

VESUVIUS COMES ALIVE

The corresponding theme in Environmental Studies for this unit is *Times of Emergency*.

Learning Outcomes
<ul style="list-style-type: none"> Analyse the impact of natural disasters on living beings and the environment Value the quality of being aware and recognise the importance of spreading awareness regarding things / events Identify and distinguish between different kinds of natural disasters Differentiate between articles and determiners and use them appropriately Identify synonyms and connect them with their appropriate meanings Listen to an extract about the medieval period and complete a fact sheet Observe how the apostrophe is used for contraction Connect ideas using the visual clues / topic given and write a story Demonstrate how to work effectively in times of emergency


Integration	
Language	Embedded Question
Geography / History / EVS	Warm Up, Embedded Questions, Think Further, Listening, Activity and Do you know?
Art	Project
Heritage	Know Your India: Barren Islands
Multiple Intelligences	Project
Digital	Presentation, Animation and Audio

Suggested Number of Sessions: 10

- Session 1:** Warm up; Text: *In 79 AD, the world witnessed... of all these boring messages*. Embedded question 1 and 2; Digital asset – Presentation
- Session 2:** Recap; Text: *The old man was quite pleased... stared in dread*; Embedded questions 3 to 7; Digital asset: AR information card
- Session 3:** Recap; Text: *An hour later, they hurried.... buried under ash, mud and debris*. Embedded questions 8 and 9
- Session 4:** Comprehension exercises; Know your India; Digital asset – Presentation
- Session 5:** Grammar
- Session 6:** Listening; Words in Use; Do you know, Activity 1, Digital asset: Audio
- Session 7:** Writing
- Session 8:** Project
- Session 9:** Extension: Digital asset – Animation and Story audio
- Session 10:** Workbook exercises; Any pending work

Teaching Guidelines

Warm up

 This section is an integration with Geography. Students will recollect details about volcanoes.

Before attempting the Warm up, briefly explain about volcanoes with the help of the given information.

Note: A **volcano** is an opening on the surface of a planet or moon that allows material warmer than its surroundings to escape from its interior. The opening allows **gas, hot magma and ash** to escape from beneath the **Earth's crust**. **Magma** is the name given to **hot liquid rock inside a volcano**. Once it leaves the volcano, it is known as lava. When this material escapes, it causes an eruption. An eruption can be explosive, sending material, high into the sky. Or it can be calmer, with gentle flows of material.

Volcanoes can be active, dormant, or extinct. Active volcanoes are volcanoes that have had recent eruptions or are expected to have eruptions in the near future. Dormant volcanoes no longer produce eruptions, but might again erupt sometime in the future. Extinct volcanoes will likely, never erupt again.

Now guide students to label the parts in the warm up given in the Coursebook.

Reading

Vocabulary associated with Volcanoes

Group students.

Cut each column into strips and hand over to each group. (Make strips so that each group will have a set.) Let them match the words to the meanings.

stirring	trembles or slightly shakes
rumbling	expelling large quantities of (something) rapidly and forcibly
tremors	scattered pieces of rubbish or remains
pumice stones	beginning to show signs of life
debris	a continuous deep sound
spewing	a very light volcanic rock formed when lava solidifies rapidly

Read the introduction to the story from ***In 79 AD, the world... a sign of danger.***

Pause for a while to explain the difference between AD and BC.

AD stands for Anno Domini, which is Latin for “Year of our Lord,” and is used to number years in the Julian and Gregorian calendars. AD denotes the calendar era after the birth of Jesus Christ. The traditionally accepted year of Christ’s birth is labelled AD 1 and the year before is 1 BC. This calendaring system was devised in AD 525, but was not widely used until after AD 800.

BC stands for Before Christ, and it means the number of years before the time of Jesus Christ. The use of B.C. is believed to originate in the 8th century (AD).

Direct their attention to **Embedded Question 1**.

S This is an integration with History. Students are made aware of the usage of AD and BC.

You may pause again to play the Presentation on Pompeii given in the Think Further section, about how and when it was excavated.

S This is an integration with History. It will take you back to the historical importance of the setting.

Put up this form in a chart / board and tell students to help you fill it up after reading the introduction:

Fact File

- The most destructive volcanic eruption:
- Year:
- City completely buried under several feet of ash and lava:
- Year the city was found again:
- The city belonged to:
- The first signs of danger:

Tell students that this background historical information lends credibility to the story. It appears to be a true story.

While reading the story, stop at the end of each section to ask students to pick out a sentence from the list which best describes the paragraph/s you have just read. (The first one has been done for you.)

Pair work

Note: After reading the entire unit encourage students to sequence the sentences in the right order.

Organising your information

Note: Put these sentences up on the board. The information is not in order.

- Pick the sentences that best matches the paragraph/s read.
- Rearrange them according to the flow of the story after reading the lesson.

Sum up sentences:

1. The old man connects the recent earthquakes to the present eruption.
2. People took his predictions lightly and only his wife believed him.
3. People were unprepared for the explosion that took place shortly after.

4. Life went on as usual on the morning of the eruption.
5. They disbelieved and ignored the warnings.
6. This is the first indication that something was wrong.
7. The flake of ash which fell on the old man was proof that the volcano was erupting.

Tell students to visualise the scene at the market place and the sounds they might hear. Creating these images in their heads will help them understand the setting of the developing story.

Play the audio in parts / Read the text in parts and pause at relevant intervals to check comprehension / explain / discuss.

The morning was very hot... their stalls in the Forum.

Does the opening line indicate that something is wrong? (...*hotter than a normal August day.*)

Ask students to identify a sentence from the list put up, that best suits these paragraphs.

Sum up sentence: This is the first indication that something was wrong. (Sentence 6)

It was just like every other day... of all these boring message

Pick out a sentence in Paragraph 3 of the text that reveals something unnatural is happening. (...*the sun looked unusually hazy in the sky.*)

Direct students to answer the **Embedded question 2**.

Sum up sentence: (Sentence 4)

The old man was quite pleased... went back to whatever they were doing.

Why didn't the old man stir even though someone brushed past him? Pick out words / phrases that indicate that the old man was seized by fear. (*stood in horror, limp finger, frozen with fear, trembling voice*)

Pause to ask **Embedded question 3**.



This is an integration with Language. Students develop an interest in native Indian languages and get an idea of the cultural diversity of India when words from different languages are shared in the class.

Encourage answers from varied languages. You can even ask them to write it on the board and the whole class can repeat it. Alternately, you can play a charades game.

How does the writer introduce tension in the story? What do the people think is the reason for the eruptions? Give an example.

Direct students to answer the **Embedded question 4**.

Sum up sentence: (Sentence 5)

'Why isn't anybody listening... somehow connected.

Don't they realise what's about to befall us?' What was going to befall the people of Pompeii? Do you think the old man was right in stating that the mild tremors were connected to this incident? Pause here to talk about earthquakes.



This is a Geography integrated question and the explanation provided will help students understand that these tremors and shakes refer to earthquakes.

Direct them to answer **Embedded question 5**.

Sum up sentence: (Sentence 1)

For a while, he stood watching the thin column...stared in dread.

Why do you think the old man suddenly was frightened and started running? What fell on him while he ran? What did he tell his wife and did she believe him?

Scan the AR code and allow students to watch the information on Volcanoes

Direct students to answer the **Embedded question 6 and 7**.

Sum up sentence: (Sentence 7)

An hour later, they hurried... wife believes in his prophecies!"

Why did the woman with the three children call the old man and his wife inside?

Direct students to answer the **Embedded question 8**.

Sum up sentence: (Sentence 2)

But they were wrong... mud and debris.

What happened to the volcano? What happened to the people of Pompeii?

Direct students to answer the **Embedded question 9**.

Sum up sentence: (sentence 3)

Post reading

Discuss:

1. How does the historical setting of the story shape the experiences of the characters? (*Helps reader to experience the historic event from the point of view of those involved*)
 - The authenticity / reality of the disaster
 - Makes the characters come to life
 - Induces readers to think how they will act on the onset of a natural disaster
2. Who would you be like if you were in the same situation? Would you be like the old man's wife or would you be like the people of the city, taking shelter in your house? (Open-ended)

OR


Group discussion

Plan a survival story

It should be how your family and you escaped the impact of a natural disaster.


- choose a setting
- plan some interesting incidents
- show how smart thinking and bravery helped you all to survive

Think Further

 Show the Presentation on natural disasters. This is an integration with Geography and a Digital integration. Students will get to know the causes and the impact of different kinds of natural disasters.

Put students in small groups and guide them to discuss points. Give them time to share their points with the class. Encourage various responses, provided they are viable. Encourage them to support their suggestions and say why and how it will work out.

Know Your India

 This is an integration with Geography. Students will extend their knowledge about volcanoes.

Tell students to read the passage given. Conduct a short quiz to check if students have comprehended what they have read.

You can take it further by asking students to research for more information about volcanoes in India and make a presentation in class, if time permits.

GRAMMAR

Articles and demonstratives

Articles *a, an, the*

Play an alphabet game for this concept. Give students numbers from 1 to 26 and an alphabet to match. (Repeat the numbers, if you have a greater number of students.) Instruct them to make a noun starting with the letter given to them. Ask the first student to state her / his word and give the class a choral drill. Do the same with all the other alphabets. Write the words on the board for each alphabet.

Give a special drill for the vowel sounds and ask them to repeat it. (If you happen to come across the word unicorn or universe try to explain the difference). Tell them that these singular nouns are preceded by *an*. Ask students to write *an* before their relevant words.

Repeat the procedure with the consonant sounds.

Tell them to use *a / an / the* in your list and explain to them the use of *a / an* for singulars and *the* for plurals.

One: *a blackboard, a duster*; More than one / many: *the girls, the boys*

Demonstratives *this, that, these, those*

Demonstratives show where an object, event, or person is in relation to the speaker.

We use *this* (singular) and *these* (plural)

- to refer to something that is near us.

Example: This book is interesting!

Whose are these bags?

- We use *that* and *those* to refer to something that is far away from us.

Examples: Who has the key to **that** house?

Those students live near the college.

Encourage students to come up with more examples. Correct them wherever necessary.
Guide students to do the exercises in the Coursebook.

LISTENING

While listening

S This is an integration with History. The listening text is on the Medieval Period—the period in which the story is set. Students will gain some knowledge about the medieval society and architecture.

Tell students that they are going to listen to some historical facts about the Medieval Period, the period in which *Vesuvius Comes Alive* is set.

- Let students read the questions and the options given, before listening, as this will help prepare for the task.
- Now let them listen to the audio and tick the correct answers as they listen.
- Play it again for them to check their answers.

WORDS IN USE

Synonyms

Put students into groups of five to six in a group and only two groups will go at a time.

Two groups will sit on opposite sides of the room, facing each other. Each group chooses a person to sit in front of their group, facing them in the *hot seat*. You will stand behind the students and hold up a piece of paper with a word on it. The student in the hot seats will not be able to see these papers.

Groups have three minutes to get their *hot seat* member to say the word on the paper by acting the word. None of the group members are allowed to say the word.

In this manner, let them find out the meanings of all the words in column A and B in the Coursebook. Once they are familiar with the meanings of the words, guide them to do the exercise.

DO YOU KNOW?

S This is an integration with Geography. Students will build up further on their knowledge about volcanoes.

Pair work

Tell students that these two sentences about the Hawaiian Islands are packed with information. Allow each pair to list out all the information in the form of points, with a single point containing a single bit of information. Example: 1. chain of volcanoes 2. erupted from Pacific Ocean floor and so on.

The pair that finishes first, with all correct points, is the winner.

PUNCTUATION

Apostrophe for contractions

- Demonstrate the concept of contractions by writing *she is* on a piece of paper. Cross out the *i* and replace it with an apostrophe. Read the new word to your student to show how the pronunciation changes from *she is* to *she's*.
- Explain that an apostrophe is a punctuation mark. One of its jobs is to help us form contractions. Tell them that the apostrophe must *always* take the place of the omitted letters and this will help prevent errors such as *ar'nt* instead of *aren't*.
- Write or build the words *he will*. Cross out the *w-i* and replace those letters with an apostrophe. Explain to your student that *he'll* is a shorter way of saying *he will*.

Write this sentence on the board and ask students which words should have an apostrophe and which words should not. Tell them to give a reason for the answer.

Its not easy to paint. A good painting on a single rose will capture its shape and colour and attract the human eye immediately.

ACTIVITY



This is an integration with Geography. Pause to explain / recollect natural fires and how they are caused.

Ask students to answer the question given in the Coursebook.

WRITING

Picture composition and story writing

Picture composition and story writing

- Spend time observing the situation in the given pictures.
- Do not immediately jump into writing the essay. Have a clear vision of what has to be written by framing the story
- Observe the individuals / characters of the situation.
- Observe their activities and what they are doing.
- Most importantly note the mood of the character. It is very important in story framing.
- Look for surrounding objects, like clouds, hay and so on.
- Include simple dialogues in the story, to make it interesting.

Structure

The body should be tied together with the introduction and the conclusion.

Guide students to look at the pictures and organise their thoughts about the pictures to make up an interesting story.

Create your own story

Story opening

- Open with a character
- Decide where your story is set and describe the setting of the story



Problem

- Create a problem for your character, involving other characters
- Bring in short dialogues
- Describe what is happening
- Describe what your character decides to do



Story ending

- What happens to your characters?
- Is the ending happy or sad?
- Include a final paragraph summing up the main character's thoughts

Note: The suggestions given will help students attempt A and B exercises given in the Coursebook.

PROJECT

Think-pair-share

Instruct students to read the questions and discuss with their partner about such stories that they know about.

- Students will have five minutes to think up their stories and write points down. Then each pair will tell the story to the class – one student must narrate the myth and the other will tell the real-life event.

or



This is an integration with Art. Students will demonstrate and enact the entire episode, paying special attention to facial expressions, body language and movement.

Group work

Tell students to read the question and guide them to mime the story.

Share the following inputs and mime a few actions for them to understand the concept of miming. Instruct them not to use words. It is their actions that should speak.

Mime is

- a technique suggesting action, character or emotion without words, using only gesture, expression and movement.

- important because it is an effective way of encouraging students to develop their acting skills in terms of body language (posture, movements, gestures, and so on) and for them to gain a greater awareness of its importance as a form of communication.

Give students time to plan how

- to create an imaginary world clearly.
- to communicate feelings and thoughts physically, with the whole body, not just the face.
- to tell a simple story.

or

Group work

Tell students to imagine that people in their neighbourhood have been affected by a natural disaster.

You can help them by giving each group a natural disaster that they can imagine. Let two groups work on one disaster.

Tell them to plan their own action plan to help these people.

Give them time to plan and demonstrate how they will put their plan into action.

EXTENSION



This section comprises of Digital integration. It creates a more collaborative classroom and allows students communicate and actually apply what they have learnt, through a digital resource.

Note:

- A video clipping with vivid images, an audio or a written report will capture the attention of students easily.
- A variety of resources will keep students engaged and interested in a classroom.
- Multimedia can stimulate more than one sense at a time, and in doing so, different types of learners can be engaged and their attention span can be held longer.

Tell students to read the given questions and watch the video carefully.

Conduct a class discussion.

Encourage them to give various responses by

- asking them to answer the given question. (Students will be able to form their own opinion and answer the question. Answers may vary.)
- discussing the message, the story brings out. (Students will be able to critically analyse the story and draw out the message in the poem, with guidance of the teacher.)

QUESTION BANK WITH ANSWER KEY

VESUVIUS COMES ALIVE

A. Read the line and answer the questions.

1. *Someone brushed past him, but he did not move.* (Vesuvius Comes Alive)
 - a. What emotion was the old man going through when someone brushed past him?
 - b. Why was he experiencing this emotion?
 - c. What did he do as soon as he could move?

Ans: a. The old man was frozen with fear. b. He saw the first signs of the volcano, *Mount Vesuvius* erupting and knew that this would mean disaster for Pompeii. c. He turned to the people and in a trembling voice told them that the volcano was stirring.

2. *All they did was to go indoors— as they always did when Vesuvius rumbled.*
 - a. Why does the writer say that all they did was to go indoors?
 - b. Why did they take the old man’s warnings lightly?
 - c. Was it a mistake to go indoors? What did they not know?

Ans: a. The people of Pompeii did not realise the severity of what was about to take place and so they went indoors and did not pay heed to the warnings. b. They were used to quakes and tremors from time to time which stopped after a while. They thought that this was one such episode and so did not realise the impact of what was about to take place. c. Yes, it was a mistake to go indoors. The narrator says that they did not realise that soon, every one of them would be buried under sixty feet of ash, mud and debris.

B. Choose the correct answer.

1. Why did no one pay any attention to the old man when he warned them about the erupting volcano?
 - a. The people thought that he was making a false prophecy.
 - b. The people were used to such eruptions that took place from time to time.
 - c. The people were busy selling their wares and had no time to listen to him.
2. Don’t listen to him. Let him say whatever he wants to”. What was the result of not paying heed to the old man?
 - a. The whole city was buried under the ash, mud and the debris from the volcano.
 - b. They proved that the old man’s prophecies were not true.
 - c. They were able to sell all their wares for the day.

Ans: 1. b 2. a

C. Answer in brief.

1. *“The gods are angry again! This is just a matter of minutes,” and they went back to whatever they were doing.* What does this tell you about the people of Pompeii?

Ans: They believed that the quakes and tremors were caused because the God’s were angry about something. They did not realise that this was actually a volcanic eruption. They also seemed to be very casual as they were used to these happenings from time to time.

2. Why did the woman with children call the old man and his wife into her house?

Ans: The woman did not realise that the old man and his wife were actually fleeing Pompeii. She was offering them shelter till the rumblings and spewing of the volcano was over.

D. Answer in detail.

What signs did the narrator include in the episode to show that something unusual was happening?

Ans: The narrator begins the episode by saying that it was *hotter than a normal August day* and *the sun looked unusually hazy in the sky*. Suddenly *a flake of ash gently fell on the old man’s tunic*. He also says that in a few hours, *the column of smoke which streamed out of the volcano grew stronger and larger* and finally *Vesuvius began to crack and explode* with pumice stones while the sky turned dark and the earth shook.

E. Think and answer.

Answer in detail.

How does the historical setting of the story shape the experiences of the characters?

Ans: The historical setting helps the reader to experience the event from the point of view of those involved. Set in the background of the disaster in Pompeii, which was actually buried underneath sixty feet of ash and lava in the year 79 AD, lends reality of the story. The characters come to life and the reader experiences the casual way in which they treat life-threatening warnings and the contrasting anxiety of the old man and his wife. This unusual situation and the final reality which only the reader knows, makes readers wonder how they will act on the onset of a natural disaster.

WORKSHEET

VESUVIUS COMES ALIVE

GRAMMAR

Name of Student: _____

Class: _____

A. Circle the demonstrative in each sentence.

1. This toy is my favourite.
2. I brought these rolls from home.
3. Those lizards look like baby crocodiles.
4. I would like to buy that suitcase.
5. These plans to cut trees in the park are absolutely disgusting!

B. Complete the sentences with *this, that, these, those* or *that*

1. _____ table over here is mine.
2. "Can I take a look at _____ bag over there?" asked the customer, pointing to a red bag on the topmost shelf.
3. _____ girl is Sunita trying to board the bus.
4. _____ books belong to my class teacher.
5. _____ plants over there are Mr Raju's.
6. "_____ kite flying high in the sky is mine", Timmo shouted.

VESUVIUS COMES ALIVE

VOCABULARY

Circle the word in Column B that does not have the same meaning as the words in Column A.

Column A	Column B			
1. interesting	fascinating	boring	gripping	captivating
2. limp	loose	unfirm	listless	energetic
3. nervous	frightened	scared	calm	anxious
4. mild	strong	slight	faint	feeble
5. boring	dull	interesting	unexciting	colourless

WORKSHEET

VESUVIUS COMES ALIVE

WRITING

Name of Student: _____

Class: _____

Look at the picture. What comes to your mind when you see it? Write a story based on your thoughts.



ANSWER KEY FOR THE WORKSHEET

VESUVIUS COMES ALIVE

Answer key to the grammar worksheet

A. 1. This 2. these 3. Those 4. That 5. These

B. 1. This 2. that 3. That 4. These 5. Those 6. That

Answer key to the vocabulary worksheet

1. boring 2. energetic 3. calm 4. strong 5. interesting

STUDENTS' BOOK ANSWER KEY

UNIT 2: VESUVIUS COMES ALIVE

Warm-up

1. steam, gas and ash cloud 2. crater 3. lava flow 4. magma chamber

Embedded Questions

1. The letters B.C. are used to show the number of years before the birth of Jesus Christ. The full form is 'Before Christ'.
2. I think that is how people in Pompeii communicated with each other—especially to a large crowd. Since there was no other way of conveying messages, people used the wall as a kind of a notice board.
3. The phrase 'frozen with fear' means to be so afraid and shocked that one is unable to move.
Free Response for the next part of the question.
4. No one paid any attention to the old man because they did not take him seriously. The people in Pompeii were used to regular tremors and shakes and did not think there was anything to be worried about.
5. The mild tremors and shakes are earthquakes.
6. The flake of ash fell from the thin column of smoke that was rising out of Mount Vesuvius.
7. The little flake of ash left a deep and dark smear on the old man's pale-coloured linen.
8. *Answers vary.* Kind, foolish and casual.
9. *Answers vary.* I think the couple was able to escape from the city. The old man was wise enough to understand the danger that they were in and so he left the city in time, before the volcano could claim their lives.

Reading

- A.**
1. T
 2. NT. The old man thought that all the messages on the wall were uninteresting, so he wrote *'Oh, wall! I can't believe you haven't fallen under the weight of all these boring messages,'* on it to express his displeasure.
 3. NT. The people of Pompeii did not think that the thin column of smoke rising out of Mt Vesuvius was dangerous. They gasped and laughed nervously but they thought it was only a matter of minutes.
 4. T
 5. T
- B.**
1. *Sample answer*—I think people from all sections of society lived in Pompeii. There were people like the rich lady who was being carried across the city on a chair and the ones who were looking at her in awe. The old man in the story too seemed quite prosperous as his house had a beautifully decorated garden with a fountain. The place was also full of merchants and tradesmen who set up their shops in the city and attracted customers with the various wares they displayed. The city seemed to be prosperous in general and bustling with activity.
 2. I think the old man was the only one who noticed that the volcano was stirring because he was not busy doing any work at the market. The others were busy either buying or selling things. The old man immediately linked the stirring of the volcano with the earthquake they had experienced some time back and realized that the two must be connected in some way. He realized that spewing ash and smoke is very different and far less dangerous than the thin column of smoke that was rising out of Mt Vesuvius continuously. He was clever enough to understand that with time, the column of smoke would become larger and thicker.
 3. A light flake of ash left a deep, dark smear on the pale linen of the old man. In a way, this does tell us about the impact of the volcano. If something as light and harmless as a flake of ash could leave a deep and dark smear on the linen, then the impact of the thick smoke, ash and lava would be quite disastrous.
 4. The people of Pompeii were wrong about the old man's predictions about the volcano and the impact of the initial shakes and tremors. Had they taken the old man seriously, listened to him and escaped from the city, they would have been saved from the disastrous effects of the volcano.
- C.**
1. When the old man wrote his message, *'Oh, wall! I can't believe you haven't fallen under the weight of all these boring messages,'* on the wall to express his displeasure, he in a way predicted the future of the wall. Because of the volcanic eruption, the wall did fall along with the entire city and got buried underneath lava and ash. The city remained lost for centuries.
 2. *Answers vary. Accept any logical answer. Sample answer*—
 - a. Yes, I think the people in Pompeii were quite careless and so did not take the old man seriously. They refused to understand how dangerous the volcano actually was and did not realise that the thin column of smoke rising out of the mountain could be catastrophic. When the old man tried to warn people in the market, they only laughed nervously and gasped thinking it was only a matter of minutes. Later, when he tried to warn the woman who offered him shelter, she said the only thing they would do is take shelter in their own homes.

- b. Yes, since the people in Pompeii were used to regular shakes and tremors, they thought that the rising smoke was not dangerous. The people were quite used to Vesuvius rumbling and spewing smoke every other day. Therefore, they thought that the smoke rising out of the mountain couldn't be any different. Moreover, whenever they experienced mild tremors and shakes, they only rushed back to their homes to take shelter. This time too, they thought that taking shelter in their homes would be enough.

D. Free Response

Grammar

- A. 2. the 3. an 4. a 5. The 6. the 7. The 8. a 9. a 10. an 11. a
12. the 13. an

- B. 2. these, the 3. Those, that 4. This, the 5. the, that 6. this, these, that

C. Free Response

Listening Text

Listen to some facts about the Medieval Period (the period in which the text is set).

As you listen, tick the correct answers to complete this fact sheet.

The word Medieval means related to the middle ages. In Europe's history, the Medieval Period lasted from the 5th to the 15th century. Medieval society was organised into a system called the feudal system. At the top of this system was the king who gave land to the nobles. The nobles came next in the system and gave the king soldiers for his army. Right at the bottom were the peasants or poor labourers who worked for the nobles. All these peasants led difficult lives and had very few rights—they could not marry or leave the village without their lord's permission. Many magnificent castles and cathedrals were constructed during the Middle Ages, using only simple tools and great skills of the masons who cut and carved the stones. Throughout the Middle Ages, hunting was the favourite sport of the rich.

Listening Answer Key

1. b 2. c 3. c 4. a 5. c

Words in Use

- | | |
|--|---|
| 1. hazy: unclear, blurred, dim | 2. curious: interested, nosy |
| 3. anxious: worried, fearful, troubled | 4. witty: clever, humorous, smart |
| 5. pale: faded, light | 6. destructive: harmful, damaging, deadly |

Punctuation

1. We're planning a hiking trip to Dharamshala next summer.
2. She'd like to have a word with you.
3. You've bought the camp tee-shirt, I see. I'll have to buy mine soon.
4. I'm not feeling very well. I'd like to take some rest.
5. I haven't received any e-mail from her. Isn't she coming?

Activity

Forest fires can occur naturally or have natural causes.

Writing

- A. *Answers vary. Accept answers that are related to the pictures given.*
- B. *Free Response.*