

Lift

LEVEL 1 UNIT 8 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

1 *Alternative* plans are

- (A) not definite.
- (B) not complete.
- (C) unknown at the start.
- (D) different from the first plan.

2 When you make a *commitment* to do something, you

- (A) promise to do it.
- (B) hope to do it.
- (C) like to do it.
- (D) wish you could do it.

3 When something is a *priority*, it

- (A) comes first.
- (B) comes second.
- (C) seems possible.
- (D) seems important.

4 When people *clutch* something, they

- (A) cling onto it.
- (B) think about it.
- (C) lead it somewhere.
- (D) pull it apart.

5 Colors that *faded*

- (A) became brighter.
- (B) became lighter.
- (C) became more varied than usual.
- (D) became more dense than usual.

6 A *sapling* is

- (A) dry.
- (B) alone.
- (C) young.
- (D) fragrant.

7 An *inspection* usually involves a

- (A) hearty meal.
- (B) brief lecture.
- (C) close review.
- (D) large celebration.

8 When we *harness* energy, we

- (A) save it.
- (B) approve it.
- (C) capture it.
- (D) produce it.

- 9 To *threaten* means
- (A) to pose harm.
 - (B) to ask questions.
 - (C) to cause damage.
 - (D) to present information.
- 10 A building in the process of *restoration* is
- (A) losing height.
 - (B) being rebuilt.
 - (C) gaining energy.
 - (D) sinking steadily.
- 11 The sun can be used to rehabilitate / generate / spoil power.
- 12 The extinction of a species is irreversible / alternative / renewable.
- 13 Global warming presents a difficult challenge; nonetheless / since / perhaps, we have to do something about it.
- 14 We clutched / harnessed / heaved the large suitcase onto the bed.
- 15 Many of our roadsides are scattered with saplings / litter / drawbacks.
- 16 To damage something means to spoil / threaten / heave it.
- 17 Electric cars have many restorations / priorities / opponents in the fossil fuel industry.
- 18 Goods able to be replaced are spoiled / renewable / threatened.
- 19 A scientific commitment / breakthrough / drawback is usually a sudden discovery.
- 20 A(n) alternative / catastrophic / irreversible event has significant effects.
- 21 Someone who is cruel is formal / harsh / needy.
- 22 Generating / Harnessing / Rehabilitating natural areas often involves restoring native plants.
- 23 Flooding frequently causes extensive / alternative / renewable damage.
- 24 One conclusion / response / drawback to driverless cars is the potential safety hazard.

READING

DIRECTIONS: Read the passage and answer the questions.

Who Cares for the Caretaker?

- 1 Who cuts the barber's hair?
Who cures the doctor's disease?
Who feeds the chef's hunger?
Who schools the teachers?
Let's ask another question:
Who cares for the caretaker?
- 2 Kudos to all you achieve.
You show pride in your advancement,
your riches, your technology.
The leapfrog of human development.
You jump so far so fast
sometimes you forget to look down.
- 3 You call me Gaea, Terra, Erde,
Jorden, Bumi, Maa, Al'ard,
Chikyu, Tellus, Aarde, Dunia.
Children have many names for Mother Earth,
for children you are—barely a blink in time.
- 4 You should have pride.
You've come so far
with my help.
I've given my lands to you.
I've given my forests to you.
I've given my oceans to you.
I've given you my burning heart.
- 5 These gifts have come at a great cost.
My fever grows by the year.
It whitens the oceans and darkens the skies.
You see how these affect you.



- 6 I do not fear for me.
After four billion years,
I do not fear much.
My fear is for my children,
all my children,
including you.
- 7 Nonetheless, there is hope.
Many costs have irreversible payments,
but not all.
Creating change requires a commitment
to seeing the need for it.
- 8 My other children, your siblings, and I
hold the hope that you will find
a way.
- 9 As your first family, we ask you
to think upon the question:
Who mothers the mother of all?
- 10 Perhaps it will be you.



- In 3–5 sentences, describe the poet’s purpose in repeating the phrase “I’ve given.” Support your answer with evidence from the poem.

- In 3–5 sentences, describe how the change in tone between the two stanzas shows the poet's purpose.

[illegible]

READING

DIRECTIONS: Read the passage and answer the questions.

Glaciers: Vital Shapers of the Planet

- 1 You may know that glaciers are key features of the North and South Poles; however, you might not know that these bodies of ice exist on almost every continent. Even more important, glaciers affect our planet as a whole. In fact, their loss would be a disaster for the entire world.

What Are the Two Main Kinds of Glaciers?

- 2 Glaciers form from snow that never completely melts in the summer. The snow packs down in heavy layers over time, eventually turning to thick ice. The results of this process are two kinds of glaciers: alpine glaciers and ice sheets.
- 3 Alpine glaciers form in mountains and mountain valleys. Like giant, slow-moving bulldozers, they scrape dirt and debris from the ground, pushing materials out of their way. This action sometimes creates new valleys. Every continent except Australia has alpine glaciers.
- 4 Ice sheets, on the other hand, don't always form in mountains. These extensive masses of ice spread out in every direction from their dome-shaped centers. Greenland near the North Pole and Antarctica at the South Pole are almost completely covered in ice sheets.

How Do Glaciers Shape and Support the Planet?

- 5 Ten- to twenty-thousand years ago—a blink of an eye in geological time—glaciers carved out mountains, valleys, and lakes. Today, glaciers provide many resources, including the materials they leave behind. These materials include large amounts of sand and gravel that people use to make concrete and asphalt. The sediment in the paths of glaciers also provides fertile soil to grow crops.
- 6 Another key aspect of glaciers is that they partially melt when the weather warms. When glacial ice melts, it feeds many of the world's rivers. As a result, glaciers are an essential source of the freshwater that plants and animals need to live.

Antarctica's Amazing Ice Sheets

- reach a thickness of up to 2.5 miles, or 4 kilometers
- hold about 99 percent of the world's ice
- contain about 75 percent of the world's fresh water

What Would Happen If the Glaciers All Melted?

- 7 One serious problem with glacier melt is that it is happening so quickly. This rapid melting is the result of a warming planet. Scientists say that the planet's overall temperature has been increasing at an alarming rate for the last hundred years. Most climate experts believe that a major cause of this warming trend is people: namely, our burning of fossil fuels. The use of oil, gas, and coal releases carbon dioxide and other gases into the atmosphere. Because these gases trap heat from the sun, they increase the temperature of the planet. However, people are working to change this trend to avoid a climate catastrophe. By switching to different energy sources, we may be able to stop global warming.
- 8 One indicator of global warming is the melting of Greenland and Antarctica's ice sheets. As the ice melts, fresh water pours into the oceans. Thus, one consequence of melting glaciers is a rise in sea levels. The flood of fresh water changes ocean currents, which in turn affects the weather of North America and Europe. Thus, even as extreme heat is causing droughts and water shortages, the melting of glaciers is causing floods and other extreme weather.
- 9 In very real ways, life as we know it depends on glaciers. If they disappear, their loss will be irreversible. The health of those majestic sheets of ice reflects the very health of our planet.

30 Read the sidebar in "Glaciers: Vital Shapers of the Planet." What text features does the sidebar include? Choose two answers.

- (A) title/heading
- (B) bullets
- (C) sources
- (D) photo/graphic
- (E) footnotes

31 How does the information in the sidebar help develop the ideas of the text?

- (A) It illustrates a point.
- (B) It presents an opinion.
- (C) It answers a question posed.
- (D) It provides additional details.

32 What does the reader learn from the sidebar? Choose two answers.

- (A) the depth of the Antarctic Ocean
- (B) the size of the largest alpine glaciers
- (C) the amount of fresh water in Antarctica's ice sheets
- (D) the thickness of Antarctica's ice sheets
- (E) the amount of ice in Greenland's ice sheets

- 33** In 3–5 sentences, explain how the sidebar helps develop the reader’s understanding of “Glaciers: Vital Shapers of the Planet.”

- 34** In 3–5 sentences, explain why you think the author decided to separate the information in the sidebar from the main text.

- 35** Read paragraph 8 of “Glaciers: Vital Shapers of the Planet” and the paraphrase of the paragraph.

In 3–5 sentences, explain if it is paraphrased well and why.

Original

One indicator of global warming is the melting of Greenland and Antarctica’s ice sheets. As the ice melts, fresh water pours into the oceans. Thus, one consequence of melting glaciers is a rise in sea levels. The flood of fresh water changes ocean currents, which in turn affects the weather of North America and Europe. Thus, even as extreme heat is causing droughts and water shortages, the melting of glaciers is causing floods and other extreme weather.

Paraphrase

One sign of global warming is the melting of ice sheets in Greenland and Antarctica. The melting ice causes fresh water to pour into the oceans. One result is rising sea levels. The melting ice changes the ocean currents and the weather in North America and Europe. So, although extreme heat might cause droughts and water shortages, at the same time melting ice can cause floods and extreme weather.



- 36** Read paragraph 5 of “Glaciers: Vital Shapers of the Planet.”

Paraphrase the paragraph using synonyms, changes in sentence length and structure, and phrases that indicate that you are paraphrasing the author’s ideas.

- 37** Read paragraph 7 of “Glaciers: Vital Shapers of the Planet.”

Paraphrase the paragraph using synonyms, changes in sentence length and structure, and phrases that indicate that you are paraphrasing the author’s ideas.



FOCUS ON LANGUAGE

DIRECTIONS: Underline the nonrestrictive clause in each sentence.

38 For a balloon to float, it must be filled with helium, which is lighter than the air around it.

39 Thus, one consequence of melting glaciers is a rise in sea levels. The flood of fresh water changes ocean currents, which in turn affects the weather of North America and Europe.

DIRECTIONS: Insert commas to set off the nonrestrictive clause in each sentence.

40 Sylvia Earle who is a marine biologist studies the effects of global warming on our oceans.

41 The article which explained the differences between ice sheets and alpine glaciers explained how ice giants shape our world.

42 Much needed support which came from various sources was provided for the study.

DIRECTIONS: Read the stanza from “Who Cares for the Caretaker?” Then answer the questions.

Kudos to all you achieve.
You show pride in your advancement,
your riches, your technology.
The leapfrog of human development.
You jump so far so fast
sometimes you forget to look down.

43 What is the connotation of the word *riches*?

- (A) income earned in tech jobs
- (B) money gained by illegal means
- (C) wealth acquired by great sacrifice
- (D) expensive things bought by the wealthy

44 How do the last two lines of the stanza make the reader feel?

- (A) joyful
- (B) proud
- (C) careless
- (D) determined

DIRECTIONS: Read the sentences from “Glaciers: Vital Shapers of the Planet.” Then answer the questions.

In very real ways, life as we know it depends on glaciers. If they disappear, their loss will be irreversible. The health of those majestic sheets of ice reflects the very health of our planet.

45 What is the denotation of *majestic*?

- (A) important
- (B) unhealthy
- (C) bulky and unavoidable
- (D) large and beautiful

46 What emotion does the word *majestic* make the reader feel?

- (A) amazement
- (B) frustration
- (C) confidence
- (D) concern

GO ON 

47 What is a synonym that could replace *majestic* to create a neutral connotation?

- (A) marvelous
- (B) enormous
- (C) unique
- (D) awkward

DIRECTIONS: Read the sentences from “Glaciers: Vital Shapers of the Planet.” Underline the word that signals a cause-and-effect relationship.

48 The results of this process are two kinds of glaciers: alpine glaciers and ice sheets.

49 Because these gases trap heat from the sun, they increase the temperature of the planet.

50 Even more important, glaciers affect our planet as a whole.

DIRECTIONS: Choose the correct answer.

51 Read paragraphs 7 and 8 of “Glaciers: Vital Shapers of the Planet.”

Which sentence describes the effect of the glaciers melting?

- (A) Scientists say that the planet’s overall temperature has been increasing at an alarming rate for the last hundred years.
- (B) By switching to different energy sources, we may be able to stop global warming.
- (C) One indicator of global warming is the melting of Greenland and Antarctica’s ice sheets.
- (D) Thus, even as extreme heat is causing droughts and water shortages, the melting of glaciers is causing floods and other extreme weather.

52 Read paragraph 3 of “Glaciers: Vital Shapers of the Planet.”

Choose the correct cause-and-effect relationship in the paragraph.

- (A) cause: alpine glaciers form in mountains and mountain valleys
effect: every continent except Australia has alpine glaciers
- (B) cause: they scrape dirt and debris from the ground
effect: this action sometimes creates new valleys
- (C) cause: this action sometimes creates new valleys
effect: they scrape dirt and debris from the ground
- (D) cause: every continent except Australia has alpine glaciers
effect: alpine glaciers form in mountains and mountain valleys



WRITING

- 53** Think about something you would be very sorry to lose. Write a poem about that thing. It could be a person, a place, or an object. It could even be a sense or a feeling.

Your poem should include:

- a title that captures the reader's interest
- content that is connected to your feelings about or experiences with the topic
- words and sounds to engage the reader's senses (sight, hearing, smell, taste, and touch)
- words that create meaning and tone
- sensory language that matches the positive or negative tone of the poem.

Write your poem in the space below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.