

OLYMPIADS SCHOOL/ENGLISH IB/TOPS/MACS/CLASS 1 HOMEWORK

NAME (FIRST AND LAST): _____

GRADE: _____

Read the passages carefully and then answer the questions about them. For each question, decide on the basis of the passage which one of the choices best answers the question.

PASSAGE A

Proudly wearing his Muslim robes, a chief butcher in a town in Ghana is an important man. It is his duty to slaughter the cattle that will be sold in market, and since many people in this area of Africa are Muslims, the process must be carried out according to their religious regulations. The government requires that the butcher also make sure that the cattle are in good health before he slaughters them.

In Muslim areas of Ghana, chief butchers inherit their positions. Like tribal chiefs, they have their own bands of musicians who never play for anyone else. The musicians go to the market in the morning. As soon as the meat arrives, they begin to play. Their music continues as long as the supply of meat lasts. This way, everyone in town knows when the butcher shop is open. They can also tell when all of the meat has been sold.

1. According to the passage, the musicians begin to play when
 - a. evening comes
 - b. they are hungry
 - c. the meat arrives
 - d. the butcher arrives
 - e. government officials visit
2. Muslims in Ghana probably look on the butcher with
 - a. respect
 - b. suspicion
 - c. confusion
 - d. amazement
 - e. dissatisfaction
3. According to the passage, butchers are like tribal chiefs because they
 - a. are Muslims
 - b. wear splendid robes
 - c. have musicians play for them
 - d. are regulated by the government
 - e. are taught to sing when they are young

4. The author is most concerned with describing
 - a. African restaurants
 - b. how meat is prepared
 - c. a man and his occupation
 - d. musical instruments of Ghana
 - e. the appearance of Muslim garments
5. According to the passage, people know when all the meat has been sold because
 - a. a bell is rung
 - b. the music stops
 - c. the butcher puts a sign out
 - d. the butchers door is locked
 - e. a special flag is hung outside the shop

PASSAGE B

The myths of the ancient Greeks described the world as managed by a multitude of beings who were like men but who had different powers. They loved and hated and quarreled with each other, like men. They were gods, though, and could not kill each other because they were immortal. They were, however, subject to a higher power which they called Necessity.

Many of the myths are beautiful, but some are not. They seem to say that the gods rose from savagery, just as men did, and were not always sure what was good and noble. The Greeks thought of the gods as friendly people, rather like themselves. They also feared them as terrible and strong and ready to punish those who angered them.

1. The author is primarily concerned with
 - a. discussing life in ancient Greece
 - b. telling a story involving the Greek gods
 - c. explaining the role of Necessity in Greek myths
 - d. describing the Greek's belief about their gods
 - e. explaining why the Greeks believed in many gods
2. According to the passage, the gods could NOT do which of the following?
 - a. punish men
 - b. kill one another
 - c. love one another
 - d. fight with one another
 - e. deal directly with men
3. When the author mentions "beings" in the first sentence, he is referring to
 - a. the gods
 - b. Necessity
 - c. the Greek people
 - d. men and animals
 - e. people from different countries

4. The author suggests that the Greeks thought their gods as
 - a. domineering and easily angered
 - b. friendly but possibly dangerous
 - c. cheerful and uninterested in men
 - d. easily surprised by men's behavior
 - e. dishonest and generally irresponsible
5. According to the passage, the Greek gods were subject to
 - a. the will of men
 - b. the will of other gods
 - c. good and noble judges
 - d. a power called Necessity
 - e. laws made by the gods themselves
11. The author concludes from the Greek myths that the gods were
 - a. evil
 - b. unkind
 - c. imperfect
 - d. unnecessary
 - e. unconcerned

PASSAGE C

Little Jim was, for the time, Engine Number 36, and he was making the run between Syracuse and Rochester. He was fourteen minutes behind time, and the throttle was wide open. As a result, when he swung around the curve at the flower bed, a wheel of his cart destroyed a tulip. Number 36 slowed down at once and looked guiltily at his father, who was mowing the lawn. The doctor had his back to the accident, and he continued to pace slowly to and fro, pushing the mower.

Jim dropped the handle of the cart. He looked at his father and at the broken flower. Finally, he went to the tulip and tried to stand it up, but it would only hang limply from his hand. Jim could not repair it. He looked again toward his father.

1. At the beginning of the passage, Jim was pretending that he was
 - a. piloting an airplane
 - b. driving a tractor
 - c. a passenger on a train
 - d. a speeding railroad engine
 - e. running a race with a freight train
2. The author is primarily concerned with
 - a. describing Jim's actions
 - b. ridiculing Jim's mistakes
 - c. detailing Jim's appearance
 - d. predicting the reactions of Jim's father
 - e. comparing Jim's thoughts to those of his father

3. According to the passage, Jim's father was a
- farmer
 - doctor
 - gardener
 - train engineer
 - business executive
4. Jim apparently thought that when his father saw the broken flower his reaction would be one of
- fear
 - anger
 - curiosity
 - amusement
 - indifference
5. His story apparently takes place in
- a city park
 - a railroad station
 - the yard by Jim's house
 - a meadow near the railroad track
 - the playground near Jim's school
6. At the time the tulip was broken, Jim was probably
- backing up his wagon
 - hurrying to catch a train
 - pushing the mower recklessly
 - crawling through the flower bed
 - pulling his wagon around the garden
7. Jim picked up the tulip because he wanted to
- make a bouquet
 - mend its injury
 - use it in a game
 - give it to his father
 - move it out of the way

PASSAGE D

One day when we were doing research among the Bushmen, we were surprised to discover that three different women claimed the man, Angita, who was a fine wood carver, as a son. Later that day, when our boat found itself abreast of the dugout which Angita was poling, we lost no time in questioning him.

"Angita," we called. "Is the woman who gave us the rice your mother?"

He nodded yes.

"But what of Tika, who said she was your mother, too?"

He was a quick-witted lad, and he saw at once what we had in mind. He said with a laugh, "You are asking about my true, true mother, the one who made me? It is not this one, and it is not Tika, who made me. It is Kutai."

"But who are the other two?"

"They are her sisters."

1. Who was Angita's real mother?
 - a. Tiki
 - b. Kutai
 - c. none of the above
 - d. the passage does not say
 - e. the woman who gave the authors rice
2. When the researchers questioned Angita, he was
 - a. carving wood
 - b. gathering net
 - c. building a hut
 - d. digging a hole in the ground
 - e. pushing a canoe through the water
3. It is apparent from the passage that in the language of the Bushmen, the word "mother"
 - a. has no meaning
 - b. applies to any daughter of the chief
 - c. applies to any woman in a particular tribe
 - d. applies to any woman who is a friend of youth
 - e. does not have the same meaning that it does in our language

VOCABULARY

A) Circle the answer that best completes each sentence.

1. A eulogy probably would *not* contain _____.
 - a. stories about good things the person had done
 - b. an excerpt from a poem the person had
 - c. a detailed description of how the person died
 - d. reasons why the person will be remembered
2. An example of sustenance is _____.
 - a. a bouquet of flowers
 - b. a loaf of bread
 - c. movies on videotape
 - d. toothpaste

3. A person's epitaph would probably contain _____.
 - a. the person's street address
 - b. photographs from a recent vacation
 - c. the person's baseball card collection
 - d. the person's birth date
4. You could commemorate someone by _____.
 - a. ignoring all of the person's faults
 - b. taking the person out for lunch
 - c. telling the person why you like him or her
 - d. dedicating a building in the person's honour
5. A predator would probably not be very successful if it _____.
 - a. was much weaker than its prey
 - b. could move very fast
 - c. was able to hide itself and remain very still
 - d. had large and powerful jaws

B) Circle the word that best completes the sentence.

1. It is against the law to (imprison, impersonate, imprint) a police officer.
2. The judge's (immaterial, impenitent, imperturbable) personality prevented him from becoming easily upset during the trial.
3. The slight twitching of the defendant's face was (imperceptible, impartial, impervious) to the jurors.
4. The lawyer tried to make the defendant contradict himself, but the man was (immaterial, impenitent, impervious) to her tactics.
5. The defendant smiled as she admitted her guilt, showing that she was (imperceptible, implausible, impenitent).

C) Many words in English have more than one meaning. Each meaning, however, is based on the meaning of the word root. The word *close*, for example, is from the Latin root *claudere*, meaning "to close." A dictionary entry for *close* lists many different meanings, but all of them are related to the root meaning "to close." Use a dictionary to help you write the precise definition of *close* as it is used in each sentence below.

1. It is customary for banks to close on Thanksgiving Day.

Definition: _____

2. Make sure to close the bag or the chips will become stale.

Definition: _____

3. I wanted to close the conversation, but my little sister kept asking questions.

Definition: _____

4. Please close and lock the door on your way out.

Definition: _____

5. The state will close the beach until it is safe for people to swim.

Definition: _____

Circle the word in each set of parentheses that best completes the sentence.

1. After the battle ended, Lieutenant Shull sadly buried his fallen friend and carved an (exclusion, epitaph, immortality) into a nearby tree.

2. My puppy finds his (cloister, quarry, enclosure) in the backyard too (vital, constricting, imperceptible), so he's always trying to escape.

3. Some of the crew members wondered whether the director had made an (impartial, implausible, immaterial) decision when she gave her best friend the lead role in the play.

4. Despite the (impervious, dire, vital) forecast, the "blizzard" yielded less than an inch of snow.

5. Insects are not known for their (longevity, epitaph, stricture), but the female termite can live up to fifty years.

6. Each year on this date, my parents dress up like a bride and groom to (impersonate, preclude, commemorate) their wedding day.

7. From where she stood in the (cloister, stricture, eulogy), Jane looked out on the courtyard and enjoyed the (dire, implausible, imperturbable) calm.

8. Sean spent some extra time studying his geometry in order to (imprint, imprison, preclude) failure on the test.

9. Playing on a well-tuned piano is (impervious, immaterial, impenitent) if you haven't practiced the song.

10. The comedian was trying to (commemorate, exclude, impersonate) the president, but he didn't sound or act anything like him.
11. Brad had a hard time limiting his (eulogy, longevity, enclosure) to fifteen minutes because his grandfather had so many fine qualities.
12. The (stricture, cloister, sustenance) Sandy placed on her dog was to prevent him from chewing her shoes.
13. An experienced detective can find subtle clues that would be (impartial, implausible, imperceptible) to ordinary people.
14. The shark saw its (predator, quarry, cloister) and moved in for the kill.
15. I can't imagine why Victoria would (exclude, preclude, imprint) Amy from her birthday party; I thought they were good friends.

THE END