

NAME (FIRST AND LAST): _____ GRADE: __ CLASS: __

SECTION 1: READING FOR IDEAS**Read this passage and answer all the questions that follow in the order set.**

Paragraph 1:

Piracy has been around for as long as people have used the oceans as trade routes, and there is a probably universal stereotype of the pirate as a ruthless villain, brandishing a sword. He is in possession of a large fortune, some of it buried on a desert island, to be unearthed in his old age. In the popular imagination, pirates were rebellious and clever, operating outside the restrictive bureaucracy of the law. In reality, few became fabulously wealthy and many died young.

Paragraph 2:

There are many reasons why piracy flourished in former times. Pirates sometimes captured the inhabitants of other lands, particularly children, and sold them as slaves. Taking hostage a powerful leader or public figure was a lucrative business, as huge sums of money could then be demanded as ransom. The famous Roman leader Julius Caesar was captured by pirates and a certain sum of ransom money was demanded; Caesar thought he was worth more and persuaded his captors to increase their demands! Pirate raids were often used to capture foreign territory; the Vikings were particularly successful in this regard.

Paragraph 3:

When sailors were marooned because they were on the losing side in a war, they set up small gangs near river estuaries, initially to protect themselves. Soon they realised that they could plunder ships carrying expensive cargo, like silks and spices. In some parts of the world, continuous war demanded frequent supplies of fresh horses, imported on sea routes from Africa; this trade was subjected to frequent raids by thriving bands of pirates based in coastal cities. In other areas, it was not uncommon for people to consider piracy a legitimate response to the fact that they could make no money from their poor land, and that piracy was therefore their main source of income.

Paragraph 4:

Not all piracy was illegal. Sometimes privately owned ships – called privateers – were authorised by a country's government to attack and rob foreign vessels during wartime. Privateering was a form of state-sponsored piracy, where the ship, and not just the cargo, could be stolen. Privateering was encouraged by governments; it saved them money that they might otherwise have had to spend on building battleships. Because privateers were often thugs who exploited every opportunity to steal, they sometimes continued to plunder ships in peacetime.

Paragraph 5:

However, piracy is not confined to history books; it continues to be a problem in modern times. Some modern pirates are content to make relatively limited amounts of money by boarding small ships and taking cash belonging to the crew; they also steal inexpensive goods which might be on board. Other pirates, working in organised syndicates, attack with more sophistication and planning, driven by the possibility of large cargoes, for example oil. The skill and planning of these syndicates mean that they are often able to make vast sums

of money by capturing members of the crew and demanding ransom money for their release. There have been several recent high profile cases of pirates whose intention is not monetary, but rather the desire to achieve publicity for a political point of view. The worldwide media coverage which such cases provoke suggests that this type of piracy is effective.

Paragraph 6:

Modern piracy is a growing and successful phenomenon because more and more international trade takes place via shipping, particularly as the cost of air travel increases. This means that often ships have to decrease their speed in order to avoid collision in busy shipping lanes, thus increasing the chances of pirate attack. Modern ships tend to have smaller crews as technology replaces manpower, thus making it easier for pirates to overpower what crew members there are. Modern technology also works in pirates' favour because they are able to utilise it to discover the location of ships suitable for attack. In former times, what popular pirate areas, such as the Strait of Malacca, had in common was that they were narrow bodies of water; modern shipping routes also take ships through narrow passages which are more susceptible to having pirates lying in wait ready to attack them.

Paragraph 7:

Pirates have been around for a long, long time, both in real life and in our personal and cultural imaginations, and it seems that the situation is unlikely to change.

1 SUMMARY-WRITING AND COMPREHENSION SKILLS

Identify and write down the reasons for piracy, and the actions of pirates, in former times and in the present day.

MAIN POINTS	
Reasons for piracy, and the actions of pirates, in former times	
<ul style="list-style-type: none"> • <i>They captured people to sell as slaves.</i> 	

Reasons for piracy, and the actions of pirates, in the present day

- *Modern pirates are content to make relatively little money from small ships*

SECTION 2: READING FOR MEANING

Passage 2 – Betrayal

(A young boy, Amir, has betrayed the trust of Hassan, who is his friend and one of his father's servants.)

Paragraph 1

For a week after I had betrayed him, I **barely** saw Hassan. I woke up to find tea, toast and a boiled egg already on the kitchen table. My clothes for the day were ironed and folded, left on the seat where Hassan usually did his ironing. He used to wait for me to sit at the breakfast table before he started ironing – that way we could talk. How I had enjoyed that! Now only the folded clothes greeted me. That, and a breakfast I didn't finish any more.

Paragraph 2

Hassan milled about uncertainly on the periphery of my life. I made sure our paths crossed as little as possible, planning my day that way because, when he was around, the oxygen seeped out of the room. My chest tightened and I'd stand there gasping in my own little bubble of atmosphere. But even when he wasn't around, he was. He was there in the ironed clothes on the chair and in the warm slippers left outside my door at night. Everywhere I turned, I saw signs of his unwavering loyalty.

Paragraph 3

One day, while my father and I were planting tulips in the garden, I saw a solution to my problem. My father was digging the soil and planting the bulbs I handed to him. He was telling me how most people thought it was best to plant tulips in the autumn and how that wasn't true. 'Father,' I said, 'have you ever thought about getting new servants?' My father dropped the tulip bulb and stared at me angrily. My heart started racing. 'Why would I ever want to do that?' he asked. I was already sorry I'd said it. 'You wouldn't, I guess. It was just a question,' I said, my voice fading away to a murmur. 'I'm sorry, Father.'

Paragraph 4

I was relieved when school started the next week. Most of the boys walked to school and my father's limousine drew more than one envious look. I should have been **beaming** with pride when he dropped me off, but all I could muster was embarrassment. That and emptiness. However, school gave me an excuse to stay in my room for long hours. I **preoccupied** myself with school work instead of thinking about Hassan and how I had betrayed him.

Paragraph 5

The summer of that year I turned thirteen and my father threw a party for me. For days, the house teemed with my father's hired help. I guess, in the ways that parties are judged, mine was a great success. In the yard, guests **mingled** under the glow of blue, green and red lights winking in the trees, their faces illuminated by the light of kerosene torches propped everywhere. The house was inundated with people; guests stood or sat where they found space. I had to greet each of the guests personally. I hugged dozens of total strangers, my face aching from the strain of my fixed smile. Fireworks lit up the sky; all the guests stood in the yard, looking up, cheering every time flares sizzled and exploded into bouquets of fire. In one of these brief **bursts** of light I saw Hassan serving drinks to some of the guests. Then, mercifully, darkness.

Paragraph 6

Sitting in my room the next morning, I ripped open box after box of presents, giving them a **perfunctory** glance and pitching them into a corner of the room. The pile was growing there: a radio, a camera, a watch and several sealed envelopes containing cash. My mind was elsewhere. It had become clear to me: one of us had to go.

Paragraph 7

The next morning, I waited in my room until I saw Hassan leaving to go grocery shopping. Then I took a couple of the envelopes of cash and tiptoed out. I paused before my father's study and listened; I heard him speaking in an **animated** way on the telephone about a shipment of rugs due to arrive the following week. I went downstairs and entered Hassan's living quarters. I lifted his mattress and planted the envelopes of money under it. I waited another thirty minutes. Then I knocked on the door of my father's study and told him a shameful lie, wondering how and when I'd become capable of causing this kind of **anguish**.

SECTION 2: READING FOR MEANING

From paragraph 1

1 (i) Before Amir's betrayal of Hassan, what **two** things did Hassan used to do for him every morning?

1 (ii) How has Hassan's behaviour changed after the betrayal?

- (a) He avoided Amir and was angry with him.
- (b) He woke up and did his ironing.
- (c) He did his tasks before Amir got up and he was no longer there to talk to Amir.
- (d) All of the above.

From paragraph 2

2(i) Pick out the **single** word which shows that Hassan and Amir were no longer as closely involved with each other as they had been before.

- (a) periphery
- (b) unwavering
- (c) uncertainly
- (d) around

(ii) According to Amir, the ironed clothes and the warm slippers indicate...

- (a) a superficial friendship
- (b) faltering trust
- (c) unchanging fidelity
- (d) unconditional love

From paragraph 3

3 (i) What "solution" to his problem did Amir see?

- (a) To get his father to get new servants.
- (b) To have a heart-to-heart talk with Hassan.
- (c) To ask his father if he had thought of getting new servants.
- (d) To hand the bulbs to his father while they were planting tulips.

(ii) Amir's father was sure about the right time to plant tulips. What does this suggest about his personality?

- (a) He was confident about gardening.
- (b) He was a cynical person.
- (c) He enjoys gardening.
- (d) None of the above.

(iii) Apart from what he says, how does Amir show he regrets asking his father the question?

- I. He had palpitations.
- II. He said he was sorry.
- III. He had difficulties speaking.

- (a) I only
- (b) I and II
- (c) II only
- (d) I, II, and III

From paragraph 4

4 Explain how Amir felt when his father dropped him off at school.

- (a) He felt confusion, as though someone significant was missing from his life.
- (b) He was worried for Hassan.
- (c) He was embarrassed by the limousine.
- (d) He was self-conscious about his class status because others walked to school.

From paragraph 5

5 (i) The house 'teemed' with the father's hired help. Pick out the **single** word which continues the idea of 'teemed'.

- (a) mingled
- (b) dozens
- (c) all
- (d) inundated

(ii) What does the word 'fixed' tell you about Amir's feelings at this point?

- (a) He was afraid.
- (b) He was pretending to be happy.
- (c) He was embarrassed.
- (d) He was feeling awkward.

(iii) Why is it appropriate to describe the fireworks as "bouquets" of fire?

- (a) They were bright.
- (b) They were burning.
- (c) They were lit up the sky.
- (d) They were shaped like bunches of colourful flowers.

(iv) Why do you think Amir thought of the darkness as merciful?

- (a) Seeing Hassan reminded him of what he had done.
- (b) Seeing Hassan reminded him that their friendship had changed.
- (c) He didn't want to face Hassan.
- (d) All of the above.

From paragraph 7

9 Amir told 'a shameful lie'. What do you think this lie was?

- (a) That Hassan had stolen cash from him.
- (b) That Hassan was never really his friend to begin with.
- (c) That Hassan left to go grocery shopping.
- (d) That he was incapable of causing anguish for Hassan.

From the whole passage

10 For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

(a) barely: _____

(b) beaming: _____

(c) preoccupied: _____

(e) bursts: _____

(f) perfunctory: _____


(g) animated: _____

(h) anguish: _____

(i) mingled: _____

Vocabulary Flashcards

Create five vocabulary flashcards by using the boxes below. One flashcard has been done for you as an example.

<p><i>Mingled-mixed together with other people</i></p> 	

THE END