

THE KAGHAN VALLEY

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After completing this lesson, you will be able to:

- demonstrate attentive listening' skills while working in a whole class setting and taking turns to speak with standard pronunciation.
- evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- summarise complex concepts, processes or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctual marks. Make inferences to draw conclusions from e.g.
 - a. contextual information
 - b. writer's viewpoint
 - c. implied information
- Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)
- acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.
 - Observe hyphenation conventions.
 - Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization
- write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.

Pre-Reading

- What are your feelings while planning a trip to the northern areas?
- Which other mountainous areas come to your mind after reading the heading of the unit?

Reading

The Kaghan Valley is less than a day's drive from Islamabad, the capital. The favourite route is through Abbotabad, the administrative capital of the valley. It takes an hour from Abbotabad to Mansehra and the road is good. Short of Mansehra the road splits---the left goes to Shinkiari valley, and onwards to Gilgit---the right fork goes



through the city of Mansehra and then on to Balakot, an hour away. Balakot is the gateway to the Kaghan valley.

Balakot was the epicentre of the devastating earthquake that struck in 2005. It completely destroyed the town of Balakot, killing thousands of people and also completely destroying the road to Kaghan. Massive amounts of national and international aid was arranged to rehabilitate the affected families and the newly constructed shops and houses are now spread all over the valley.

Naran is the most popular destination for the tourists. It is located at an altitude of 7000 feet and is therefore cool in summer. The valley is heavily wooded and the Kunhar river flows through it. A fishing license can be obtained in Naran that maybe used throughout the valley. Rods, tackle and guides can be hired as well. If you are not up to fishing yourself, you can get a fishing guide to do it for you. He will bring for you the fish he catches by the end of the day. Naran has postal, telephone and medical facilities also, and is a good base for trips to the higher valleys.

The Kaghan and Naran valleys are blessed with plenty of water. There is adequate rainfall to feed its forests and ill the streams and rivers that flow through it. There are a number of lakes in the valley. One of the prettiest and most accessible is the lake Saiful Muluk. It is close to the town of Naran and is a must-see for everyone, who visits that area.

While-reading

How are the forests fed in Kaghan and Naran valleys?

On way to Kaghan valley Shogran is the first stop. At over 8000 feet Shogran is cool even in the middle of summer. The whole ridge is heavily wooded and there are lovely views from the top. The views are picture perfect, the Kaghan valley stretching into the hazy blue, fold after fold of mountains interwoven by the Kunhar river. There are high pastures above the hotels. At a distance of 500-600 feet one gets to the top of the ridge and to open grassy meadow. There are a few giants of fur trees here at Makra peak, and a stream of sparkling clean water flowing down the mountain. This is a great camp site. The Makra peak is about 2000 feet above this point and an easy day's climb.

One fine day I decided to attempt it along with my son and two nephews, all about ten years of age. It was the end of April and the peak was covered with snow. After about thirty minutes climb we got to a patch of stunted fir trees. They were like bushes but completely covered the ground. The trunks of trees were like thick ropes rolling on the ground with small branches and leaves sprouting all over. They covered the ground so thickly that it was difficult to walk through these patches. To photograph the Alpine flowers and savour the view, we decided to go to the top. I spent sometime taking photographs of the Alpine flowers growing just below the snowing fields.



As tourists go whizzing along the metalled road to Kaghan and Naran, they scarcely spare a glance at the semi-barren ridge across the river to the north-west. Little do they realize that behind the ridge lies one of the most verdant, lush and charming forests in Pakistan. The forest department has done a wonderful job of protecting the forests of Sharan and those of adjoining valleys.

A good metalled road goes across and up and along the ridge on the other side of the river. Terraced corn fields and flowering bushes lined the road. Farmers had carefully utilized every inch of land that they possessed. Corn fields were protected by stone walls from passing herds of goats or the occasional cow, giving a Mediterranean look to the narrow country track. Huge walnut trees dotted the landscape providing large areas of shade.

The road climbed quickly from 5000 feet by the river to the top of the ridge 9000 feet. The fields came to an end at the top of the ridge and the forest began. It was sparse to start with but became dense as we crossed the ridge into the Sharan valley itself. All signs of habitation had ceased and there was nobody on the road, human or animal. The track continued twisting and turning its way down the ridge and into the valley.

Forty minutes later we got to a clearing in the forest. In the middle of this clearing was a small, neat looking barrack with a sign saying Youth Hostel. We stopped to investigate. It was a Spartan but clean dormitory. There were separate rooms for boys and girls. Beyond the hostel, the path crossed a cluster of wild junipers, through a crystal clear stream, and on to a meadow sloping up to the forest rest house. White, yellow, purple and pink flowers overwhelmed the lush green of the grass and created a riot of colour. We had a comfortable night stay at the rest house.

While-reading

Where did the path cross a cluster of wild junipers?

Early next morning we set off towards the distant peak. The walk was a wonderful experience. A thick forest in full bloom—banks upon banks of flowers growing to a height of about 4 feet. Every few hundred yards a stream would cross the path, its water icy cold, as it was melted snow. Our guide explained that the authorities had been so strict in preserving the forest that no one was allowed to graze their sheep in the forest except for the ten odd families, who were old residents of that area. Three hours of climbing got us to the top. From there we could see the little

white dots of sheep on their long journey to the high pastures of the upper Kaghan valley. I could understand the elation mountaineers feel when they summit the high peaks.

The next day was spent in exploring the walks around the rest house. One walk is to follow the jeep track leading behind the rest house up to a natural spring which is the source of water for the rest house. Beyond the spring is a narrow path leading up to a couple of huts belonging to a local family about 800 feet up the ridge. There is a wealth of wild flowers on the hill side. In fact, Sharan is probably one of the best places to look for wild flowers. We were told that people come here to look for rare plants, for medical purposes.



Behind the rest house the road forks on to the right, across the stream, and up the right side. There are magnificent ferns across the path and in the forest. There are good views of the main Kaghan valley from there. The forest on the way is quite varied with pine trees of different varieties. Apart from the pines there are walnut and other varieties of deciduous trees, flowers and small clearings. The whole forest is empty except for birds and butterflies.

The forest is populated with quite a few varieties of birds. Usually at night the owls exchange voices, deeper in the forest. The beauty of their echoing cries is a novel experience for city-dwellers.

● Post-reading

Can you name the variety of objects one can see in the northern areas?

Notes and Comments

This travel account has been taken from the book "A Travel Companion to the Northern Areas of Pakistan" written by Tahir Jahangir. It is an excellent book with sufficient information of the Northern areas.

Tahir Jahangir got his early education from Aitchison College, Lahore, and graduated in Economics from the University of Cambridge in 1967. His hobby is travelling and landscape photography. He has been writing about his travel experiences in The Friday Times, a weekly magazine, published from Lahore.

Theme

Travelling is the theme, as clear from the name of the book. This is to familiarize the readers with the picturesque valley, surrounded by majestic mountains, fascinating terrain with forests, rivers and glaciers. The account is a guide to travel in that area for the experienced people as well as the seasoned travellers.

Glossary

Words	Meaning	Synonyms
accessible	that can be reached, entered, used etc	approachable
alpine trees	plants that grow best on mountains	
altitude	height	
cluster	group of things of same type appearing together	
deciduous	that loses its leaves every year (of a tree, bush, etc.)	
devastating	causing a lot of damage and destruction	
dormitory	a room for several people to sleep in (especially in a school)	
epicentre	point on earth's surface where effects of earthquake are felt	
fern	plant with large delicate leaves and no flowers	
interwoven	to weave together two or more pieces of thread, wool, etc.	
junipers	bush with purple berries used in medicine for flavour	
massive	very large, heavy	
meadow	grass covered field used for hay water meadows (near a river)	
mediterranean	connected with Mediterranean sea or countries surrounding it	
overwhelmed	such strong emotional effect that is difficult to resist	
pastures	grass covered land suitable for feeding animals on	
pine trees	a tall forest tree with needle like leaves	
rehabilitate	help someone to lead a normal, useful life again.	
ridge	a high pointed area near the top of a mountain	
riot	collection of a lot of different types of the same thing	
savour	enjoying to your full	
spartan	simple, lacking something that makes life easier or pleasant	
sprouting	producing new leaves or buds	
stunted	not able to grow or develop as much as it should have	
verdant	fresh and green (of grass, plants, fields, etc.)	

Comprehension

a) Answer the following questions.

- 1 Name the gateway to Kaghan.
- 2 Describe the epicenter of the 2005 earthquake and how devastating it was.
- 3 Identify the situation of the lake Saiful Muluk.
- 4 Highlight the difficulties to walk through the patches.
- 5 Explain the measures that were taken to preserve the forests.
- 6 Tell reasons of not destroying the wild flowers.
- 7 Which other trees are grown there besides Pine trees?
- 8 Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

b) Encircle the correct option:

i) Elation means:

- a) Great happiness b) depressed c) excitement d) honourable

ii) Dotted means:

- a) covered by dust b) hazy c) bright d) covered by dots

iii) Sparkling means:

- a) shining b) blurred c) burning d) dividing

iv) Summit means:

- a) lowest point b) middle point c) highest point d) invisible

c) Evaluate how the author used language, including figurative language, considering the impact on the reader in this blog. Discuss others' reading critically, taking account of their views. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a blogs/articles regarding tourism.

d) Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)

Interpreting and integrating information from a variety of sources for comprehension involves several key steps. Here's a structured approach to effectively achieve this:

Identify and select sources:

- a) **Diversity:** Choose sources from different perspectives, including scholarly articles, news reports, expert opinions, and primary data.
- b) **Credibility:** Prioritize reliable and reputable sources. Cross-check facts from multiple sources to ensure accuracy.
- c) **Summarize key points:**
Extract the main ideas from each source. Summarize these points succinctly to capture the essence of the information provided.

d) Compare and contrast:

Look for similarities and differences in the information presented by different sources. This helps in understanding different viewpoints and identifying any biases or gaps.

e) Synthesize information:

Combine the summarized points to form a comprehensive understanding of the topic. This may involve integrating various perspectives into a coherent narrative.

f) Evaluate and critique:

Assess the validity and reliability of the information. Consider the methodology, evidence, and arguments used in each source. Critically evaluate any potential biases.

g) Draw conclusions:

Based on the integrated information, draw well-supported conclusions. Ensure that your conclusions are logical and backed by evidence from the sources.

Example: Climate change

1-Identify and select sources:

- **Scholarly article:** A peer-reviewed study on the impact of climate change on polar ice caps.
- **News report:** A recent article on climate policy changes in the European Union.
- **Expert opinion:** A commentary by a leading climate scientist on renewable energy solutions.
- **Primary data:** NASA's data on global temperature changes over the last century.

2-Summarize key points:

- **Scholarly article:** Polar ice caps are melting at an accelerated rate due to rising global temperatures, leading to sea-level rise.
- **News report:** The EU has introduced stricter emissions regulations to combat climate change, aiming for carbon neutrality by 2050.
- **Expert opinion:** Renewable energy adoption is crucial for reducing greenhouse gas emissions, with solar and wind power being the most viable options.
- **Primary data:** NASA's data shows a steady increase in global temperatures, with the last decade being the hottest on record.

3-Compare and contrast:

- Both the scholarly article and NASA data highlight the ongoing increase in global temperatures and its impacts.
- The news report and expert opinion focus on policy and solutions, emphasizing the need for immediate action and renewable energy.

4-Synthesize information:

- The rising global temperatures, as confirmed by NASA data and scholarly research, necessitate urgent policy measures like those adopted by the EU.
- Renewable energy, advocated by the expert, is a key component of effective climate policy, supporting the EU's regulatory approach.

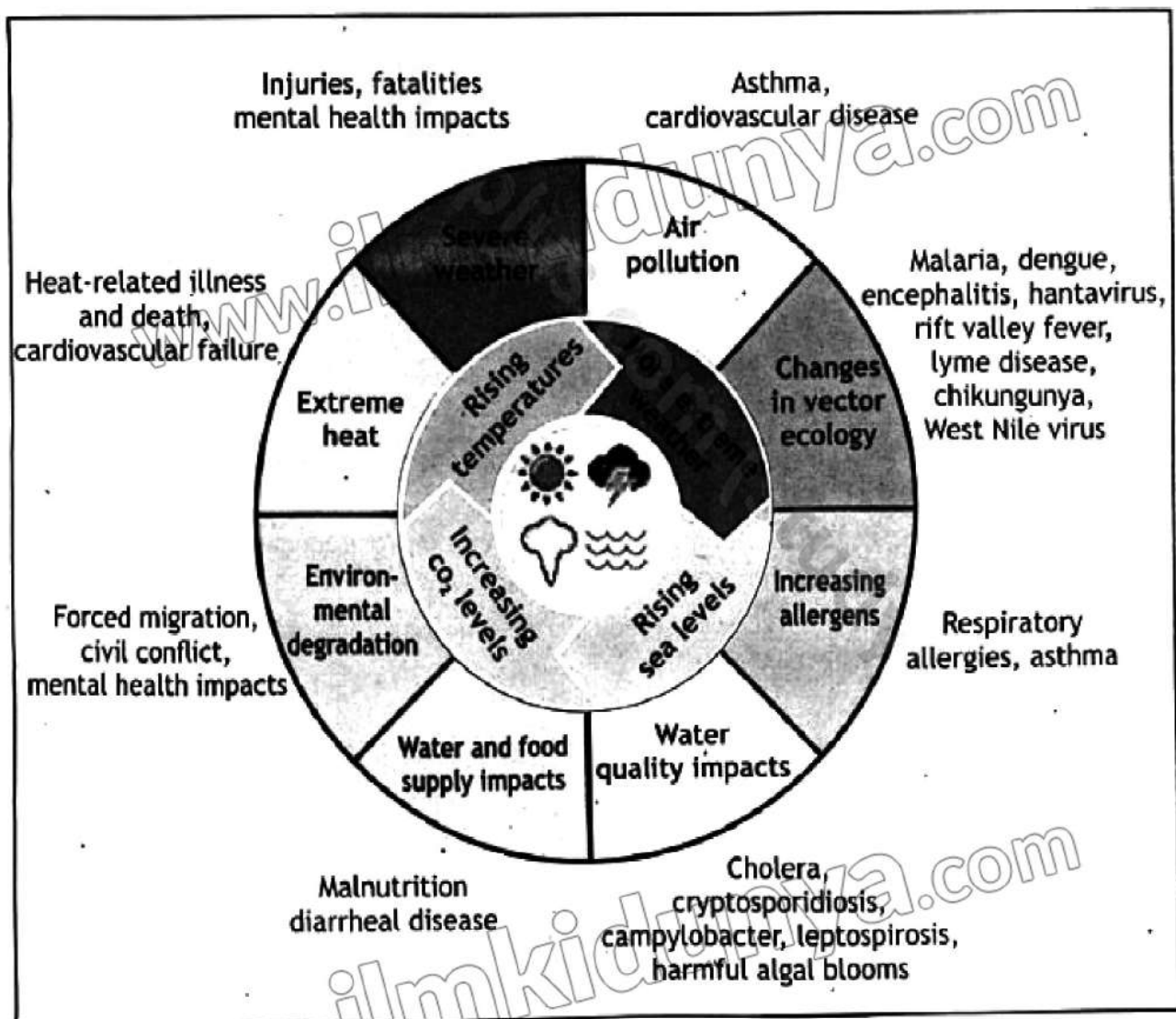
Evaluate and critique:

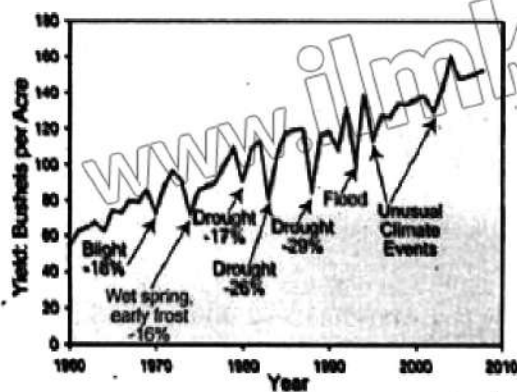
- The scholarly article is highly reliable due to its peer-reviewed nature. The news report provides current context but should be checked against other reports for confirmation.
- The expert opinion adds practical insights into renewable energy solutions, though it may carry some bias towards certain technologies.

Draw conclusions:

Climate change is a pressing issue confirmed by multiple sources. Effective mitigation requires a combination of strict emissions regulations and the adoption of renewable energy technologies. Policymakers must act on scientific evidence and integrate diverse strategies to address the multifaceted challenges of climate change.

Maps, Graphs, Charts, Diagrams on Climatic Changes





Changes in Climate	Effects of Climate Changes	Health Impacts	International & Strategies
Increased global temperature	Extreme heat	Heat related illness	Early warning and preparedness
Extreme weather and disasters	Air and water pollution	Cardiovascular disease, stroke, and other chronic conditions	Prevention or reduction of disease, illness and injury
Precipitation extremes	Reduced food and water quality	Injuries and death	Community engagement
Sea level rise	Changes in infectious diseases and vector transmissions	Mental and neurological diseases	Education and awareness raising
Changes in land use and growing seasons	Increasing allergens	Zoonotic, vector- and water-borne diseases	Adoption and integration
		Respiratory diseases and asthma	

Oral Communication

Demonstrate attentive 'listening' skills while working in a whole class setting and taking turns to speak with standard pronunciation.

- While making travel plans we need to focus on the following points.
 - a) location
 - b) time
 - c) distance
 - d) duration
- Now you can ask questions from your class mates like:
 - a) Where are you going to stay and for how long?
 - b) Would you like to take photographs?
- Describe your feelings after reading the unit.
- The listeners should ask different questions like:
 - a) What inspired you most over there?
 - b) Do you want to travel to any other place in the country?
 - c) Has the travelling experience added to your previous knowledge?
- Change views about travelling with other groups in the class to know more about travelling.
- Students can take turns to speak with standard pronunciation about the role of Tourism Department in our country.

Inference

1. Can you imagine travelling by sea as people used to travel in the past?
2. Do you think travelling is an interesting experience?

Vocabulary and Grammar

a) Appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.

Enhancing vocabulary involves actively identifying, understanding, practicing, and using new words and phrases across various contexts. Here's a brief discussion on this concept:

Key steps to enhance vocabulary:

1-Identify key Words and phrases:

- **Reading and listening:** While engaging with different texts and audio sources, take note of unfamiliar or significant words. Context clues can often help deduce meanings.

2-Understand meanings:

- **Dictionaries:** Look up definitions, synonyms, antonyms, and usage examples to fully grasp the meaning of new words.
- **Contextual examples:** Observe how the words are used in sentences to understand their connotations and appropriate contexts.

3-Practice usage:

- **Writing:** Incorporate new vocabulary into your writing through essays, stories, or journals. Practice using new words in sentences.
- **Speaking:** Use new words in conversations and discussions to reinforce your learning and improve recall.

4-Review and reinforce:

- **Regular review:** Use flashcards, vocabulary apps, or spaced repetition systems (SRS) to review new vocabulary regularly.
- **Repetition:** Repeated exposure and use of new words in different contexts help solidify your understanding and retention.

5-Engage in active learning:

- **Diverse reading materials:** Read books, articles, and journals across various genres and topics to encounter a wide range of vocabulary.
- **Listening to varied sources:** Listen to podcasts, lectures, and conversations to hear new vocabulary in use.
- **Discussion and practice:** Join discussion groups or language exchange programs to practice and reinforce new vocabulary in real-life conversations.

Example:

- **Word:** Ameliorate
- **Meaning:** To make something bad or unsatisfactory better.
- **Contextual use:** "The new policies are designed to ameliorate the effects of pollution."
- **Practice sentence:** "Efforts to ameliorate the situation were successful."

By systematically identifying and practicing new vocabulary, you can improve your language skills and enhance your ability to communicate effectively in reading, writing, speaking, and listening. Regular engagement with diverse sources and active usage of new words ensures continual growth in your vocabulary.

Activity : Read the following passage:

"In the midst of the bustling city, there was a serene park that offered a respite from the cacophony of urban life. The park was adorned with vibrant flowers and lush greenery, creating an oasis of tranquility. Visitors often found solace in the gentle rustle of leaves and the melodious chirping of birds."

a) Identify and list five unfamiliar or significant words from the passage:

Word 1: _____ Word 2: _____ Word 3: _____

Word 4: _____ Word 5: _____

b) Look up the meanings of the words listed above and write them down:

Word 1: _____ - Definition: _____

Word 2: _____ - Definition: _____

Word 3: _____ - Definition: _____

Word 4: _____ - Definition: _____

Word 5: _____ - Definition: _____

c) Use each word in a sentence:

Word 1: _____

Word 2: _____

Word 3: _____

Word 4: _____

Word 5: _____

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.

Activity: Write a short paragraph or essay using at least three of the new words you have learned on a memorable experience in nature following command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.

• **Observe hyphenation conventions**

Fundamentally, the hyphen is a joiner. It can join several different types of things: two nouns to make one complete word (house-plant) an adjective and a noun to make a compound word (accident-prone) two words that, when linked, describe a noun (agreed-upon sum, two-dimensional object)

Activity: Rewrite the following sentences with correct hyphenation:

- a. The editor in chief will review the article.
- b. They bought a three bedroom house.
- c. This is a user friendly website.
- d. We need a long term solution.
- e. She is a highly respected scientist.
- f. She bought a well furnished apartment.
- g. The meeting will be held on twenty eight.
- h. He is a co founder of the company.
- i. The recipe calls for a two third cup of sugar.
- j. The twenty four year old athlete won the race.

Writing

Task: Write and critique (self/peer checking) the final draft after complete editing and proofreading on "Impact of Tourism in a Country's Development". Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.

Understanding the Writing Process

Look at the process in a book that the writer uses. What you see in print might not be much like the first plan for the book. The author might have rewritten many times.

The writing process is often divided into five stages. Most writers go back and forth through these stages. There is no one correct way to write.

Teacher's Note:

- Ask students to demonstrate attentive listening skills while working in a whole class setting and taking turns to speak with standard pronunciation.
- Discuss with them to evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- Help them to apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Encourage them to interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)
- Let them acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- Motivate them to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.
- Ask them to write and critique (self/peer checking) the final draft after complete editing and proofreading. Let them ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph and to use the technique of hook, and lead-in sentences to develop the flow of thought.