

4

Content points — linking devices

Here is the fourth paragraph we need to summarise:

Those countries with little experience of tourism can suffer most. In recent years, Nepal set out to attract foreign visitors to fund developments in health and education. Its mountains and valleys, its forests full of wildlife and rare flowers, were offered to tourists as one more untouched paradise. In fact, the landscape all too soon felt the effects of thousands of holidaymakers trekking through the forest land. Ancient trails became major routes for the walkers, with the consequent destruction of precious trees and plants. One area of Nepal is invaded by 36 000 walkers a year and their demands for daily provisions and accommodation have quickly outstripped the natural resources of the countryside and its inhabitants. Nor have these inhabitants benefited financially from the tourists. Only a small amount of the visitors' money comes their way, since the bulk of what the tourists spend is on goods and food imported from outside Nepal.

A careful reading of the paragraph tells you that it is about the effects of tourism on Nepal. It is always worthwhile to come back to the rubric, i.e. what you were instructed to do. In this case, benefits and disadvantages of tourism should be in the forefront of your mind.

Golden rule

Always keep the rubric in mind.

The first sentence is a topic sentence, heralding 'disadvantages' by the word 'suffer'. You would be right to dismiss the next two sentences as distractors. They tell you nothing about disadvantages.

As you move on to the sentence beginning, 'In fact, the landscape...', notice that the disadvantages begin.

Write down the disadvantages of tourism mentioned in this paragraph under consideration. You should find four disadvantages as follows:

1. Thousands of holidaymakers trek through the forest land of Nepal.
2. Precious trees and plants are destroyed.
3. The inhabitants of Nepal do not benefit financially.
4. Tourists spend their money on goods and food imported from outside Nepal.

In selecting the disadvantages from the text you may hesitate over the sentence beginning, 'One area of Nepal'. This sentence tells you that one area of Nepal does not have enough provisions and accommodation for the tourists. However, it is not a disadvantage of tourism, but a consequence of it. It is therefore an elaboration point.

Practice session

Write down the four content points given above, combining them in a single paragraph. Try to make your paragraph as concise as possible. Don't worry about using your own words at this stage.

You might end up with something like this:

Thousands of tourists trek through the forests of Nepal, destroying precious trees and plants. Local people do not benefit financially, because tourists buy imported, not local, goods and food.

Thus you pick up the 4 marks in 29 words.

Look now at the word 'destroying' in the previous paragraph. This part of the verb, ending in -ing, is the *present participle*. It is a useful device to use in summary writing because it achieves two things.

- Firstly, it can be used to reduce the number of words needed to form the verb. In this case 'and precious trees... are destroyed' comes down to 'destroying precious trees...'.
- Secondly, the present participle is useful for linking content points.

At the moment you are thinking only of *content*, but later you will also be thinking about *style*. Linking is a feature of good style and you will be credited for your ability to use good linking devices.

Look back on our final versions of Paras 2 and 3 of the present summary (Chapter 3). Each of these contains a present participle used as a linking device:

- In our version of Para 2 we wrote '... creating employment?'
- In our version of Para 3 we wrote '... causing landslides?'

Now we come to the last paragraph to be summarised from the passage on tourism. The paragraph contains nine sentences. By now you should feel more confident about analysing a paragraph for topic sentences, distractors and content points.

Not only the environment can suffer from the sudden growth of tourism. The people rapidly feel its effects as well. Farmland makes way for hotels, roads and airports; the old way of life goes. If earning a living from the soil was hard, at least it gave a man independence. Also, the higher wages that can be earned in the new luxury hotels have to be paid for. The one-time farmer is now the servant of some multinational organisation; he is no longer his own master. And he must smile at all times. Once it was his back that took the strain, now it is his smile that is exploited. No doubt he wonders whether he wasn't happier in his village working his own plot of land.

How does this paragraph shape up? Examine it as we have done the others and write down your results.

You should get something like this:

- Sentence 1: *Topic sentence*

The word 'suffer' indicates one of the key instruction words from the rubric, i.e. 'disadvantages'. But there's nothing to write down yet.

- Sentence 2: *Elaboration point*

The sentence merely extends the idea of Sentence 1.

- Sentence 3: *Content points numbers 1 and 2*

- Farmland makes way for hotels, roads and airports.
- The old way of life has gone.

- Sentence 4: *Elaboration point*

The sentence reflects on the contents of the previous sentence. It tells you two things about the farmer's way of life: he worked hard and he was independent. However, it tells you nothing whatsoever about the benefits and disadvantages of tourism.

Now you can locate the remaining points in the paragraph, as follows:

- Sentence 5: *Content point number 3*

This sentence makes the point that people who used to be farmers earn more through tourism. This is not the same as the point made about higher wages in Para 1 of your summary. Here the emphasis is on one-time farmers.

This point is difficult to spot if you lose sight of the rubric. You should not have become so locked into 'disadvantages' by this time that you forget about 'benefits'.

- Sentence 6: *Content point number 4*

The farmer is no longer his own master.

- Sentences 7, 8 and 9: *Content point number 5*

Here the writer is making the general point that the farmer's good nature is being exploited. He is earning more money, but he has lost his independence and must please his employer rather than himself.

This condenses into content point number five: the farmer has to be obedient (or submissive). But it could not have been made by merely lifting from the text. It involves making a general point from a particular example.

At first sight, you may have dismissed these sentences as distractors. If you did, don't worry! There are more content points in any text to be summarised than the number you are required to find to score full marks. You don't have to find them all.

So now your summary of the paragraph might look like this:

Farmland makes way for hotels. The old way of life goes. The farmer earns more money. He is no longer independent. He has to be obedient to his employer.

You have now reduced the original paragraph of 128 words to 29 words. However, you might not be happy about the one benefit of tourism being among the four disadvantages. You might also be unhappy about the rather staccato sound of these five simple sentences.

If you are unhappy about one of these problems, good for you! If you are unhappy about both of them, even better! It shows that your summary writing skills are improving already.

Practice session

Combine these five sentences to produce a more fluent paragraph. The one benefit of tourism already mentioned should sit comfortably alongside the four disadvantages mentioned.

You might have something like this:

Farmland makes way for hotels, consequently destroying the old way of life. Although the farmer earns more, he is no longer his own master, and needs to obey his employer.

Note the following words used:

- 'destroying'. This is a present participle, linking two content points.
- 'consequently'. This is a linking device, adding fluency to the sentence.
- 'although'. This shows a change in direction. (Look again at page 232.) Thus, the 'benefit' can sit comfortably alongside the contrasting 'disadvantages'.

Now the complete summary can be set out. The simple sentences of the opening sections have been combined to make a more fluent piece of writing. Also the opening ten words provided in the rubric have been included.

The completed summary could look like this:

Countries benefit from the growth of tourism, for local people share the wealth of tourists. New hotels create employment, while visitors' expenditure encourages business, particularly among restaurants and craftsmen. Tourism provides a better income. New hotels are constantly being built, creating even more jobs. However, disadvantages include overcrowded beaches and concrete jungles of endless hotels. Holiday towns cannot support all the visitors, and sewage spills untreated into the sea. Large areas of forest in Austria and Switzerland have been destroyed for winter sports, causing landslides. Thousands of tourists trek through the forests of Nepal, destroying precious trees and plants. Local people do not benefit financially because tourists buy imported, not local, goods and food. Farmland makes way for hotels, consequently destroying the old way of life. Although the farmer earns more, he is no longer his own master, and needs to obey his employer.

(144 words)

The original text has been summarised in 144 words, including the ten opening words given in the rubric.

You haven't been worried at this point about writing in your own words. But we have tried to keep words used to a minimum. So how can you do this? Here are some rules to follow.

- ❶ Link content points using a present participle when possible, e.g. 'Hotels opened, creating employment.'
- ❷ Use pronouns wherever possible without obscuring the sense, e.g. 'he' instead of 'the author'; 'they' instead of 'the tourists'.
- ❸ Don't use topic sentences, even if the original text uses them. Don't say, for example, 'There were many disadvantages brought about by tourism.' Just get straight on to writing down the disadvantages.

- ④ Don't think that contracting words will save words. It won't. Two words contracted into one still count as two words. In any case, contracted words have no place in the formal language of summary writing.

In completing the first stage of the summary question, we have been concentrating on content points. In the next chapters we will consider the element that also contributes towards successful summary writing, which is style. This is the extent to which you are able to use your own words as far as possible in a piece of well-constructed continuous prose. See Chapter 1.

Using your own words as far as possible, summarize the advantages and disadvantages of using mobile phones. (10)

1. One of the most obvious results of our exciting technological age has been the invention of the mobile phone. Many people – even children as young as seven or eight – have one. But are mobile phones necessarily beneficial to society?
2. Mobiles can be seen as a way for young people to keep in touch with their parents if they are out with friends and, as newspapers make increasing reports of violence, particularly in inner city areas, this must be an advantage. If students are on a school outing and have to be met by parents on their return to school, they can phone at short notice from, say, the bus to give details of exact timings. Mobiles encourage friendships and some students speak to their friends several times a day. Parents may be happy that their children are not using the house telephone and incurring charges which they, as parents, have to meet – an issue which, in the past, was often a source of family **conflict**. Most young people have ‘pay as you go’ mobiles, and this encourages budgeting, surely a useful skill to have in later life.
3. Because a mobile is the personal property of its owner, direct contact can be made, and there is less risk of disturbing an entire household engaged in some family activity, such as having dinner. Another obvious advantage is that people can be contacted wherever they are, clearly a benefit if a friend or spouse wishes to communicate that he is stuck in traffic, or that the train is running late. In situations where it is impossible for either the caller or the recipient to speak, mobiles can be used to send short text messages, which are both convenient and relatively cheap. Many mobiles are also able to take photographs; this multi-tasking means that there is no need to purchase a camera, and thus a saving is made. Sophisticated mobiles even allow their owners to send and receive e-mails, thus providing an alternative means of communication. Small businesses **flourish** because of mobile phones. A plumber, for example, can receive bookings for future work while he is working on another job; there is no need to sit at home waiting for phone calls or to employ a secretary in an office.
4. However, there are downsides to mobile phones. People are discouraged from planning ahead. It is a rather pathetic sight to see a wife phoning from the supermarket to ask her husband what he would like for dinner. People might also stop making simple decisions for themselves with, say, a teenager phoning his mother to ask if he may take a drink out of the fridge. Then there is the general disturbance which can be caused: there is nothing worse than people on public transport conducting loud and animated conversations on their mobiles with **scant** regard for their fellow passengers. Some countries, for example France, have tackled this problem by insisting that mobiles are switched off on trains; all countries should follow this example. Unfortunately, owning a mobile phone prevents some people from concentrating on the present moment. Picture the scene: a young couple are dining in a fine restaurant but, instead of being absorbed in each other’s company, each of them is speaking to someone else via a mobile phone.

5. In schools, there can be regrettable competition among students to have the most up-to-date mobile. Some students are distracted into texting friends in class, which clearly **hinders** their education. In cases where mobiles are confiscated because of such misuse, there are security issues for teachers – who is responsible for this expensive equipment once it has been confiscated? And, of course, teachers complain vociferously about text message spelling and grammar which, they say, encourage sloppy use of language: ‘CU’ is enough to raise the blood pressure of an English teacher to dangerous levels. Furthermore, they complain that mobile phones, along with e-mails, have destroyed the art of letter writing. Parents complain that their children contact their friends – with whom they have been all day in school – several times during the evening via text or call instead of doing their homework. ‘What do they have to talk about?’ is the **perceived mystery**.
6. Is the mobile phone a blessing or a curse? Perhaps there is no clear cut answer to this and, as with many issues, **moderation** is essential.

**READING
COMPREHENSION
SKILLS**

VOCABULARY IN CONTEXT

The context is the setting – the sentence and paragraph – in which a word or phrase appears. The meaning of a word or phrase in context is its meaning in the particular sentence and paragraph in which it is used. A single English word can have many different meanings. Its precise meaning always depends on the context in which it is used.

Use both *context clues* and *word parts* (part of speech) to help you understand the meaning of unfamiliar words or phrases.

Identify the meaning of the following words:

dromedary *garrulous* *sedentary* *sycophant*

Context clues are words and phrases in a sentence which help you reason out the meaning of an unfamiliar word. Oftentimes you can figure out the meanings of new or unfamiliar vocabulary by paying attention to the surrounding language. The chart below gives the types of clues, signals and examples of each clue.

| Types of Context Clue | Definition | Signals | Examples |
|-----------------------------|--|---|---|
| Restatement or Synonym clue | Another word or phrase with the same or a similar meaning is used. | in other word, that is, also known as, sometimes called, or | The <i>dromedary</i> , commonly called a camel, stores fat in its hump. |
| Antonym or contrast clue | Phrases or words that indicate opposite | but, in contrast, however, instead of, unlike, yet | Unlike his quiet and low key family, Brad is <i>garrulous</i> . |
| Definition or example clue | Phrases or words that define or explain | is defined as, means, the term, [a term in boldface or italics] set off with commas | <i>Sedentary</i> individuals, people who are not very active, often have diminished health. |
| General knowledge | The meaning is derived from the experience and background knowledge of the reader, "common sense" and logic. | The information may be something basically familiar to you | Lourdes is always sucking up to the boss, even in front of others. That <i>sycophant</i> just doesn't care what others think of her behavior. |

In addition to context clues are word parts: prefixes, roots and suffixes. These come into the English language from several other languages, but many of the oldest are Greek or Latin in origin.

Exercise 1: Use context clues to answer vocabulary-in-context questions involving words with multiple definitions. Choose the correct answer.

1. Every atlas has its own legend.
 a) Mythical story b) Famous person c) Explanation of symbols
2. The planet Mercury is visible to the naked eye but is not the easiest planet to spot.
 a) Unclothed b) Unaided c) Unarmed
3. Above the snow line, any mountain hollow is permanently occupied with snow.
 a) Filled b) Busy
 4. The glass factories of Toledo, Ohio, boomed after Michael Owens invented a process that turned out bottles by the thousands.
 a) Exploded b) Resounded c) Prospered
5. Dr. Rene Dubos, a French physician who came to the US in 1924, searched for substances that would check the growth of bacteria.
 a) Restrict b) Investigate
 6. The root of the horseradish plant has a biting taste.
 a) Chewing b) Sharp c) Sarcastic
7. The double-bass is shaped like a viola and has a deep, rich tone.
 a) Valuable b) Resonant c) Abundant
8. A public library is a resource the entire community can draw on.
 a) Illustrate b) Approach c) Utilize
9. A business concerns with two or more owners is referred to as a partnership.
 a) Firm b) Worry
10. Table salt is finer than rock salt.
 a) Made up of smaller particles
 b) Of better quality
 c) Free of impurities

11. Shirley Jackson's sometimes chilling, sometimes hilarious stories were largely ignored by critics at the time they were published.

- a) Freezing
- b) Frightening

12. As a child, the sharpshooter Annie Oakley hunted game with such success that, by selling it, she was able to pay off the mortgage on her family's farm.

- a) Animals
- b) Athletic competition

13. All chimpanzees are extremely curious about their surroundings.

- a) Strange
- b) Inquisitive

14. Furniture design and manufacture were originally the work of individuals, but by the eighteenth century, many furniture makers had teams of craftsmen to help them carry out their plans.

- a) Transport
- b) Obey
- c) implement

15. Samuel Latham Mitchell helped found Rutgers Medical College in New Jersey in 1826, and he produced several important works in chemistry and geology.

- a) Books
- b) Accomplishments
- c) Factories

TECHNIQUES TO GUESS MEANING FROM CONTEXT

You do not need to look up the meanings of all new words in a dictionary when you encounter new vocabulary. You can often guess the meanings of many words from the context.

What is the context?

Suppose someone were to ask you the meaning of "bear". You wouldn't be able to tell him because "bear", as presented to you, has no context. But if he were to say "polar bear", you would immediately know he is talking about animal. If, on the other hand, he were to say, "Please stop that smoking – I can't bear it", you would know that in the context "bear" means endure or stand.

Why is the context important?

An important point for those of us who want to enlarge our vocabularies is this: the context can give us the meaning not only of familiar words like "bear", but also of strange words.

Suppose, for example, you were asked for the meaning of "valiant". You might not know it, unless, of course, you already have a fine vocabulary. But if you were to meet "valiant" in the following context, you would have a very good chance of discovering its meanings:

"Cowards die many times before their deaths

The valiant never taste of death but once".

(William Shakespeare's Julius Caesar)

From the above context you can tell the author is contrasting two ideas "cowards" and "the valiant". Therefore, "the valiant" means the opposite of "cowards", namely "brave men". "Valiant" means "brave".

TECHNIQUE 1: USING THE VERB “TO BE”

The object following the verb “to be” is frequently used to identify the subject.

1. A *salmon* is a fish.
2. *Hypoxia* is an illness caused by a deficiency of oxygen in the tissues of the body.
3. The *atom* is the smallest part of a chemical element that can exist and still have the properties on the element.
4. A *meteorite* is a falling star that reaches the Earth without burning up.
5. A *drone* is a male bee.

TECHNIQUE 2: USING APPositives

A noun or noun group which follows a noun and is set off by commas is an appositive. It identifies the noun it follows.

1. *Mercury*, the silver-colored metal used in the thermometers, is usually in a liquid form.
2. *Pacemakers*, small electrical devices that stimulate the heart muscle, have saved many lives.
3. *Morse code*, a system of telegraphic signals composed of dots and dashes, was invented by Samuel F.B. Morse.
4. *Studying supernovas*, the catastrophic explosions of dying stars, may give answers to questions of modern cosmology.
5. Many young couples likes to spend their honey moon in a *resort area*, a beautiful area.

TECHNIQUE 3: USING “OR”

A word is sometimes identified by a synonym following the word “or”.

1. The *husky*, or sled dog, of the North is hardy breed.
2. *Altitude*, or the height above sea level, is a factor that determines climate.
3. In some American Indian tribes, the *squaw*, or woman, was the owner of all property.
4. The central nervous system of grasshoppers, fruit flies, and other insects includes both the brain and a chain of simpler segmental *ganglia*, or groups of nerve cells.
5. *Claustrophobia*, or the fear of being enclosed, is more common than many people realize.

TECHNIQUE 4: USING PUNCTUATION

Punctuation marks are sometimes used to set off a word which is being used to identify another word. Some of the common punctuation marks are:

| | |
|-----------------|----------------------------|
| commas , | brackets [] |
| dashes - | single quotation marks ‘ ’ |
| parentheses () | double quotation marks “ ” |

1. In laser printing, the greater the number of *dpi* (dots per inch), the higher the quality of the image produced.
2. *Intensity* – loudness of softness – depends on the extent or amplitude of vibrations.
3. A children’s art lesson produced a room full of *unique* pictures, each one completely different from the others.
4. If you are *ectomorphic* (the slender type), you are likely to be good in such sports as track, tennis, and basketball.
5. *Oral history* – the use of the tape recorder to capture memories of the past in private interviews – has become increasingly popular among professional historians.
6. In many western societies, people highly value *individualism* – the differences among people, but most Asian societies value *discipline*, self-control.
7. Modern medicine and new methods of food production allow adults to live longer and babies to *survive*, not die soon after birth.
8. Students often do badly on exams in the *hot months* of the year (March and April).

TECHNIQUE 5: USING EXAMPLES

A word is sometimes identified by examples. These terms often include examples:

as like such as for example for instance

1. Creatures such as the camel and penguin are so highly specialized that they can only live in certain areas of the world.
2. Camping *paraphernalia* as tents, sleeping bags, and cooking equipment can range from very simple to quite complex.
3. Much can be done to halt the process of *desertification*. For example, an asphalt like petroleum can be sprayed onto sand dunes, and seeds of trees and shrubs can then be planted. The oil stabilizes the sand and retains moisture, allowing vegetation to become established.

4. In Japan, people use *landmarks* in their directions. For example, the Japanese will say, "To straight down to the corner. Turn left at the big hotel and go past the fruit market. The post office is across from the bus stop."

TECHNIQUE 6: USING CLAUSES

Adjective clauses sometimes identify words. They are introduced by the words:

that where who when which whom

1. Recent tests show that silver *sulfadiazine*, which is a compound used in the treatment of burns, can cure the most serious types of African sleeping sickness.
2. The *kiva*, where Pueblo Indians hold their secret ceremonies, is entered by an opening in the roof.
3. *Melody*, which is the succession of sounds, takes on new interest when fit into a rhythmic pattern.
4. *Non-lethal* techniques, those that do not kill coyotes, are being developed to protect sheep and other livestock.

TECHNIQUE 7: CONTEXT WITH CONTRARY WORDS

Sometimes another word or words in another sentence or sentence part has the opposite meaning from a new vocabulary item.

But In contrast However Unlike

1. Don't *digress*. Stick to the topic.
2. *Failure* is common in regular classes, but in honors classes it's *rarity*.
3. I tried reading Lou's notes but I found them *illegible*. However, your notes were easy to read.
4. I do not *shrink* from this responsibility; I welcome it.
5. Dad is an experienced driver, but Mother is a *novice*; she began taking lessons just last month.
6. When we got to the beach, my sister and I were *impatient* to get into the water, but Dad was not in a hurry.
7. The dealer is giving up his newsstand because the profit is too small. He hopes to go into a more *lucrative* business.
8. When you lead a discussion, it is unfair to call only on your friends. To be *equitable*, you should call on everyone who raises his hand.
9. Parking on our side of the street is *prohibited* on weekdays between 4pm and 7pm but permitted at all other times.

TECHNIQUE 8: CONTEXT WITH SIMILAR WORDS

Sometimes you may discover the meaning of a new word or expression from a similar word or expression in the context.

1. The Empire State *building*, which has more than a hundred stories, is the world's tallest *edifice*.
2. I understand the first problem, but the second is beyond my *comprehension*.
3. Jane's little brother has discovered the *cache* where she keeps her toys. She has to find another hiding place.
4. Why are you so *timorous*? I tell you there is nothing to be afraid of.
5. Some children who are *reserved* with strangers are not at all uncommunicative with friends.
6. I thought the uniforms were of the 1914-1918 period, but I was told they belong to an earlier *era*.
7. Why should I *retract* my statement? It is a perfectly true remark, and I see no reason to withdraw it.
8. Students attending private schools pay *tuition*. In the public schools, however, there is no charge for instruction.

TECHNIQUE 9: USING REFERENTS

Referents are words that refer back or forward to other words in the sentences or paragraph.

this/that these/those such such a (an) the

1. The groom struggled with his *tuxedo*. He wondered why he had to wear these kinds of clothes to get married.
2. At least 50 weed species fight off competition by emitting *Toxins* from their roots, leaves, or seeds. These poisons do their work in a dozen ways such as inhibiting germination of seeds and destroying photosynthesis abilities.
3. Emma was told to put the sheets in the *hamper*, but she found the basket too full of soiled clothes to fit the sheets in.

Facts and Opinions Comparison Chart

| BASIS FOR COMPARISON | FACT | OPINION |
|----------------------|---|---|
| Meaning | Fact refers to something that can be verified or proved to be true. | Opinion refers to a judgment or belief about something. |
| Based on | Observation or research. | Assumption or personal view. |
| What is it? | Objective reality | Subjective statement |
| Verification | Possible | Not possible |
| Represents | Something really happened | A perception about something |
| Change | Universal | Differs from person to person |
| Words | Shown with unbiased words. | Expressed with biased words. |
| Debatable | No | Yes |
| Influence | Facts has the power to influence others. | Opinion does not have the power to influence others. |

Examine the following statements. Next to each, write the letter "F" if it is a FACT or an "O" if it is an OPINION.

- _____ It is 85 degrees Celsius outside.
- _____ It is hot outside.
- _____ It is a horrible steambath outside.

Sometimes statements include both Facts and Opinions. The following is an example. Read the statement. Then underline the parts that express Facts and circle the parts that express Opinions.

Mr. Ocampo said, "I can't stand this horrible humidity. The weatherman reported that it is 370. This climate is terrible."

Ordering Information from most important to least important

Task- These paragraphs are from an essay called 'Multiple dimensions of the tutor-student relationships'. Order the paragraphs according to their importance (starting from the most important and ending with the least important). Also give reasons for your arrangement.

In addition to these aspects is the need for tutors to check regularly their perceptions and expectations with those of their students. This will enable both the tutor and the student to avoid communication breakdown.

Patience and acceptance are also vital to a successful tutor-student relationship. They are especially important when the tutor and student need to adjust to any differences in cultural practices and values between them.

The most important aspect that the tutor needs to be aware of is the expectations of the student. The majority of students expect their tutor to put them in first priority and care about them. They consider their tutor to be someone to turn to when they have problems.

Another aspect, although slightly less significant than those previously discussed, is the need to consider conflicts and frustrations as part of any relationship. If both tutors and students work through frustrations with patience and a positive attitude, they can develop and enrich the quality of their relationships.

Distinguishing Fact from Opinion

Write fact if the sentence is a fact. Write opinion if the sentence is an opinion.

1. _____ The gardener chased the rabbits out of his cabbage field.
2. _____ Sleeping in a tent is the best part of camping.
3. _____ It is alright to lie if it will get you out of trouble.
4. _____ If the president dies in office, the vice president becomes the president.
5. _____ It is never too late to set goals for your life.
6. _____ The Jacksons are not very nice people.
7. _____ Hillary Duff is an awesome singer.

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8. Robert Louis Stevenson was a very good writer.
9. The mayor made a speech to discuss the city's crime rate.
10. It would be more fun to be a bird than a fish.
11. The Dallas Cowboys and the San Francisco 49er's have both won the Super Bowl five times.
12. We watched our dog run in a circle chasing his tail.
13. The mall in our town is a great place to shop.
14. President Woodrow Wilson established the League of Nations.
15. I am going to make a better grade on the math test than anyone else.

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LIMIT 2**Reading****A What do you think?**

Before you read the article on page 37, and even before you survey it, give your opinion on the statements in numbers 1 and 2 below, by putting a tick beside any of the words or phrases given with which you agree.

- | | |
|--|------------------------------|
| 1 Gorillas are ... | 2 Wild animals should be ... |
| a. ugly/beautiful. | a. killed. |
| b. fierce/gentle. | b. kept in zoos or circuses. |
| c. meat-eaters/vegetable-eaters. | c. given land to live on. |
| d. cowards/brave. | d. protected. |
| e. from Africa/from Asia. | |
| f. many in number/an endangered species. | |

Now survey the newspaper article on page 37 in the usual way by looking at the headlines, pictures, captions, headings and opening and closing paragraphs. Then try to complete the statements below. You may have to guess some of the answers but you can check these after you read the article.

- | | |
|---|---|
| 3 The gentle giants are probably the ... | 10 refers to ... Complete the following statements which are about the headings: |
| 4 Jambo, the gorilla, probably showed compassion (pity) towards ... | a. The shirt was puzzling (strange) to the gorilla because ... |
| 5 The monsters are probably the ... | b. The tribute (admiration or respect) is to the skill ... |
| 6 They are probably misunderstood by ... | c. The gorilla family is looked after and protected by ... |
| 7 David Attenborough is probably ... | d. The gorillas could think that the ... were a possible source of danger. |
| a. a naturalist. b. a hunter. | e. The shaggier relative (shaggy means covered in hair) refers to ... |
| 8 Most people probably expected the young boy who fell into the gorillas' enclosure (paragraph 1) to be ... | |
| 9 Us in the last paragraph probably | |

GENTLE GIANTS

After Jambo the gorilla's amazing display of compassion the truth about these often misunderstood monsters

by David Attenborough

THOSE remarkable pictures of Jambo the gorilla tenderly stroking and then standing guard over unconscious six-year-old Levan Merritt moved everyone who saw them — and surprised most people, too.

The gorilla's reputation as a killer is one that dies hard.

But was his loving behaviour really so unusual? And if gorillas do sometimes react to humans like the monsters of popular myth, is that their fault — or ours?

Shirt puzzle

Take Jambo, the boss male of the gorillas in a zoo in Jersey. When he was attracted to the side of his enclosure by the shouts of the public and saw a little boy lying unconscious on the ground, I believe he saw immediately a likeness to his own offspring. The shape and the size were much the same.

He discovered that the child had something on its back — a shirt. To Jambo that was certainly different and puzzling. He gently touched the child's skin with his finger and put it to his nose — and discovered that the smell of the child was also strange.

But neither of these things alarmed him. When the boy came round and began to cry, Jambo did no more than to move away, taking his family with him.

Tribute to Skill

Forty years ago, a boy falling into a gorilla cage would not, I believe, have been treated in that way. Then even zoo people, who should have known better, believed that gorillas were dangerous and aggressive. They were kept behind bars in solitary confinement in concrete cells with nothing to do. In fact they were turned into neurotics who almost certainly WERE dangerous. On occasion, they even attacked their keepers. Who can blame them?



The shaming fact is that they are not violent or dangerous. We are.

Jambo did not behave like that. That is not only an indication of his true nature as a gorilla. It is also a tribute to the skill and understanding with which Jersey Zoo looks after its gorillas and has given them, as far as possible, all they need to grow into a contented and well adjusted family.

Protects family

So how did gorillas obtain their horrific reputation? It started back in the middle of the last century when an American explorer published a book about hunting gorillas in the African forests, including a drawing of a wounded giant ape standing above the body of a fallen hunter, its lips pulled back in a fearsome roar baring a rifle with its bare hands.

That image took root in the public imagination. In the 1930s, Hollywood built it into a nightmare with the film *King Kong* in which a gigantic ape was captured and then eventually terrorized New York.

What a libel that reputation is. By nature they are gentle and inoffensive animals.

They are almost entirely vegetarian and spend their days eating leaves and juicy stems in the thick forests of Africa. They live in family groups, each ruled by a big male, who looks after and protects his family with great care. They are, it is true, immensely strong and can rip apart banana stems and tear off the branches of trees as they need to do in order to feed. But their strength is hardly ever used against other animals.

Possible danger

When we were filming gorillas in Africa we saw how gently and af-

fectionately they behaved to one another. Younger ones romped and wrestled together. Mothers sat watching their infants, making sure they did not get into trouble as they wobbled about. The dominant male allowed young babies to crawl over him and pull his ears with the tolerant affection of a human grandfather spoiling his adored grandchildren. If we had approached them aggressively, if we had startled them, they might well have charged us. More likely they would simply have retreated farther into the forest. We were after all, intruders and a possible source of danger.

Shaggier relative

As it was, the group we were filming had become accustomed to the presence of scientists who were studying them and allowed us to come very close indeed.

On one occasion, which for me was one of the most memorable moments of my life, a mother gorilla sitting within a yard of me allowed her babies to clamber all over me.

What now is the future for these beautiful creatures, our nearest animal relations? They are endangered in the wild.

No more than a few thousand lowland gorillas like Jambo still survive. His slightly bigger, shaggier relative, the mountain gorilla, is now reduced to only a few hundred.

We have destroyed the forests on which they depend. We have hunted them and exulted in killing them, believing that by doing so we have proved something about our own superiority.

The sad and shaming fact is that it is not gorillas who are violent and dangerous. It is us.

B Organizing facts

Bari has been asked to collect information for a project he is writing on *The ape: Man's closest relative*. He reads the newspaper article on page 37 and decides to make a set of notes under the following headings:

- True nature of gorillas
- Future fate of gorillas
- Reasons for gorillas' bad reputation
- Common attitudes towards gorillas

Bari's notes are given below but they are incomplete. Complete them with information from the newspaper article and put the headings listed above at the top of the appropriate section.

Notes

1

most people believe gorillas are _____ and _____

2

a. _____ in _____ th century book by American _____

b. _____ in 19 _____ is called _____

3

a. gorillas are _____ and _____

b. eat mainly _____

c. love and _____ their _____

d. rarely use _____ against other _____

4

gorillas are _____ animals

reasons: _____ down of _____ by humans

Before you do exercise C, check your answers to exercises A and B.

C Words in context

1 The words below are probably unfamiliar to you but it should be possible to guess the meanings from the contexts. Look carefully at the contexts of these words on page 37 and write what you think are their meanings. The numbers in brackets refer to paragraphs.

- | | |
|-------------------|-----------------|
| a. offspring (4) | d. romped (13) |
| b. came round (6) | e. wobbled (13) |
| c. rip (12) | f. clamber (15) |

2 The words below, which are used in the newspaper article on page 37, have more than one meaning. Two meanings for each word are given below. Decide which one is the correct meaning for each word as it is used in the article. The numbers in brackets refer to paragraphs.

- | | |
|--|---|
| a. moved (1) | d. spoiling (13) |
| A put in another place B caused to feel sympathy | A damaging B showing great affection for |
| b. take (4) | e. charged (13) |
| A consider B borrow without permission | A attacked B accused of a crime |
| c. enclosure (4) | |
| A place surrounded by a wall, fence, etc. B something you put inside an envelope. | |

3 Find words in the newspaper article that could fit into the sentences below. The numbers in brackets tell you in which paragraph the words can be found.

- a. All the members of my family look similar. There's a close _____ between us. (4)
- b. He's an _____ person. He's always fighting with other people. (7)
- c. The prisoner was punished by being put into a cell by himself. His _____ lasted for six months. (7)
- d. Our family like one another and we all

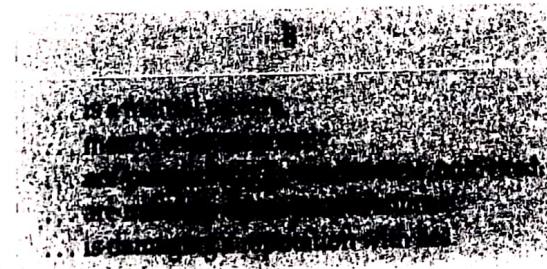
- get on well together. We're _____. _____. (8)
- e. It was obvious the mother _____ her child by the way she looked lovingly at it. (13)
- f. Because so many whales have been killed, they are in danger of becoming extinct. They are an _____. species. (16)

4 Choose the best answers.

- a. *Dies hard* (2) means that it is difficult to ... the gorilla's reputation as a killer.
 A describe
 B destroy
 C believe
 D protect
- b. *A popular myth* (3) is a ...
 A true story that everyone believes.
 B false story that everyone believes.
 C true story that no one believes.
 D false story that no one believes.
- c. *Inoffensive animals* (11) are animals that are ...
 A active.
 B frightened.
 C harmless.
 D lazy.
- d. *Adored grandchildren* (13) means grandchildren that are ...
 A very shy.
 B naughty.
 C obedient.
 D greatly loved.

5 Match the words in box A with the definitions in box B.

- A**
- Neurotic (7)**
 - An image (10)**
 - Label (11)**
 - Intruders (13)**
 - Exiled (18)**



- 6 Here is part of an interview with David Attenborough, the writer of the article on page 37. Complete it with words from the article, changing the form of the words where necessary.



- Interviewer: You seem to disagree with the views that most people have about gorillas.
- Attenborough: Yes, well in my experience they are not at all _____. They only become that way if they're kept in bad conditions, _____ example. Their true nature is quite different. _____ Jambo, for example. He didn't harm the boy that fell into his _____. He treated him tenderly and with _____.
- Interviewer: But that was in a zoo. What about gorillas in the wild?
- Attenborough: They behave in the same way. They're quite _____ and won't _____ you unless you behave aggressively towards them. It's because they behave so gently that they've become _____.

D Think about it

In many of the things we read, writers express opinions and present facts. It is important to be able to tell the difference between a fact and an opinion, but sometimes it is not easy.

According to the dictionary *fact* means something that has happened, exists, or been done; something known to be true or accepted as true. *Opinion* means a belief not based on complete knowledge.

- 1 Which of these statements are fact and which express an opinion?
 - a. I believe he saw immediately a likeness to his own offspring.
 - b. They were kept behind bars in solitary confinement in concrete cells with nothing to do.
 - c. By nature they are gentle and inoffensive animals.
 - d. If we had startled them, they might well have charged us.
 - e. No more than a few thousand lowland gorillas like Jambo still survive.
 - f. We have destroyed the forests on which they depend.
 - 2 Which opinion in the article is the writer trying to prove to be wrong?
 - 3 What is the writer's own belief about gorillas? List three facts he presents to support his belief.
 - 4 What is the writer's opinion of the way people have behaved towards
- gorillas? Quote a fact to support your answer.
- 5 The writer's main intention in the passage is to ...
 - A tell some exciting stories about gorillas.
 - B warn us of the dangers of gorillas.
 - C show us that gorillas can behave like human beings.
 - D change the reader's mind about gorillas.
 - 6 The writer's attitude towards gorillas in one of ...
 - A horror.
 - B sympathy.
 - C fear.
 - D unfriendliness.
 - 7 The word which best describes the tone of the article is ...
 - A amusing.
 - B exciting.
 - C shocking.
 - D sincere.

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E Summary

Bari is still working on his project, *The ape: Man's closest relative*. He's been told to give a short oral report to the class on the article on gorillas. He decides to base his talk on the notes he made in exercise B, adding details where necessary.

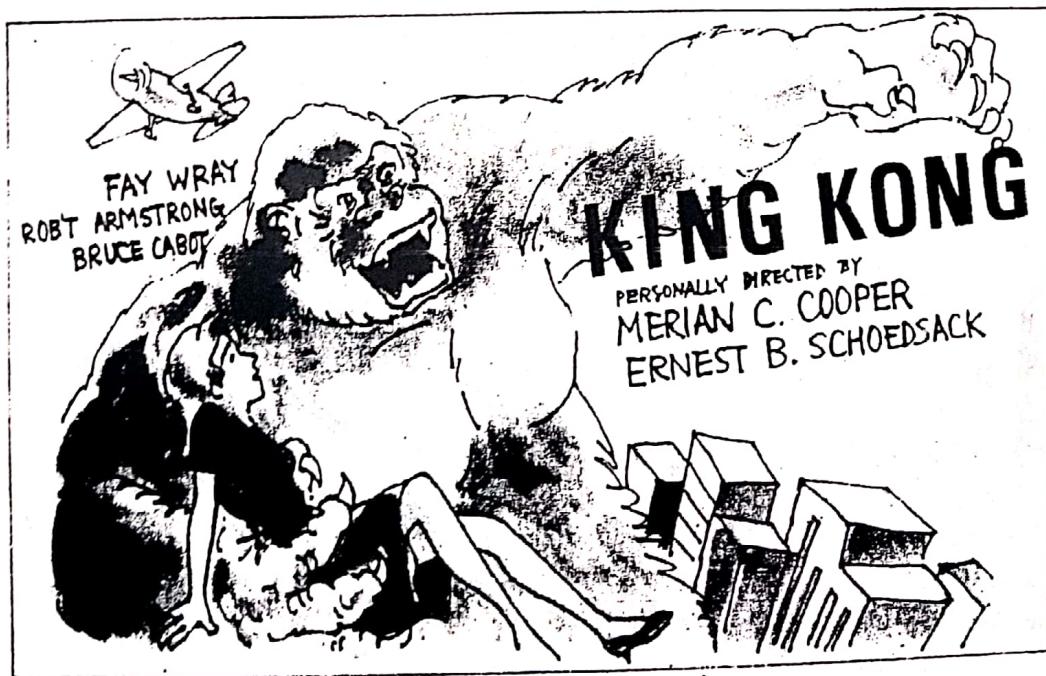
Below is the first part of Bari's oral report. Read it carefully and notice how he makes it very clear to his audience what he is going to talk about and lists each point he will deal with. He wants to make sure his listeners can understand him easily.

In my report I am going to talk about an article on gorillas by David Attenborough. I am going to deal with three main points. The first is the attitude most people have about gorillas. The second is the reasons for the gorilla's bad reputation. The third is the true nature of gorillas. Finally, I'll give my own opinions and the reasons for them.



Now using the notes already made in exercise B on page 38, and following the instructions below, finish Bari's report for him. Do not write more than 140 words of your own.

- 1 Start paragraph 2 with this sentence: 'Let's take points one and two together.' Then refer to your notes and deal with these points. In addition tell what the book and the film showed.
- 2 Start paragraph 3 with this phrase: 'According to Attenborough ... Then use your notes to give Attenborough's view and his supporting evidence.'
- 3 Start the 4th and final paragraph with this sentence: 'In conclusion I would like to give my own opinion.' Then state what you believe about gorillas and your reasons for believing it.



Paper 2 (1 hour 40 minutes)

Read the following passages and then answer all the questions about them.

Passage A

This passage is adapted from The Survival Book, a book which gives advice about survival in the jungle and other places, especially as a result of an air crash.

WATER

1. A plentiful supply of good water is most important in hot jungle country. There is little movement of the air and you sweat profusely, especially if you are travelling. Drink several quarts of water every day to maintain your efficiency. You can live for weeks without food but you can't survive long without water. A person of average weight needs at least two quarts of water a day. Dehydration leads to decreased efficiency, a feeling of fatigue and ultimately to death. When you find a good source of water, drink plenty (even if you are not thirsty) and carry as much with you as you can.
2. In most rain forests, you will find adequate water in streams, springs and pools. The main problem is one of purity. No surface water should be drunk without being boiled or chemically treated. Don't try any short cuts; the few minutes spent purifying water may save you weeks of illness or even save your life. Boil the water for 2 minutes at sea level plus one minute for each additional 1000 feet of altitude.
3. Rainwater is always safe to drink and can be conveniently caught in a parachute cloth stretched between trees or in containers made from large leaves or bamboo. The taste of rainwater can be improved by aeration -- simply pour the water from one container to another. When no surface water is available, you have to investigate other possible water sources. Getting water from plants is one of the easiest ways. In the rain forest, the big ropelike vines or lianas that hang down from the tree are full of water. To get the water, select a good-sized vine and cut off a section five to six feet long, making the top cut first. Then hold it at head height and let the water drain into your mouth. A six-foot section will contain about half a glass of cool water. Grapevine also contains pure water and may be extracted in the same way. Bamboo, too, is a useful source of water, the hollow stem serving as a reservoir. Observe one important rule always: NEVER DRINK FROM A VINE THAT HAS A MILKY SAP.
4. The branches and trunks of many trees support air plants which are capable of producing water. The rainwater collects in the cuplike hollows at the base of the leaves and remains there for a long time. The water is safe to drink without purifying it, although you may have to strain out a few ants and bugs. Unfortunately, most of these rain-catchers are high in the trees and inaccessible without climbing.
5. Another important source of water in the tropics is the coconut. The green, unripe nuts are a bountiful source of liquid and contain nearly a pint of water.

6. In any survival situation, the question of locating food will be extremely important but is much less vital than the task of finding water. It may not be pleasant to contemplate but in an emergency you will find that many unconventional creatures are edible and are eaten by the local inhabitants, who are experts in knowing how to live off the land. 35 In the process, you will have to forget many of your civilized prejudices.
7. There is plenty of good food in the tropics, enough to sustain you almost indefinitely. There is food from plants and trees and there are animals, birds, fish, snakes and lizards of many kinds. All of them are good to eat. The meat from the hindquarters and tail of the lizard makes a delicious meal. The iguana is also a delicacy much sought after by jungle gourmets. All jungle animals should be cooked in order to kill the parasites and improve the taste. 40
8. All snakes are edible but they are not found as frequently as is commonly supposed. They taste much like the white meat of chicken although the flesh is a bit stringy and slightly salty. In preparing snakes and lizards skin, remove the viscera, and cook as you would any other meat. 45
9. In the dense rain forest, most of the animals are high in the trees, out of sight and reach. There are few animals on the forest floor. Usually it is limited to land crabs, land turtles, lizards and snakes. The larger animals and birds of the rain forest make the best eating in an emergency but they are difficult to catch. Most people will walk through a tropical forest without ever seeing game of any kind even though it may be there in considerable abundance. Too much reliance should not be placed on the larger animals as a source of food. 50
10. In the clearing and areas of secondary growth where there is good cover, animals like deer, squirrels, tapir, anteaters and monkeys may be found. The basic principle in hunting these animals is to look for signs of their presence. Keep an eye open for tracks, trails, disturbed leaves, fresh droppings, partly eaten food or other evidence that animals have been in the vicinity. 55

(adapted from *The Survival Book* by Paul H. Nesbitt, Alonzo W. Pond and William H. Allen, published by Funk and Wagnall)

Passage B

1. For many centuries, desperate people have been driven to migrate as their only means of survival. Religious or racial persecution has forced many people to endure the trauma, hardship and uncertainties of migration rather than stay and face torture or death. A very real fear of starvation has sent millions of hungry people moving from east to west. In more recent times, millions of families are on the move simply to try to improve their position in life and to escape from a life of continual hardship and humiliation. They are aware that their expectation of life in a new country may be double the average in their country of origin. 5
2. From early in the 17th century onwards, a growing stream of hopeful Europeans fled to America to practise their religion and start a new life away from repressive regimes at 10

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home. Some died as pioneers: sometimes through illness and sometimes as a result of wars with American Indians or in their own Civil War. The survivors moved inland, always to the west - until most of N. America from the Atlantic to the Pacific Ocean had been explored and was available for settlement. These early pioneers were later joined by former slaves and others from Africa. Then countless migrants (mainly of Hispanic origin) arrived from Mexico and South America. Migration to Canada and the USA continues today. Periodically, an understanding government declares an amnesty for the benefit of the millions of migrants who entered North America illegally.

3. During the 18th and 19th centuries, a steadily increasing stream of Chinese migrants left their impoverished homes in China, often forced out by lengthy periods of drought or floods. Prevented by inhospitable mountains and deserts from moving directly westward, they turned to the south-west and settled in Malaya, Singapore or Indonesia before moving on to Europe and North America.
4. In modern times, virtually every British town has two or more Chinese restaurants; Chinese food is sold in every supermarket and is extremely popular. Somewhat similarly, Indian migrants from East Africa (where they were forced out by an envious Ugandan dictator) joined other immigrants from India and sought homes in the West. Without grumbling unduly, British people have seen their corner shops taken over by industrious migrants who are prepared to work long hours to make a success of their new homes in a foreign country.
5. In the vast majority of cases, migration has proved peaceful and profitable for both the host country and the hard-working immigrants. The 'invasion' has been accomplished without bloodshed, and the 'invaders' have contributed to the prosperity of their adopted country.

Answer these questions about Passage A and Passage B. When a question asks you to answer in your own words, you must not copy the words in the passage in your answer.

From Passage A

From paragraph 1:

1. (a) Why is water more important than food in the jungle?
(b) What do you understand by 'dehydration' in line 5?

From paragraph 2:

2. (a) To what does 'short cuts' probably refer in line 10?
(b) How can you purify stream water at a height of 5000 feet?

From paragraph 3:

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3. (a) What treatment is necessary before we drink rainwater? [1]
- (b) The survivor of a crash has found a large vine and wants to obtain water from it. What two precautions are necessary to enable him to obtain drinking water? [2]

From paragraph 6:

4. (a) What idea contained in the information about water is repeated in the information about animal food? [1]
- (b) 'you will have to forget many of your civilized prejudices' (line 36). What are the prejudices which the writer has in mind? [2]

From paragraph 9:

5. (a) What keeps most animals safe from hunters in the jungle? [1]
- (b) 'Too much reliance should not be placed on the larger animals as a source of food.' (lines 52 – 53) Why not? [1]
- (c) In line 51, to what does 'it' refer? [1]

Passage B

From paragraph 1:

6. In line 7, explain the meaning of 'their expectation of life' in your own words. [2]

From paragraph 2:

7. (a) Which word in paragraph 4 gives an example of the 'repressive regimes' mentioned in line 10? [1]
- (b) What does the writer imply by calling the government 'understanding' in line 17? [2]

From paragraph 3:

8. In line 22, what does 'inhospitable' mean and how did this quality affect migrants from China? [2]

From Passage A and Passage B:

9. For each of the following words, give one word or a short phrase (of not more than seven words) which has the same meaning in the passage.

From Passage A:

1. fatigue (line 6)
2. inaccessible (line 29)
3. sustain (line 37)

From Passage B:

4. accomplished (line 34)
5. prosperity (line 34)

[5]

The Mystery of The Lonely Lighthouse

- 1 The appearance of land at the end of a long sea journey must be a welcome sight for any ship's captain. Yet he has to be particularly alert at this stage of the voyage, for in many parts of the world there are often rocky islands close to the shore he is approaching. These islands seem to lie in wait like hunters watching for their prey. Their jagged rocks trap and wreck many ships whose journeys take them too close to their perilous shores.
- 2 In the past, fires would sometimes be lit at night to mark dangerous sections of coast, but frequently their light was too feeble to penetrate the gloom. Eventually, the idea of a lighthouse was born. This was a tall tower, often located on an island out at sea carrying a bright light at its top, warning ships of treacherous rocks ahead. Two or three men, called lighthouse keepers, had to live in the lighthouse so that the light could be maintained permanently. But constructing a lighthouse could be extremely difficult. The tale of one such lighthouse shows how difficult it was to build; it is all the more fascinating because of a mystery that later surrounded it.
- 3 The construction of this lighthouse began in 1895 and, because of the island's isolated location and hostile weather, it took four years to complete. The island's light shone out for the first time in December 1899. All went well over the first winter and summer. The crane used to lift all the building materials in the lighthouse's construction was left in place. One look at the list of supplies regularly taken by boat to the lighthouse shows why the crane was required. The metal containers of oil for the lamp, and the boxes of food and wooden barrels of fresh water needed by the keepers for survival, were extremely heavy.
- 4 Every fortnight a shipload of supplies was brought from the mainland to the lighthouse. On 26 December 1900, the delivery ship drew near the island, and its crew noticed immediately that something was wrong. There was no welcoming flag flying from the lighthouse pole, although the delivery ship would have been expected. However, it was possible the keepers were busy working out of sight on the other side of the island, and, therefore, had not noticed the ship approaching. The captain ordered the ship's whistle to be sounded, but the shrill blast brought only thousands of sea-birds from the cliff face, noisy and angry at being disturbed. There was no movement in or around the lighthouse. With mounting astonishment, the captain ordered a rocket to be fired over the island, and, although it burst its colourful contents with a loud explosion, still nothing was seen of the keepers.
- 5 A small group of sailors was instructed to go ashore and find out what was wrong. Perhaps, they thought, the keepers were ill and could not venture out of the lighthouse. They climbed aboard a small boat and rowed ashore. The sailors' leader went to the top of the cliffs on which the lighthouse perched, and began running along the pathway, calling out the names of the keepers. But the only answer that came was the howling of the gales. The keepers normally opened the entrance gate of the yard when a delivery was expected, but on this particular day the gate was closed; it creaked open at his touch and he moved towards the lighthouse itself. He was surprised to find the front door was wide open and cautiously he entered. He continued to call out the names of the three men, but still no-one answered his shouts.
- 6 In the kitchen, two chairs stood next to the table, but the third chair had been knocked over and was lying on its side. Although it was freezing winter weather, the ashes in the fireplace were cold, showing that it was some time since a fire had been lit. All the pots and pans were clean and stacked neatly in their usual places. The clock on the shelf above the fireplace had stopped. The leader then went into the bedrooms and found that the beds were unmade, just as they would be if their occupants had just risen from them and left hurriedly. By now, he was finding it difficult to control his feelings. The hairs were

standing up on the back of his neck, and he ran all the way back to the landing point. He breathlessly explained to the crew of the small boat what he had found, and two of the men volunteered to go back up with him to the lighthouse.

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7 This group of three combed the outbuildings and the lighthouse itself. On reaching the top of the tower, they found that the warning lamp of the lighthouse was in working order, but there was a thin film of dust over it, suggesting that it had not been lit for some time. In addition, the last entry in the lighthouse's record book was for the morning of 15 December, although normal practice was to complete the record daily. There was still no trace of the three keepers. It was becoming increasingly clear after this second search that no-one was there. The men returned to their ship where they informed the captain of what they had found – and what they had been unable to find. Because it was now dark, they had to wait until the following morning to begin to search even more extensively.

8 They began by examining the living area of the lighthouse again. They found that the waterproof clothing of two of the keepers was missing from the cupboard. Even more mysteriously, the third set of waterproof clothing still hung there. Then they went outside and began to investigate the platform where the crane stood. They were surprised to find that the grass had been torn away along the top edge of the cliff. The railings around the platform where the crane stood were broken. Furthermore, a huge boulder, probably weighing over a ton, which had been part of the cliff, had been moved a great distance down the stairway, and was partially blocking it. But of the three lighthouse keepers there was no trace, either then or later. They had disappeared completely. But how?

9 Once the newspapers got hold of the story, there was much speculation, most of it unconvincing. The mystery has never been conclusively solved, but for over a century many explanations as to what happened have been suggested. One theory is that violence broke out and one of the keepers murdered his colleagues and threw them over the cliff; he then jumped over the cliff himself through shame at what he had done. A second theory suggested that the island must have been cursed, because several years later a keeper threw himself from the lighthouse in a fit of depression. A third, and less fanciful, theory is that two of the men got up early and put on their waterproof clothing to go to the landing to repair the devastation of a night of particularly stormy weather. Could it be that the third man, watching from the lighthouse, saw a huge black hurricane cloud sweeping towards his two colleagues and rushed out to warn them, knocking over a chair as he did so? Could it be that all three men were then swept away by the wind?

10 Since that fateful day, the island's light has shone without further mishap. In 1971 the last keepers departed; the lighthouse is now operated by a computer. The only visitors these days are many species of sea-bird and an annual maintenance crew, complete with mobile phones.

Read the passage in the insert and then answer all the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

From paragraph 1

- 1 (a) At what stage of a sea journey must a sea captain be 'particularly alert'? [1]
(b) Pick out and write down two single words from the paragraph which tell you that the islands are 'like hunters'. [2]

From paragraph 2

- 2 (a) Give two reasons why lighthouses were better than fires in warning ships of dangerous rocks. [2]
(b) Initially, lighthouses were difficult to build. What was the disadvantage in the long term of having lighthouses rather than fires? [1]

From paragraph 3

- 3 (a) Why did it take four years to build this lighthouse? Answer in your own words. [2]
(b) Explain fully why the lighthouse keepers needed the crane used in the construction of the lighthouse to be left in place. [2]

From paragraph 4

- 4 Why would the captain of the ship be surprised that even the firing of the rocket produced no response from the lighthouse keepers? [2]

From paragraph 6

- 5 Give two reasons why the sailors' leader was 'breathless' when he returned to the small boat. [2]

From paragraph 7

- 6 (a) The writer tells us that the men 'combed' the outbuildings and the lighthouse itself. What does 'combed' tell us about the way they searched? [1]
(b) The searchers informed the captain of 'what they had been unable to find'. What had they expected to find? [1]

From paragraph 9

7 (a) According to the writer, what happened 'once the newspapers got hold of the story'? **Answer In your own words.** [2]

(b) How can we tell that the writer regards the third explanation of the mystery as the most likely? [1]

From paragraph 10

8 What contrast between past and present is suggested by the writer's reference to mobile phones? [1]

9 From the whole passage

Choose **five** of the following words. For each of them give **one** word or short phrase (of no more than seven words) which has the same meaning as the word has in the passage.

- | | |
|--------------------------|--------------------------|
| 1. mounting (line 30) | 5. extensively (line 61) |
| 2. volunteered (line 52) | 6. solved (line 72) |
| 3. film (line 55) | 7. devastation (line 79) |
| 4. practice (line 57) | 8. fateful (line 83) |
- [5]

10 The crew of the delivery ship 'noticed immediately that something was wrong' (lines 23–24).

Using your own words as far as possible, summarise the evidence the searchers had, before and after they landed, which made it clear that something was wrong at the lighthouse.

USE ONLY THE MATERIAL FROM LINE 24 TO LINE 70.

Your summary, which must be in continuous writing (not note form) must not be longer than 160 words, including the 10 words given below.

The ship's crew noticed immediately that something was wrong because ... [25]

- One of the most obvious results of our exciting technological age has been the invention of the mobile phone. Many people – even children as young as seven or eight – have one. But are mobile phones necessarily beneficial to society?
1. Mobiles can be seen as a way for young people to keep in touch with their parents if they are out with friends and, as newspapers make increasing reports of violence, particularly in inner city areas, this must be an advantage. If students are on a school outing and have to be met by parents on their return to school, they can phone at short notice from, say, the bus to give details of exact timings. Mobiles encourage friendships and some students speak to their friends several times a day. Parents may be happy that their children are not using the house telephone and incurring charges which they, as parents, have to meet – an issue which, in the past, was often a source of family **conflict**. Most young people have 'pay as you go' mobiles, and this encourages budgeting, surely a useful skill to have in later life.
 2. Because a mobile is the personal property of its owner, direct contact can be made, and there is less risk of disturbing an entire household engaged in some family activity, such as having dinner. Another obvious advantage is that people can be contacted wherever they are, clearly a benefit if a friend or spouse wishes to communicate that he is stuck in traffic, or that the train is running late. In situations where it is impossible for either the caller or the recipient to speak, mobiles can be used to send short text messages, which are both convenient and relatively cheap. Many mobiles are also able to take photographs; this multi-tasking means that there is no need to purchase a camera, and thus a saving is made. Sophisticated mobiles even allow their owners to send and receive e-mails, thus providing an alternative means of communication. Small businesses **flourish** because of mobile phones. A plumber, for example, can receive bookings for future work while he is working on another job; there is no need to sit at home waiting for phone calls or to employ a secretary in an office.
 3. However, there are downsides to mobile phones. People are discouraged from planning ahead. It is a rather pathetic sight to see a wife phoning from the supermarket to ask her husband what he would like for dinner. People might also stop making simple decisions of the fridge. Then there is the general disturbance which can be caused: there is nothing worse than people on public transport conducting loud and animated conversations on their mobiles with **scant** regard for their fellow passengers. Some countries, for example France, have tackled this problem by insisting that mobiles are switched off on trains; all countries should follow this example. Unfortunately, owning a mobile phone prevents some people from concentrating on the present moment. Picture the scene: a young couple are dining in a fine restaurant but, instead of being absorbed in each other's company, each of them is speaking to someone else via a mobile phone.
 4. In schools, there can be regrettable competition among students to have the most up-to-date mobile. Some students are distracted into texting friends in class, which clearly hinders their education. In cases where mobiles are confiscated because of such misuse, there are security issues for teachers – who is responsible for this expensive equipment once it has been confiscated? And, of course, teachers complain vociferously about text

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message spelling and grammar which, they say, encourage sloppy use of language: 'CU' is enough to raise the blood pressure of an English teacher to dangerous levels. Furthermore, they complain that mobile phones, along with e-mails, have destroyed the art of letter writing. Parents complain that their children contact their friends – with whom they have been all day in school – several times during the evening via text or call instead of doing their homework. 'What do they have to talk about?' is the **perceived mystery**.

6. Is the mobile phone a blessing or a curse? Perhaps there is no clear cut answer to this and, as with many issues, **moderation** is essential.

Q1) Read the passage above carefully and answer the following questions in your own words:

- I. Why do children living in inner city areas need mobile phones? (2)
- II. Why are parents happy that children are not using the house phone anymore? (2)
- III. Give two reasons from paragraph two why people prefer sending short messages? (2)
- IV. How can mobile phones help to flourish small businesses? (2)
- V. How has France taken care of the problem of people using mobile phones on trains? (2)
- VI. What do you think 'CU' in paragraph five is short for? (2)
- VII. Suggest a suitable title for this passage. (1)
- VIII. Is the author in favor of or against mobile phones? (1)
- IX. For each of the words, choose the letter (A, B, C or D) which has the same meaning that the word has in the passage. (6)

| | | |
|--|---|---|
| 1. Conflict (2) A. Agreement B. Peace C. Dispute D. Calm | 2. Flourish (3) A. Decrease B. Lessen C. Shrink D. Grow | 3. Scant (4) A. Important B. Plentiful C. Thick D. Little |
| 4. Hinders (5) A. Slow down B. Advance C. Encourage D. Support | 5. Perceived (5) A. Avoid B. Mistake C. Observed D. Neglect | 6. Moderation (6) A. Extreme B. Balance C. Upset D. Unlimited |

- X. **Using your own words as far as possible, summarize the advantages and disadvantages of using mobile phones. (10)**

1. Dolphins are very much in **vogue** these days. Although, like human beings, they are mammals, they have adapted surprisingly well to an environment completely different from our own. There is no doubt that people love these aquatic creatures, considering them to be both intelligent and beautiful. This fascination with dolphins is not a novelty; they have **delighted** people for centuries and they occupy a special place in folklore around the world. Dolphins graced many forms of art in ancient societies. Killing a dolphin was punished by the death penalty. Around the world, many cultures believed that any intentional harm done to a dolphin could cause ill-fortune or mortal sickness.
2. Modern, efficient methods have been introduced that allow fishermen to bring in record catches. However, these methods make no **distinction** between fish and dolphins, so that the latter often become the victims of these environmentally destructive fishing methods. In some parts of the world, fishermen have noticed that particularly large tuna fish swim underneath dolphins. Realising, therefore, that financially rewarding catches of tuna fish await those willing to take advantage of the tuna-dolphin bond, the fishermen deliberately net these dolphins in order to catch the tuna swimming below them.
3. Modern fishing nets are made of very strong materials which dolphins can neither detect nor break and, in some places, local fishermen use these nets with the specific intention of catching dolphins for food. It is difficult not to have some sympathy for these fishermen. In many fishing communities, fish stocks – on which people have always depended – are dwindling. The sea provides their best food, but local people are unable to compete with the huge fishing vessels which have recently been sent into their waters by large international companies. As a result, they have to turn to whatever food sources remain, simply in order to survive, and the only available food is often dolphins.
4. It is not only sea dolphins that are under threat; river dolphins are also in danger of extinction because of human behaviour. They frequently become entangled in fishing nets used by local people whose **overriding** concern is feeding their families. Other dolphins are accidentally caught on large fishing hooks strung in lines along river beds. Pesticides, which are used to boost crop production in agricultural areas, pollute the nearby rivers, and the dolphins living there stand no chance against these powerful poisons. When rivers flow through areas where there are a lot of factories, these beautiful creatures can be poisoned by factory waste, which is often dumped in rivers; this waste may be hidden, but it is still present and highly dangerous.
5. In some countries, the meat of river dolphins is considered to have medicinal properties, and consequently they are killed in large uncontrolled numbers. But, as with sea dolphins, the majority of deaths are caused unintentionally. Many river dolphins have been found with **appalling** injuries after collisions with boats and, as the volume of boat traffic in many parts of the world is likely to grow, the probability of such encounters is bound to increase. The noise caused by boats interferes with the dolphins' hearing, reducing their ability to locate food. Furthermore, there is plenty of evidence to suggest that the turbulence caused by dense river traffic reduces the ability of these sensitive creatures to navigate their territory.
6. However, there are signs of changing attitudes towards the plight of river dolphins. In China, they have been officially recognised as a protected species. The Chinese government has taken extensive measures to educate local people through films, posters and even postage stamps. All of this has been greeted with interest by local people. More importantly, associations have been set up, run by local volunteers, to educate fishermen in fishing methods designed to stop the harm which is often done to river dolphins, however unintentionally. One association has raised public awareness by persuading a nearby factory to use the river dolphin as its trademark, and other companies have rushed to follow their example, with a dolphin hotel, a dolphin department store, dolphin shoes..."

the public imagination has been caught! Not surprisingly, the river dolphin is becoming a household name and its survival problems are well known.

7. In one part of China, a nature reserve has been built to protect river dolphins. Funded by government money and public donations, this reserve provides a protected breeding area for river dolphins, which, it is hoped, will result in an increase in the dolphin population. A hospital has also been constructed where injured dolphins are treated until they are well enough to be returned to the river.
8. We should be **heartened** by such conservation stories. Nevertheless, through our arrogance and ignorance we have already managed to cause tremendous harm to our environment. Dolphins are in the unfortunate position of acting as living indicators of the effects of this damage. They are symbolic not only of love, peace and harmony, but of what we have done, and are still doing, to our planet.

Q1) Read the passage above carefully and then answer the following questions in your own words:

- I. Give one reason why, according to the writer, people love dolphins. (1)
- II. How can we tell that in some cultures dolphins were considered to be as important as human beings? (1)
- III. Explain fully the benefits gained by fishermen who 'take advantage of the tuna-dolphin bond'. (2)
- IV. Why are local fishermen forced to catch dolphins for food? (2)
- V. Give one reason from paragraph six why dolphins are killed for their meat? (1)
- VI. Why are Chinese people using the river dolphin symbol as their trademark? (2)
- VII. According to the author, what are the four things the dolphins are symbolic of? (4)
- VIII. Suggest a suitable title for the text. (1)
- IX. For each of the words, choose the letter (A, B, C or D) which has the same meaning that the word has in the passage. (6)

| | | |
|--|---|--|
| 1. Vogue (1) A. Fashion B. Work C. Angry D. Unpopular | 2. Delighted (1) A. Enchanted B. Saddened C. Made unhappy D. Helped | 3. Distinction (2) A. Similarity B. Energized C. Difference D. Importance |
| 4. Overriding (4) A. To celebrate with fervor B. Main C. Extra D. Last | 5. Appalling (5) A. Beautiful B. Emotional response to something C. Minor D. Terrible | 6. Heartened (8) A. Feel Depressed B. Feel saddened C. Feel hopeful D. Enjoy |

- X. Using your own words as far as possible, summarize the difficulties and dangers encountered by dolphins and the steps taken to protect them. (10)

Name _____

Class: _____



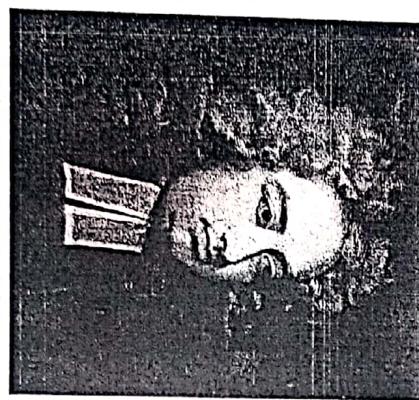
A Modest Proposal

For Preventing the Children of Poor People in Ireland From Being a Burden to their Parents or Country, and for Making them Beneficial to the Public

By Jonathan Swift

1729

Jonathan Swift (1667-1745) was an Anglo-Irish essayist, writer, and political pamphleteer best known for his book Gulliver's Travels. In "A Modest Proposal," Swift offers an unconventional solution to poverty in Ireland. As you read, determine how Swift's tone helps reveal the message of the piece.



[1]

It is a melancholy object to those who walk through this great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female sex, followed by three, four, or six children, all in rags and importuning every passenger for an alms.¹ These mothers, instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg subsistence² for their helpless infants; who as they grow up either turn thieves for want of work, or leave their dear native country to fight for the Pretender³ in Spain, or sell themselves to the Barbadoes.

I think it is agreed by all parties that this

prodigious number of children in the arms, or on the backs, or at the heels of their mothers, and frequently of their fathers, is in the present deplorable⁴ state of the kingdom a very great additional grievance; and, therefore, whenever

could find out a fair, cheap, and easy method of making these children sound, useful members of the commonwealth, would deserve so well of the public as to have his statue set up for a preserver of the nation.

[5]

The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred thousand couple whose wives are breeders; from which number I subtract thirty thousand couples who are able to maintain their own children, although I apprehend there cannot be so many, under the present distresses of the kingdom; but this being granted, there will remain an hundred and seventy thousand breeders. I again subtract fifty thousand for those women who miscarry, or whose children die by accident or disease within the year. There only remains one hundred and twenty thousand children of poor parents annually born. The question therefore is, how this number shall be reared and provided for, which, as I have already said, under the present situation of affairs, is utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft, or agriculture; we neither build houses (I mean in the country) nor cultivate land; they can very seldom pick up a livelihood by stealing, till they arrive at six years old, except where they are of cowardly parts,⁵ although I confess they learn the rudiments⁶ much earlier, during which time they can however be properly looked upon only as probationers, as I have been informed by a principal gentleman in the county of Cavan, who protested to me that he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.

I am assured by our merchants, that a boy or a girl before twelve years old is no salable⁷ commodity, and even when they come to this age they will not yield above three pounds, or three pounds and half-a-crown at most on the exchange; which cannot turn to account either to the parents or kingdom, the charge of nutriment and rags having been at least four times that value.

I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

[6]

But my intention is very far from being confined to provide only for the children of professed beggars; it is of a much greater extent, and shall take in the whole number of infants at a certain age who are born of parents in effect as little able to support them as those who demand our charity in the streets. As to my own part, having turned my thoughts for many years upon this important subject, and maturely weighed the several schemes of other projectors, I have always found them grossly mistaken in the computation. It is true, a child just dropped from its dam may be supported by her milk for a solar year, with little other nourishment; at most not above the value of 25.. which the mother may certainly get, or the value in scraps, by her lawful occupation of beggery; and it is exactly at one year old that I propose to provide for them in such a manner as instead of being a charge upon their parents or the parish, or wanting food and raiment, for the rest of their lives, they shall on the contrary contribute to the feeding, and partly to the clothing, of many thousands.

There is likewise another great advantage in my scheme, that it will prevent those voluntary abortions, and that horrid practice of women murdering their bastard children,⁸ alas! too frequent among us!⁹ sacrificing the poor innocent babes; I doubt more to avoid the expense than the shame, which would move tears and pity in the most savage and inhuman breast.

[7]

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[8]

¹ money or food given to poor people, etc.
² lord and other regarded as source of strength, encouragement, needed for survival
³ a prince (such as James II of England, son of James I, who was deposed from the throne in 1688)
⁴ deplorable (adjective), showing bad, usually deserving, strong disapprobation

[9]

⁵ clothing.
⁶ in this context, this phrase refers to illegitimate children, or children born to unmarried parents.
⁷ refers to those who can physically have children
⁸ promising or ready abilities, in this case as a skill in stealing or pick-pocketing
⁹ basic or beginning principles of a subject
¹⁰ fit or able to be sold

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I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether steamed, roasted, boiled, or boiled, and I make no doubt that it will equally serve in a messes or a ragout.¹¹ I do therefore humbly offer it to public consideration that of the hundred and twenty thousand children already committed twenty thousand may be reserved for breed, whereof only one-fourth part to be males, which is more than we know to suffice both cattle or swine and my reason is that these churlish savages the fruits of mankind a circumstance not much regarded by our savages, therefore one male will suffice to serve four females. That the remaining hundred thousand may, at a year old, be offered in the same to the persons of quality and fortune throughout the kingdom; always advising the mother to let them such plentifully in the last month, so as to render them plump and fat for a good table. A child will make two dishes at an entertainment for menses, and when the family dines alone, the fare of hand quarter will make a reasonable dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in winter.

I have reckoned upon a medium that a child just born will weigh 12 pounds, and in a solar year, if properly nursed, increase to 28 pounds. I grant this food will be somewhat dear,¹² and therefore best suited to the children.

[15] infants' flesh will be in season throughout the year, but more plentiful in March, and a little before and after for we are told by a grave authority, an eminent French physician, that fish being a prolific¹³ diet there are more children born in Roman Catholic countries about nine months after Lent than at any other season, therefore, reckoning a year after Lent, the markets will be more glutted¹⁴ than usual, because the number of papists¹⁵ infants is at least three to one in this kingdom, and therefore it will have one other collateral advantage by lessening the number of papists among us.

I have already computed the charge of nursing a negro's child (in which list I reckon all coloresses, laborers, and four fifths of the farmers) to be about two shillings per annum, rags included, and I believe no gentleman would require¹⁶ to give ten shillings for the carcass¹⁷ of a good fat child, which, as I have said, will make two dishes of excellent nutriment, the meat when he hath only some particular friend or his own family to dine with him. Thus the square will earn to be a good landlord, and grow popular among his servants, the master will have eight shillings net profit, and be fit for work till she produces another child.

Those who are more thrifty (as I must confess the times require) may play the carcass; the skin of which artificially dressed will make admirable gloves for ladies, and summer boots for fine gentlemen, as to our city of Dublin, situations may be appointed for this purpose in the most convenient parts of it, and butchers we may be assured will not be wanting, although I rather recommend buying the children alive, and dressing them hot from the knife, as we do roasting pigs.

A very worthy person, a true lover of his country, and whose virtues I highly esteem, was lately pleased in discoursing on this matter to offer a refinement upon my scheme. He said that many gentlemen of this kingdom, having of late destroyed their deer, he conceived that the want of venison might be well supplied by the bodies of young lads and maidens, not exceeding fourteen years of age nor under twelve; so great a number of both sexes in every country being now ready to starve for want of work and service, and these to be disposed of by their parents, if alive, or otherwise by their nearest relations. But with due deference to so excellent a friend and so deserving a patriot, I cannot be altogether in his sentiments, for as to the males, my American acquaintance assured me from frequent experience that their flesh was generally tough and lean, like that of our schoolboys by continual exercise, and their taste disagreeable; and to fatten them would not answer the charge. Then as to the females, it would, I think, with humble submission be a loss to the public, because they soon would become breeders themselves, and besides, it is not improbable that some scrupulous¹⁸ people might be apt to censure¹⁹ such a practice (although indeed very unjustly), as a little bordering upon cruelty, which, I confess, hath always been with me the strongest objection against any project however so well intended.

[16] But in order to justify my friend, he confessed that this expedient was put into his head by the famous Psammatazar, a native of the island Formosa who came from thence to London above twenty years ago, and in conversation told my friend, that in his country when any young person happened to be put to death, the executioner sold the carcass to persons of quality as a prime dainty;²⁰ and that at his time the body of a plump girl of fifteen, who was crucified for an attempt to poison the emperor, was sold to his imperial majesty's prime minister of state, and other great mandarins of the court, in joints from the gibbet, at four hundred crowns. Neither indeed can I deny, that if the same use were made of several plump young girls in this town, who without one single groat²¹ to their fortunes cannot stir abroad without a chair, and appear at playhouse and assemblies in foreign fineries which they never will pay for, the kingdom would not be the worse.

Some persons of a desponding²² spirit are in great concern about that vast number of poor people, who are aged, diseased, or maimed, and I have been desired to employ my thoughts what course may be taken to ease the nation of so grievous an encumbrance.²³ But I am not in the least pain upon that matter, because it is very well known that they are every day dying and rotting by cold and famine, and fit and vermin, as fast as can be reasonably expected. And as to the young laborers, they are now in as hopeful a condition; they cannot get work, and consequently pine away for want of nourishment to a degree that if at any time they are accidentally hired to common labor, they have not strength to perform it, and thus the country and themselves are happily delivered from the evils to come.

I have too long digressed, and therefore shall return to my subject. I think the advantages by the proposal which I have made are obvious and many, as well as of the highest importance.

11. *harmful methods of cooking, both involving steamed meat*
12. *expensive by cost*
13. *Prohibited, i.e., forbidding much fruit or vegetables*
14. *sufficient for living to eat less*
15. *Irregular, i.e., deviating from Roman Catholics*
16. *Reprobate, i.e., to express disapprobation or censure*
17. *abused body, or can not*

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For first, as I have already observed, it would greatly lessen the number of papists, with whom we are yearly overrun, being the principal breeders of the nation as well as our most dangerous enemies; and who stay at home on purpose with a design to deliver the kingdom to the Pretender, hoping to take their advantage by the absence of so many good protestants, who have chosen rather to leave their country than stay at home and pay tithes.²⁴ against their conscience to an episcopal curate.²⁵

Secondly, The poorer tenants will have something valuable of their own, which by law may be made liable to distress and help to pay their landlords rent, their corn and cattle being already seized, and money a thing unknown.

[20] Thirdly, Whereas the maintenance of an hundred thousand children, from two years old and upward, cannot be computed at less than ten shillings a-piece per annum, the nation's stock will be thereby increased fifty thousand pounds per annum, beside the profit of a new dish introduced to the tables of all gentlemen of fortune in the kingdom who have any refinement in taste. And the money will circulate among ourselves, the goods being entirely of our own growth and manufacture.

Fourthly, The constant breeders, beside the gain of eight shillings sterling per annum by the sale of their children, will be rid of the charge of maintaining them after the first year.

Fifthly, This food would likewise bring great custom to taverns; where the vintners²⁶ will certainly be so prudent as to procure the best receipts for dressing it to perfection, and consequently have their houses frequented by all the fine gentlemen, who justly value themselves upon their knowledge in good eating; and a skilful cook, who understands how to oblige his guests, will contrive to make it as expensive as they please.

Sixthly, This would be a great inducement to marriage, which all wise nations have either encouraged by rewards or enforced by laws and penalties, it would increase the care and tenderness of mothers toward their children, when they were sure of a settlement for life to the poor babes provided in some sort by the publick, to their annual profit instead of expense. We should see an honest emulation²⁷ among the married women, which of them could bring the fattest child to the market. Men would become as fond of their wives during the time of their pregnancy as they are now of their mares in foal, their cows in calf, their sows when they are ready to farrow; nor offer to bear or kick them [as is too frequent a practice] for fear of a miscarriage.

Many other advantages might be enumerated.²⁸ For instance, the addition of some thousand carcasses in our exportation of barrelled beef; the propagation of swine's flesh, and improvement in the art of making good bacon, so much wanted among us by the great destruction of pigs, too frequent at our tables; which are no way comparable in taste or magnificence to a well-grown, fat, yearling child, which roasted whole will make a considerable figure at a lord mayor's feast or any other public entertainment. But this and many others I omit, being studious of brevity.²⁹

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[25] Supposing that one thousand families in this city, would be constant customers for infants flesh, besides others who might have it at merry meetings, particularly at weddings and christenings, I compute that Dublin would take off annually about twenty thousand carcasses, and the rest of the kingdom (where probably they will be sold somewhat cheaper) the remaining eighty thousand. I can think of no one objection, that will possibly be raised against this proposal, unless it should be urged, that the number of people will be thereby much lessened in the kingdom. This I freely own, and 'twas indeed one principal design in offering it to the world. I desire the reader will observe, that I calculate my remedy for this one individual Kingdom of Ireland, and for no other that ever was, is, or, I think, ever can be upon Earth.

Therefore let no man talk to me of other expedients:³⁰ Of taking our absentees at five shillings a pound: Of using neither cloaths, nor household furniture, except what is of our own growth and manufacture: Of utterly rejecting the materials and instruments that promote foreign luxury: Of curing the expensiveness of pride, vanity, idleness, and gaming in our women: Of introducing a vein of parsimony,³¹ prudence and temperance:³² Of learning to love our country, wherein we differ even from Laplanders, and the inhabitants of Topinamboo: Of quitting our amanuenses and factious, nor acting any longer like the Jews, who were murdering one another at the very moment their city was taken: Of being a little cautious not to sell our country and consciences for nothing. Of teaching landlords to have at least one degree of mercy towards their tenants. Lastly, of putting a spirit of honesty, industry, and skill into our shop-keepers, who, if a resolution could now be taken to buy only our native goods, could ever yet be brought to make one fair proposal of just dealing thought often and earnestly invited to it.

Therefore I repeat, let no man talk to me of these and the like expedients, 'till he hath at least some glimpse of hope, that there will ever be some hearty and sincere attempt to put them into practice. But, as to myself, having been wearied out for many years with offering vain, idle, visionary thoughts, and at length utterly despairing of success, I fortunately fell upon this proposal which, as it is wholly new, so it hath something solid and real, of no expence and little trouble, full in our own power, and whereby we can incur no danger in disobliging England. For this kind of commodity will not bear exportation, and flesh being of too tender a consistence, to admit a long continuance in salt, although perhaps I could name a country, which would be glad to eat up our whole nation without it.

[30] After all, I am not so violently bent upon my own opinion as to reject any offer proposed by wise men, which shall be found equally innocent, cheap, easy, and effectual. But before something of that kind shall be advanced in contradiction to my scheme, and offering a better, I desire the author or authors will be pleased maturely to consider two points.

First, as things now stand, how they will be able to find food and raiment for an hundred thousand useless mouths and backs.

²⁴ One-tenth of yearly earnings given as a tax for the church and clergy

²⁵ a churchman of a church governed by or having bishops (Swift is referring to the Catholic Church)

²⁶ wine makers or experts

²⁷ emulation (noun), the effort or desire to equal or surpass another or others

²⁸ Emulation (verb), to compare or test

²⁹ brevity (adjective), briefness

³⁰ Expedients (noun), means to an end; solutions

³¹ Parsimony (adjective), extreme reluctance to spend money

³² abstaining from drinking alcohol

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And secondly, there being a round million of creatures in human figure throughout this kingdom,

whose whole substance put into a common stock would leave them in debt two millions of pounds sterling, adding those who are beggars by profession to the bulk of farmers, cottagers, and laborers, with their wives and children who are beggars in effect; I desire those politicians who dislike my overture,¹³ and may perhaps be so bold as to attempt an answer, that they will first ask the parents of these mortals, whether they would not at this day think it a great happiness to have been sold for food, at a year old in the manner I prescribe, and thereby have avoided such a perpetual scene of misfortunes as they have since gone through by the oppression of landlords, the impossibility of paying rent without money or trade, the want of common sustenance, with neither house nor clothes to cover them from the inclemencies¹⁴ of the weather, and the most inevitable prospect of entailing the like or greater miseries upon their breed for ever.

I protest, in the sincerity of my heart, that I have not the least personal interest in endeavoring to promote this necessary work, having no other motive than the public good of my country, by advancing our trade, providing for infants, relieving the poor, and giving some pleasure to the rich. I have no children by which I can propose to get a single penny; the youngest being nine years old, and my wife past child-bearing.

"A Modest Proposal" by Jonathan Swift (1729) is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO of the following statements best describe the central ideas of the text?
 - A. Poor families are just going to keep growing, so it's best to leave them to starve themselves out.
 - B. In order to control population and poverty, the children of the poor should be sold as food.
 - C. Any other proposal would be a waste of time to listen to.
 - D. The social situation during this time is dire, with poverty rampant throughout the kingdom, particularly in Ireland.
 - E. A person is not measured by how productive, costly, or useful they can be to larger society.
 - F. The poor should get out of the streets and make more of an effort to find employment, rather than beg for their food.
2. PART B: Which TWO of the following paragraphs best support the answers to Part A?
 - A. Paragraph 1
 - B. Paragraph 6
 - C. Paragraph 8
 - D. Paragraph 18
 - E. Paragraph 24
 - F. Paragraph 30
3. PART A: To what is the author referring when using words like "breeders" (paragraph 5, paragraph 14, paragraph 18, and paragraph 21) and "commodity" (paragraph 6 and paragraph 29) in the text?
 - A. Poor child-bearing women and their children
 - B. Various forms of livestock
 - C. Middle-class women and their property
 - D. Catholic women and their babies
4. PART B: What effect does the author's word choice have on the tone of the text?
 - A. It makes the proposal sound even more ridiculous and over-the-top.
 - B. It is comparable to the way people talk about livestock and trade, adding to the silly tone of the text.
 - C. It dehumanizes these people, reducing them to their worth or abilities (i.e. giving birth), conveying a tone of indifference.
 - D. It divides people based on their religious practices, contributing to the incited and biased tone of the text.

 COMMONLIT

5.

How does the following quote develop the narrator's point of view? "Does not those politicians who dislike my overture... that they will first ask the parents of these mortals, whether they would not at this day think it a great happiness to have been sold for food, at a year old in the manner I prescribe, and thereby have avoided such a perpetual scene of misfortunes as they have since gone through by the oppression of landlords, the impossibility of paying rent without money or trade, the want of common sustenance, with neither house nor clothes to cover them from the inclemencies of the weather, and the most inevitable prospect of entailing the like or greater miseries upon their breed for ever?" (Paragraph 32)

6.

How does Swift's use of hyperbole, or exaggeration, contribute to this satirical text?

- A. Swift uses hyperbole when describing the benefits of cannibalism, satirizing the upper class for overtaxing the poor.
- B. Swift uses hyperbole when suggesting infanticide as a way to solve population increase, satirizing those who encourage it.
- C. By suggesting taboos such as infanticide and cannibalism to solve social issues, Swift employs hyperbole to satirize the government and upper class' lack of concern for poverty.
- D. By suggesting taboos such as infanticide and cannibalism to solve social issues, Swift employs hyperbole to satirize the extent of poverty in Ireland.

7. PART A: Which TWO groups is Swift ultimately criticizing in "A Modest Proposal"?

- A. The Poor/lower class
- B. The Irish
- C. The Catholics
- D. The English middle class
- E. The Upper classes
- F. Politicians (Irish and English)

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8.

PART B: Explain your answer to Part A in 3-5 sentences with at least one piece of evidence cited from the text.



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Can any proposal be justified if objectively analyzed and presented? Why or why not?
Explain your answer in detail.

2. What is fair? Drawing upon your own experiences and outside readings, explain your answer in detail.