English Reading Skills and Public Speaking: Comprehensive Test 1

1. **Read the text below. Underline the keywords/phrases in the text and complete the following activities.**

## The Life and Work of Marie Curie

Marie Curie is probably the most famous woman scientist who has ever lived. Born Maria Sklodowska in Poland in 1867, she is famous for her work on radioactivity, and was twice a winner of the Nobel Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.

From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education. Because her father lost his savings through bad investment, she then had to take work as a teacher. In 1891, Marie went to Paris and began to study at the Sorbonne (the University of Paris). There she came first in the examination in the physical sciences in 1893, and in 1894, was placed second in the examination in mathematical sciences. It was not until the spring of that year that she was introduced to Pierre Curie.

Their marriage in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

The births of Marie's two daughters, Irene and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed as a lecturer in physics at the Ecole Normale Superieure for girls in Sevres, France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904, she was appointed as the chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie. However, on May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Irene, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irene had joined, began to operate in earnest, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irene and Frederic Joliot- Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, but because of her influence on subsequent generations of nuclear physicists and chemists.

1. **Choose a SYNONYM from the box for each of the underlined bold words in the sentences below and write it in the blank space given.**

**limitless occurrence remarkable gather exhibition**

**(i)** From childhood, Marie was remarkable for her **prodigious** memory. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(ii)** Following Henri Becquerel's discovery in 1896 of a new **phenomenon**, which Marie later called 'radioactivity.' \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(iii)** Marie introduced a method of teaching based on experimental **demonstrations**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(iv)** One of Marie Curie's outstanding achievements was to have understood the need to **accumulate** intense radioactive sources. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(v)** Her contribution to physics had been **immense**. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **From the following list, identify ONLY FOUR factors mentioned in the text by putting a tick (√) mark on them.**

* Marie Curie was remarkable for her prodigious memory.
* She placed 2nd in the examination in mathematical sciences.
* Marie Curie is remembered for her huge contribution to the fight against cancer.
* She allowed her name to be used by Marie Curie hospital in North London.
* Marie Curie’s daughter died at the age of 58 from Leukemia.
* Marie Curie was appointed as lecturer in physics at Ecole Normale Superieure.
* With the help of her daughter Irene she devoted herself to a particular development used for the treatment of wounded soldier in World War I.

1. **Read the following statements. Identify and write ‘T’ for TRUE if the statement agrees with the text, write ‘F’ for FALSE if the statement does not agree with the text and ‘N/G’ for NOT GIVEN if the statement is not mentioned in the text.**
2. Marie Curie was well-known for her work on radio activity. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. She was the first woman to win a Pulitzer prize. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Marie Curie was a member of the academy of medicine. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Marie Curie died of lungs cancer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Her daughter Irene was awarded the Nobel prize in chemistry in 1935. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. **Read the text below. Underline the keywords and/or phrases and complete the following activities.**

**Robots at Work: Revolution in the Newspaper Production Process at Sydney**

1. The newspaper production process has come a long way from the old days when the paper was written, edited, typeset and ultimately printed in one building with the journalists working on the upper floors and the printing presses going on the ground floor. These days the editor, subeditors and journalists who put the paper together are likely to find themselves in totally different buildings or maybe even in different cities. This is the situation which now prevails in Sydney. Here human beings are in the minority as much of the work is done by automated machines controlled by computers.
2. Once the finished newspaper has been created for the next morning’s edition, all the pages are transmitted electronically from the prepress centre to the printing centre. The system of transmission is an update on the sophisticated page facsimile system already in use on many other newspapers. Next, an imagesetter at the printing centre delivers the pages as film. Each page takes less than a minute to produce, although for color pages four versions, once each for black, cyan, magenta and yellow are sent. The pages are then processed into photographic negatives and the film is used to produce aluminium printing plates ready for the presses.
3. A procession of automated vehicles is busy at the new printing centre where the Sydney Morning Herald is printed each day. Automation of this kind is now standard in almost all modern newspaper plants. Once the size of the day’s paper and the publishing order are determined at head office, the information is punched into the computer and the robots (to give them their correct name, the LGVs or laser guided vehicles) are programmed to go about their work. The robots’ principal job, however, is to shift the newsprint (the printing paper) that arrives at the plant in huge reels and emerges at the other end sometimes later as newspapers. The LGVs collect the appropriate size paper reels and take them at the reel stripping station. At the stripping station, the tough wrapping that helps to protect a reel of paper from rough handling is removed. Any damaged paper is peeled off and the reel is then weighed.
4. Then one of the four paste specialist robots moves in. Specifically designed for the job, it trims the paper neatly and prepares the reel for the press. If required the reel can be loaded directly onto the press; if not needed immediately, an LGV takes it to the newspaper storage area. When the press computer calls for a reel, an LGV takes it to the reel loading area of the presses. It lifts the reel into the loading position and places it in the correct spot with complete accuracy. As each reel is used up, the press drops the heavy cardboard core into a waste bin. When the bin is full, another LGV collects it and deposits the cores into a shredder for recycling.
5. The LGVs move at walking speed. If anyone step in front of one or get too close, sensors stop the vehicle until the path is clear. When an LGV’s batteries run low, it will take itself off line and go to the nearest battery maintenance point for replacement batteries. And because of these advantages, high success in newspaper production is achieved with absolute minimum human input and a much reduced risk of injury to people working in the printing centres at Sydney.
6. **Choose a phrase from the box to fill in each of the empty slots in the graphic organizer below to show the NEWSPAPER PRODUCTION PROCESS.**

* **Removal of the wrapping from the reel**
* **Conversion of the pages into film**
* **Trimming and preparing the reel**
* **Transmission of the pages to the printing centres**
* **Programming of the LGVs by the computer**

**Arrival of the pages by facsimile**

Compilation of the final version of the newspaper

**ii.**

**iii.**

**Making of aluminium printing plates**

**Collection of the reels of papers by LGVs**

**iv.**

**v.**

**Shifting of the reels to the press/ storage area**

**Weighing of the reels**

1. **Read the text below. Underline the keywords and/or phrases and complete the following activities.**

##### The Amazon should be saved

Bright-colored toucans and other exotic birds fly among the forest. Emerald tree boas curl up on branches to stalk prey. Endangered jaguars slink through the thick brush in search of food. These are just a few of the thousands of animal species that call the Amazon rain forest home.

The Amazon, in South America, is the largest rain forest in the world. Yet the Amazon’s future is grim. Farmers are rapidly destroying this lush landscape. Deforestation has been a huge problem in the Amazon since the 1960s. Deforestation occurs as farmers and loggers cut down trees to make room for farms, homes, and roads. Until recently, scientists thought the rain forest was losing about 5,800 square miles a year. However, using the latest satellite technology, researchers have discovered that the Amazon is shrinking at about twice that rate.

Deforestation is the cause of loss of habitats of different animal species. As a result, it also reduces the rain forest’s biodiversity, or the variety of plants and animals in a particular area. The Amazon is one of the richest areas of the world in animal and plant diversity. It is home to the biggest flower in the world, a bird-eating spider, and a monkey about the size of a toothbrush. Scientists estimate that they have identified only a small number of all species that live in the rain forest. As loggers and farmers destroy the forest, animals and plants may become extinct before they are discovered. Moreover, deforestation affects people too, as any of the foods, spices, and medicines we need come from the rain forest. The Amazon is also called the "lungs of the world." The trees of the Amazon clean the air by taking in carbon dioxide and releasing oxygen. Carbon dioxide, being a greenhouse gas, traps the sun’s heat close to Earth. Without the trees in the rain forest, the Earth’s climate would become much hotter by less absorption of carbon dioxide.

Stopping the destruction of the rain forest is not an easy task. Brazil’s government created two national parks in the Amazon rain forest. The government’s efforts placed 3.7 million acres of rain forest off-limits for development. But the specialists think that it is not enough. "The single most important factor contributing to forest loss is population growth in Brazil," scientist Jim Bowyer of the University of Michigan told Weekly Reader. "People make the forest their home. All these people need land for farming and wood for heat and cooking. They are looking for a way to survive." Scientists estimate that if deforestation continues at its current rate, the rain forest may survive only another 40 to 50 years. "We need to address the real causes of deforestation, like poverty and population growth," says Bowyer, "solutions need to involve the very people who destroy the forest."

1. **Identify and list TWO RESULTS OF DEFORESTATION IN AMAZON from the text in the given space below (in a PHRASE).**

1. **Complete the summary below using keywords/phrases from the text.**

The Amazon is the (i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the world situated in South America. There are (ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who call the Amazon forest home. It is one of the richest sources in the world for (v) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The problem occurred when (iii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been initiated by the farmers to make room for farms, homes or roads in the Amazon since the 1960s. Deforestation leads to (iv) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of different species of animals. Animals and plants may (vi) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before being discovered as farmers are destroying the forest. Moreover, the Amazon is called the "lungs of the world" as it cleans the air by taking in carbon dioxide and releasing oxygen. As a consequence of deforestation in the rain forest, global warming may occur due to (vii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of carbon dioxide. To reduce the (viii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Brazil’s government created two national parks in the Amazon. But the specialists think one of the most important factors to deforestation is (ix) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. People make the forest their home, look for a way (x) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Match the numbers of Causes (1, 2, 3, 4) in Column A with the Effects (i, ii, iii, iv) in Column B to show the Cause-Effect pairs in Column C. 04**

|  |  |  |
| --- | --- | --- |
| **Column A**  **Causes** | **Column B**  **Effects** | **Column C**  **Answers** |
| 1. Poverty and population growth | 1. Loss of biodiversity | **1.\_\_\_\_\_\_** |
| 1. Lack of habitats of animal species | 1. Lack of foods, spices and medicines | **2.\_\_\_\_\_\_** |
| 1. Less absorption of carbon dioxide | 1. Need of land for farming and wood for cooking | **3.\_\_\_\_\_\_** |
| 1. Shrinking of the Amazon | 1. Rise in temperature of the world | **4.\_\_\_\_\_\_** |

**Now write FOUR MEANINGFUL SENTENCES by using these matched four cause and effect pairs by using the following cause and effect expressions.**

**As a consequence of, Result in, Affect, Reason, Consequently, Due to, Impact, Result**

**i.**

**ii.**

**iii.**

**iv.**

1. **Suppose that you are going to give a presentation in the class. Now, prepare an**

**outline using information from the text ‘The Amazon should be saved’. Suggest a Topic and write the Specific Purpose. General Purpose and Central Idea have been given. Prepare two (2) slides for your presentation:**

|  |
| --- |
| **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **General Purpose: To inform.**  **Specific Purpose: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **Central Idea:** Amazon is called the "lungs of the world" which is shrinking gradually due to deforestation. Loss of this largest rain forest is not only causing loss of biodiversity but also affecting people throughout the world. |

**Slide 1:**

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| --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Slide 2:**

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| --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

1. **In the bar graph below entitled ‘Employment Percentages of Graduates in English of Bangladesh (1970-1990)’, the vertical axis shows the percentages and the horizontal axis shows different years. Write down five sentences based on this graph using comparative expressions.**

#### THE END