

Text 1: Monkeys

Step 1 - read through

Read through the text below twice: the first time to understand the content; the second time to understand what the writer is saying. This text comes from the 19th century.

Example from *The Strand Magazine* of 1894: 'Zig-zags at the Zoo' by Arthur Morrison and J.A. Shepherd.

Whence has arisen the notion that monkeys are happy creatures? Probably from the inadequate fact that they pull one another's tails and run away. But a being may be mischievous without being happy. Many mischievous boys are never happy: possibly because the laws of Nature won't permit of half the mischief they are anxious to accomplish...Everything that runs up a fence or swings on a rope is not necessarily jolly, much as the action would appear to justify the belief. Many a human creature has stormed a fence with a lively desire to attain the dogless side, but no noticeable amount of jollity; and a man escaping from fire by a rope wastes no time in unseasonable hilarity, dangle he never so quaintly.*

**Whence = from where*

Read the extract. Write down your first impressions of what the article is about.

Read through the extract again. Discuss what you think the writer is saying. Write this in one sentence.

Step 2 - annotate

Highlight any phrases that suggest the author does not share the general opinion of monkeys.

Underline the examples he gives to emphasise his view.

In a different colour, highlight all the phrases that suggest why he thinks people believe monkeys are happy.

In another colour, highlight how he rejects these reasons.

Step 3 - analyse

Find references and quotations that support the following statements:

1. The writer opens with a rhetorical question.
2. He answers the rhetorical question in the text.
3. He gives possible reasons for people's belief that monkeys are happy.
4. He rejects the reasons why people believe that monkeys are happy.
5. He relates the monkeys' behaviour to humans.
6. He uses this information to show their beliefs are wrong.

Step 4 - evaluate

Look at the text again. Then answer the following questions:

- What is the purpose of the opening question?
- What possible answer is suggested?
- How does the use of 'but' introduce a different idea?
- How is this followed up with 'evidence' in the form of an example?
- Does the writer use the same technique elsewhere?
- How is the writer trying to influence the readers?

Text 2: Slow lorises

Step 1 - read through

This text is taken from Paignton Zoo's Blog for September 2014
(<http://www.paigntonzoo.org.uk/blog/>)

Slow Lorises don't have it easy. Everyone thinks they are slow because of their name, and because of the lack of evidence everyone thinks they eat fruit and rice. For this reason many lorises in captive settings receive inadequate diets and with inadequate furniture. They are also absolutely adorable and they are a hot commodity in the illegal pet trade which is pushing their dwindling wild populations to extinction ... This week is the Slow Loris Outreach Week (SLOW, get it?) and it is our goal to spread the plight of the slow loris. Surprising slow loris facts:

- 1. Slow lorises are not slow! They are very agile and strong but they cannot jump so they must be within reaching distance of other branches. If they have somewhere they need to be ... one blink and they are gone!*
- 2. They are extremely popular in the pet trade because they are cute but they make AWFUL pets! They naturally have a very pungent smell, they are nocturnal and want to sleep while you are awake and they are venomous and can actually kill you. This is why their teeth are usually ripped out before being sold in the markets.*
- 3. There are 8 species of slow lorises but we are expecting there to be many more after looking at molecular markers.**
- 4. They aren't as solitary as once believed! A male and female will actually have overlapping territories and can be seen sleeping together occasionally. The male will also play with its offspring.*
- 5. They are very hard to breed in captivity and only a handful of institutions can manage it (including Paignton Zoo!). Any seller saying they were bred in captivity is not telling a likely story.*
- 6. They like to sleep in bamboo patches or on branches of huge trees and prefer places that are less noisy. Guess I am more like a loris than I thought.*

** molecular markers - a way of identifying a particular DNA sequence*

Read the extract. Write down your first impressions of what the article is about.

Read through the article again. Discuss what you think the writer is saying. Write this in one sentence.

Step 2 - annotate

Work with a partner and do the following:

- In the first paragraph highlight two common errors the author points out about people's view of the slow loris.
- In a different colour, highlight the reason given for their shrinking numbers in the wild.
- Underline three reasons the blogger gives why slow lorises make terrible pets.
- Write down why you should not believe someone trying to sell you a slow loris who says it was bred in captivity.

Step 3 - analyse

Discuss your views about the author's reasons for writing this blog and make notes.

What do the following phrases suggest about the way the blogger seeks to influence the reader?

- 'pushing their dwindling wild populations to extinction.'
- 'their teeth are usually ripped out before being sold in the markets.'
- 'The male will also play with its offspring.'
- 'only a handful of institutions can manage it (including Paignton Zoo!).'
- 'Guess I am more like a loris than I thought.'

Discuss your views with another pair of students and make notes.

Step 4 - evaluate

Both of these texts are about animals in zoos. Work with a partner and discuss:

- the writers' attitudes towards the animals in captivity
- how the writers get their arguments across.