

10

UNIT

Wildlife Vignettes- Fascinating Nature

Learning Outcomes:

By the end of this unit students will:

- Give an informed personal and analytical response to a descriptive and informative text.
- Reading to analyse descriptive/argumentative essays.
- Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing, and texts.
- 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.
- Use hyphens (hyphenated nouns and adjectives) in words, letter string – ough /words.
- Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach – brainstorming, mind mapping, and writing a first draft.

Pre-reading:

- What is meant by the wildlife and wildlife vignette?
- Does the title of the lesson arouse your interest in this lesson?
- Will this lesson prompt you to recall your personal experiences connected to this text?
- Can you refer some examples that depict the appreciation for the nature?

1. The wind, waterbodies like rivers and oceans etc., the Sun, plants, animals, forests, meadows and all other creatures etc. are a part of the nature. The constituents of nature are not man-made. But all these are the creation of Allah (سُبْحَانَہٗ وَتَعَالَى). The most **marvellous** thing about nature is its **infinite** variety and enchanting beauty.

2. Wildlife vignettes are vagaries or amusing manifestations in the nature. A wildlife vignette captures a fleeting moment in nature, offering a snapshot of the interconnected lives that flourish beyond our daily awareness. It might reveal the delicate balance of a butterfly alighting on a flower, the silent grace of a hunting predator, or the tender care of a parent animal with its young. These vignettes remind us of the beauty, complexity, and fragility of the natural world, urging us to appreciate and protect its wonders. Wildlife vignettes **evoke vivid imagery**.

What is meant by nature?

3. Description of **bustling** ant colony on the forest floor on a warm summer day and their next activities and a **solitary** wolf standing atop a snow-covered hill, howling at the moon are also other examples of wildlife vignettes.

4. Our country is rich with wildlife vignettes. One example is the Markhor. The Markhor is Pakistan's national animal. It symbolizes resilience, elegance and strength. It is a wild goat species. This animal is found in the mountainous regions of northern and western Pakistan, including the Gilgit-Baltistan, Khyber Pakhtunkhwa, and some parts of Balochistan. It has spiral horns which is its distinctive feature. Horns can grow up to 1.6 meters in males, while females' horns are shorter and less twisted. Males develop a long, flowing beard and mane during the winter. In the summer, both males and females have a grizzled, light brown to black coat. In the winter, their fur grows longer and thicker insulating from the cold.

What does Markhor symbolise?

5. The Markhor is an endangered animal in Pakistan. Illegal and ruthless hunting of the Markhors particularly by local and destruction of their habitats are the major threatening factors for the Markhors. The government should take strict measures for curbing their illegal hunting and discourage damage to their habitats.

Glossary:

Words

Meanings

marvellous	extremely good
infinite	without limit
evoke	to bring a feeling, a memory or an image into your mind
vivid	(of memories, description, etc.) producing very clear pictures in your mind
imagery	a language that produces pictures in the minds of people reading or listening
bustling	full of (something) moving about in a busy way alone



For the Teacher:

- Explain the concept of wildlife vignette referring more examples. Show 3-4 video clips in the class regarding some wildlife vignettes.

Reading and Critical Thinking

Comprehension

A. Answer the following questions:

- i. What is meant by wildlife vignette?
- ii. Why has the word 'endangered' been used for the Markhor in Pakistan?
- iii. How is the nature enchanting and varied infinitely for us?
- iv. What is the habitat of the Markhor in Pakistan?
- v. How can the survival of the Markhor be ensured?

B. Reread paragraph number 1 and 3 of the unit and identify the topic sentences and specific statements/ supporting details.

C. Read the following text with correct pronunciation, appropriate pitch and voice variation. Also, identify the text as fiction or non-fiction.

Recall

Intonation means the pattern of pitch changes in speech. It is about how we say things, rather than what we say. There are two basic **intonation patterns** such as Rising and Falling. We use rising intonation with; Yes/no questions, enumerations, lists or options and polite requests or offers.

We use falling intonation with; exclamations, WH questions, invitations or commands, statements and end of sentences.

Fictional Text

Based on author's imagination and relates to exploration of ideas and entertainment, etc.

Examples: poems, novels, plays and fantasy movies

Non-Fictional Text

Based on factual and real-world information intended to educate, inform, or persuade.

Examples: textbooks, documentaries articles and biographies, etc.

- i. I was born on the eighteenth of July, 1918, at Mvezo, a tiny village on the banks of the Mbashe River in the district of Umtata, the capital of the Transkei. The year of my birth marked the end of the Great War; the outbreak of an influenza epidemic that killed millions throughout the world; and the visit of a delegation of the African National Congress to the Versailles peace conference to voice the grievances of the African people of South Africa. Mvezo, however, was a place apart, a tiny precinct removed from the world of great events, where life was lived

much as it had been for hundreds of years.

The Transkei is eight hundred miles east of Cape Town, five hundred fifty miles south of Johannesburg, and lies between the Kei River and the Natal border, between the rugged Drakensberg mountains to the north and the blue waters of the Indian Ocean to the east. It is a beautiful country of rolling hills, fertile valleys, and a thousand rivers and streams, which keep the landscape green even in winter. The Transkei used to be one of



the largest territorial divisions within South Africa, covering an area the size of Switzerland, with a population of about three and a half million Xhosas and a tiny minority of Basothos and whites. It is home to the Thembu people, who are a part of the Xhosa nation, of which I am a member.

(From: *Long Walk to Freedom* by Nelson Mandela)

ii. We live in a globally connected world. The supply chain disruptions and inflation in the aftermath of the Covid- 19 pandemic put in sharp relief global economic interdependence and the attendant vulnerabilities. Concerns about the unequal distribution of the benefits of interdependence across and within countries — and the risks arising from underregulated cross- border financial and trade flows — are not new. A slowdown of international trade followed the realization of several of those risks during the 2007–2008 global financial crisis, and after the Covid- 19 pandemic — leading some to proclaim the end of globalization.

(From: *Human Development Report 2023/2024* by UNDP)



ACTIVITY

Read the poem 'The Road Not Taken'. Underline the words or phrases used to create an effect telling the related kind of figures of speech.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

Robert Frost

Analysing Organisational Patterns in a Text

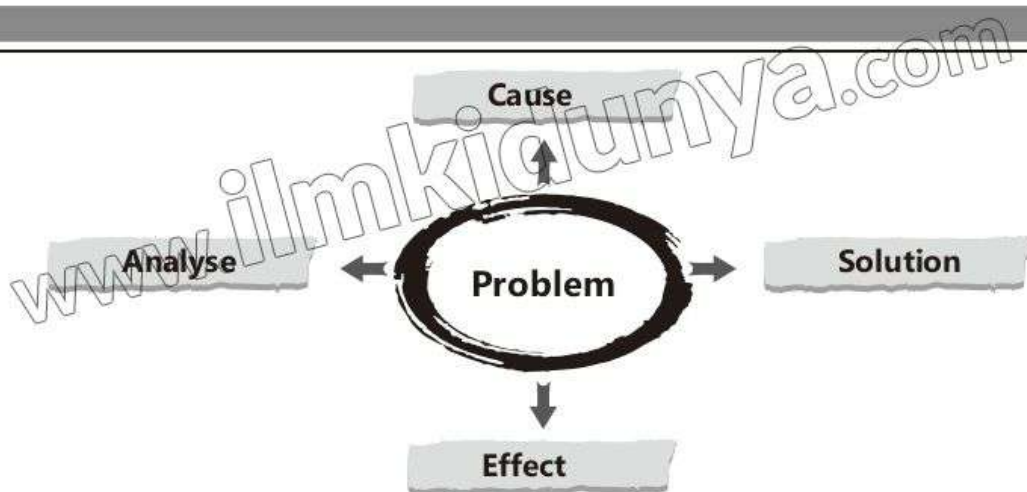
E. Read the following text and put relevant information into the graphic organiser.

There is a severe shortage of clean drinking water in Pakistan. A reasonable number of population does not have access to clean drinking water. Water resources in Pakistan are being polluted in different ways like discharging industrial wastes, throwing leftover food and domestic garbage etc. in rivers and streams, etc. Unclean drinking water causes many health problems like cholera, hepatitis and dysentery, etc. Ensuring clean drinking water in Pakistan requires maintaining modern water treatment plants, developing and upgrading sewage and sanitation systems. Public awareness campaigns about importance of clean drinking water should be launched. Clean drinking water is essential for human health. Access to safe drinking water is the right of citizens of the country.



For the Teacher:

- Encourage students to read more poems, short stories and novels in their library.
- Facilitate students to learn about the words and phrases used for effect.



Vocabulary

A. Complete the spelling.

h_bi_at _ust_ing ev_k_ _o_ita_y fle_ting

B. Use the following pair of words in your sentences:

compliment, complement eligible, illegible foul, fowl
 gentle, genteel respectable, respectful wander, wonder
 yoke, yolk

Grammar

A. Form a noun with each of the following words and use the nouns in your sentences:

amuse, reveal, delicate, appreciate, grow, strict, include, develop

B. Pronounce the following words accurately:

vivid, enchanting, marvelous, predator, urge, resilience, endangered

Using hyphens (hyphenated nouns and adjectives)

The use of hyphens is called **hyphenation**. A hyphen is used to join two words to have one meaning.

- A hyphen is used with two or more words that act as a single unit describing a noun.
e.g. deep-fried chicken



For the Teacher:

- Introduce students the useful expressions to show likes/ dislikes, gratitude, agreement/ disagreement, comparison/ contrast, satisfaction/ dissatisfaction, refusal, advice. Help students to use these expressions in writing, speaking, listening and reading some text.

- If the figures more than twenty and less than a hundred are written in words, the hyphen is used between them.
e.g. forty-six
- Hyphens are used to separate syllables in words.
e.g. in-ter-ri-or

Examples:

Brother-in-law, mother-in-law, president-elect, self-confident



ACTIVITIES

1

Make 3 hyphenated nouns and adjectives the with words given below.

- | | |
|------|---|
| anti | anti-corruption, anti-riot, anti-inflammatory |
| self | _____ |
| ex | _____ |
| co | _____ |
| non | _____ |

2

Fill in the blanks with the correct words ending in 'ough' from the given options.

- We played outside ____ it was drizzling. (through, though, thought)
- There wasn't ____ sugar left for tea. (although, enough, brought)
- Salma kneaded the ____ to make bread. (cough, bough, dough)
- The storm blew the leaves off the _____. (bough, though, through)
- He had a severe ____ throughout the day. (rough, cough, thought)

3

- Create a short story using 4-5 different words ending in "ough".

Oral Communication Skills

- Teacher will divide the students in groups. The students of each group will share their personal experiences related to Wildlife Vignette. Each group will share a short story.
- Listen attentively to a dialogue between 2 native speakers on YouTube regarding vagaries of nature. Students will pronounce the key words accurately and will engage in collaborative discussion on the theme of the dialogue with the help of the teacher.



NOTE

Attentive listening is not merely hearing words. It actively focusing both physically and mentally on understanding the speaker's entire message. Avoid distractions during it. Pay attention to the tone and body language of the speaker(s). Remain engaged with non-verbal cues and ask clarifying questions.

Writing Skills

A Descriptive Composition

A descriptive composition gives physical description and characteristics/ traits of a person, an object and a place, etc. The writer in this composition engages the reader's five senses: sight, sound, smell, taste, and touch regarding this composition.

Process for Writing Descriptive Composition

Following steps are involved;

a. Brainstorming: Brainstorming is a creativity technique of generating ideas to write some text. It is a **pre-writing** technique in which students, either alone or in groups think of, or write down all words or phrases that come to mind, then choose to expand the range of available ideas for the given topic. We also ask ourselves the questions that cover all the possible aspects of a particular topic.

b. Mind-mapping: Mind-mapping is also called idea-mapping. This strategy allows to explore the relationships between the ideas. Actually, mind-map is a diagram used to represent words and ideas linked to and arranged radially around a central idea or a key word. It is used to generate, structure, visualize and classify ideas, and as a help in development and organization of the text to be written. Meanwhile, if related new ideas come to mind, those are also added in the same way.

Writing first draft: Based on mind-map, first draft of an essay is written. It should be thoroughly proofread. Ensure that the composition is correctly punctuated and free from spelling and grammatical mistakes. The introductory paragraph must have a topic sentence, then supporting details in the body paragraphs and concluding sentence in the concluding paragraph.

A descriptive composition may have one or more paragraphs. The paragraph is the basic unit of composition. A paragraph is a group of sentences which develop one central idea. The central idea is usually stated in a topic sentence. Every sentence in the paragraph must help the development of the topic sentence.



For the Teacher:

- Place some short stories, one act plays or excerpt from some novel from the books in a library and help students to know the connotative and denotative meanings therein. Reinforce the use of hyphen with more examples.