

UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO



UNIDAD ACADÉMICA PROFESIONAL CHIMALHUACÁN

LICENCIATURA EN TURISMO

ANTOLOGÍA DE INGLÉS 7

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Programa de estudios Inglés 7

Elaboró: Dirección de Aprendizaje de Lenguas

Fecha de aprobación: 21 de marzo de 2017

I. Datos de identificación

Unidad de aprendizaje

Inglés 7

Carga académica

2		2		4		6	
Horas teóricas		Horas prácticas		Total de horas		Créditos	

Seriación

Inglés 6

UA Antecedente

Inglés 8

UA Consecuente

Tipo de UA

Curso taller

X

II. Presentación

El programa de la Unidad de Aprendizaje Inglés 7 fue diseñado con base en los descriptores señalados por el Marco Común Europeo de Referencia para el nivel B1+. Este documento plantea una metodología en la que el conocimiento es importante, pero es más significativo lo que los estudiantes puedan hacer con él, específicamente, en términos comunicativos. Los objetivos señalados en este programa responden a este enfoque y hacen énfasis en lo que los estudiantes podrán comunicar al final de cada unidad y del curso.

Los temas descritos en este programa se relacionan principalmente con la estructura de la lengua como instrumento para el logro de competencias comunicativas. Estos, giran en torno al uso de tiempos verbales y su función, se hace énfasis en el aspecto y el modo verbales, así como en estructuras y expresiones que dan coherencia al discurso. Los temas aquí incluidos, están encaminados a reforzar conocimientos y habilidades, y ser herramienta para continuar desarrollando la sensibilidad por el idioma.

Al finalizar esta unidad de aprendizaje se espera que el estudiante: se desenvuelva con fluidez en intercambios sociales habituales al poner en práctica estrategias para comenzar y sostener una conversación, así como para aclarar y confirmar información; se exprese con seguridad en una entrevista en la que se solicite información personal; sea capaz de emitir sugerencias y opiniones; cuestione y especule acerca de situaciones reales, probables e irreales; narre eventos y anécdotas; describa objetos, lugares y personas; llegue a acuerdos y exprese planes a futuro, así como eventos imprevistos.

Se plantea también que durante esta unidad de aprendizaje el estudiante sea capaz de comunicar y comprender, con más precisión, una mayor cantidad de información, sea más preciso al hacerlo. Del mismo modo, se espera que pueda variar el grado de formalidad de su discurso, identifique rasgos del discurso académico y comience a recibir y a producir información relacionada con su área disciplinar a través de una segunda lengua. Esto, le permitirá encontrar una motivación al percibir al idioma como un medio para compartir y adquirir conocimientos de su área y abrirse oportunidades en el ámbito laboral.

Las principales contribuciones de este curso a la formación profesional del estudiante serán: el acceso que los alumnos puedan tener a información de vanguardia mediante el dominio intermedio-avanzado de inglés; la destreza para aplicar estrategias y competencias comunicativas que podrán extrapolar a otras áreas del ámbito personal, profesional y laboral; el conocimiento de otras culturas, y el desarrollo de hábitos de estudio autónomo que le permitirán continuar aprendiendo.

El cumplimiento de los objetivos descritos en este programa será atribuible principalmente al tiempo y las actividades que tanto el docente como los alumnos dediquen al aprendizaje de la lengua dentro y fuera del aula. El docente deberá fungir como facilitador de conocimientos, patrones lingüísticos y comunicativos, oportunidades de interacción, y contextos que guíen el entendimiento de la lengua y su uso.

III. Ubicación de la unidad de aprendizaje en el mapa curricular

Núcleo de formación:

Básico

Carácter de la UA:

Obligatoria

V. Objetivos de la unidad de aprendizaje.

Aplicar la estructura y función de tiempos verbales, así como estrategias y estructuras descritas en el nivel B1+ del Marco Común Europeo de Referencia para las lenguas, con el fin de comunicarse de forma oral y escrita eventos, hábitos, opiniones, planes y expectativas en un discurso con la extensión suficiente y con matices de modo y aspecto que den precisión a la información que se comunica.

VI. Contenidos de la unidad de aprendizaje y su organización.

Unidad 1. Conversaciones y entrevistas

Objetivo: Intercambiar información personal, preferencias y opiniones; describir y dar información acerca de hábitos, situaciones pasadas y en progreso con la fluidez necesaria para comenzar y mantener una conversación en la que la comprensión de ideas generales y detalles permitan argumentar con una intención determinada.

1.1 Situaciones que acontecen

- 1.1.1 Hábitos, hechos y eventos en progreso
- 1.1.2 Conectores aditivos, disyuntivos, causales, concesivos y temporales
- 1.1.3 Entonación enfática
- 1.1.4 Fórmulas para tomar y ceder turnos en la conversación, *tag question* y entonación

1.2 Eventos concluidos

- 1.2.1 Narraciones secuenciadas de acontecimientos pasados
- 1.2.2 Hábitos pasados expresados con *used to* y *would*

1.3 Entrevistas

- 1.3.1 Formulación de preguntas y respuestas
- 1.3.2 Confirmación de la información recibida
- 1.3.3 Experiencia laboral y académica
- 1.3.4 Requerimientos y habilidades para el empleo o estudios de posgrado
- 1.3.5 Escribir *emails* y cartas solicitando empleo o ingreso a una universidad

1.4 Uso de la lengua en el ámbito académico y laboral

Unidad 2. Situaciones condicionadas

Objetivo: Expresar condiciones reales e irreales, con el fin de prevenir, sugerir, cuestionar y emitir opiniones sobre situaciones probables e improbables.

2.1 Condiciones reales

- 2.1.1 Hechos y consecuencias lógicas
- 2.1.2 Cuestionar posibles consecuencias de un acto

2.2 Condiciones irreales

- 2.2.1 Opiniones acerca de situaciones futuras hipotéticas
- 2.2.2 Situaciones improbables o imposibles en el futuro
- 2.2.3 Consecuencia o resultado de una situación imaginaria

2.3 Uso de la lengua en el ámbito académico y laboral

Unidad 3. Narraciones

Objetivo: Narrar eventos dando precisión a la secuencia y el grado de desarrollo de acontecimientos y a la descripción de lugares, objetos y personas.

3.1 Historias y anécdotas

- 3.1.1 Acciones concluidas y reiterativas
- 3.1.2 Acciones que se anticipan a otras
- 3.1.3 Eventos desarrollados en un tiempo indefinido
- 3.1.4 Énfasis en la duración de un evento concluido o aún en progreso
- 3.1.5 Conectores

3.2 Uso de tiempos perfectos y perfectos continuos

- 3.2.1 Experiencias reiterativas
- 3.2.2 Experiencias concluidas
- 3.2.3 Énfasis en la duración de un evento concluido o aún en progreso
- 3.2.3 Elementos que dan pauta otra acción

3.3 Descripciones

- 3.3.1 Adjetivos y adverbios
- 3.3.2 Comparativos y superlativos
- 3.3.3 Similitud

3.4 Uso de la lengua en el ámbito académico y laboral

Unidad 4. Negociación y restricción

Objetivo: Exponer ideas, aclarar y confirmar información para llegar a acuerdos, establecer diferentes grados de restricción y especular con respecto a eventos que acontecen o acontecerán.

4.1 Negociación

- 4.1.1 Expresiones corteses de acuerdo y desacuerdo
- 4.1.2 Preguntas y respuestas para aclarar información
- 4.1.3 Estrategias de persuasión

4.2 Obligación, permiso y prohibición

- 4.2.1 Verbos modales que expresan obligación y permiso
- 4.2.2 Expresiones de no obligación
- 4.2.3 Verbos y perífrasis verbales que expresan obligación y permiso

4.3 Especulación

- 4.3.1 Verbos modales que expresan distintos grados de certeza
- 4.3.2 Especulación de acciones en progreso
- 4.3.3 Adverbios para expresar distintos grados de certeza
- 4.3.4 Formas de entonación para denotar grados de certeza

4.4 Uso de la lengua en el ámbito académico y laboral

Unidad 5. Planes futuros

Objetivo: Expresar acuerdos y planes a futuro, así como eventos imprevistos.

5.1 Planes

- 5.1.1 Planes y acuerdos
- 5.1.2 Acciones concluidas en el futuro, aspecto perfectivo
- 5.1.3 Acciones en progreso en el futuro, aspecto progresivo

5.2 Eventos imprevistos

- 5.2.1 Ofrecimientos
- 5.2.2 Promesas
- 5.2.3 Predicciones

5.3 Uso de la lengua en el ámbito académico y laboral

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MAPA CURRICULAR



Universidad Autónoma del Estado de México
Secretaría de Docencia
Dirección de Estudios Profesionales

MAPA CURRICULAR DE LA LICENCIATURA EN TURISMO, 2015

	PERIODO 1	PERIODO 2	PERIODO 3	PERIODO 4	PERIODO 5	PERIODO 6	PERIODO 7	PERIODO 8	PERIODO 9	
O B L I G A T O R I A S	Contextualización del Turismo 4 0 4 8	Métodos y Técnicas de Investigación 2 4 6 8	Tiempo Libre y Ocio 2 2 4 6	Perspectivas Teóricas y Metodológicas del Turismo 6 0 6 12			Temas Emergentes y Tendencias del Turismo 4 0 4 8	Investigación Turística 3 6 9	Proyecto de Evaluación Profesional 2 4 6 8	
	Pensamiento Universitario 2 4 6	Tecnologías y Aprendizaje Autónomo 2 4 6 8	Comprensión de Textos Académicos 2 4 6	Argumentación y Comunicación Académica 2 4 6	Proyección Ética y Profesional 4 0 8			Planificación Turística 3 6 9	Desarrollo Local y Regional 4 6 10	
	Sociología 4 0 4 8	Psicología 2 4 7	Estadística 3 3 6 9		Políticas Públicas para el Turismo 4 0 8		Marco Jurídico y Normativo del Turismo 2 2 4 6	Interpretación del Patrimonio Natural y Cultural del Turismo 2 4 6 8		
	Geografía 2 4 6	Sociedad y Naturaleza 2 4 6	Cultura Popular de México 4 0 4 8	Turismo y Sustentabilidad 4 2 6 10	Impactos del Turismo 3 3 6 9		Tecnología en las Sociedades Contemporáneas 2 3 5 7	Marco Legal del Patrimonio Natural y Cultural del Turismo 2 2 4 6	Plan de Negocios 2 2 4 6	
	Economía 4 0 4 8	Administración 3 3 6 9	Mercadotecnia 3 3 6 9	Contabilidad 2 4 6	Finanzas 2 2 4 6		Administración Estratégica 2 4 6 8	Innovación de las Organizaciones Turísticas 2 4 6	Gestión del Talento Humano 4 6 10	
	Patrimonio Cultural Mundial 4 0 4 8	Patrimonio Cultural de México 2 2 4 6	Cultura, Sociedad y Turismo 2 2 4 6							
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O R I G I N A L	Economía 4 0 4 8	Administración 3 3 6 9	Mercadotecnia 3 3 6 9	Contabilidad 2 2 4 6	Finanzas 2 4 6 8	Administración Estratégica 2 4 6 8	Innovación Organizacional 2 2 4 6
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	Inglés 5 2 4 6	Inglés 6 2 4 6	Inglés 7 2 4 6	Inglés 8 2 4 6	Inglés 9 2 4 6	Inglés 10 2 4 6	

PRESENTACIÓN

Hablar del inglés es hablar del idioma universal por excelencia, de la lingua franca de la actualidad; es el idioma más empleado a la hora de realizar comunicaciones internacionales, sobre todo en el importante mundo de las transacciones comerciales y las finanzas, y por supuesto el turismo. El inglés es la lengua oficial de numerosos países, entidades gubernamentales y organismos internacionales tales como las Naciones Unidas (ONU), la Unesco o la Unión Europea, entre otros. La realidad es que la lengua inglesa es ampliamente hablada en numerosos puntos del planeta. Las razones son principalmente históricas y políticas, se remontan a la importancia que ha tenido el Imperio Anglosajón a lo largo de la historia más reciente, en la cual, con cada conquista, con cada acuerdo, se iba extendiendo el idioma de Shakespeare por todos los continentes. La incursión de los Estados Unidos como principal potencia mundial, hoy en día, ha terminado de consolidar el inglés como idioma universal, maestría del cual nos permite superar más barreras lingüísticas y por consecuencia más fronteras.

Las razones para estudiar inglés son muchas y variadas. Sin embargo nos incumbe aquí tratar las razones por las que es fundamental en la preparación de los alumnos de cualquier licenciatura, en especial, los de la Licenciatura en Turismo.

Tal vez la razón fundamental por qué estudiar inglés es que resulta esencial a la hora de encontrar trabajo. El inglés nos dará acceso a una mejor educación y por lo tanto a la posibilidad de un mejor empleo. Nuestras oportunidades laborales se multiplicarán en cuanto dominemos el idioma. Tanto en áreas gubernamentales como en empresas multinacionales, sin importar tu campo de trabajo, el inglés te aportará siempre ventajas a la hora de ascender o acceder a un buen puesto de trabajo, ayudándote a mejorar tu situación laboral.

Otra importante razón para aprender inglés es que podremos acceder a una mejor preparación académica; y con esto no sólo nos referimos a las universidades o centros de formación del extranjero; en nuestro propio país el inglés es requisito fundamental para estudiar Maestrías y Doctorados reconocidos. Además nos dará acceso a información más actual y completa,

conoceremos los últimos avances y podremos acceder a la mayoría de textos científicos, académicos y tecnológicos, escritos en inglés. Según un estudio más del 56% de los sitios de Internet están editados en inglés. En segundo lugar se encuentra el alemán con un 8%.

Aunado a los argumentos anteriores; podemos mencionar también que el perfil de egreso de la Licenciatura en Turismo juzga como indispensable que los alumnos manejen el inglés a un nivel C1 al terminar los créditos de la carrera, dado que después de haber cursado los niveles de inglés curricular contenidos en la Licenciatura, los alumnos deberán producir discursos fluidos y espontáneos en los que se pongan en práctica estrategias de planificación, corrección y modulación que evidencien la destreza comunicativa en ámbitos sociales y la habilidad para comunicar con eficacia de manera oral o escrita los conocimientos e hipótesis en un ámbito especializado, haciendo uso de una variedad de estructuras gramaticales y un amplio repertorio léxico adquirido y reforzado tanto de manera guiada como autónoma. Con tales habilidades, los egresados de la Licenciatura en Turismo deberán ser capaces de formular y gestionar planes, programas y proyectos turísticos; así como organizaciones y destinos turísticos tendientes a la sustentabilidad y competitividad. Así mismo serán capaces de diseñar y aplicar estrategias de planificación orientados a la creación de productos sustentables y competitivos (tanto en español como en inglés), que incidan no sólo en su entorno local, regional o nacional; sino también en el internacional, gracias a su gestión del capital intelectual en el marco de competitividad global, facilitando el emprendimiento y proyección de las organizaciones turísticas.

Así pues, el material que aquí se presenta tiene como objetivo general el acercar a los alumnos de nivel superior, tanto a la literatura, como a la jerga utilizada en el ámbito laboral de un turismólogo en el idioma inglés; esto a través de una selección de lecturas que les permiten practicar y aplicar los conocimientos que han adquirido en los niveles de inglés 5 y 6 de la Universidad Autónoma del Estado de México. Como objetivo particular, esta antología pretende reforzar las bases comunicativas que le permitan al alumno perfeccionar sus habilidades de comprensión lectora y expresión escrita, principalmente; a fin de que pueda interactuar en los ámbitos personal, académico y laboral.

En esta Antología encontrarán una serie de lecturas con temas relacionados al turismo que ayudarán a los alumnos a agilizar su habilidad lectora, así como aprender vocabulario y reforzar sus conocimientos gramaticales con los ejercicios diseñados en la presente para ese propósito.

El motivo principal de esta antología es el de brindar una base en el conocimiento del idioma inglés a través de lecturas propias de la licenciatura en Turismo, para que los alumnos puedan adquirir

fluidez y vocabulario de una forma amena y atractiva, al mismo tiempo que refuerzan sus conocimientos de la gramática inglesa.

Finalmente, los textos que contiene este material han sido cuidadosamente seleccionados para apoyar el proceso lector, ya que la lectura es, ha sido y será el medio de adquisición de conocimiento por excelencia.

Con la ayuda de la presente antología los alumnos podrán entender oraciones y expresiones frecuentemente utilizadas en los ámbitos escolar y principalmente en el académico y laboral. Podrá describir aspectos de su vida diaria, así como sus anhelos, ambiciones y sueños; será capaz de dar razones y explicaciones de sus opiniones y planes. Podrá entender, comunicarse e intercambiar información tanto en discurso directo como indirecto. Será capaz de entender los puntos principales de las lecturas intermedias-avanzadas y de resolver cuestionamientos al respecto; tanto temas concretos como abstractos, incluyendo el vocabulario técnico de su campo de especialización.

GUÍA DE EVALUACIÓN

	CRITERIO	Porcentaje Primer Parcial	Porcentaje Segundo Parcial	Evaluación Ordinaria y Extraordinaria
EXAMEN	Uso de la Lengua	15 %	15 %	Examen 100%
	Comprensión Auditiva	15 %	15 %	
EVIENCIAS	Expresión Escrita	15 %	15 %	
	Expresión Oral	15 %	15 %	
	Comprensión Lectora	15 %	15 %	
	Comprensión Auditiva	5%	5%	
	Uso del Idioma ANTOLOGÍA	20%	20%	
	TOTAL	100%	100%	

TRABAJOS: La antología cuenta con 20 ejercicios de gramática, 10 para el primer parcial y 10 para el segundo parcial.

Se sugiere sumar los puntos que aparecen entre paréntesis en las instrucciones de cada ejercicio, para sumar 20 por ciento.

El primer parcial comprende la unidad 1 y 2. El segundo parcial comprende a partir de la unidad 3.

EXPRESIÓN ORAL: La presente antología cuenta con 5 ejercicios de “*speaking*”. Se recomienda sumar el puntaje que viene después de las instrucciones de este ejercicio, con el fin de sumar 15% en cada parcial.

EXPRESIÓN ESCRITA: En lo referente al *writing*, tenemos tres ejercicios para cada parcial. Se recomienda sumar los valores que están entre paréntesis después de cada instrucción.

LECTURAS: La presente antología consta de 10 lecturas, divididas en siete para el premier parcial y tres para el segundo. Se recomienda sumar los puntos que vienen entre paréntesis para lograr el total de los porcentajes.

COMPRENSIÓN AUDITIVA: Se trabajan 5 ejercicios de audio en clase (con material del profesor), cada uno tiene un valor de 1%.

UNIDAD 1.

CONVERSACIONES Y ENTREVISTAS

Objetivo: Intercambiar información personal, preferencias y opiniones; describir y dar información acerca de hábitos, situaciones pasadas y en progreso con la fluidez necesaria para comenzar y mantener una conversación en la que la comprensión de ideas generales y detalles permitan argumentar con una intención determinada.

READING ONE

Mexico's tourist destination prohibits disposable containers ¹

I. Read the passage. (3% of the grade)

MEXICO CITY (AP) - The Mexican government announced on Monday rules prohibiting the introduction of disposable containers in the tourist destination of Holbox, a protected natural area of the state of Quintana Roo.

The island of Holbox is known for **its** shallow seas, flamingos and whale sharks. But the small ecotourism complex has had problems **due to** poor infrastructure and unauthorized urbanization.

The new rules prohibit the entrance to Holbox of all the containers of polystyrene, PET and other non-biodegradable materials, as well as the construction of large hotels, golf courses and **air tracks**.

Similarly, the **discharge** of wastewater into the Gulf and the Caribbean will not be allowed. However, no action has yet been taken for the collection and treatment of wastewater in Holbox.

1. When was the prohibition announced?

2. Who announced this rule?

3. What is Holbox? _____

4. Where is Holbox? _____

5. What can you find on the island?

6. Why has the island had problems?

¹ Hughes, Lyn. Wanderlust, The original travel magazine. 20 May 2017. Top 5 sustainable tourism projects and why you'll want to support them.

7. Is Holbox a big complex?

8. Do you think some new resorts will be built there?

9. Is there any treatment for wastewater so far?

10. Is an example of disposable.

a) plastic glass b) leather bag c) clay plates

11. What does "ITS" in line 4 refer to?

a) seas b) island c) infrastructure

12. Which is closest in meaning to the word "air tracks" in line 7?

a) tours b) planes c) pathways

13. Which is closest in meaning to the word "discharge" in line 8?

a) load b) release c) payment

14. Which is closest in meaning to the word "due to" in line 5?

a) although b) nevertheless c) because of

II. In your opinion what would be a complete project for HOLBOX?

PRESENT CONTINUOUS

We use present continuous mainly to talk about things that are happening at the time of speaking.

Remember: I **am working** ... You **are working** ... He **is working**

To make questions and negative sentences we use the verb TO BE as the auxiliary

AM I **working?**

I **AM NOT** working

ARE (you, we, they) **working?**

You, we, they **ARE NOT** working

IS (he, she, it) **working?**

He, she, it **IS NOT** working

I. Conjugate in Present Continuous the corresponding verbs. (2% of the grade)

1. You _____ (work) hard today.
2. I _____ (look) for Christine, Do you know where she is?
3. It _____ (get) dark. Should I turn on the light?
4. They _____ (live) with friends until they find a new house.
5. The company _____ (lose) money.
6. It _____ (start) to rain. Do you have an umbrella?
7. I _____ (not listen) to the teacher.
8. Let's go out now. It _____ (not snow) any more.
9. They _____ (not study) Tourism, They _____ (study) Law.
10. My teacher _____ (not / speak) Spanish.

II. Write a question in present continuous in each number. (2% of the grade)

1. What / Peter / do / these days?

2. Why / the judge / make / such decision?

3. What / your lawyers / do ?

4. Where / the manager / spend / the night?

5. ecotourism / increase ?

READING TWO

Technology and innovation considered powerful drivers of cultural tourism²

I. Read the passage. (2% of the grade)

Madrid (Spain), October 9, 2018 - In order to promote the use of innovation and cutting-edge technologies in cultural tourism practices, destinations and products, the International Seminar on the Enhancement of Cultural Tourism through Innovation and technology will be held in Hamedan, Iran, as well as the 40th Plenary Session of the UNWTO Affiliate Members (12-14 November 2018).

The seminar focuses on highlighting the importance of innovation in the management and promotion of cultural tourism, which represents one of the largest tourism markets in the world, and highlighting the opportunities to integrate innovative methods of governance in the management of tourism destinations.

Cultural innovation and technology are groundbreaking factors, essential for promoting the development of this tourism segment, which favor the creation of favorable conditions that can improve governance, competitiveness and the preservation of cultural resources.

The seminar will feature three discussion groups, which will explore how data intelligence, innovative business models, digital services, marketing, and other new technologies can strengthen the sustainability, profitability and long-term competitiveness of products of cultural tourism, while allowing them to preserve their authenticity.

The main discussion group will analyze the ways in which innovation and technology generate new opportunities for the cultural tourism sector, promoting the incorporation of new agents in that sector.

It is estimated that 4 out of 10 tourists choose a destination based on their cultural offer. The conference will analyze the way in which the choice of a destination is increasingly motivated by immaterial factors such as culture, history, traditions and the environment of a place, or its association with famous people, ideas or events.

The host city, Hamedan, which has long hosted famous Iranian scientists and poets, is now known for its rich artisan heritage and, in particular, for the design of its ceramics. The small town of Lalejin, in the province of Hamedan, was designated World Ceramics Capital by the World Handicrafts Council, in July 2016. Nearby is Alisadr, the largest water cave in the world, another tourist attraction.

1. What was the purpose of the seminar?

a. To promote the use of innovation b. To treat the topic of tourism c. To address sustainability

2. Innovation and technology are ____ factors

a. favorable b. important c. innovative

3. Cultural innovation and technology in Tourism can improve:

a. Culture b. Competitiveness c. Marketing

² FE Online. Financial Express. October 10, 2018. Technology and innovation considered powerful drivers of cultural tourism.

4. How many groups did the seminar have?
a. Six b. Ten c. Three
5. The discussion groups were about:
a. The digital services b. Eco tourism c. The host city
7. Where did the seminar take place?
a. In Madrid b. In Spain c. In Iran
8. How many tourists choose a destination based on their cultural offers?
a. 5 out of 20 tourists b. 10 out of 30 tourists c. 8 out of 20 tourists
9. The host city is known for all of these except:
a. digital services b. artisan heritage c. the design of its ceramics
10. Which is the biggest cave in the world?
a. Alisadr b. Lalejin c. Hamedan
11. The word “cutting-edge” in line 1 is closest in meaning to:
a. important b. modern c. expensive
12. The word “highlight” in line 5 is closest in meaning to:
a. describe b. study c. stress
13. The word “which” in line 9 refers to:
a. Tourism segment b. Cultural innovation and technology c. The development
14. All of the following are not material factors except for:
a. infrastructure b. traditions c. history
15. The word “strengthen” in line 12 is closest in meaning to:
a. describe b. study c. stress

CONNECTORS

Contrast

- . In spite of / Despite
- . although / though/ even though / in spite of the fact that:
- . However / Nevertheless / Still / Yet / Even so / On the contrary / In contrast.
- . On the one hand ... On the other hand.
- . In contrast to / Contrary to.
- . Whereas, while
- . but / yet

Reason and cause

- . Because / As / Since / Seeing that
- . Because of / On account of / Owing to / Due to.
- . in order to, so as to, to:

Purpose

- . In order to / So as to (Introduce an infinitive of purpose)
- . In order that / So that (Introduce a sentence)

Consequence

- . Consequently / As a consequence / As a result / Therefore
- . As a consequence of / As a result of Followed by a noun phrase.
- . So Introduces a sentence. No commas.

Addition

- . Moreover / Furthermore / In addition / Besides / What's more
- . As well as / In addition to / Besides
- . for example, for instance, such as:
- . apart from, except for:

. Exemplification

- . For example / For
- . Such as

Result

- . As a result of – That's why
- Therefore, as a result, consequently, for this reason:

Conclusion

Finally: In conclusion: Lastly And eventually

I. Answer with an accurate connector (whereas, but, although, however, despite, in spite of, On the other hand) (2% of the grade)

1. _____ Andrew was warned of the risks, he decided to travel alone to South America.
2. Maria did not get a promotion _____ her qualifications.
3. Zambia is a land- locked country, _____ Kenya has a coastline.
4. On the one hand, you could rent a flat instead of buying one. _____ you are always at the mercy of landlords.
5. This restaurant has a good reputation, _____ that one does not.
6. The city has a 50 kph limit. _____, people are often caught speeding.
7. You won't be forgiven _____ your apology.
8. We couldn't find a house to buy _____ we looked at quite a few.
9. He always looks so lonely and sad _____ his popularity.
10. He is quiet and shy, _____ his sister is lively and talkative

II. Join each pair of sentences by using the words in brackets (although, in spite of, despite, but) (2% of the grade)

1. Dave smokes. He seems to be in good health - _____
2. I couldn't sleep. I was tired. - _____
3. Max didn't notice the sign. It was right in front of him - _____
4. Kate never learnt Spanish. She lived in Spain for many years - _____
5. Joe is a millionaire .He hates spending money. - _____
6. He has an English name. He is in fact German. - _____
7. She has an injured foot. She managed to walk to the village. - _____
8. I haven't eaten for 24 hours, I don't feel hungry. - _____
9. She was tired, she went to work. _____
10. She has plenty of money, she is very mean - _____

READING THREE

Cruise Tourism³

Cruise tourism is one of the fastest growing segments in the tourism industry and can make a significant contribution to a destination's economy and local communities. As cruise lines are looking for new destinations, cruise tourism can offer opportunities for some developing countries.

The development of the tourist cruises is a relatively recent activity, though the concept of leisure trips by ship was developed in the ancient years. We can place the first leisure cruises during the magnificence of ancient Egypt. In the Roman Empire small tours were organized by the Mediterranean Sea, **they** visited Capri or the islands of the bay of Naples. Later in the 16th century the Dutch merchants developed cruises for the North Sea. In fact, the word yacht comes from this period. One of the elements that more influenced the emergence of the cruises was the invention of the steam ship.

It is possible to say that the first modern cruise was born in 1844, when the English Shipping Company, organized a tourist trip for the Mediterranean on board of a ship made of wood (called the Lady Mary Wood and powered by steam).

In 1910, Albert Bellin organized a trip by ship that made a round-the-world trip and had a capacity of 650 persons.

Titanic is known by the accident, **its** impact in the world of the cruises was very important, for it introduced deep changes in the safety regulation that was demanded from the ships.

In 1930 cruises the Caribbean cruises emerged to discover paradisiac and remote destinations, **which** were difficult to reach by land or plane. It was the company Holland America the first one in realizing the first cruise for the Caribbean in 1926, with a ship called Veendam.

I. Read the passage and answer the following questions. (2% of the grade)

1. Which culture carried out the first leisure cruises?
a) Egypt b) Rome c) Greece
2. What places were visited in the tours by the Mediterranean sea?
a) The Bahamas b) Islands of Bay of Naples c) Hawaii
3. In which century was the word "yacht" created?
a) XVI b) XXI c) X
4. When was the first modern cruise born?
a) 1910 b) 1844 c) 1930
5. How was the wood ship called?
a) Lady Mary Wood b) Titanic c) Great ship
6. Who organized the round-the-world trip?
a) Thomas Cook b) Holland America c) Albert Bellin
7. What impact did the collapse of the Titanic have?

³ Wikipedia. Cruise Ship

8. In what year did they start doing cruises by the Caribbean?

9. What company carried out the cruise?

10. Cruise tourism makes economic contributions only to cruise lines.

a) true b) false c) doesn't mention

11. Which is closest in meaning to the word "leisure"?

a) quality b) relaxation c) safety

12. Which is closest in meaning to the word "emerge" in line 13?

a) spread b) take c) come out

13. What does "THEY" in line 6 refer to?

a) the trips b) the romans c) the Dutch merchants

14. What does "ITS" in line 15 refer to?

a) Titanic's b) the accident c) capacity

15. What does "WHICH" in line 17 refer to?

a) ships b) destinations c) cruises

TAG QUESTIONS

A tag question is a small question that is attached, or "tagged", to the end of a sentence.

You came by train, **didn't you?**

It's very windy today, **isn't it?**

You can meet me at the station, **can't you?**

You couldn't give me a ride, **could you?**

Sentence Pattern

If the sentence is **negative**, the tag is **positive**, as in the example below.

You didn't tell him, **did you?**

He never drinks alcohol, **does he?**

Nobody left a message, **did they?**

If the sentence is **positive**, the tag is **negative**, as in the next example.

You told him, didn't you?

I. Mark the correct sentence and CORRECT the others. (2% of the grade)

1. Your daughter is in Thailand at the moment, wasn't she? _____
2. This meal was delicious, isn't it? _____
3. Nobody called for me while I was in conference, did they? _____
4. All this is too much for me to carry by myself. Give me a hand, do you? _____
5. You've never come to this park before, did you? _____
6. You weren't paying attention to me, are you? _____
7. You couldn't recommend a good place to have a quick meal, could you? _____
8. Those are new glasses, are they? _____
9. There was some confusion about who would do what, isn't there? _____
10. They always look happy together, don't they? _____
11. These gloves don't belong to you, don't they? _____
12. As a student, you used to work part-time at a coffee shop, didn't you? _____
13. You used to be in the same history class as me, weren't you? _____
14. You've never eaten this kind of food before, haven't you? _____
15. This job makes us really tired, isn't it? _____
16. You know how to drive a car, can't you? _____
17. He shouldn't smoke here, should he? _____
18. You didn't forget to bring your wallet, did you? _____
19. It's your turn to take the dog for a walk, doesn't it? _____
20. You wouldn't lie to me, won't you? _____

READING FOUR

The Japanese humanoid mini-robot Robohon will act as a tour guide in Kyoto⁴

I. Read carefully the text. (2% of the grade)

The Japanese humanoid mini-robot Robohon will work as a tour guide in Kyoto (west) through a new service offered by taxis to cope with the growing number of foreigners visiting the country and the former Japanese capital.

The service, which will be available between September 22 and March 31, 2019, will allow travelers to buy a tour in which the robot will be their guide, and acquaint them with local history, among other things, said the robot's creator, the company Sharp, in a statement on Tuesday.

The package is a joint initiative by Sharp, the largest local taxi operator (MK) and the travel agency JTB, which will offer the service in Japanese, Chinese and English, as detailed in the text.

In addition to listening to the robot while in the taxi, customers can get out of the vehicle with Robohon which measures 19.5 centimeters and weights 390 grams.

Between January and July of this year, Japan received 18,730,900 foreign tourists, 13.9% more interannually during the same period in 2017, according to figures from the Japan National Tourism Organization (JNTO). Kyoto was last year's fourth favorite destination of travelers, only behind Tokyo, Osaka and Chiba.

II. Answer the following questions.

1. What languages does Robohon 'speak'? _____

2. Which company launched Robohon? _____

3. When will the service be launched? _____

4. How tall is it? _____

5. How much does it weight? _____

6. How many foreign tourists did Kyoto receive between January and July?

7. How much has foreign tourism grown according to the JNTO?

8. The word "cope" in line 2 is closest in meaning to:

- a. handle b. transport c. accommodate

9. The words "in addition" in line 8 is closest in meaning to:

- a. due to b. however c. besides

10. The word "figures" in line 11 is closest in meaning to:

- a. reports b. forms c. numbers

⁴ News Infoline. Septiembre 2018. The Japanese humanoid mini-robot Robohon will act as a tour guide in Kyoto

USED TO

We can use 'used to' to talk about past states

We used to live in New York when I was a kid.

There didn't use to be a petrol station there. When was it built?

... or we can use 'used to' to talk about repeated past actions

I used to go swimming every Thursday when I was at school.

I used to smoke but I gave up a few years ago.

Remember that 'used to' is only for past states/actions that don't happen now – we can't use it for things that still happen now.

WOULD

We can use 'would' to talk about **repeated past actions**.

Every Saturday I would go on a long bike ride.

My teachers would always say "Sit down and shut up!"

Often either 'would' or 'used to' is possible. Both of these sentences are possible.

Every Saturday, I would go on a long bike ride = Every Saturday I used to go on a long bike ride.

However, only 'used to' is possible when we talk about past states - We used to live in New York when I was a kid.

I. Write a sentence in each number. (1% of the grade)

1. I _____ (live) in a flat when I was a child.
2. _____ (we/go) to the beach every summer?
3. She _____ (love) eating chocolate, but now she hates it
4. He _____ (not / smoke)
5. I _____ (play) tennis when I was at school
6. She _____ (be able) to speak French, but she has forgotten it all
7. He _____ (play) golf every weekend.
8. They both _____ (have) short hair
9. Julie _____ (study) Portuguese
10. I _____ (not / hate) school

II. Complete with WOULD or USED TO the correct answer. (2% of the grade)

1. I _____ live in this city when I was a child.
2. We _____ often go on holiday.
3. When I was a child, we _____ have a dog.
4. She _____ work as a teacher for many years.
5. As a student, he never _____ have any money.
6. Did you _____ like playing football at school?
7. There never _____ be a coffee shop here.
8. My dad _____ always read to me before bed.

UNIDAD 2.

SITUACIONES CONDICIONADAS.

Objetivo: Expresar condiciones reales e irreales, con el fin de prevenir, sugerir, cuestionar, y emitir opiniones sobre situaciones probables e improbables.

READING ONE

Korea's Most Ambitious Project for the Next Century⁵

Saemangeum: The world's longest long seawall

The Saemangeum Seawall, located on the southwest coast of the Korean peninsula, is the world's longest man-made dyke, measuring 33 kilometres (21 mi). It runs between two headlands, and separates the Yellow Sea and the former Saemangeum estuary.

In 1991, the South Korean government announced that a dyke would be constructed to link three headlands just south of the South Korean industrial port city of Gunsan, 270 kilometres (168 mi) southwest of Seoul, to create 400 square kilometres (150 sq mi) of farmland and a freshwater reservoir. Since then, the government has spent nearly 2 trillion won (1.77 billion USD) on construction of the dyke, with another 220 billion won (194.62 million USD) budgeted on strengthening the dyke and a further 1.31 trillion won (1.16 billion USD) to transform the tidal flats into arable land and the reservoir. The average width of the sea wall/earth dam is 290 metres (950 ft) (it is 535 metres (1,755 ft) at its widest) and the average height is 36 metres (118 ft) (54 metres (177 ft) at its highest).

The construction of the Saemangeum Seawall has caused controversy from the moment it was announced as environmental groups protested against the impact of the dyke on the local environment. Supreme Court challenges in 1999 and 2005 led to temporary production stoppages but ultimately failed to stop the project. Major construction was completed in April 2006, with the seawall 500 metres (1,600 ft) longer than the Afsluitdijk in the IJsselmeer, the Netherlands, previously the longest seawall-dyke in the world.

With remaining minor construction and inspection finished, the seawall was officially open to the public on April 27, 2010. Then South Korean president Lee Myung Bak commented that Saemangeum would be "the kernel and the gateway of South Korea's west coast industrial belt", and is "another effort by us for low-carbon and green growth, along with the four-rivers project". A ceremony was held in Saemangeum the same day, with cabinet officials, politicians, and delegates from other countries.

Saemangeum's size is 1/5 of Tokyo, and 2/3 of Seoul! The central government has put in a lot of effort to make Saemangeum a global business hub by promoting it as a center of the tourism industry.

⁵ AFP, The independent. Mayo 2010. Korea's Most Ambitious Project for the Next Century

Along the Seamangeum seawall there are 7 resort areas in total, such as the Neoul shelter, Dolrorae shelter and the Haeneomi shelter. Each shelter is loved by visitors due to their distinctive concepts and creative facilities.

Seamangeum Tourism Zone. A family, enterprise eco-friendly tourism resort is the largest in East Asia with an area of 9.9km². Nearby Byeonsanbando National Park and the Seamangeum seawall number 1, tourist can enjoy major facilities such as a large scale golf resort (90 holes), a theme park, a luxury shopping mall, a silver town, condominium villas, and a convention center.

Gogunsan Islands Zone. Shinsido Island, which lies at the center of the Saemangeum region, will be connected with MuSinsido Munyeodo Island, Seonyudo Island, and Jangjado Island. They will become an international resort marine city. Gogunsan Archipelago consists of sixty small islands and is very famous for its beautiful nature and scenery. The main facilities of the city will be a water theme park, resort condominiums, marine resort facilities, etc.

Mega Resort. A four-season marine multi complex is being established near Saemangeum Seawall No. 3, near Shinsido Island. Key facilities include an aquarium, medical centers, and a media park.

I. Answer the following questions. (2% of the grade)

1. What is the Saemangeum? _____
2. When did the government announce its construction? _____
3. What is special about this dyke? _____
4. How big is it? _____
5. Why did some people protest against the dyke? _____
6. Did the environmental groups succeed in stopping the construction? _____
7. When did Saemangeum open to public? _____
8. Which is the largest eco-friendly tourism resort in East Asia? _____
9. What is Gogunsan? _____
10. What is closest in meaning to "hub"? a. line b. area c. center

II. Vocabulary

- | | |
|------------------|------------------|
| dyke _____ | seawall _____ |
| headland _____ | estuary _____ |
| farmland _____ | trillion _____ |
| budget _____ | strengthen _____ |
| kernel _____ | gateway _____ |
| official _____ | shelter _____ |
| facilities _____ | |

FIRST CONDITIONAL

The first conditional has the present simple after 'if', then the future simple in the other clause:

if + present simple, ... will + verb

It's used to talk about things which might happen in the future. This describes possible things, which could easily come true.

- If I study today, I'll go to the party tonight. If I have enough money, I'll buy some new shoes.
- She'll be late if the train is delayed. She'll miss the bus if she doesn't leave soon.

I. Make the first conditional. (2% of the grade)

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not/see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come) , I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not/improve) , we _____ (not/have) a picnic.
8. If I _____ (not/go) to bed early, I _____ (be) tired tomorrow.
9. If we _____ (eat) all this cake, we _____ (feel) sick.
10. If you _____ (not/want) to go out, I _____ (cook) dinner at home.
11. I _____ (come) early, if you _____ (want).
12. They _____ (go) to the party if they _____ (be) invited.
13. If he _____ (be) your surgeon, everything _____ (be) ok.
14. He _____ (not/get) a better job if he _____ (not/pass) that exam.
15. I _____ (buy) a new dress if I _____ (have) enough money.
16. If there _____ (be) an earthquake I _____ (be) terrified.
17. They _____ (go) on holiday if they _____ (have) time.
18. We _____ (be) late if we _____ (not/hurry).
19. She _____ (take) a taxi if it _____ (rain).
20. I _____ (not/go) if you _____ (not/come) with me.

READING TWO

Top 5 sustainable tourism projects and why you'll want to support them⁶

I. Read the article

The United Nations has declared 2017 the Year of Sustainable Tourism. Celebrate with these tourism projects that are amongst the most eco-friendly and socially responsible in the world.

1: Gili Lankanfushi and the Coral Line Project, Maldives

Coral reefs are both the most threatened and richest biodiverse ecosystems on the planet. Marine biologist Vaidotas Kirsys believes everybody can contribute to the protection the coral reefs. In March 2014, he initiated the Coral Line project at Gili Lankanfushi resort in the Maldives.

The Coral Line project pursues four goals: to offer guests an unforgettable experience by direct encounter with the corals, to make a contribution to the investigation of the corals, to support social and environmental projects, and, finally, to help regenerate a small coral reef.

The project has helped Gili Lankanfushi become the first resort on the Maldives to use a low technology system to let corals grow. More importantly, with the expertise of marine biologist Deborah Burn, they are sharing this knowledge, providing information to other resorts looking to raise coral reefs.

2: Tongsai Bay, Thailand

Regarded as one of the greenest hotels in Thailand, the Tongsai Bay started in 1985 when the late Akorn Hoontrakul purchased the land and spent three months sleeping on the beach, dreaming of his ideal resort with low impact on nature. During its construction he made sure no tree was felled. The hotel was built around nature and not vice versa.

On July 8th 2017, the Tongsai Bay celebrates its 30th anniversary. Today, the resort is managed by Akorn's son, Thanakorn, and his daughter-in-law, Saisiri. Both share his passion for the environment.

Over 60 species of birds and butterflies can only be spotted on this piece of land, and guests can participate in various environmental projects as they unwind in largely unspoiled nature.

3: Inkaterra, Peru

In 1975, José Koechlin von Stein bought land in Puerto Maldonado and created his first eco-friendly Inkaterra Hotel: the Reserva Amazonica Lodge. Soon his vision for eco-tourism caught on, and his 'Inkaterra' concept expanded to include seven lodges located at Peru's most popular spots, including the Amazon rainforest, the Machu Picchu cloud forest, the Sacred Valley of the Incas and the city of Cusco.

Today, Inkaterra's non-profit organization, Inkaterra Asociación, aims to conserve Peru's natural environment, as well as cultural and archaeological resources. Their focus is to grow Peru as a sustainable tourist destination and conserve its natural beauty. They believe that environmental responsible travel is the only way to sustain the industry in Peru and generate a positive impact on the environment.

4: Juist, Germany

If implementing sustainable tourism within a particular project is a big challenge, it is infinitely more difficult across a whole destination. That is the challenge the East Frisian Island of Juist in Germany has set itself. Early indications are that it is achieving it admirably.

In 2015, Juist was awarded the German Sustainability prize and, more recently, was certified as the 'first sustainable destination' in Lower Saxony. There are no cars on the island, just horse carriages and bicycles, and sustainable garbage prevention and disposal is strongly implemented.

There's even a 'Green University' for children on the island, educating them from a young age about sustainability.

⁶ Hughes, Lyn. Wanderlust, The original travel magazine. 20 May 2017. Top 5 sustainable tourism projects and why you'll want to support them

5: Kasbah du Toubkal, Morocco

The Kasbah du Toubkal is a small authentic lodge in the midst of a local Berber community in the Atlas Mountains of Morocco. Their mission, since the opening in 1995, has been to protect the Moroccan Imlil valley against negative effects of mass tourism developments.

Guests from all over the world are given the unique opportunity to learn more about the culture and the lifestyle of the Berbers, with the lodge a living embodiment of Berber hospitality. 95 percent of the employees come from villages in the region and 80 percent from the vicinity of two kilometres.

Profits are channelled into the education of employees, particularly women. A foundation, financed by a small overnight surcharge, supports social projects in the local community, many of which guests can take part in.

II. Answer the following questions. (2% of the grade)

1. When was the Year of Sustainable Tourism?

2. Which are the four goals of The Coral Line project?

3. In your opinion what would be the most outstanding contribution of The Coral Line project?

4. What's special about the Tongsai Bay hotel?

5. What's the meaning of 'spotted' in paragraph 3?

6. What is the main objective of Inkaterra Asociasion?

7. Why do you think Juist was awarded as 'first sustainable destination'?

8. What does the Green University do?

9. What can you do if you go to Kasbah du Toubkal?

10. Where do most employees come from?

SECOND CONDITIONAL

The second conditional uses the past simple after if, then 'would' and the infinitive:

if + past simple, ...would + verb

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

- We can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example.

If I won the lottery, I would buy a big house.(I probably won't win the lottery)

She would travel all over the world if she were rich.

- We can use it to talk about something in the present which is impossible, because it's not true. Is that clear? Have a look at the examples:

If I had his number, I would call him. (I don't have his number now, so it's impossible).

If I were you, I wouldn't go out with that man.

I. Make the second conditional. (2% of the grade)

1. If I _____ (be) you, I _____ (get) a new job.
2. If he _____ (be) younger, he _____ (travel) more.
3. If we _____ (not/be) friends, I _____ (be) angry with you.
4. If I _____ (have) enough money, I _____ (buy) a big house.
5. If she _____ (not/be) always so late, she _____ (be) promoted.
6. If we _____ (win) the lottery, we _____ (travel) the world.
7. If you _____ (have) a better job, we _____ (be) able to buy a new car.
8. If I _____ (not/speak) perfect English, I _____ (not/have) a good job.
9. If we _____ (live) in USA, I _____ (speak) English.
10. If she _____ (pass) the exam, she _____ (be) able to enter university.

II. Complete the next Second Conditional sentences.

I would be happy if _____

I would tell you the answer if _____

There would be fewer accidents if _____

We would have a lot of money if _____

Would she come if I _____

Would you accept the job if _____

What would you do if you _____

What would you do if you _____

READING THREE

SEXISM IN LANGUAGE⁷

Sexism is a political issue today. It affects the language we choose to use. Many people speaking or writing English today wish to avoid using language which supports unfair or untrue attitudes to a particular sex, usually women.

When Neil Armstrong stepped onto the moon he uttered a memorable sentence: "That's one small step for a man, one giant leap for mankind." If he had landed on the moon in the mid-'90s no doubt he would have said a much more politically correct sentence: "That's one small step for a person, one giant leap for humankind." Less poetic but certainly more literally representative of the whole of the human race!

Certain language can help to reinforce the idea of male superiority and female inferiority. What is now termed "sexist" language often suggests an inherent male dominance and superiority in many fields of life. Male pronouns, he, his and him are used automatically even though the sex of the person is not known. "A student may wish to ask his tutor about his course". Or we say, "Who's manning the office today?"

At work there is a tendency to associate certain jobs with men or women. For example, "A director must be committed to the well-being of his company." but "A nurse is expected to show her devotion by working long hours." In addition, job names often include reference to the sex of the person: "We're employing some new workmen on the project." "I'm talking to a group of businessmen next Friday." "The chairman cannot vote." "He is a male nurse" "I have a woman doctor." The use of such words tends to reinforce the idea that it is not normal for women to be in professional, highly-paid, technical and manual jobs. Also, that it is not natural for a man to work in such a caring (and generally poorly-paid) role as that of a nurse.

So how can this bias in the language be reduced? Look at the box below for some suggestions:

1. Avoid unnecessary male pronouns by using plural pronouns "they", "them", etc.

"Someone has left their briefcase behind."

"If anyone phones, tell them I am in a meeting."

2. Replace male pronouns with combinations such as "she or he", "him or her", "her or his".*

"A fashion model is usually obsessive about her or his diet."

"The journalist must be accurate when she or he reports interviews."

(* these combinations can sound rather awkward. They should not be repeated often in a piece of writing or conversation. The written form s/he, he/she, her/him is acceptable.)

3. Use other words when referring to both men and women.

"People are ..."

"Human beings must protect ..."

"Who's staffing the office?"

4. Use expressions or pronouns that do not support sexist assumptions about jobs.

"Teachers must not be late for their classes."

"A chairperson should be fair to all her or his colleagues."

⁷ Linguarama International, Alton UK, (2000). Sexism in Language.

5. Use job names that apply equally to men and women.

" The chairperson handed out notes of the last meeting."

"Mary is a very experienced camera operator."

"James is a nurse and Barbara is a doctor."

"We offer language courses for business people."

Over the last few years, changes in the role of women - and men - in society have made much sexist language out -of-date. Native speakers of English are slowly adjusting to the pressures for a more neutral language. Fortunately, this change is being accompanied by a measure of humour, which, fortunately, is common to both sexes!

I. Reading for meaning. (2% of the grade)

When you read an article, you can often guess the words you do not know from the context.

Find words or expressions in the above article which have the following meanings:

a. said _____

b. large jump _____

c. completely truthful _____

d. essential / natural _____

e. trend _____

f. kind and helpful _____

g. an often unfair or irrational tendency in favour of something _____

h. clumsy _____

i. impartial _____

II. Read again and answer the following questions. (1% of the grade)

1. Why was Neil Armstrong mentioned in the text?

2. What is sexist language?

3. What would be a politically correct replacement for "spokeswoman"?

4. What are some suggestions the article makes for a neutral language?

5. Why do people say "male nurse" and not only "nurse"?

THIRD CONDITIONAL

We make the third conditional by using the past perfect after 'if' and then 'would have' and the past participle in the second part of the sentence:

if + past perfect, ...would + have + past participle

It talks about the past. It's used to describe a situation that didn't happen, and to imagine the result of this situation.

If she had studied, she would have passed the exam (but, really we know she didn't study and so she didn't pass)

If I hadn't eaten so much, I wouldn't have felt sick (but I did eat a lot, and so I did feel sick).

She wouldn't have been tired if she had gone to bed earlier

He would have been on time for the interview if he had left the house at nine

I. Make the third conditional. (2% of the grade)

1. If you _____ (not/be) late, we _____ (not/miss) the bus.

2. If she _____ (study) she _____ (pass) the exam.

3. If we _____ (arrive) earlier, we _____ (see) John.

4. If they _____ (go) to bed early, they _____ (not/wake) up late.

5. If he _____ (become) a musician, he _____ (record) a CD.

6. If she _____ (go) to art school, she _____ (become) a painter.

7. If I _____ (be) born in a different country, I _____

(learn) to speak a different language.

8. If she _____ (go) to university, she _____ (study) French.

9. If we _____ (not/go) to the party, we _____ (not/meet) them.

10. If he _____ (not/take) the job, he _____ (go) travelling.

11. He _____ (be) happier if he _____ (stay) at home.

12. She _____ (pass) the exam if she _____ (study) harder.

13. We _____ (not/get) married if we _____ (not/go) to the same university.

UNIDAD 3.

NARRACIONES.

Objetivo: Narrar eventos dando precisión a la secuencia y el grado de desarrollo de acontecimientos y a la descripción de lugares, objetos y personas.

READING ONE

BEING A TOURIST GUIDE ⁸

Whether you work in a tourist information center, as a tour guide, or just want to tell your English-speaking friend about the sights in your city, this exercise is for you! It'll help you learn and practice the most useful vocabulary relating to giving tourist information.

I. Fill in each blank with the proper (best) response from the list below. (2% of the grade)

destroyed, attractions, historic, capital, blocks, cheaper, century, incredible, concentrated, trap

1. This is a very modern city. There aren't many _____ buildings.
2. Almost all of the _____ are located in the central area.
3. All the sights are _____ in this area.
4. Most of the city was _____ during the war, and rebuilt afterwards.
5. This building is from the 17th _____. It used to be a royal residence.
6. A tourist _____ is a place (restaurant, store, etc.) designed to attract travelers/tourists. There types of places are usually more expensive than places where "locals" go.
7. Wow! What an _____ view!
8. This used to be the _____ of our country.
9. We're not looking for an expensive hotel. We want something that's _____.
10. The post office? Go straight for three _____. You'll see it on your right.

II. Tourist Guide

light, architecture, landmarks, restored, cobblestone, tropical, vendors, check, climb, ruins,

1. The castle has been _____ to its former glory.

⁸ Tolle, Sarah. Fluent U. 2018. Being a Tourist Guide.

2. I can see the _____ (= remains) of the old fort from my hotel window.
3. Make sure you _____ out (= visit) the Automotive Museum.
4. Don't buy anything from the street _____ .
5. The climate here is _____ . It's hot all year and it rains a lot.
6. Turn right at the next _____ and then go straight for about 1 kilometer.
7. If you _____ to the top of the tower, you'll get a beautiful view of the city.
8. It's not easy driving on _____ streets, but it's nice to walk on them.
9. The Old Town has some beautiful examples of Romanesque _____.
10. Charles Bridge is one of Prague's _____. (= most recognizable/important sights)

III. Tourist Guide 3

business, street festival, modernized, stunning, upmarket, panoramic, opposite, hosts, takes place, signature

1. This street has a lot of _____ (= fancy, expensive) stores.
2. The facade of this building is quite _____. (= beautiful, impressive)
3. This is where the annual book fair _____ . (= happens)
4. The building is very old, but it has recently been _____ with much larger windows.
(= made more modern)
5. This bridge is probably our city's _____ (= most famous) attraction.
6. The _____ , which happens in July, is a great place to buy arts and crafts from local artisans.
7. The _____ district is home to a lot of banks and financial institutions.
8. That museum _____ (= has) an impressive collection of ancient pottery.
9. Our office is directly _____ the National Museum.
10. If you climb to the top of the tower, you'll get a _____ view of the city. (= you'll be able to see the city's skyline)

SIMPLE PAST

PAST CONTINUOUS

We often use the simple past and past continuous together.

This happens when a long action (in past continuous) is interrupted by another shorter action (in simple past)

Harry was having a shower when his guests arrived

(1. Harry was having a shower -long action 2. his guests arrived –short action)

The phone rang while I was cooking

(1. I started cooking -long action 2. the phone rang –short action)

I. Conjugate the verbs in the correct form simple past or past continuous. (2% of the grade)

1. When I _____ (see) the children, they _____ (sing) in the garden.
2. When I _____ (arrive) at the office, Martin _____ (answer) a call.
3. They were _____ (watch) TV when the light _____ (go) out.
4. I _____ (not call) you at 9.00, I _____ (put) the children to bed.
5. It _____ (rain) when I _____ (look) out of the window.
6. My friend _____ (break) his ankle when they _____ (play) football.
7. While I was _____ (talk) to the director, we _____ (hear) a loud noise.
8. What _____ (you/do) when I _____ (ring) you?
9. Where _____ (he/live) when we _____ (study) High School?
10. When they _____ (get) to the park, it _____ (rain)

II. WRITING ACTIVITY: The earthquake. (5% of the grade)

What were you doing when the earthquake stroke? Where were you? What about your family and friends? How did you feel? Does anyone you know suffered from any injury? etc.

VOCABULARY

accomodation	alojamiento
admission fee	costo de la entrada
brochure	folleto
camping site, campsite	sitio para acampar
car rental (US)	alquiler de autos
car hire (GB)	alquiler de autos
car park (GB)	estacionamiento
caravan	casa rodante, rulot, caravana
city centre (GB)	centro de la ciudad
cruise	crucero
double room	habitación doble
double room with twin beds	habitación doble con dos camas
downtown (US)	centro de la ciudad
flight	vuelo
fortnight	quincena
guesthouse	casa de huéspedes, pensión
guide	guía
high season	temporada alta
hiking trail	sendero de caminata
holidays (GB)	vacaciones
holidaymaker	veraneante, turista
hostel	hostal
hotel	hotel
hotel chain	cadena de hoteles
inn	posada
low season	temporada baja
motor-home	casa rodante
one-way ticket (US)	viaje de ida
package deal	paquete
parking lot (US)	estacionamiento
resort	lugar de vacaciones
return ticket (GB)	viaje de ida y vuelta
round ticket (US)	viaje de ida y vuelta
season	temporada
sightseeing tour	visita con guía
single ticket (GB)	viaje de ida
single room	habitación simple

sightseer	turista, excursionista
ski resort	estación de esquí
sun lotion	bronceador
sunglasses	gafas de sol
sunblock	filtro solar
sunburn	quemadura de sol
theme park	parque de diversiones
time-sharing	tiempo compartido
tour operator	empresa de viajes
tourist office	oficina de turismo
travel agency	agencia de viajes
travel agent	agente de viajes
vacation (US)	vacaciones
voyage	viaje (en barco o nave espacial)
waiting list	lista de espera
youth hostel	albergue juvenil

VERBS

to book	reservar	to go to the beach	ir a la playa
to confirm	confirmar	to have a good time	pasarlo bien
to drive	conducir	to have a bad time	pasarlo mal
to fly	volar	to make a reservation	reservar
to go on holiday (GB) / vacation (US)	irse de vacaciones	to hold a reservation	mantener una reserva
to go abroad	irse al extranjero	to plan	organizar
to go camping	ir de camping	to rent a car	alquilar un auto
to go climbing	ir a escalar	to stay	permanecer
to go hiking	ir a dar una caminata	to sunbathe	tomar sol
to go mountaineering	hacer alpinismo	to take a holiday (GB) / vacation (US)	tomarse vacaciones
to go sightseeing	visitar lugares de interés	to take a photograph	tomar una fotografía
to go skiing	ir a esquiar	to travel	viajar
to go swimming	ir a nadar		

PRESENT PERFECT

The **present perfect** simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form of Present Perfect

	Positive	Negative	Question
I / you / we / they	I have spoken	I have not spoken.	Have I spoken?
he / she / it	He has worked.	He has not worked.	Has he worked?

II. Make the present perfect - positive, negative or question. (2% of the grade)

1. (you / eat lunch yet)? _____
2. (he / read the newspaper today)? _____
3. (you / not / study French for ten years) _____
4. (they / be in London for six months) _____
5. (where / you / be)? _____
6. (we / not / go to Paris) _____
7. (she / not / see The Lord of the Rings) _____
8. (they / not / visit St. Paul's Cathedral yet) _____
9. (why / you / do your homework already)? _____
10. (she/ use a credit card before)? _____
11. (he / not / play basketball before) _____
12. (I / never / wear a kimono) _____

PRESENT PERFECT CONTINUOUS

We use Present Perfect Continuous:

1: To say how long for unfinished actions which started in the past and continue to the present.

I've been living in London for two years.

We've been waiting for the bus for hours.

2: For temporary habits or situations.

I've been going to the gym a lot recently.

They've been living with his mother while they look for a house.

3: Actions which have recently stopped and have a result, which we can often see, hear, or feel, in the present.

I'm so tired, I've been studying.

I've been running, so I'm really hot.

I. Conjugate the verbs in parenthesis into the Present perfect continuous form. (2% of the grade)

1. It _____ (rain) all day
2. We _____ (hear) that song all day
3. My daughter _____ (steal) all the chocolate
4. _____ (I / explain it well)?
5. Who _____ (he / date) recently?
6. He _____ (study) French.
7. Where _____ (you / study) French?
8. What countries _____ (they / visit) in Europe?
9. How _____ (you / live) that way?
10. She _____ (practice) in the auditorium all day.

READING TWO

VOCABUARY FOR CRUISES

This exercise will help you improve how you communicate with guests on a cruise ship, by practicing basic cruise ship related vocabulary.

I. Fill in each blank with the proper (best) response from the following words and expressions. (1% of the grade)

excursion, promenade, program, seconds, starboard, gangway, fitness center, inside cabin, rough, supervised

1. The _____ (= list of events) for today will be posted on this wall.
2. An outside cabin usually has a porthole, while an _____ does not.
3. We have many _____ activities for the kids. (= activities where someone is watching over them)
4. In an all-you-can-eat buffet, you can go back for _____ if you're still hungry.
5. When we get to Alaska, we can arrange a wilderness _____ (= side-trip) for you.
6. Most ships are boarded using a _____.
7. Don't worry, we're just going through some _____ waters.
8. Most cruise ships these days have an onboard _____ (= gym).
9. The _____ deck is located on the side of the ship, and is often used for walking around or just relaxing.
10. "Port" refers to the left side of a ship, while " _____ " refers to its right side.

I. Fill in each blank with the proper (best) response from the following words and expressions. (1% of the grade)

porthole, disembark, on board, berth, buffet, steward, port of call, accessible, pier, sea-sickness

1. The next _____ (= place we will be stopping) will be Miami.
2. To "embark" means to get on a ship, while to " _____ " means to get off it.
3. A _____ is a small, round window.
4. The ship is fully _____ for disabled travelers.
5. The city where we will be stopping has a nice _____ which has shops, restaurants, and even a merry-go-round.
6. A _____ is someone who cleans your cabin.
7. The _____ is quite diverse, and includes many vegetarian and vegan options.
8. Would you like a top or bottom _____? (= bed)
9. _____ is a common problem for many first-time travelers on a cruise ship.
10. There are three restaurants _____ this ship.

ADJECTIVES AND ADVERBS

Both **adjectives** and **adverbs** are modifiers—words that describe other words. For example:

Adjective: The quick fox jumped.

Adverb: The fox jumped quickly.

Adjectives describe a noun or pronoun.

Adverbs describe a verb, adjective, or other adverb.

He is a skillful driver. (The adjective skillful describes the noun driver.)

The cabby drove skillfully. (The adverb skillfully describes the verb drove.)

In the Know: Adjective or Adverb?

Modifier	Function	Example
Adjectives	Describe nouns	The busy bee never rests. (The noun is bee.)
Adjectives	Describe pronouns	She felt disappointed. (The pronoun is she.)
Adverbs	Describe verbs	The child cried bitterly. (The verb is cried.)
Adverbs	Describe adverbs	The child cried very bitterly. (The adverb is bitterly.)
Adverbs	Describe adjectives	The child was truly annoyed. (The adjective is annoyed.)

I. Complete each sentence using a word from the box. (1% of the grade)

surprisingly carefully happily fluently quickly continuously

especially perfectly completely

1. Our holiday was too short. Time passed very _____
2. Steve doesn't take risks. He always drives _____
3. Sue works _____. She never seems to stop.
4. Rachel and Brad are very _____ married.
5. Maria speaks French _____ although she makes some mistakes

6. I cook this meal _____ for you
7. The examination was _____ easy
8. I tried on the shoes and they fitted me _____
9. I'd like to buy a Porsche but I think it is _____ impossible.

II. Complete with the adjective or adverb form of the words in parentheses. (2% of the grade)

1. The trial is _____ 2. The lawyer works _____ (slow)
3. Sue is a _____ 4. She climbed up the ladder _____ (careful)
5. The dog is _____ 6. It is barking _____ (angry)
7. He acted _____ 8. He is an _____ actor (excellent)
9. They learn English _____ 10. They think English is an _____ language (easy)
11. Max is a _____ singer 12. He sings _____ (good)
13. It's _____ cold today 14. The cold wind is _____ (awful)
15. Dogs rely on their noses as they can smell _____ (extreme / good)
16. If that is true, why does dog food smell so _____ (terrible)
17. The little boy looked _____
18. I went over to comfort him and he looked at me _____ (sad)
19. I tasted the soup _____ (careful) but it tasted _____ (wonderful)

COMPARATIVE

1-syllable adjectives: add **-er** to the adjective:

My sister is much **taller** than me.

It's **colder** today than it was yesterday.

2-syllable adjectives ending in -y: change the -y to **-ier**

She's looking happier today.

This grammar topic is easier than the last one.

Other 2-syllable adjectives: use **more** with the unchanged adjective

The shops are always **more crowded** just before Christmas.

SUPERLATIVE

1-syllable adjectives: add **the** & **-est** to the adjective:

My sister is the **tallest** than me.

It's **coldest** day in the year.

2-syllable adjectives ending in -y: change the -y to **-iest**

She's the **happiest** today.

This grammar topic is **the easiest**

Other 2-syllable adjectives: use **the most** with the unchanged adjective

This train is **the most crowded** just before Christmas.

EXCEPTIONS :

bad --> worse

good --> better

far --> farther/further

EXCEPTIONS :

bad --> the worst

good --> the best

far --> the farthest/furthest

III. Form comparative or superlative sentences. (2% of the grade)

1. My brother is _____ (short) than me
2. Our group is _____ (good) than the others
3. Being accepted in the University is the _____ (exciting) thing
4. He is the _____ (good) Lawyer I know!
5. My cousin is the _____ (pretty) girl in town
6. Your CRV is _____ (big) than my car
7. I bought you the _____ (expensive) souvenir I could afford
8. July is _____ (hot) than January.
9. The _____ (far) place have visited is France.
10. That is the _____ (bad) book I've read

UNIDAD 4.

NEGOCIACIÓN Y RESTRICCIÓN.

Objetivo: Exponer ideas, aclarar y confirmar información para llegar a acuerdos, establecer diferentes grados de restricción y especular con respecto a eventos que acontecieron o acontecerán.

Eco Tours in Mexico - Sustainable Tourism & Conservation Laws⁹

I. Read the newspaper article. (2% of the grade)

Environmental laws in Mexico can be somewhat confusing for those that are more accustomed to how western governments approach **them**. The overall focus of environmental laws in Mexico is to place a large measure of control over land into the hands of local people. While the government still retains overall control of the final uses of the land under its national jurisdiction, the land is maintained and managed by local towns and other forms of local governance. The result is that it is very **unlikely** for ecotourists to simply march off alone into the wilderness with a backpack, and locals will often require tourists to commission guides for all trips into lands they control. This may be a surprise to ecotourists that are accustomed to lands existing in public trust, which are freely accessible to all.

CITES regulations as well as internal Mexican quarantine and wildlife laws prohibit the interstate transport of wildlife in Mexico. Due to the large amount of endemic species that are scattered throughout Mexico, the transportation of all wildlife across state borders is prohibited without special permits. Each state border is staffed by armed police that retain the right to search for illegal goods including wildlife.

The ratification of the North American Free Trade Agreement has led to a boom in foreign capital investments with Mexico. This translates into a larger amount of foreign holdings of Mexican lands, acting in much the same way that the aforementioned local management process does. This promotion and expansion of tourism in Mexico has led to a large number of hotels and resorts being built in sensitive areas, sometimes resulting in harm for the local environment. Statistically, the tourist destinations in Mexico that have the lowest overall impact on the local environment are those which are maintained by the smaller local managers. The smaller size of these operations makes their impact much less apparent, and the hiring of these operations by tourists helps to promote sustainable local economies.

For ecotourists looking to take a vacation in Mexico, there are a wealth of opportunities depending on what they want to do. For example, the higher level of development means that many rural areas that were once very inaccessible are now readily so. Given the diversity of the landscapes to be found in Mexico, this means that trips taken by people of all physical capacities and budgets can see much more of the country. While the lion's share of the Mexican tourist industry is centered around the coast, development has made the interior and southern regions of Mexico much more accessible.

In terms of coastal tourism, there are a few cities and regions that remain more popular than others. Acapulco, Cancun, Cabo San Lucas, and the Baja Peninsula are extremely popular destinations not only for their resorts and hotels, but for the exceptional opportunities for diving, snorkeling, and caving that they provide. The unique landscapes of these areas provide a lot of options for adventure travelers, with the diversity of possible activities being a large draw of the area.

Interior Mexico has also seen a rise in development and a corresponding rise in tourism. As large tracts of undeveloped land become more accessible by plane and car, more tourists are able to get into contact with local guides and managers. This greater level of contact helps make a trip much easier to plan, and therefore

⁹ International Wildlife Law. Eco Tours in Mexico - Sustainable Tourism & Conservation Laws

much more successful overall. Most people that go to interior Mexico for vacation chose to either visit the expansive deserts of the north, or the extremely dense jungles of the south. With recent violence in northern Mexico becoming more visible in the news, many southern interior destinations have seen a rise in tourist numbers. Travelers to the north often make their way to the popular Copper Canyon for amazing views, hikes, and topographic diversity. In the south, Oaxaca is a very popular state in Mexico for its lush jungle habitat.

While the rules and laws in Mexico governing the environment may seem confusing to some, they are actually fairly straightforward and the average tourist will not find him or herself with any issues. The most important thing to keep in mind is extra costs for guides on any treks that tourists plan on taking. Wildlife laws are fairly standard, and anyone not transporting or hunting wildlife will not have any problems.

1. What is different about ecotourist lands in Mexico and abroad?

2. Why are there armed police in the borders of each state?

3. What is the NAFTA?

4. What have the foreign capital investments led to?

5. What are the most popular coastal tourist destinations in Mexico?

6. What does THEM refer to in line number 2? _____

7. What does unlikely mean? _____

endemic _____ scattered _____

throughout _____ investment _____

aforementioned _____ hire _____

wealth _____ diving _____

caving _____ landscape _____

MODAL VERBS

Remember: Grammatically, modal verbs behave in a different way from ordinary verbs.

- a. They have no -s in the third person singular (he, she, it). - She might go to class.
- b. Modal verbs are followed by the verb without to. – They should to build a new computer room.
- c. They are used as an auxiliary:
They make questions and negative forms – May I see that? / You mustn't shout.

	Uses	Example
CAN	ability, possibility,	They can take the case to court
	inability, impossibility	They can't take the case to court
	asking for permission	Can I smoke in the court room?
	request	Can you help me with the case?
COULD	asking for permission	Could I smoke here?
	request	Could you speak slowly please?
	suggestion	We could call her attorney
	ability in the past	He gave up his job so he could work for us
MAY	asking for permission	May I go out?
	possibility	China may become an economic power.
	guessing	He may be angry, he didn't say hello
MIGHT	Possibility	He might give us a 10% discount
	guessing	He might be angry, he didn't say hello
WOULD	asking for permission	Would you mind if a brought a colleague?
	request	Would you close the window?
WILL	instant decisions	I can't see no taxis so I'll walk
	predictions	Profits will increase next year
SHOULD	saying what is right	We should sort out this problem at once
	recommendation	I think you should get a lawyer
MUST	obligation	You must wear a helmet if you ride a bike
	certainty	He doesn't answer. He must be busy.

I. Choose the best modal to complete the sentences. (2% of the grade)

1. I _____ see you on Friday, I have a lot of homework
a. can b. must not c. can't
2. When Tim was 16, he _____ run 100 meters in 11 seconds
a. could b. may c. might
3. I'm looking for Sarah. Do you know where she is? – She _____ be in the garden.
a. would b. may c. must not
4. My neighbors had a party yesterday and I _____ sleep.
a. couldn't b. must not c. can't
5. I'm looking for Sue, _____ you give her a message?
a. must b. would c. might
6. Mary isn't in her place at the office, she _____ not be working today
a. might b. can c. would
7. What a beautiful view, you _____ come here!
a. can b. should c. may
8. Where are you going for your holidays? – I haven't decided, I _____ go to Cancun.
a. must b. should c. may
9. Jack always has difficulty getting up. He _____ go to bed so late,
a. shouldn't b. must c. can't
10. I wonder where Laura is. She promised she _____ arrive late.
a. shouldn't b. can't c. wouldn't
11. A girl fell into the river, but fortunately we _____ save her
a. should b. must c. could
12. You have travelled a lot, you _____ be tired
a. will b. must c. could
13. That restaurant _____ me very good, it is always full of people.
a. must b. can't c. mustn't
14. She broke up with her boyfriend today, she _____ want to be alone.
a. may b. must c. would
15. I'm sure I gave you the file! You _____ have it.
a. may b. must c. would
16. _____ you help me with this case please?
a. should b. couldn't c. could

17. Congratulations on passing your exam! You _____ be very pleased.

a. must b. can c. might

18. Whenever Richard was angry he _____ walk around the house.

a. would b. could. C. should

19. Lucy hasn't contacted me, she _____ have lost my number.

a. should b. can c. must

20. Joe doesn't answer my messages, he _____ be at the meeting.

a. shouldn't b. must c. might not

21. I can't find my umbrella. Have you seen it? – It _____ be in the car.

a. may b. couldn't c. should

22. You have a bad cold, I think you _____ go out to that party tonight.

a. wouldn't b. shouldn't c. can't

23. Don't make too much noise, you _____ wake the baby!

a. can b. may c. couldn't

24. They are always arguing. I don't think they _____ get married.

a. would b. could c. should

25. I _____ like to live on a busy road.

a. shouldn't b. couldn't c. wouldn't

II. Write the following sentences in a different way using MIGHT. (1% of the grade)

1. Perhaps Hellen is in the court = _____

2. Perhaps He is very busy = _____

3. Perhaps her client is not guilty = _____

4. Perhaps she works over time = _____

5. Perhaps they are already sleeping = _____

III. For each situation write an advice using SHOULD, (1% of the grade)

go away for a few days buy a ring key older look for another job

put some pictures on the wall take a photograph use her car so much

1. Liz needs a change - _____

2. Your salary is very low - _____

3. Peter is always losing his keys - _____

UNIDAD 5.

PLANES FUTUROS.

Objetivo: Expresar acuerdos y planes a futuro, así como eventos imprevistos.

READING ONE

Why is ecotourism so crucial?

Thomas Fuller said: "We never know the worth of water till the well is dry." It's good advice about not taking things for granted, and it's true of the limited resources of our planet. Not just water, but clean air and the natural environment, too.

How Does Tourism Harm Our Regions?

The unique biodiversity of the Mediterranean regions are fragile and increasingly at risk from the unsustainable pressure of tourism. It contributes to – and at the same time, suffers from – of a lot of environmental problems. Just a couple of examples include: droughts, warmer temperatures, rising sea levels, coastal erosion, loss of plant and animal species, and a lack of water.

It's especially a problem when a large number of visitors gather in the same places and during the same seasons.

It's Getting a Bit Crowded, isn't it?

The impact of tourism on the environment is devastating right now. The only way to reduce our footprint is simple: we have to consume less.

How Can We Consume Less?

The tourism industry can do a lot for sustainability in its area, though the main priorities need special attention. Reducing water use, energy use and decreasing the amount of waste are important starting points.

Less Water Means More for the Locals

First of all, to create more responsible tourism, we'll have to cut down on our water use. It's made worse by the boost of tourists in the summer; by hotels with swimming pools; and by water-hungry golf courses that use drinking water as a source.

This forces locals to deal with water rationing for themselves to suit the needs of resorts and other tourist facilities.

Instead of drinking water, many tourist facilities would run just fine by using 'grey water.' Reusing grey water reduces the use of water, stops desertification and lets local communities actually use their own drinking water.

We Never Know the Worth of Water Till the Well is Dry

Less Energy Means More Savings

Cutting back on the use of energy is a must for any sustainable tourism development strategy. Hotels have energy-intensive facilities like restaurants, in-house laundries and swimming pools.

Tourist activities like boat rides, scenic flights and heli-skiing also use a huge amount of energy. On top of that, add gas for heating and petrol for road transport. But a large part of this energy demand is unnecessary and it only drains more of our already drained resources.

How Much Energy Do You Really Need?

Less Waste Means More Beauty

Cruise ships and recreational tourist boats create serious amounts of wastewater and petrol spills get released into our sea.

There's also the solid waste, which is more problematic because it's restricted in. The pile up of plastics then threatens marine animals and sea birds, **who** often die as a result. It goes beyond the managing abilities of local garbage and recycling areas, because of the high seasonal demands.

A Hidden Treasure Chest

How Tourism Can Affect the Future

We all want to travel to beautiful beaches and escape to paradise. But the overuse of our natural resources and making too much waste can lead to the end of tourism in the area.

Those areas that don't have a sustainable tourism development strategy ready will be affected.

This isn't an imaginary scenario. There are already some world heritage sites (Venice, for example) that risk losing their UNESCO status.

You can prevent this through consuming less.

I. Read the article and answer the following questions. (2% of the grade)

1. What is the main topic of the text?

2. What is the main advice the author suggests?

3. How can we consume less?

4. What are some of the consequences Cruises have on the environment?

5. What does the word WHO, in 9th paragraph, refer to?

a. solid waste b. recycling areas b. animals

drought _____ lack _____

gather _____ crowded _____

footprint _____ cut down _____

boost _____ deal with _____

suit _____ drain _____

SIMPLE FUTURE	GOING TO	PRESENT PROGRESSIVE	FUTURE PROGRESSIVE	FUTURE PERFECT
prediction, assumption spontaneous action	planned action in the future. logical consequence (sth. is going to happen)	planned action in the near future	action will definitely happen (it usually happens)	something will already have happened before a certain time in the future
will + infinitive	to be (am, are, is) + going to + infinitive	to be (am, are, is) + infinitive + -ing	will + be + infinitive + -ing	will + have+ past participle
The sun will shine tomorrow.	We are going to fly to LA in summer	I am going to a party tonight.	They will be playing football on Sunday afternoon.	She will have written the letter by tomorrow.
The sun will not shine tomorrow.	We are not going to fly to LA in summer.	I am not going to a party tonight.	They will not be playing football on Sunday afternoon.	She will not have written the letter by tomorrow.
Will the sun shine tomorrow?	Are we going to fly to LA in summer?	Am I going to a party tonight?	Will they be playing football on Sunday afternoon.	Will she have written the letter by tomorrow.

I. Choose the best form of future. (2% of the grade)

1. I _____ you if you say that word again.

- a. am hitting b. will be hitting c. will hit

2. I think our team _____

- a. will win b. is going to win c. will be winning

3. _____ you _____ me with the housework?

- a. are / helping b. will / helping c. are / going to

4. This time tomorrow I _____ a discussion with my boss.

- a. will have b. will be having c. am having

5. By next Christmas we _____ in this city for twenty-five years.

- a. have lived b. will have lived c. will be living

6. I _____ home late tonight.

- a. am b. will be c. going to be

7. She _____ at 6, I think

- a. will arrive b. is arriving c. arrive

8. I _____ you when I have time.

- a. am going to phone b. will be phoning c. will phone

9. I will discuss your situation with my boss when I _____ him tomorrow.

- a. meet b. will meet c. going to meet

10.. She _____ upset when she finds out what you have done.

- a. is upset b. is going to be c. will be

II. WRITING (5% of the grade) and SPEAKING (15% of the grade) ACTIVITY: Future plans.

What do you think English will be helpful for? How do you think it will help you in your career?

How would English language help you accomplish your dreams?

When will you have finished University? What will you be doing in 10 years? Will you be married?

Will you have children? Where will you be working?

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