

Lift

LEVEL 3 UNIT 3 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1** A country's media / literacy / climate includes its television programs and other ways of communicating with the public.
- 2** When factories make an item, they displace / endure / produce it.
- 3** A diminished / vital / digital magazine is a publication that appears in an electronic format.
- 4** Someone interactive / entangled / renewable in a situation may find escape to be quite difficult.
- 5** Old inventions that people no longer use are called virtual / obsolete / interactive.
- 6** If you *intervene* in an argument, you
- (A) make sure that the argument influences many people.
 - (B) ask each person to speak for the same amount of time.
 - (C) encourage the participants to keep discussing their views.
 - (D) come between the participants to pause or end the argument.
- 7** Which word **best** describes a family that has been removed from its home?
- (A) renewable
 - (B) displaced
 - (C) interactive
 - (D) entangled
- 8** Having no *boundaries* on social media means having no
- (A) physical activity.
 - (B) active involvement.
 - (C) limits or borders.
 - (D) permission to use.
- 9** What does it mean to have a feeling of *connectedness*?
- (A) to feel hopelessly stuck in a situation
 - (B) to feel prepared to escape a situation
 - (C) to feel that you belong with others
 - (D) to feel that you can change others
- 10** A *renewable* resource is one that
- (A) is worth money.
 - (B) can be replaced.
 - (C) is no longer used.
 - (D) exists only online.

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- 11 If most people in a country can read and write, that country has a high level of inequality / agency / literacy.
- 12 Will this key give me access / trespass / process to that locked room?
- 13 A generation / culture / network of computers is an interconnected system of them.
- 14 In a media / fraction / debate, people discuss their opposing views on a question.
- 15 Students would probably complain about inequality / boundaries / connectedness in their homework if some students had more homework than others.
- 16 An *economic* report would relate mainly to
 (A) electronics.
 (B) education.
 (C) society.
 (D) money.
- 17 If a game is *interactive*, it requires
 (A) an escape from difficulties.
 (B) involvement of two or more people.
 (C) a close connection between people.
 (D) limits or borders in a relationship.
- 18 What does the word *diminished* mean?
 (A) very important
 (B) no longer made
 (C) fewer or smaller
 (D) loudly discussed
- 19 A *survivor* is a person who has
 (A) learned how to win an argument.
 (B) lost his or her home or employment.
 (C) acquired the ability to read and write.
 (D) lived through a challenging time or event.
- 20 If an item is *vital*, it is
 (A) very important to have.
 (B) worth a lot of money.
 (C) close or familiar.
 (D) no longer in use.
- 21 Who are the people of a student's *generation*?
 (A) people using the same social media
 (B) people born around the same time
 (C) people connected emotionally
 (D) people studying in the same place
- 22 What is an *intimate* connection with others?
 (A) a distant, electronic one
 (B) a careful, formal one
 (C) a difficult one to escape
 (D) a close, familiar one
- 23 What does it mean to *endure* a situation?
 (A) to be actively involved in it
 (B) to survive or get through it
 (C) to reject or get away from it
 (D) to make an opportunity with it
- 24 A *virtual* event is one that
 (A) occurs in an online world.
 (B) requires everyone to attend.
 (C) includes a variety of new people.
 (D) interrupts a person's usual activities.

READING

DIRECTIONS: Read the passage and answer the questions.

Flip Phones and Revolutions

- 1 Imani could not wait to have her own phone. Her parents adamantly refused to allow her to have a phone until her 14th birthday on June 1, 2050; but when that day finally came, she tore open the brightly wrapped box to find . . . a flip phone. Flip phones were old technology! She stared in disbelief at the dreaded, obsolete phone. She'd seen a flip phone only at the "History of the Digital Age Museum," and she didn't realize that they could still be used.
- 2 Regardless, she was thrilled to join the 21st century and achieve a connectedness with family, friends, and the wider world. Access to the web and taking pictures would be much harder with a flip phone, but it could be done. Imani slipped her phone into the zippered pocket of her backpack for safekeeping and began her journey to school.
- 3 Imani tried walking on the sidewalk, but as soon as she turned the corner, two people blocked her path and nearly knocked her over.
- 4 "You nearly broke my arm and phone!" muttered one of the pair, barely glancing up from her phone.
- 5 "You have to try this new simulated Acts of Kindness game," remarked the other. "We really are building a better community with our phones."
- 6 Imani sighed and moved out into the street, for walking in the center of the road along the fading yellow lines was just safer these days. Leaves skittered across the empty street. Driving was illegal now, due to the catastrophic number of accidents caused by phones. She had a hard time even remembering what cars were like. Were they really fire-breathing monsters, as in the movies? Regardless, cars were gone now, replaced by her own two feet.
- 7 Imani saw José just ahead, with his head down over his phone. She suspected that his phone was his best friend, but she shrugged the thought away and punched him in the arm to wake him from his phone fog. José smiled and turned off his phone as he pivoted to face her.
- 8 "What's up, Flip Phone?" José laughed.
- 9 "Not much, Smartphone," replied Imani. "Just living life and trying not to get knocked down by the zombies on their devices."
- 10 "You really need to stop criticizing people," scowled José, as he turned his phone back on.
- 11 They arrived at school in time for the first bell—and the first phone fight of the day. Fighting over phones was commonplace, and they watched two people having their phones confiscated. The day seemed predetermined to be a disaster.

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- 12 But by the second period, José had forgotten that he was angry, and he joined Imani in a small group project in social studies. They were asked to find five causes of the French Revolution, with Mya and Paul already arguing and waving their phones toward Imani.
- 13 “My source has some insight into this issue, and it states that the people endured starvation and the royal family didn’t do anything about it,” Mya announced.
- 14 “The common people were angry, this source says,” Paul added. “There was significant economic inequality.”
- 15 As Mya continued to type on her phone, José peered over her shoulder and started typing as well. Then Paul’s phone lit up, and soon all three were typing so quickly that their thumbs were a blur.
- 16 “Hey, what are you doing, and what just happened to the project?” pleaded Imani.
- 17 “Oh, sorry! We’re all playing a game called *Win the French Revolution*, and we forgot that you don’t have access,” chuckled José.
- 18 Imani sighed and wrote up the group project, feeling glad that she had a flip phone as she contemplated revolutions and technology.

25 As the story begins, how does the gift of a flip phone create humor?

- (A) The gift is a joke that Imani’s parents play on her for her birthday.
- (B) The gift shows that Imani’s parents don’t trust her with a phone.
- (C) The gift is unexpectedly old and outdated for the year 2050.
- (D) The gift shows that people in 2050 are focused on the past.

26 Think about what happens as Imani is on her way to school. What aspect of present-day life is the author making fun of?

- (A) people who reject anyone who uses outdated technology
- (B) people who act rudely toward one another when out in public
- (C) people who focus on their phones instead of their surroundings
- (D) people who are unable to pay attention to several things at once

27 As the students work on their small group project, what contrast satirizes present-day society?

- (A) The other students are playing a revolution game on their phones while Imani writes the group’s report on the French Revolution.
- (B) The other students have fun playing a game on their phones, but Imani can’t play because she doesn’t yet have a smartphone.
- (C) The other students know everything about revolutions, but they refuse to help Imani prepare the group’s report on the French Revolution.
- (D) The other students decide to start a real revolution while Imani focuses on getting their group project completed.



- 28** Read paragraph 6 of “Flip Phones and Revolutions.”

Which item **best** paraphrases the main idea and key details of the paragraph?

- (A) Were cars really like those fire-breathing dragons in old movies? Imani was having trouble remembering what cars looked like. Anyway, there were all gone now—having been made illegal.
- (B) All the cars were long gone. Imani couldn’t really remember them but thought that they might have looked like monsters in a movie. Imani didn’t really mind walking on her own two feet.
- (C) Imani walked on the empty street, because driving cars had become illegal a long time ago. That was because people using phones had caused so many accidents. For that reason, Imani barely remembered what cars looked like.
- (D) Imani sighed because the streets were covered with leaves and faded yellow lines. There were no cars—but had cars really been so bad? Imani kept walking as she thought about cars and phones.

- 29** In 3–5 sentences, explain how “Flip Phones and Revolutions” creates satire. Give examples of developments that are the opposite of, or an extreme version of, what the reader expects.

- 30** In 3–5 sentences, explain how and why “Flip Phones and Revolutions” makes fun of present-day society. Through satire, what aspects of society does the author prompt readers to think about critically?

- 31** Choose a paragraph from “Flip Phones and Revolutions” that is at least three sentences long. Identify the passage title and paragraph number, and then write a paraphrase of the paragraph. Be sure to express the central idea and the key supporting ideas of the paragraph.

READING

DIRECTIONS: Read the passage and answer the questions.

Vital Metals

- 1 Cell phones and tablets are powerful tools that we use in countless ways. How are such small gadgets able to do so much? That power comes from special types of metals used inside these pieces of technology. These metals aren't the precious metals, such as gold and silver, that might be used to make a bracelet. These metals aren't the heavy metals, such as nickel and iron, that might be used to make cars, either. A cell phone's inner workings do seemingly impossible things like transmitting light, images, and sound. This is only possible because of these special metals. No ordinary metal can accomplish those things.
- 2 The metals that are vital to the function of cell phones and many other high-tech devices are known as rare earth elements, or REEs. Rare earth elements are found in the Earth's crust. An REE can be light or heavy, depending upon its atomic weight, but both are useful in electronics.
- 3 All of the 17 rare earth elements, including light and heavy REEs, are indispensable to the technology industry. REEs are used to produce parts for phones, electric cars, X-ray machines, computer screens, and more. REEs play a role in energy, communications, and computing. The demand for REEs is expected to keep growing as people find more uses for them.
- 4 However, unlike common metals, such as gold or copper, REEs can't be mined by themselves. They reside within other minerals. A combination of light REEs and heavy REEs is often present in one mineral.
- 5 Carbonatites are a kind of mineral, or rock, that holds the world's largest stores of light REEs. Nature forms these rocks with lava, and they can be found around the world and on every continent. However, there is inequality in the amount of REEs deposited in each place. Most REEs from carbonatites are found in California, China, and Australia.
- 6 Also, the process of extracting REEs from carbonatites can be difficult. Most methods for gaining access to light REEs involve separating them from the mineral by using dangerous chemicals. Currently, for each ton of REEs extracted, there are about two tons of toxic waste!
- 7 Clay deposits in China are the easiest to extract, so China is the most dominant source of heavy REEs. Substantial rains in the southern areas of the country contribute to the low concentration of the elements spread across the region. Water from the rains settles deep into the ground. As the deep groundwater moves through the Earth's crust, it uses its watery muscle to pull the heavy REEs from granite bedrock to the surface and deposit them onto the clay. Extracting these REEs from clay is less of a challenge than extracting REEs from carbonatites. Extraction from clay costs less and uses fewer dangerous chemicals. For these reasons, the REEs found in China have less environmental and economic impact.

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- 8 Most countries import REEs from China. However, some people predict that more large deposits like those in China will be found in other parts of the world. If so, the speed and safety of the extraction methods will help supply the world with the ever-growing need of REEs.
- 9 In the meantime, scientists continue to discover ways to access rare earth elements safely, with the least harm to the environment. To reduce the amount of waste that must be disposed of, one team of researchers uses an intense X-ray source to expose where the REEs are located in the crust. Another group of researchers is studying how to coax the stubborn minerals from the REEs using special filters made from bacteria.
- 10 Even if you have never heard of rare earth elements, you probably come in contact with products that contain REEs in your daily life. Their uses in the future are endless. REEs are a valuable commodity, but only if they can be extracted and separated effectively.

32 Read paragraph 3 of "Vital Metals."

Which sentence **best** expresses the topic of the paragraph?

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

33 Read paragraphs 6 and 7 of "Vital Metals."

Which sentence concludes and sums up the ideas in the two paragraphs?

- (A) Also, the process of extracting REEs from carbonatites can be difficult.
- (B) Currently, for each ton of REEs extracted, there are about two tons of toxic waste!
- (C) Extraction from clay costs less and uses fewer dangerous chemicals.
- (D) For these reasons, the REEs found in China have less environmental and economic impact.

34 Read paragraph 9 of "Vital Metals."

Which details about REE research support the topic sentence of the paragraph? Choose two answers.

- (A) Scientists continue to discover ways to access rare earth elements safely.
- (B) Researchers reduce waste by using X-rays to locate the REEs more exactly.
- (C) The REEs are present in soil but are increasingly hard to find and remove.
- (D) One group is using special bacteria filters to get the REEs from the metals.

35 Read paragraph 5 of “Vital Metals.”

Which item **best** paraphrases the main idea and key details of the paragraph?

- (A) Nature makes lava, which then hardens into mineral-rocks called carbonatites. These special REE rocks are mostly found in places like California, China, and Australia.
- (B) The greatest amount of light REEs is stored in a kind of mineral called carbonatites. Formed from lava, these rocks exist in different amounts in many parts of the world. California, China, and Australia have the greatest amounts of REE-rich carbonatites.
- (C) If you want to get the most amount of light REEs from the rocks known as carbonatites, go to California, China, or Australia. They are in other places, too, but those three places have the most.
- (D) Carbonatites are a special kind of rock made from minerals and light REEs. These rocks were formed by lava, and they can be found many places around the world, including on some volcanoes.

36 Select one paragraph from “Vital Metals.” Read the topic sentence. In 3–5 sentences, explain how the rest of the paragraph, including the concluding sentence, supports the topic sentence.

37 Select another paragraph from “Vital Metals.” In 3–5 sentences, explain how the supporting details develop the topic identified in the topic sentence.

FOCUS ON LANGUAGE

DIRECTIONS: Underline the gerund in each sentence. Do not underline *-ing* forms that are used as verbs or adjectives.

- 38 Driving was illegal because of the shocking number of accidents caused by phones.
- 39 Because the other students were playing on their phones, completing the group project became Imani's job.
- 40 Walking in the center of the road along the fading yellow lines was just safer these days.
- 41 Extracting REEs from the minerals they are in is challenging.
- 42 For scientists, researching is an important step in the development of safer extracting methods.

DIRECTIONS: Write the correct word by adding one of these Greek or Latin prefixes to the word in parentheses: *dis-*, *in-/im-*, *pre-*, *re-*.

Example: When you do something again, you redo (do) it.

- 43 When you take an extra safety measure before an event, you are taking a(n) _____ (caution).
- 44 A new object that takes the place of a broken one is a(n) _____ (placement).

- 45 To _____ (respect) others is to insult them or not be courteous.

- 46 If you are rude to someone else, you are being _____ (polite).

- 47 If you hear something that cannot be true, you show _____ (belief) toward it.

DIRECTIONS: Choose the correct answer.

- 48 Read paragraphs 3–5 of "Flip Phones and Revolutions."

Which item contains a hyperbole?

- (A) "You nearly broke my arm and phone!"
- (B) ... barely glancing up from her phone.
- (C) "You have to try this new simulated Acts of Kindness game."
- (D) "We really are building a better community with our phones."

- 49 Read paragraphs 3–5 of “Flip Phones and Revolutions.”

How does the use of hyperbole help create humor in the paragraphs?

- (A) Imani is making up a silly description of the phone-starving people for comic effect.
- (B) The walker exaggerates the harm done to her even though she was the one at fault.
- (C) Imani pretends to be more injured than she is so that the phone people will feel bad.
- (D) The two people are playing a kindness game even while they are being inconsiderate.

- 50 Read paragraph 7 of “Vital Metals.” Choose the sentence that most clearly contains personification.

- (A) Substantial rains in the southern areas of the country contribute to the low concentration of the elements spread across the region.
- (B) As the deep groundwater moves through the Earth’s crust, it uses its watery muscle to pull the heavy REEs from granite bedrock to the surface and deposit them onto the clay.
- (C) Extracting these REEs from clay is less of a challenge than extracting REEs from carbonatites.
- (D) For these reasons, the REEs found in China have less environmental and economic impact.

- 51 Read paragraph 7 of “Vital Metals.”

What is the effect of the use of personification in the paragraph?

- (A) It shows the reader that extracting the REEs from rock is not a natural process.
- (B) It exaggerates how difficult the process of extracting the chemicals is.
- (C) It helps the reader visualize the power of the water to pull the REEs from the rock.
- (D) It suggests that the clay is determined to hold the REEs in the ground.

- 52 Read the sentence from “Vital Metals.”

Another group of researchers is studying how to coax the stubborn minerals from the REEs using special filters made from bacteria.

Select the answer that **best** explains the personification in the sentence.

- (A) “Studying” and “using” personify the researchers as intelligent and creative.
- (B) “Studying how to coax” personifies the metals as being able to increase their knowledge.
- (C) “Coax” and “stubborn” personify the minerals as being unwilling to come out.
- (D) “Special filters made from bacteria” personifies the bacteria as highly intelligent and active.

WRITING

- 53** Write an argumentative essay that argues for or against students your age having limits on their use of smartphones. Your essay should have five paragraphs. The introductory paragraph should clearly state the topic and should include a thesis statement that summarizes your claim. Three body paragraphs should each provide a different reason with evidence in support of your claim. Finally, your concluding paragraph should restate your claim and the reasons that support it. Be sure to use correct grammar and mechanics and a variety of sentence structures. Write your essay 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 the right side, suggesting it's resting on a surface.