

UNIT 9



TRAVEL AND TOURISM

After completing this lesson, students will be able to:

- engage in extended discussions
- explain whether predictions about the content of a text are acceptable or should be modified
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- relationships among complex ideas and concepts
- use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the
- use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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- establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book
- change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing

- Do you like to travel?
- What impact does traveling have on your mind?
- Share any of your experience of recently traveling to a place with your family or friends.

I should like to rise and go
Where the golden apples grow;—
Where below another sky
Parrot islands anchored lie,
And, watched by cockatoos and goats,
Lonely Crusoes building boats;—
Where in sunshine reaching out
Eastern cities, miles about,
Are with mosque and minaret



Among sandy gardens set,
And the rich goods from near and far
Hang for sale in the bazaar,—
Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum
Cities on the other hum;—
Where are forests, hot as fire,
Wide as England, tall as a spire,
Full of apes and cocoa-nuts
And the negro hunters' huts;—

- What do you think is the main theme of this poem?



Where the **knotty** crocodile
Lies and blinks in the Nile,
And the red **flamingo** flies
Hunting fish before his eyes;—
Where in jungles, near and far,
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer by be seen
Swinging in a **palanquin**;—
Where among the desert sands

Some **deserted** city stands,
All its children, sweep and prince,
Grown to manhood ages since,
Not a foot in street or house,
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.
There I'll come when I'm a man
With a camel **caravan**;
Light a fire in the **gloom**
Of some dusty dining-room;

See the pictures on the walls,
Heroes, fights and festivals;
And in a corner find the toys
Of the old Egyptian boys

(The writer of this poem is Robert Louis Stevenson, who was a Scottish novelist, essayist, poet and travel writer.)



Post-Reading Questions

- In this poem, the author narrates the aspirations of a young boy who wants to travel to real and fictional places. What are your thoughts about his ambitious dreams? Do you have the same yearning to travel to far off places?



Glossary

Words	Pronunciations	Meanings
anchored	'æŋkəd	fixed in place, typically referring to a boat or ship.
minaret	'mɪnəret	a tall, slender tower, typically a part of a mosque.
blows	bləʊz	the act of striking or hitting something with force.
knotty	'nɒti	having knots or having many twists, turns, or complications.
flamingo	flə'mɪŋɡəʊ	a tall, wading bird known for its long legs, pink or reddish plumage, and distinctive curved beak.
devouring	dɪ'vaʊərɪŋ	eating or consuming something with great eagerness.
palanquin	'pælən'kɪn	a covered litter carried by several people, typically with long handles on each side.
gloom	glu:m	a state of darkness, a feeling of sadness, or a general sense of foreboding or unhappiness.
deserted	dɪ'zɜ:tɪd	abandoned or empty.
caravan	'kærəvæn	a group of travelers, across deserts or remote areas.



Reading and Critical Thinking

- Q 1. How does the poet describe the allure of travel in the first stanza?
- Q 2. What is the rhyme scheme of the poem?
- Q 3. What are your thoughts about the imagination of an innocent young boy who wants to explore the world? Write a few lines about it.
- Q 4. What is the central theme of Robert Louis Stevenson's poem "Travel," and how does the poet convey this theme through the use of poetic devices?
- Q 5. Which figurative device is used by the poet in the line "wide as England, tall as a spire"? Explain briefly.
- Q 6. Analyse the poem with the help of starters given below:

In the first stanza, the poet talks about _____

The tone of the poem is _____

The concluding lines of the poem talk about _____



Oral Communication

The 21st century is the era of information economy. With economic development and social progress, people's material and cultural standard of living continues to improve and leisure time continues to increase, tourism has become increasingly popular as a kind of leisure way. Geographic Information Systems are powerful decision-making tools for any business or industry since it allows the



analysis of environmental, demographic, and topographic data. Data intelligence compiled from GIS applications help companies and various industries, and consumers, make informed decisions. The geographic information systems applied to tourism management is the preferred platform of tourism information. GIS is information system offering services to geographic research and decision-making, which can play a role in tourism management. In particular, possessing the functions, such as data collection, storage, processing, spatial analysis and so on, GIS directly provides services for tourism management. Thus, GIS applied in tourism management has played a significant role in the recent times.

Individual Task

Read the paragraph given above and prepare a presentation on the role of GIS in boosting tourism industry. Your presentation must be based on the following questions:

- i. What do you know about Geographic Information Systems? Explain briefly in your own words.
- ii. What are the major functions of GIS application?
- iii. Does it have any significance in tourism?

Pair work

The poet has expressed a strong desire for adventure and exploration. How does the poem's theme of travel and adventure resonate with your own self? This activity is to be done in pairs. Hence, share your thoughts and experiences with your partner.



Group Discussion

Divide participants into small groups. Assign the groups the topic, "Role of Transportation in Travel and Tourism". Have each group discuss the assigned topic, sharing their own thoughts and experiences related to it. Encourage active participation of all the groups.



Teacher's Point



- Guide your students to engage in extended discussions by dividing them in pairs and then in groups. Discuss the assigned topic, sharing their own thoughts and experience.

Group 1: Modes of Transportation

Discuss the various modes of transportation used in travel and tourism (e.g., air travel, train, road trips, cruises). Consider factors like convenience, accessibility, and the impact on the travel experience.



Group 2: Sustainability and Environmental Impact

Explore the environmental aspects of transportation in travel and tourism. Discuss the role of sustainable transportation options, carbon footprint, and responsible tourism.



Group 3: Accessibility and Inclusivity

Examine how transportation affects accessibility and inclusivity in travel and tourism. Discuss the challenges faced by individuals with disabilities and the role of transportation in making tourism destinations accessible to all.



Group 4: Economic Impact

Investigate the economic aspects of transportation in travel and tourism. Discuss the contribution of transportation to local economies, job creation, and the development of tourist destinations.





Vocabulary and Grammar

DIRECT AND INDIRECT SPEECH - RULES



Direct and Indirect Speech

1. The boy says, "I am reading a storybook." (Present Tense)
The boy says that he is reading a storybook.
2. They said, "We attended a concert last night." (Past Tense)
They said that they attended a concert the previous night.
3. The student says, "I have completed the task." (Present Perfect Tense)
The student says that he has completed the task.
4. Sara says, "I will go shopping tomorrow." (Future Tense)
Sara says that she will go shopping the next day.
5. The young boy said, "I can sing." (Modal Verb - Can)
The young boy said that he can sing.
6. The woman said, "I will go to the parlor today." (Time Expression - Today)
The woman said that she would go to the parlor that day.
7. The teacher said to me, "Shut the door." (Order)
The teacher ordered me to shut the door.
8. She said, "Please pass the salt." (Request)
She requested to pass the salt.
9. They said, "Why don't we go for a walk?" (Suggestion)
They suggested going for a walk.
10. She said, "You should work hard for the exams." (Advice)
She advised me to work hard for the exams.

Teacher's Point



- Guide your students to change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing. Explain rules and help them practice it in class for better understanding.

Tense	Tense Change	Direct Speech	Reported Speech
Present simple	Past simple	She always wears a coat.	He said that she always wore a coat. 
Present continuous	Past continuous	I'm looking for my keys.	He said that he was looking for his keys. 
Past simple	Past perfect	My friend gave me a bar of chocolate.	He said that his friend had given him a bar of chocolate. 
Past continuous	Past perfect continuous	We were living in London.	They said that they had been living in London. 
Present perfect	Past perfect	She has written three letters for her friend.	She said that she had written three letters for her friend. 
Past perfect	Past perfect	The bread had gone stale.	She said the bread had gone stale. 
Past perfect continuous	Past perfect continuous	He had been teaching in my school for 15 years.	They said that he had been teaching in their school for 15 years. 
Will	Would	I will finish my report in two days.	He said that he would finish his report in two days. 
Would	Would	He would work in the garden.	They said that he would work in the garden. 
Can	Could	I can speak English.	She said she could speak English. 
Could	Could	He could play in the match.	They said he could play in the match. 
Shall	Would	I shall obey the rules.	She said she would obey the rules. 
Should	Should	I should start a job.	She said that she should start a job. 
May	Might	I might invite them to the dinner.	She said that she might invite them to the dinner. 
Might	Might	He might get a flight tomorrow.	She said he might get a flight the next day. 
Must	Must/had to	I must go to the bank and get some money.	She said she must/had to go to the bank and get some money. 
Have to	Had to	I have to submit this assignment by 3pm tomorrow.	She said she had to submit this assignment by 3pm tomorrow. 

Teacher's Point



- Guide your students to change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing

Q 1. Change the narration of the following sentences.

1. He said to me, "How long will you stay here?"
2. Pamela said, "Man is mortal."
3. He said to her, "What a cold day!"
4. The man said to the officer, "Please help me."
5. She asked me, "Are you happy in your new job?"
6. He said, "My father is a doctor."
7. She said to me, "Do you want something?"
8. She says, "I will clear the exam in my very first attempt."
9. "Don't waste time", the teacher said to the students.
10. John said to his mother, "I shall go to bed now."
11. He said to me, "May you be happy."
12. The mother said to the child, "Don't go out."
13. They said, "Long live the king."
14. They said, "Hurrah! We have won the match."
15. The old man said, "I am feeling better now."



Writing

Someone who has travelled to other places, lived there for some time and made an effort to understand the values and cultures of other people is likely to have a broader mind and a stretch of imagination than her counterpart who has stayed home throughout their life. Some say that they read about other places and hence have travelled in their mind. But this cannot replace physical

movement and real-time living in other environments. It is not only the young who travel for learning and not only people in the West who have made travel an essential aspect of their lives in current times. Planes and trains and long bus travel see a large number of



elderly people who live retired lives and decide to see the world and enhance their experiences. Travel is about learning and experience equally for the young and old. Many world-renowned travellers who have written their travelogues lived in earlier times and came from the East.

Published in Dawn

Q 1. After reading the above mentioned paragraph carefully, write a critical analysis of the writer's views about travelling. Construct a well-organized paragraph using concise language.

Hospitality Industry

While the hospitality industry doesn't have one globally-accepted start date, its history dates back thousands of years and spans across the globe. Although our modern-day version of hospitality looks different than it did thousands of years ago, it still follows one main theme: To provide guests with services.



The goal of the hospitality industry is to provide customers with an enjoyable experience. Whether that enjoyment comes from eating a good meal, relaxing in a luxurious spa, or getting a good night's rest away from home, making sure each individual guest is taken care of is paramount. The hospitality industry includes a wide range of services related to management of hotels and restaurants, tourism, entertainment and recreation, as well as transportation. It is not just about hotel management and cooking; rather it offers the enthusiasts a wide range of career choices, including, but not limited to, human resources, accounting, guest relations, housekeeping, food and beverages, security, real estate management, event management, marketing and sales etc. The industry of hospitality supports, boosts and drives economic activities and growth in a big way. It also is an important part of a country's social infrastructure, providing it a good support. This

industry creates many economic opportunities, helps and boosts activities, revenues and growth for many other industries.

Q 2. What challenges do you think the hospitality industry faces in Pakistan (e.g., environmental concerns, safety issues, economic impacts, etc.)? Write an essay of about 100-150 words while keeping in view the following instructions.

- Start with a logical structure having an introduction.
- Begin with a topic sentence that introduces the main point of that essay.
- Develop the topic thoroughly by selecting the most significant and relevant facts.
- Add appropriate definitions and quotations that elaborate on the topic.
- Use precise and concise language to effectively communicate ideas.
- Include varied transitions and syntax to link the major sections of the essay to create cohesion and clarity.
- Write a concluding statement.
- Check for spelling, punctuation, and formatting errors.
- Revise and edit your paragraph for clarity, coherence, and grammar.

