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English Grammar and Learning Tasks for Tourism Studies

M.^a Ángeles Escobar Álvarez

Turismo

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ENGLISH GRAMMAR AND LEARNING TASKS FOR TOURISM STUDIES

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CONTENTS

This list of contents provides a general picture of the arrangement of the course syllabus contents and the method of assessment. Study material is listed and expanded into 11 chapters with task-oriented practice in English for Tourism. The final Appendix includes: (I) the key to all learning tasks; and, (II) text-comparison exercises.

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INTRODUCTION

I. COURSE OUTLINE

The aim of this book is to offer the non-English-speaking reader a reasonably detailed account of some of the most frequent parts of the English grammar involved in communication that have to be practiced in order to properly use this foreign language for specific purposes. More specifically, the book is designed to provide a solid grammatical syllabus to serve as a distance-learning coursebook for undergraduate students undertaking English as a foreign language within Tourism studies.

The book attempts to enable students to develop their understanding of the grammatical points dealt with, to be familiar with the terminology associated with certain English constructions and also to apply the grammatical notions themselves with the help of learning tasks. In this way, the book provides a stimulating introduction to a limited range of grammatical analyses.

A brief explanation of what we understand for «grammar» and why it is important for students of English for specific purposes is given in this first introductory chapter. The other chapters survey major constructions of this language. They are designed as self-study so that students can quickly find the grammatical description for each of them. Moreover, the study of the grammatical phenomena in each chapter allows students to practice each construction separately. However the structure of each chapter is very similar in order to function as a helpful grammar coursebook.

Each unit contains a number of learning tasks so that students can practice the grammar outlined there. Although the language described in the chapter is usually informal, both the grammatical approach and the terminology are traditional and points are often clarified by illustrative real examples taken from the Tourism Industry. Most exercises and readings included here have been adapted to distance teaching from other teaching materials that follow other more traditional methods.

The book ends up with the key to all learning tasks contained in each chapter; and with text comparison exercises to encourage learners to revise what they have learnt in this book.

II. THE STUDY OF GRAMMAR AND ITS EFFECTS FOR THE LANGUAGE ACQUISITION PROCESS

Grammar is the system of a language. People sometimes describe grammar as the «rules» of a language; but in fact no language has rules. If we use the word «rules», we suggest that somebody created the rules first and then spoke the language, like a new game. Nevertheless languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call «grammar» is simply a reflection of a language at a particular time.

In addition, English language learners are aware of the fact that the grammar of their mother tongue is very different from the grammar of the target language and therefore they want to know how English grammar works. Our grammar approach supports an active, autonomous attitude to language learning. The students develop small «learning tasks» which focus on their own language learning process. Students have to be curious and reflect on the way they act and solve problems. Such an approach fits into a professional environment. Through the learning tasks, students will manage to have solid language backgrounds for their daily practice since most of the exercises are task oriented. This methodology will make the learning process highly effective.

One may argue that one needn't study grammar to learn a language, since most people in the world speak their own native language without having studied its grammar. However, although native speakers of English cannot answer learners' questions such as Why do genitives use «s» in English? or Why can't you omit subjects in English?, this type of information is very useful for learners in order to have the key to understanding the target language and using it to communicate.

Furthermore, it is clear that the explicit study of some constructions that form the grammar of the target language can support the learning of such a language in a quicker and more efficient way. In this sense, it's

important to think of grammar as something that can help, like any tool, rather than something that has to be memorized. When one understands the grammar (or the particular constructions) of a language, one can immediately apply this explicit knowledge to other related linguistic facts without having to ask a teacher or look in a book, which is also essential in our case of distant language teaching. In this sense, the aim of this coursebook is to anticipate the possible problems and questions related to the English grammar that students may have by including learning tasks with key so they can check their own answers.

III. ENGLISH CONSTRUCTIONS

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The central aim of courses of language for specific purposes is to help students develop a level of language competence that enables them to act successfully in their future professional career. Part of the communicative competence students have to develop is «linguistic competence» which means an adequate and sufficient mastery of the structure and vocabulary of the target language.

In this coursebook we approach structure through the study of most frequent constructions in the English language. According to the distribution of the constructions under study, students are aware of the fact that (1) their mother languages have different structures than those in English and (2) that they can make use of the English grammar to be more accurate in their daily practice. Once more, our grammar teaching approach is not based on explicit grammar rules but on a contrastive analysis of language constructions.

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We can find different definitions for the term «constructions» in the literature. Nevertheless, the traditional use of this term implies a close relationship between the semantic or discourse function that constructions have in one particular language. In this sense, we follow the traditional view that patterns such as passive, conditionals or relative clauses are conventional pairings of form and (semantic or discourse) function-constructions. In each chapter of this coursebook we will find examples of these patterns. Their actual distribution is as follows. **Unit 1** includes the combination of adjectives, nouns and adverbs, and the combination of morphemes to form the comparative and the superlative, along with the combination of words

and morphemes to form the saxon genitive. **Unit 2** deals with combination of verbs, auxiliaries, modals and negative particles. **Unit 3** studies the combination of clauses to deal with conditional sentences. **Unit 4** examines the combination of morphemes with past tenses and the combination of auxiliaries and verbs to express past actions. **Unit 5** studies reported speech (indirect statements and indirect questions). **Unit 6** deals with the combination of auxiliaries and verbs to express the future. **Unit 7** consists of the combination of expressions with hypothetical meaning (including verbs like *wish* and *regret*). **Unit 8** examines the combination of nouns with adjectival clauses to form relative clauses. **Unit 9** deals with the combination of verbs with gerunds and infinitives under the perspective of Tense, Mood and Aspect. **Unit 10** deals with the Passive. Finally, **Unit 11** examines the combination of linking words and sentences to express concession, along with other adverbial phrases.

IV. LEARNING TASKS FOR LANGUAGE DISTANCE LEARNING

Most textbooks on English as a foreign language contain some grammar boxes with explicit rules which feature in the English in Use sections elsewhere. However, the grammar points which are covered in these textbooks are not meant to be a comprehensive grammatical syllabus but are there to revise and consolidate what the student already knows and will need to know for succeeding in a Grammar cloze test at the end of the book. Not surprisingly, these descriptive rules are often forgotten and what is more important they don't really help to raise the students' level of accuracy so that they perform well in the writing paper and the speaking part of the exam. One of the goals of the learning tasks contained in this book is to develop, improve and practice the knowledge of English grammar required for the practice of all language skills. Table 1 shows the typical language teaching/learning tasks and contrasts the traditional method with the distance learning mode concerning the materials and methods required in each case.

Table 1. Learning Tasks: traditional versus Distance Learning

Teaching / learning task	Traditional	Distance Learning	Distance learning tools
Home reading and writing	Books and handouts	Pdf documents, word documents submitted via e-mail, feedback from the teacher	e-mail
Dialogue practice	Pair/group work, students talk and listen	Students open audio conference	VolP, Google Talk, Skype
Grammar and vocabulary practice, checking and correction	Written and oral tasks, immediate feedback from the teacher, for simple tasks written answer key	Very detailed answer key, suggested/model answers, additional and remedial activities and explanations upon student's request	e-mail, forum
Writing practice	Paper, correction	Hypertext comments, real email communication with teacher and peers	e-mail, forum
Problem-solving activities (individual)	Books and web resources available, notes and oral/written reports	Books and web resources available, written report	e-mail
Feedback from the teacher	Direct, oral, immediate, real-time	Usually written, delayed	e-mail, chat, Skype

Due to the lack of face-to-face interaction it is important that students can have a key to all exercises in the same coursebook. In addition the grammar constructions have to be taken from readings included therein. Hence, most units include a reading passage and give students the opportunity to discuss the target structures via email or in the forum. Enough practice about structure is included so that students are encouraged to work out the grammatical constructions for themselves. Exercise types include comparing and contrasting sentences, identifying functions, matching halves of sentences or completing a gapped text.

Vocabulary

There is no doubt that to be successful in the foreign language, students must increase their knowledge of vocabulary substantially and be able to produce a wide range of language in their writings, and oral productions. Extensive vocabulary development occurs throughout this book. Particular attention is paid to confusing words, prefixes and suffixes, collocation, prepositional phrases and phrasal verbs. Topic-related vocabulary is also featured as well as useful exercises on expressions. Reading texts are often used as the starting point for focusing on vocabulary. Students should also read extensively and make a particular effort to handle English language in newspapers and magazines.

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Vocabulary Resource

The text comparison section in the final Appendix provides relevant lists of words and phrases, which students can use while writing essays on tourism topics.

Writing

Each writing section follows the sequence outlined below:

1. Understanding the task, i.e. reading through the input material and seeing what is required by the task
2. Selecting ideas, i.e. deciding what specific information is needed from the input material but taking care to avoid 'lifting' phrases from the texts.
3. Focusing on the reader, i.e. deciding who the target reader or audience for the writing task is and what register is most appropriate.
4. Planning your answer, i.e. deciding on the outline for the writing task, how to structure it, thinking about paragraphs and linking devices.
5. Writing and checking the finished task.

Sample answers of the writing tasks are also found in the key at the back of the book. Most of the training and preparation work for the writing tasks can be discussed in the forum.

UNIT 1

WORD BUILDING

In this unit we will not study adjectives, nouns and adverbs in isolation but as they normally occur as phrases inside the sentence. We will first review adjectives in the comparison and superlative forms (section 1.1). In section 1.2, we will work on the noun in relation to the definite and indefinite article. Section 1.3 deals with compounds. Section 1.4 gives a contrastive analysis of adjectives versus adverbs, and in order to learn such distinction we include further tasks in section 1.5. We draw attention on how to describe objects and people making use of adjectives through different learning tasks in section 1.6. Finally, section 1.7 aims to practice the use of genitive forms and possessives in English.

1.1. ADJECTIVES AND COMPARISONS

1.1.1. Comparative and superlative adjectives

1. One-syllable adjectives and two-syllable adjectives ending in -y

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
	adjective + er	(the) adjective + est
old	older	the oldest
big	bigger	the biggest
large	larger	the largest
friendly	friendlier	the friendliest

2. Other two-syllable adjectives and longer adjectives

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
	more + adjective	(the) most + adjective
crowded	more crowded	the most crowded
boring	more boring	the most boring

interesting	more interesting	the most interesting
polluted	more polluted	the most polluted

3. Irregular forms

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	(the) best
bad	worse	(the) worst
far	further/farther	(the) furthest / farthest

1.1.2. Pay attention: doubling the consonant

1. With short vowels the final consonants doubles

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
thin	thinner	(the) thinnest

2. If the adjective already ends with -e, we just add -r, or -st:

fine	finer	(the) finest
------	-------	--------------

3. -y changes to -i

pretty	prettier	(the) prettiest
--------	----------	-----------------

1.1.3. Stressing the differences through modifiers

1. For small differences between two objects, we can use modifiers such as a *little (bit)* or *slightly*

France is	a little (bit)	bigger than Spain
	slightly	

2. But, if there is a large difference between two objects, we can use *far*, *much*, and a *lot*

Russia is	far	bigger than Belgium
	a lot	
	much	
	much, much	

1.1.4. Farther or further

Two words often confused are *farther* and *further*. Examples:

Is it farther down the road or further?

Do you have to read further in the book or farther?

Do you further your education?

Consider the meanings for these two words: *farther* denotes physical advancement in distance, *further* denotes advancement to greater degree, as in time.

The correct answers to the above examples follow:

It is farther down the river. (Or distance physically traveled).

You read further in the book. (To a greater degree than where you are now).

You further your education. (To a greater degree than what you have now).

TASK

① Fill in the blanks with the correct form: *farther* or *further* (p. 139).

1. How much _____ do you plan to drive tonight?

2. I've reached the end of my rope with this dog chewing up the carpet.
I just can't go any _____.

3. Do you have any _____ plans for adding on to the building?

4. That's a lot _____ than I want to carry this machine and tripod!

5. The _____ that I travel down this road, the _____ behind schedule I get.

6. How much _____ do you intend to take this legal matter?

7. I want to _____ my career by taking some management courses.

8. It's not that much _____ to the gas station.

9. How much _____ do I have to read in this text?

10. How much _____ do I have to run, Coach?

1.1.5. Common phrases with superlatives

1. by far most ... / -est

Brazil is by far the **largest** country in south America

2. one of the most ... / -est

Baghdad is one of the **oldest** cities in the world

3. the second / third most ... / -est

Birmingham is the second **biggest** city in England

REMEMBER!

The superlative phrases above are followed by **in**.

Shanghai is the **biggest** city **in** China, and one of the **biggest** in Asia

BUT PARTITIVES take '**of**'

John is the **least** intelligent **of** all his students

4. the least

I decided to buy **the least** expensive bag in the shop

1.1.6. Other ways of making comparisons

1. not as ... as

Silver isn't as expensive as gold.

If there is only a small difference, we can use quite.

Linda isn't quite as tall as her sister

REMEMBER!

The sentence above does not mean the same as:

Gold isn't **as** expensive **as** silver.

2. Comparing two things which are the same

Cats are as intelligent as dogs.

Now I've mended it, it's just as good as before.

3. Less. (*less* is the opposite of *more*).

Is life less expensive in the country than in the city?

4. Making comparisons with nouns

Rome has more historic buildings than any city I know.

There's less space in this classroom than in the other room

There are fewer people who smoke nowadays

We use *fewer* with countable nouns and *less* with uncountable nouns. Nowadays, many people use *less* in both cases, but this is considered to be incorrect by many people.

There are fewer students in my class than in yours

Not: There are ~~less people~~ in my class than in yours

5. Other useful expressions for comparing things

a) If two things are nearly the same:

Their new car is very similar to their old one.

The train times are more or less the same on a Sunday

b) If there is no difference between two objects:

George looks exactly the same as his twin brother.

c) If there is a small difference between two objects:

Her hair is slightly different from before

d) If there is a big difference between two objects:

Computers are completely different from how they were twenty years ago.

1.2. USES OF THE ENGLISH ARTICLE

1.2.1. Basic data

1. We use 'the':

a) In superlative expressions.

The biggest influences on tourism have been politics and technology

- b) When the identity of the thing referred to is clear from the context.

I'll meet you in the lobby. (It is obvious which lobby)

- c) When the identity is made clear by a following clause.

The price (that) you gave me was wrong.

- d) When a noun or adjective is used to create a category.

The Russians want as many tourists as possible

The dollar is wanted everywhere

- e) When the noun referred to has been previously mentioned.

She bought a map and a guidebook but took the map back. It wasn't detailed enough.

We use 'a':

- a) If the noun it accompanies is unidentified.

A spider showed up under the curtain

- b) And the noun is countable, otherwise 'some' is required.

I brought a glass of wine to the party

... but:

I also brought some money: not * I also brought a money

- c) In front of nouns starting with a consonant, otherwise, we write 'an'

I bought a pair of shoes in that store.

... but:

I also brought an umbrella, not * I also brought a umbrella

1.2.2. Other omissions of 'the'

- a) Before nationalities, when referring to an individual:

She's British but her husband is Greek

- b) When referring to an ability to speak a language:

He's very gifted at languages. He can speak French, Russian, German, Spanish and Arabic.

c) Before nouns used in a general sense:

Ask here for information.

Tourism earns foreign currency

1.2.3. A test for determining if 'the' is required

There is a test for determining if *the* is required. Ask yourself the question "which?". If there is a definite answer, *the* is usually required.

The instructions on my last exam were quite clear. [*Which?* (the one on my last exam –definite)].

Instructions are sometimes difficult to understand. [*Which?* (not specified –no definite answer)].

Boys make a lot of noise. [*Which?* [all boys –no definite answer].

I went to the store. [*Which?* the one I usually go to –understood].

I went to several stores. [*Which?* not identified –no definite answer)].

1.2.4. Numbers in reference work

Cardinal numbers (one, two, three, 1, 2, 3) usually follow the nouns they refer to in titles or names: 'the' is not used.

Have you finished chapter 1?

For additional information, I refer you to page 10.

You will notice in figure 7 that there was a significant increase during the ten-year period.

Will it be possible for me to borrow volume 2 through inter-library loan?

World War I was fought between 1914 and 1918.

Ordinal numbers (first, second, third, ...) usually come before the nouns they refer to. *The* is used.

Have you finished the first chapter?

There is some more information on the tenth page of the report.

The seventh figure differs from the preceding ones because it covers a ten-year period.

Will it be possible for me to borrow the second volume through interlibrary loan?

The First World War was fought between 1914 and 1918.

TASK

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- ① The following ten sentences are grouped in pairs. Write 'the' in the blank if it is needed, if 'the' is not needed, write \emptyset (p. 139).

The history of Rome is fascinating.

\emptyset History is my favourite subject.

\emptyset Dogs are sometimes called "man's best friend"

The dogs of Alaska are strong.

1. I am interested in research on _____ travelling.
2. I am interested in research on _____ travelling of foreign tourists.
3. Have you studied _____ history of Africa?
4. _____ history tells us that the Arab influence in Spain has been great.
5. _____ techniques presented in this book cannot be used to solve educational problems in my country.
6. I still hope to learn _____ techniques which can be applied to those problems.
7. Do you know very much about _____ War of 1943?
8. Throughout history people have never liked _____ war.
9. The most important activity of the rebel group was to import _____ military instructors and _____ ammunition.
10. Were the soldiers able to get _____ ammunition that they wanted?

- ② Read this press release about an event organised by the England's Northwest Tourism Skills Network and Springboard. Fill in the blanks with **a, an, the** or **Ø** (p. 139).

On Thursday 13th March 2003, 70 students from Mid-Cheshire College and Warrington Collegiate Institute attended (1) _____ "Get that Job" event organised by the England's Northwest Tourism Skills Network and Springboard UK at (2) _____ newly built Initial Style Conference Centre, Wychwood Park.

(3) _____ aim of (4) _____ day was to give (5) _____ travel, Tourism & Leisure students (6) _____ insight into interview techniques ready for when they are looking for employment in (7) _____ Travel, Tourism, Leisure and Hospitality industry.

(8) _____ Industry representatives from local organisations including hotels, attractions and training providers gave up their time to facilitate workshops on subjects entitled:

— *"Get Dressed" - To identify and demonstrate positive and negative body language and to state (9) _____ reasons why appropriate dress and creating the right impression is important*

— *"Get to Grips" - Conducting (10) _____ personal SWOT analysis*

— *"Get it Write" - A guide to successful application forms*

— *"Get Real" - Explaining (11) _____ stages of a properly conducted interview, listing the information you should be given during (12) _____ interview and finding out things that should not happen.*

(13) _____ day was viewed as (14) _____ definite success by (15) _____ students and facilitators with positive feedback received from those who attended.

1.3. COMPOUNDS

Compounds are words or expressions that have a single meaning but are made of two or more words.

Return ticket: noun, a ticket for a journey to a place and back again

Return visit: noun, a trip to a place that you have been to once again. This hotel is worth a return visit.

Motor boat: noun, a small fast boat driven by an engine.

TASKS

- ① Decide the type of compound for each noun phrase below from the following classification (p. 140).

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Academy Award winners / beef stew / black eye / baked beans
cashier's check / frequent-flyer program / aloha shirt / swimming
pool / wine cellar / open-heart surgery / music video / oil
painting meter maid / soccer ball / private eye / polar ice cap /
seven-year-old boy.

- 1) Adjective-Noun Compounds
- 2) Noun-Noun Compounds
- 3) Participial Compounds (V -ing-N, N-ed-N, N-V-er)
- 4) N's-N Compounds
- 5) Num-N-N Compounds
- 6) [A-N]-N Compounds

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- ② Make compound words (with hyphens if necessary) according to the explanations, after the heading, using the word given as the first part of the compound (p. 140).

1. Car _____ Many travellers want to hire a car for a least part of their trip.
2. Bird _____ Spain has one of the wildest diversities of bird types in the world.
3. Customs _____ 400 cigarettes, 250 grams of tobacco, and

50 cigars, one litre of spirit, two litres of wine, 50 ml of perfume and 250 ml of toilet water.

4. Disabled _____ There are facilities for people with disabilities
5. Jet _____ Because of relatively small time change, travellers from Europe do not suffer from it.
6. Road _____ There are some on certain main highways.
7. Service _____ Waiters and taxi-drivers should receive 10% of the bill.
8. Sporting _____ Spain is a supporting nation where excellence on the field is highly prized.
9. Medical _____ The standard of medical care throughout Spain is excellent.
10. National _____ Spain's national animal is the bull, depicted in many roads, and t-shirts.

1.4. ADJECTIVES AND ADVERBS

1.4.1. Identification

Adjectives

— as word units: good, hot, little, young, fat

— by its ending: *-ous* (generous, fabulous, virtuous...)

-ing: (pleasing, admiring, surprising...)

-ful: (grateful, respectful...)

-ive: (attractive, affirmative sensitive...)

-al: (criminal, musical...)

-able: (translatable...)

— *-ic* alternates with *-ical* with a different meaning:

economic vs. economical: An economic miracle (in the economy)

but the car is **economical** (money-saving)

a historic building (with a history) but a historical research (classic)

Adverbs

- as word units: well, late, soon, early
- by its ending 'ly': friendly, happily, kindly, strangely
- by composition: backwards, onwards, clockwise, weather-wise

1.4.2. Syntactic Distribution of Adjectives

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Adjectives may occur in the sentence in different positions. As **attributive**, when they modify nouns.

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The beautiful painting, a minor point, his main argument

As predicative:

Subject complement:

Your daughter is pretty.

Whether he will resign is uncertain.

Driving a bus isn't easy.

The patient was asleep/abroad (pseudo-adjectives).

Object complement:

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He made his wife happy.

I consider John intelligent.

We can drink the coffee hot.

In postposition:

The house ablaze is next door mine.

The people involved were not found.

As head of a noun phrase:

The poor, the young, the rich, the wise, the old, the British (as a class of people).

As linkers:

Nervous, the man opened the letter.

Long and untidy, his hair played in the breeze.

Adjectives also occur in exclamatory configurations, as follows:

How good of you!

How wonderful!

Excellent!

In fact, there are some intensifying adjectives which do not add any lexical meaning:

Real leather / **pure** fabrication / a **certain** (sure) winner / a **complete** victory / **incomplete** success / **genuine** imitation.

Adjectives may be related to adverbials in the following configuration:

My former wife – formerly my friend.

An occasional visitor – occasionally a visitor.

A hard worker, a big eater, an excellent pianist.

Examples of predicative adjectives follow:

I'm sorry about it.

I'm sorry that I did not come.

I'm afraid of coming late.

I'm afraid that he may come late.

I'm afraid to come late.

I'm fond of animals.

I'm keen on the Dutch (attracted to someone).

Predicative adjectives are used dynamically when they describe the state of affairs:

He's being careful. Be careful!

Don't write awkward!

Be brave / calm / tactful!

Don't be careless / tactless!

Finally, we know that adjectives may occur in gradable configurations, some examples follow:

Gradable adjectives:

one-syllable: tall- taller-tallest

more than one: beautiful- more beautiful – most beautiful

other: very young, so plain, extremely useful

1.4.3. Syntactic Distribution of Adverbs

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As is well known, **adverbs** may occur in the sentence:

As modifiers of adjectives:

Extremely good, really beautiful, very funny

As modifiers of prepositional phrases:

The nail went right through the wall

His parents are dead against the trip

As modifiers of noun phrases:

He told such a nice story

It was rather a mess

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As adjuncts:

They are waiting outside

I can now understand it

He spoke to me about it briefly

As linkers:

Frankly, I am tired.

Fortunately, no one complained.

They are probably at home.

He can conceivably lead to success

She proved conclusively that the tour was organised

As modifiers of other adverbs:

They are smoking very heavily,

They left him well behind,

Like Adjectives, some adverbs are gradable

Special Grades:

little - less - least

bad - worse - worst

much - more - most

far - further/farther - furthest/farthest.

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TASKS

① Adverbs (p. 140).

Replace each group of underlined words by one of the adverbs given, making any necessary changes in punctuation and word order.

Interminably / concurrently / clandestinely / outspokenly /
conclusively / reluctantly / indifferently / substantially /
conceivably / radically.

1. Although unwilling to do so, the tour operator came to the conclusion that no better tour was practicable.
2. The customer's complaint seemed to go on and on without end.
3. The traveller viewed with lack of interest the raise of service charges.
4. Until the new hotel had proved its worth, the management agreed that the old and the new facilities should be used together at the same time.
5. The hotel manager said that the new facilities the architect had proposed were, in most respects, the same as the old ones.
6. Having been officially banned, the ivory route in South Africa was obliged to operate in secret.

7. This course of action could, it may be imagined, lead to ruin.
8. A member of the Tourist Agency voiced his objections without any reticence or reserve.
9. The hotel manager said that the new facilities had, in a very fundamental way, changed their guest habits.
10. The customs allowances proved beyond all doubt that the country was rich in spirits.

② Adjectives (p. 141).

Complete the sentences with adjectives ending in -able, -ible, or -uble, derived from the verbs given in brackets. Note that in some cases the negative form of the adjective is required if the sentence is to make good sense.

1. Spain is linked by such (dissolve) _____ ties to South America countries that any permanent quarrel between these countries is (conceive) _____.
2. Employers claimed that yet another strike would do (repair) _____ harm to the public image of Trade Unions.
3. Most people would agree that the greatest of poets are (translate) _____.
4. Only a limited number of types of mushrooms are (eat) _____.
5. The first sight of mountains made an (delete) _____ impression on the traveller's memory.
6. You won't persuade the customer to change his mind. His decision is (revoke) _____.
7. The tourist's moods are very (change) _____.
8. I've never met such a man. His energy seems (exhaust) _____.
9. Segovia's style has been found to be (imitate) _____.
10. He is in the (envy) _____ position of being completely independent.

1.5. DESCRIPTIONS OF OBJECTS AND PEOPLE: LEARNING TASKS

In this section there are two reading passages. Read each passage and do the practice that follows.

Description of Objects

Pizza

Pizza is one of the most popular foods in the United States and is, in fact, a genuine American invention despite its close association with Italy. A pizza is basically a round piece of dough, covered with a layer of mild, stringy cheese and spicy tomato sauce, along with one or more toppings baked, cut into pie-shaped wedges with a sharp knife or pizza cutter, and served piping hot. Each person helps himself to a piece and eats it with his fingers. When people go out for pizza, they have to make a lot of choices. First, they must decide if they want to eat it in a pizzeria or order it "to go". If they do want to eat in a pizzeria, they can choose from a variety of places. Some pizzerias are tiny, dimly lit spots which seat only a few dozen. Others are big, bright places which have loud, live entertainment and seating for hundreds. Regardless of size, places that serve good pizza are usually so crowded that people have to wait for an empty table. Once seated, they have to decide what kind of pizza to get – pepperoni, a "half and half" (for example, half salami, half mushroom), or a "combination" with everything. Next, they have to decide on size – two medium pizzas, a large and a small, or maybe an extra large? There are other considerations too. Some people like a thin, crisp crust, while others prefer a thicker, softer crust. According to some people, soft drinks go well with pizza; others say nothing goes better than light or dark beer, or wine. Pizza is a group experience, and part of the fun is making choices.

TASKS

- ① The passage about pizza contains many descriptive adjectives. Some of them you already know; others may be unfamiliar. As a class, make a list of unfamiliar adjectives in the reading. Consider synonyms of the adjectives (p. 141).

Phrase

Genuine American invention
A crisp crust

Adjective Synonyms

authentic, real, hard, firm,
brittle, dry

- ② Each of the following words is an opposite of an adjective in the passage.
Find the word (p. 141).

Opposites in the passage

immense small (is an opposite of small in the passage).

blunt _____ empty _____

crunchy _____ fun _____

close _____ bright _____

real _____ popular _____

dim _____ close _____

disliked _____ phony _____

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dull _____ remote _____

fake _____ soft _____

full _____ sharp _____

- ③ Describe each of the following types of Spanish food (p. 141).

Paella: Is a dish cooked especially in Spain which consists of rice mixed with small pieces of vegetables, fish and chicken.

Cocido: Is a meal which you make by cooking meat, vegetables, etc. in liquid at a low temperature.

Marisco: Sea creatures that are used as food, especially shellfish such as lobsters, mussels, or crabs.

Gazpacho: Is a cool soup of vegetables made by mixing tomato, pepper, bread, onion and garlic in oily water.

Churros: Are flour flitters eaten with coffee or hot chocolate.

1. Tortilla de patatas. 2. Flan. 3. Horchata de chufa. 4. Chorizo de cantimpalo.

- ④ To build your active vocabulary, give the related noun and verb for each adjective listed below. Use a dictionary if necessary (p. 142).

long: Adj: How long is the river Nile?

Verb (*desire earnestly*): The children are longing for their holidays

Noun: Make a stay in Rome for some length

short: Adj: _____

Verb: _____

Noun: _____

high: Adj: _____

Verb: _____

Noun: _____

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low: Adj: _____

Verb: _____

Noun: _____

wide: Adj: _____

Verb: _____

Noun: _____

broad: Adj: _____

Verb: _____

Noun: _____

Other useful adjectives: narrow, deep, shallow, straight, clear, clean, smooth, flat, sharp, modern.

- ⑤ Describe one way of getting from one specific place to another specific place, and then describe an alternate route. Point out similar and different characteristics of the two routes. Explain which route you prefer and why (p. 143).
-
-

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1.5.1. Description of people

Consider the definition of Interactive Travellers below and pay attention to the adjectives that may identify them accordingly:

Interactive Travellers are people who:

- Are regular international travellers
- Consume a wide range of tourism products and services
- Seek out new experiences that involve interacting with nature, social and cultural
- Respect the environment, culture and values of others
- Are considered leaders by their peers
- Don't mind planning and booking holidays directly
- Prefer authentic products and experiences
- Are health conscious and like to 'connect' with others
- Enjoy outdoor activity
- Are sociable and like to learn
- Have high levels of disposable income

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Adjectives dealing with people are subjective and often do not have precise meanings. The choice of these adjectives depends on what the

speaker thinks of himself and of other people. Opinions about people tend to be evaluative (that is, positive or negative), but there are few characteristics which are exactly opposite. Only pairs of words which include negative prefixes, such as *efficient* and *inefficient*, are exact opposites.

TASKS

Reading

Read the following text and do the exercises below:

Two Types of Drivers

There are two extremes of drivers behind the wheel today. The first type is the unsafe driver, the one who disregards traffic regulations and makes life difficult for pedestrians and other drivers. He is impatient and honks his horn or blinks his lights unnecessarily. He is also inconsiderate; he takes two parking places, tailgates¹ other cars, and slows down or speeds up just to annoy other drivers. Above all he is reckless, taking risks and causing accidents. In sharp contrast is the safe driver. He obeys traffic regulations and practices the courtesy of the road. Aware of the rights and desires of others, he is always considerate of pedestrians and of other drivers. He is a careful driver, one who signals, plans ahead, and does not take chances. Often it is the alert driver who, through quick action, is able to prevent a dangerous situation from turning into a bad accident.

① Give the adjective forms for each of the following nouns (p. 144).

patience patient

tolerance _____

consideration _____

thoughtfulness _____

respect _____

courtesy _____

help _____

sensitivity _____

care _____

caution _____

conscientiousness _____

competence _____

responsibility _____

carelessness _____

recklessness _____

safety _____

- ② Add the negative prefixes to these adjectives (p. 144).

disinterested	<u>Unreasonable</u>	respectful	_____
patient	_____	courteous	_____
considerate	_____	competent	_____
aware	_____	responsible	_____
tolerant	_____	sensitive	_____
thoughtful	_____	regular	_____

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- ③ For each of the following items, write a complete sentence using a variety of adjectives to describe each kind of driver (p. 144).

How would you describe a driver who ...

doesn't change lanes when a car wants to pass?

Answer: He is an inconsiderate and unthoughtful driver.

1. Goes slowly when the road is wet?

Answer: _____

2. Signals whenever he turns?

Answer: _____

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3. Honks his horn repeatedly?

Answer: _____

4. Lets a pedestrian cross?

Answer: _____

5. Helps a motorist change a flat fire?

Answer: _____

- ④ Match each characteristic on the left with a description on the right, creating sentences which begin, "A person who is ..." (p. 144).

- | | |
|----------------|-------------------------------------------------------------|
| 1. Honest | a) cannot be trust |
| 2. Cruel | b) gives of his time, energy and money to others in need |
| 3. Responsive | c) tells the truth |
| 4. Candid | d) does not have the necessary knowledge to make a decision |
| 5. Unreliable | e) listens to people's wishes |
| 6. Generous | f) can be depended upon to do what he says |
| 7. Sharp | g) is able to handle a job |
| 8. Deceitful | h) is willing to say someone the truth |
| 9. Trustworthy | i) ignores or deliberately hurts a person |
| 10. Uninformed | j) tells only part of the truth |
| 11. Capable | k) is intelligent and gives perceptive answers |

1.6. GENITIVES: LEARNING TASKS

In this section there is one reading passage where we will examine a large number of genitives (Saxon Genitive vs. latin possessive). Read the following text and examine the instances in which the genitive is used as in "IBM's badge", "the memory of the computer", "Microsoft's", "people's homes", and "the widespread availability of computers". Complete the learning tasks below.

THE HISTORY OF IBM PC

The first IBM PC was developed using existing available electrical components. With IBM's badge on the box it became the standard machine for large corporations to purchase. When IBM were looking for an operating system, they went initially to Digital Research, who were market leaders in command-based operating systems (i. e. operating systems in which the users type in commands to perform a function). When the collaboration between IBM and Digital Research failed, IBM turned to Bill Gates, then 25 years old, to write their operating system.

Bill Gates founded Microsoft on the basis of the development of MS/DOS, the initial operating system for the IBM PC. Digital Research have continued to develop their operating system, DR/DOS, and it is considered by many people to be a better product than Microsoft's. However, without an endorsement from IBM, it has become a minor player in the market. Novell, the leaders in PC networking, now own Digital Research, so things may change.

The original IBM PC had a minimum of 16K of memory, but the memory of the computer could be upgraded to 512K if necessary, and ran with a processor speed of 4.77MHz. Ten years later, in 1991, IBM were making PCs with 16Mb of memory, expandable to 64Mb, running with a processor speed of 33MHz. The cost of buying the hardware has come down considerably as the machines have become commodity items. Large companies are considering running major applications on PCs, something which, ten years ago, no one would have believed possible of a PC. In contrast, many computers in people's homes are just used to play computer games.

The widespread availability of computers has in all probability changed the world for ever. The microchip technology which made the PC possible has put chips not only into computers, but also into washing-machines and cars. Some books may never be published in paper form, but may only be made available as part of public databases. Networks of computers are already being used to make information available on a world-wide scale.

(Adapted text from: K. Boeckner & P. Charles Brown (1993),
9th imp. 2002 *Computing*, Oxford University Press, page 6)

As we can see in the examples in the text, sometimes the construction NP's (Noun Phrase + 's) is used and some other times the formula NP + of + NP is preferred.

Observe the meanings that result from paraphrasing the previous.

The history of IBM PC	IBM PC has a history
IBM's badge	There is a badge on the IBM PC.
People's home	People live in homes
Microsoft's	The company Microsoft has an indefinite number of products.
The widespread availability of computers	Computers are widely available

In general, the **genitive construction 's** (traditionally known as the Saxon possessive) is preferred for proper names (human nouns or names of companies): Example:

IBM's badge,

People's homes

For the **pronunciation of the genitive ending** we follow the same rules as for the pronunciation of the plural:

unvoiced [/s/]:

The dentist's telephone, the vet's motorbike, the bat's eyes, etc.

voiced [/z/]:

The child's voice, the women's clothes, the bull's horns, etc.

voiced [/ z/]:

The horse's mouth, James's boat, George's notebook, etc.

The construction 's can also be used:

- With time expressions such as: today's paper, a day's work, a month's salary, a fortnight's holiday, yesterday's newspaper, tomorrow's weather, in two years' time, ten minutes' break, a three hours' delay.
- With places: New York's theatres / England's politicians, etc.
- With nouns of special interest to human activity: Science's findings / Memory's selective power, etc.

In all cases above the genitive triggers a definite reading of the possessed thing. In contrast if we want to trigger an indefinite reading, we will not find anything after the 's, as in "any product of Microsoft's".

Finally, the genitive construction with *of* (traditionally known as the latin possessive), is generally preferred for inanimate objects, mass and abstract nouns.

The history of IBM PC.

The memory of the computer.

The computer of the future.

TASKS

① **Join** the following nouns using **s** or simply apostrophe ' without **s** (p. 145).

- | | |
|-------------------------------------------|----------------|
| a) Susan / laptop | Susan's laptop |
| b) Palmtop / Tom and Mary | _____ |
| c) John / his monitor | _____ |
| d) LAN / the company | _____ |
| e) Institutions / software packages | _____ |
| f) Europe / its protocols | _____ |
| g) Bill's father / his workstation | _____ |
| h) Keyboard / his nephews | _____ |
| i) My small sister / playstation | _____ |
| j) Jim and Molly / their radiation screen | _____ |
| k) Their database / Government | _____ |

② What does "s" mean in each of the following cases: **be**, **has got**, or Saxon Genitive" (p. 145).

- a) Tom's got a big house.
- b) Emma's cat.
- c) Tim's tall.
- d) The Queen's old.
- e) He's got a beautiful house.
- f) Jane's dog is big!
- g) Mum's got long hair.
- h) Geoffroy's rich.
- i) William's dad has got red hair.
- j) Julian's got blue eyes.

- ③ Explain the difference between the following expressions by stating whether the possessed nominal is definite or indefinite (p. 145).

John's computer.

(*definite*): John has got one single computer

A computer of John's

(*indefinite*): John has several computers

- a) Mary's air ticket.

(*definite*) _____

(*indefinite*) _____

- b) An air ticket of Mary's.

(*definite*) _____

(*indefinite*) _____

- c) Two friends of Mary's.

(*definite*) _____

(*indefinite*) _____

- d) Mary's two friends:

(*definite*) _____

- e) Two of Mary's friends:

(*indefinite*) _____

UNIT 2

WORD ORDER

English is one of the languages which exhibit a fixed word order. As is well known, this manifests in at least the position of subjects: the subject either precedes the verb or follows the auxiliary in direct wh-questions or in other stylistic inversions. In this unit, we will first discuss the word order possibilities in this language (sections 2.1 and 2.2) and then will discuss the properties of auxiliaries in the Simple Present versus Present Continuous forms (section 2.3), to end with a discussion of modals (section 2.4). The final section aims to practise all these aspects of English grammar through several learning tasks.

2.1. WORD ORDER IN ENGLISH

Word Order in English may display different forms according to the following sentential domains: main clause, commands, questions and inversions.

Main clause. There are no empty subjects in English:

It is easy to understand

Yesterday I went to the cinema

I think that it's important

Unlike in Spanish, the position of the subject in relation to its verb is fixed.

Jhon has come (correct) – has come Jhon (incorrect)

If a sentence consists only of a subject and a verb: the subject always comes first:

And there is verb-subject agreement:

My friends live in London (plural).

My neighbour speaks Chinese (singular).

Commands. Positive form: no auxiliary is required.

Come soon!

Stop moving!

Hurry up!

Have a seat!

Help yourself!

Negative form: auxiliary is required.

Don't smoke here!

Don't feed the animals!

Don't shout at me!

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Questions and inversions. In English, an auxiliary is ordinarily placed at the front of a yes/no question. There are in principle different types of auxiliaries:

- a) The so-called empty 'do' which does not add any particular meaning but is required to form questions in the present or in the past.

Do you live in Barcelona? (present)

Did you live here before? (past)

- b) The perfect form in perfect tenses formed with the auxiliary 'have'.

Have you visited the Picasso museum already?

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- c) A modal verb.

Can you speak French?

- d) The future auxiliary 'will' or the auxiliary 'be' in future expressions such as 'be going to'.

Will you visit Girona when you go to Cadaques? (will)

Is it going to rain? (be going to)

Apart from yes/no questions, the fronting of the auxiliary verb also producing inversion of the subject is required in the so-called wh-questions.

What do you want?

Where have you been these days?

When will you come?

How are you going to come?

Finally, bear in mind that *no auxiliary is needed* in wh-questions about the subject.

Who wants an ice cream? (question about a human subject)

Possible answers:

John likes an ice cream (long form)

John does (short form)

What is dangerous? (question about a non-human subject). Possible answers:

Smoking is dangerous (long form)

Smoking is (short form)

2.2. AUXILIARIES IN NEGATIVE SENTENCES AND IN SHORT SENTENCES

2.2.1. Introduction

We have already seen that auxiliary 'do' is required with questions.

Do you live in Barcelona? (present)

Did you go to Sitges last weekend? (past)

In this section, we illustrate the case of auxiliaries forming short answers and negation. Some examples follow.

Yes, I do (present) / No, I didn't (past) (short answers).

I don't like swimming (present) (negation).

I didn't like the football match (past) (negation).

a) **be** in questions and negation

Is he studying to become a doctor?

She isn't working there

b) **have** in questions and negation

Have you been to Portugal before?

I haven't ever lived in Tarragona!

Has his secretary spent all the money in that project? (3th p. sing.).

c) **modal verbs** in questions and negation

Can I come in?

I mustn't stay long.

d) **have got** in questions and negation

Have you got any money with you?

She hasn't got many friends.

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2.2.2. Auxiliaries used on their own

Short answers: these can make the speaker sound more polite / interested.

—Have you been to this restaurant before?

—Yes, I actually have

We also use them to avoid repeating long sentences.

—Do your parents both work in Paris?

—My mother does, but my father doesn't.

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ebrary Short questions and question tags

—My brother's gone to live in Australia

—Has he?

—You were in this class last year, weren't you?

Short answers expressing confirmation:

—I'm tired of this job

—So am I

—I don't like shopping

—Neither do I

REMEMBER!

When we use auxiliaries on their own, they must match the tense of the main verb.

2.2.3. Short questions to show interest

These are formed by inverting the auxiliary verb and the subject in the first sentence.

—Shirley's having a baby!

—Is she?

In Present Simple / Past Simple affirmative sentences (where there is no auxiliary), we use *do*, *does* or *did*.

—My brother **works** in a circus.

—**Does** he?

—Her parents **went** to China last year for their holidays.

—**Did** they?

2.3. THE PRESENT TENSES

2.3.1. Present Simple

Positive Form

I / you / we / they **work**

he / she / it **works**

Negative Form

I / you / we / they **don't (do not) work**

he / she / it **doesn't (does not) work**

Question Form

Do I / you / we / they **work?**

Does he / she / it **work?**

We use the Present Simple for:

a) Repeated actions or habits.

We **go out** on Saturday nights

b) Something we see as permanent.

My brother **works** in a bank

c) Describing a state that doesn't change

She looks like her mother

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2.3.2. Present Continuous

Positive Form

I'm (am) working

You / we / they're (are) working

He's / she's / it's (is) working

Negative Form

I'm not (am not) working

you / we / they aren't / 're not (are not) working

he / she / it isn't (is not) working

Question Form

Am I working?

Are you / we/ they working?

Is he / she / it working?

We use the Present Continuous for:

a) Events in progress now, at the moment of speaking.

Look! It's **raining** again!

b) Temporary actions that are happening 'around now', or for a limited period, but not necessarily right now.

I'm reading a very good book at the moment

c) Describing a state which is changing

Families **are getting** smaller

2.3.3. Present Simple versus Present Continuous

In many cases, either form is possible. The one we choose depends on how we see the state or action:

Compare the following pairs of sentences:

Blanca is the student who **sits** at the back of the class
(= she always does this).

Paola is the student who **is sitting** at the back of the class
(= she is there now).

I **stay** at the Hilton Hotel.
(I do this every time I visit the town)

I'm staying at the Metropolis Hotel.
(an action happening around now)

'State' versus 'action' verbs. Some verbs are almost **never found in continuous** forms: these are forms which describe states (things which stay the same) rather than actions (things which can change).

Some of the most common are:

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- Verbs connected with emotions: **like, love, hate, want, need;**
- Verbs connected with mental actions: **understand, know, prefer, agree, believe**
- Verbs connected with the senses: **taste, hear, smell, sound**

Some verbs can describe both states and actions. Notice the difference between:

I **think** you're right (= a state)

Our apartment **has** three bedrooms (= a state)

Clare **is having** a shower at the moment (= an action)

2.4. MODALS

Modal verbs do not change in the third person. They are followed by the infinitive without **to**.

2.4.1. Ability

Can. We use **can** to talk about present and future ability.

I **can** speak French

My brother **can** take you home after the party

Could. We use **could** to talk about general past ability.

I **could** speak English when I was eight.

Could your mother work when she was pregnant?

2.4.2. Asking for and giving permission

Can (to ask for and giving permission).

—Can I borrow your car for a couple of days?

—I can put you up just for the weekend.

Could (when you are not sure what the answer will be).

—**Could** I ask you a few questions?

—Yes, of course, you can.

May (in formal situations).

—**May** I leave early today?

—You **may** leave the exam room after the examiner has collected your paper.

2.4.3. Possibility

Can (making generalisations). For example:

Anyone **can** drive these days

Beavers **can** build dams

Can't + have + participle (guessing about past events). For example:

He **can't have understood** what the teacher said

Could (also in the past). For example:

My family **could** be very rich in those years

May (factual possibility in the future)

We **may** go to Australia next summer

2.4.4. Obligation

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ought to / should (in the future). For example:

You **ought to** be more careful with your teacher next year

You **should** pay more attention to these errors

should + have + participle (in the past). Example:

You **should** have seen the doctor before

2.4.5. Strong Obligation and necessity

Must (from the speaker's perspective).

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You **must** check in at least two hours before your flight departs.

I **must** remember to switch off the computer before I leave

Must I read all these pages?

You **mustn't** speak Spanish in class.

Have to (in American English).

Do we **have to** hand in the homework tomorrow?

Needn't: when you are giving someone permission not to do something.


You **needn't** say anything if you don't want to

You **needn't** stay any longer tonight.

You use 'needn't have' and a past participle to say that someone did something which was not necessary. You are always implying that the person did not know at the time that their action was not necessary.

TASKS

① Match the sentences and comments (p. 146).

- | | |
|----------------------------|--------------------------------|
| 1. My trousers are creased | a) I need to get it mended |
| 2. My computer's broken | b) I need to get it painted |
| 3. My torch won't work | c) I need to take a taxi |
| 4. The house looks awful | d) I need to get it cut |
| 5. My hair is too long | e) I need to get a new battery |
| 6. My car has broken down | f) I need to get them pressed |
- 

② Add comments to these sentences, using **needn't have** (p. 146).

—The letter was so untidy, I wrote it out again.

—Really? You needn't have written it out again

1. He was so worried about being late that he sent the letter by fax

2. She was so worried about not getting a seat that she bought a first-class ticket

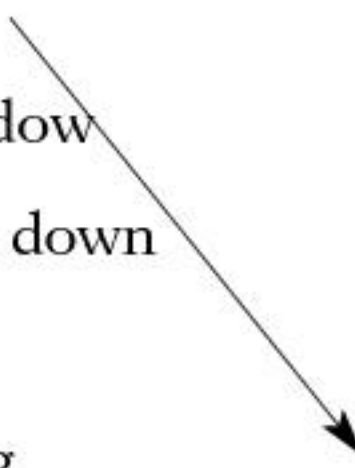
3. I didn't know you were coming home, so I cooked my own supper

③ Complete these sentences with you **must** or **mustn't** (p. 146).


You **must** take this before every meal

1. You _____ take two of these every morning.
2. You _____ get out of bed
3. You _____ get plenty of sleep
4. You _____ have anything to eat
5. You _____ drink lots of water

④ Match these clauses with the **have got to** clauses (p. 146).

- | | |
|----------------------------|-----------------------------------------|
| 1. It's getting late | a) so I'm afraid we've got to walk |
| 2. You broke the window | b) so I've got to start all over again |
| 3. The car has broken down | c) so we've got to look after ourselves |
| 4. Mother is away | d) so you've got to pay for it |
| 5. I've got it all wrong | e) so we've got to go |
- 

⑤ Join the part sentences below to make offers to fit the situations in the pictures (p. 146).

- | | |
|------------------------------|---------------------------|
| 1. Would you like me to open | a) you with the cooking? |
| 2. Let me carry | b) the children for you. |
| 3. Can I help | c) the door for you? |
| 4. Shall I post | d) those bags for you |
| 5. Could I give you | e) these letters for you? |
| 6. I'll look after | f) a lift? |
| 7. Can I telephone | g) those parcels for you |
| 8. I can hold | h) for a taxi? |
- 

⑥ Match the sentences with the offers (p. 147).

- | | |
|-----------------------------|---------------------------|
| 1. It's a long way to town. | a) I'll get lunch. |
| 2. It's hot in here. | b) I can give you a lift. |
- 

- | | |
|-----------------------------------------|----------------------------------------------|
| 3. I've got plenty of time. | c) Let me give you a bit more |
| 4. You look thirsty. | d) I'll turn it down. |
| 5. The radio's a bit noisy. | e) I could turn it up a bit. |
| 6. Can't you hear the record player? | f) We could go to the cinema. |
| 7. There's plenty to eat. | g) Perhaps I can get you something to drink. |
| 8. I've got nothing to do this evening. | h) Shall I open the window? |

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- ⑦ Here are some of the things people say at parties. Match the statements with the questions tags. Look previous comments on question tags if necessary. (p. 147).

- | | |
|-----------------------------|----------------|
| 1. It's a bit noisy, | a) will you? |
| 2. We haven't met before, | b) don't you? |
| 3. You're Henry's brother | c) isn't it? |
| 4. Pass this plate round, | d) aren't you? |
| 5. Don't drop it, | e) will you? |
| 6. You live next door | f) have we? |
| 7. You're not leaving | g) wasn't it? |
| 8. You can stay a bit later | h) won't you? |
| 9. You'll come again | i) can't you? |
| 10. That was fun | j) are you? |

UNIT 3

CONDITIONALS

Here we do not only study the formation of conditionals in English (section 3.1), but also their use (section 3.2) and other syntactic aspects such as the inclusion of modals (section 3.3) and their use in polite requests (section 3.4). Final section is intended as practice through a number of learning tasks.

3.1. IDENTIFICATION

You use a *conditional* clause to talk about a possible situation and its results.

Conditional clauses can begin with **if**, but also with **no matter** or **unless**.

A conditional clause needs a main clause to make a complete sentence.

The conditional clause can come before or after the main clause. For example:

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a) Conditional clause + main clause

No matter how late Mary gets back, tell her to phone me

If you're passing through London, you are always welcome to come and stay with us.

Unless you've finished before 5.00, I **won't be able** to pick you up.

b) Main clause + conditional clause

Tell Mary to phone me **no matter** how late she gets back.

You are always welcome to come and stay with us, **if** you're passing through London.

I **won't be able** to pick you up, **unless** you've finished before 5.00.

3.2. USAGE OF CONDITIONAL SENTENCES

3.2.1. A logic result

When you are talking about something that is generally true or happens often, you use a present or present perfect tense in both the main clause and the conditional clause.

If they lose weight during an illness, they soon regain it afterwards

If an advertisement does not tell the truth, the advertiser is committing an offence.

If the baby is crying, it is probably hungry.

If they have lost any money, they report it to me.

REMEMBER!

You do not use the present continuous in both clauses. You do not say 'if they are losing money, they are getting angry' (this is impossible).

In addition, when you use a conditional clause with a present perfect tense, you often use an imperative in the main clause: Examples:

Wake me up, if you're worried.

If he has finished, ask him to leave quietly.

If you are very early, don't expect them to be ready.

3.2.2. First Conditional

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When you are talking about something which may possibly happen in the future, you use a present or present perfect tense in the conditional clause, and the simple future in the main clause.

If I marry Celia, we will need the money.

If you are going to America, you will need a visa.

If he has done the windows, he will want his money.

REMEMBER!

You do not normally use **will** in conditional clauses.

You do not say 'if I will see you tomorrow, I will give you the book' (this is impossible).

3.2.3. Second Conditional

Form: If + Past Simple / Continuous + conditional in the main clause.

Use (to talk about something):

That is impossible and just imagined

If I had a younger brother, I'd teach him to play football

If I were/was a millionaire, **I'd invite** all my friends to spend their holidays on my private island.

Which is very unlikely to happen in the future:

No matter how safe it **was**, **I wouldn't try** bungee jumping.

Unless I won a really big prize in the lottery, **I wouldn't give up** my job.

Also, the second conditional is often used to give advice.

I'd buy a decent dictionary **if I were you**.

3.2.4. Third Conditional

Form: If + Past Perfect + would have + past participle in the main clause.

Use: to describe something in the past that could have happened, but: didn't or shouldn't have happened, but did.

I wouldn't have cooked a vegetarian meal **unless I had thought** they were vegetarians.

She **would have passed** the exam **if she had answered** all the questions.

3.3. MODAL VERBS IN CONDITIONALS

Modal verbs such as **can**, **could**, **might**, etc. can be used in first, second and third conditionals.

I might go to the football match **if there are** any seats left.

If she had private classes, she **could pass** the exam.

If they had taught us how to use the machine safely, the accident **might never have happened**.

3.4. POLITE EXPRESSIONS

Would can exceptionally be used after **if** in polite expressions.

If you **wouldn't mind** waiting for a moment, the porter will take your cases up to your room.

Should is used in the *if clause* to make it even less likely. This is common in formal letters.

If you **should require** any further information, please do not hesitate to contact us.

Should can replace *if* in formal letters.

Should you wish to contact me, I can be reached at the above address.

TASKS

⑤ Which of the following conditional sentences (p. 147).

- a) Describe a usual state of affairs?
- b) Talk about the past
- c) Make an offer?
- d) Make a recommendation?
- e) Make a polite request?
- f) Describe situations which are unlikely or impossible?

1. If you buy a travel pass, you pay less _____
2. If you go to the Natural History Museum, you'll be able to see the special exhibition on dinosaurs _____
3. If I were you, I'd avoid the crowded areas _____
4. If you had a car, you'd be able to visit the safari park _____
5. If you'd been here last week, you'd have seen the carnival _____
6. If I'd known you wanted a theatre ticket, I'd have got one for you _____

7. If you have enough time, you might want to visit the old mill _____
8. If you're looking for something really exciting, you should go to the Museum of Horror and Torture _____
9. Should you have any problems, please let me know _____
10. If you'd like to phone them, I'll do it for you now _____
11. If you'll just fill in this registration form, I'll make the booking for you _____
12. If you want a cheaper place to stay, you'd better off at the Dolphin Hotel _____
13. If you hadn't made the booking in advance, you'd be without a bed for the night _____
14. If they hadn't created the proper infrastructure beforehand, they wouldn't be hosting the next Olympics _____
15. I'd be grateful if you could fill in this questionnaire before you go _____

④ Which of these statements is correct? (C=correct, IC=incorr.) (p. 147).

- a) In English there are strict rules for the sequence of tenses in conditional clauses and main clauses. _____
- b) The sequence of tenses is not absolutely fixed and depends on what you want to say. _____
- c) You can use any sequence of tenses in conditional clauses and main clauses. _____

③ Apart from **if clauses** there are other ways of making a conditional. (p. 147).

Unless you've other plans, you could visit the Museum of Science and Technology

You shouldn't get lost providing/provided (that) you take a map.

Anyone is allowed into the casino on condition that they are over 18.

Please make use of the following forms to construct conditional sentences:

Unless the tour operator.

No matter how.

② Fill in the gaps appropriately. There may be more than one possible answer (p. 148).

a) If you _____ modern art, you _____

b) The old Town Hall _____ if it _____ a tourist attraction

c) If you need any more advice, _____ ebrary

d) If you _____ just come this way, _____ you where it is on the map.

e) If I _____ you, I _____ travelling in the rush hour.

f) I _____ told them that you _____ coming if I _____ beforehand.

g) You won't be able to hire a car _____ you've got a valid driving license.

h) There shouldn't be any difficulty getting to Göteborg _____ that the ferries run to schedule.

i) If you _____ now, you _____ there before the match starts but I doubt if you _____ time.

j) If you _____ stay for more than a week, you _____ better off getting a cheap rail pass.

① If you were the mayor of your town/city what would you do to make the place more attractive to tourists? and if it did become more attractive, how would you control the extra influx of people? (p. 148)

UNIT 4

THE PAST TENSE IN ACCOUNTS AND NARRATIVES

Below you will find a detailed description of narrative tenses. They are normally found in passages narrating stories happened in the past. In order to give an account of the past events the writer may either use the past simple: to describe actions in a definite time in the past, or the continuous form: to express some progression of that action. In addition, the past perfect is used to speak about an action occurred in the past but previous to another past event. A full description of all these possibilities is given next.

4.1. IDENTIFICATION

Simple past is used for describing acts that have already been concluded and whose exact time of occurrence is known. Furthermore, simple past is used for retelling successive events. That is why it is commonly used in storytelling.

Past progressive is used for describing events that were in the process of occurring when a new event happened. The already occurring event is presented in past progressive, the new one in simple past. Example:

We were sitting in the garden when the thunderstorm started.

Present perfect simple is used for describing a past action's effect on the present:

He has arrived. Now he is here.

This holds true for events that have just been concluded as well as for events that have not yet occurred.

Present perfect progressive is used for describing an event that has been going on until the present and may be continued in the future. It also puts emphasis on how an event has occurred. Very often **since** and **for** mark the use of present perfect progressive:

I have been waiting for five hours

I have been waiting since three o'clock.

Past perfect simple is used for describing secluded events that have occurred before something else followed. The event that is closer to the present is given in simple past tense:

After we had visited our relatives in New York, we flew back to Toronto.

If emphasis is put on the duration of a concluded action of the past, **since** and **for** are signal words for past perfect progressive:

We had been waiting at the airport since the 9 p.m. flight.

They had been waiting for three hours now.

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4.2. SIMPLE PAST AND PAST CONTINUOUS

4.2.1. The Simple Past

Positive Form

he / she / it **worked**

I / you / we / they **worked**

Negative Form

he / she / it **didn't (did not) work**

didn't work

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Question Form

Did he / she / they... **work?**

Did I / you / we **work?**

Regular verbs

Negative Form

Question Form

Base form + -ed

subject + didn't

Did +subject+verb

Irregular verbs (See key on page 154)

1. We use the Past Simple for states and actions which happened in the past. We often say when the action happened.

I saw the king in the street yesterday

2. The action can be short or long, single or repeated.

I dropped the glass and it broke on the floor

He took the same train to work every day

3. We also use the Past Simple to talk about states in the past.

When I was young, I loved playing with my toys

4.2.2. Past Continuous

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Positive Form

I / he / she / it **was working**

You / we / they **were working**

Negative Form

I / he / she / it **wasn't working**

you / we / they **weren't working**

Question Form

Was I / he / she / it **working?**

Were you / we / they **working?**

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1. We use the Past Continuous for actions in progress at a time in the past.

I was living in London then.

Sometimes this includes a specific time or another (completed) past action.

I was having breakfast at 7.30 this morning

I heard the news on the radio while I was driving home

2. The Past Continuous often describes the situation or background to a story (the main events are told in the Past Simple)

The sun was shining and I was walking along happily.

Suddenly I noticed something on the pavement.

3. Sometimes the Past Continuous action is interrupted.

They were talking about him when he came into the room. (= they stopped talking)

4. Past Continuous actions are not seen as complete

I read a book about Napoleon (= I read all of it)

I was reading a book about Napoleon (= I probably didn't read all of it)

4.2.3. Similarities with other continuous forms

1. Continuous forms show activities in progress.

He's reading the paper (= he is in the middle of it)

He was reading the paper (= he was in the middle of it)

2. They emphasise that actions are temporary.

She's staying with me at the moment (= temporary in the present)

I was sleeping on my friend's sofa (= temporary in the past)

3. They are not used with 'state' verbs

I hated vegetables when I was young.

I vegetables when I young.

4.3. THE PERFECT TENSES

There is an important difference between Present Perfect Simple and Past Perfect Simple. While the former is normally related to the present somehow, the latter is related to an action in the past. In fact the past perfect simple normally deals with action previous to another action in the past. This makes the past perfect one of the most used forms in the narrative.

4.3.1. Present Perfect Simple

Positive Form

I / you / we / they 've (= have) **worked**

he /she /it 's (= has) + past participle

Negative Form

I / you / we / they haven't (have not) **worked**

he / she / it hasn't (= has not) **worked**

Question Form

Have I / you / we they / **worked**?

Has he /she /it **worked**?

We use the Present Perfect to talk about the past and the present together. The past action or situation is related to the present in various different ways.

1. The action continues from the past to the present.

I've known her for many years (= I still know her now)

We've lived here all our lives (= we still live here now)

2. The results of the past action are important in the present.

He's lost his key (= he doesn't have it now)

I've tried to open it (= but I can't now)

3. The time reference in the sentence includes the present.

He's been ill all this week

4. We don't give any specific time, but we mean 'in my whole life'. The information is important now for some reason.

I've been to Spain lots of times. (= in my whole life, so I can give you lots of information about it)

I've never seen Citizen Kane. (= in my whole life, so I can't discuss it)

4.3.2. Present Perfect versus Past Simple

1. We use the Past Simple for completed actions that are in the past.

Marilyn Monroe was married three times. (= she is dead now)

As a child, I spent a lot of time with my grandparents. (= I am an adult now)

Compare these to similar Present Perfect sentences.

My friend has been married three times – and she's only thirty! (= her life is not finished)

I've spent a lot of time abroad this year (= this year is not finished)

2. Whether we use the Present Perfect or Past simple often depends on **how we see the action**. If we see it as related to the present, we use the Present Perfect. If we see it as finished and in the past, we use the Past Simple:

Jan has had an accident – they've taken her to hospital. (=the accident is important now – she's in hospital now)

Jan had an accident – don't worry she's okay now. (= the accident is no longer important – she's okay now)

4.3.3. Time words with the Present Perfect and Past Simple

1. Time words found with the **Past Simple**

- a) Dates and times: ten minutes ago, three months ago, four years ago, etc.
- b) Questions with *When...?* yesterday, last night, last week, etc.
- c) Words that sequence stories: then, before, after, after that, afterwards, later, next, etc.

2. Time words often found with the **Present Perfect**

- a) All day, all week, all my life, etc.
- b) Today, this morning, this afternoon, this month, etc.
- c) Already (= before now)
- d) Yet (= before now)
- e) Just, recently (= a little before now)
- f) Ever, never
- g) For, How long...?

h) Since (= from a time in the past until now)

i) Once, twice, lots of times, etc.

With many of these words / phrases we can use the Past Simple if the context is in the past.

I saw her this morning. (= now it is evening, the morning is finished)

I went to tell him the news, but he already knew. (= the context is a story in the past)

He was in prison for twenty-five years

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4.3.4. Present Perfect Continuous

Positive Form

I / you / we / they **'ve been (= have been) working**

he / she / it **'s been (has been) working**

Negative Form

I / you / we / they **haven't been (= have not been) working**

he / she / it **hasn't been working**

Question Form

Have I / you / we / they **been working?**

Has he / she / it **been working?**

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More on the Present Perfect Continuous

subject + have / has + been + -ing

subject + haven't / hasn't + been + -ing

have / has + subject + been + -ing

The Present Perfect Continuous is like the Present Perfect Simple in all the ways mentioned above. However, we use the continuous form if:

1. We want to emphasise that the action is long or repeated.

She's been trying to pass her driving test for years.

2. The action is in progress / not complete. Compare the following sentences:

I've been doing some work (=perhaps it is not finished)

I've done my homework (=it is finished)

3. The action is temporary

He's been working in a bar this summer. (=but afterwards he's going to university)

Note that we often use *for* and *since* with the Present Perfect Continuous. Like other continuous forms we cannot use it with 'state' verbs.

I've been walking for three years.

BUT:

~~I've been knowing~~ Ann for three years.

THE NARRATIVE: LEARNING TASKS

Below, there are two gapped texts. One narrates the story of Prague Diamonds and the company Prague Diamond 2000 taken from a tourist brochure. The other narrates one bad experience in a hotel. Please try to identify all the Past tenses (either in the active or passive voice) required to make these two texts understandable. Use the verbs in brackets in each case. Hint: Take into account the adverbial temporal expressions in each sentence. The present tense is sometimes also required.

Text 1: Prague Diamond 2000 (p. 153).

The history of precious stones closely coheres with that of mankind. For about five thousand years, the remarkable qualities of those "stones" (1) _____ (know). Magical, therapeutic, and protective qualities (2) _____ (ascribe) to them through centuries and up to this day, the diamond (3) _____ (be regarded) as the king of jewels for its perfection and value.

The South African Republic, Angola, India, Brasil, and Russia (4) _____ (rank) among the major sources; in these countries the Czech-Israeli Company "Prague Diamond 2000" (5) _____ (have) its mines. Recently, the Company

(6) _____ (open) the first Diamond and Jewellery Centre in the very heart of the Old Town of Prague Maisel's street, which (7) _____ (be) a part of the Jewish quarter. Thus the jeweller's trade, which (8) _____ (put down) its roots here as early as the 17th century, (9) _____ (restore). It (10) _____ (be) on exactly this location where in the 17th century workshops for processing diamonds (11) _____ (establish) by owners connected with the whole European market.

Text 2: A bad experience in a hotel (p. 153).

Last month I (1) _____ (go) to Manchester for a work meeting. I (2) _____ (book) into a very nice hotel for two nights, and I (3) _____ (be) very happy with it. My room (4) _____ (be) very beautiful and the restaurant (5) _____ (serve) very good food. But when I (6) _____ (come back) from my meeting on the second day, when I (7) _____ (go up) to my room, it (8) _____ (be) empty.

All my things (9) _____ (disappear). I (10) _____ (check) that I was in the right room, and then I (11) _____ (rush down) to reception. I (12) _____ (be worried) because I (13) _____ (think) I (14) _____ (be robbed). But it (15) _____ (be) a mistake. The reception (16) _____ (thought) I (17) _____ (leave) that morning, so at 12 o'clock, as they (18) _____ (not know) where I (19) _____ (be). They (20) _____ (pack) my things and (21) _____ (take) the suitcase downstairs so that the cleaners (22) _____ (clean) the room for the next guest.

MEMORISING IRREGULAR VERBS

As is well known, English has a large number of irregular verbs. When you meet a new irregular verb you will need to learn the past tense and the past participle as well as the infinitive. One way in which you can record irregular verbs is according to their pattern. As you meet new verbs in *the course* you can add them to these lists. (p. 154).

Group 1 (Infinitive, Past Tense and Past Participle are all the same)

cost

cost

cost

Group 2 (Infinitive and Past Participle are the same)*come*

came

come

Group 3 (Past tense and Past Participle are the same and end in 't' or 'd')*build*

built

built

tell

told

told

Group 4 (Past Tense and Past Participle are the same and end in '-ght')*buy*

bought

bought

Group 5 (all forms are different: past participle has an extra syllable)*break*

broke

broken

Group 6 (vowel changes from 'i' in the infinitive to 'a' in the past tense to 'u' in the past participle)*begin*

began

begun

Group 7 (verbs that follow no pattern).*be*

was / were

been

4.4. CONTRASTING PAST AND PRESENT

4.4.1. Used to

Positive Form

I / she / we, etc., **used to work**

Negative Form

I / she / we, etc., **didn't (did not) use to work**

Question Form

Did I / she / we, etc., **use to work?**

1. **Used to** is for habits and states in the past. Remember! There is no equivalent form in the present.

Past: I used to smoke before I was ill

She used to have really long hair

Present: I usually go to my mother's on Sundays

2. We can always use the Past simple instead of **used to**

I smoked before I got married

She had really long hair.

4.4.2. Not ... any longer / not ... any more

These phrases mean that an action or state was true in the past, but this is not true now. For example:

He used to be a very good footballer, but he **doesn't play any longer**.

I **don't** drink coffee **any more** -It gives me a headache.

4.4.3. Adverbials: still, yet and already

We use **still**:

1. when we want to emphasise that an action or state has not stopped,

but continues up to the present. It normally goes between the subject and the verb and it often carries considerable word stress:

I **still** remember how crowded the city was.

I hated swimming when I was a child –I **still** don't like it very much!

2. In questions, affirmative and negative sentences to indicate that something has not finished and that we are perhaps surprised or concerned about this.

–Was it **still** raining?

–Yes, it was **still** raining. No chance of playing tennis then.

–I **still** didn't know whether the guests were coming to the welcome party.

–I tried to reach some several times on the phone, but I didn't get any answer.

We use **yet** - meaning and use

1. In questions to ask whether something has happened up to the present time. **Not yet** then indicates that it hasn't happened yet:

–Is lunch ready **yet**? I'm starving.

–No, it's not ready **yet**. It'll be another half an hour.

2. In a more formal style it is possible to use **yet** in affirmative sentences. For example:

We have **yet** to find out whether there are available rooms.

I have **yet** to speak to the tour operator to discuss the travel.

3. In a less formal style, we might say, for example:

We **still** don't know whether there are available rooms.

I haven't spoken to the tour operator **yet**, so I don't know what the price will be.

I **still** haven't spoken to the tour operator, so I don't know what the price will be.

Thus, in negative sentences, as we can see from these examples, there is considerable overlap in meaning and use between **yet** and **still**. **Still** is the more emphatic of the two.

We use **Already** - meaning and use

Whereas **still** and **yet** usually refer to present and future circumstances, **already** normally refers to something that is in the present or recent past. It is mainly used in questions and affirmative sentences and usually expresses surprise that something has happened sooner than expected.

1. Questions / Answers. For example:

—When do you expect the guests to arrive?

—They're **already** here! Haven't you seen them?

—Can you give me a hand with the check-in of these guests?

—No, I'm sorry, I'm **already** late. I have to leave right now.

Can you help me with the luggage?

— We've **already** sent it to your room.

Have you finished that typing **already**?

Affirmative

Yes, I finished it about five minutes ago.

By the age of three, Mozart had **already** learnt to play the piano.

Still / already – distribution in the clause

Note from the above examples that in contrast to **yet**, the adverbials **still** and **already** usually occupy a mid position in the clause.

TASKS

- ① Finish the following sentences with **used to** or with a verb in the present (p. 156).

When I lived in London I _____

When I am cold I _____

If I stay home I _____

My mother _____ when I was a child

The government _____ but now they don't talk about it any longer.

② Fill in the blank with **still**, **yet** or **already** in each of the following sentences (p. 156).

1. You don't have to do it. I've _____ done it.
2. I've had no time. I haven't done it _____.
3. Don't wake him up. He's _____ asleep.
4. I've _____ told you what to do. Listen carefully this time.
5. The plane has _____ arrived. It was really early.
6. We broke up six months ago but I _____ miss him.
7. Are you _____ working for the same company?
8. There's no need to tell him. He _____ knows.
9. We haven't finished _____.
10. Nobody else knows _____.
11. I have _____ done this type of work before.
12. It's old but it _____ works well.
13. I bought it seven years ago and I haven't had any problems _____.
14. I read your report but I _____ need to talk to you.
15. Is it _____ nine o' clock?
16. Oh no! It's _____ raining.
17. I'm feeling lazy. I'm _____ in bed.
18. Is the pizza cooked _____?
19. I cannot take on any more jobs. I've _____ got too much work.
20. I cannot believe it. Half past four in the morning and you are _____ up!

UNIT 5

REPORTED SPEECH

We use reported speech to say what someone else has said. We do not repeat exactly the same words, and we make some changes in the original message. In section 5.1 we use some specific verbs to introduce reported speech. The more frequent verbs one can find, according to the type of message we are reporting, are provided in section 5.2.

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5.1. IDENTIFICATION

When we report what another person has said, we use reported (indirect) speech as mentioned before. Therefore, we need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether we want to transform a statement, a question or a request.

Statements

When transforming statements, we should also change other parts of the sentence such as: pronouns, verb tense, and adverbials. Example:

Direct speech:

d0c6ffe32b3bb9a4771a327801441f72
ebruary I want to book two rooms

Indirect speech:

He says he wants to book two rooms

Reported speech (backshift):

He said he wanted to book two rooms

Questions

When transforming questions, we transform the question into an indirect question and use the interrogative or **if / whether**. In addition we should also have to change pronouns, verb tense, and adverbials.

With interrogative

Direct speech

Why don't you travel by plane?

Reported speech

He asked me why I didn't travel by plane

Without interrogative

Direct speech

Can I cancel my flight?

Reported speech

He asked whether he could cancel his flight.

Requests

When transforming requests, we should also check other changes: pronouns, place and time expressions. For example:

Direct speech:

Sir, watch out the steps!

Indirect speech

He told the man to watch out the steps

5.2. MORE FREQUENT REPORTING VERBS

The following verbs are often used to report what someone has said. Have a look at them:

acknowledge	concede	insist	remark
accept	confirm	maintain	reply
agree	deny	observe	reveal
announce	explain	point out	state
claim	imply	promise	suggest
conclude	guarantee		threaten

These verbs can be followed by a clause beginning with 'that'. For example:

The protest movement **claimed that** the environment would suffer but the chairman of the planning committee **guaranteed that** it would be protected.

They can also be followed directly by 'to'. For example:

The hotel **has agreed** to reduce noise levels after midnight.

The protest movement **has threatened** to blow up the planned development.

Some reporting verbs are followed by a person then 'to'. These include:

advise	instruct	order	remind	urge
ask	invite	persuade	tell	warn

For example:

They **persuaded** the operators to drop the project.

She **warned** them not to go ahead.

REMEMBER!

When reporting speech, you have to change the tense reported and verb forms are transformed into a corresponding past form. Auxiliaries, for example, change:

Present	is/are	had/has	can	will
Past	was/were	has	could	would

TASKS

- ① Choose suitable verbs from those indicated below to complete the extract (often more than one answer is possible) (p. 157).

admit / insist / imply / explain / alert / point out / claim (x2) / assume

Green Tourism

In a strongly-worded article published two weeks ago. Vanessa Gardner, editor of Tourism (a) _____ that "Green Tourism" is just another marketing gimmick to lure even more tourists to new destinations and make even more bucks for the operators. She (b) _____ that tourism brings

foreign income to developing countries but (c) _____ that all the local population get out of tourism is the privilege of making our beds and shining our shoes. And she (d) _____ that the marketing people are wrong to (e) _____ that a holiday can only be Green if it takes place in an undiscovered part of the world and costs the earth. She (f) _____ that you only need twenty rich foreigners descending on an Amazonian village to create more environmental and cultural damage than 10,000 ordinary holidaymakers enjoying themselves in a resort where there is no fragile ecosystem or culture left to ruin.

But in another article which appeared in last week's Travel Gazette, Anthony Jay of Outreach Adventures plc disagreed. He (g) _____ that Green tourism was just a fashion and (h) _____ that operators did care about the future. And to prove it he (i) _____ to donate \$100 per person to the World-wide Fund for Nature. How many businessmen would do that?

② Read the following passage:

"I'm afraid there are a number of problems with this agreement. First of all, we feel that your company has not been reliable on several occasions in the past. We are particularly unhappy about the fact that there have been a number of late deliveries and these caused us considerable problems. Another problem is that on at least five occasions you have supplied faulty parts and we have had to return these to you. In addition, some orders have arrived either incomplete or simply incorrect. There is also a problem of discount. Originally you promised us a 10% discount on orders over £10,000, but you charged us the full amount even with the bulk order clearly stated on the order form. I'm not very happy about the process you charge either. Other companies are offering the same products at more competitive prices and I can see no reason why we should continue purchasing from you. We will only consider continuing to buy from you if you reduce your prices, offer a consistent discount, preferably at a higher rate, and guarantee a better quality of service and delivery".

Rewrite the passage above by filling the following gaps with a corresponding verb in the correct form (p. 157).

He said (1) _____ a number of problems with the agreement. In particular, they felt that we (2) _____ reliable on several occasions in the past. There (3) _____ a number of late deliveries

and he said they (4) _____ particularly unhappy about that. He also said that we (5) _____ faulty parts on at least five occasions and that some orders (6) _____ either incomplete or incorrect. He also mentioned the discount problem. Apparently, we (7) _____ them a 10% discount on orders over £10,000, but we (8) _____ them for the full amount even when the bulk discount (9) _____ clearly stated on the order form. He was unhappy about the price too. He said that other companies (10) _____ the same products at more competitive prices and he (11) _____ see no reason why they should continue purchasing from us. They (12) _____ only consider continuing to buy from us if we (13) _____ our prices, (14) _____ a consistent discount, preferably at a higher rate, and (15) _____ a better quality of service and delivery.

UNIT 6

THE FUTURE TENSES

In this section we learn to distinguish between the different types of the English future tense. First, we use the present continuous to express fixed plans and arrangements. Then, we use the expression “be going to + infinitive” to speak about intentions or something which will obviously happen. Finally we use “will” to make predictions, promises or to express decisions about the future.

6.1. IDENTIFICATION

Three different forms are commonly used in English to talk about the future. The one you use depends on the situation. **Future arrangements:** for something in the future we have already arranged. For example, what we have written in the tour diary.

Use the present continuous, especially with the verbs go, come, see, meet, leave, have (dinner, etc.). For example:

We're leaving London tomorrow. (= We've already booked the air ticket).

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REMEMBER! We're going to leave London tomorrow is also possible.

Plans. For something you have already decided to do, use **going to**:

What are you going to do when you finish school? (= What are your plans?)

I'm going to work for my father (I've already decided)

Unplanned decisions. For a decision at the moment of speaking, or making an offer, use **will / won't + infinitive**:

a) I've got a problem. b) I'll help you (NOT ~~I help you~~)

Predictions. For predictions, use either **will or going to**. Example:

I think they'll travel / they're going to travel.

6.2. TALKING ABOUT A PLANNED TOUR

During her talk Helen Lee used a number of verb forms when referring to the future itinerary. Have a look at them and then do the following exercises (p. 158).

1. I'm going to describe the itinerary to you.
2. You'll be visiting most of the famous places.
3. From Beijing we go by coach to a smaller city in the North.
4. The guide will take you on a sightseeing tour.
5. We're flying there the following day.
6. By the end of the tour hopefully you'll have learnt a lot about China.

Match each of the verb forms above with a description (a-d) on the right. There may be more than one answer.

- a) She is referring to a schedule which is programmed in advance and possibly difficult to change _____.
- b) She is talking about an event that will be completed at a given future time _____.
- c) She is announcing her intention to do something _____.
- d) She is describing arrangements that have been made _____.

As you can see, it is sometimes possible to use more than one future form although there might be a slight change in emphasis. What is important to remember is that **will** is only one way of referring to the future.

TASKS

- ① Study the following sentences, and choose the appropriate verb form in each case (p. 158).
 - a) Could you ring the airport and ask what time the first flight to Brussels shall *leave* / *leaves*?

- b) (The telephone rings – it is 10.55) Oh, that'll be/ is to be Rosa. She said she'd ring at 11.
- c) We'd better hurry up – it looks as if it's going to rain / will be raining.
- d) The Antarctic will certainly become/ will certainly be becoming an important tourist destination.
- e) You haven't got a car: I'll give/I'm giving you a lift if you like.
- f) It's not surprising he won't do/ is not to do any work for you – you don't pay him!
- g) Don't panic! I'll have finished/I'll be finishing the report by Wednesday afternoon.
- h) I won't have / am not having time to see you – I'll have finished / I'll be finishing the report on Wednesday afternoon.
- i) Ricardo says he doesn't attend / won't be attending the meeting – he thinks it will be / is to be a waste of time
- j) The Prince of Wales is to open / will have been opening the new theme park on April 1st.
- k) We will have/are having an office party on Friday after work for Justine. She will work/will have been working for us for twenty years.
- l) I'm fed up with working here. I'm going to try / will try to get a better job somewhere else.
- m) On the second night of the programme everyone will be going / will have been going to a cabaret show.

② Complete the statements (a-j) with the clauses in 1 to 10 below (p. 159).

1. for a personal decision or intention;
2. to refer to events which will take place in the near future;
3. either for
 - a) arrangements or
 - b) events which will be completed at a given future time;
4. for an event that will be completed in the future;

5. for an event that will continue in the future;
6. for a programme or regular schedule which is unlikely to change;
7. to refer to arrangements;
8. to make a deduction, or to make a factual prediction;
9. to make spontaneous offers;
10. to indicate a refusal, or lack of willingness.

a) The present simple can be used _____.

b) The present continuous can be used _____.

c) **Will** can be used _____.

d) **Will** or **'ll** can also be used _____.

e) **Won't**, as well as predicting that something will not happen, can also be used _____.

f) **Going to** is also used _____.

g) **Is/are to** is used _____.

h) The future continuous (**will be + verb -ing**) can be used for _____.

i) The future perfect (**will have + past participle**) can be used _____.

j) The future perfect continuous (**will have been + verb -ing**) can be used _____.

UNIT 7

HYPOTHETICAL MEANING

A hypothesis may be defined as a proposed explanation for a particular phenomenon. We use the term hypothesis in language structure when we have an antecedent and a proposition. In the proposition “If *P*, then *Q*”, *P* denotes the hypothesis or the assumption in a (possibly counterfactual) *What if* question. The adjective “hypothetical”, meaning the nature of a hypothesis, refers to this particular definition in the contexts exemplified in the following sections. In section 7.1 we contrast English with Spanish with respect to the subjunctive in certain constructions. Section 7.2 deals with the English configurations containing the verbs “wish” and “regret” and the expression “if only”. Section 7.3 examines the contractions “I’d rather” and “I’d better” in a contrastive way. Section 7.4 includes other common expressions. Finally section 7.5 contains corresponding learning tasks.

7.1. IDENTIFICATION

Hypothetical meaning is normally expressed in Spanish with constructions starting with ‘ojalá...’ that have the verb in the subjunctive.

Ojalá el viaje incluyera los billetes de avión

Ojalá tuviésemos mejor tiempo

It is well known that the subjunctive is typically used to express wishes.

In English, there are several ways to express hypothetical meaning. The ordinary way is by simply using the verb ‘wish’. So the previous Spanish examples are translated by using a verb like ‘wish’. Notice that this verb requires a particular structure as follows:

Structure: wish + Past tense.

I **wish** the travel packet included the air-tickets. (Past: included)

I **wish** we had a better weather. (Past: had)

On the other hand, there are other useful expressions that start sentences containing wishes such as:

if only... it's time... I'd rather... suppose ...

We discuss each in turn below.

7.2. WISH, REGRET AND IF ONLY

7.2.1. Wish

We use **wish + Past Simple** to express a wish that has not come true in the present. We also use wish + Past Simple to talk about wishes that might come true in the future.

I wish you still **studied** here

Don't you wish you **travelled** abroad this summer?

- a) If the verb is 'to be', we can use the Past Simple (I / she / it was, you / we / they were) or were with all persons (I/you/she/it/we/they were).

We all wish the weather **wasn't/weren't** so awful

I wish she **was/were** living here.

- b) We use wish + could and would to refer to general wishes for the future.

I wish you could visit me more often.

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She **wishes** you would be more polite with her secretary.

- c) wish + would is often used to talk about other people's irritating habits. This form is not often used with the forms 'I' or 'we'. To talk about our own irritating habits we use 'could'.

I wish you would stop making that noise. It's driving me crazy!

I wish I could stop smoking

- d) We use wish + Past Perfect to refer to things we are sorry about in the past.

I wish I had studied harder

He **wishes** she hadn't gone to the party

7.2.2. Regret

Another way to talk about things that upset us or that we are sorry about is by means of the verb 'regret'. In this sense, regret is followed by the gerund.

I **regret** not having studied harder

If we use regret + the infinitive, we mean that we are sorry about something real not hypothetical. In this meaning, this verb is particularly useful in formal letters to refuse a particular service or operation.

I **regret** to inform you that your proposal has not been accepted.

Finally, regret is also used to speak about a real feeling related to something happened in the past. In this sense, it behaves like a reporting verb. Example:

I **regret** I did not study harder for my test.

7.2.3. If only

The expression **if only** starts a sentence containing the same verb forms as wish, and is used when your feelings are stronger. It is often used with an exclamation mark '!'. It is used very commonly with would/wouldn't to criticise someone else's behaviour. Example:

If only I could see him now!

If only my mother were here today!

If only I didn't have to study so hard!

If only she hadn't told that lie!

7.3. OTHER EXPRESSIONS

7.3.1. It's time

The expression **it's time** is used with the Past Simple to talk about the present or future. We mean that the action should have been done before.

We can also say **it's about time** and **it's high time**. The Spanish translations are also given below the examples:

It's time you studied harder

(Ya es hora de que estudies más - Spanish)

It's high time you found a decent job.

(Ya está siendo hora de que encuentres un trabajo decente. - Spanish)

7.3.2. I'd rather (would rather)

- We use I'd rather + Past Simple when we want to say what we want someone or something else to do in the present or future. For example:

I'd rather you didn't spend so much money on that project.

Would you **rather** we travelled by boat? It would take us much longer, though.

I'd rather the school started later.

- We use I'd rather + Past Perfect when we want to say what we wanted to happen in the past. For example:

I'd rather you hadn't said that

I'd rather he hadn't brought so much luggage.

- Finally, I'd rather + infinitive without 'to' is used to talk about our preferences or other people's preferences in the present or future. For example:

I'd rather go to San Sebastian than to Pamplona

I'd rather have fish. (in a restaurant)

7.3.3. Suppose

Suppose means 'What if _____ ? It is used like a conditional sentence and makes use of:

- a) The Present Simple to describe something that may possibly happen or may have happened. For example:

Suppose someone knows you were here

Suppose John hears you're entering the room

- b) The Past Simple to talk about something that is just imagination or which is unlikely to happen in the future. For example:

Suppose she knew you loved her. What would you do?

Suppose you won the lottery. How would you spend the money?

- c) The Past Perfect to talk about something that could have happened but didn't in the past. For example:

Suppose we hadn't studied so hard. Do you still think we would have passed?

Suppose you had married Ted. Would you have been happy together?

7.4. 'D RATHER VERSUS 'D BETTER

Consider the different meanings of these two sentences:

1. I'd rather go to an Italian restaurant. (**wish**)
2. You'd better finish your homework. (**suggestion for somebody else**)

As indicated, '**d rather** in sentence 1st means **prefer**, whereas '**d better** in sentence 2nd means **should**. This difference in meaning also corresponds to the different form: '**d** represents **would** in the former case, but **had** in the latter case.

TASKS

- ⑤ Identifying rules for the verb **wish** (p. 159).

Look at these sentences containing the verb **wish**. Then classify them according to the statements below. We have classified one for you as an example:

Statements:

1. When referring to the present or future, **wish** is followed by the Past Simple.

2. When referring to the past, **wish** is followed by the Past Perfect.
3. When we want to criticise someone else's irritating habit or we want something to change, we can follow **wish** with *would + verb*.

Statements:

- a) I *wish* I had a bit more money 1
- b) I *wish* I was/were more self-confident _____
- c) I *wish* I could play tennis _____
- d) I *wish* you wouldn't smoke when we are walking _____
- e) I *wish* you didn't have to go to work today _____
- f) I *wish* I hadn't argued with my parents last night _____.

④ Wish or regret (p. 159).

Rephrase these sentences using a suitable form of *wish* or *regret*. For example:

Sadly, I didn't have time to visit them in New York

I wish I had time to visit them in New York

or I regret not having visited them in New York

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ebruary 1. My spoken French is really dreadful!

or _____

2. Do you have to leave so early?

or _____

3. Sorry I wasn't able to make it to the party.

or _____

4. It's a shame John can't find a decent job.

or

③ If only (p. 159).

Below there's a description of Anne Frank's personality done by herself. In the gapped paragraph next, she keeps speaking about herself and her wishes. Your task is to place the right verbal expressions into the gaps below. We have placed one for you as an example.

I'm two people, really, as I've often told you. One side of me is cheerful and amusing, and enjoys a kiss or a rude joke. This is the Anne that people know and they will be amused by me for an afternoon but after that they've had enough of me for a month! No one knows the other side, the better side of Anne. If I make the good Anne come out even for fifteen minutes, she won't speak, and allows Anne number one to talk. Then before I realise it, she's disappeared again.

(From Anne Frank's Diary)

- | | | |
|--------------------|------------------------|---------------------------|
| (1) there were | (4) I would like to be | (7) I'm quiet and serious |
| (2) it's difficult | (5) I'm trying hard | (8) comes out (example) |
| (3) I'm alone | (6) I'm ill | |

For example:

So the nice Anne never: (8) comes out, in front of other people, but she's almost always there when (a) _____. I would like to change, and (b) _____, but it's difficult. If (c) _____, my family thinks (d) _____! But (e) _____, to become what (f) _____, and what I could be if only (g) _____, no other people in the world.

② Different ways of expressing hypothetical meaning (p. 160).

Complete the following sentences in a logical way using the verbs in the brackets.

1. I wish I _____ (visit) my friends. I'm just so lonely at the moment.

2. If only I _____ (study), I wouldn't have failed my exams.
3. I'd rather _____ (stay) tonight because I've got so much work to do.
4. Suppose we _____ (leave). Do you think anyone would mind?
5. I wish he _____ (stop talking). It's so annoying.
6. It's time you _____ (do) something. You've done nothing all day.
7. I think I'd rather _____ (sit), I haven't had much exercise recently.
8. Suppose you _____ (get) the job. Surely that would put your dad in a good mood.
9. If only we _____ (have) more time, then we could come and visit you more often.
10. I'm afraid it's time we _____ (leave). We both have to get up early tomorrow.

① Choose the alternative which correctly interprets the sentence given in each example. We have done one for you (p. 160). For example:

It's time they left _____ They haven't gone yet (example)

- a) They have already gone b) They haven't gone yet.

1. If only I hadn't gone to the party:

- a)** I'm sorry I went to the party **b)** I'm sorry I missed the party

2. I'd rather you came early:

- a)** I am pleased you came early **b)** I would like you to come early.

3. Suppose somebody saw you take it. You'd be in real trouble:

- a)** He is thinking about taking it **b)** He has taken it.

UNIT 8

RELATIVE CLAUSES

Relative clauses give information about a person, place or thing. The person, thing or place connected with the information given is called the antecedent. There is a relative word/pronoun connected with the antecedent. The antecedent can be a noun, a whole sentence or can be part of the same relative pronoun. In section 8.1, we identify the three main types of relative clauses. In brief, we use restrictive relative clauses (section 8.2) when the information given is not simply additional, but essential, or absolutely necessary to understand what we say because it gives a definition which makes the meaning of the antecedent more specific. In contrast, we use non restrictive relative clauses (section 8.3) when the information given is not strictly necessary to understand what we are saying. It is just additional information. Finally we use free relative clauses in section 8.4 when there is no nominal antecedent, just a relative pronoun. You will find practice on the three types of relatives in section 8.5. The final section 8.6 includes some texts where *online networks* are defined through relative clauses, to provide further examples of their use.

8.1. IDENTIFICATION

Relative clauses are of three types: **restrictive**, **non restrictive** and **free** (or headless) **relative clauses**.

1. **Restrictive** relative clauses contribute to find the reference of the noun, as follows.

The tourist (who(m)/that) you invited is my neighbour

2. **Non restrictive** relative clauses only add information (often used with proper nouns).

Beth, who is a very smart boy, has solved the problem

3. **Free relative clauses** have no head noun.

Whoever booked this has to pay the bill

In the following paragraphs we will, in turn, examine these three types of relative clauses in the context of tourism.

Firstly: imagine a tourist is talking to a tour operator. You want to know who the tour operator is and ask a friend whether he/she knows the tour operator. You could say:

A tourist is talking to a tour operator. Do you know the tour operator?

That sounds rather weird. Hence, it would be easier to use a relative clause instead: you put both pieces of information into one sentence. Start with the most important thing (remember: you want to know who the tour operator is).

Do you know the tour operator who is talking to the tourist?

As your friend cannot know which tour operator you are talking about, you need to put in additional information – the tour operator is talking to the tourist. Use “the tour operator” only in the first part of the sentence, in the second part replace it with the relative pronoun (for people, use the relative pronoun “who”).

In these cases we have used restrictive relative clauses making two separate statements into one sentence.

Secondly: suppose you have two pieces of information about the same person with a proper name as follows.

This is what the Chinese architect, Ieoh Ming Peh, decided to do.

Ieoh Ming Peh had been named to design the project in March 1983.

To avoid the repetition, we can join the two pieces of information in two independent sentences joined by commas as follows:

This is what the Chinese architect, Ieoh Ming Peh, who had been named to design the project in March 1983, decided to do.

In the previous example we’ve replaced the name Ieoh Ming Peh with the relative pronoun **who** and put the two pieces of information about him together in two sentences separated by commas.

In the two cases above, there are two head nouns, “the tour operator” in the first case and the proper name “Ieoh Ming Peh” in the second case. In the third type of relative clause, finally, there is however no independent

head noun except for the relative pronoun and therefore they can freely occur in any position:

I will believe whatever you say

8.2. RESTRICTIVE RELATIVE CLAUSES

As its name indicates, *restrictive relative clauses* are used to define the antecedent that may be not familiar to the listener, for example:

The pyramids which / that were built up until the Third Dynasty were made of mud and brick, not stone.

[“which/that were built up until the third Dynasty” (identifies and defines a particular kind of pyramid)]

The Greek goddess who represented war was called Athena.

[“who represented war” identifies one particular goddess in the Greek world]

In the two sentences above, the relative pronouns (*which / that and who*) are the subject of the verb.

Secondly, in the following sentences, the relative pronouns are not the subject but the object of the verb or the preposition:

The pyramids **which/that** you see were made of mud and brick, not stone.
The Greek goddess **who** the artist was inspired **by** was called Athena.

In these two latter cases, we may use contact clauses and we may omit the relative pronouns:

The pyramids you see were made of mud and brick, not stone.
The Greek goddess the artist was inspired by was called Athena.

Despite the absence of the relative pronoun, the relative clause keeps identifying the antecedent.

1. Use of that

That is generally used with the direct object or with the object of a preposition. For example:

4) The boy that I saw on the bus

- 5) The table that you bought
- 6) The table that the boy crawled under
- 7) The boy that the dog barked at

Alternative: **wh-item** (with the **wh-item** it is possible not to have preposition stranding, with **that** preposition stranding is obligatory):

- 8) The table under which the boy crawled
- 9) The table which the boy crawled under
- 10) The table that the boy crawled under
- 11) *The table under that the boy crawled

NB With + human subject that freely alternates with the **wh-item**:

- 12) The man **that/who** phoned is the new principal

2. Use of zero:

Either direct object or object of P with preposition in situ:

- 13) The boy we met
- 14) The table we saw
- 15) The boy the dog barked at
- 16) The table the boy crawled under
- 17) The man he was looking at...

With the verb **be** in the main clause zero (or that) is preferred.

With place the P has to be expressed, with time expressions it can be deleted:

- 18) This is the university she works at
- 19) This is the time she usually arrives (at)

This is not possible with **wh-items** so you cannot delete the preposition.

When can replace in/on which:

- 20) The day when they arrived

Where can replace at/in which:

- 21) The place where they are staying

Why can replace for which:

- 22) The reason why I tell you this...

Neither **that** nor **zero** can be used for the genitive, the only possibility is **whose**:

23) The boy whose father has been arrested...

The distinction between wh-items and that/zero has to do with formal versus colloquial speech.

REMEMBER!

There are five relative pronouns in English: who, which, whose, whom, that

1. *who*: subject or object pronoun for people

I told you about the woman who lives next door.
I told you about the woman who we saw.

2. a) *which*: subject or object pronoun for animals and things

Do you see the cat which is lying on the roof?
Do you see the cat which they found.

b) *which*: referring to a whole sentence

He couldn't read, which surprised me.

3. *whose* possession for people animals and things

Do you know the boy whose mother is a nurse?

4. *whom* (formal): object pronoun for people

I was invited by the professor whom I met at the conference.

5. *that*: subject or object pronoun for people, animals and things

I don't like the table that stands in the kitchen.
I don't like the table that you bought.
I admire the writer that won the prize.
I admire the writer that he spoke about.

Restrictive relative clauses can be introduced by:

who [+human] whom whose

which [-human]

that can also be used, it never changes its form, it can be both + or – human

8.3. NON RESTRICTIVE RELATIVE CLAUSES

Unlike restrictive relatives, non restrictive relative clauses simply add more information about the antecedent which is well known by the listener. See the following examples:

The Rosetta stone, which was found in 1799, enabled Champollion to decipher the hieroglyphics

“which was found in 1799” is extra information –it does not define the Rosetta stone–. Remember that the relative *“that”* is not possible in a non restrictive relative clause).

King Charles IV, who was a Czech king and built the famous Charles Bridge in Prague, must have been a good military commander.

“who was a Czech king and built the famous Charles Bridge in Prague” adds some information but is not required to identify the well known antecedent King Charles IV.

Unlike restrictive relative clauses, non restrictive relative clauses are usually introduced between commas.

8.4. FREE RELATIVE CLAUSES

In the literature we can find two different characterizations for free relatives:

- Free relatives as relatives without overt nominal head usually constructed with the word *“ever”* as in the examples mentioned before or as follows:

The hotel serves whatever/whichever the tourist demands.

- Free relatives only headed by relative pronouns:

You should return what you have finished reading to the hotel library.

Paraphrase:

You should return the thing which you have finished reading to the hotel library.

or

You should return anything which you have finished reading to the hotel library.

TASKS

② Making relative clauses

A) Restrictive Relative Clauses (p. 160).

Join the sentences by changing the second sentence of each pair into a restrictive relative clause. Use contact clauses (i. e. omit the relative pronoun) if the relative pronoun is not the subject of its clause. The antecedents are printed in italics, for example:

The aims are very laudable. The society is pursuing these aims.

The aims the society is pursuing are very laudable

1. The *pipeline* has been severed. It carries the town's water supplies.
2. The *exhibition* was not very interesting. My friend took me to see it.
3. One of the chief *things* is to save money, manpower, and time. A computer can do this thing.
4. Immigration is an *issue*. This issue raises strong emotions.
5. Paintings by Renoir realised record prices in the *sale*. The sale took place at Sotheby's in London yesterday.
6. There is evidence that many *men* were in fact willing to accept the Company's revised pay offer. These men went on strike.
7. The pools winner used a *system*. This system, he said, had won him several small amounts over the years.
8. The *gales* caused widespread damage. They swept across southern England last night.
9. British shipyards are now quoting *prices*. These prices compare favourably with foreign competitors.
10. Is the *offer* still open? You made the offer last week.
11. Only by exporting enough can we pay for the *goods*. We buy these goods from abroad.
12. Members of the local sub-aqua club came across a *wreck*. It had lain on the sea-bed for over 200 years.

13. The problem today is to build houses at *a price*. Young couples can afford to pay this price.
14. I know the very *person*. He will do the job quickly.
15. In some areas of Britain, unemployment is a *fact of life*. People have grown accustomed to facing this fact.

B) Non Restrictive Relative Clauses (p. 161).

Join these words with other extra words to make acceptable relatives.
For example:

Aphrodite / Greek goddess / represented love and beauty

Aphrodite was a Greek goddess who represented love and beauty.

Alexander the Great / born 356 BC / father/King Philip of Macedonia.

Alexander the Great, whose father was King Philip of Macedonia, was born in 356 BC.

- a) Tower of London / 11th century/built by William the Conqueror / both prison and palace

- b) Statue of Liberty / American Museum of Immigration in base / seen by all visitors arriving in New York by sea

- c) Taj Mahal / outside Agra / built as a testimony to love

d) Catacombs / early Christian buried / a maze of underground passages

e) Assyrian King Nebuchadnezzar / built the Hanging Gardens of Babylon / one of the seven wonders of the ancient world

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f) Mozart / father a violinist at Archbishop of Salzburg's court / learnt to play the piano /three years old.

8.5. DEFINING ONLINE NETWORKS

The aim of this section is to enable the reader to describe things through relative clauses. In particular, the following two texts focus on computer networks. Look at how relative clauses are used in each case. You will also learn how to present a linear sequence of points while making a description. In addition, you will also learn some new vocabulary concerning computer networking.

② **TEXT 1:** Social Networks (p. 162).

Find the word that best suits each space from those below after reading the previous text:

1. a) legal institutions
b) companies
c) advertisements
d) social relations
2. a) legality
b) each user's profile
c) companies
d) organisations
3. a) freely
b) expensive
c) web based
d) at home
4. a) work
b) internet
c) free time
d) job
5. a) online community
b) online work
c) online text
d) online games.

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A **social network service** focuses on building and reflecting of (1) _____ among people, e.g., who share interests and/or activities. A social network service essentially consists of a representation of (2) _____, his/her social links, and a variety of additional services. Most social network services are (3) _____ and provide means for users who want to interact over the (4) _____, such as e-mail and instant messaging. Although (5) _____ services are sometimes considered as a social network service in a broader sense, social network service usually means an individual-centered service, not group-centered. Social networking sites allow users share ideas, activities, events, and interests within their individual networks.

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① **TEXT 2:** Facebook (p. 162).

Facebook is a (1) _____ website that is operated and privately owned by Facebook, Inc. Since September 2006, anyone over the age of 13

with a valid e-mail address (and not residing in one of the countries where it is banned) can become a Facebook user. Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organized by workplace, school, or college. The website's name stems from the colloquial name of books given to students at the start of the academic year by university administrations in the (2) _____ with the intention of helping students to get to know each other better.

The (3) _____ was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area. It later expanded further to include (potentially) any university student, then high school students, and, finally, to anyone who was aged 13 and over. The website currently has more than 400 million (4) _____ worldwide.

Facebook has met with some (5) _____. It has been blocked intermittently in several countries including Syria, China, Vietnam, and Iran. It has also been banned at many places of work to discourage employees from wasting time using (6) _____.

(7) _____ has also been an issue, and it has been compromised several times. Facebook settled a lawsuit regarding claims over (8) _____ and intellectual property. (9) _____ has also been involved in controversy over the sale of (10) _____.

Find the word in the box that completes each gap in the previous text:

active users / controversy / social networking / US
website's membership / the service / Privacy / source code
The site / fans and friends.

③ **TEXT 3:** Online services (p. 162).

I'm frequently asked which online service is "best", but the answer is there is no best. Rating a particular service over another is entirely subjective. Price is important to some people, while the number of files available for download is important to others. Because of these and so many other different judgments, there can be no absolute. It all comes down to individual needs and preferences.

Still, users tend to be fiercely loyal to their “home” online service, (1) which is usually the first online service they ever used. They tend to judge all other online services based on this first service – often preventing themselves from seeing the advantages of a specific service. For my part, I like (2) all the services I use and I’m on two dozen.

Each offers one or more products or (3) features that either do not exist elsewhere or are superior to the same features on other services. And I’ve a really subjective reason for being on one service – I use it to send monthly articles to magazines in Japan.

So, the real answer to the question is simple: the best online service is (4) the service that has what you want and is easy for you to use. The point? Keep an open mind when checking out an online service. Judge it based on (5) what it offers and (6) how it meets your needs – not in comparison to (7) what you’re used to using. It takes a couple of sessions to shake preconceived notions of (8) what an online service “should” be. In any case, we’re all going to be interlinked, no matter (9) which service we use.

(Adapted text from: K. Boeckner & P. Charles Brown (1993),
9th imp. 2002 *Computing*, Oxford University Press, page 29).

Identify the type of relative clause (Restrictive, Non-Restrictive, Free) we have selected for you from the text below:

1. which is usually the first online service they ever used, _____
2. all the services I use _____
3. features that either do not exist elsewhere or are superior _____
4. the service that has what you want and is easy for you to use

5. what it offers _____
6. how it meets your needs _____
7. what you’re used to using _____
8. what an online service “should” be _____
9. which service we use _____

④ **Answer** the following questions by choosing the correct option from the ones given below after reading the text (p. 162).

1. What do you think the author means when he says “there is no best online service”?
 - a) Online services are not good at all.
 - b) It depends on users’ needs.
 - c) There is something wrong with online services.
2. Why does the author like all online services?
 - a) Because the author might already have tried all.
 - b) He is a frequent Internet user.
 - c) Each online service offers something different.
3. What is “the point” according to the author?
 - a) To choose the most convenient service after testing some of them.
 - b) To choose the most inexpensive service.
 - c) To choose the first easiest service.
4. The fact that we will be all interlinked one day suggests:
 - a) We will all be working in a network of networks.
 - b) We will not use the telephone any more.
 - c) We will travel around the world more easily.
5. “To shake preconceived notions” means:
 - a) Judge new online services.
 - b) Be traditional.
 - c) Change one’s mind.

UNIT 9

INFINITIVES AND GERUNDS

Although they are not, strictly speaking, verbs by themselves because they usually follow other verbs, infinitives and gerunds carry within them the idea of action. It really depends on the main verb whether it may take the infinitive, the gerund or both. Since gerunds and infinitives act like nouns, they can occupy the same syntactic position as other nouns. In particular, gerunds and infinitives can both be used as subjects, subject complements, and direct objects of verbs. But the choice between which to use as a direct object is sometimes dictated by the verb, leaving no choice. One has to memorized the verbs which can either be followed by gerunds, by infinitives, or by both. In addition, some verbs require that an infinitive object have a different subject (agent) from that of the first verb, for others no other agent is possible, and for some both are possible. Some verbs can take either the gerund or the infinitive with no loss of meaning. Although this has to be memorized, we attempt to provide some semantic restrictions in order to establish some useful criteria to distinguish between the use of gerunds and infinitives in the following sections.

9.1. IDENTIFICATION

9.1.1. Finite / Non Finite Verbs

A finite verb (sometimes called main verbs) is a verb that has a subject, this means that it can be the main verb in a sentence. It shows tense (past / present, etc.) or number (singular / plural).

I work in Barcelona. (I is the subject, work describes what the subject does, work is a finite verb).

In contrast, non-finite verbs have no subjects, tense or number. The only non-finite verb forms are the infinitive (indicated by to), the gerund or the participle. For example:

I worked in England to improve my English. (To improve is in the infinitive form-improve is non-finite.)

Non-finite verbs always follow finite verbs. Look at the following examples:

1. I wish to claim compensation
(NOT *I wish claiming compensation)
2. I suggest writing to the manager
(NOT *I suggest to write to the manager)
3. I like to organise a tourist trip
I like organising tourist trips

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Unlike the finite verb **wish** that exclusively takes the (non-finite) infinitive form, the finite verb **suggest** can only take the (non-finite) gerund form. The verb **like**, on the other hand, can take both. However these two sentences imply two different situations. Whereas “I like to organise a tourist trip” implies that such a tourist trip hasn't been organised yet, the sentence “I like organising tourist trips” implies having the real experience of organising tourist trips. Non-finite verbs can therefore function as nouns.

Being like nouns, a gerund and an infinitive can have the syntactic function of subjects like for example: “Running in the park after dark can be dangerous” and “To run in the park after dark can be dangerous”, or the syntactic function of objects like for example “I like eating out at the weekends” and “I like to eat out at the weekends”. Interestingly, although gerunds and infinitives will often have practically the same function as objects after finite verbs, there can be a difference in meaning. In general, **gerunds** are used to describe an actual, vivid, or fulfilled action and **infinitives** are better used to describe “potential, hypothetical, or future events”. This is especially true with three kinds of verbs: verbs of emotion, verbs of completion / incompleteness, and verbs of remembering.

Emotion

Actual event

I hated travelling until I met that tour operator

Potential event

I prefer to travel during holidays

Completion / Incompletion

Actual event

We began working in a travel agency two years ago.

We finished working in that travel agency a month ago

Potential event

We will continue to work in that travel agency for the next four months.

I wonder when we will start to organise our own travels

Remebering (such as remember, forget, regret)

Actual event

The tour operator forgot paying the hotel in advance (meaning that the tour operator paid the hotel in advance but that he forgot he had done so)

Potential event

The tour operator forgot to pay the hotel in advance (meaning that the tour operator didn't pay the hotel in advance because he didn't remember to do so)

9.2. INFINITIVES, GERUNDS AND TENSE SEQUENCE

Combined with auxiliary verb forms functioning as finite verbs, infinitives and gerunds can express various shades of tense. Each time sequence is exemplified in turn:

Simple Forms

We had planned to watch all the events of the Olympics

Seeing those athletes is always a great thrill

Perfective Forms

The women's hockey team hoped to have won a gold medal before they were done.

We were thrilled about their having been in contention in the world championships before.

9.3. INFINITIVES, GERUNDS AND MOOD

Infinitives and gerunds may also appear in the passive form including the auxiliary BE:

Simple Passive Forms

To be chosen as an Olympian must be the biggest thrill in my athlete's life.

Being chosen, however, is probably not enough.

Perfective Passive Forms

The women did not seem satisfied simply to have been selected as players

Having been honoured this way, they went out and earned it by winning the gold.

9.4. INFINITIVES, GERUNDS AND ASPECT

Finally, infinitives and gerunds may appear in the progressive form following the being form.

Simple Progressive

I look forward to being sleeping for hours.

Being walking for hours wasn't his cup of tea.

Perfective Progressive

To have been competing at that level, at their age already, was quite an accomplishment.

Having been married for twenty years he had enough experience of women.

9.5. USES OF THE GERUND AND THE INFINITIVE

9.5.1. Gerunds

As mentioned in the introduction, the first use of the gerund, the -ing form of the verb, is a noun. For example:

They enjoyed visiting the Prado Museum

The visitors kept complaining about their reservations

Yesterday, our best guest quit booking for next summer

Frequently, the gerund is preceded by a preposition:

After seeing the film, they went to a restaurant

Not by working but by thinking about working will we succeed.

Despite solving the problem of inflation, the government became unpopular.

Thirdly, the gerund is traditionally preceded by the possessive form of the pronoun:

She objected to his playing golf on their wedding anniversary

Fourthly, certain verbs are used in combination with the gerund only. They are:

admit	appreciate	avoid	consider	deny
enjoy	escape	finish	imagine	keep
miss	postpone	practise	quit	resent
resist	suggest	and stop.		

Other verbs that are normally followed by the gerund form are.

acknowledge adore anticipate appreciate celebrate confess
contemplate delay describe detest discuss dislike dread
endure fancy involve justify mention mind omit recall
recommend regret report resum risk tolerate and understand

For example:

I **adore** reading your essays.

They **anticipated** winning the election.

I **detest** going to zoos.

We **postponed** making any decision in the hotel.

I **quit** smoking.

Do you **recall** seeing someone like that?

9.5.2. Infinitives

Infinitives can also act as nouns, as mentioned before.

To love another person is to experience every emotion.

To own a yacht is to throw one's money in the ocean.

In addition, unlike gerunds, infinitives may act as pure verbs in embedded clauses with an accusative subject, and one has to memorise which main verbs allow the embedded verb to appear with to or without to (just a few). Some examples follow:

Embedded infinitives with "to"

I want him to come

He didn't allow me to do it

They forced her to do it

He told me to come

Embedded infinitives without "to"

He let her go

He made us do it

You helped her write it

I heard them do it

Other verbs that are normally followed by the infinitive form with "to" are:

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afford agree appear arrange ask attempt care choose claim
come consent dare decide demand deserve determine elect
endeavour expect fail get guarantee hate help hesitate hope
hurry incline intend learn long manage mean need offer
plan prepare pretend promise refuse resolve say seem
tend threaten want and wish

Finally, infinitive phrases often follow certain adjectives. For example:

She was **hesitant** to tell the boss of her plan.

She was **reluctant** to tell her friends.

But she would not have been **content** to work long hours forever.

And they sometimes follow two prepositions: *except* and *but*, as in the following examples:

The hotel had no choice **except** to invite the tourist to leave.

It was nothing left for him **but** to pack up his belongings and leave..

TASKS

- ⑤ Put the following verbs into groups: those that may be followed by an infinitive, those that may be followed by the gerund and those that may be followed by both. Use a dictionary when needed. (p. 163).

admit / choose / mind / start / deny / justify / advise / continue
remember / stop / plan / risk / demand / involve / prefer / regret
anticipate / allow / forbid / recommend / try / expect / encourage
forget / propose / hate / permit / offer / go on / intend / like manage
begin / refuse / hope / miss / postpone / afford / decide undertake
fail / consider / suggest / save / bother / love / need avoid / delay
would like / mean / promise / arrang / can't bear claim

Verbs with infinitives:

Verbs with gerund:

Verbs followed by infinitives or gerunds:

- ④ Some verbs can take both the infinitive and the gerund but with a change of meaning. Can you explain how the meaning of the verb changes in each of these pairs? (p. 164).

1. a) They stopped to take extra passengers on board
b) They stopped taking extra passengers on board
2. a) You must remember to write to them
b) You must remember writing to him
3. a) I'll try to phone her when the meeting finishes
b) I'll try phoning her when the meeting finishes
4. a) If you want any compensation it will mean taking them to court
b) Sorry, I don't mean to take your seat.
5. a) He went on complaining about his holiday for at least half an hour
b) After describing the terrible journey he went on to complain about the state of the accommodation?

- ③ Rewrite the following sentences without changing their meaning. Use a second verb in the infinitive or the gerund each time (p. 164).

She hasn't got enough money to travel first class

She can't afford to travel first class

If you don't pay the invoice soon there may be a 10 per cent penalty charge.

If you delay paying the invoice there may be a 10 per cent penalty charge.

- a) I think it would be a good idea to write to the tour operator

I suggest _____

- b) Would it be inconvenient for you to wait a little longer?

Would you like _____

- c) OK, yes, I made a mistake about the time but not the date.

I admit _____

d) I'll do my best to have an answer within a week.

I promise _____

e) If I were you, I would make a strongly-worded complaint.

I recommend _____

f) The guide said she certainly did not turn up late.

The guide denied _____

g) It would require us to make a change in the schedule.

It would mean _____

② Choose the best option in each case (p. 164).

1. We have agreed _____ smoking

- a) to quit
- b) quitting
- c) Both a) and b)

2. We were afraid of _____ weight

- a) to gain
- b) gaining
- c) Both a) and b)

3. Have you considered _____ to a specialist?

- a) to go
- b) going
- c) Both a) and b)

4. Do you like _____ an evening watching television?

- a) to spend
- b) spending
- c) Both a) and b)

5. Even though it was raining very hard, we would like _____
to the park
- a) to have gone
 - b) going
 - c) Both a) and b)
6. I remember _____ much more than I should have
- a) to drink
 - b) drinking
 - c) Both a) and b)
7. I your TV remote doesn't work, maybe you should try _____
the batteries
- a) to change
 - b) changing
 - c) Both a) and b)
8. We tried _____ the fire department, but the phone lines
were down.
- a) to call
 - b) calling
 - c) Both a) and b)
9. I don't mind _____ museums if they're really interesting
- a) to visit
 - b) visiting
 - c) Both a) and b)
10. We advised Carlos _____ his attorney
- a) to call
 - b) calling
 - c) Both a) and b)

① Rewrite each sentence keeping the original sense. Begin the sentences as shown, and use the gerund only (p. 165).

1. He said that he had stolen the watch.

The accused _____

2. He said that she must go with him.

He insisted _____

3. I would like to see the film again.

I wouldn't mind _____

4. Let's leave the car here.

What about _____

5. He drove too quickly, so they arrested him.

He was arrested _____

6. Why don't we stop here?

What about _____

7. Paul wonders if he might emigrate.

Paul is thinking _____

8. He told us he was sorry that he was late.

He apologised _____

9. He will resign, no matter what I say.

I can't prevent _____

10. Sorry to disturb you like this.

Forgive _____

11. He told them that he was guilty.

He admitted _____

12. He complained over and over again.

He kept _____

13. The park attendant told them they were not allowed to walk on the grass.

The park attendant told them to _____

14. It cost too much.

It wasn't worth _____

15. It was kind of you to meet me.

Thank you _____

16. It would be quite pleasant to go to the concert.

I wouldn't mind _____

17. I would be grateful if you would not play that rock music.

Would you mind _____

18. "Why don't we stay at home and play Monopoly", he said.

He suggested _____

19. "It wasn't me", he protested.

He denied _____

UNIT 10 PASSIVE

In all the examples discussed in the previous units we used the active voice. Here, we study when to use the passive voice: either when the passive subject and /or the action is more relevant than the person or thing that performed it (i.e. “A lot of new roads were built for the Tourist Exhibition”, “A computer and a video player have been installed in each room”), or when we do not know (or we want to hide) who or what performed the action (i.e. “The guest's car was stolen”, “The air-ticket has been cancelled”). Section 10.1 deals with the grammar of passive sentences. Section 10.2 illustrates the form and use of passives while section 10.3 discusses a particular construction concerning the passive form. The corresponding learning tasks are finally provided in section 10.4.

10.1. IDENTIFICATION

In modern English, we distinguish between active and passive voice. *The tourist made a complaint* is active voice. *A complaint was made (by the tourist)* is passive voice. In active voice, the agent tends to be the subject and the theme the object. In passive voice, the agent is no longer present and the theme becomes the grammatical subject (retaining its semantic role). Therefore, verbs that cannot be followed by objects, like the intransitive verbs, cannot be used in the passive.

When a passive sentence contains an agent, it is in a prepositional phrase following the verb, for example:

English is spoken **by them**.

10.2. THE FORM OF PASSIVE

The Passive is formed by the auxiliary BE and the participle of the verb.

Form: verb 'be' + participle
verb 'get' + participle

For example:

Butter is made from milk	(Present / singular)
Oranges are imported into Britain	(Present / plural)
I was invited to the conference last year	(Past / singular)
The tickets were sold at the entrance	(Past/ plural)

Passive and negation

Butter isn't made from milk	(Present / singular)
Oranges aren't imported into Britain	(Present / plural)
I wasn't invited to the conference last year	(Past / singular)
The tickets weren't sold at the entrance	(Past / plural)

Insertion of by + agent

We were woken up **by the wind**.
'Las Meninas' was painted **by Velázquez** in 1656.
My brother was bitten **by a dog** last week.

Passive in the Future tenses

Their children **will be looked after** very well there (Future will)
The picture **will have been sold** by the time the painter passes away (Future Perfect)
The conference **is going to be held** in the same university (going to)

Passive after modals

The secretary should have been informed before (advice)
The door must have been left open (prediction)
The essay can be written in red (permission)
The books have to be returned at the end of the month (obligation)

USE of passive

Use:

The **Passive** is used for the following reasons:

- a) to talk about actions, events and processes when the action, event or process is seen as more important than the agent. This is often the case in scientific writing. For example:

Vaccination against aids has not been invented yet

- b) To put new information later in the sentence. For example:

Many cars have been sold by Mercedes Benz

- c) To put longer expressions at the end of the sentence.

I was offended by the way she pushed past me.

10.3. TO HAVE SOMETHING DONE

In the previous instances, passive sentences were used in main clauses, but the passive is also used in embedded clauses with non-finite verbs. For example:

The tour operator wanted the money to be payed before the trip

In addition, there are other passive constructions found embedded with the following form and use:

Form: have + object + past participle (the most common form)

Get + object + past participle (also possible when people are speaking informally)

Use: we use to have/get something done:

- a) to say that someone else did something for you because you wanted them to or
- b) because this is somebody's role to play

For example:

- a) Go and get your hair cut. It looks terrible.
- b) We're having the front of our building painted.
- c) How will you have your suit cleaned? The dry cleaner's is closed on Saturday afternoon.
- d) Did those windows get broken in the storm?
- e) Charles I had his head cut off.

TASKS

① Read these groups of sentences and decide which are in the active and which are in the passive, taking into account the verb in the matrix clause, not in the embedded: (p. 165).

- a) We've been approached by Sky Air.
- b) Sky Air has approached us.
- c) I'm told by the marketing people that we'll probably be working on load factors of about 80 per cent.
- d) The marketing people tell me that we will probably be working on load factors of about 80 per cent.
- e) The brochures should be sent to the travel agents in October.
- f) They should send the brochures to the travel agents in October.
- g) All expenses must be authorised in advance.
- h) You must get authorisation for all expenses in advance.
- i) The managing director was given the information.
- j) The information was given to the managing director.
- k) He gave the managing director the information.
- l) It is said that an influx of tourists will destroy the plant life.
- m) It was stipulated that the agreement would allow for increases in the cost of aviation fuel.
- n) Sky air stipulated that the agreement would allow for increases in the cost of aviation fuel.
- o) Environmentalists say that an influx of tourists will destroy the plant life.
- p) She was paid \$2,000.

② Match the following statements about the passive to the examples in 1 above. (p. 166).

1. Sometimes it is appropriate to say who carried out the action

2. Modal forms can be used

3. Verbs with two objects can be made passive in two ways

4. Passive constructions beginning with it are used to make a statement more formal or impersonal

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③ Complete this letter to Mrs. Marinelli by expanding the following notes. (p. 166).

Dear Mrs. Marinelli,

This is to confirm our recent discussions. At the meeting / hold / 25 January / it / agree that:

At the meeting held last January 25, it was agreed that

1. 500 rooms with sea view / make available / Grand Canyon hotel / 30 March / 25 November / weekly basis

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2. We, Global Tours, / require / inform/ the hotelier / 4 weeks advance / if we wish our allocation / cancel. The account settle / 1 month after close / of the holiday period i.e. by or before 25 December.

3. All payments / make / US\$. The rates for this year / fix / advance / 1\$= 1650 lire.

4. It bring / attention / tour information / not display / last year. Therefore suitable space / must provide / for our company leaflets and notices / display.

5. We trust we are in agreement on all these points. I remain / disposal / raise / further points.

6. It has also come notice / your copy of the contract / never return./ I grateful / complete /without delay / return to our Head Office.

7. It note / this agreement /valid / 2 years / 6 months' notice / require in writing / in order it / terminate.

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Yours sincerely,

④ Structures with **GET** (p. 166).

Fill in the gaps with an appropriate expression using *get* in the right verbal form and the past participle of one of the verbs below.

dress / catch / invite / break / lose / stop / change / marry / damage /
pay / promote / steal

a) The glass got broken when I dropped it yesterday.

b) We'd like to _____ in a church.

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c) I need to _____ before I go to the reception. These clothes aren't smart enough.

d) I often _____to business receptions but I don't often go.

e) Hurry up and _____ or you'll be late for school again.

f) I _____ by the customs officer when I arrived at Heathrow Airport last week but he didn't find anything.

g) I _____ when I went to their new offices last week because I hadn't been there before.

h) I hope I _____ soon because I haven't got any money.

- i) I was lucky that my jewellery _____ when my flat was burgled last week.
- j) I'm sure that she's _____ next week to Head of Department
- k) The roof _____ in the storm last week.
- l) The thief _____ by the police after a car chase.

UNIT 11

CONCESSIONS AND LINKING WORDS

In this chapter we draw attention on the use of words that allow us to link two ideas in the same clause or in a paragraph. We first focus on adverbial phrases that contain certain linking words expressing a certain relation between two verbs: the main verb and the embedded verb (section 11.1). Then, we will focus on the use of some concession words as subordinators in English adverbial phrases (section 11.2). Some particular properties of clause order derived from the use of this type of linking words is studied in section 11.3 and, finally, section 11.4 includes some learning tasks.

11.1. IDENTIFICATION

An adverbial subordinate clause modifies the meaning of the main clause in much the same way as an adverb. For example:

Although I regret it, I must cancel the travel (adverbial clause)

Regrettably, I must cancel the travel (adverb)

They arrived at the hotel **before it started raining.** (adverbial clause)

They arrived at the hotel **promptly.** (adverb)

Unlike adverbs, adverbial clauses have to be introduced by certain linking words like “although” or “before” in the previous sentences.

Other linking words that can introduce similar adverbial sentences affecting the meaning of the main clause with respect to relationships such as time, place, reason, comparison, condition, purpose, result and concession follow:

Time: after, as, as soon as, before, once, since, until, when and whenever, while

Place: where, wherever

Reason: as, because, since

Comparison: as, as if, as though, than

Condition: as long as, if, in case, provided, provided that

Negative condition: if _____ not, unless

Purpose: to, in order to, so that

Result: so that, so _____ that, such _____ that

Concession: although, as long as, even if, even though, though, whereas,
while

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Consider the translation of adverbial clauses (Spanish-English) in this respect:

Linking word

1. Cuando vengas nos iremos al cine (tiempo) (CUANDO...)

When you arrive we will go to the cinema (time) (WHEN...)

2. Donde fuimos el año pasado ha habido un terremoto (lugar) (DÓNDE...)

Where we went last year, there has been an earthquake (place) (WHERE...)

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ebrary 3. a) Siempre hacían las cosas como a ella le gustaba (modo) (COMO...)

They always acted **as** she wanted (manner) (AS...)

b) Hazlo como quieras

Do it **as** you please

4. a) Lo haré para que te calles por un rato (finalidad) (PARA QUE...)

I'll do that **to** keep you silent for a while (purpose) (TO + INFINITIVE)

11.2. CONCESSIONS WORDS

In this section we examine concession words as subordinators since they are very useful in presenting written arguments, allowing us to concede, or admit, that an opposing point has merit and at the same time. In order to incorporate them into the learner's use of English we first highlight how to use them by also considering the Spanish equivalents.

Concession Forms

1. Using a whole sentence after the conjunction:

a) We'll come, **even** if it rains (concession) (EVEN IF)

Vendremos, aunque llueva (concesión) (AUNQUE)

b) I've passed the exam, **even though**
you may not believe me (EVEN THOUGH)

He aprobado, aunque no te lo creas (AUNQUE)

c) **Although** the weather was bad, we all enjoyed (ALTHOUGH)

A pesar de que no hacía buen tiempo,
lo pasamos muy bien (A PESAR DE)

2. Using a noun phrase after the prepositional expressions 'despite/ in spite of'

d) **Despite** the bad weather, we all enjoyed (DESPITE)

A pesar del mal tiempo, lo pasamos muy bien (A PESAR)

e) **In spite of** the alarm bell, the robbers could
enter the bank (IN SPITE OF)

A pesar de la alarma, los ladrones pudieron
entrar al banco (A PESAR DE)

In the previous examples the concession words: although / even though / despite / in spite of, are used to introduce a fact which makes the other part of the sentence surprising. Other similar examples follow:

Despite the difference in their ages they were close friends.

The cost of public services has risen steeply **in spite of** the general decline in their quality.

NOT THAT ("no es que" in Spanish) is used to introduce negative clauses that increase the force of a previous statement. For example:

They had vanished before I got to the customs shed. Not that it mattered much.

11.3. CLAUSE ORDER

Although, even if, even though + A WHOLE SENTENCE

In spite of, despite if + NOUN (you can introduce the noun fact, for example: DESPITE/IN SPITE OF THE FACT THAT...).

INVERSIONS: After a negative word (NEVER, NO LONGER, IN NO WAY, RARELY) and words like ONLY OR A LOCATIVE EXPRESSION an auxiliary is required. For example:

- a) Never / Rarely is she happy
- b) Only then did he notice / realise something weird in his car
- c) Rarely can he stop in time

TASKS

- ① Fill in the gaps with the linking words below. There is sometimes more than one correct answer, but you must use just one (p. 167).

in spite of / despite / although / even though / even if / but

- a) I want to buy a new computer _____ I don't have enough money.
- b) _____ I ordered our new multimedia system four weeks ago, it still hasn't arrived.
- c) _____ the fact that his hard disk has crashed three times before, he doesn't back up his files regularly.
- d) _____ the training programme, many of our staff still do not know how to use e-mail.
- e) _____ no one visited our Web site three months ago, now we are getting 100 visitors a day!
- f) I really like you, _____ I don't know why!

- ② Read this extract from the study you commissioned concerning the construction of a new hotel in London. Note the way in which the bold words are used (p. 167).

*In recent years, hotel development in central London has been hindered by restrictive planning policies, lack of suitable sites and high buildings costs. **However**, there is now growing pressure from hotel chains wishing to develop, **and** several sites have been earmarked for considerations. **Furthermore**, the British Tourist Authority has forecast a shortfall in hotel accommodation by the end of the decade.*

*As a **result**, it is our opinion that the time is ripe to invest in the construction of a 300 bedroom, three-star hotel to meet what is forecast to be a significant shortage of bad space.*

After reading the text, answer the following questions:

1. Which of the bold words:

a) introduces a contrasting point of view?

b) shows a consequence?

c) Introduces a new piece of information?

- ③ Group the following words into the above categories, *a*, *b*, or *c* (p. 167)

despite this / on the other hand / besides / what is more / yet /
thushence / nevertheless / therefore / in addition / consequently

- ④ Complete the extract using the following words (p. 167).

secondly / while / first of all / furthermore / as a result / on the
contrary / yet / however

*What enables budget hotels to offer extremely competitive tariffs and (a)
_____ make a profit? There are a number of answers. (b)*

_____, such hotels, all built on the same pre-fabricated model, can make savings in construction costs. (c) _____, by keeping staffing to a minimum, using automatic check-in and providing self-service breakfasts, there are economies to be made in operating costs. (d) _____, budget hotels have standardised furniture and fittings which can be bought cheaply in bulk.

(e) _____, the market for budget hotels includes many people with limited financial means such as low-income families, retired people or touring sports teams.

The growth of budget hotels has been the cause of some concern in the hotel market as many traditional one- and two-star establishments are unable to compete. (f) _____, this concern is probably unjustified. Budget hotels have an educational role to play in introducing new sections of the population to the habit of staying in a hotel. And (g) _____ budget hotels will continue to influence the market place and possibly take some custom away, quality hotels offering a high level of service should not see these "competitors" as a threat, but, (h) _____, as an opportunity to expand the hotel-staying public.

APPENDIX I

KEY TO LEARNING TASKS

UNIT 1. WORD BUILDING

1.1. ADJETIVES AND COMPARISONS

1.1.4. farther or further

⑦ (p. 21)

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- | | |
|--------------------|-------------|
| 1. farther | 6. further |
| 2. further | 7. further |
| 3. further | 8. farther |
| 4. farther | 9. further |
| 5. farther further | 10. farther |

1.2. USES OF THE ENGLISH ARTICLE

1.2.4. Numbers in reference work

⑦ Articles, Nouns and Compounds (p. 26)

- | | |
|--------|----------|
| 1. ∅ | 6. ∅ |
| 2. the | 7. the |
| 3. the | 8. ∅ |
| 4. ∅ | 9. ∅ / ∅ |
| 5. the | 10. the |

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⑥ Get that job (p. 27)

- | | | |
|--------|--------|---------|
| 1. a | 6. an | 11. the |
| 2. the | 7. the | 12. an |
| 3. The | 8. ∅ | 13. The |
| 4. the | 9. the | 14. a |
| 5. the | 10. a | 15. the |

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1.3. COMPOUNDS

⑦ (p. 28)

- 1) black eye / private eye
- 2) Academy award winners /
beef stew / aloha shirt /
wine cellar / soccer ball /
meter maid / oil painting /
music video

- 3) baked beans / swimming
pool
- 4) cashier's check
- 5) seven-year-old boy
- 6) frequent-flyer program /
open-heart surgery / polar
ice cap

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⑥ (p. 28)

1. rent
2. watching
3. allowance
4. facilities
5. lag

6. tolls
7. charges
8. activities
9. assistance
10. symbol

1.4. FURTHER TASKS

1.4.3. Syntactic distribution of adverbs

⑦ Adverbs (p. 33)

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1. The tour operator
reluctantly came...
2. ... to go on *interminably*.
3. The traveller *indifferently*
viewed.
4. ... should be used
concurrently...
5. ... were *substantially* the
same as the old ones.
6. ... operate *clandestinely*.
7. ... could *conceivably* lead to
ruin.

8. ... voiced his objections
outspokenly.
9. ... had *radically* changed
their guest habits.
10. ... proved *conclusively*
that...

⑥ Adjectives (p. 34)

- | | |
|-------------------------------|------------------|
| 1. indissoluble/inconceivable | 6. irrevocable |
| 2. irreparable | 7. changeable |
| 3. untranslatable | 8. inexhaustible |
| 4. edible | 9. inimitable |
| 5. indelible | 10. enviable |

1.5. DESCRIPTIONS OF OBJECTS AND PEOPLE

⑦ (p. 35)

Adjective Synonyms

A round piece of dough
Mild stingy cheese
Spicy tomato sauce
Piping hot
Dimly lit spots

light, mild, soft
spicy, piping hot
small, tiny
big, large
stringy-chewy
dim-dark

⑥ (p. 36)

Opposites in the passage

Blunt	sharp
Crunchy	soft
Close	remote
Real	phony
Dim	bright
Disliked	popular
Distant	close
Dull	fun
fake	genuine
full	empty

⑤ (p. 36)

1. *Tortilla de patatas:*

When made correctly, the Spanish tortilla is a delicious half-inch thick “cake” of fried potatoes mixed with fried eggs and onions. After cooking,

the tortilla can be cut into pizza-like triangles to serve 4-6 people, or cut into squares to give a whole group a bite-sized toothpick sample.

2. *Flan*:

Flan is the classic Spanish dessert. It is a creamy, sweet custard which is the delight of children and adults alike. It is a nice complement to a hearty Spanish meal. Often it is served with caramelised sugar which is melted on the bottom of a custard cup before the warm flan is added and cooled. To make it from scratch requires patience and lots of eggs. This is a way to make it in just a few minutes. 6 envelopes make 30 individual flans.

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3. *Horchata de chufa*:

Sweet and refreshing, Horchata de Chufa is one of Spain's most famous drinks. Made of ground chufa nuts (actually the roots of the chufa plant) grown in the Valle de Nito in Spain, it is very lightly seasoned with cinnamon and lemon. No refrigeration needed until it is opened. Serve very cold!

4. *Chorizo de Cantimpalo*:

This is the familiar style of chorizo seen in the tapa bars of Spain. Chorizo has less garlic and more paprika (pimentón) than salchichón.

④ (p. 37)

short: Adj.: *short*: They left for a short holiday in Venice

Verb: *shorten* Bleaching shortens the life of any fabric

Noun: *shortage* There is no shortage of paper

high: Adj.: *high* The high walls of the prison were destroyed

Verb: *highlight* This problem was highlighted in the book

Noun: *high* I'm on a permanent high these days examination standard

low: Adj.: *low* On the other side of the road stood a low brick wall

Verb: *lower* She lowered her eyes and remained silent

Noun: *lowering* We have changed several courses without any lowering of examination standards

wide: Adj.: *wide* The inauguration received wide publicity in the press

Verb: *widen* The road finally widened and turned into a courtyard

broad: Adj.: *broad* He was tall with broad shoulders

Verb: *broaden* As the stream descends it broadens

Noun: *broadsheet* A broadsheet is a newspaper printed on one large sheet of paper.

③ (p. 38)

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Walking Routes > Agia Varvara and Ruins of the Venetian Castle

This simple walk is in the Konitsa city and if you have a car you can drive directly from the city center up on the main road some hundreds of meters up and right from the Town Hall until on the right side of the street you will see Agia Varvara sign. You can also walk from the Town Hall and it takes about 10 minutes.

Agia Varvara is a chapel that is built on a slope with a great view all over the plain of Konitsa and Konitsa city. In a clear weather one can see all the way to the borders of Albania. The pathway to Agia Varvara is generally easy going and on soft terrain in the midst of the hornbeams. It takes about 10 minutes from the main road to reach the chapel itself. You cannot get lost. The chapel is open and there is also a spring in the yard behind the chapel (you have to enter through the gates to get into the yard).

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To continue to the ruins of the Venetian castle, there is another gate on the other side of the yard through which you have to go to get on the pathway that goes to the ruins. This pathway is a lot more challenging with stony sections that occasionally are steep. It takes about 20 minutes to reach the ruins, which are only two remaining walls left of the whole castle, but the view is absolutely magnificent down to the Aoos Gorge where you can see the sharp silhouette of Gamila Mountain and its highest peak. It is also a good spot to have a picnic lunch or a nice coffee break.

The return is generally faster as it is mostly down hilling back to the main road. There is one spot after Agia Varvara where the pathway divides

into two and you have to choose the right one, the upper most one, to reach the road.

1.5.1. description of people

⑦ **Adjectives** (p. 39)

tolerant	helpful/helpless	competent
considerate	sensitive	responsible
thoughtful	careful	careless
respectful	cautious	reckless
courtly	conscious	safe

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⑥ **Negatives prefixes** (p. 40)

impatient	unthoughtful	irresponsible
unconsiderate	irrespectful	insensitive
unaware	discourteous	irregular
intolerant	incompetent	

⑤ (p. 40)

1. He's a patient driver.
2. He is a respectful driver.
3. He is a respectless driver.
4. He's a considerate driver.
5. He's a helpful driver.

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④ p. 40)

1.	h	10.	d
2.	i	11.	g
3.	e		
4.	f		
5.	a		
6.	b		
7.	k		
8.	i		
9.	c		

1.6. GENITIVES

⑦ (p. 44)

- a) Susan's laptop
- b) Tom and Mary's palmtop
- c) John's monitor
- d) the company's LAN
- e) the software packages of institutions / Institutions' software packages
- f) Europe's protocols
- g) Bill's father's workstation
- h) his nephews' keyboard
- i) My small sister's playstation
- j) Jim and Molly's radiation screen
- k) Government's database

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⑥ (p. 44)

- a) Tom's got a big house. (has got)
- b) Emma's cat. (genitive)
- c) Tim's tall. (be)
- d) The queen's old. (be)
- e) He's got a beautiful house. (has got)
- f) Jane's dog is big! (genitive)
- g) Mum's got long hair. (has got)
- h) Geoffroy's rich. (be)
- i) William's dad has got red hair. (genitive)
- j) Julian's got blue eyes. (has got)

⑤ (p. 45)

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- a) Mary's air ticket.
- b). An air ticket of Mary's.
- c) Two friends of Mary's.
- d) Mary's two friends.
- e) Two of Mary's friends
- a) Mary has got one specific air ticket (indefinite)
- b) John has several air tickets (indefinite)
- c) Mary has got several friends (indefinite)
- d) Mary has got two friends (definite)
- e) Mary has got several friends (indefinite)

UNIT 2. WORD ORDER

2.4. MODALS

⑦ (p. 56)

- | | | | |
|----|----|----|----|
| 1. | f) | 4. | b) |
| 2. | a) | 5. | d) |
| 3. | e) | 6. | c) |

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⑥ (p. 56)

1. Really? He needn't have sent the letter by fax.
2. Really? She needn't have bought a first-class ticket
3. Really? You needn't have cooked my own supper.

⑤ (p. 56)

- | | | | |
|----|---------|----|---------|
| 1. | must | 4. | mustn't |
| 2. | mustn't | 5. | must |
| 3. | must | | |

④ (p. 57)

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- | | | | |
|----|----|----|----|
| 1. | e) | 4. | c) |
| 2. | d) | 5. | b) |
| 3. | a) | | |

③ (p. 57)

- | | | | |
|----|----|----|----|
| 1. | c) | 5. | f) |
| 2. | g) | 6. | b) |
| 3. | a) | 7. | h) |
| 4. | e) | 8. | d) |

① (p. 57)

- | | | | |
|----|----|----|----|
| 1. | b) | 5. | d) |
| 2. | h) | 6. | e) |
| 3. | a) | 7. | c) |
| 4. | g) | 8. | f) |

② (p. 58)

- | | | | |
|----|----|-----|----|
| 1. | c) | 6. | b) |
| 2. | f) | 7. | j) |
| 3. | d) | 8. | i) |
| 4. | a) | 9. | h) |
| 5. | e) | 10. | g) |

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UNIT 3. CONDITIONALS

⑦ (p. 62)

- | | | | | | |
|----|-------|-----|----|-----|----|
| 1. | a) | 6. | b) | 11. | c) |
| 2. | d) | 7. | d) | 12. | d) |
| 3. | d) | 8. | d) | 13. | b) |
| 4. | f) | 9. | c) | 14. | b) |
| 5. | b) f) | 10. | e) | 15. | e) |

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⑥ (p. 63)

- | | |
|----|----|
| a) | C |
| b) | IC |
| c) | IC |

⑤ (p. 63)

Unless the tour operator changes, the travel will remain the same
No matter how you say it, he won't listen to you

④ (p. 64)

- a) If you **like** modern art, you **should go to the museum of Fine Arts**.
- b) The old Town Hall **would always be visited** if it was/were **a tourist attraction**
- c) If you need any more advice, **don't hesitate to call me**.
- d) If you **would** just come this way, **I'll** you where it is on the map.
- e) If I **were** you, I **wouldn't be** travelling in the rush hour.
- f) I **would have** told them that you **were** coming if I **had known it** beforehand.
- g) You won't be able to hire a car **unless** you've got a valid driving license.
- h) There shouldn't be any difficulty getting to Göteborg **provided** that the ferries run to schedule.
- i) If you **leave** now, you'll **get** there before the match starts but I doubt if you'd time.
- j) If you **plan to** stay for more than a week, you'd better off getting a cheap rail pass.

ebruary ③ (p. 64)

REPORT #91 August 1999**TOURISM AND THE PROBLEMS THAT COME WITH IT!****Produced by the Belize Development Trust**

Tourist places around the world are struggling with tourism. On the one hand, tourists bring much needed revenue to bolster the local economy. On the other hand, tourism brings massive strain on local resources. In places where local tourism has been usurped by central country capital politician / businessman deals; the shift from a local based tourism has gone from local improvement and economic development, to lining the pockets of absentee country capital big money. The subsequent damages effect both the living standards, environment and revenues of the locals. A case in point is

India, where New Delhi big business connected operators have usurped the small local bus operators and small family run guesthouses in the Himilayan small communities. The small communities have lost the intransit small scale tourist business, which has now been taken over by big business and massive tour bus operations that come and leave within hours. The trash, sewage and pollution problems are left for the locals to deal with as best they can. Their small-scale revenue base gone to the big city and business operators with political connections.

What is advertising in the tourism game? Do you think clean water is good advertising? Do you think the ability to ride your bicycle around the port Belize City without fear and in safety and comfort is good advertising? Do you think panhandling is good advertising?

In some places like the Florida Keys, residents are fed up with being unable to just get up, get on the road and run down to the local supermarket for a gallon of milk. Traffic congestion on the one inter-state highway through the Keys is a real problem if you are a resident. How much is too much? What niche of tourism should you shoot for? Should you go for volume and transient traffic, or stick to upscale expensive lower volume tourist traffic?

Many communities struggle with the need to guide and understand tourism. In Idaho for instance, there are only a limited number of white-water rafters allowed down the Salmon River in any given season during the year. They must also bring out all their trash with them. Failure to do so involves heavy fines and in the case of white water operators can result in loss of license.

In Jackson, Wyoming, voters voted a 2% lodging tax. The Florida Keys also have such a local tax to fund the local tourism-advertising budget. I believe the Knew Village Councils Act in Belize gives villages in the tourism industry in Belize the power to place a tax for local tourism improvement. It should be done by Referendum at the village level though. Village Councils would organize their own campaign and vote on the subject. If it passed, they then vote in a by-law authorizing the tax, penalties, and arrange the collection and separation of funds from general Village revenue.

Tourism in a village, or town, creates jobs with low rates of pay. Due to the influx of labor and migrating aspirants looking for work, this boosts the local population beyond what the village economy can handle. What follows next is predictable. A shortage of suitable housing ensues. Rents go sky high, in competition with tourist rents. Working people can no longer live in the tourist village. Congestion, violation of local zoning laws and a downward spiral, involving more crime, panhandling and poverty. More businesses flood in on the local low end of the tourism economy, such as; T-shirt shops, trinket vendors and the ambience of the locality is gradually cheapened and ruined by the influx of people from elsewhere in the country. At what point do you draw the line? How do you control the influx of people to protect the ambience of what attracted the tourists in the first place? Who will pay for the increases needed in schools, parks, clean drinking water supplies, garbage collection and disposal, extra

police forces and protect the environment, along with population growth control in a balance with nature and the geography.

Some of the interesting places to visit are in Switzerland, which has centuries of tourism. Their small tourist communities are kept pristine, small and controlled. How they succeed, I do not know? Do you pass a tax to repair damage and general wear and tear, that tourists cause? Do you limit the number of workers from other parts of the country to reside in the village? If so, how? I wonder how Switzerland does it?

Quality is as important to tourism as any other advertising budget. The handling of local village tourism can be the cause of some difficult debates. But the mistakes can be disastrous, not only from the economic viewpoint, but also civic infra-structure and environmental problems. If you wait too long and lose your quality, all the rest will be just pollution and garbage with social problems and ills.

Response:

by John Lankford

That was an excellent and thoughtful post from Ray, a great question-raiser.

I've become convinced tourism, which can be on its positive side the best stimulator going, also has to be directed, much like a powerful airplane or a massive ship, or, for that matter, any large or small business. To just advertise and let it happen, hoping to snatch some benefits, leads to disaster. But good management leads to stupendous financial benefit.

On the positive side, there is the direct money input. At the second stage, I often say "tourism is export at retail without shipping." A great number of the things tourists consume, and buy can be manufactured locally. Even if a cheap ersatz souvenir is actually fabricated in Asia, imported, and sold to a tourist, however, an increment of foreign-source (the tourist's) money is channelled to a local person as profit on the transaction. Much better, however, is in-country production to the extent practicable. The reason is, that can and does lead to development of larger-scale, exporting industry. In Belize, the Marie Sharpe enterprise is one fine example. That gardener lady's hot pepper sauce, first popularized by exposure to tourists, is now on supermarket shelves in the United States.

But we have to try to curtail the potential detriments. The best method I have seen is by designated tourism "districts" with limited and controlled access and impact. Depending on what attraction is being marketed to tourists, methods vary. The essential point is to maintain control, "fly the airplane" rather than letting it fly away with you.

Drawing on successful examples, I have proposed development of something called "Theme Country" in Belize, and also proposed it to an impoverished lumber

town in Oregon as "Theme Town." The essential element is maintenance of control and management, necessarily with the cooperation of government.

Cruise ship lines found it necessary to acquire land, build deep water wharves, and build compounds in some of the Caribbean islands, so their passengers could experience the real cultures of those destinations unhampered by moochers, drug dealers, rip-and-runners, muggers, and other such trash. Legitimate artists and artisans cannot present their offerings to fascinated visitors in an atmosphere plagued by such. The answer was to exclude any not accredited from the compounds.

The Disney people built an entire artificial, but pleasant and immensely popular, environment in a Florida swamp. They micromanage it toward the objective of delivering a multifaceted, but in every respect congenial and intriguing, tourism experience.

In Las Vegas, built in a desert, frankly -organized crime invaded a frisky railroad depot and built an estimable entertainment destination. The methods, in some respects, were as crude and distasteful as some of the people they found it necessary to exclude. In the process, they learned about "tourist police". They took that concept to the tourist district they established, for acceptable and also nefarious reasons, in Havana. From there the concept spread to Mexico, which moderated it somewhat, but maintained its efficacy. The rule is simple: the tourist whose behavior ranges from the sedate to the moderately rowdy is shepherded and protected, and predators are excluded by such means as need be. Again, being candid, the Mexican form of moderation of the method took, among others, the form of spraying coca-cola up the restrained offender's nose rather than "disappearing" him or crippling him. This is all an unpleasant subject, but security has to insist, and to prevail, in order to maintain an orderly zone in which to sell tourists the fantasy experiences they want to buy.

In New Orleans, a company I directed for a while; I did busborne sightseeing tours, including a night club tour. As raunchy as the nightclubs on our alternative "wild" night tour appeared, (the illusion), the reality was perfect safety. Again, enforced by the club owners, not us, by methods stern enough to guarantee prevalence, but, in order to avoid court appearances, no sterner. But the bottom line was security wins, and the variable was only how far the predator wanted to test that line. Again, Disney security procedures are probably the best ones to investigate and emulate. The crowd - and incident-control procedures used by the New Orleans Police Department during Mardi Gras are another acknowledged wonder.

By creating, by zoning methods, particular thematic tourism districts, or, alternatively, creating them from scratch in the bush so as not to discomfit established residents, and subduing the ambitions of predators. At this time we may have access to trained, professional security police from Cuba, obtainable as we obtained a platoon of physicians, for this purpose, pending further training of our own.

We could have, in Belize, a grouping of districts and cultural experiences most of the world would be unable to match, with the traffic impact channelled, secured, and

moderated by the inherent necessity of selling no more access than facilities could handle. We have three distinct Mayan cultures alone. We have the Garifunas. We have archaeological districts tourable per se or as stages for pageantry like the "Unto These Hills" perpetual pageant in Cherokee, North Carolina.

See http://www.wnc-village.com/che_bus.asp A famous exemplar is colonial-model Williamsburg, Virginia, viewable at <http://www.history.org/>, the official homesite.

The Costa Maya festival beginning Tuesday, August 17, in San Pedro, <http://www.ambergriscaye.com/festival/>, a burgeoning event, offers an "annual-event" alternative, like Mardi Gras in New Orleans, <http://www.neworleans.com/mardi.html> coming, having high impact for a short time, and then departing, leaving the town to the residents again.

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Many methods and techniques are possible. All require proactive management and administration so as to optimize the benefits for tourist and host country or town, and for tourist, and subdue the detriments. It takes, frankly, stupendous perspiration. But a better opportunity, a readier, more lucrative market, and a greater benefit prospect for an impecunious town, or nation, is almost impossible to find.

UNIT 4. THE PAST TENSE IN ACCOUNTS AND NARRATIVES

TASKS

Text 1: Prague Diamond 2000 (p. 72)

- | | |
|------------------------|-----------------------|
| (1) have been known | (7) is |
| (2) have been ascribed | (8) put down |
| (3) is regarded | (9) has been restored |
| (4) rank | (10) is |
| (5) has | (11) were established |
| (6) has opened | |

Text 2: A bad experience in a hotel (p. 73)

- | | |
|---------------------|----------------------|
| (1) went | (12) was worried |
| (2) booked | (13) thought |
| (3) was | (14) had been robbed |
| (4) was | (15) was |
| (5) served | (16) thought |
| (6) came back | (17) had left |
| (7) went up | (18) didn't know |
| (8) was | (19) was |
| (9) had disappeared | (20) packed |
| (10) checked | (21) took |
| (11) rushed down | (22) could |

MEMORISING IRREGULAR VERBS (p. 73)

	<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
Group 1	cost	cost	cost
	cut	cut	cut
	hit	hit	hit
	hurt	hurt	hurt
	let	let	let
	put	put	put
	shut	shut	shut

	<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
Group 2	come	came	come
	become	became	become
	run	ran	run

	<i>Infin.</i>	<i>Past Simp</i>	<i>Past Part.</i>
Group 3	build	built	built
	feel	felt	felt
	find	found	found
	get	got	got
	have	had	had
	hear	heard	heard
	hold	held	held
	keep	kept	kept
	leave	left	left
	lend	lent	lent
	light	lit lit	stand
	lose	lost	lost
	make	made	made
	mean	meant	meant
	meet	met	met
	pay	paid	paid
	sell	sold	sold
	send	sent	sent
	shoot	shot	shot
	sit	sat	sat

	sleep spend stand tell win	slept spent stood told won	slept spent stood told won
	<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
Group 4	buy catch fight think	bought caught fought thought	bought caught fought thought
	<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
Group 5	break choose do drive fall give hide ride speak wake	broke chose did drove fell gave hid rode spoke woke	broken chose done driven fallen given hidden ridden spoken woken
	<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
Group 6	begin ring sing sink swim	began rang sang sank swam	begun rung sung sunk swum
	<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
Group 7	be go beat fly know	was went beat flew knew	been gone beaten flown known

4.4. CONTRASTING PAST AND PRESENT

⑦ (p. 77)

When I lived in London I used to visit the National Gallery.

When I am cold I wear warmer clothes.

If I stay home I watch TV.

My mother used to cook when I was a child

The government used to give publicity of their plans but now they don't talk about it any longer.

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⑥ Still, yet or already? (p. 78)

1. You don't have to do it. I've already done it.

2. I've had no time. I haven't done it yet.

3. Don't wake him. He's still asleep.

4. I've already told you what to do. Listen carefully this time.

5. The plane has already arrived. It was really early.

6. We broke up six months ago but I still miss him.

7. Are you still working for the same company?

8. There's no need to tell him. He already knows.

9. We haven't finished yet.

10. Nobody else knows yet.

11. I have already done this type of work before.

12. It's old but it still works well.

13. I bought it seven years ago and I haven't had any problems yet.

14. I read your report but I still need to talk to you.

15. Is it already nine o' clock?

16. Oh no! It's still raining.
17. I'm feeling lazy. I'm still in bed.
18. Is the pizza cooked yet?
19. I cannot take on any more jobs. I've already got too much work.
20. I cannot believe it. Half past four in the morning and you are still up!

UNIT 5. REPORTED SPEECH

TASKS

⑦ (p. 81)

- | | | | |
|-----|-------------|-----|-----------|
| (a) | alert | (f) | claimed |
| (b) | admitted | (g) | implied |
| (c) | pointed out | (h) | explained |
| (d) | insisted | (i) | claimed |
| (e) | assume | | |

⑥ (p. 82)

- | | | | |
|-----|-----------------|------|---------------|
| (1) | there have been | (9) | was |
| (2) | had not been | (10) | were offering |
| (3) | had been | (11) | could |
| (4) | had been | (12) | would |
| (5) | had supplied | (13) | reduced |
| (6) | had arrived | (14) | offered |
| (7) | had promised | (15) | guaranteed |
| (8) | charged | | |

UNIT 6. THE FUTURE TENSES

6.2. TALKING ABOUT A PLANNED TOUR (p. 86)

- a) 4, 5 y 6
- b) 6
- c) 1
- d) 2, 4 y 5

⑦ (p. 86)

- a) Could you ring the airport and ask what time the first flight to Brussels **leaves**?
- b) (The telephone rings – it is 10.55) Oh, **that is to be** Rosa. She said she'd ring at 11.
- c) We'd better hurry up – it looks as if **it's going to rain**.
- d) The Antarctic **will certainly become** an important tourist destination.
- e) You haven't got a car: **I'll give** you a lift if you like.
- f) It's not surprising he **won't do** any work for you – you don't pay him!
- g) Don't panic! **I'll have finished** the report by Wednesday afternoon.
- h) I **won't have** time to see you – **I'll have finished** the report on Wednesday afternoon.
- i) Ricardo says he **won't be attending** the meeting – he thinks it will be / is to be a waste of time
- j) The Prince of Wales **is to open** the new theme park on April 1st.
- k) We **are having** an office party on Friday after work for Justine. She will have been working for us for twenty years.
- l) I'm fed up with working here. **I'm going to try** a better job somewhere else.
- m) On the second night of the programme everyone **will be going** to a cabaret show.

⑥ (p. 87)

- | | | |
|----|----|----|
| a) | 6 | f) |
| b) | 7 | g) |
| c) | 8 | h) |
| d) | 9 | i) |
| e) | 10 | j) |

UNIT 7. HYPOTHETICAL MEANING

7.4. 'D rather versus 'd better

⑦ Rules for "wish" (p. 93)

- | | | | |
|----|---|----|---|
| a) | 1 | d) | 3 |
| b) | 1 | e) | 1 |
| c) | 1 | f) | 2 |

⑥ Wish or regret (p. 94)

1. I wish my spoken French was better
or I regret having a dreadful spoken French
2. I wish you didn't have to leave so early
or I regret your early leaving
3. I wish I was able to make it to the party
or I regret not being able to make it to the party
4. I wish John could find a decent job
or I regret John can't find a decent job

⑤ If only (p. 95)

- | | | | |
|----|---|----|---|
| a) | 3 | e) | 2 |
| b) | 5 | f) | 4 |
| c) | 7 | g) | 1 |
| d) | 6 | | |

④ Different ways of expressing hypothetical meaning (p. 95)

- | | |
|-----------------------------|----------|
| 1. were visiting my friends | 6. did |
| 2. had studied | 7. sit |
| 3. stayed | 8. get |
| 4. leave | 9. had |
| 5. would stop talking | 10. left |

③ (p. 96)

1. a) I'm sorry I went to the party
2. b) I would like you to come early.
3. b) He has taken it.

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UNIT 8. RELATIVE CLAUSES

⑦ Making relative clauses (p. 103)

A) Restrictive Relative Clauses

1. The pipeline that carries the town's water supplies has been severed.
2. The exhibition my friend took me to see was not very interesting.
3. One of the chief things a computer can do is to save money, manpower, and time.
4. Immigration is an issue that raises strong emotions.
5. Paintings by Renoir realised record prices in the sale that took place at Sotheby's in London yesterday.
6. There is evidence that many men who went on strike were in fact willing to accept the Company's revised pay offer.
7. The pool's winner used a system which, he said, had won him several small amounts over the years.

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8. The gales that swept across southern England last night caused widespread damage.
9. British shipyards are now quoting prices that compare favourably with foreign competitors.
10. Is the offer you made last week still open?
11. Only by exporting enough can we pay for the goods we buy from abroad.
12. Members of the local sub-aqua club came across a wreck that had lain on the sea-bed for over 200 years.
13. The problem today is to build houses at a price young couples can afford to pay.
14. I know the very person who will do the job quickly.
15. In some areas of Britain, unemployment is a fact of life people have grown accustomed to facing.

B) Non Restrictive Relatives (p. 104)

- a) The Tower of London, which was built by William the Conqueror in the 11th century, was used as both prison and palace.
- b) The Statue of Liberty, which is an American Museum of Immigration in base, is seen by all visitors arriving in New York by sea
- c) Taj Mahal, which is outside Agra, was built as a testimony to love
- d) Catacombs, where early Christians were buried, is a maze of underground passages.
- e) Assyrian King Nebuchadnezzar built the Hanging Gardens of Babylon, which are one of the seven wonders of the ancient world.
- f) Mozart, whose father was a violinist at Archbishop of Salzburg's court, learnt to play the piano when he was three years old.

8.5. DEFINING ONLINE NETWORKS

⑦ Text 1 (p. 105)

1. *d)* social relations
2. *b)* each user's profile
3. *c)* web based
4. *b)* internet
5. *a)* online community

⑥ Text 2 (p. 106)

- (1) social networking
- (2) US
- (3) website's membership
- (4) active users
- (5) controversy
- (6) the service
- (7) Privacy
- (8) source code
- (9) The site
- (10) fans and friends

③ Text 3. Identify (p. 107)

- | | |
|----------|----------|
| (1) R | (6) Free |
| (2) R | (7) Free |
| (3) R | (8) Free |
| (4) R | (9) Free |
| (5) Free | |

④ Answers (p. 109)

1. *b)* It depends on users' needs.

2. c) Each online service offers something different.
3. a) To choose the most convenient service after testing some of them.
4. a. We will all be working in a network of networks.
5. c) Change one's mind.

UNIT 9. INFINITIVES AND GERUNDS

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INFINITIVES / GERUNDS

⑦ Verbs with infinitives (p. 117)

afford	decide	hope	promise
arrange	demand	manage	refuse
claim	expect	offer	undertake
choose	fail	plan	would like

Verbs with gerund (p. 117)

admit	deny	postpone
anticipate	involve	risk
avoid	justify	save
consider	mind	suggest
delay	miss	

Verbs followed by infinitives or gerunds (p. 117)

advise	forbid	mean	remember
allow	forget	need	start
begin	go on	permit	stop
bother	hate	prefer	try
can't bear	intend	propose	
continue	like	recommend	
encourage	love	regret	

⑥ (p. 118)

1. a) They stopped in order to do something: to take extra passengers
b) They stopped an action: taking extra passengers on board
2. a) You must remember you have something to do: to write to them
b) You must remember something: having written to him
3. a) I'll try to do something after the meeting: to phone her
b) I'll try to do something by phoning her
4. a) The compensation you may obtain highly depends on one thing:
the action of taking them to court
b) Sorry, I don't mean to do something in the future: to take your seat
5. a) He went on with one particular action: complaining about his holiday
b) He went on in order to do something: to complaint about the accommodation.

⑤ (p. 118)

- a) I suggest writing to the tour operator
- b) Would you like to wait a little longer?
- c) I admit having made a mistake
- d) I promise to have an answer within a week
- e) I recommend you to make a strongly-worded complaint.
- f) The guide denied turning up late
- g) It would mean making a change in the schedule

④ (p. 119)

- | | | | |
|----|----|-----|----|
| 1. | a) | 6. | c) |
| 2. | b) | 7. | c) |
| 3. | b) | 8. | a) |
| 4. | c) | 9. | b) |
| 5. | a) | 10. | a) |

③ (p. 121)

1. The accused admitted stealing the watch.
2. He insisted on going with him.
3. I wouldn't mind seeing the film again.
4. What about leaving the car here?
5. He was arrested for driving too fast.
6. What about stopping here?
7. Paul is thinking in emigrating.
8. He apologised for being late.
9. I can't prevent him from resigning.
10. Forgive my disturbing you.
11. He admitted being guilty.
12. He kept complaining.
13. The park attendant told them to stop walking on the grass.
14. It wasn't worth buying.
15. Thank you for meeting me.
16. I wouldn't mind going to the concert
17. Would you mind stopping playing that rock music.
18. He suggested staying home and play Monopoly.
19. He denied being him.

UNIT 10. PASSIVE

⑦ (p. 126)

Active b) d) f) h) k) m) o) **Passive** a) c) e) g) i) j) l) n) p)

⑥ (p. 126)

1. a)
2. e) g) h)
3. j) k) i) e) f)
4. l) n)

⑤ (p. 127)

1. *500 rooms with sea view will be made available in Grand Canyon hotel from 30 March - 25 November on a weekly basis.*
2. *We, Global Tours, are required to inform the hotelier 4 weeks in advance if we wish our allocation to be cancelled. The account will be settled 1 month after the close of the holiday period i.e. by or before 25 December.*
3. *All payments will be made in US\$. The rates for this year will be fixed in advance (1\$=1650lire).*
4. *It has been brought up to our attention that the tour information wasn't displayed last year. Therefore suitable space must be provided for our company leaflets and notices to be displayed.*
5. *We trust we are in agreement on all these points. I remain at your disposal to raise further points.*
6. *It has also come to notice that your copy of the contract has never been returned. I'll be grateful if it is completed and returned without delay to our Head Office.*
7. *It must be noted that this agreement will be valid for 2 years and a 6 month's notice is required in writing in order to terminate it.*

④ Structures with **get** (p. 128)

- a) got broken
- b) get married
- c) get changed
- d) get invited
- e) get dressed
- f) got stopped

- g)* got lost
- h)* get paid
- i)* didn't get stolen
- j)* getting promoted
- k)* got broken
- l)* got caught

UNIT 11. CONCESSIONS AND LINKING WORDS

⑦ (p. 134)

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- a)* but
- b)* although
- c)* despite/in spite of
- d)* despite/in spite of
- e)* although
- f)* although/even though

⑥ (p. 135)

- a)* however
- b)* and / as a result
- c)* furthermore

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⑤ (p. 135)

- a)* Yet, nevertheless, despite this, on the other hand
- b)* Thus, hence, therefore, consequently
- c)* Besides, what is more, in addition

④ (p. 135)

- | | |
|------------------------|---------------------------|
| <i>a)</i> yet | <i>e)</i> As a result |
| <i>b)</i> First of all | <i>f)</i> However |
| <i>c)</i> Secondly | <i>g)</i> While |
| <i>d)</i> Furthermore | <i>h)</i> On the contrary |

APENDIX II

TEXT COMPARISON

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TEXT COMPARISON

In the following pages, you will find real texts related to tour operator responsibilities distributed in ten sections. In each section there are two very similar texts but one of them contains 10 mistakes that need to be corrected. The purpose of this text-comparison task is twofold: (I) to decide which of the texts is written in correct English; and, (II) to briefly identify the type of errors committed.

TOUR OPERATOR RESPONSIBILITIES¹

As is well known, the typical tasks carried out on a daily basis by a tour operator include: (I) providing general and specific advice about different travel destinations; (II) drawing up complicated travel itineraries and ensuring that all the needs of the customers are met; (III) making arrangements for transport, accommodation, tours, and activities; (IV) contacting airlines, hotels, and tour operators such as travel planners to make suitable arrangements; (v) advising the customer about travel issues including required documentation and financial matters, such as appropriate exchange rates; (VI) paying historical visits in European cities; (VII) making alternative arrangements for customers who have had their trips interrupted by unforeseen issues; (VIII) organising holidays for travel groups and issuing appropriate feedback forms; (IX) creating and putting up displays at trade shows; and, finally (x) handling complaints.

SECTIONS

- d0c6ffe32b3bb9a4771a327801441f72
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1. Travel Destinations
 2. Travel Itineraries

3. Arrangements for transport, accommodation, tours and activities
4. Contacting destination planners, hotels and ground transport
5. Financial matters
6. Historical visits
7. Alternative arrangements
8. Travel groups
9. Displays at trade shows
10. Handling complaints

¹ Acknowledgements: Credit has to be given to the illustrators that have created the pictures found in the different sections. In turn, Gert van Goethem (sections I, V and X), Fernando González Cámara (sections II and IX), and Shirley Villavicencio (sections III, IV, and VIII). Illustrations in sections VI and VII are my own.

TRAVEL DESTINATIONS

Compare the two texts below and decide which one is written in correct English. Please, identify the 10 errors and briefly explain the problems in turn in the answer sheet.

Madrid (adapted texts taken from *lonely planet* website)

Text 1

Madrid's calling cards are many: astonishing art galleries, relentless nightlife, its transformation into Spain's premier style city, an exceptional live music scene, a feast of fine restaurants and tapas bars, and a population that has mastered the art of living the good life. It's not that other cities don't have some of these things. It's just that Madrid has plenty of them. It's often said that this is the most Spanish of Spain's cities and it is indeed Europe's most passionate city. Very few Madrileños come from here originally, possibly making this Europe's most open and welcoming capital. If this can be summed up in a single phrase, it's the oft-heard, 'If you're in Madrid, you're from Madrid'. It's not that they'll knock you over with the warmth of their welcome. Rather, you'll find yourself in a bar or lost somewhere and in need of directions, and you'll suddenly be made to feel like one of their own. Just as quickly, without knowing when it happened, you'll realize that you never want to leave.

Text 2

Madrid's calling cards are many: astonishing art galleries, relentless nightlife, it's transformation into Spain's premier style city, an exceptional live music scene, a feast of fines restaurants and tapas bars, and a population that is mastered the art of to live the good life. It's not that other cities don't have some of this things. It's just that Madrid has plenty of them. It's often said that this is the most Spanish of Spain's cities and it is indeed Europe's most passionate city. Very little Madrileños come from here originally, possibly making this Europe's most opened and welcoming capital. If this would be summed up in a single phrase, it's the oft-heard, 'If you're in Madrid, you're from Madrid'. It's not that they'll knock you over with the warmth of their welcome. Rather, you'll find you in a bar or lost somewhere and in need of directions, and you'll suddenly be made to feel as one of their own. Just as quickly, without knowing when it happened, you'll realize that you never want to leave.



ERROR ANALYSIS

ANSWER SHEET (p. 193).

1. Travel Destination

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

TRAVEL ITINERARIES

Text 1

Flight / Rail / Rental / Hotel / Event

Prepared For: _____ Departing: _____

For to Print / Handwritten Use

Event or Purpose: _____ Coming: _____

Notes: _____

Leg 1

Depart Of: _____ To: _____ Flight # / Train # _____

Airline or Carrier: _____

Gate and/or Terminal _____

Check-on Time: _____ Depart Time: _____

Arrival Time: _____ Transfer Y/N _____

Leg 2

Depart Of: _____ To: _____ Flight # / Train # _____

Airline or Carrier: _____

Gate and/or Terminal _____

Check-on Time: _____ Depart Time: _____

Arrival Time: _____ Transfer Y/N _____

Leg 3

Depart Of: _____ To: _____ Flight # / Train # _____

Airline or Carrier: _____

Gate and/or Terminal _____

Check-on Time: _____ Depart Time: _____

Arrival Time: _____ Transfer Y/N _____

Vehicle's Rental:

Rental Company: _____ Clas or Model: _____

Reservation #: _____

Pick-in Date: _____ Time: _____

Drop-off Date: _____ Time: _____

Beginning Mileage: _____

Ending Mileage: _____

Fuel Expense \$\$: _____

Hotel / Accomodations:

Hotel Name: _____ Hotel Adress: _____

Phone#: _____ Reservation Number: _____

Check-on Date: _____ # of Nights: _____

Check out Date: _____ Time: _____

Text 2

Flight / Rail / Rental / Hotel / Event

Prepared For: _____ Departing: _____

For Printing / Handwritten Use

Event or Purpose: _____ Returning: _____

Notes: _____

Leg 1

Depart from: _____ To: _____ Flight # / Train # _____

Airline or Carrier: _____

Gate and/or Terminal _____

Check-in Time: _____ Depart Time: _____

Arrival Time: _____ Transfer Y/N _____

Leg 2

Depart from: _____ To: _____ Flight # / Train # _____

Airline or Carrier: _____

Gate and/or Terminal _____

Check-in Time: _____ Depart Time: _____

Arrival Time: _____ Transfer Y/N _____

Leg 3

Depart from: _____ To: _____ Flight # / Train # _____

Airline or Carrier: _____

Gate and/or Terminal _____

Check-in Time: _____ Depart Time: _____

Arrival Time: _____ Transfer Y/N _____

Vehicle Rental:

Rental Company: _____ Class or Model: _____

Reservation #: _____

Pick-up Date: _____ Time: _____

Drop-off Date: _____ Time: _____

Beginning Mileage: _____

Ending Mileage: _____

Fuel Expense \$\$: _____

Hotel / Accommodations:

Hotel Name: _____ Hotel Address: _____

Phone#: _____ Reservation Number: _____

Check-in Date: _____ # of Nights: _____

Check out Date: _____ Time: _____



ERROR ANALYSIS

ANSWER SHEET (p. 194)

1. Travel Itineraries

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

ARRANGEMENTS FOR TRANSPORT, ACCOMMODATION

Tikal (Guatemala)

Text 1

Any licensed guide will usually cost around \$60 for 1–4 persons. \$10 per extra person, up to \$75 maximum charge. Some guides ask \$100 for 10 persons or \$200 for 20 persons. If you join a group, you may pay as little as \$6–8 per person in some cases. Be aware that there is not much price or capacity control. Some guides will try to guide more than 50 persons. If you are on a bus to Tikal and encounter a guide offering his service, be sure to ask for his CARNET or INGUAT (Guatemala Institute of Tourism) license. Regulations passed for 2009 require all guides in Tikal to be licensed. If you book your guide privately, ask for details such as languages spoken and how many people will be accepted in the tour. Better guides will accept a maximum of 20 persons. You can book from almost any hotel. Or visit the guide booth in the Tikal Visitors Center upon your arrival to get the guide in turn. Licensed guides take turns so all have work. Be careful buying your services on the street. There are several types of shuttle buses that go to and from Tikal every 30 min. to 1 hour or so. Some older collective shuttles are very crowded with local residents who live on the route and/or others visiting the park. Other shuttles cater to tourism and aren't so crowded. Usually, tourists just wait along the main road and catch one of these shuttles. Most hotels sell tickets for certain shuttles and book taxis, especially in the early morning hours. Private transportation is also available. When booking transportation in advance, always ask about vehicle condition, age, A/C, capacity, etc. Overloading vehicles is a common and dangerous practice throughout Guatemala.

Text 2

Any licensed guide will cost usually around \$60 for 1–4 persons, \$10 per extra person, up to \$75 maximum charge. Some guides are asked \$100 for 10 persons or \$200 for 20 persons. If you will join a group, you may pay as little as \$6–8 per person in some cases. Be aware that there is not many price or capacity control. Some guides will try to guide more than 50 persons. If you are in a bus to Tikal and encounter a guide offering his service, be sure to ask up to his CARNET or INGUAT (Guatemala Institute of Tourism) license. Regulations passed for 2009 require all guides in Tikal to be licensed. If you book your guide privately, ask for details such as languages speaking and how many people will accepted in the tour. Better guides will accept a maximum of 20 persons. You can book from almost any hotel. Or visit the guide booth in the Tikal Visitors Center upon your arrival to get the guide in turn. Licensed guides take turns so all have job. Be careful buying your services on the street. There are several types of shuttle buses that go to and from Tikal every 30 min. to 1 hour or so. Some older collective shuttles are very crowded with local residents which live on the route and/or others visiting the park. Other shuttles cater to tourism and aren't so crowded. Usually, tourists just wait along the main road and pick one of these shuttles. Most hotels sell tickets for certain shuttles and book taxis, especially in the early morning hours. Private transportation is also available. When booking transportation in advance, always ask about vehicle condition, age, A/C, capacity, etc. Overloaded vehicles is a common and dangerous practice throughout Guatemala.



ERROR ANALYSIS

ANSWER SHEET (p. 195)

3. Arrangements for transport, accommodation, tours and activities

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

CONTACTING A DESTINATION WEDDING PLANNER

Text 1

A destination wedding is the type of marriage, in which the bride and groom travel to specific (pre-planned) locations for get married. More and more couples are now opting by a destination wedding. Such type of wedding adds style and privacy to wedding celebrations. It is also considered as a cheaper and yet far better arrangement of a wedding ceremony.

There are several romantic places spread all over the world. The most popular types of such a destinations are picturesque beaches (in and around Caribbean, Hawaii, and Florida), Europe (Italy, England, Switzerland, or France), and Luxury cruises. The wedding destination selection mostly depends of personal preferences of the bride and groom. Planning destination wedding can be a cumbersome task, as people getting married don't have many knowledge about the place of their choice, and they also stay very far from there. On the other hand, managing all arrangements is tough.

There are several wedding planners who reduce the worrys of people and offer no frills services of wedding moon planned. They take care of everything from the hospitality for guests, cuisines selection, decoration of venue, travelling aspects of guests as well as the bride and groom, and wedding photography. Some of the prominent beach resorts also offer all-inclusive destination wedding paquets. It's a great and cost effective way of getting married for people who love beach wedding. So, if someone is planning to get married in style, it can be the more ideal way. Contacting a destination wedding planner or doing some research over internet for all-inclusive packages can be the perfect first step in order to plan a wonderful destination wedding

Text 2

A destination wedding is the type of marriage, in which the bride and groom travel to specific (pre-planned) locations to get married. More and more couples are now opting for a destination wedding. Such type of wedding adds style and privacy to wedding celebrations. It is also considered as a cheaper and yet far better arrangement of a wedding ceremony.

There are several romantic places spread all over the world. The most popular types of such destinations are picturesque beaches (in and around Caribbean, Hawaii, and Florida), Europe (Italy, England, Switzerland, or France), and Luxury cruises. The wedding destination selection mostly depends upon personal preferences of the bride and groom. Planning destination wedding can be a cumbersome task, as people getting married don't have much knowledge about the place of their choice, and they also stay very far from the place of their choice. Therefore, managing all arrangements is tough.

There are several wedding planners who reduce the worries of people and offer no frills services of wedding moon planning. They take care of everything from the hospitality for guests, cuisines selection, decoration of venue, travelling aspects of guests as well as the bride and groom, and wedding photography. Some of the prominent beach resorts also offer all-inclusive destination wedding packages. It's a great and cost effective way of getting married for people who love beach wedding. So, if someone is planning to get married in style, it can be the most ideal way. Contacting a destination wedding planner or doing some research over internet for all-inclusive packages can be the perfect first step in order to plan a wonderful destination wedding.



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ebruary

ERROR ANALYSIS

ANSWER SHEET (p. 196)

4. Contacting destination planners, hotels and ground transport

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

PRICES IN FRANCE

Text 1

U.S. dollars are not accepted in most establishments, though some hotels, shops, and restaurants may accept U.S. dollars at an agreed upon interchange rate.

As a rule, prices for most goods and services, including hotels and restaurants, in the French regions are significantly less expensive than in Paris. There are also significant discounts for senior citizens, students and children less than 18 for domestic transportation, museums and monuments, and for some leisure activities (movies, etc.).

Restaurants usually charge for meals in one of two ways: a prix-fixe menu (also called a "menu"). This includes two or three courses (with cheese and/or dessert, and sometimes a half-bottle of wine) for a stated price. Or you can order "à la carte", which is generally more expensive. Prices at cafes can vary considerably depending on location as well as where one is seated in the establishment (standing at the counter or sitting at a table). Prices in areas that attract many tourists (for example, the vicinity of the Champs-Élysées and around Notre Dame) tend to be more expensive.

Almost all restaurants include tax and a 15% service charge in their prices. If a meal or service has been particularly good, leaving another 2-3% is customary, as is leaving the waiter the small change from your bill if you pay in cash. If service is not included a 15% tip is appropriate. In hotels, tip porters approximately 1.50 € for each bag and chambermaids 1.50 € a day. Taxi drivers should be given 10-15% of the metered fare. Tip hairdressers 10%, assistant 5%. Small tips of around 1 € are reasonable for cloakroom and washroom attendants, ushers and museum tour guides. It is standard practice to tip tour guides and bus drivers after an excursion, generally 1.50-3.00 €, depending on your level of satisfaction.

Text 2

U.S. dollars are not accepted in most establishments, though some hotels, shops, and restaurants may accept U.S. dollars at an agreed upon exchange rate.

As a rule, prices for most goods and services, including hotels and restaurants, in the French regions are significantly less expensive than in Paris. There are also significant discounts for senior citizens, students and children under 18 for domestic transportation, museums and monuments, and for some leisure activities (movies, etc.).

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ERROR ANALYSIS

ANSWER SHEET (p. 197)

5. Financial matters

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

HISTORICAL VISITS

Text 1

Like many European cities, Barcelona has its historical centre – in Catalan known as Cuitat Vella – or the Old Town. The myriad of winding streets known like the Gothic Quarter sits atop the ancient Roman city of “Barcino”. Many of the typical Roman constructions remain. The actual Town Hall is located in what would have been the central square of the town of Barcino, and the old city walls can still be seen in many parts around the city. The now famous promenade of Las Ramblas which dissects the Old Town is the remains of an old dry river bed which acted as a natural border to Barcino. The popular shopping street of Portaferrissa is literally translated as “the Iron Gate” and still has the watering troughs for tired horses approached the city. However, there is an even better way to view the Old City of Barcino in all its glory – the City History Museum. Hidden away in the Old Town, you could be forgiven for missing the entrance. Indeed, once inside there is little to impress apart from a few old keystones and plaques. However, step inside the elevator, and you’re literally transported back in time to over 2000 years ago. Below the busy streets of Barcelona, in an air-conditioned chamber, you can walk the old Roman streets of Barcino, view the ancient laundry buildings where clothes were washed and dyed, old market places with huge urns of oils and wines. The photography is not allowed, and there is an eerie silence as you walk around the elevated platforms just above those populated streets of centuries ago. And one of the best things about the City History Museum is that it opens its doors for free in the first Saturday of each month.

Text 2

Like many European cities, Barcelona has its historical centre – in Catalan known as Cuitat Vella – or the Old Town. The myriad of winding streets known as the Gothic Quarter sits atop the ancient Roman city of “Barcino”. Many of the typical Roman constructions remain. The actual Town Hall is located in what would have been the central square of the town of Barcino, and the old city walls can still be seen in many parts around the city. The now famous promenade of Las Ramblas which dissects the Old Town is the remains of an old dry river bed which acted as a natural border to Barcino. The popular shopping street of Portaferrissa is literally translated as “the Iron Gate” and still has the watering troughs for tired horses approaching the city. However, there is an even better way to view the Old City of Barcino in all its glory – the City History Museum. Hidden away in the Old Town, you could be forgiven for missing the entrance. Indeed, once inside there is little to impress apart from a few old keystones and plaques. However, step inside the elevator, and you’re literally transported back in time to over 2000 years ago. Below the busy streets of Barcelona, in an air-conditioned chamber, you can walk the old Roman streets of Barcino, view the ancient laundry buildings where clothes were washed and dyed, old market places with huge urns of oils and wines. Photography is not allowed, and there is an eerie silence as you walk around the elevated platforms just above those populated streets of centuries ago. And one of the best things about the City History Museum is that it opens its doors for free on the first Saturday of each month.



ERROR ANALYSIS

ANSWER SHEET (p. 198)

6. Barcelona (adapted texts taken from *lonely planet* website)

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

MANNEKEN-PIS

Text 1

Also known as the "Ketje de Bruxelles", the "little boy of Brussels" is one of the city's most cherished figures. Regularly, tourists and Belgians come to visit and laugh at this statue, which is often dressed in one of its costumes (the impressive wardrobe is on display at the "Maison du Roi/King's House" on the Grand'Place). Numerous legends have sprung up around this symbolic Brussels figure. The most commonly heard is the one that, by answering his famous call of nature, he reputedly extinguished the burning fuse of a bomb destined for the Grand'Place. In reality, this charming little fountain was put in place during the reign of Archiduke Albert and Archiduchess Isabelle to supply drinking water to the neighbourhood.

Text 2

Also known like the "Ketje de Bruxelles", the "little boy of Brussels" is the city's one most cherished figures. Regularly, the tourists and Belgians come to visit and laugh with this statue, which is often dressed in one of its costumes (the impressive wardrobe is on display in the "Maison du Roi/King's House" on the Grand'Place). Numerous legends had sprung up around this symbolic Brussels figure. The more commonly heard is the one that, by answering his famous call of nature, he reputedly extinguished the burning fuse of a bomb destined for the Grand'Place. In reality, this charming little fountain was put in place for the reign of Archiduke Albert and Archiduchess Isabelle to supply potable water to the neighbourhood.



d0c6ffe32b3bb9a4771a327801441f72
ebruary

ERROR ANALYSIS

ANSWER SHEET (p. 199)

7. Visit: Monument

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

d0c6ffe32b3bb9a4771a327801441f72
ebruary

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

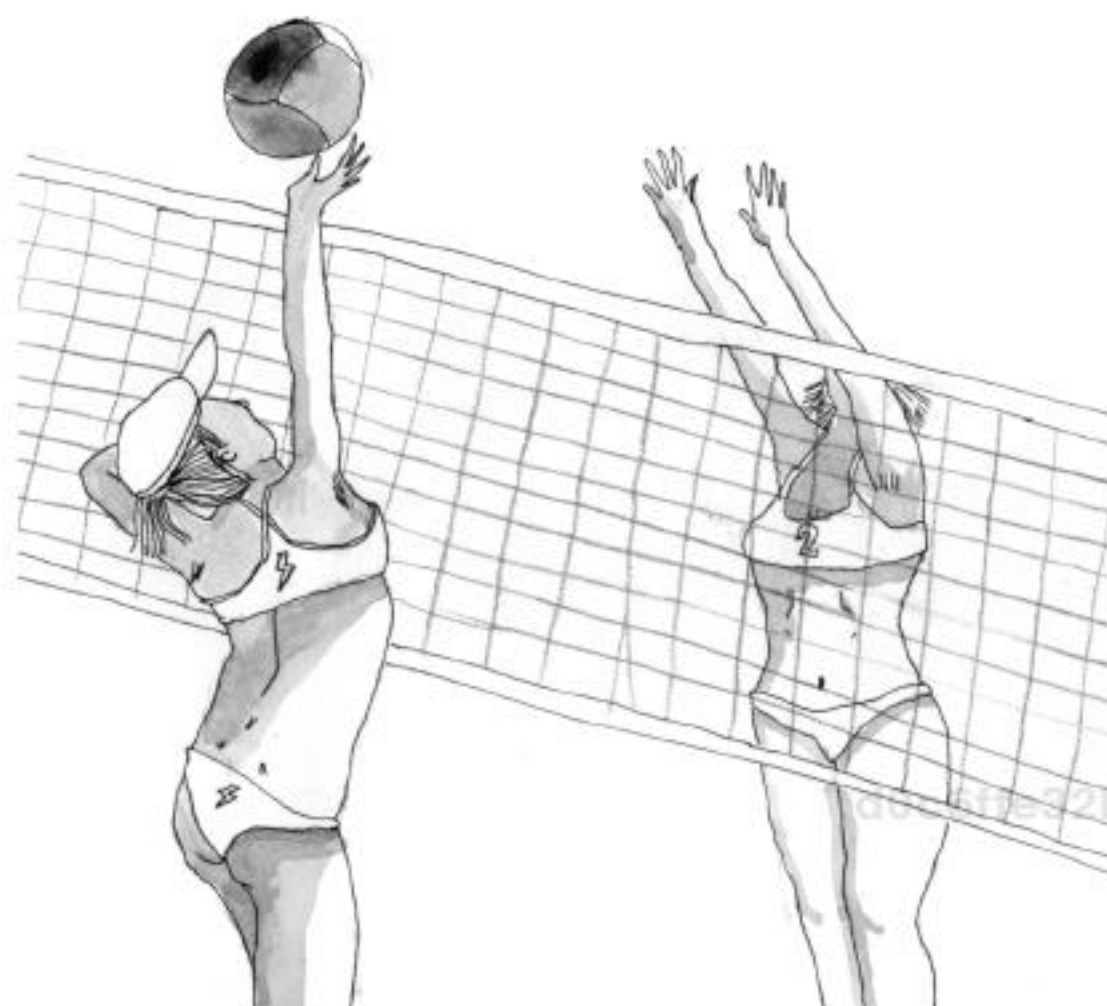
WOMEN TRAVEL GROUPS AND TOURS

Text 1

Some of the best tours available today are those which offer the intimacy of small, specialized groups. Women looking for travel companions with similar interests often find that taking a trip with a group of women is more fun and less stressful. The tours for women listed range from high-speed group adventures to relaxing scenic vacation getaways to life-changing cultural immersion travel experiences. Personalized, small group tours to top world destinations, including Greece, France, Italy, Ireland, Egypt, South Africa, Brazil, Croatia, Portugal and Argentina. All trips should be custom tailored to offer unique sites and experiences at every destination. The main goal is to provide a one-of-a-kind travel experience while meeting new and lasting friends. For example, women can be invited to gather for retreat and replenishment on an island in the tranquil turquoise blue waters of the Mexican Caribbean, historically a place for healing rituals among the Mayan people. Participants will stay at intimate, informal hotels on the beach where landscaped trails, tropical gardens and the beauty of the ocean will provide a perfect abode for the retreat or a perfect place to practice volley.

Text 1

Some of the better tours available today are those who offer the intimacy of small, specialized groups. The women looking for travel companions with similar interests often find that taking a trip with a group of women is more fun and less stressfull. The tours for women listed range from high-speed group adventures to relaxed scenic vacation getaways to life-changing cultural immersion travel experiences. Personalized, small group tours to top world destinations, including Greece, France, Italy, Ireland, Egypt, South Africa, Brazil, Croatia, Portugal and Argentina. All trips should be custom tailored to offer unique sites and experiences on every destination. The main goal is to provide a one-of-a-kind travel experience while meet new and lasting friends. For example, women can be invited to gather for retreat and replenishment on an island in the tranquil turquoise blue waters of the Mexican Caribbean, historically a place for healing rituals between the Mayan people. The participants will stay at intimate, informal hotels on the beach where landscaped trails, tropical gardens and the beauty of the ocean will provide a perfect abode for the retreat or a perfect place to practice volley.



ERROR ANALYSIS

ANSWER SHEET (p. 200)

8. Travel groups

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

FITUR

Text 1

FITUR Congressos is a Spain travel show target to business travel market. It has been hold annually since 2000.

Fitur is a meeting point for tourism professionals in that they can establish lines of action, strategies and business alliances to energize and consolidate the tourism business, innovating to answering the changing demands of the market. Tourism promotion agencies, operators, hotels, travel agencies, consultancies and experts in international tourism management and development will all meet in Madrid for Fitur. At the last edition, 10,966 exhibited companies from 166 countries/regions, 124,644 professional participants and 7,532 journalists meet during Fitur to transform leisure into business and business into development for those destinations that they welcome millions of travellers which visit and enjoy them.

FITUR Congressos serves as a one stop shopping experience for planners who seeking more information about various destinations within Spain. This is a excellent opportunity to establish business relationships and contacts throughout the country, as well as an opportunity to identify potential follow up. Qualified planners may also choose one of several different pretour trips that are structured as familiarization trips.

Text 2

FITUR Congressos is a Spain travel show targeted to business travel market. It has been held annually since 2000.

Fitur is a meeting point for tourism professionals in which they can establish lines of action, strategies and business alliances to energize and consolidate the tourism business, innovating to answer the changing demands of the market. Tourism promotion agencies, operators, hotels, travel agencies, consultancies and experts in international tourism management and development will all meet in Madrid for Fitur. At the last edition, 10,966 exhibiting companies from 166 countries /regions, 124,644 professional participants and 7,532 journalists met during Fitur to transform leisure into business and business into development for those destinations that welcome millions of travellers who visit and enjoy them.

FITUR Congressos serves as a one stop shopping experience for planners who are seeking more information about various destinations within Spain. This is an excellent opportunity to establish business relationships and contacts throughout the country, as well as an opportunity to identify potential follow up. Qualified planners may also choose one of several different pretour trips that are structured as familiarization trips.



ERROR ANALYSIS

ANSWER SHEET (p. 201)

9. Displays at trade shows

- 1) Which of the two texts is written in correct English? _____
- 2) Identify the 10 errors found and explain why:

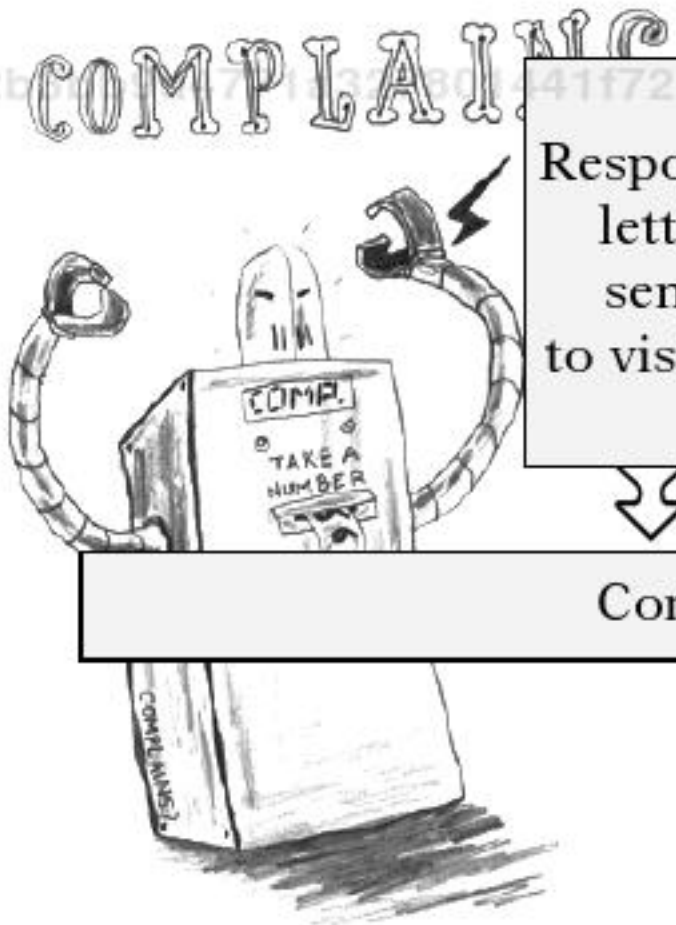
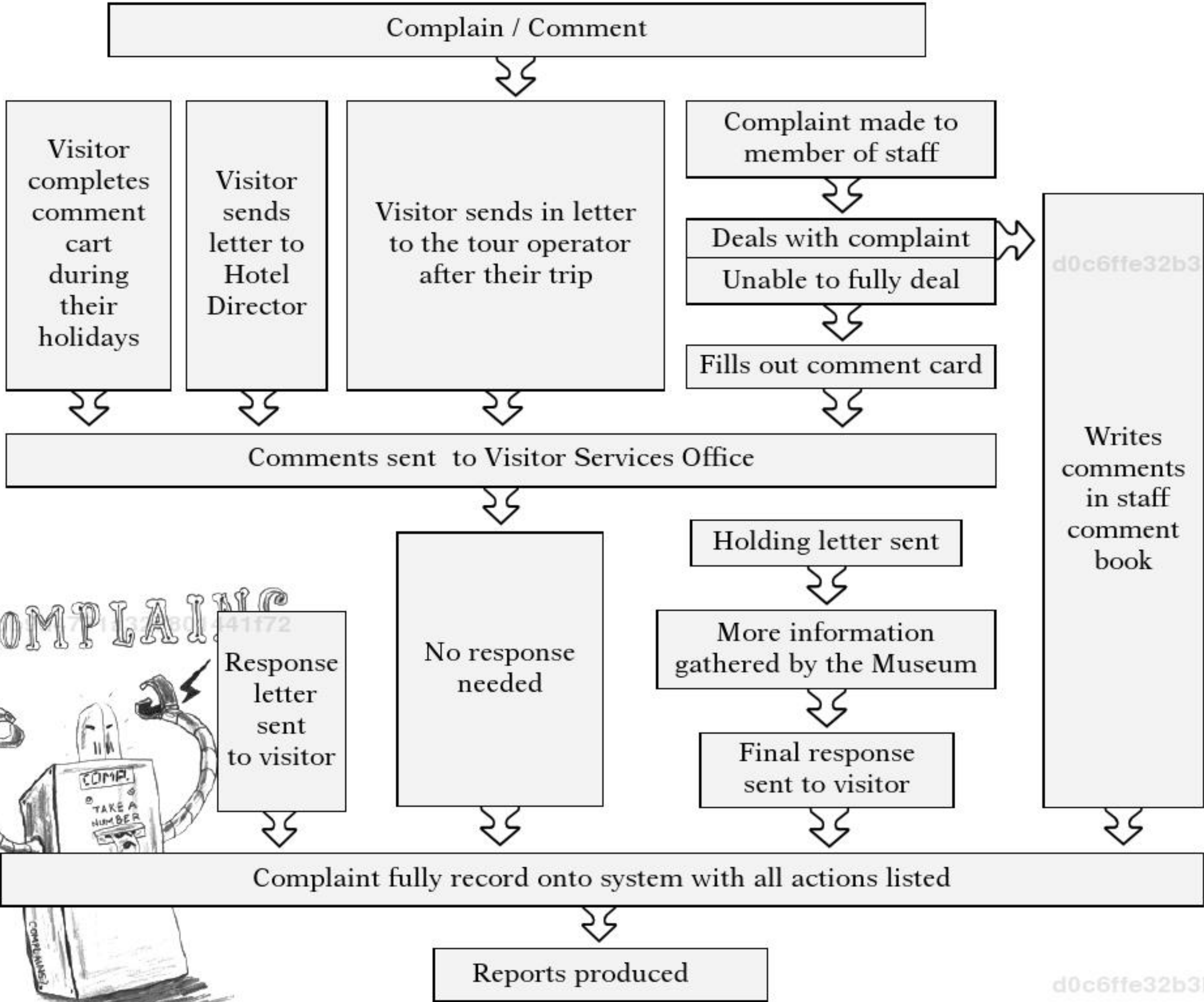
Ungrammatical

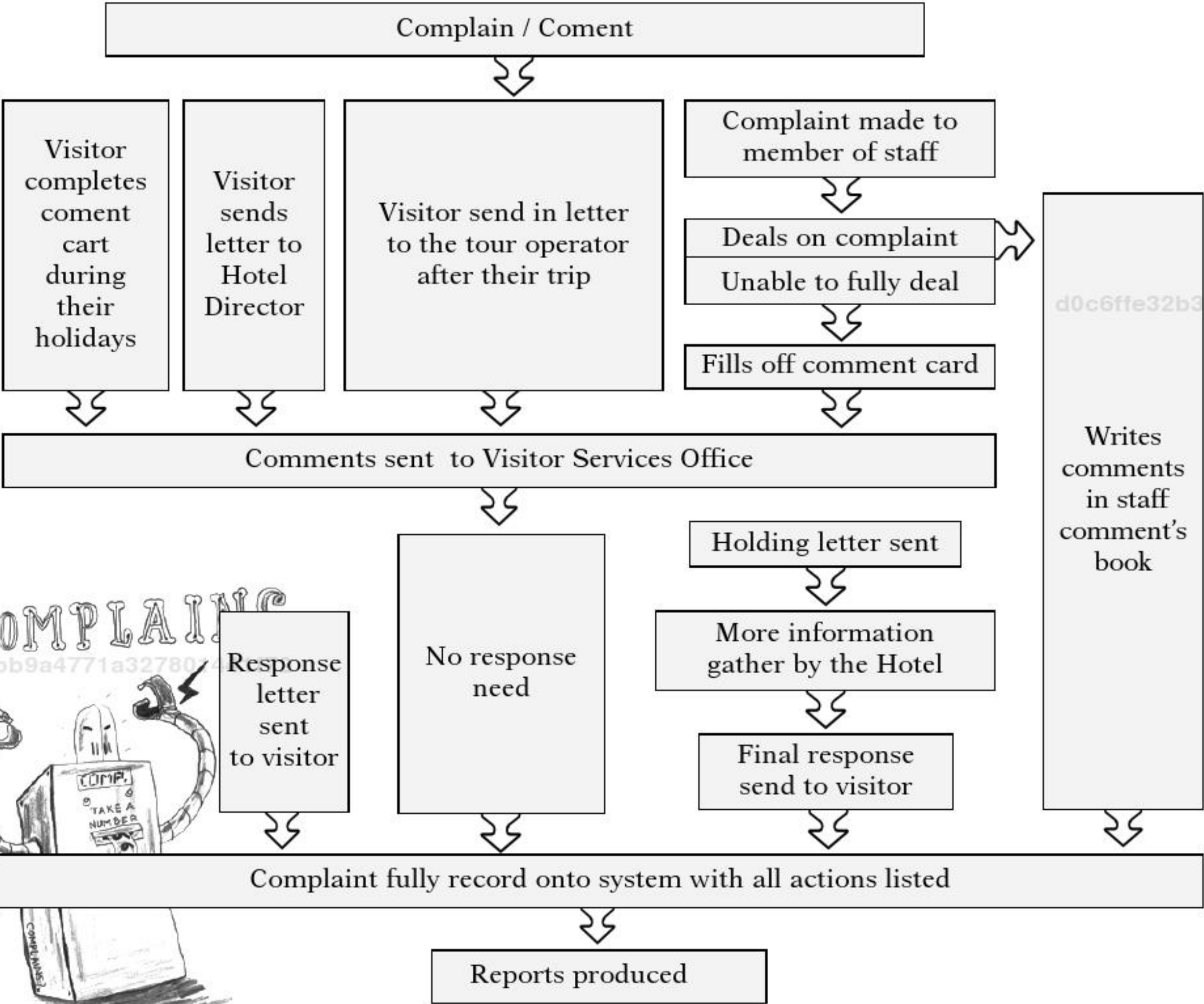
- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

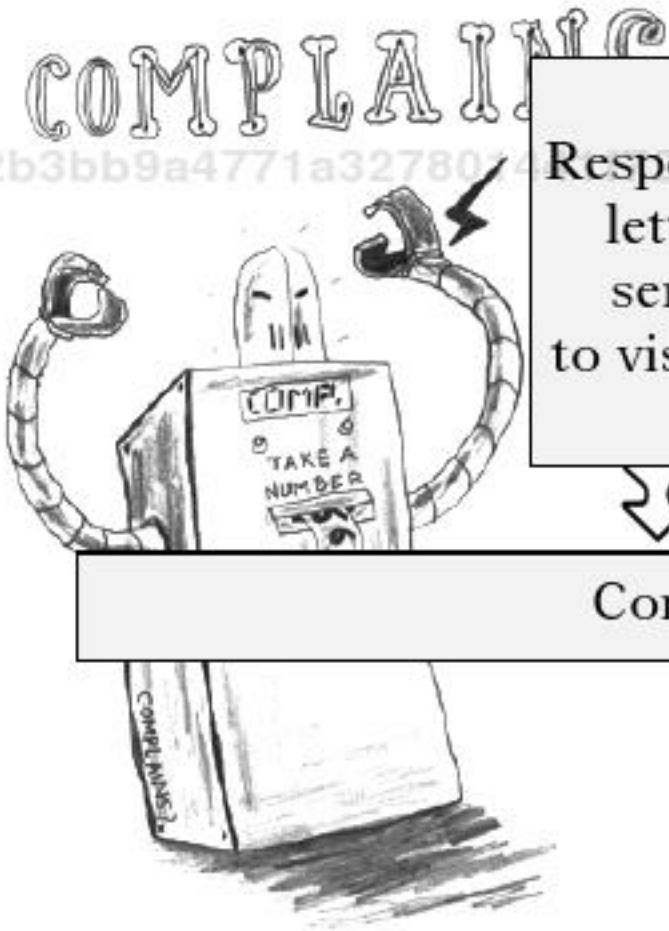
- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

HANDLING COMPLAINTS





HANDLING COMPLAINTS



ERROR ANALYSIS**ANSWER SHEET (p. 202)****10. An example of customer response comment flow**

1) Which of the two texts is written in correct English? _____

2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Grammatical

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

ERROR ANALYSIS

KEY

1. Travel Destination

- 1) Which of the two texts is written in correct English? Text 1.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) it's transformation
(wrong contraction)
- 2) fines restaurants
(wrong adjective-noun agreement)
- 3) is mastered the art
(wrong auxiliary)
- 4) the art of to live
(wrong infinitive after preposition)
- 5) this things
(wrong number agreement)
- 6) Very little *Madrileños*
(wrong uncountable quantifier)
- 7) most opened capital
(wrong verb form)
- 8) If this would be summed up
(wrong conditional with if-clause)
- 9) you'll find you
(wrong object pronoun)
- 10) to feel as one of their own
(wrong prepositional verb)

Grammatical

- 1) its transformation
- 2) fine restaurants
- 3) has mastered the art
- 4) the art of living
- 5) these things
- 6) Very few *Madrileños*
- 7) most open capital
- 8) If this can be summed up
- 9) you'll find yourself
- 10) to feel like one of their own

ERROR ANALYSIS**KEY****2. Travel Itineraries**

- 1) Which of the two texts is written in correct English? Text 2.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) For to Print
(wrong infinitive after preposition "for")
- 2) Handwritten
(misspelling)
- 3) Coming
(wrong lexical verb form)
- 4) Depart Of:
(wrong preposition)
- 5) Check-on
(wrong phrase verb)
- 6) Vehicle's Rental
(wrong genitive)
- 7) Clas
(misspelling)
- 8) Pick-in Date
(wrong phrasal verb)
- 9) Accomodations
(misspelling)
- 10) Hotel Adress
(misspelling)

Grammatical

- 1) For printing
- 2) Handwritten
- 3) Returning
- 4) Depart from
- 5) Check-in
- 6) Vehicle Rental
- 7) Class
- 8) Pick-up Date
- 9) Accommodations
- 10) Hotel Address

ERROR ANALYSIS

KEY

3. Arrangements for transport, accommodation, tours and activities

- 1) Which of the two texts is written in correct English? Text 1.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) will cost usually
(wrong word order)
- 2) are asked
(wrong passive)
- 3) If you will join
(wrong auxiliary with conditional
“if” clause)
- 4) many price
(wrong countable quantifier with
an UC noun)
- 5) in a bus
(wrong preposition)
- 6) to ask up
(wrong phrasal verb)
- 7) languages speaking
(wrong present perfect form)
- 8) will accepted
(missing passive auxiliary “be”)
- 9) have job
(wrong countable noun)
- 10) Overloaded vehicles
(wrong past perfect form)

Grammatical

- 1) will usually cost
- 2) ask
- 3) If you join
- 4) much price
- 5) on a bus
- 6) to ask for
- 7) languages spoken
- 8) will be accepted
- 9) have work
- 10) Overloading vehicles

ERROR ANALYSIS

KEY

4. Contacting destination planners, hotels and ground transport

- 1) Which of the two texts is written in correct English? Text 2.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) for get married
(wrong preposition)
- 2) opting by
(wrong prepositional verb)
- 3) such a destinations
(wrong number agreement)
- 4) depends of
(wrong preposition)
- 5) many knowledge about
(wrong countable quantifier)
- 6) On the other hand,
(wrong linking word)
- 7) worrys of people
(misspelling)
- 8) wedding moon planned
(wrong past present participle)
- 9) wedding paquets
(wrong lexical choice)
- 10) the more ideal way
(wrong comparative)

Grammatical

- 1) to get married
- 2) opting for
- 3) such destinations
- 4) depends upon
- 5) much knowledge about
- 6) Therefore,
- 7) worries of people
- 8) wedding moon planning
- 9) wedding packages
- 10) the most ideal way

ERROR ANALYSIS

KEY

5. Financial matters

- 1) Which of the two texts is written in correct English? Text 2.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) U.S. dollars are not accepting
(wrong active verb form)
- 2) interchange rate
(wrong lexical choice)
- 3) less expensive that
(wrong comparative expression)
- 4) less than 18
(wrong comparative form)
- 5) This include
(wrong subject-verb agreement)
- 6) depending of
(wrong verb preposition)
- 7) at a table
(wrong preposition)
- 8) as is leaving
(subject missing)
- 9) pay in the money
(wrong lexical expression)
- 10) your level of the satisfaction
(wrong use of definite article)

Grammatical

- 1) U.S. dollars are not accepted
- 2) exchange rate.
- 3) less expensive than
- 4) under 18
- 5) This includes
- 6) depending on
- 7) in a table
- 8) as it is leaving
- 9) pay in cash
- 10) your level of satisfaction

ERROR ANALYSIS**KEY****6. Barcelona** (adapted texts taken from *lonely planet* website)

- 1) Which of the two texts is written in correct English? Text 2.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) it's historical centre
(wrong pronoun form)
- 2) like the Gothic Quarter
(wrong conjunct)
- 3) remains
(wrong inflected verb form)
- 4) would has been
(wrong finite verb form)
- 5) who
(wrong relative pronoun)
- 6) dapproached
(wrong past participle form)
- 7) few
(wrong countable form)
- 8) you're literally transport
(wrong passive form)
- 9) The photography
(wrong definite article)
- 10) in the first Saturday
(wrong preposition)

Grammatical

- 1) its historical centre
- 2) as the Gothic Quarter
- 3) remain
- 4) would have been
- 5) which
- 6) approaching
- 7) little
- 8) transported
- 9) Photography
- 10) on the first Saturday

ERROR ANALYSIS

KEY

7. Visit: Monument

- 1) Which of the two texts is written in correct English? Text 1.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) known like
(wrong preposition)
- 2) the city's one most cherished figures
(wrong genitive form)
- 3) the tourists
(wrong use of definite article)
- 4) laugh with
(wrong prepositional verb)
- 5) costumes
(misspelling)
- 6) display in the "Maison .."
(wrong preposition)
- 7) had sprung up
(wrong past tense form)
- 8) The more commonly heard
(wrong comparative form)
- 9) for the reign of
(wrong preposition)
- 10) potable water
(wrong lexical adjective)

Grammatical

- 1) known as
- 2) one of the city's most cherished figures
- 3) tourists
- 4) laugh at
- 5) costumes
- 6) display at the "Maison .."
- 7) have sprung up
- 8) The most commonly heard
- 9) during the reign of
- 10) drinking water

ERROR ANALYSIS**KEY****8. Travel groups**

- 1) Which of the two texts is written in correct English? Text 1.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) the better tours available
(wrong comparative form)
- 2) are those who offer
(wrong relative pronoun)
- 3) The women looking for ...
(wrong definite article)
- 4) less stressfull
(misspelling)
- 5) relaxed scenic vacation getaways
(wrong adjective)
- 6) inmersion travel experiences
(misspelling))
- 7) on every destination
(wrong preposition)
- 8) while meet new friends
(wrong infinitive)
- 9) between the Mayan people
(wrong preposition)
- 10) The participants will stay at...
(wrong definite article)

Grammatical

- 1) the best tours available
- 2) are those which offer
- 3) Women looking for ...
- 4) less stressful
- 5) relaxing scenic vacation getaways
- 6) immersion travel experiences
- 7) at every destination
- 8) while meeting new friends
- 9) among the Mayan people
- 10) Participants will stay at...

ERROR ANALYSIS

KEY

9. Displays at trade shows

- 1) Which of the two texts is written in correct English? Text 2.
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) target to
(wrong non-finite form)
- 2) hold
(wrong irregular verb form)
- 3) in that
(wrong relative pronoun)
- 4) to answering
(wrong gerund)
- 5) exhibited companies
(wrong past perfect verb form)
- 6) journalists meet
(wrong simple present form)
- 7) that they
(wrong subject pronoun with
subject relative)
- 8) which
(wrong relative pronoun)
- 9) who seeking
(lack of auxiliary of continuous
verb form)
- 10) a excellent opportunity
(wrong indefinite article)

Grammatical

- 1) targeted to
- 2) held
- 3) in which
- 4) to answer
- 5) exhibiting companies
- 6) journalists met
- 7) that
- 8) who
- 9) who are seeking
- 10) an excellent opportunity

ERROR ANALYSIS**KEY****10. An example of customer response comment flow**

- 1) Which of the two texts is written in correct English? Text 1
- 2) Identify the 10 errors found and explain why:

Ungrammatical

- 1) Complain/
(misspelling)
- 2) /Coment
(misspeling)
- 3) Comment cart
(misspelling)
- 4) deals on complaint
(wrong phrasal verb)
- 5) Unable to fully deal
(missing adverbial particle)
- 6) Fills off comment card
(wrong adverbial particle)
- 7) comment's book
(wrong Saxon genitive)
- 8) No response need
(wrong infinitive)
- 9) More information gather
(wrong active verb form)
- 10) Final response send to visitor
(wrong active verb form)

Grammatical

- 1) Complaint
- 2) Comment
- 3) Comment card
- 4) deals with complaint
- 5) Unable to fully deal with
- 6) Fills out comment card
- 7) comment book
- 8) No response needed
- 9) More information gathered
- 10) Final response sent to visitor

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