rhymes.
  - (B) The last word of every other line rhymes.
  - (C) The last words of every two lines rhyme.
  - (D) The last words of every four lines rhyme.
- 7** Read the first two stanzas of the poem "About a Snake."
- Why does the poet separate these lines into two stanzas?
- (A) to describe two different events
  - (B) to describe two teaching experiences
  - (C) to describe the assignment and then introduce his love of snakes
  - (D) to describe the assignment and then introduce his presentation
- 8** What obstacle does the speaker face in stanza 4 of "About a Snake"?
- (A) The speaker lets the snake out into the classroom.
  - (B) The speaker realizes the snake has left the classroom.
  - (C) The snake bit a student, and the speaker is in trouble for it.
  - (D) The snake got out of the tank, and the speaker can't find it.

- 9** Which statement describes one theme of the poem "About a Snake"?
- (A) Snakes are interesting creatures.
  - (B) Remember that surprising things can happen.
  - (C) People can be afraid of new things.
  - (D) Teaching can be an amusing experience.
- 10** Is "About a Snake" written using first-person or third-person point of view? How does the point of view help the reader understand the speaker's feelings and/or personality? In 3–5 sentences, explain your answer using evidence from the poem.

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

## Can Crickets Save the World?

- 1 Have you ever eaten a bug? If you have, you're not alone. The practice of eating insects is called *entomophagy*. Some people find this strange. However, around two billion people around the world eat insects. For several reasons, more people should try entomophagy.
- 2 First, insects are good for your health. They are a good source of protein. Protein is important for growing and repairing muscle. Insects also contain many vitamins and minerals. For example, termites are a good source of iron. Crickets are a good source of calcium. Silkworm larvae are packed with vitamin A.
- 3 Insects are also less expensive to raise than other animals. Animals raised for meat need enormous amounts of food and water. In comparison, raising insects for food is very efficient. For example, cows need 25 kg (55 lbs) of food to produce 1 kg (2.2 lbs) of meat. Crickets, however, need a little over 2 kg (4.4 lbs) of food to produce the same amount.
- 4 Finally, raising insects instead of other animals is better for the environment. Animals produce methane gas. Methane gas contributes to climate change. It's even more harmful to the environment than carbon dioxide. Cows in particular produce large amounts of methane. In contrast, insects produce very little methane gas.
- 5 Raising animals for meat also requires a lot of land. Cows need a lot of land to graze on grass and other plants. To meet this need, many farmers cut down trees to make pastures. For example, about 80 percent of the forests in Madagascar have been cut down since the 1950s to make room for cows. Each year, farmers cut down more and more trees. As the forests disappear, the wild animals that live there also disappear.
- 6 Unfortunately, this problem is not unique to Madagascar. Farmers in many other countries also cut down forests to make pastures. This threatens thousands of animal species around the world. Insect farming is a great solution. Insects require much less space than cows, pigs, or chickens. Insects don't need to graze or roam!
- 7 The number of people on this planet could grow by more than 25 percent in the next 30 years. As a result, we will need to grow much more food. Insects are a great solution to feed our growing population. They provide important nutrients. They are efficient to raise. And raising insects is less harmful to the environment than raising larger animals. Entomophagy can help save the earth and feed its people.



**11** What is one threat to animal species described in paragraph 6 of “Can Crickets Save the World?”

- (A) forest loss
- (B) forest pollution
- (C) insect farming
- (D) insect bites

**12** What is the author’s main claim in “Can Crickets Save the World?”

- (A) Around two billion people around the world eat insects.
- (B) Insects are less expensive to raise than other animals.
- (C) Raising insects instead of other animals is better for the environment.
- (D) Entomophagy can help save the earth and feed its people.

**13** What evidence is provided in paragraph 2 of “Can Crickets Save the World?” that supports the author’s claim?

- (A) Insects are easy to raise.
- (B) Insects are good for your health.
- (C) Protein is important for growing and repairing muscle.
- (D) People need iron and calcium to grow.

**14** Which sentence from paragraph 7 of “Can Crickets Save the World?” shows an effect?

- (A) The number of people on this planet could grow by more than 25 percent in the next 30 years.
- (B) As a result, we will need to grow much more food.
- (C) Insects are a great solution to feed our growing population.
- (D) They provide important nutrients.

**15** What is an inference you can make about climate change from the information in “Can Crickets Save the World?” In 3–5 sentences, write an inference and include evidence from the text that supports your inference.

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

## The Importance of Keystone Species

- 1 Living organisms include plants, animals, and insects. Organisms in a specific area live and interact with each other. These communities of organisms are called ecosystems. Organisms within an ecosystem often help each other. One organism may provide food or protection for another organism.
- 2 A keystone species holds an entire ecosystem together. Other organisms within the ecosystem depend on the keystone species. A keystone species is not always the biggest or the strongest animal. In fact, some keystone species are small animals. Some are not animals at all. Instead, they are plants or other organisms. If a keystone species disappeared from an ecosystem, the ecosystem would change. It might fail completely. Some other organisms in the ecosystem would no longer be able to live there. They might die, or they might have to move somewhere else to survive.
- 3 Keystone species live throughout the world. The African elephant is one keystone species. An African elephant eats as much as 135 kg (300 lbs) of plants each day. This helps create an environment without large plants. In the African savanna, grasses can grow well because there are no large plants or trees to block the sun.
- 4 Sharks in coral reefs are another keystone species. The sharks eat other fish. They keep the number of fish from growing too large. This helps smaller fish survive. The smaller fish then eat algae that grows on coral. Too much algae can cause a coral reef to become unhealthy, and many fish depend on a healthy coral reef to survive.
- 5 Other types of keystone species are food sources for other animals. One example is the fig tree. It is a keystone species of a rainforest ecosystem. Fig trees produce fruit. Many different organisms depend on the figs for food. Another example is the lemming. Lemmings are small rodents. They live in cold tundra ecosystems. They are a key food source for animals such as foxes and owls.
- 6 Keystone species are extremely important organisms in an ecosystem. Other organisms depend on the keystone species in their everyday lives. Keystone species range from powerful predators to organisms that are food sources for other organisms. All keystone species are important. They keep their ecosystems balanced. If the keystone species were removed, the whole ecosystem would change.

**GO ON** 



- ☐ A animals  
☐ B organisms  
☐ C protection  
☐ D ecosystems

- (A) Some keystone species are small animals.
- (B) A keystone species holds an entire ecosystem together.
- (C) A keystone species is not always the strongest animal.
- (D) Communities of keystone species often help one another.

- (A) Keystone species are extremely important organisms in an ecosystem.
- (B) Keystone species keep their ecosystems balanced.
- (C) If a keystone species were removed, the whole ecosystem would change.
- (D) Keystone species can be predators or organisms that are food sources.

- (A) Keystone species live throughout the world.
- (B) Trees grow well in the African savanna.
- (C) The environment doesn't have many large plants.
- (D) The African elephant is a strong predator.

- [illegible]

## 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.

### Watching Egyptians Build the Pyramids

- 1 I am study the Egyptian pyramids in school. The Great Pyramid at Giza is one of the seven Ancient Wonders of the World. In my opinion, it's the better Ancient Wonder. I wish I could travel back in time. I would go back to when the Egyptians built the pyramids. I can't imagine how the ancient Egyptians built such large structures. How did they raise the huge stone blocks? Are there secrets inside still waiting to be discovered? I have a lot of questions. It would be amazing to be there to get the answers.
- 2 The pyramids was built with blocks of granite and limestone. The average block of granite they used weighs over two tons. How many people did it take to pull a block of stone to the building site? How did builders raise the blocks into place using only ropes and levers? It seems impossible, but the Egyptian's amazing knowledge and skills allowed them to somehow build the pyramids. I want to watch the ancient builders as they moving and raise the huge stones. If I went back in time, I could see exactly how they did it.
- 3 In addition to the three main pyramids at Giza, there is another famous structure called the Sphinx. It has the body of a lion and the head of a man. It was more easier to build than the pyramids, though. The builders didn't have to bring the limestone to the site. They just cut into the bedrock. It must have taken a lot of effort to carve the face of the Sphinx. The Sphinx's nose was broken hundreds of years ago. What did the Sphinx's face look like? I would really like to see their original face.
- 4 I also want to know what the pyramids originally contained. I know that many treasures and other items were once inside. People were also once buried in the pyramids. Who was buried in the big pyramids? Who was buried in the smaller buildings? What other treasures were once hidden inside these incredible structures?
- 5 There are many mysteries connected to the ancient pyramids. Thousands of years later, the knowledge used to build the pyramids are still impressive. I would love to go back to the time pyramids were built so I could solve the mysteries.



- 21** Read this sentence with a verb error from  
"Watching Egyptians Build the Pyramids."

I am study the Egyptian pyramids in school.

Which verb correctly replaces *am study*?

- (A) is study
- (B) studying
- (C) am studies
- (D) am studying

- 22** Read this sentence with a verb error from  
"Watching Egyptians Build the Pyramids."

I want to watch the ancient builders as they moving and raise the huge stones.

In which sentence is the verb error corrected?

- (A) I want to watch the ancient builders as they move and raise the huge stones.
- (B) I want to watch the ancient builders as they moved and raise the huge stones.
- (C) I want to watch the ancient builders as they moving and raising the huge stones.
- (D) I want to watch the ancient builders as they are moving and raise the huge stones.

- 23** Read this sentence with an error from  
"Watching Egyptians Build the Pyramids."  
Then complete the sentence that follows.

It seems impossible, but the Egyptian's amazing knowledge and skills allowed them to somehow build the pyramids.

In the sentence, the possessive *Egyptian's* should be \_\_\_\_\_.

- 24** Read these sentences with an error from  
"Watching Egyptians Build the Pyramids."  
Then complete the sentence that follows.

What did the Sphinx's face look like? I would really like to see their original face.

In the sentences, the possessive *their* should be \_\_\_\_\_.

- 25** Read these sentences with an error from  
"Watching Egyptians Build the Pyramids."  
Then complete the sentence that follows.

The Great Pyramid at Giza is one of the seven Ancient Wonders of the World. In my opinion, it's the better Ancient Wonder.

In the sentences, *better* should be \_\_\_\_\_.

- 26** Read these sentences with an error from  
"Watching Egyptians Build the Pyramids."  
Then complete the sentence that follows.

In addition to the three main pyramids at Giza, there is another famous structure called the Sphinx. It has the body of a lion and the head of a man. It was more easier to build than the pyramids, though.

In the sentences, *more easier* should be \_\_\_\_\_.

- 27** Read this sentence with an error from  
"Watching Egyptians Build the Pyramids."  
Complete the sentence that follows.

Thousands of years later, the knowledge used to build the pyramids are still impressive.

Because *knowledge* is a noncount noun, the verb \_\_\_\_\_ should be changed to \_\_\_\_\_.

**GO ON** 

- 28** Read this sentence with an error from “Watching Egyptians Build the Pyramids.”  
Complete the sentence that follows.

The pyramids was built with blocks of granite and limestone.

Because *pyramids* is a plural count noun, the verb \_\_\_\_\_ should be changed to \_\_\_\_\_.

- 29** Read the sentence from “Watching Egyptians Build the Pyramids.”

In addition to the three main pyramids at Giza, there is another famous structure called the Sphinx.

Which part of the sentence is an independent clause?

- (A) In addition to
- (B) In addition to the three main pyramids at Giza
- (C) another famous structure
- (D) there is another famous structure called the Sphinx

- 30** Read the sentence from “Watching Egyptians Build the Pyramids.”

It seems impossible, but the Egyptian’s amazing knowledge and skills allowed them to somehow build the pyramids.

Which word in the sentence is a coordinating conjunction?

- (A) but
- (B) the
- (C) and
- (D) to

- 31** Read the sentences.

Kyra’s garden fence is very ornate. It has a complex pattern with lots of detail.

Which words help you understand what *ornate* means? Choose two answers.

- (A) garden
- (B) fence
- (C) very
- (D) pattern
- (E) detail

- 32** Read the sentence.

Muhammed is known to be kind and courteous with his neighbors.

Which words help you understand what *courteous* means? Choose two answers.

- (A) known
- (B) kind
- (C) and
- (D) with
- (E) neighbors

- 33** Choose the **best** word to complete the sentences.

Rowan thought the directions were \_\_\_\_\_. He couldn’t understand how to complete the assignment.

- (A) incredible
- (B) impolite
- (C) unclear

- 34** Choose the **best** word to complete the sentence.

The old, lazy cat was \_\_\_\_\_ for most of the day.

- (A) dishonest
- (B) inactive
- (C) unhappy

GO ON 

**35** Read the sentence.

The buzzing of the bees filled the air.

How does the example of onomatopoeia help you understand the sentence?

- (A) The word is compared to a ball.
- (B) The word sounds like the noise bees make.
- (C) The word is funny.

**36** Read the sentence.

Emil scrubbed the ink away with brown soap, which acted like sandpaper.

The simile “like sandpaper” suggests that the soap was

- (A) dirty.
- (B) rough.
- (C) useless.

**37** Read this dictionary entry and the sentences below.

**interest** *n.*

1. a feeling that causes special attention to something
2. an advantage or benefit from something
3. a charge for borrowed money
4. a right, title, or legal share in something

Anya got money from the bank for her new car. The interest on her loan was only 2%.

Which definition fits the word *interest* as it is used in the sentences?

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

**38** Read this thesaurus entry.

**temperate** (adj.) neither too hot nor too cold  
*mild, moderate, pleasant*

What are the synonyms for the main entry of this thesaurus entry?

- (A) temperate
- (B) adjective
- (C) neither too hot nor too cold
- (D) mild, moderate, pleasant

**39** Read the lines from the poem “About a Snake.”

So, when my time came to show and tell,  
I nearly released a little yell.

What feeling does the word *yell* show?

- (A) fear
- (B) happiness
- (C) sadness
- (D) anger

**40** Read the lines from the poem “About a Snake.”

Sunlight poured in over the hills  
to warm our classroom windowsills.

What does the use of the word *poured* help the reader imagine?

- (A) The sunlight was hot and harsh.
- (B) The sunlight looked like snow.
- (C) Many rays of sunlight disappeared.
- (D) The sun was bright on the hills.



## WRITING

- 41** Write a personal narrative about a really great day that you had. Examples include a special day such as a holiday, a day where everything goes right, or even just an ordinary day that made you happy. Narrate the events of the day and explain what made it such a great day.

Your personal narrative should include:

- a title that shows the topic
- a sentence that tells the setting (where and when the events happened)
- a description of the events, showing a clear sequence
- sentences that share your feelings during the events
- a sentence that concludes the story and tells why it was such a great day.

Write your narrative in the space below.

[illegible]