

Lift

LEVEL 3 UNIT 2 Assessment

VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1** The word *domain* means
- (A) an imaginative or original idea.
 - (B) a field or area of knowledge.
 - (C) a way that relates to seeing.
 - (D) an unexpected experience.
- 2** When you *encounter* something unusual, you
- (A) move in its direction.
 - (B) become aware by seeing it.
 - (C) imagine or create it.
 - (D) meet or experience it unexpectedly.
- 3** Which statement explains why some people are called *creative*?
- (A) They have imagination or original ideas.
 - (B) They move something in a particular direction.
 - (C) They know something as part of their area of knowledge.
 - (D) They meet or experience someone or something unexpectedly.
- 4** Experiencing something *visually* means
- (A) understanding it.
 - (B) seeing it.
 - (C) touching it.
 - (D) moving it.
- 5** When you work with a *colleague*, you are working
- (A) with someone whom you were not expecting.
 - (B) with an expert in your field of knowledge.
 - (C) with a creative person.
 - (D) with a coworker.
- 6** If you *channel* all your energy into completing a project, you are
- (A) overcoming your energy.
 - (B) ignoring your energy.
 - (C) directing your energy.
 - (D) misusing your energy.
- 7** The artist crafted / channeled / lamented the animal figurines with great care.
- 8** People who act too quickly may construct / lament / span their decision.
- 9** Noah's speech displayed many collaborative / unexecuted / rhetorical skills.
- 10** As the bicycle race approached the finish line, Sofia's momentum / curiosity / domain increased rather than slowed.

11 My neighbors plan to channel / construct / encounter their new house near the lake.

12 Akram did not have enough time to span / lament / revise his science report.

13 A person who is an *innovator* is someone who

- (A) is especially smart or creative.
- (B) has a desire to know or learn something.
- (C) comes up with new ideas, methods, or devices.
- (D) works together with other people.

14 Which word describes something that is not performed or carried out?

- (A) inherent
- (B) unexecuted
- (C) rhetorical
- (D) collaborative

15 If a group's activities *span* three decades, the activities

- (A) extend across a period of time.
- (B) are not performed or carried out.
- (C) involve new ideas, methods, or devices.
- (D) involve effort by two or more people working together.

16 Rosa can be described as a *genius* because she

- (A) is especially smart or creative.
- (B) works well with other people.
- (C) desires to know or learn things.
- (D) looks at every project as a mission.

17 If a child's *curiosity* is raised, the child

- (A) is an especially smart or creative person.
- (B) has a desire to know or learn something.

(C) comes up with new ideas, methods, or devices.

(D) is unable to perform or carry out an action.

18 A *collaborative* science project

- (A) cannot be carried out or performed as planned.
- (B) needs someone who is especially smart or creative.
- (C) requires the creation of new ideas, methods, or devices.
- (D) involves the effort of two or more people working together.

19 Sakura came up with a(n) rhetorical / inherent / novel way to solve the math problem.

20 The fire department's quest / investigation / domain proved that the fire was caused by a faulty electrical outlet.

21 Franco's unusual mode / quest / momentum of singing made him an audience favorite.

22 I read a dozen science fiction stories over the summer to span / broaden / lament my appreciation of the genre.

23 Learning by one's mistakes is a(n) inherent / collaborative / novel part of growing up.

24 American athletes will continue their curiosity / quest / investigation for gold medals during the next Olympic games.

GO ON 

READING

DIRECTIONS: Read the passages and answer the questions.

A New Role

- 1 Before I begin, a pep talk, boost, reminder.
I am a creative person, and creativity is part of me.
I am an actor, and the stage is my domain.
I can do this. I'm good at what I do.
- 5 A new Qomolangma Feng, a new role,
a new chance to show myself through someone else.
A stranger who will become a friend, no matter how
heroic, broken, wretched, excited, vile.
- My textbook is the script, the writer's dreams
10 made flesh, and the teacher is the director.
They teach me to learn the parts of myself
that connect to my newest companion.
- Our collaborative processes construct someone
novel, as with Frankenstein's monster.
- 15 For all characters are monsters that devour
our lives—but for such rich rewards.
- Now we must broaden our investigation beyond
what the words say to what they show.
How do I visually portray someone crafted
20 of text and scenes and ideas and story?
- Mirrors, some of glass, some of skin, heart, and mind.
I use them to discover the truth of who
we are meant to be. I act, I become, and we exist
in the same moment. The mirrors reflect the untruths, the lies.
- 25 The character grows, changes, evolves, adapts
over time, as we all do. The difference is that characters
know the inevitable fate, and we must find the most
honest way there. I can do this. I'm good at what I do.

Genius at Work

- 1 The subject sits stationary,
a new meaning to still life.
The artist stands in opposition,
behind the canvas barrier.
- 5 Neither knows where this will lead
as genius cannot be predicted, expected,
or forced.
- The scene was made simple.
A white backdrop. A chair. A person.
- 10 A draped swath of fabric. An expression.
Things with no inherent meaning
that are not seen as they are.
What did da Vinci see when he
encountered the woman from Florence?
- 15 The cosmos is hidden atop the fibers
revealed only through craft.
More than gestures, the domain requires
infinite curiosity. A quest to know
what to brush away, what to cover,
- 20 what to reveal.
- Consider place, light, distance, movement;
once crafted, significance is held by all elements.
We stare into the creative universe exposed
in quiet halls and construct meaning.
- 25 Sometimes novel times overshadow original visions.
A continuous renaissance as the masters
are revisited, revised, and renewed.
- We can stand before the creations of a new Einstein
and recognize the shoulders of giants.
- 30 Can we stand before a simple scene,
subject and artist and canvas wall,
and see the brilliance to come?
Can we see the muse's hand
and claim "I know you"?

25 Read the first and second stanzas (lines 1–14) of “Genius at Work.”

The allusion to Leonardo da Vinci's painting *Mona Lisa* in line 13 helps readers understand the author's message because it suggests that

- (A) some paintings seem meaningless, but all can bring unpredictable delight.
- (B) masterpieces of genius, like da Vinci's, come from the past, not the present.
- (C) a masterpiece can come from a humble beginning when a genius is at work.
- (D) art and science are always connected, for da Vinci was both an artist and a scientist.

26 Read the sentence (lines 5–6) from the poem
“A New Role.”

5 A new Qomolangma Feng, a new role,
a new chance to show myself through
someone else.

In 3–5 sentences, explain why the author includes the allusion to Qomolangma Feng (also called Mt. Everest).

[illegible]

27 Read the final stanza (lines 28–34) of “Genius at Work.”

In 3–5 sentences, describe the purpose of the allusion to Albert Einstein.

[illegible]

28 Which statement is true of both “A New Role” and “Genius at Work”?

- (A) Both poems refer to famous works of literature.
- (B) Both poems are about people who are imaginary.
- (C) Both poems describe the speaker's actions at one moment.
- (D) Both poems are about the processes used by creative people.

29 What connections between the artists and the creations that they are thinking about are expressed in both poems? Choose three answers.

- (A) In both poems, the artists are uncertain where their thoughts will take them.
- (B) In both poems, the artists fail to find inspiration in their subjects.
- (C) In both poems, the artists believe that creativity is important.
- (D) In both poems, the artists wish that more people would think about creativity as they do.
- (E) In both poems, the artists reveal something about themselves as well as about their subjects.

30 The speaker in “Genius at Work” considers creativity from a distance, but the speaker in “A New Role” is involved in being creative. What are readers who connect the poems most likely to understand about creativity?

- (A) Creativity can be personally satisfying and can be admired in others.
- (B) Creativity is nature’s reward for being curious about the universe.
- (C) The greatest creativity arises from the greatest personal pain.
- (D) When people of genius work together, creativity increases.

GO ON 

READING

DIRECTIONS: Read the passage and answer the questions.

Apollo 13: Far from Home

- 1 On April 11, 1970, three American astronauts, James A. Lovell Jr., Fred W. Haise Jr., and John L. Swigert Jr., launched into outer space as the crew of the Apollo 13 mission. They were meant to be the fifth American crew to travel to the moon—but before they could complete their mission, disaster struck.
- 2 The astronauts were three days into their mission and 200,000 miles away from Earth when Mission Control asked one of the astronauts to perform a routine procedure called a cryo-stir. This is a method of keeping the hydrogen and oxygen in the spaceship's thrust tanks mixed. When Swigert flipped the switch to start the cryo-stir, however, they encountered a problem.
- 3 A damaged wire inside one of the oxygen tanks created a spark that ignited the tank. A shock went through the spaceship. Lights flashed on the control deck in warning. The ship's oxygen began to leak quickly into space. This was a crisis; oxygen was the mission's lifeblood, not only because it provided the crew with air to breathe, but also because it powered the fuel cells, which generated power for the ship's electricity and life support systems.
- 4 The astronauts' lives were in immediate danger. They had to channel all their energy and strength into returning to Earth. The spaceship had two main structures that could shelter the astronauts: the command module and the lunar module. With the command module damaged, the astronauts moved into the lunar module (a small vessel that would actually land on the moon). There, they would communicate with their colleagues on Earth about what to do next. In Houston, Texas, engineers worked without stopping to come up with a plan. Their work was like trying to locate a diamond in the dark. But finding creative solutions to complex problems is what engineers do—and the earthbound crew members faced the biggest challenge of their careers.
- 5 One big problem was that the system that processed and filtered carbon dioxide in the lunar module could last for only 50 hours. More time was needed. The command module had an air filter, but it wouldn't fit the lunar module, so an adapter was designed by engineers on Earth. Because there was no way to visually communicate their design to the astronauts, these engineers had to describe it over the radio. The astronauts followed the instructions carefully, and the solution worked!

GO ON 

- 6 To get home, the spaceship changed its path to swing behind the moon, using the moon's gravity like a slingshot to propel the crew back to Earth. Conserving resources was essential, so the astronauts reduced their power consumption by 80 percent and drank only six ounces of water a day. Low on power, the spaceship's temperature dropped to 3 degrees Celsius. When the astronauts neared Earth, they moved from the lunar module back into the command module. The lunar module was not designed to re-enter Earth's atmosphere. They powered up the life support systems that had been shut down. Then they separated the two vessels. Having served its purpose, the lunar module drifted off into space. On April 17, nearly a week after leaving Earth, the command module returned safely to the South Pacific, where the astronauts were recovered.
- 7 The Apollo 13 crew narrowly avoided disaster. They were very lucky. If the explosion on board had happened later in the mission, for example, the situation might have been completely hopeless. More important than luck, however, was the hard work of the engineers on the ground who had to think quickly, improvise, and collaborate to keep the astronauts alive and return them to Earth. Apollo 13's ultimate legacy is as an example of the importance of creativity, ingenuity, and teamwork.



- 31** Which sentence **best** summarizes the initial problem that the astronauts on the Apollo 13 mission faced?
- (A) The engineers and the astronauts could communicate with each other only by radio.
 - (B) All three astronauts had to move from the spaceship's command module to the small lunar module.
 - (C) A damaged wire inside an oxygen tank caused the ship to leak its oxygen supply into space.
 - (D) The astronauts had to figure out how they could power the spaceship back toward Earth.
- 32** Read paragraph 5 of "Apollo 13: Far from Home." Which sentence **best** summarizes the information in paragraph 5?
- (A) The system that filtered carbon dioxide would work for only about two days, and the engineers had to figure out how to solve the problem.
 - (B) The astronauts had to find a way to fix the carbon dioxide filter systems on the lunar module and describe their solution to the engineers on Earth for their approval.
 - (C) The astronauts had to learn to read diagrams sent from the engineers on Earth to fix the carbon dioxide filter system on the command module.
 - (D) The engineers had to figure out how to adapt the command module's air filtering system to the lunar module and then communicate their instructions over the radio.

- 33** Read paragraphs 6 and 7 of "Apollo 13: Far from Home."

Suppose that headings were added to different sections of the passage. Which heading would **best** summarize paragraphs 6 and 7?

- (A) A Team's Triumphant Return Home
 - (B) A Nearly Fatal Disaster in Space
 - (C) A Power Trip around the Moon
 - (D) A Splashdown in the South Sea
- 34** Read paragraph 3 of "Apollo 13: Far from Home." What does the analogy "oxygen was the mission's lifeblood" mean?
- (A) It was necessary for oxygen to get into the astronauts' blood streams.
 - (B) Blood could not be allowed to leak into outer space.
 - (C) Oxygen was an essential factor in the mission's success.
 - (D) Oxygen prevented shocks to the spaceship's operating systems.

- 35** Read the sentence from “Apollo 13: Far from Home.”

To get home, the spaceship changed its path to swing behind the moon, using the moon’s gravity like a slingshot to propel the crew back to Earth.

How does the analogy “using the moon’s gravity like a slingshot” help readers understand the author’s message?

- (A) It creates the image of a toy to show that the astronauts kept their sense of humor during a tense moment.
- (B) It is a comparison that describes how gravity can be used to increase an object’s speed.
- (C) It is a comparison that suggests that gravity was working against the astronauts.
- (D) It encourages readers to experience the movement of the spaceship as it went behind the moon.

- 36** In 2–3 sentences, write a summary of paragraphs 1–3 of “Apollo 13: Far from Home.”

- 37** Suppose that headings were added to different sections of the passage. Read paragraphs 4 and 5 of “Apollo 13: Far from Home.”

Write a short heading that could be used to describe paragraphs 4 and 5.

- 38** Read the sentences from “Apollo 13: Far from Home.”

In Houston, Texas, engineers worked without stopping to come up with a plan. Their work was like trying to locate a diamond in the dark. But finding creative solutions to complex problems is what engineers do—and the earthbound crew members faced the biggest challenge of their careers.

In 3–5 sentences, identify the analogy in these sentences, and explain how it helps readers understand the author’s message.

FOCUS ON LANGUAGE

DIRECTIONS: Read the sentences. Write A if the sentence uses *active voice* or P if the sentence uses *passive voice*.

- 39 _____ The oxygen tank was damaged by a spark.
- 40 _____ The astronauts moved into the lunar module.
- 41 _____ An adapter was designed by engineers.
- 42 _____ They ship's oxygen tank began to leak.
- 43 _____ The astronauts faced a serious problem.

DIRECTIONS: Choose the correct answer.

- 44 Read the sentence.

The coach will disqualify any player who arrives more than 5 minutes late to practice.

What does the prefix *dis-* mean in the word *disqualify*?

- (A) again
- (B) opposite of
- (C) before
- (D) after

- 45 Read the sentence.

Many artists use visualization to imagine what they want to draw.

What is the root in the word *visualization*?

- (A) vis (to see)
- (B) usual (normal)
- (C) -ize (to become)
- (D) -ation (action or process)

- 46 Complete the sentences.

From the words *preview*, *precut*, and *prepaid*, you can tell that the prefix *pre-* means _____.

A *preconcert* lecture, therefore, is a lecture offered to audiences _____ a _____ begins.

- 47 Read the sentence.

Tanya is a realist who knows that she is not likely to get a grade of A+ in chemistry.

What is the meaning of the suffix *-ist* in the word *realist*?

- (A) done in a way that seems [real]
- (B) the state of being [real]
- (C) someone who is [real]
- (D) able to be [real]

- 48 Which statement correctly describes the word parts in the word that it presents?

- (A) the root *equ* + the suffix *in-* + the suffix *-ity* = inequity
- (B) the prefix *re-* + the root *port* + the suffix *-er* = reporter
- (C) the prefix *as-* + the root *cen* + the suffix *-ding* = ascending
- (D) the root *care* + the prefix *-ful* + the suffix *-ness* = carefulness

GO ON 

49 Read the sentences.

Her story was confusing because the events did not follow in chronological order.

The man had suffered miserably for years, but his chronic illness finally was cured.

The meanings of *chronological* and *chronic* suggest that the root *chron* probably refers to

- (A) pain.
- (B) time.
- (C) motion.
- (D) speaking.

50 Read the sentences.

The soldiers cleaned the barracks in preparation for the officer's inspection.

The novel's story is told from the perspective of a child in the 1930s.

The meanings of *inspection* and *perspective* suggest that the root *spec* probably refers to

- (A) justice or law.
- (B) touching or feeling.
- (C) looking or viewing.
- (D) power or authority.

51 Complete the sentence.

The words *telephone*, *phonograph*, and *phonics* all have the root *phon*. The words most likely relate to the root because their meanings all have to do with _____.

52 Read the sentence.

A starfish that loses one of its limbs can regenerate another one in a few months.

What does the word *regenerate* mean as it is used in the sentence?

- (A) to seek unsuccessfully
- (B) to create again
- (C) to cause harm
- (D) to go back

53 Read the sentence.

The coach intervened when two players on the team started arguing.

What does the word *intervened* mean as it is used in the sentence?

- (A) made trouble [by adding to the tension of the moment]
- (B) created peace [by stopping the argument]
- (C) repeatedly asked [in order to gather information]
- (D) came between [in order to change an outcome]

WRITING

- 54** How would you explain what a genius is? What makes a genius different from other smart people? Write an informational report in which you discuss the key qualities that make a person a genius. Include examples of several people who have changed the world with their inventions or ideas. Draw your examples from at least three different areas or disciplines, such as business, science, government, and the arts. Try to choose people from different periods of history.

Your informational report should include an introduction with a thesis statement, three body paragraphs that give examples of people who had characteristics of genius and the significance of their accomplishments, and a conclusion that summarizes your ideas about geniuses. Write your informational report in the space below.

[illegible]