UNIT 8 PEOPLE AND PLACES

What will I learn?

8.1 Reading

- Use pre-reading strategies to predict the content of a text from the key words by using prior knowledge, asking questions and using contextual clues.
- Skim Text to have a general idea of the text.
- Infer themes/ main idea.
- Deduce the meaning of difficult words from context.
- Locate examples to support a viewpoint/ opinion
- Identify viewpoints/ ideas and issues
- Use summary skills to extract salient points and develop a mind map to summarize a text.

8.2 Listening and Speaking

- Demonstrate the use of simple conventions of debates

8.3 Language Practice

- Identify, form and use degrees of comparison of adverbs
- Recognize and use quotation marks to enclose parts of a quotation
- Suffixes (Continued), recognize common suffixes; use that knowledge to determine the meaning of unfamiliar words

8.4 Writing

- Write applications to people in the extended environment.
- Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas).

8.5 Study Skills

- Create and deliver simple group presentations on various themes, problems, and issues
- Evaluate and comment orally on the presentation of peers against a pre-developed student/teacher criteria

8.6 Fun

- Acting out a poem

UNIT 8.1 READING COMPREHENSION

Pre-Reading

Work in groups of four and do the following:

1. Share with each other some of the good things that you remember from your childhood. Remember to talk in English.
   Select one incident from all those shared in the group for sharing with the class.
2. Discuss some of the issues that Pakistan is facing due to water shortage and what should the citizens do, what steps should the government take to solve this problem. Fill the information in the following table.
   After filling the table, decide which problem and solution your group would like to share with the class.

S. No.	Problem	Solution	Responsibility

Reading Text

Ghazi's Diary

Ghazi loved writing about his feelings and experiences. He often wrote things in his diary whenever he got into the writing mood. The following are two pages from his diary.

Note for Teachers: Divide the students into groups of four. Ask the students to select one student in the group as the group leader, who should ensure that all the students participate. Another one should be selected to share the selected incident with the class. The third student should be the scribe, i.e. the person who will write the points discussed in the table above, and the fourth one should come up and present one water related problem and solution. While the students are doing the two activities, walk around and encourage students to talk in English. Also ensure that all the students participate in the discussion.

UNIT 8.1 READING COMPREHENSION

(1)

Wednesday, 10th February, 2015
10:30 pm

Village life

Today, I am once again reminded of my simple village and its loving and caring people. I am living in Karachi now, in a beautiful house that has many modern facilities. It is located in a locality that has clean streets and big houses that have beautiful gardens, with a variety of plants and trees. But I am desperately missing my village; the simple, mud house that we lived in, the simple toys that gave us so much pleasure, and the simple, carefree people amongst whom we lived. I wish I could get into a time machine and go back sixty years, back to my life in the village.

The house that we lived in, had three rooms and a kitchen, all spread out in a yard that had no boundary wall, just some bushes separating our property from that of our neighbours. My grandparents and two of my unmarried aunts lived in one room, we, my parents and siblings, lived in another room, while my uncle and his family lived in the third room. We had a common kitchen, where the women of the family cooked for all of us.

The house in which I now live is made of cement and painted in beautiful colours, with tiled floors; however, the houses in our village were all made of wood, straw and mud. We had no furniture, as such; we sat on the floor and slept on the floor by spreading some quilts that were kept on a wooden stand during the day. This was probably why very few people had knee problems; people of all ages comfortably sat on the floor, which exercised their knees.

Our village did not have roads or streets; there were just narrow mud lanes, which became very slippery during the rainy season. Commuting from one place to another was not an issue; people did not need cars, buses or even motorbikes to go from one place to another in the village, they just walked. All this exercise kept them healthy and the absence of motor vehicles kept the environment pollution free.

UNIT 8.1 READING COMPREHENSION

Unlike the city, the village did not have big shops and supermarkets. There were just a few small shops selling goods that people needed for everyday living. One did not always need money or credit cards to buy things from these shops; one could buy things from these shops even if one did not have any money because the village shopkeepers knew everyone by name and were usually willing to give goods on credit.

The village *Otaq*, the place where men met in the evening, was where men spent their free time, shared news and gossips, laughed at shared jokes, talked about the weather, their crops and village issues, and enjoyed folk songs sung to the tune of the *ghaghar* and *tamboora*. The women had the village well which was the centre of all their activities. The village men and women shared their news and issues with people and enjoyed each other's company. They did not get their news from the television, learn about what was happening with people from the face book, get their entertainment from the You tube, and talk to people sitting at the next table through sms or email. All their activities centred on people in the flesh and blood, not people via devices.

Alas! Our luxurious life style has compromised our health. The availability of devices has distanced us from people. The access to technology has replaced the human touch. I wish for a time machine to take me back to my simple life, simple people, simple interests, and simple wants and needs.

(2)

Friday, 4th August, 2017
11:45 am

'We Need to Store Rain Water'

Monsoons once again! Floods everywhere! The much needed rain is here. While water in an important need of life, too much of it can cause flooding and devastation. In Pakistan, floods create havoc when rivers over flow their banks during the monsoon season.

Rivers have always played a very important role in the life of human beings. They have served as trade routes from the earliest of times. Before the building of roads and railways, most trade was carried on by boats and ships along rivers. In addition to this, rivers have been important for growing food. This was the reason that most towns in ancient times were built near rivers.

However, rivers flood during the rainy season and run dry or have very little water sometime after the rains. One way that people have found to capture and retain the rain water for later use is by building structures to hold the water and prevent it from flooding. This way, the retained water can be used throughout the year for growing food. One way in which water is stored is through barrages built on rivers.

A barrage is a kind of wall, which blocks the flow of water. It has gates, through which the water is allowed to pass in a limited quantity. Its aim is to control the flow of water in the flood season, store it, and release it for irrigation, through the canals, throughout the year.

The Guddu barrage, built on the river Indus, is one of the many barrages built in Pakistan. It is built at a place where the river is fourteen kilometres in width. It is designed to force the water, spread over fourteen kilometres, to pass through a narrow barrage, about one kilometre wide. The barrage is 1355 kilometres in length. It is made in such a way that a flood of about 1.2 million cusecs can pass through it.

The Guddu barrage has a system of three main canals. Two of these are on the right bank and one on the left. The Begari Sindh Feeder and the Desert Pat Feeder, are on the right bank. The third canal, the Ghotki Feeder is on

the left bank. The three canals are amongst the largest feeder canals in the world. The barrage is meant to irrigate an area of 2.7 million acres. Most of this area lies in the Sukkur and Jacobabad districts of Sindh, and the rest in the Kalat division of the Baluchistan province.

The Guddu barrage is one of the biggest barrages of Pakistan. It has also been the most difficult to complete. More than 5000 engineers, technicians, and labourers worked day and night to complete it. It was put into operation on 4th February, 1962.

The barrage has tamed the river and put an end to the damage caused by floods in this area. It is about time that the government started constructing more barrages to control flooding during the rainy season and to supply water throughout the year for irrigating more land so that Pakistan becomes self-sufficient in meeting its demands for grains, fruits and vegetables. In fact, proper water management can allow us to grow surplus food items, which we can then export and earn foreign exchange.

While Reading

Exercise 1

Read the diary entries quickly and find out information for filling the following table. One entry is narrative and the other is descriptive. After filling the table, discuss with your partner.

Item	Day	Date	Topic	Place Mentioned	No. of Paragraphs	Type of Text
Entry 1						
Entry 2						

UNIT 8.1 READING COMPREHENSION

Vocabulary

Exercise 2

The words in the box have been taken from the text. Find them in the reading text and underline them.

Entry 1:	desperately gossips access	siblings devices replaced	commuting compromised	credit distanced
Entry 2:	devastation structures self-sufficient	havoc releases surplus	capture irrigation	retain tamed

Discuss the possible meanings of these words with your partner. Next, check the meanings given in the glossary at the end of the book.

Exercise 3

Work in pairs and write two paragraphs. Use at least five words from Entry 1 to write one paragraph,and five words from Entry 2 to write the second paragraph.

Exercise 4

The following sentences are summary of each paragraph of the two entries. Read the text and in the blanks provided, write the number of the paragraph to which each sentence is related. One has been done as an example.

Entry 1

a. There were no roads and no vehicles. 4
b. The modern lifestyle has affected our health and our relationships. ___
c. I miss the simple village life. ___
d. Men met and discussed things at the *Otaq* and women at the village well. ___
e. Three families lived in three rooms. ___
f. The houses were not made of cement. ___
g. People bought things from small shops. ___

Note for teachers: When the students are doing Exercise 3, tell them that they can use as many words from the list as they want; they can even use all the words. However, they should use at least five of them to write a paragraph on any topic of their choice.

UNIT 8.1 READING COMPREHENSION

Entry 2

a. One of the barrages in Pakistan is the Guddu Barrage _____

b. Construction of more barrages is an important need of Pakistan today _____

c. The Guddu barrage irrigates land in two provinces _____

d. Rivers has always been important for travel and for growing crops _____

e. The flow of water is controlled through gates in a barrage _____

f. Many different people worked to complete the Guddu barrage _____

g. A way was found to store extra water for later use _____

h. Rains cause rivers to overflow, leading to flood _____

Exercise 5

How was the village life of the past different from the city life of today, as given in the text? Complete the following table to show the difference.

Work in pairs and do this exercise in your notebook.

S.No.	Items	Village life 60 years ago	City Life today
1.	Houses		
2.	Roads/ Streets		
3.	Mode of travel		
4.	Atmosphere		
5.	Shops/ Markets		
6.	Buying from shops		
7.	Source of news		
8.	Information about people		
9.	Source of entertainment		
10.	Communicating with people		

UNIT 8.1 READING COMPREHENSION

Exercise 6

Complete the following sentences in your notebook. After you have completed, discuss your answers with your partner and make changes, if needed.

a. Very few people had knee problems in the village because .....
b. The people in the village did not need vehicles because .....
c. People could buy things from the shops without money as .....
d. When the men met at the *Otaq* in the evening they .....
e. The writer wanted a time machine so that .....
f. Rivers have always been important for two reasons: .....
g. The main purpose of barrages is .....
h. The Guddu barrage has made a difference in this region by .....
i. Pakistan needs more barrages to .....
j. Through proper water management we can .....

Exercise 7

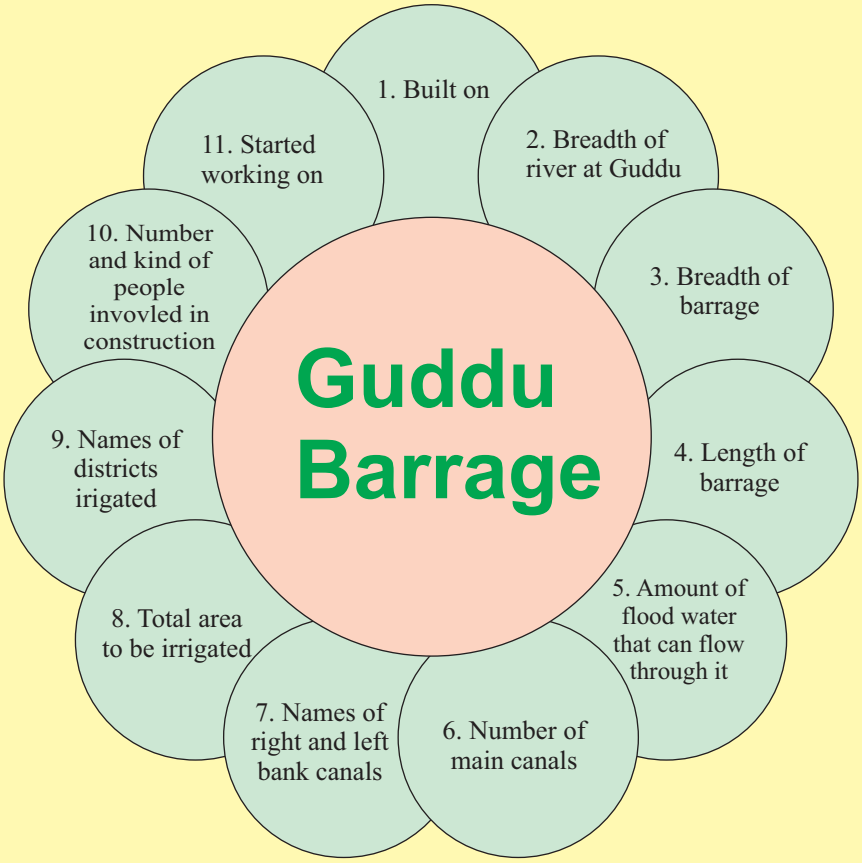
Read the text and answer the following questions in your notebook. After you have completed, discuss your answers with your partner.

a. What are the things that the writer was missing?
b. Why did the lanes in the village become slippery in the rainy season?
c. Is the writer happy with his present life? Why? Why not?
d. Why do most parts of Pakistan have flood problem in summer?
e. Why did people start building barrages?
f. Do you agree / think that we should build bridges? Why? Why not?

UNIT 8.1 READING COMPREHENSION

Exercise 8

Draw a mind map in your notebook. Use the following hints to provide information about the Guddu Barrage on a mind map.



Note for Teachers: Remind the students how a mind map is drawn by writing the main topic in the centre and circling it. Then various lines are drawn from the circle and points are written on it. Tell the students that mind maps are used as a pre-writing strategy and also for writing the main points of an article or text.

UNIT 8.2 LISTENING AND SPEAKING

Focus: Demonstrating the use of simple conventions of Debates

Here are some basic rules to follow while having a debate on a given topic:

First pair

- State that you agree with the topic
- Give one reason at a time as to why you agree
- Support each reason with examples/ facts/ figures/ quotes, etc.
- Follow up with the next point(s) in the manner stated above

Second pair

- State that you disagree with the topic
- Give one reason at a time as to why you disagree
- Support each reason with examples/ facts/ figures/ quotes, etc.
- Follow up with the next point(s) in the manner stated above
- Pick up on your opponents' point(s) and refute them (prove them wrong) by giving examples/ facts/ figures/ quotes, etc.

First pair

- Give counter arguments to prove you are right by giving other examples/ facts/ figures/ quotes, etc. in favour of your point

Exercise 1

Work in groups of four. Each group will be assigned two topics for debate by the teacher. Do not start until your teacher asks you to do so. Form two pairs within your group: one pair will be Pair A the other Pair B.

When the teacher asks you to start, pick up one topic. Pair A should discuss points in favour of the topic and Pair B against it. After discussing for 3-4 minutes, have a quick debate within the group. You will be given 10 minutes for each topic.

After 10 minutes, the teacher will ask you to start the debate on the next topic. Now, group B will debate in favour of the topic and group A against it. Again you will have 10 minutes.

Note for Teachers: Divide the students in groups of four. Ask each group to split in two pairs. Assign each group two topics from the given list of topics. You may even add other topics if you want, but make sure that the topics are debatable, not one sided. Tell the students that one pair should prepare and present points in favour of the topic and the other against it. Ask the students to start and stop when you tell them. Give them 10 minutes for each topic.

UNIT 8.2 LISTENING AND SPEAKING

Here are the suggested topics for Exercise 1.

1. Girls are more intelligent than boys.
2. Students who get good grades are intelligent.
3. Money is the most important thing for survival.
4. People fall sick only because they don't exercise.
5. You get respect if you give respect.
6. We can only help other people if we have a lot of money.
7. It is the government's responsibility to take care of all the needs of its citizens.
8. Wisdom comes only through education.

Exercise 2

The whole class should be divided into four groups. Each group should further split up into two sub-groups. The teacher will write four topics on four chits and fold the chits. Each group will be given one chit and asked to prepare a debate on it. One sub-group will prepare points in favour of the topic and the other against it. Each group will then come up and conduct a debate in front of the class.

Here are the suggested topics for the debate:

1. Only close family and friends should be invited at weddings.
2. Upto class 8 students should be promoted to higher classes without exams.
3. We should try and please all the people all the time.
4. Wealth can give us all the happiness we want.

Note for Teachers: Divide the class in four groups. Ask each group to split in two sub-groups. Write the four given topics on chits; fold the chits. You may change any of the topic and add another one if you want, but make sure that the topic you add is debatable, not one sided. Tell the groups that one sub-group should prepare points in favour of the topic and the other against it. Give them 10 minutes to prepare their debate.

At the end of 10 minutes ask one group to come up and read out their topic and start the debate, following the rules given at the beginning of the section. Ask the remaining students to listen attentively as they will have to decide whether the sub group in favour of the topic or the one against it gave better arguments.

After each group finishes ask all the students to vote in favour of one sub-group or the other.

UNIT 8.3 LANGUAGE PRACTICE

Degrees of adverbs

Adverbs often tell us how an action was done. Like adjectives, adverbs also have three degrees, positive, comparative and superlative. One syllable adverbs usually take -er to form the comparative degree and -est to form the superlative degree (e.g. high – higher – highest).

The adverbs that have two or more syllables usually form the comparative degree with 'more' and the superlative degree with 'most' (e.g. smoothly – more smoothly – most smoothly).

Adverbs can have irregular degrees also (e.g. badly – worse – worst)

Exercise 1

Complete the following table by adding the missing degree of adverbs. After you have completed, compare your answers with your partner.

No.	Positive	Comparative	Superlative
1.	angrily		
2.			most bravely
3.	carefully		
4.		more comfortably	
5.		earlier	
6.			most easily
7.	loudly		
8.			fastest
9.		more gently	
10.			most happily
11.	hard		
12.			most probably
13.		longer	
14.			farthest
15.		more noisily	
16.	high		
17.	quickly		
18.		more skilfully	
19.			most truthfully
20.	well	better	

Note for Teachers: Before asking students to do Exercise 1, explain to them how to comparative and superlative degrees of adverbs one formed, by discussing the rules given above.

UNIT 8.3 LANGUAGE PRACTICE

Exercise 2

Fill the following blanks with the correct degree of adverb. Select an adverb from the list in Exercise 1. You can use one adverb only once. Discuss your answers with your partner, after both of you have completed, and make changes where needed.

1. My uncle went the _____ from his home during the recent floods.
2. Let's see who runs the _____ in the race.
3. The workers protested _____ at getting low salaries, as compared to long working hours and shorter breaks.
4. The Bolan Express is the _____ train you can take, the rest leave after 10 o'clock.
5. The drivers from Germany drove their cars _____ than those from Japan.
6. Salim climbed _____ than Fazal but Hanif climbed the _____.
7. As compared to the soldiers in the first and middle rows, the soldiers in the last row fought the enemy _____.
8. Saima answered _____ than her friends.
9. Newborn babies should be handled _____ than all other age groups.
10. My father was sitting _____ in his chair and enjoying the talk show on TV.

Exercise 3

Work in pairs and orally complete the following passage using the correct degree of the adverbs given below. You can use each adverb only once. After you have discussed it orally, write the complete passage in your notebook, underlining all the adverbs.

well	probably	easily	loudly	happily	quickly
long	hard	carefully	noisily		

The teacher had to shout _____ the second time, before the students settled down. The reason why the students were working _____ was

because they wanted more time to do the work. The teacher said that the student who finishes the _____ would get two extra marks. Salim wanted to perform _____ than his friends because he wanted to get the scholarship. He had worked _____ for his English paper and wanted to be able to do the paper _____ than he had been able to do in the previous test. He read each section _____ to avoid silly mistakes. He knew that he would _____ finish well in time to be able to edit his work. He worked the _____ on the writing section because he wanted to write a good essay. He submitted his paper _____ when the teacher announced that the time was up.

Quotation Marks: Further Practice

In writing, words that are actually used by speakers are put in quotation marks. They are put in before the first word spoken and after the last spoken word. They are always put in after the quotation mark. The spoken words can be at the beginning, in the middle, or at the end. Look at the example below:

"Have you finished your homework, Zahid?" asked his mother.
"I can do my work later," replied Zahid.
His father said, "You will not be allowed to go out until you finish your homework," and went out of the room.
Zahid was upset but he said, "Okay, I will finish my homework and then go."

Exercise 4

In the following exercise, the quotation marks are missing. Write down these sentences in your notebook by putting in the quotation marks. After you have completed, share your work with your partner.

1. We are going to be late for school, Amjad, said his sister.
2. The students stood up and said, Good morning, teacher.
3. The cleaner said, I have cleaned your yard, and then he went away.
4. The small child was crying, and kept saying, Where is my mother?
5. Come on in, children, said the gatekeeper, I am going to close the gate.

6. All the people were shouting, Pakistan Zindabad! We have won the match!
7. I have lost my car keys, said the old man. How can I start my car now?
8. Be careful! There are many bees flying here. They may bite you, said Zahra.

Exercise 5

Work in pairs and insert quotation marks, capital letters, full stops and commas In the following story, where required. Rewrite the complete story, with all the above additions, in your notebook. The first paragraph has all the punctuation marks.

Frogs

Once upon a time there was a bunch of tiny frogs who arranged a running competition. The goal was to reach the top of a very high tower. A big crowd had gathered around the tower to see the race and cheer on the contestants.

the race began no one in the crowd really believed that the tiny frogs would reach the top of the tower one person said oh way too difficult!

another one said they will never make it to the top

not a chance that they will succeed said an old man the tower is too high!

the tiny frogs began collapsing one by one however some of them kept their spirits high and continued climbing higher and higher the crowd continued to yell it is too difficult! no one will make it!

more tiny frogs got tired and gave up but one frog continued to climb higher and higher and higher this one wouldn't give up.

at the end everyone else had given up climbing the tower except for the one tiny frog who after a big effort was the only one who reached the top then all of the other tiny frogs asked each other how did this one frog manage to do it

Note for Teachers: Explain to the students that the closing quotation marks are always put after a punctuation mark, i.e. a comma, full stop, question mark, or exclamation mark.

a contestant asked the tiny frog how did you find the strength to reach the goal

it turned out that the winner was deaf!

the wisdom of this story is: never listen to other people when they are being negative or pessimistic because they take away your most wonderful dreams from you

always remember that words have power and everything you hear and read will affect your actions therefore always be positive have positive friends and listen only to positive people above all be deaf when people tell you what you can do and what you cannot do believe in yourself and always say with God's help I can do this.

Suffixes: Additional Practice

We sometimes add a pair or group of alphabets at the end of a word to add something to the meaning of a word. These are called suffixes. We can use suffixes to make many new words, for example, adjectives.

UNIT 8.3 LANGUAGE PRACTICE

Examples: fashion+***able*** = fashionable laugh+***able*** = laughable
noise+***less*** = noiseless power+***less*** = powerless

Exercise 6

A. Fill the blanks in the following exercise with adjectives formed by using the suffix 'able' with the appropriate given words.

punish comfort cure move wash

1. We needed space to do our project work so we moved all the _____ furniture to one side.
2. When travelling, we should try and take easily _____ clothes with us.
3. This is a very _____ chair.
4. Non-payment of taxes is a _____ crime.
5. We can recover from _____ diseases quickly if we go to the doctor.

B. Fill the blanks in the following exercise by using the suffix 'less' with the appropriate given words.

use bone home taste job

1. This food is _____ as compared to the food we had yesterday.
2. I asked my mother to buy _____ chicken for the new dish that I wanted to try.
3. This fellow is _____ as far as work is concerned.
4. Finally, I have found work after being _____ for six months.
5. Many _____ people sleep on the footpaths.

UNIT 8.4 WRITING

Writing an application

Exercise 1

Choose a profession from the list you made at the beginning of this Unit.3.1 Follow the given format and write a job application for it.

How to write a job application?

- Begin your application with the person's name and organization.
- Use formal language, brief informative sentences and short paragraphs.
- Check your spelling, grammar and punctuation carefully.
- Follow the format given below.

Date

Name of recipient

Designation

Name of Institution

Name of city

Subject: Write the relevant subject of the application

Dear Sir/Madam,

First paragraph	Mention how you came to know about the job position and why you want to apply for it
Second Paragraph	Who are you, what have you done and why you think you are suitable for this position
Third paragraph	Ask for due consideration of the application and request for a positive reply

Thanking You.

Yours sincerely,

Name of sender

Address of the sender

UNIT 8.4 WRITING

Exercise 2

There are three positions vacant in your school. Your brother/ sister wants to apply for one of these positions. Help them in writing an application for one of these positions.

After you have written the application, exchange your applications with your partner and give each other positive feedback. The positions are as follows:

1. Subject teacher
2. Laboratory Assistant
3. Secretary

Summarizing a Poem

Exercise 3

Read the following poem silently. Then discuss the story with your partner.

The Miller of the Dee
(*Charles Mackay*)

There dwelt a miller hale and bold,
Beside the river Dee;
He worked and sang from morn to night,
No lark more blithe than he,
And this the burden of his song
For ever used to be,
"I envy nobody, no, not I,
And nobody envies me!"

"Thou'rt wrong my friend!" said old King Hal,
"Thou'rt wrong as wrong can be;
For, could my heart be light as thine,
I'd gladly change with thee,
And tell me now what makes thee sing
With voice so loud and free,
While I am sad, though I'm the king,
Beside the river Dee?"

UNIT 8.4 WRITING

The miller smiled and doffed his cap;
"I earn my bread," quoth he,
"I love my wife, I love my friend,
I love my children three;
I owe no penny I cannot pay;
I thank the river Dee,
That turns the mill that grinds the corn
To feed my babes and me".

"Good friend!" said Hal, and sighed awhile,
"Farewell, and happy be;
But say no more, if thou'dst say true,
That no man envies thee.
Thy mealy cap is worth my crown,
Thy mill my kingdom's fee;
Such men as thou are England's boast,
O' miller of the Dee".

The meanings of the following words used in the poem are given in the glossary at the end of the book.

dwelt	miller	hale	bold	lark	blithe
burden	envy	thou'rt	thine	thee	doffed
quoth	sighed	awhile	thou'dst	mealy	boast

Exercise 4

After you have orally discussed the story, in pairs, write the story in your own words, on a sheet of paper. This will be a summary of the poem.

Follow the steps given below:

- Find out the meanings of unfamiliar words
- Look at the title of the poem to see what it is about
- Read each stanza slowly, at least a couple of times, and try to understand what it means
- Read the poem as a whole to get the main idea

UNIT 8.4 WRITING

- Now start writing the story
- Begin by giving the title of the poem and the name of the poet
- After this, write the key message of the poem
- Finally, write down the story in your own words
- You can use dialogues in direct speech

When you have finished, exchange your paper with another pair. Read each other's work and give critical feedback.

In the light of the feedback that you receive from the other pair, make the necessary changes, edit your work for spelling, grammar and punctuation errors and rewrite the corrected story in your notebooks.

Note for Teachers: After the students have written the story you can some of the pairs to come up and recite the poem and some pairs to read out their stories.
At the end, you can divide the class into four groups and ask each group to recite one verse of the poem each. Remind the students that they have already learn summary writing previously and do exercise 5.

UNIT 8.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Preparing, giving and evaluating presentations

In order to create and deliver simple presentations on various themes, problems and issues, here are some steps to follow:

- Brainstorm
- Identify theme and focus
- Structure ideas and arguments in a coherent logical fashion
- Support a subject or topic with effective factual information
- Develop and use cue cards
- Deliver the presentation

Exercise

Work in groups of three and prepare a presentation on the topic assigned to you by the teacher. After you have prepared it, decide who is going to deliver which part of it. Practice giving the presentation as a group before giving it in front of the class.

Here are the topics for the presentation:

1. The importance of female education
2. Drive Safety.
3. Punctuality in work and studies
4. Cleanliness: self and surroundings
5. The role that citizens can play in building a good society

Note for Teachers: Divide the class in groups of three. Number the groups from 1-5. Tell the students that all number ones should prepare their presentation on topic 1, all twos on topic 2, and so on. Tell them that they have 10 minutes to prepare.

Once the students are ready, ask each group to come up and give their presentation. Ask the rest of the class to listen carefully and evaluate the presentations, based on the given criteria. After each presentation, ask the students to give their opinion by raising their hands. For each item ask whether it was exceptional (very good), admirable (good), acceptable (average) or attempted (needed improvement). Ask them to their opinion by raising their hands.

UNIT 8.5 STUDY SKILLS

When each group gives the presentation the rest of the class should evaluate them on the following criteria.

Item	Exceptional	Admirable	Acceptable	Attempted
Topic and points clearly stated				
Organization of ideas				
Supporting details				
Body language (use of facial expressions, gestures				
Eye contact				

UNIT 8.6 FUN

Note: For having fun with language. Not to be formally assessed.

Acting out a poem

Work in groups of five and act out the stanza of the poem 'Daffodils' allotted to your group, in the form of a tableau. One student will read out the stanza and as s/he reads it the others should act it out. You have 10 minutes to prepare your tableau. Follow the steps given after the poem. The group that gives the best performance will be the winner.

The Daffodils

(William Wordsworth)

I wandered lonely as a cloud

That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of the bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company!
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye,
Which is the bliss of solitude;

UNIT 8.6 FUN

And then my heart with pleasure fills,
And dances with the daffodils.

Here are the steps that you should follow:

1. Read the whole poem individually and then discuss how best you can act out the stanza allotted to your group.
2. Select one person from your group who will recite the stanza while the other four act it out.
3. Decide who will do what and quickly rehearse it.

Note for Teachers: Tell the class that a tableau is a kind of performance where the actors act out a scene without using words.

Divide the class into groups of five. Ask one member from each group to call out a number: 1, 2, 3, 4; again, 1, 2, 3, 4, until all the groups have called out one of these numbers. Tell them that the groups who called out 1 will do stanza number 1, those who called out number 2 will do stanza 2, those who called out 3 will do stanza 3, and those who called out 4 will do stanza 4.

Tell them to read the poem, discuss how they will act out their respective stanza, select the person who will recite it, and decide who will do what. After 15 minutes call up each group to come and perform in front of the class.

MODEL TEST PAPER II (Units 5-8)

READING COMPREHENSION

Read the following passage and answer the questions below:

Rice is a member of the grass family. Along with wheat and corn, it is one of the three crops on which human beings largely depend as food for survival. Rice is now one of the most important crops at the global level, as it is used as a staple food in most countries of the world and will continue to be so for the foreseeable future. In the coming 30 years, the world will require 70% more rice than that it requires today.

Pakistan is the world's 4th largest producer of rice. Each year, it produces an average of 6 million tonnes and together with the rest of the South Asia, the country supplies 30% of the world's rice. Rice is Pakistan's third largest crop in terms of area sown, after wheat and cotton. About 11 percent of Pakistan's total agricultural area is rice during the summer or "Kharif" season.

Most of the rice is grown in the fertile Sindh and Punjab region, with millions of farmers relying on rice cultivation as their major source of employment. Both provinces account for about 87 percent of the total rice production. Punjab is the biggest producer of rice in the country and contributes 58 per cent to the national production, while the provinces of Sindh, Baluchistan and Khyber Pakhtunkhwa (KPK) contribute 29, 3 and 10 per cent, respectively.

The major rice producing areas in Punjab include Gujranwala, Hafizabad, Sheikhupura, Sialkot, Wazirabad, Gujrat, Sargodha, Faisalabad, Kasur,Jhang, and Okara. In Sindh, Jacobabad, Larkana, Badin, Thatta, Shikarpur, and Dadu are important rice cultivation areas. District Nasirabad in Baluchistan and some parts of KPK also have rice producing areas. The "Kalar" bowl area, located between the Ravi and Chenab rivers in Punjab, due to its agro-climatic and soil conditions, is famous for producing Basmati rice. In Swat at high altitude

mountain valleys, the temperate Japonica rice is grown. In South KPK, Sindh and Baluchistan, the Irri type, which is a long grain, heat tolerant, tropical type of rice,is grown.

Among the most famous varieties grown in Pakistan, the Basmati is known for its flavour and quality. Pakistan is a major producer of this variety.The Basmati (Fine) type comprises 40% of all rice produced in Pakistan, while 60% of the rice produced is of the coarse types. Pakistan is a leading producer and exporter of Basmati and IRRI rice (white, long grain rice).

Rice ranks second among the staple food grain crops in Pakistan and its export is a major source of foreign exchange earnings. On an average the country produces around 6.0 million tonnes of rice annually and, after meeting domestic consumption of around 2.0 million tonnes, some 4.0 million tonnes are exported. The government should provide support to the rice growers and exporters and ensure that rice prices remain close to regional competitors.Growth of more and better quality rice and good government policies can help Pakistan compete in the world market and earn more foreign exchange.

Q.1. Read the text and complete the following sentences by selecting one option from those given.

A. The most suitable title for this passage is _____

a. Rice is the staple food of the people of Pakistan
b. The future of the rice industry in Pakistan
c. Rice production in Pakistan
d. Pakistan is the world's largest rice producing country

B. Most of the rice in Pakistan is grown in _____

a. Punjab and KPK
b. Baluchistan and Sindh
c. KPK and Sindh
d. Sindh and Punjab

UNIT 8.6 FUN

C. Most of the Basmati rice is grown in an area that is located between the _____

a. Chenab and Sutlej
b. Chenab and Beas
c. Chenab and Jhelum
d. Chenab and Ravi

Q.2. Read the text and fill in the following blanks.

a. The three crops used as food by people all over the world are: _____, _____ and _____.
b. Basmati rice is famous for its ____ and ____, and Pakistan produces ____% of this type.
c. The three major crops of Pakistan are _____, _____ and _____.
d. Pakistan exports two types of rice; these are _____ and _____.
e. The total rice production of Pakistan, on an average, is _____ tonnes, of which the country uses _____ tonnes and exports _____ tonnes.

Q.3. The following statements are all incorrect. Read the text and write the correct statements.

a. Pakistan alone provides 30% of the world's rice.
b. About 10,000 farmers in Pakistan depend on rice growing as their source of income.
c. Punjab produces 87% of the rice produced in Pakistan.
d. Sindh accounts for 10% of the rice produced in Pakistan.
e. The government should ensure that rice prices remain close to international markets.

Q.4. Read the text and answer the following questions.

a. Why is rice one of the most important crops in the world?
b. Why is the Kalarbowl area suitable for growing the Basmati rice?
c. In KPK, which type of rice is grown in the high mountain valleys and which type is grown in the southern region?
d. What kind of rice is the Irri rice?
e. How can Pakistan earn more foreign exchange through rice?

UNIT 8.6 FUN

GRAMMAR

Q.6. Join the two simple sentences given below to form a compound sentence, by using and, but, because, as, so, as appropriate. You can use one word only once.

k. Sohail and Aslampractised a lot. They both got selected on the school tennis team.
l. Our house is very old. It is located near the new shopping area.
m. Sabiha was studying very hard. She wanted to get the first position in class.
n. Her aunt is a good doctor. She is also a good cook.
o. My uncle always comes to Pakistan in June. He loves the mangoes available here.

Q.7. Select the most appropriate synonym to complete the following sentences.

k) Everyone in the room was _____, only the baby was crying. (still, quiet, noiseless)
l) The ring that my aunt gave me for my birthday is made of _____ gold. (true, correct, real)
m) The sea is very _____ during the summer months. (disordered, violent, rough)
n) It is _____ that I reach the office on time every day as I want a promotion. (primary, important, significant)
o) He will be punished as his case is very _____ (weak, frail, fragile)

Q.8. Change the narration in the following dialogue.

a. "I hope that we get the bus tickets," said Daniyal.
b. "If we don't get the tickets we will miss the wedding," said Farhan.
c. "Oh! Here is father," said Daniyal.
d. "He has tickets for all of us!" said Farhan.
e. Salma said, "I wish we were going by train."

UNIT 8.6 FUN

Q.9. Fill in the blanks in the following paragraph using since/ for, as appropriate.

They have been living in this house __1__ fifty years. They have been living here __2__ his father was born. However, we have constantly been moving __3__ the last fifteen years, ever __4__ my father joined the army. It has been a long time __5__ we have lived in any place __6__ more than two years.

Q.10. Complete the following passage using the correct degree of the adverbs given. You can use each adverb only once.

quickly carefully well slowly hard probably

The team was getting ready ___1___ so the coach had to remind them to move ___2___ if they did not want to be late for the match. He also reminded them to work ___3___ than last time because the team that performed ___4___ would be the winner. The team knew that if the planned ___5___ they would ___6___ win as the two main players of the opposite team were injured and were not playing.

Q.11. Translate the following passage into Urdu / Sindhi.

The train left the station at two O'clock. All the children were very happy. They were going to Lahore for the first time. They wanted to see the Shalimar Garden and the Badshahi Mosque. They wanted to spend at least five days in Lahore, because there were so many places to see. They wanted to visit Minar-e-Pakistan on the Independent Day.

Q.12. Provide quotation marks in the following dialogue.

a. Have you finished your work, Zarina? said her mother.
b. No, replied Zarina. I still need to write an essay.
c. Well, hurry up, our guests will be here soon, said her mother.

UNIT 8.6 FUN

WRITING

Q.13. Write an essay on any ONE of the following.

a. The importance of computers in our lives
b. Pakistan needs highly educated people in the field of agriculture
c. A family wedding

Q.14. Write any ONE of the following.

a. Write a summary of the reading passage on Rice, given at the beginning of the paper.
b. Write an application to apply for a job of your choice.

UNIT 8.7 THE HEALTHY LIVING

Karim's grandparents were reaching the age of 80, but hardly looked a day older than 60. It was a family ritual to gather at his grandparents' house every Sunday and on public holidays. Karim really looked forward to the large gatherings when the house was brimming with young and old, 20 of them in all including his father and two uncles, their wives, Karim's aunty and uncle, and 10 cousins. He enjoyed listening to the conversations especially those led by his *Dada* while he would be sipping tea or munching on dried apricots, depending on the weather. The house was typically filled with a multitude of noises, discussions and arguments, sharing of stories and recipes, peppered by a background humming of TV, which was never watched but also not switched off.

On one such Sundays they were taking their usual seating spots, Karim's younger cousin, Zainab excitedly asked to raise the volume of TV. Karim turned around to see what was coming on TV that made Zainab so excited, and found that it was a soap ad showing germs as monsters being fought by the soap. Karim laughed out loud and said, "Zainab, it is not real – they just want to sell their products. Make money. It is of no use."

Zainab, who was studying in Grade 2, looked at Karim with a perplexed expression, as if deciding whether to stay quiet or speak up. After a moment or two, she mustered her courage and decided to speak her mind

Zainab: "Bhaiya, they came to our school told us how handwashing is extremely necessary to protect us. My teacher also showed us how to wash hands properly and the critical times when we must wash both our hands."

Karim laughed again and told Zainab she was being fooled. He added convincingly, "Believe me, just washing hands cannot protect anything or anyone in an environment full of germs and bacteria.Pollution is everywhere."

Zainab now had a painful expression on her face, almost woefully she said, "But it does Bhaiya. Hand washing prevents from the direct transferring of germs into mouth, the germs that cause diarrhea." She reluctantly paused and then added in a smaller voice,

UNIT 8.7 THE HEALTHY LIVING

"Can you imagine how unhygienic it will be if we don't wash hands after using latrine or before eating?"

Karim, a little annoyed with his little cousin, pushed on saying, "I am not saying handwashing, I am saying soaps are marketing gimmicks." To strengthen his case, he looked at Dada Jaan, and said, "when Dada was young, there used to be no soap. He didn't contract diarrhea. He is so healthy and is living a long life. Were their soaps to protect him?"

Zainab was embarrassed and decided to drop the discussion, although, she found it very hard to believe that all she learned at school about Water, Sanitation and Hygiene was a lie or just shared to sell soaps. She quietly resolved to ask her teacher for more information

By this time, everyone in the lounge was focusing on Karim and Zainab, and the argument they were having. To strengthen his case, he looked at Dada Jaan, and said, "when Dada was young, there used to be no soap. He didn't contract diarrhea. He is so healthy and is living a long life. Were their soaps to protect him?"

Zainab was embarrassed and decided to drop the discussion, although, she found it very hard to believe that all she learned at school about Water, Sanitation and Hygiene was a lie or just shared to sell soaps. She quietly resolved to ask her teacher for more information.

Dada seemed amused at the intensity of argument, rather than being perturbed. When Zainab stayed quiet for a while, he encouraged her to say more."Why quiet, Zainab?", he asked. "Why do you think the germs never attacked me even though we didn't use to have soaps in my childhood?", he completed his question

Karim looked quizzically at his grandfather, he was certain that he would also laugh at his tough question to Zainab. It was his turn to be perplexed because Dada was focusing on Zainab with a serious expression

Zainab got renewed confidence with her grandfather's interest in her views. She piped excitedly, "Dada Abba, there were other natural products used when soap was not invented or available widely. I am sure you used Phitkari (Alum), Haldi (Turmeric), Neem leaves or Camphor, all of these organic products are antiseptic and anti-bacteria. My teacher said it is only through hygienic practices that we can protect ourselves from harmful bacteria, which are everywhere."

UNIT 8.7 THE HEALTHY LIVING

Grand father looked very pleased with Zainab, and told her she was absolutely right and so was her teacher. He then turned to Karim, who appeared a bit chastised with the I nformative response of his 12-year-old cousin. "Beta Karim," said Dada in a polite and patient tone, "we should embrace the scientific advancements and benefit from them. It is a very good thing that Zainab's school is creating awareness about such critical issues. Do you know Diarrhea is one of the main causes of death among young children across the world? Of course, you are right about the contaminated water and pollution being the prevalent cause. Only 12% households in Pakistan use treated water. We must raise awareness about this and push for stopping the polluters, stricter regulations and law enforcement. At the same time, we cannot override the importance of safety measures that do not require government support or major legislations. Little acts of care will take us a long way – drinking boiled water, keeping our hands clean and germ free, making sure slums, villages, and marginalized community are aware of the harms of open defecation and how those germs get transferred into the body, all of these things will bring a major change in the attitudes and practices of everyone."

Karim was transfixed and admired his grandfather even more for his positive and constructive thinking. Like Zainab, he also resolved to learn more about WASH and do more to make his environment safe for children.

When should you wash your hands

- After using the bathroom
- After changing diapers or cleaning after a child who has goneto the bathroom
- Before and after eating or cooking food.
- Before and after tending to someone who is sick
- Before and after treating a cut or wound
- After coughing or sneezing
- After petting animals or touching any meat, poultry, etc.
- After handling garbage or animal waste
- After touching money

UNIT 8.7 THE HEALTHY LIVING

EXERCISE

Task 1:

Identify 7-10 adjectives and adverbs used in the text. Use them in your own sentences.

Task 2:

Based on the information shared in the textbook and using other resources, organize a declamation contest on one of the following topics:
- A hand washed is a life saved
- Water – it takes a community to save children
- Science and Tradition: can they be combined?

Task 3:

Talk to your parents, teacher, community members and if you have access to liberary or internet, use those sources as well to collect information on the following:
- What are the main sources of drinking water in your residence area/ neighborhood?
- How does water get contaminated?
- Are there any visible signs of water contamination or unhygienic practices near the source of drinking water? List them down.
- What are the common ways of purifying or cleaning water?

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UNIT 8.8 YOU ARE WHAT YOU EAT

Abeera was eagerly waiting for winter vacations to begin. Her mother told her a day before that they would be attending her aunt's wedding in Karachi in the last week of December. She was excited to finally step out of her village in Shikarpur and go to the biggest city of Sindh,Karachi, famous for its lights, cityscapes and sea. Up until then, Abeera's exposure to Karachi was through TV dramas and advertisements, the prospect of travelling there filled her with positive anticipation. On the last day of school, she excitedly told her Class teacher, Ms. Seema, about her trip to Karachi. Ms. Seema smiled looking at her excitement and told her that she must share her travel experience with the whole class when she returns to Shikarpur

Abeera's time in the city passed by in a frenzy of activities. The wedding festivities, songs and dance, chatter and playing with her cousins, and abundance of food. Almost every day, she ate a meal which was cooked outside or all the young cousins went out to eat. Despite enjoying the company and wanting to have more fun, Abeera could not eat outside food anymore as she felt very sick and nauseous. She could hardly bear to see more oily, spicy and fried food. She was now yearning to go back to her home, sleep properly and eat home-cooked food. Come January, Abeera's travelled back to the village and Abeera got her heart's desire.

On her first day back at school, Ms. Seema asked her about the Karachi visit. Abeera literally burst out and complained about how she couldnot fully enjoy the experience because of her health. After listening to her account, Ms. Seema looked at her thoughtfully, and asked other students what in their view made Abeera feel sick.

Zain replied, "Teacher, it must be oil and spice."
Aisha added, "she ate food which was not home cooked."
Raheem also raised his hand and said, "Areeba's stomach got tired, she ate more food than what her normal diet was."

Ms. Seema smiled and said they pointed out at the right factors. She added that human body not only needs balanced diet but also a proper routine to function. Anything that disturbs the routine will take a toll on the body and mind, and stress can show in different forms.

Abeera said, "Teacher, home cooked food is balanced, right? We should only eat home cooked food."

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UNIT 8.8 YOU ARE WHAT YOU EAT

To her surprise, Ms. Seema shook her head. Then she explained that balanced diet was a good combination of proteins, carbohydrates and fats, which must be consumed through healthy food sources. Ms. Seema said, "You must have read about food groups in your Science textbooks – vegetables and fruits, dairy, fibre, and meat and poultry. A balanced diet will include all food groups but some, like vegetables and fruits, should be consumed more frequently than meat or mutton."

Zain raised his hand and so did Abeera. Ms. Seema smiled and said, “We are running out of time so I will just take one last question. We should probably invite a health professional so you can get all your questions answered, but I will tell you where you can get more information on this.” Areeba and Zain both wanted to know what would happen balanced diet was not available to them.

Ms. Seema sighed, and said, "It results in food deficiency and malnutrition. Unfortunately, the damage varies depending on your age, gender and overall health condition." Looking at their perplexed expressions, she further explained, "Young children are most affected i.e. those in 0-3 years age group. They rely on the milk they get and how healthy their mothers are as they cannot eat roti. If the mother is not eating well, she will not be able to feed her child well. When they do start eating soft food when they are around five months old, their food intake ought to comprise all food groups. Malnourishment in early stages of childhood can lead to irreversible damage to physical growth, called stunting."

Just at that moment, they heard the peon ringing the bell. Class was over. Areeba protested because she had so many other questions. Ms. Seema promised that she would invite the Lady Health-worker and Doctor from District Head Quarter Hospital to the class. She encouraged them to read the health section of weekly newspaper to get more knowledge on health and nutrition.

Did you know?

5. 1 in 4 children in Pakistan of age 5 and below is stunted i.e. has low height for age. Sindh has a 45.5% stunting rate, higher than the national average.
4. Malnourishment in young people or adolescents (age 12-16) can cause mood swings, low energy, low blood pressure, and other physical and mental disorders.
1. Breakfast is the most important meal of the day for young adolescents. It replenishes energy quota in the body which is used up during sleep. Therefore, it must always be balanced with all the food groups present in it.
2. Eating a healthy breakfast is linked with improved brain function (especially memory), class performance and reduced absenteeism in school.

UNIT 8.8 YOU ARE WHAT YOU EAT

3. Best low-cost natural source of nutrition is Moringa tree, also known as Miracle, Drumstick tree or Sahajna in local language. Its leaves and fruits are high in vitamins, minerals, and protein. Adding moringa as regular food or drinking its tea helps reduce malnourishment.

EXERCISE:

Task 1: Explore the effects of stunting on young children by using resources available to you including local medical staff or doctor, internet, sciene textbook or other reading materials).

Task2: List down 5 idioms, similes, or phrases that have a food reference (e.g. Apple of one's eye.). Write down their meaning and use them in a sentence.

Task3: What is the place that you would like to go and visit. What would you like to experience over there? Make a 5 minute presentation in the class to share your plans.

Task 4: During school recess and closing time, go around and observe how many snacks are being sold by the vendors. Make a list of up to 10 food items and their prices. Ask the vendor what is the food item made of. For example, Samosa is made of flour, potatoes and oil is used to fry it.

Refer to your list and categorize healthy and unhealthy snacks. Discuss your list with your classmates. Together, identify two unhealthy snacks that are being sold around the school. Make a campaign poster to be displayed outside the school to display the harmful effects of eating those unhealthy food, also please suggest healthy alternatives.

Based on your research, write a letter to the editor on Healthy and Nutritious meals for School age children.

GLOSSARY

abundance	a large quantity
access	be within reach for use
accomplishments	achievements
acumen	the ability to understand things quickly and clearly
aggressive	likely to attack
air	the mixture of gases that all living things breathe
airs	showing-off manner
alliance	a kind of working relationship
analogies	similar families / condition between two things.
ancestors	family members who were before the grandparents
ancestral roots	place where forefathers lived
anecdotes	short, amusing, real stories.
antibodies	substances in the blood that fight against diseases
arm	shoulder to the hand part of the human body
arms	weapons, e.g., guns or explosives
arrogant	behaving in a proud manner
aspects	particular parts or sides
aspirations	strong desires
astray	away from the correct path or direction
attain	succeed in getting
awhile	for a short time
backdrop	background
beetle nut	a hard small nut that people in some parts of the world chew
beware	be careful
bitter	feeling great dislike or anger
blessed	fortunate
blithe	without cares and worries
boast	source of pride
bold	confident and brave
borne	put up with
break of day	dawn
burden	main part

calligraphy	artistic handwriting
capture	get control over something
character	qualities that people show in their behaviour
characters	persons in a novel, play, etc.
chills	feeling of coldness
clarification	make something clear and easy to understand.
clot	a lump formed in the blood, which stops or disturbs the flow of blood
collapse	to sit or lie down and relax, especially after working hard, etc.
compile	to collect information together
commences	begins
commuting	travelling from one place to another
complaining	saying that one is feeling pain or is not happy or satisfied with something
compromised	adversely affected
consolidated	made secure or strong
constipation	not able to discharge solid waste from the body
consult	go to someone for advice
contact	touch in some way
contagious	a disease that can spread by touch
contribution	time, money, effort or skill given for a cause
count on	depend on/ consider
credit	sell something for which the buyer pays later
culminating	resulting in achieving what is wanted
cunning	clever at cheating people
custom	a traditional and usually acceptable way of behaving or doing things
customs	the government department that collects taxes on goods brought in from other countries
departed	left
desperately	very much
destitute	very poor/ not having any money
determined	not changing a decision once made
devastation	great destruction or damage
devices	things used for a particular purpose

devotees	people who have faith in a particular religion or religious person
discover	find out
discrimination	different treatment for different people
disorientation	loss of sense of direction
display	to put up something in a place where people can see it easily
distanced	taken away
distinction	difference
doffed	took off his hat in respect
dwelt	lived in or at a place
dynamic	having a lot of energy
dysfunction	problem in the working of some part of the body
elegance	attractiveness
elegant	attractive
embodiment	solid form or shape
enthusiasm	a strong feeling of excitement
envisioned	imagined as a future possibility
envy	the feeling of wishing to have what somebody else has or to be like somebody else
equitable	fair and just
evaded	did not come within reach
expel	take out
fatal	causing or ending in death
force	the strength or power of something
forces	an organized body of armed and specially trained people
foremost	leading
frequently	very often
glanced	gave a quick look
glass	a container used for drinking something
glasses	a pair of lenses in a frame that rests on the nose and ears
gossips	stories about other people's lives
grandeur	great and impressive appearance
grateful	feeling thankful for something
grief	deep sadness
guiding principles	rules that set the direction one takes

hale	strong and healthy
harmony	understanding and accepting each others' thoughts and feelings
havoc	great damage or destruction
homage	something said or done to show great respect
hospitality	treating guests in a generous and welcoming manner
hosted	organised an event
hypocrites	people who pretend to be what they are not
identical	the same
immune	cannot be harmed by a disease because the body has developed the ability to fight it
impartiality	not favouring any one person
implementing	putting into effect
impressive	worth admiring
inflammation	a condition in which a part of the body is red, swollen and sore
insignificant	unimportant/ having no value
inspired	to develop a feeling or aim in someone for doing something
intense	very great or severe
intonation	use and fall of the voice in speaking.
irrigation	supplying water for the growth of crops
lark	a small brown bird
legitimate	according to the rules and laws
longing	deep felt wish/ desire
manner	the way in which something is done
manners	polite social behaviour
mealy	shabby
meritocracy	giving awards and positions to people according to their capabilityand performance
migrate	to move from one place to go or live in another place
miller	a person who owns or works a mill for grinding corn
moth	a flying insect that is attracted to light
mystic	a person who has spiritual power due to nearness to God
nausea	a feeling of wanting to be sick
navigation	directing a ship or other vehicle for reaching a place

omnipotence	having total power
opinions	thoughts and ideas
oral traditions	information passed by word of mouth from one generation to the next
pagans	people who do not believe in any of the main religions of the world
parasite	an animal or plant that lives on or in another and gets its food from it
philanthropist	a person who supports good causes, especially by giving money
piety	strictly following the teachings of one's religion
pluralistic	different groups of people living together in peace
polarization	separation into two opposite groups
pondered	think carefully for a long time before deciding
pose	pretend
predicate	a part of the statement that says something about the subject.
preoccupied	not paying attention because thinking or worrying about something else
prevailed	widespread
principle	a rule for behaving in a certain way
prohibited	did not allow doing something
pronounced	very noticeable
proponent	a person who supports a cause
quest	search
quoth	said
realize	to make one's dreams, ideas, plans, etc. happen
recall	remember
reciprocal	act the language according to the situation
recognition	officially recognising somebody's ability or achievements, often by giving an award
rehearse	to practise privately what one is going to say or do
release	let go
relevant	_____
reluctantly	unwilling, therefore slow to act, agree, etc.
renowned	famous

replaced	taken the place of
respiratory	breathing related
restless	unable to stay still or be happy where one is
retain	hold back
reverence	a feeling of great respect and admiration
saliva	liquid produced in the mouth that helps one swallow and digest food
self-respect	having a sense of pride for being/ having something
self-sufficient	have enough to meet one's needs
shabby	in poor condition through much use or being badly cared for
shrewd	clever
siblings	brothers and sisters
sighed	took a long deep breath
sight	a person or thing that looks bad or untidy
sights	the places of interest, especially in a town or city, that are often visited by tourists
simultaneously	at the same time
sparkling	shining
spectacle	the happening of something that is not accepted as normal
spectacles	glasses worn to improve a person's sight
splendour	grand and impressive beauty
stagnant	standing in one place, not flowing or moving
steadfastness	firmly staying on one path
straightaway	immediately
structures	things made of several parts
sufferings	people having physical or mental pain
superiority	to be higher in rank or position
supplication	humble request/prayer
supportive	giving help and sympathy
surplus	more than the amount needed
tamed	made easy to control
tender	kind, gentle and loving
thee	you
thine	your
thou'dst	you would

thou'rt	you are
tireless	working without showing any signs of being tired
transform	change into something else
transfusion	putting of one person's blood into another person's body
transmitted	to pass something from one person, place or thing to another
undesired	unacceptable/ unwelcome
unified	linked people together
universal	applicable to or done by most people in the world
unparalleled	so great that there is nothing else like it
utensils	pots, pans, etc. used for cooking or serving food
versatile	moving easily from one subject, skill, or occupation to another
victimization	unfair suffering
voyages	long journeys by sea
weathered	brown, rough and lined or damaged skin because one has spent a lot of time outside in the sun and wind
wood	material made from the trunk and branches of a tree
woods	an area of land, smaller than a forest, covered with growing trees