Student name:\_\_\_\_\_\_\_\_\_\_

**1)** The scientist usually credited with seeing the first microorganisms, which he called "animalcules", was \_\_\_\_\_\_.

 A) Redi
 B) van Leeuwenhoek
 C) Pasteur
 D) Tyndall
 E) Lister

 **Question Details**Bloom's : 1. Remember
Section : 01.01
ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology

**2)** The word "animalcule" was first used by \_\_\_\_\_\_.

 A) Pasteur
 B) Redi
 C) van Leeuwenhoek
 D) Tyndall
 E) Hooke

 **Question Details**Bloom's : 1. Remember
Section : 01.01
ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology

**3)** The idea of spontaneous generation postulated that

 A) organisms could evolve into the next generation of organisms.
 B) organisms could spontaneously turn into other types of organisms.
 C) living organisms could spontaneously arise from non-living material.
 D) living organisms could spontaneously arise from other living organisms.
 E) living organisms must contain at least ten cells.

 **Question Details**Section : 01.01
ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
ASM Topic : Module 01 Evolution
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat

**4)** Which of these scientists were involved in investigating the idea of spontaneous generation?

 A) Redi and van Leeuwenhoek
 B) Redi and Pasteur
 C) van Leeuwenhoek and Pasteur
 D) Pasteur and Escherich
 E) Escherich and Redi

 **Question Details**Section : 01.01
ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat

**5)** The work of Tyndall and Cohn

 A) supported the idea of spontaneous generation rather than the idea of biogenesis.
 B) explained why some spontaneous generation investigators got different results from those of Pasteur.
 C) showed that all microbes caused spontaneous disease if they enter the human body.
 D) allowed scientists to see microorganisms (called "animalcules") using a simple microscope.
 E) showed that boiling fails to kill vegetative bacteria, leading to biogenesis.

 **Question Details**Section : 01.01
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat
Bloom's : 3. Apply
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
ASM Topic : Module 06 Impact of Microorganisms

**6)** The structures present in the hay infusions used in experiments on spontaneous generation that made them difficult to sterilize are \_\_\_\_\_.

 A) chloroplasts
 B) endospores
 C) organelles
 D) toxins
 E) nuclei

 **Question Details**Section : 01.01
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
ASM Topic : Module 06 Impact of Microorganisms

**7)** The contradictory results obtained by different scientists apparently doing the same experiments in investigating spontaneous generation

 A) show that doing experiments once should be enough to prove something.
 B) show the importance of exactly duplicating experimental conditions.
 C) led to further experiments that ultimately proved spontaneous generation.
 D) could not be explained by anyone involved in the work.
 E) led to the development and production of swan-necked flasks.

 **Question Details**Section : 01.01
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat
Bloom's : 3. Apply
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
ASM Topic : Module 06 Impact of Microorganisms

**8)** If Pasteur had done his experiments investigating spontaneous generation in a horse stable,

 A) the results would probably have supported the idea of spontaneous generation.
 B) the results would probably not have supported the idea of spontaneous generation.
 C) the results would probably been the same as those obtained in a laboratory.
 D) the results would probablyhave supported the idea of spontaneous biogenesis.
 E) it would probably have taken several years to obtain any results.

 **Question Details**Section : 01.01
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
ASM Topic : Module 06 Impact of Microorganisms
Bloom's : 4. Analyze

**9)** Cellulose is a major component of plants and is only directly digested by

 A) carnivores.
 B) termites.
 C) herbivores.
 D) microorganisms.
 E) birds.

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 03.03 The survival and growth of any microorganism in a given environment depends on
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
ASM Objective : 06.01 Microbes are essential for life as we know it and the processes that support li
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an

**10)** Plants are dependent on microorganisms for

 A) providing oxygen in a usable form.
 B) providing water and carbon dioxide.
 C) changing atmospheric nitrogen to a usable form.
 D) providing simplecarbohydrates in a usable form.
 E) providing simple and complex proteins.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
ASM Objective : 03.01 Bacteria and Archaea exhibit extensive, and often unique, metabolic diversity (
ASM Objective : 05.03 Microorganisms and their environment interact with and modify each other.
Learning Outcome : 01.05 List three commercial benefits of microorganisms.

**11)** Microorganisms are useful for all of the following EXCEPT

 A) causing disease.
 B) curing/treating disease.
 C) preparing food.
 D) cleaning up pollutants.
 E) scientific research.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 03.03 The survival and growth of any microorganism in a given environment depends on
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
ASM Objective : 05.03 Microorganisms and their environment interact with and modify each other.
Learning Outcome : 01.05 List three commercial benefits of microorganisms.
ASM Objective : 06.03 Humans utilize and harness microorganisms and their products.
Learning Outcome : 01.06 Describe why microorganisms are useful research tools.

**12)** Bacteria have been used to help produce or modify all of the following food products EXCEPT

 A) cheeses.
 B) beer and wine.
 C) pickled products.
 D) bread.
 E) peanuts.

 **Question Details**Bloom's : 1. Remember
ASM Topic : Module 02 Structure and Function
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Learning Outcome : 01.05 List three commercial benefits of microorganisms.
ASM Objective : 06.03 Humans utilize and harness microorganisms and their products.

**13)** Microorganisms areinvolved in all of the following EXCEPT

 A) production of medicinal products.
 B) food production.
 C) pollution cleanup.
 D) converting nitrogen to a form useful to plants.
 E) There are no exceptions here. There are microorganisms that participate in each of these activities.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 06.01 Microbes are essential for life as we know it and the processes that support li
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Learning Outcome : 01.05 List three commercial benefits of microorganisms.
ASM Objective : 06.03 Humans utilize and harness microorganisms and their products.
Learning Outcome : 01.06 Describe why microorganisms are useful research tools.

**14)** Bioremediation refers to

 A) rehabilitating wayward pathogenic bacteria.
 B) using bacteria to clean up environmental pollutants.
 C) development of new vaccines.
 D) monitoring newly discovered disease organisms.
 E) destroying organisms causing infectious diseases.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Learning Outcome : 01.05 List three commercial benefits of microorganisms.
ASM Objective : 06.03 Humans utilize and harness microorganisms and their products.
ASM Objective : 05.01 Microorganisms are ubiquitous and live in diverse and dynamic ecosystems.

**15)** Which of the following about the Golden Age of Medical Microbiology is FALSE?

 A) It started with the development of the first microscopes.
 B) It occurred during the late 1800s to the early 1900s.
 C) It is a time when the knowledge of bacteria and work with them expanded.
 D) It was the time when people realized that diseases could be caused by invisible agents.
 E) It was a time when several major advances were made in microbiology.

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
ASM Objective : 06.03 Humans utilize and harness microorganisms and their products.
Learning Outcome : 01.02 Explain how the successful challenge to the idea of spontaneous generation l

**16)** Which of the following statements about newly emerging or reemerging diseases is FALSE?

 A) They may be caused by changing lifestyles.
 B) Examples include hepatitis C, Ebola disease and COVID-19.
 C) They may result from a breakdown in sanitation and social order.
 D) They are all caused by drug-resistant pathogens.
 E) They may result when microbes evolve and develop new characteristics.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
ASM Objective : 01.03 Human impact on the environment influences the evolution of microorganisms (e.g
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph

**17)** Lyme disease is an example of a disease that is due to

 A) increased interaction between humans and tick-carrying animals.
 B) failure to effectively vaccinate children.
 C) a mutation in the human genome.
 D) climate change leading to a significantly greater mosquito population.
 E) an increase in the number of people travelling to Asia and Africa.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
ASM Objective : 01.03 Human impact on the environment influences the evolution of microorganisms (e.g
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph

**18)** The outbreak of measles within the last few years is due to

 A) mutation of the measles virus.
 B) change in the environment and climate.
 C) a decline in vaccination of children in the previous years.
 D) increase in sensitivity of detection techniques.
 E) emergence of novel measles viruses.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur

**19)** Which of the statements regarding smallpox is TRUE?

 A) Smallpox has been eliminated as a naturally occurring infection in human beings through vaccination.
 B) Smallpox still occasionally occurs in developing countries though failure to vaccinate everyone.
 C) Smallpox outbreaks sometimes occur in chimpanzee populations but seldom kills the animals.
 D) Smallpox outbreaks sometimes occur in chimpanzee populations and kills all the animals affected.
 E) Smallpox continues to be a common, naturally occurring infection in human beings.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph

**20)** Smallpox

 A) has occurred in a few countries since 1977.
 B) has little potential as a weapon of bioterrorism.
 C) has not occurredanywhere in the word since 1977.
 D) very seldom kills people, but does scar them.
 E) is an emerging infectious disease.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph

**21)** Ulcers, previously thought to be caused by stress, are in fact often caused by

 A) a bacterial infection.
 B) an insufficient diet.
 C) a genetic mutation.
 D) a fungal pathogen.
 E) a viral infection.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph

**22)** Bacteria are useful to study because

 A) they produce protein in a simpler manner than more complex organisms.
 B) they have the same fundamental metabolic and genetic properties as higher organisms.
 C) they produce energy in a simpler manner than more complex organisms.
 D) they both synthesize and are resistant to all known antibiotics.
 E) they produce peptidoglycan in a simpler manner than more complex organisms.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.06 Describe why microorganisms are useful research tools.
Section : 01.03
ASM Objective : 04.02 Although the central dogma is universal in all cells, the processes of replicat

**23)** Which of the following regarding normal microbiota is TRUE?

 A) Normal microbiota are only found in the lungs or digestive tract.
 B) Normal microbiota protect us from disease by competing with pathogenicbacteria.
 C) Normal microbiota are only found on small select parts of the human body.
 D) Normal microbiota typically cause disease when growing in or on our bodies.
 E) Normal microbiota play little or no role in the general health of humans.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
ASM Topic : Module 05 Systems

**24)** Bacteria are present on the body

 A) only during disease-causing infections.
 B) at all times.
 C) only in certain areas.
 D) only after intense exercise.
 E) only after using public transport.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur

**25)** Bacteria are good research models because they

 A) vary in size from microscopic to macroscopic.
 B) share manyproperties with more complex organisms.
 C) can be assembled into complex multicellular organisms.
 D) have similarly complicated growth requirements.
 E) develop the same diseases as humans and animals.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
ASM Objective : 06.03 Humans utilize and harness microorganisms and their products.
Learning Outcome : 01.06 Describe why microorganisms are useful research tools.
Section : 01.03

**26)** Select the FALSE statement regarding bacteria.

 A) They are usually rod, sphere, or spiral in shape.
 B) They reproduce by binary fission.
 C) They contain a peptidoglycan cell wall.
 D) They are found as single cells.
 E) They are never photosynthetic.

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria

**27)** Which is usually NOT true of archaea?

 A) They move using flagella.
 B) They reproduce by mitosis.
 C) They contain rigid cell walls.
 D) They are found as single cells.
 E) They are prokaryotes.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
ASM Objective : 05.01 Microorganisms are ubiquitous and live in diverse and dynamic ecosystems.
Section : 01.03
Topic : Archaea

**28)** All of the statements regarding archaea are true EXCEPT

 A) they contain peptidoglycan in their cell walls.
 B) they reproduce by binary fission.
 C) they contain a rigid cell wall.
 D) they are found as single cells.
 E) they often grow in extreme environments.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
ASM Objective : 05.01 Microorganisms are ubiquitous and live in diverse and dynamic ecosystems.
Section : 01.03
Topic : Archaea

**29)** An extreme environment in which archaea have been found is

 A) lakes and oceans.
 B) boiling hot springs.
 C) marshes and swamps.
 D) refrigerators.
 E) animal digestive tracts.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
ASM Objective : 03.01 Bacteria and Archaea exhibit extensive, and often unique, metabolic diversity (
Section : 01.03
Topic : Archaea

**30)** The cell types that lack a membrane-bound nucleus and have rigid cell walls of peptidoglycan are

 A) eukaryotes.
 B) fungi.
 C) bacteria.
 D) archaea.
 E) protozoa.

 **Question Details**Bloom's : 1. Remember
ASM Topic : Module 02 Structure and Function
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
ASM Objective : 03.01 Bacteria and Archaea exhibit extensive, and often unique, metabolic diversity (
Section : 01.03
Topic : Bacteria

**31)** The prokaryotic domain includes

 A) bacteria AND fungi.
 B) archaea AND viruses.
 C) fungi AND bacteria.
 D) bacteria, archaea, AND fungi.
 E) bacteria AND archaea.

 **Question Details**Bloom's : 1. Remember
ASM Topic : Module 02 Structure and Function
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
ASM Objective : 03.01 Bacteria and Archaea exhibit extensive, and often unique, metabolic diversity (
Section : 01.03
Topic : Bacteria
Topic : Archaea

**32)** Select the TRUE statement(s) regardingeukaryotes.

 A) Eukaryotes are all multicellular organisms AND have a membrane around the DNA.
 B) Eukaryotes have a more complex internal structure than archaea or bacteria.
 C) Eukaryotes have a simpler internal structure than archaea or bacteria AND have a membrane around the DNA.
 D) Eukaryotes have a membrane around the DNA.
 E) Eukaryotes have a more complex internal structure than archaea or bacteria AND have a membrane around the DNA.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03

**33)** Which group(s) below contain single-celled and multicellular organisms?

 A) Algae AND bacteria
 B) Fungi AND archaea
 C) Protozoa AND bacteria
 D) Algae AND fungi
 E) Fungi AND protozoa

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
ASM Objective : 02.04 While microscopic eukaryotes (for example, fungi, protozoa, and algae) carry ou
Topic : Fungi
Topic : Algae

**34)** All living organisms

 A) may be classified in four domains.
 B) may be classified in three domains.
 C) probably do not have a common ancestor.
 D) have never shared genes between domains.
 E) are capable of causing disease.

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.

**35)** The system by which organisms are named is referred to as

 A) systematics.
 B) naming.
 C) nomenclature.
 D) binomialism.
 E) bioinformatics.

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Section : 01.03
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to

**36)** The scientific name of an organism includes its

 A) family and genus.
 B) first name and last name.
 C) genus and species.
 D) domain and genus.
 E) domain and species.

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to

**37)** Which are the correctly written scientific name?

 A) *Staphylococcus aureus*
 B) *Staphylococcus a.*
 C) *St. aureus*
 D) *Staph*

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 3. Apply
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to

**38)** Which of these applies to the term strain?

 A) *E*. *coli* 0157:H7
 B) *E*. *coli*
 C) Minor variation of a species
 D) Major variation of a species
 E) *E*. *coli* 0157:H7 AND minor variation of a species

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 3. Apply
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to

**39)** Select the statement that is TRUE regarding viroids.

 A) They are naked (lacking a protein shell) pieces of RNA.
 B) They are naked (lacking a protein shell) pieces of DNA.
 C) They are known to cause neurodegenerative diseases in animals.
 D) They are composed of protein encasing a DNA genome.
 E) They are composed of both RNA and DNA within a lipid coat.

 **Question Details**Bloom's : 1. Remember
ASM Topic : Module 02 Structure and Function
ASM Objective : 05.01 Microorganisms are ubiquitous and live in diverse and dynamic ecosystems.
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.

**40)** Outside of a host cell, viruses are

 A) carrying out a few biochemical reactions.
 B) synthesizing proteins necessary for entry into the host.
 C) inert, and not capable of replication.
 D) constructing a membrane known as an envelope.
 E) capable of a few replication cycles.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
ASM Objective : 02.05 The replication cycles of viruses (lytic and lysogenic) differ among viruses an
Topic : Viruses

**41)** Viruses may only be grown

 A) in sterile growth media.
 B) in living cells.
 C) at body temperature.
 D) in darkness.
 E) in liquid broths.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
ASM Objective : 02.05 The replication cycles of viruses (lytic and lysogenic) differ among viruses an
Topic : Viruses

**42)** Viruses are in the domain(s)

 A) viridae.
 B) eukarya.
 C) archaeaAND bacteria.
 D) bacteria AND viridae.
 E) None of the answer choices is correct.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Section : 01.03
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
ASM Objective : 02.05 The replication cycles of viruses (lytic and lysogenic) differ among viruses an
Topic : Viruses

**43)** Which if the following is TRUE regarding viruses?

 A) They are obligate intracellular parasites.
 B) They are single-celled organisms.
 C) They are composed of only proteins.
 D) They belong tothe domain *Archaea*.
 E) They containonly of DNA or RNA.

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
Section : 01.03
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
ASM Objective : 02.05 The replication cycles of viruses (lytic and lysogenic) differ among viruses an
Topic : Viruses

**44)** What do viruses, viroids, and prions all have in common?

 A) They contain only RNA and protein.
 B) They are acellular agents of disease.
 C) They contain only DNA or protein.
 D) They infect only animals.
 E) They cause neurodegenerative diseases.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Section : 01.03
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses

**45)** Viruses and viroids are

 A) capable of independent reproduction.
 B) obligate intracellular parasites.
 C) members of the domain *Bacteria*.
 D) larger than most bacteria in size.
 E) agents that cause disease in animals.

 **Question Details**Bloom's : 3. Apply
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses

**46)** Which is TRUE about prions?

 A) They are only composed of RNA.
 B) They are only composed of DNA.
 C) They are only composed of protein.
 D) They cause diseases in plants.
 E) They are only composed of RNA and DNA.

 **Question Details**Bloom's : 1. Remember
ASM Topic : Module 02 Structure and Function
Section : 01.03
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.

**47)** A new organism was found that was unicellular and 1 cm long. The "large" size of this organism alone would

 A) mean that it couldnot be a bacterium.
 B) mean that it must be a protozoan.
 C) not be useful for identifying it.
 D) mean that it belongs in the domain *Eukarya*.
 E) suggest that it is a virus.

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Section : 01.02
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an

**48)** Although it is said that the twentieth century was the Age of Physics, it is predicted that the twenty-first century will be the age of

 A) chemistry.
 B) computers.
 C) microbial biodiversity.
 D) mathematics.
 E) psychology.

 **Question Details**Topic : History of Microbiology
Bloom's : 2. Understand
Learning Outcome : 01.02 Explain how the successful challenge to the idea of spontaneous generation l
Section : 01.03

**49)** HIV/AIDS can be categorized as a new or emerging infectious disease. By putting it into this category, we areindicating that

 A) this infection hasn't been observed in the human population prior to recent (within the last 50 years) outbreaks.
 B) this disease hasbeen in susceptible populations for centuries, but has only recently achievedinfection levels that became detectable.
 C) the infectiousagent is still evolving and changing, unlike with older, moreestablisheddiseases such as plague or polio.
 D) the disease hasalways been in susceptible populations and causing disease, but we lacked thetechnology to detect it.
 E) this infection hasn't been observed in the human population prior to recent (within the last 5 years) outbreaks.

 **Question Details**ASM Topic : Module 01 Evolution
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph
Topic : Viruses
Bloom's : 5. Evaluate

**50)** An illness outbreak occurs in New York City birds in the late 1990s. After an investigation, the Centers for Disease Control (CDC) determine that the agent causing theis the West Nile virus. Outbreaks of this illness have been observed in several other countries in Asia and the Middle East across the last 50 years, but not in the United States. With this information, what would be the best categorization of this infectious agent/disease?

 A) This isa reemerging infection. It is been around for a long time, and it is reappearing in a susceptible population again.
 B) This isa nosocomial (hospital-acquired)infection. It is transmitted from animals to human beings in urban environments.
 C) This is an emerging infection. It hasn't been around that long, and it has made a jump across continents into a new susceptible population.
 D) This is an unimportant infection thatnot a concern to human beings because it occurs in birds, so there is no need to classify it.
 E) This is a chronic infection. It has been around for many years, and it has made a jump across continents into a new susceptible population.

 **Question Details**ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Topic : Viruses
Bloom's : 5. Evaluate

**51)** Why are we concerned at all with monitoring emerging/reemerging diseases?

 A) These representgrowing threats to human health that will require new scientific research andresources to effectively combat.
 B) Because globalization leads to more chances for spread of illnesses into new areas and populations. Monitoring these illnesses will help us to protect people.
 C) Because the speed of travel has increased, so it is far more likely that a serious pathogen can spread rapidly across the globe. Monitoring these illnesses will help us protect populations.
 D) All of the answer choices are correct.
 E) None of the answer choices is correct.

 **Question Details**ASM Topic : Module 06 Impact of Microorganisms
Bloom's : 4. Analyze
Section : 01.02
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph
ASM Objective : 06.02 Microorganisms provide essential models that give us fundamental knowledge abou

**52)** A microbiologist obtained two pure isolated biological samples: one is a virus, and one is a viroid. The labels came off the samples during a move from one lab to the next, however. The scientist felt she could distinguish between the two samples by analyzing for the presence of a single type of molecule. Whatwould she be looking for to differentiate between the two?

 A) DNA
 B) Protein
 C) Lipid
 D) RNA
 E) Carbohydrate

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses
Bloom's : 5. Evaluate

**53)** A scientist has two samples—the first is a prion, while the second is a viroid. However, the samples are in unlabeled tubes.The scientistwants to run a simple analysis to determine which tube contains the prionand which one contains the viroid. What type of molecule would she look for to do this?

 A) Lipids
 B) DNA
 C) Protein
 D) Polysaccharides
 E) Peptidoglycan

 **Question Details**Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Bloom's : 5. Evaluate
ASM Objective : 07.01b Ability to apply the process of science: Analyze and interpret results from a
ASM Topic : Module 07 Scientific Thinking

**54)** A scientist discovers a new species near coral reefs in Australia. He finds that this single-celled species is photosynthetic (using sunlight for energy), has a rigid cell wall structure with no peptidoglycan, uses a flagellum for motion, and contains a variety of internal structures that are membrane-bound. Given this information, this new species is most likely a(n) \_\_\_\_\_\_ cell in the \_\_\_\_\_\_ domain.

 A) bacterial; *Eukarya*
 B) fungal; *Prokarya*
 C) viral; *Archaea*
 D) algal; *Eukarya*
 E) protozoan; *Bacteria*

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 4. Analyze
Topic : Microbial Roles
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Algae
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to
Learning Outcome : 01.10 Compare and contrast the algae, fungi, and protozoa.

**55)** Scientists recently cloned Louis Pasteur and put him to work in a modern lab. He immediately developed a topical gel (used externally) that breaks down proteins. Since he hasn't been around for some time, he's unsure what the best application for his invention might be. Help him out. What pathogenic agent would this gel be most effective and safe at eliminating?

 A) Viroids on the surface of agricultural plant tissues.
 B) Prions inside the central nervous system of cows.
 C) Viruses on the surface of the skin.
 D) Bacteria in the intestines of human beings.
 E) The fungus that causes infections under people's toenails.

 **Question Details**ASM Topic : Module 02 Structure and Function
ASM Topic : Module 06 Impact of Microorganisms
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses
Bloom's : 5. Evaluate

**56)** Select the TRUE statement regarding viruses.

 A) Most viruses are smaller than bacteria but bigger than mitochondria.
 B) Viruses may be unicellular or multicellular.
 C) Viruses contain both DNA and RNA.
 D) Viruses always cause death of the host cells they infect.
 E) Virus are considered living because they contain nucleic acid.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
ASM Objective : 02.05 The replication cycles of viruses (lytic and lysogenic) differ among viruses an
Topic : Viruses

**57)** You are examining a pea plant that is showing signs of disease—brown leaves and no pea pods. You isolate an agent from the plant that only contains RNA and protein. This is a(n) \_\_\_\_\_\_.

 A) viroid
 B) virus
 C) bacterium
 D) fungus
 E) protozoan

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
ASM Topic : Module 06 Impact of Microorganisms
Bloom's : 4. Analyze
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses

**58)** Which terms refer to bacterial morphology?

 A) BacillusAND polyhedral
 B) Coccus AND polyhedral
 C) Coccus AND Bacillus
 D) Polyhedral, coccus, AND Bacillus
 E) Coccus AND squarish

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Activity Type : New
ASM Objective : 02.04 The structure and function of microorganisms have been revealed by the use of m
Topic : Bacterial Cellular Morphology

**59)** What was the significance of the shape of the flasks used by Pasteur in his experiments proving biogenesis?

 A) The flask shape allowed Pasteur to use less broth, so the experiments were cheaper and could be repeated more often.
 B) The swan neck of the flasks allowed “vital force” to enter them but prevented bacteria from falling into the broth.
 C) Swan-necked flasks have an opening too small for entry of microbes, while conical flasks have a wide neck that allows microbial entry.
 D) Pasteur could place gel in the bend of the swan-necked flask, trapping any entering microbes.
 E) There is no significance; Pasteur simply used any flasks available in his laboratory, in this case swan-necked.

 **Question Details**Section : 01.01
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat
ASM Topic : Module 06 Impact of Microorganisms
Learning Outcome : 01.03 Describe the scientific method, using Pasteur’s swan-necked flask expe
Activity Type : New
ASM Objective : 02.04 The structure and function of microorganisms have been revealed by the use of m

**60)** A patient’s throat swab yields organisms that appear as long chains of round cells under light microscope. Given this information, it is possible that the organism is:

 A) *Streptococcus pyogenes*
 B) *Staphylococcus aureus*
 C) *Bacillus* species
 D) A virus
 E) *Streptococcus pyogenes* OR  *Staphylococcus aureus*

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria
Activity Type : New

**61)** Which statement about normal microbiota is TRUE?

 A) The body carries 10 times as many microbial cells as human cells.
 B) Normal microbiota is restricted to the gut and only plays a role in digestion and vitamin synthesis.
 C) The microbiome includes members of a microbial community and the genetic makeup of that community.
 D) The majority of microbes in a microbiome can be identified by culturing them in a laboratory.
 E) Bacterial species associated with gum disease also always cause Alzheimer’s disease.

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Activity Type : New

**62)** Which of the following bacterial pairs is LEAST related?

 A) *Escherichia coli* K AND *Escherichia coli* B12
 B) *Bacillus subtilis* AND *Bacillus cereus*
 C) *Vibrio cholerae* O1 AND *Vibrio cholerae* O139
 D) *Escherichia coli* O157:H7 AND *E. coli* O157:H4
 E) *Streptococcus pneumoniae* AND *Mycoplasma pneumoniae*

 **Question Details**ASM Topic : Module 01 Evolution
Bloom's : 3. Apply
Section : 01.03
Topic : Bacteria
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
Activity Type : New

**63)** Consider the Venn diagram pertaining to the three domains, and select the CORRECT characterization. Remember that characteristics shared by two or more items are found in the circle overlaps.


 A) Prokaryote AND peptidoglycan - B
 B) Eukaryote AND multicellular - G
 C) Prokaryote AND multicellular - D
 D) Prokaryote AND nucleus - E
 E) Prokaryote - F

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
ASM Objective : 05.01 Microorganisms are ubiquitous and live in diverse and dynamic ecosystems.
Section : 01.03
Topic : Bacteria
Topic : Archaea
Activity Type : New

**64)** Consider the Venn diagram pertaining to prokaryotes, eukaryotes and acellular agents, and select the INCORRECT classification. Remember that in a Venn diagram, common characterisitcs are found in the circle overlaps.


 A) Peptidoglycan, 70S ribosomes and nucleoid - A
 B) Cytoplasm, ribosomes and DNA - B
 C) DNA *or* RNA, lipid and protein - G
 D) Ribosomes, cytoplasm and nucleic acid - E
 E) Mitochondria, Golgi and chloroplasts - C

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses
Activity Type : New
ASM Objective : 02.04 The structure and function of microorganisms have been revealed by the use of m
ASM Objective : 08.01 Properly prepare and view specimens for examination using microscopy (bright fi

**65)** A scientist isolates a microbe from a contaminated water source. She thinks that the organism might be a new bacteria that is capable of surviving in the presence of lead, which is a heavy metal. She makes tubes of nutrient medium (supports microbial growth) containing either no lead, 0.1 mg lead, 0.25 mg lead, 0.5 mg of lead, or 1 mg of lead. She inoculates each tube with the 10 x 103 cells of the new organism and then incubates the tubes at 37oC. After 48 hours, she examines the tubes and finds that there is no growth in any of them. However, she finds that the organism grew well in medium that did not contain any lead. She decides to repeat the experiment using lower concentrations of lead than those she used initially.

 **Question Details**

**65.1)** Select which of the following is the hypothesisbeing tested by the scientist.

 A) The newly isolated microbe can grow in the presence of lead.
 B) The newly isolated microbe is a bacteria.
 C) Lead can be placed into tubes of growth medium.
 D) Bacteria must be incubated for 72 hours before they grow.
 E) Lead is a good nutrient for all bacterial growth.

 **Question Details**Section : 01.01
Topic : History of Microbiology
Bloom's : 4. Analyze
ASM Objective : 03.03 The survival and growth of any microorganism in a given environment depends on
ASM Objective : 03.01 Bacteria and Archaea exhibit extensive, and often unique, metabolic diversity (
ASM Topic : Module 07 Scientific Thinking
ASM Objective : 07.01a Ability to apply the process of science: Demonstrate an ability to formulate h
ASM Objective : 08.07 Document and report on experimental protocols, results and conclusions.
Learning Outcome : 01.03 Describe the scientific method, using Pasteur’s swan-necked flask expe

**65.2)** Identify the control step in the scenario described.

 A) Inoculating the test microbe into nutrient medium containing a different heavy metal.
 B) Isolating the microbe from a contaminated water source.
 C) Inoculating the test microbe into nutrient medium lacking lead.
 D) Inoculating the test microbe into medium containing lower levels of lead than used initally.
 E) Inoculating the test microbe into contaminated water containing high levels of lead.

 **Question Details**Section : 01.01
Topic : History of Microbiology
ASM Topic : Module 06 Impact of Microorganisms
ASM Objective : 03.01 Bacteria and Archaea exhibit extensive, and often unique, metabolic diversity (
Bloom's : 5. Evaluate
ASM Objective : 07.01b Ability to apply the process of science: Analyze and interpret results from a
ASM Topic : Module 07 Scientific Thinking
Learning Outcome : 01.03 Describe the scientific method, using Pasteur’s swan-necked flask expe
ASM Objective : 03.02 The interactions of microorganisms among themselves and with their environment
ASM Topic : Module 03 Metabolic Pathways

**65.3)** What conclusion can the scientist in this scenario make from her results?

 A) The test bacteria take more than 48 hours to grow in the laboratory when incubated at 37 oC.
 B) All contaminated water contains high levels of lead and other heavy metals.
 C) The test organism was killed by the levels of lead tested.
 D) All experiments should be repeated three times or more.
 E) Lead-contaminated water never contains any living organisms.

 **Question Details**Section : 01.01
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
ASM Objective : 05.03 Microorganisms and their environment interact with and modify each other.
Bloom's : 5. Evaluate
ASM Topic : Module 07 Scientific Thinking
ASM Objective : 07.01a Ability to apply the process of science: Demonstrate an ability to formulate h
Learning Outcome : 01.03 Describe the scientific method, using Pasteur’s swan-necked flask expe
ASM Topic : Module 03 Metabolic Pathways

**66)** Janus is a keen baseball player at the high school where you are employed as a nurse. He comes to your office and shows you an injury to his knee which he got by sliding into home base, scoring a game-winning run. His knee has araw patch where the skin has been scraped off, and the area around the wound is swollen.Janus tells you that he washed his knee with soap and water to remove any germs, and then put a bandage onit, but it is very painful and red.

 **Question Details**

**66.1)** You explain to Janus that he may have an infection in his wound, possibly caused by the organism *Staphylococcus epidermidis*. You tell him that the genus name of the organism indicates that

 A) the cells are found in the digestive tract.
 B) the cells are round and grow in clusters.
 C) the organism is a pathogen.
 D) the organism is normal microbiota.
 E) the cells have a golden color.

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
ASM Topic : Module 06 Impact of Microorganisms
Bloom's : 4. Analyze
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph
Section : 01.03
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.

**66.2)** Janus tells you he knows that yeast cells are also round. He asks how scientists can tell the difference between yeasts and bacteria. Select the choice that best answers his question.

 A) Bacteria are microscopic.
 B) Bacteria are photosynthetic.
 C) Bacteria are unicellular.
 D) Bacteria contain peptidoglycan.
 E) Bacteria can be pathogenic.

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
ASM Objective : 05.01 Microorganisms are ubiquitous and live in diverse and dynamic ecosystems.
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph
Section : 01.03
Topic : Bacteria
Topic : Fungi
ASM Objective : 02.02 Bacteria have unique cell structures that can be targets for antibiotics, immun

**66.3)** Janus asks you if there is something he can use to kill any bacteria in his wound without affecting any of his own body cells. You tell him that some antibiotics kill bacteria by targeting \_\_\_\_\_ , a compound unique to bacteria.

 A) protein
 B) nuclear membrane
 C) flagella
 D) peptidoglycan
 E) chitin

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph
Section : 01.03
Topic : Bacteria
ASM Objective : 02.02 Bacteria have unique cell structures that can be targets for antibiotics, immun

**66.4)** Janus' knee infection should be considered an emerging infectious disease, and you should report it to the Centers of disease Control (CDC).

 ⊚ true
 ⊚ false

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph
Section : 01.03

**67)** Sandy has been taking an antibiotic for a urinary tract infection (UTI). Although the signs and symptoms of Sandy's UTIresolved after a few days of taking the medication, she complains to you that she has been having watery diarrheafor the last two days, and she wonders whether the antibiotic is affecting her digestive tract. You take the opportunity to give her information about her normal microbiota.

 **Question Details**

**67.1)** You explain to Sandy that her body carries an enormous population of microorganisms, collectively called the normal microbiota. You tell her that this population has a vital role in maintaining her health. Select the FALSE statement regarding the role of the normal microbiota. <!--Markup Copied from Habitat-->

 A) Normal microbiotaprevent disease by competing with pathogenic microbes. <!--Markup Copied from Habitat-->
 B) Normal microbiotahelp to degrade foods that the body otherwise could not digest. <!--Markup Copied from Habitat-->
 C) Normal microbiotasynthesize vitamins that the body cannot produce. <!--Markup Copied from Habitat-->
 D) Normal microbiotaproduce insulin for controlling blood sugar levels.
 E) Normal microbiotalikely affects the tendency to lose or gain weight. <!--Markup Copied from Habitat-->

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
ASM Objective : 06.01 Microbes are essential for life as we know it and the processes that support li
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Topic : Bacteria

**67.2)** You are concerned that Sandy may have a *Clostridioides difficile* infection (CDI). When normal microbiota is disturbed, organisms such as *C. difficile* may thrive. What caused the disturbance in Sandy's normal microbiota in this case?

 A) The bacteria causing Sandy's urinary tract infection.
 B) The antibiotics Sandy was taking to treat her UTI.
 C) Sandy's presence in the hospital.
 D) Sandy's watery diarrhea.
 E) Dehydration caused by Sandy's watery diarrhea.

 **Question Details**ASM Topic : Module 02 Structure and Function
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.07 Describe the role of microbes in disease, including examples of past triumph
Topic : Bacteria
Bloom's : 5. Evaluate
ASM Topic : Module 07 Scientific Thinking
ASM Objective : 02.02 Bacteria have unique cell structures that can be targets for antibiotics, immun
ASM Objective : 03.04 The growth of microorganisms can be controlled by physical, chemical, mechanica

**67.3)** Digestive tract microbiome plays no role in maintaining a person's health.

 ⊚ true
 ⊚ false

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur
Topic : Bacteria

**68)** Five patients were admitted into the hospital, each one suffering of a different illness. Tests were carried out on each patient to identify the pathogens causing their illnesses. The chemical composition of the pathogens was established and is shown in Table 1:

|  |
| --- |
| **Table 1. Chemical composition of isolated pathogens.** |
|  | **Protein** | **Lipid** | **DNA** | **RNA** |
| Patient #1 | + | - | + | - |
| Patient #2 | + | + | + | + |
| Patient #3 | + | - | - | + |
| Patient #4 | + | - | - | - |
| Patient #5 | + | + | + | + |
| Note: (+) indicates presence; (-) indicates absence |

 **Question Details**

**68.1)** What type of pathogen could be causing the disease in patient #1?

 A) A virus
 B) A bacterium
 C) A fungus
 D) A prion
 E) A yeast

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
ASM Topic : Module 06 Impact of Microorganisms
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses
Activity Type : New

**68.2)** Which patient(s) is/are being infected by an acellular infectious agent?

 A) Patients 1, 3, and 4
 B) Patients 1, 2, 3 and 4
 C) Patients 2 and 3
 D) Patients 1, 2, 3 and 5
 E) Patients 2, 3, 4 and 5

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 4. Analyze
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses
Activity Type : New

**68.3)** What treatment(s) would likely be the most appropriate to treat patient #2?

 A) Antiviral drug
 B) Antibiotic, antifungal or antiprotozoan drug
 C) Antifungal drug
 D) Antibiotic AND antiviral drug
 E) Antiprotozoan drug

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 4. Analyze
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria
Activity Type : New

**68.4)** Which patient(s) is/are affected by a pathogen that specifically affects the brain?

 A) Patient #1 ANDPatient #4
 B) Patient #2 ANDPatient #3
 C) Patient #3
 D) Patient #1 AND Patient #3
 E) Patient #4

 **Question Details**ASM Topic : Module 02 Structure and Function
ASM Topic : Module 06 Impact of Microorganisms
Bloom's : 4. Analyze
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Activity Type : New

**68.5)** Which patient(s) is/are infected by a pathogen that divides by binary fission?

 A) Patient #2
 B) Patient #2 AND Patient #5
 C) Patient #2 AND Patient #4
 D) Patient #4
 E) Patient #5

 **Question Details**ASM Topic : Module 02 Structure and Function
ASM Topic : Module 06 Impact of Microorganisms
Bloom's : 4. Analyze
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Section : 01.03
Topic : Fungi
Learning Outcome : 01.10 Compare and contrast the algae, fungi, and protozoa.
Activity Type : New

**69)** Spontaneous generation refers to the idea that organisms came from other organisms.

 ⊚ true
 ⊚ false

 **Question Details**Bloom's : 1. Remember
Section : 01.01
ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Learning Outcome : 01.01 Describe the key experiments of scientists who disproved spontaneous generat

**70)** The human body only contains bacteria during illness.

 ⊚ true
 ⊚ false

 **Question Details**Bloom's : 2. Understand
ASM Topic : Module 06 Impact of Microorganisms
Section : 01.02
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Learning Outcome : 01.04 Explain the importance of microorganisms in the health of humans and the sur

**71)** Bacteria and eukarya both contain membrane-bound organelles.

 ⊚ true
 ⊚ false

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria

**72)** The scientific name of an organism indicates its domain.

 ⊚ true
 ⊚ false

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.
ASM Objective : 01.04 The traditional concept of species is not readily applicable to microbes due to

**73)** Viroids are naked (lacking a protein shell) pieces of RNA that infect plants.

 ⊚ true
 ⊚ false

 **Question Details**ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
ASM Objective : 05.04 Microorganisms, cellular and viral, can interact with both human and nonhuman h
Topic : Microbial Roles
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
ASM Objective : 02.05 The replication cycles of viruses (lytic and lysogenic) differ among viruses an

**74)** Viruses simultaneously contain DNA, RNA, and protein.

 ⊚ true
 ⊚ false

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses

**75)** Viruses, viroids, and prions are obligate intracellular agents.

 ⊚ true
 ⊚ false

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Section : 01.03
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses

**76)** Viruses and bacteria are both unicellular.

 ⊚ true
 ⊚ false

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria
Learning Outcome : 01.11 Compare and contrast viruses, viroids, and prions.
Topic : Viruses

**77)** An organism is categorized in a domain according to its cell size.

 ⊚ true
 ⊚ false

 **Question Details**ASM Topic : Module 02 Structure and Function
Topic : History of Microbiology
Bloom's : 2. Understand
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre
Learning Outcome : 01.09 Explain the features of an organism’s scientific name.

**78)** Archaea are very similar to bacteria and have rigid cell walls made of peptidoglycan.

 ⊚ true
 ⊚ false

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 2. Understand
ASM Objective : 02.03 Bacteria and Archaea have specialized structures (e.g., flagella, endospores, a
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
Topic : Bacteria
Topic : Archaea

**79)** *Thiomargarita* *namibiensis* cannot be a eukaryote because it is only 1 mm in width.

 ⊚ true
 ⊚ false

 **Question Details**ASM Objective : 02.01 The structure and function of microorganisms have been revealed by the use of m
ASM Topic : Module 02 Structure and Function
Bloom's : 3. Apply
Learning Outcome : 01.08 Compare and contrast characteristics of members of the Bacteria, Archaea, an
Section : 01.03
ASM Objective : 01.05 The evolutionary relatedness of organisms is best reflected in phylogenetic tre

**Answer Key**Test name: Chapter 01

1) B

2) C

3) C

4) B

5) B

6) B

7) B

8) A

9) D

10) C

11) A

12) E

13) E

14) B

15) A

16) D

17) A

18) C

19) A

20) C

21) A

22) B

23) B

24) B

25) B

26) E

27) B

28) A

29) B

30) C

31) E

32) E

33) D

34) B

35) C

36) C

37) A

38) E

39) A

40) C

41) B

42) E

43) A

44) B

45) B

46) C

47) C

48) C

49) A

50) C

51) D

52) B

53) C

54) D

55) C

56) A

57) B

58) C

59) B

60) A

61) C

62) E

63) B

64) D

65) Section Break

65.1) A

65.2) C

65.3) C

66) Section Break

66.1) B

66.2) D

66.3) D

66.4) FALSE

67) Section Break

67.1) D

67.2) B

67.3) FALSE

68) Section Break

68.1) A

68.2) A

68.3) B

68.4) E

68.5) B

69) FALSE

70) FALSE

71) FALSE

72) FALSE

73) TRUE

74) FALSE

75) TRUE

76) FALSE

77) FALSE

78) FALSE

79) FALSE