

## LESSON 6

Here is a passage about the history of an important food. Read the passage. Then do questions 1 to 12.

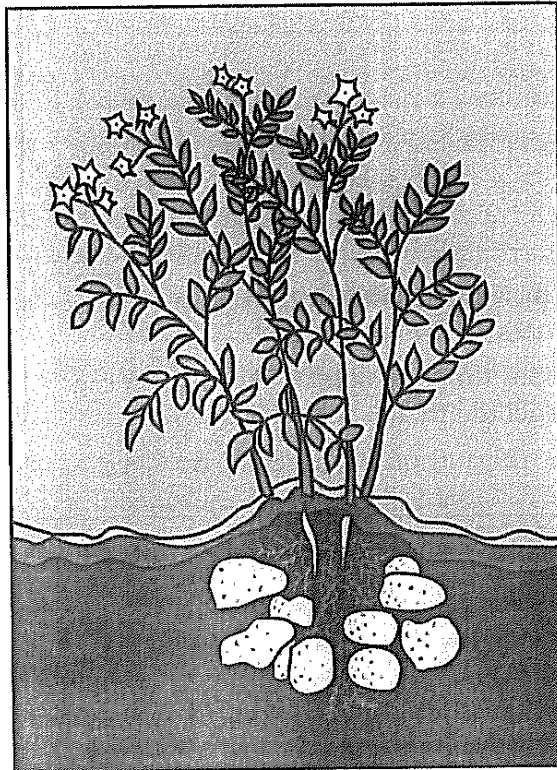
The white potato was first grown and eaten by the Inca, who lived in the Andes mountains of South America. The potato was an Incan secret until 1536. That is when a missionary travelling with Spanish explorers tasted the unique vegetable. When the missionary returned to Europe, he introduced the potato to his Spanish friends. However, the plant gained little recognition in Spain. This was probably due to the fact that the potato did not grow well in Spanish soil.

Sir Walter Raleigh is credited with introducing the potato to England. There the vegetable was enjoyed with beef gravy. Sir Walter Raleigh also introduced the potato to the USA, where it became an important crop.

It was Sir Francis Drake who brought the potato to Ireland. There the potato thrived unusually well in the marine climate of the island. The vegetable rapidly gained favour with the people of Ireland. In time, the potato became important to the Irish economy.

Unlike Ireland, continental Europe turned its nose up at the potato. Many Europeans believed the plant to be poisonous. However, some Europeans grew the plant in family gardens for ornamental and curiosity value. It took about two hundred years for the potato to gain a firm foothold in continental Europe.

Irish history was forever changed by the terrible potato blight of 1845–1847. It was this blight that caused the Irish potato crop to fail. About one million people perished in Ireland, and an equal number emigrated to other countries, including Australia. Today, the white or Irish potato is a popular food item worldwide.



### Finding Main Idea

1. Which of these is the best title for the passage?
- Ⓐ 'The Great Potato Blight'
  - Ⓑ 'Potatoes and the Irish Economy'
  - Ⓒ 'An Incan Discovery'
  - Ⓓ 'The Travels of the Potato'

### Recognising Cause and Effect

4. According to the passage, the potato probably gained little acknowledgment in Spain because
- Ⓐ the potato did not grow well in the soil.
  - Ⓑ the potato was thought to be poisonous.
  - Ⓒ the potato did not grow well in the marine climate.
  - Ⓓ the potato crop was affected by a blight.

### Recalling Facts and Details

2. The boxes tell about the people who were responsible for introducing the potato to certain parts of the world.

Sir Walter Raleigh	Sir Francis Drake	a Spanish missionary
England		Spain

Which of these belongs in the empty box

- Ⓐ Europe
- Ⓑ United States
- Ⓒ Ireland
- Ⓓ Australia

### Comparing and Contrasting

5. How was the introduction of the potato to continental Europe different from its introduction to England?
- Ⓐ The potato adapted to the soil in continental Europe better than it did in English soil.
  - Ⓑ The potato was more readily accepted in England than it was in continental Europe.
  - Ⓒ The potato was originally thought to be poisonous in England but not so in continental Europe.
  - Ⓓ The potato became an important crop in continental Europe long before it became important in England.

### Understanding Sequence

3. Read each event described below. Which event happened second?
- Ⓐ The potato gained little recognition in Spain.
  - Ⓑ The potato thrived on the island of Ireland.
  - Ⓒ The potato finally gained a firm foothold in Europe.
  - Ⓓ Many Europeans grew the potato for curiosity value.

### Making Predictions

6. Predict what most likely would have occurred if the potato had remained an Incan secret.
- Ⓐ The lives of many Irish people would have been saved.
  - Ⓑ Life in Ireland would never have thrived.
  - Ⓒ The potato would be available only in South America today.
  - Ⓓ The potato would have become an extinct plant species.

<p><b>Finding Word Meaning in Context</b></p> <p>7. The word <i>emigrated</i> as used at the end of the passage means</p> <ul style="list-style-type: none"> <li>Ⓐ 'forced to leave one's homeland'.</li> <li>Ⓑ 'travelled around to various countries'.</li> <li>Ⓒ 'settled in another part of the same country'.</li> <li>Ⓓ 'left one country and settled in another'.</li> </ul>	<p><b>Identifying Author's Purpose</b></p> <p>10. The passage was written mainly to</p> <ul style="list-style-type: none"> <li>Ⓐ explain to readers why the potato thrives in some regions of the world and not in others.</li> <li>Ⓑ describe the origins and history of a popular food.</li> <li>Ⓒ persuade others to consider the importance of foods throughout history.</li> <li>Ⓓ teach readers how food supplies can be affected by blight and other disease.</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. There is enough information in the passage to determine that</p> <ul style="list-style-type: none"> <li>Ⓐ the potato was an unsafe food product until it was grown in Ireland.</li> <li>Ⓑ the Inca brought the potato from Spain to South America.</li> <li>Ⓒ the Irish were extremely dependent on their potato crop.</li> <li>Ⓓ the potato grows well only in a marine climate.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. You can determine that the phrase <i>turned its nose up</i> means</p> <ul style="list-style-type: none"> <li>Ⓐ 'cherished'.</li> <li>Ⓑ 'rejected'.</li> <li>Ⓒ 'examined'.</li> <li>Ⓓ 'accepted'.</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is an opinion?</p> <ul style="list-style-type: none"> <li>Ⓐ The potato was an important crop to Ireland.</li> <li>Ⓑ The Inca were the first to grow and eat white potatoes.</li> <li>Ⓒ Some Europeans grew potatoes for their curiosity value.</li> <li>Ⓓ Europeans were foolish not to accept the potato as a safe food product.</li> </ul>	<p><b>Summarising</b></p> <p>12. Which of these is the best summary of the passage?</p> <ul style="list-style-type: none"> <li>Ⓐ Many European countries were reluctant to introduce new foods into their diet.</li> <li>Ⓑ The effect of the potato on worldwide economies has been dramatic throughout history.</li> <li>Ⓒ The potato has affected lifestyles and economies around the world since 1536.</li> <li>Ⓓ The potato was an ornamental plant before it was a vegetable.</li> </ul>

# LESSON 7

**Read this retelling of a myth about the events that occurred after humans began hunting animals for food and clothing. Then answer questions about the myth. Choose the best answer for Numbers 1 to 12.**

In the earliest days of the world, animals lived in harmony with human beings. But as the centuries went on, humans multiplied and spread over the land, destroying not only the homes of animals, but also the animals themselves. Humans invented spears and blowpipes and knives and bows and arrows to kill animals for their flesh and hides. They also invented hooks with which to catch fish for food.

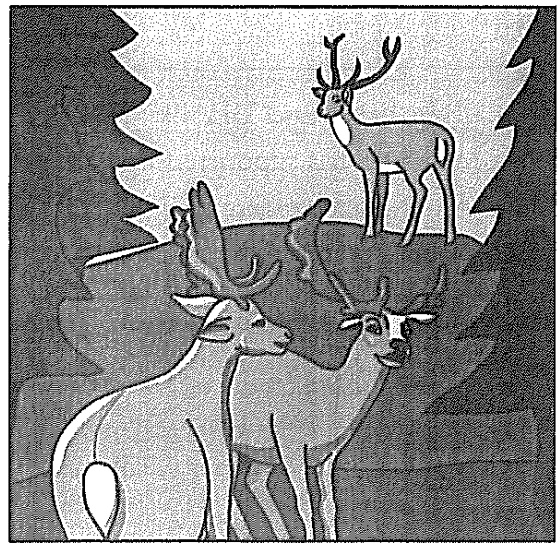
Deer had especially become victims of the humans' bows and arrows. The deer held a council with their chief, Little Deer, to find a way to protect themselves. They finally agreed that there was no way they could escape the killing power of humans. But they also agreed that any hunter who killed a deer must immediately seek the deer's pardon and offer thanks. 'For after all,' said Little Deer, 'it is the fallen deer that give humans meat for food, hide for clothing and bones for tools.'

Little Deer, who was as swift as the wind and could never be slain, told those who were gathered, 'When one of our deer tribe is killed, I shall run to the place where they have fallen and ask their spirit, "Has the hunter asked for pardon for this deed and spoken his thanks?" If the answer is "No,"

I shall follow the hunter to his cabin and strike him with rheumatism so that he shall become crippled.'

After this, every tribe of animals that could walk, crawl, swim or fly met to discuss the cruelty with which humans treated them, too and to find ways to punish them. Snakes and fish decided to send such nightmares to humans that they would make them lose their appetite and become sick from malnutrition. Birds, whom humans caught and roasted on spits over a fire, brought forth other diseases with which to afflict humans. In the end, almost every animal, even the insects, had invented an illness to punish humans.

If the animals had had their way, all humans would no longer dwell on earth today. But humans were saved by the plants, who were not of like mind with the animals and were friendly to all of humankind. The plants did not wish to see the humans erased from the earth. The plants, too, held a council, and every kind of plant – trees, shrubs, grasses, moss, herbs, weeds, flowers – decided to become a source of medicine. For each disease humans brought on themselves through their cruel and thoughtless acts toward animals, there was a plant that could cure the disease. It would be up to the humans, however, to discover the particular plant that would cure a specific disease.



<p><b>Finding Main Idea</b></p> <p>1. What is the main idea of paragraph 4?</p> <ul style="list-style-type: none"> <li>Ⓐ The animals decide to find ways to prevent humans from treating them with cruelty.</li> <li>Ⓑ Little Deer decides under which circumstances it would be acceptable for humans to kill deer.</li> <li>Ⓒ The deer try to think of a way to defend themselves from the bows and arrows of humans.</li> <li>Ⓓ Many other animals invent illnesses to afflict humans who harm animals.</li> </ul>	<p><b>Recognising Cause and Effect</b></p> <p>4. A hunter who did not ask for pardon or offer thanks after killing a deer would</p> <ul style="list-style-type: none"> <li>Ⓐ become afflicted with nightmares.</li> <li>Ⓑ suffer from a loss of appetite.</li> <li>Ⓒ eventually become crippled.</li> <li>Ⓓ die from malnutrition.</li> </ul>
<p><b>Recalling Facts and Details</b></p> <p>2. Which fact is supported by the myth?</p> <ul style="list-style-type: none"> <li>Ⓐ The plants were unfriendly with the animals because plants were consumed by animals.</li> <li>Ⓑ The birds decided to send nightmares to humans to make them lose their appetite.</li> <li>Ⓒ There was a time when animals and humans lived together peacefully.</li> <li>Ⓓ The snakes and fish were reluctant to discuss ways to punish humans.</li> </ul>	<p><b>Comparing and Contrasting</b></p> <p>5. Little Deer's position in the tribe could be best compared to</p> <ul style="list-style-type: none"> <li>Ⓐ a novice.</li> <li>Ⓑ an investigator.</li> <li>Ⓒ a champion.</li> <li>Ⓓ a governor.</li> </ul>
<p><b>Understanding Sequence</b></p> <p>3. In paragraph 2, which event occurred third?</p> <ul style="list-style-type: none"> <li>Ⓐ The deer held a council with their chief.</li> <li>Ⓑ The deer decided that hunters must ask for pardon after killing a deer.</li> <li>Ⓒ Little Deer explained that fallen deer met the needs of humans.</li> <li>Ⓓ The deer agreed that there was no way they could escape the killing power of humans.</li> </ul>	<p><b>Making Predictions</b></p> <p>6. If humans suddenly decided not to harm any animals, what would most likely occur?</p> <ul style="list-style-type: none"> <li>Ⓐ Animals would continue to bring forth ailments to afflict humans.</li> <li>Ⓑ Plants would no longer serve a purpose and would decline in number.</li> <li>Ⓒ Suffering and disease would no longer afflict humans.</li> <li>Ⓓ Anyone who had ever harmed an animal would be cured of disease.</li> </ul>

<p><b>Finding Word Meaning in Context</b></p> <p>7. You can tell that <i>malnutrition</i> means</p> <ul style="list-style-type: none"> <li>Ⓐ 'growth and health'.</li> <li>Ⓑ 'poor nourishment from lack of food'.</li> <li>Ⓒ 'loss of the desire to eat'.</li> <li>Ⓓ 'limited selection of food or drink'.</li> </ul>	<p><b>Identifying Author's Purpose</b></p> <p>10. The myth was probably created in order to</p> <ul style="list-style-type: none"> <li>Ⓐ explain the origin of disease and medicine.</li> <li>Ⓑ describe how humans and animals interact with one another.</li> <li>Ⓒ entertain readers with an engaging tale about hunters and animals.</li> <li>Ⓓ convince humans to seek alternative forms of treating disease with plants.</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. From the myth, you can conclude that</p> <ul style="list-style-type: none"> <li>Ⓐ the plants had an ongoing partnership with the animals.</li> <li>Ⓑ Little Deer had authority over all animals.</li> <li>Ⓒ hunters of deer were the only humans seriously affected by the diseases brought forth by the animals.</li> <li>Ⓓ Little Deer understood that hunting was appropriate when used as a means for human survival.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. Which of these is a simile?</p> <ul style="list-style-type: none"> <li>Ⓐ 'as the centuries went on'</li> <li>Ⓑ 'to find ways to punish them'</li> <li>Ⓒ 'was as swift as the wind'</li> <li>Ⓓ 'were not of like mind'</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these expresses an <i>opinion</i>?</p> <ul style="list-style-type: none"> <li>Ⓐ If the animals had had their way, all humans would no longer dwell on earth today.</li> <li>Ⓑ The plants should never have interfered with the animals' plan.</li> <li>Ⓒ Even the insects had invented ways to punish humans.</li> <li>Ⓓ Deer had especially become victims of the humans' bows and arrows.</li> </ul>	<p><b>Summarising</b></p> <p>12. Which of these best summarises the message of the myth?</p> <ul style="list-style-type: none"> <li>Ⓐ Medicine has advanced over the centuries due to the influence of human actions.</li> <li>Ⓑ Humans have brought on their own afflictions as a result of their actions toward animals.</li> <li>Ⓒ Animals and humans have expressed hostility for one another throughout the centuries.</li> <li>Ⓓ Humans should appreciate the sacrifices made by animals for human survival.</li> </ul>

# LESSON 8

Here is an historical essay that describes the beginnings of the ancient Roman Empire. Read the essay. Then do questions 1 to 12.

## The Rise of Ancient Rome

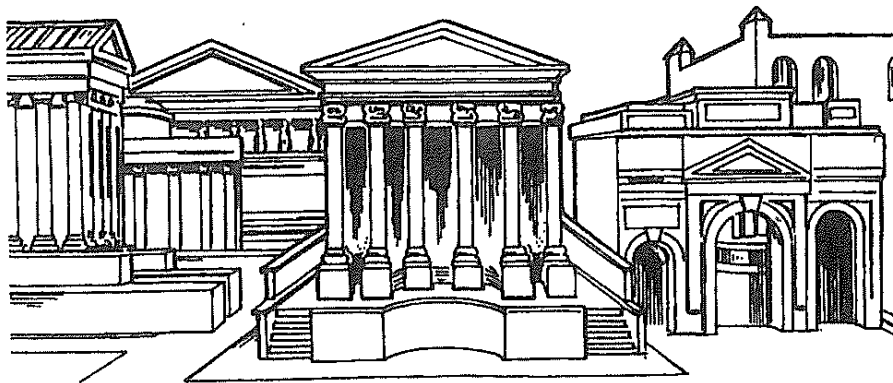
The early Romans believed a legend that claims a youth named Romulus founded the city of Rome. Historical evidence tells us that the original inhabitants of the region were simple peasant farmers called Latins who migrated to the area from central Europe and settled along the banks of the Tiber River. In this central part of Italy the city of Rome grew to become the centre of a vast empire. At its peak, the Roman Empire stretched from the Atlantic Ocean in the west to the Caspian Sea in the east. It reached northward into Britain and southward into Egypt.

While the Latins occupied the area around Rome, three other powers moved in around them. The Etruscans moved into central and northern Italy. The Greeks crossed into southern Italy. The powerful Carthaginians expanded into northern Africa. These different cultures would make lasting contributions to Roman culture and history.

Rome was ruled by kings during its first two centuries. The shackles were broken when the Romans were finally able to defeat the last Etruscan king in 509 B.C., after which they formed a new kind of government called a republic. In this system the elected leaders were advised by a group of men from the more powerful families.

The citizens of the Roman Republic were divided into two classes. The upper class of noblemen and their families were called patricians. These men could hold political, military or religious offices. The plebeians were the common people who comprised most of the population. For years the plebeians struggled with the patricians for equality and power.

As the Roman army marched off to expand the Republic's holdings, it waged war with many neighbours. Carthage had established many successful trading posts around the Mediterranean. Rome and Carthage became bitter rivals and fought three long and bloody battles, called the Punic Wars, in order to dominate the Mediterranean region. Rome finally defeated Carthage in 146 B.C. and became the sole ruler of a mighty and gigantic empire.



<p><b>Finding Main Idea</b></p> <p>1. What is the main idea of the first paragraph?</p> <p>(A) Romulus founded the city of Rome. (B) The Roman Empire was vast. (C) The Latins were simple peasant farmers. (D) The vast Roman Empire grew from a settlement of peasant farmers.</p>	<p><b>Recognising Cause and Effect</b></p> <p>4. What happened as a result of the Punic Wars?</p> <p>(A) Rome and Carthage fought three battles. (B) Rome changed its name to Carthage. (C) Rome dominated the Mediterranean region. (D) Carthage established many successful trading posts around the Mediterranean.</p>				
<p><b>Recalling Facts and Details</b></p> <p>2. When was Rome ruled by kings?</p> <p>(A) 509 B.C–146 B.C. (B) during its first two centuries (C) after defeating Carthage (D) when it became a republic</p>	<p><b>Comparing and Contrasting</b></p> <p>5. What was the main difference between the patricians and the plebeians?</p> <p>(A) The plebeians were divided into two classes. (B) There were more patricians than plebeians. (C) The patricians had larger families. (D) The patricians had more power.</p>				
<p><b>Understanding Sequence</b></p> <p>3. The boxes tell about some of the events surrounding the rise of the Roman Empire.</p> <table border="1"><tr><td>Latins settle along the banks of the Tiber River.</td><td>Rome becomes a republic.</td><td></td><td>Rome dominates the Mediterranean region.</td></tr></table> <p>1                      2                      3                      4</p> <p>Which of these belongs in box three?</p> <p>(A) The Etruscans move into central and northern Italy. (B) Rome defeats Carthage in the Punic Wars. (C) Rome is ruled by Etruscan Kings. (D) Rome defeats the last Etruscan King.</p>	Latins settle along the banks of the Tiber River.	Rome becomes a republic.		Rome dominates the Mediterranean region.	<p><b>Making Predictions</b></p> <p>6. Predict what might have happened if Rome had not defeated the last Etruscan king in 509 B.C.</p> <p>(A) Europe would now be called Etrusca. (B) The Roman Empire would not have grown as quickly as it did. (C) The Etruscans would have dominated the entire Mediterranean region. (D) Rome would have attacked Carthage instead.</p>
Latins settle along the banks of the Tiber River.	Rome becomes a republic.		Rome dominates the Mediterranean region.		



<p><b>Finding Word Meaning in Context</b></p> <p>7. In the fourth paragraph, the word <i>offices</i> means</p> <ul style="list-style-type: none"> <li>Ⓐ 'jobs'.</li> <li>Ⓑ 'rooms'.</li> <li>Ⓒ 'buildings'.</li> <li>Ⓓ 'uniforms'.</li> </ul>	<p><b>Identifying Author's Purpose</b></p> <p>10. The author of this essay probably wanted to</p> <ul style="list-style-type: none"> <li>Ⓐ give a detailed history of ancient life in the Mediterranean region.</li> <li>Ⓑ warn people of the dangers of empire building.</li> <li>Ⓒ reveal the brutality of ancient civilisations.</li> <li>Ⓓ give a brief account of the rise of the Roman Empire.</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. After reading the essay, one could conclude that Rome was</p> <ul style="list-style-type: none"> <li>Ⓐ the most powerful force of its time.</li> <li>Ⓑ a nice place to live.</li> <li>Ⓒ the longest lasting empire in history.</li> <li>Ⓓ the largest empire in history.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. In the third paragraph, the phrase <i>the shackles were broken</i> means that</p> <ul style="list-style-type: none"> <li>Ⓐ chains were removed from the walls of Rome.</li> <li>Ⓑ the cities around Rome were destroyed.</li> <li>Ⓒ Rome was freed from the rulers who had restricted its growth.</li> <li>Ⓓ Roman prisoners were released from jail.</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is an opinion?</p> <ul style="list-style-type: none"> <li>Ⓐ The Punic Wars were long and bloody.</li> <li>Ⓑ The Roman Empire should be admired for its power and longevity.</li> <li>Ⓒ Rome dominated the Mediterranean region after 146 B.C.</li> <li>Ⓓ The citizens of Rome were divided into two classes.</li> </ul>	<p><b>Summarising</b></p> <p>12. Which of these is the best summary of paragraph 2?</p> <ul style="list-style-type: none"> <li>Ⓐ The Carthaginians were powerful.</li> <li>Ⓑ Different cultures contributed to the Roman Empire.</li> <li>Ⓒ The Latins occupied the area around Rome.</li> <li>Ⓓ The Latins were more advanced than any of their neighbours.</li> </ul>

# LESSON 9

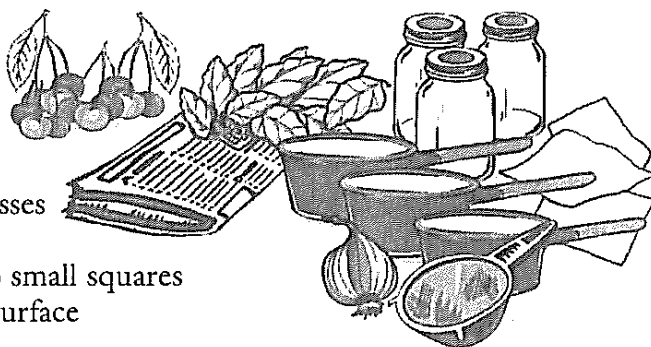
Read this science experiment about natural dyes. Then answer questions about the experiment. Choose the best answer for Numbers 1 to 12.

## The Dyes Have It

For more than five thousand years, people have been using dyes to colour cloth, paper, wood and fabric. These dyes change the colour of whatever material they are used on. Dyes have been used to create many unique and vibrant fabrics throughout the world. For centuries, plants have been used to create natural dyes. One such plant is indigo, which produces a deep blue dye. Another plant is the madder plant, which has roots that produce a red dye. This plant was used to dye the red coats that British troops once wore. While most people currently rely on human-made dyes to perform the job once held by plants and fibres, natural dyes can still be used to colour cloth and other materials. See for yourself with this experiment you can do at home. You'll be amazed at the results.

### Materials

- a dozen cherries
- ten spinach leaves
- four onion skins
- three saucepans
- strainer with narrow mesh
- three wide-mouth jars or glasses
- water
- white cotton T-shirt cut into small squares
- newspaper to line the work surface



### Procedure

Cut up the cherries, the spinach leaves and the onion skins into small pieces. Place them each in a separate saucepan and fill with water till the saucepan is three-quarters full. Place each saucepan on a stove and bring the water to a boil. After the water boils, let it simmer for about one hour. After one hour, all of the colour will be extracted. Let the water cool.

Line a table with newspaper and place the jars or glasses on top. Once the water has cooled, pour the water from the saucepan filled with cherries through a strainer into one jar. Be sure to use the strainer in order to keep the cherries and any leftover debris out of the water. When you're done, rinse the strainer. Now do the same for the saucepan containing the spinach leaves and the saucepan containing the onion skins, rinsing the strainer each time and pouring the liquid into separate jars.

Each of the three jars now contains a natural dye. Use the dye to colour the pieces of cotton. Dip a separate piece of cloth into each jar. Observe the colours that the liquid from the cherries, the spinach and the onion skins make on each cloth. See what happens the longer you leave the cloth in the jar. Or mix two colours in another jar to get a new shade. Let your imagination go!

<p><b>Finding Main Idea</b></p> <p>1. What is the main idea of the first paragraph of the experiment?</p> <p>Ⓐ Dyes are commonly used to colour cloth and other materials.</p> <p>Ⓑ Dyes today are no longer created using plants and fibres.</p> <p>Ⓒ Dyes are easy to make at home with a few simple materials.</p> <p>Ⓓ Dyes have been made from natural materials for centuries.</p>	<p><b>Recognising Cause and Effect</b></p> <p>4. What happens to the cherries, spinach and onion skins the longer they are boiled?</p> <p>Ⓐ They become liquid.</p> <p>Ⓑ They form a thick liquid.</p> <p>Ⓒ More of their colour is removed.</p> <p>Ⓓ Much of their colour is lost.</p>
<p><b>Recalling Facts and Details</b></p> <p>2. Which of these produces a blue dye?</p> <p>Ⓐ cherries</p> <p>Ⓑ the madder plant</p> <p>Ⓒ the indigo plant</p> <p>Ⓓ spinach leaves</p>	<p><b>Comparing and Contrasting</b></p> <p>5. A strainer is most like a</p> <p>Ⓐ grinder.</p> <p>Ⓑ filter.</p> <p>Ⓒ barrier.</p> <p>Ⓓ funnel.</p>
<p><b>Understanding Sequence</b></p> <p>3. What must be done after pouring water into a jar or glass?</p> <p>Ⓐ Boil water.</p> <p>Ⓑ Dip the cloth.</p> <p>Ⓒ Rinse the strainer.</p> <p>Ⓓ Line a table.</p>	<p><b>Making Predictions</b></p> <p>6. Predict what will happen the longer you leave a piece of cloth in a jar filled with liquid from the cherries.</p> <p>Ⓐ The cloth will turn a deeper shade of red.</p> <p>Ⓑ The cloth will not be able to hold any colour.</p> <p>Ⓒ The cloth will change from red to blue.</p> <p>Ⓓ The cloth will stay the same colour as when it was first put in the jar.</p>

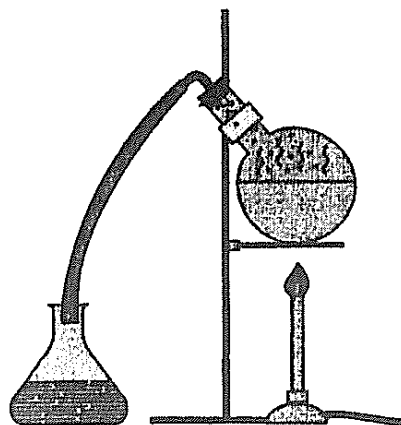
<p><b>Finding Word Meaning in Context</b></p> <p>7. In the experiment, the best meaning of the word <i>vibrant</i> is</p> <p>(A) 'unique'.          (B) 'attractive'.          (C) 'vivid'.          (D) 'multicoloured'.</p>	<p><b>Identifying Author's Purpose</b></p> <p>10. What is the main purpose of the experiment?</p> <p>(A) to explain how people long ago dyed cloth and other materials          (B) to entertain readers with an enjoyable project they can do at home          (C) to show how natural dyes can be made from plants          (D) to convince readers to make their own natural dyes</p>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. Readers of the experiment can conclude that</p> <p>(A) all plants can be used to create natural dyes.          (B) the colour of a plant's leaves or roots is a clue to the colour dye it will produce.          (C) natural dyes are no longer in use today.          (D) natural dyes were first used by the British.</p>	<p><b>Interpreting Figurative Language</b></p> <p>11. The words <i>perform the job once held by plants and fibres</i> is an example of</p> <p>(A) hyperbole.          (B) personification.          (C) a metaphor.          (D) a simile.</p>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which statement from the experiment expresses an <i>opinion</i>?</p> <p>(A) Line a table with newspaper and place the jars on top.          (B) The three glasses now contain a natural dye.          (C) See for yourself with this experiment you can do at home.          (D) You'll be amazed at the results.</p>	<p><b>Summarising</b></p> <p>12. Which of these best expresses the information in the experiment?</p> <p>(A) Dyes can be created by boiling any substance in water.          (B) Plants produce dyes in colours that cannot be produced by human-made dyes.          (C) Dyes have been used for over 5000 years to colour cloth, paper, wood and fabric.          (D) Many natural substances can be used to make dyes.</p>

# LESSON 10

Read this essay about a very important Australian scientist. Then answer questions about the essay. Choose the best answer for Numbers 1 to 12.

## Howard Florey

Howard Florey was born in Adelaide on 24 September 1898. He showed signs of academic brilliance early on. In fact he won scholarships to university and topped his year. He excelled in his chosen field of medicine and was awarded a Rhodes scholarship. After graduating from Oxford University, Florey became a pathologist (studying diseases) at Cambridge University. He was very interested in looking for a way to destroy bacterial infections. Up until the early 1940s there was no effective way to fight them. Many people died in vain from infections. Today they can be cured by a simple injection.



Florey and Dr E Chain (a colleague also interested in antibacterial substances) picked up on Alexander Fleming's research. Fleming had accidentally discovered a 'penicillin' mould that seemed to be able to kill bacteria. Florey and Chain received a grant from the Rockefeller Foundation in New York. Then the two scientists set about producing large enough quantities of the penicillin to test it. This proved difficult in a small laboratory. Penicillin had unstable properties. Eventually they had enough to conduct an experiment on mice. The mice injected with the penicillin survived their illness with no side effects. Those that weren't injected died. Eventually they decided to try the bacteria on a person. Even though the subject eventually died, he showed signs of recovering. He probably would have been fine if there had been enough quantities of the drug available.

Penicillin was soon made in large numbers by American drug companies. It was first used to treat soldiers during World War II. Before penicillin, soldiers with fairly small injuries might have died after infection set in. Because of penicillin, these sorts of death became a thing of the past. Australians became the first civilians in the world to have ready access to penicillin in 1944.

Howard Florey received many honours for his achievements. He was knighted in 1944. In 1945 he shared the Nobel Prize for medicine. In 1966 he was made Baron Florey of Adelaide. He died in 1968.

<p><b>Finding Main Idea</b></p> <p>1. A suitable title for this essay would be</p> <ul style="list-style-type: none"> <li>(A) 'Florey's Academic Achievements'.</li> <li>(B) 'Florey Puts Adelaide on the Map'.</li> <li>(C) 'Florey's Immense Contribution to Medicine'.</li> <li>(D) 'Honours Received by Florey'.</li> </ul>	<p><b>Recognising Cause and Effect</b></p> <p>4. According to the essay, what is one possible reason why the first person to receive penicillin died?</p> <ul style="list-style-type: none"> <li>(A) Penicillin had not been developed properly.</li> <li>(B) The patient was too ill for the penicillin to work.</li> <li>(C) Penicillin only works on mice.</li> <li>(D) There was not enough penicillin available.</li> </ul>
<p><b>Recalling Facts and Details</b></p> <p>2. Who gave Florey and Chain the grant to research penicillin?</p> <ul style="list-style-type: none"> <li>(A) Oxford University</li> <li>(B) The Rockefeller Foundation</li> <li>(C) Cambridge University</li> <li>(D) An American drug company</li> </ul>	<p><b>Comparing and Contrasting</b></p> <p>5. A modern equivalent to Florey's discovery might be</p> <ul style="list-style-type: none"> <li>(A) food that cooks itself.</li> <li>(B) cars without steering wheels.</li> <li>(C) a cure for cancer.</li> <li>(D) a time machine.</li> </ul>
<p><b>Understanding Sequence</b></p> <p>3. The boxes tell about some of the events in Florey's life.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <div style="display: inline-block; border: 1px solid black; padding: 2px 5px; text-align: center;">Florey graduates from Oxford.</div> <span style="font-size: 24px; margin: 0 10px;">→</span> <div style="display: inline-block; border: 1px solid black; padding: 2px 5px; text-align: center;">Penicillin tested on mice.</div> <span style="font-size: 24px; margin: 0 10px;">→</span> <div style="display: inline-block; border: 1px solid black; width: 80px; height: 50px; margin: 0 10px;"></div> <span style="font-size: 24px; margin: 0 10px;">→</span> <div style="display: inline-block; border: 1px solid black; padding: 2px 5px; text-align: center;">Florey shares Nobel Prize.</div> </div> <p>What belongs in the empty box?</p> <ul style="list-style-type: none"> <li>(A) Florey works at Cambridge.</li> <li>(B) Florey receives a grant from the Rockefeller foundation.</li> <li>(C) Penicillin is used on soldiers during World War II.</li> <li>(D) Florey becomes Baron Florey of Adelaide.</li> </ul>	<p><b>Making Predictions</b></p> <p>6. Predict what might have happened if Florey had not discovered penicillin.</p> <ul style="list-style-type: none"> <li>(A) he would have discovered another drug with the same qualities as penicillin</li> <li>(B) many more people would have died from infectious diseases</li> <li>(C) Florey would have quit the field of medicine</li> <li>(D) someone else would have made the discovery around the same time</li> </ul>

<p><b>Finding Word Meaning in Context</b></p> <p>7. In the second paragraph, the word <i>conduct</i> means</p> <p>Ⓐ 'perform'.  Ⓑ 'direct'.  Ⓒ 'transmit'.  Ⓓ 'behave'.</p>	<p><b>Identifying Author's Purpose</b></p> <p>10. This essay was probably written to</p> <p>Ⓐ encourage people to use penicillin.  Ⓑ describe the history of medicine.  Ⓒ inform people of Howard Florey's contribution to medicine.  Ⓓ tell Howard Florey's life story.</p>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. From this essay one can conclude that</p> <p>Ⓐ Florey made a lot of money from his discovery of penicillin.  Ⓑ Florey was very popular after making the discovery.  Ⓒ Florey made a very important contribution to modern medicine.  Ⓓ Australian drug companies were not interested in his discovery.</p>	<p><b>Interpreting Figurative Language</b></p> <p>11. The phrase <i>died in vain</i> means</p> <p>Ⓐ 'died without fear'.  Ⓑ 'died for no purpose'.  Ⓒ 'died of conceit'.  Ⓓ 'died serving one's country'.</p>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of the following is an opinion?</p> <p>Ⓐ Florey's discovery has helped to save many lives.  Ⓑ Florey's discovery may have influenced the result of World War II.  Ⓒ Before penicillin there was no successful way to fight infectious diseases.  Ⓓ Florey is the most important scientist of the 20th century.</p>	<p><b>Summarising</b></p> <p>12. Which of these best summarises the last paragraph?</p> <p>Ⓐ Howard Florey discovered penicillin.  Ⓑ Howard Florey received many honours for his achievements.  Ⓒ Howard Florey shared the Nobel Prize in 1945.  Ⓓ Howard Florey died in 1968.</p> <p><b>You have now completed Lessons 6–10.  Go to page 32. Complete Self-assessment 2.</b></p>