

Weekly Pack

Thursday, April 24th, 2024

English

Year 4

2023/2024

Name	
Class	

Read the following comprehension and answer the questions

Dr. Anya Petrova, an autodidact (self-taught) scientist, spent years researching the antithesis (opposite) of aging. Her goal was to create an antioxidant supplement that could combat free radicals, the harmful molecules linked to cellular damage. While testing her formula in a specially designed automobile with an autopilot function, Anya accidentally spilled the concoction onto her arm. Panicking, she reached for the nearest antiseptic wipe, but to her surprise, the formula didn't sting. In fact, it seemed to soothe the irritated skin. Further investigation revealed the formula possessed not only anti-aging properties but also antibacterial and antiviral effects! Anya quickly realized the life-saving potential of her creation. She documented her research in a detailed autobiography, outlining the process of discovery and the formula itself. To ensure the safety and effectiveness of her creation, Anya submitted it for rigorous testing. If successful, this remarkable discovery could revolutionize medicine, offering a powerful antidote to a multitude of ailments.

Vocabulary Questions:

1. From the context, what can you infer about Dr. Petrova's educational background?
The passage tells us Dr. Petrova is an autodidact (self-taught) scientist. So, she likely didn't have a traditional scientific background from a university.

2. What is the opposite of "aging" based on the sentence about Dr. Petrova's research?
The opposite of aging based on Dr. Petrova's research is antithesis (youth).

3. Why did Dr. Petrova reach for an antiseptic wipe after spilling the formula?

She reached for an antiseptic wipe because the formula was a new concoction, and she wanted to prevent contamination (not necessarily because it would sting). It's a standard safety precaution in a lab setting.

4. In what way is "antibacterial" different from "antiseptic"?

Antibacterial: Kills or inhibits the growth of bacteria.

Antiseptic: Kills or inhibits a wider range of germs.

Aspire International School

5. What kind of writing is an autobiography?

An autobiography is a personal life story written by the person who lived it.

6. Based on the passage, what kind of illnesses or problems might Dr. Petrova's creation be an antidote to?

The passage suggests her creation might not be an antidote (for a specific poison) but could address a broader range of problems like aging or various diseases.

7. What does the phrase “with an **autopilot** function,” mean in the passage?

It means that the automobile can drive itself.

8. What did Dr. Petrova want to create to combat (fight off) free radicals, the harmful molecules linked to cellular damage?

Antioxidant supplement

9. Find one synonym for the word “vehicle” in the passage.

Automobile

Comprehension Questions:

1. What was Dr. Anya Petrova's profession, and how did she acquire her knowledge?
Dr. Petrova is a scientist. The passage doesn't specify how she acquired her knowledge, but since she's an autodidact, it suggests she might be self-taught or have non-traditional scientific training.

2. What was the goal of Dr. Petrova's research?
Her goal was to develop an antioxidant supplement to combat free radicals and potentially slow down aging.

3. How did Dr. Petrova accidentally discover the additional properties of her formula?
Dr. Petrova accidentally spilled the formula on her arm and discovered it had soothing properties beyond its intended anti-aging effect.

4. What did Dr. Petrova do to document her discovery and ensure its safety?
Dr. Petrova documented her research in an autobiography, outlining the discovery process and the formula itself. However, an autobiography is not a standard scientific method for

documentation. She likely also kept detailed lab notes. To ensure safety, she submitted the formula for rigorous testing.

5. What is the potential impact of Dr. Petrova's creation on the field of medicine? The creation could revolutionize medicine by offering a potential way to combat aging, various diseases, and a multitude of ailments if successful in the testing phase.

The Missing Locket: A One-Act Play (Excerpt)

Scene 1

Setting: (INT. GRANDMOTHER'S ATTIC - DAY)

Dust motes dance in shafts of sunlight filtering through a cobweb-draped window. Mountains of old furniture and forgotten toys are piled high, creating a maze of forgotten treasures. **(SARAH, 10, with bright eyes and a mop of unruly hair, crawls through a gap between a rickety rocking horse and a dusty armoire.)**

SARAH: (Whispering) Aha! There you are!

(She emerges triumphantly, clutching a tarnished silver locket. She blows off a layer of dust and examines it closely.)

SARAH: (To herself) Grandma always wore this. Where could it have gone?

(Suddenly, a loud CREAKING sound echoes through the attic. Sarah jumps, clutching the locket to her chest.)

[Sound of floorboards groaning]

SARAH: (Whispering) Hello? Is someone there?

(No answer. Sarah hesitates, then cautiously approaches a large, ornately carved wardrobe in the corner. She reaches for the handle.)

[Lights dim slightly.]

SARAH: (Calling out) Grandma?

(The wardrobe door swings open with a groan. Inside hangs a shimmering gown of emerald green silk.)

[Lights return to normal.]

SARAH: (Eyes wide) Wow! **(She reaches out to touch the dress.)**

(A disembodied VOICE speaks from within the wardrobe.)

VOICE: Don't touch that, child!

[End Scene 1]

Comprehension Questions:

1. Highlight in blue all the **stage directions** in the passage. (Look for instructions in brackets)
2. Find all the words that are specific to the theater, like **sound effects** or lighting cues. (Underline these words)
3. Describe the **setting** of the scene. (Where and when does the scene take place?)

..... **GRANDMOTHER'S ATTIC**
.....

4. What do the **brackets** around some words suggest?

.....they suggest how the characters move or feel.....

5. What is the **scene number**?

.....scene 1.....