

## Unit 10 It's a small world after all!

### A. LOGGING ON

#### 1. Goals

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In this unit:

You will practice vocabulary related to globalization, open markets, free trade and communications.

You will practice the future simple (e.g. I will finish)

the future continuous (e.g. I will be finishing)

the future perfect (e.g. I will have finished)

#### 2. Vocabulary

**INSTRUCTIONS: Drag the acronym to its corresponding meaning.**

FTAA      NAFTA      CACM      CAFTA      ECLA      CABEI      UNCTAD

\_\_\_\_\_ Economic Commission for Latin America  
\_\_\_\_\_ Central American Common Market  
\_\_\_\_\_ United Nations Conference on Trade and Development  
\_\_\_\_\_ North America Free Trade Agreement  
\_\_\_\_\_ Free Trade Area of the Americas  
\_\_\_\_\_ Central American Bank of Economic Integration  
\_\_\_\_\_ Central America Free Trade Agreement

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ECLA:      Economic Commission for Latin America  
CABEI:     Central American Bank of Economic Integration  
0UNCTAD:  United Nations Conference on Trade and Development

### 3. Warm up

**INSTRUCTIONS:** In the following table, read the statements and drag the term that they refer to.

COMMUNICATIONS      GLOBALIZATION      OPEN MARKETS      FREE TRADE

TERMS	STATEMENTS
<b>OPEN MARKETS</b>	Most countries today realize the advantages of this type of trade because they greatly benefit from it. It provides economic development and increased business opportunities.
<b>COMMUNICATIONS</b>	Many companies are now helping their employees build their cross-cultural skills. Tools such as the Internet and teleconferencing prepare them for a very different and challenging world than theirs.
<b>FREE TRADE</b>	In this market situation, producers can buy their raw materials and sell their finished products with no restrictions from the governments. There are no tariffs and quotas.
<b>GLOBALIZATION</b>	There are several reasons why companies are turning to this trend to sell their products. International media such as CNN and MTV show the products to prospective buyers in many countries. As the world grows smaller, companies try to maintain product consistency.

Sources: Thomas French, John. 1984. *You're in business!* Reading, Mass.: Addison Wesley.  
English, Laura M. & Lynn Sarah. 1995. White Plains, New York: Longman. *Oxford Advanced Dictionary*.

### 4. Your Turn

**INSTRUCTIONS:** Discuss the following questions with a classmate.

1. In today's global markets, how do customers get information about the products that they offer?
2. Which means of advertising gives you the clearest picture about a product?
3. What characteristics of the presentation of a product make it attractive to you?
4. What are the advantages/disadvantages of purchasing by e-mail or the Internet?
5. Do you think that products manufactured in other countries are better than those manufactured in Costa Rica?

## B. Turn it up

### 1. Pre-listening

**INSTRUCTIONS: Discuss the following questions with a classmate.**

1. Mention some of the major companies that operate in Costa Rica.
2. What kind of products do they manufacture?
3. Are these Costa Rican or foreign? If foreign, which countries are they from?
4. Do you have relatives or friends who work for a large company?

### 2. While listening

**INSTRUCTIONS: Listen to a passage about *globalization*. Fill in the blanks with the words that you hear.**

Today, everybody is talking about globalization, and for many companies it means changing the way they work. \_\_\_\_\_ INTERNATIONAL or multinational corporations do \_\_\_\_\_ BUSINESS around the world, but their headquarters remain firmly in their home countries and, from there, they spring to other places. Global \_\_\_\_\_ CORPORATIONS are different and more complicated to manage. They look at the whole world as one \_\_\_\_\_ MARKET. They settle, manufacture, conduct research and \_\_\_\_\_ BUY supplies wherever prices are cheaper, better and more convenient. Rules of survival as well as \_\_\_\_\_ COMMUNICATION technology have changed since the early 1980s. For big companies \_\_\_\_\_ DOMESTIC markets are not enough. They need a \_\_\_\_\_ GLOBAL approach to succeed in global industries. They have to be part of all major markets (North America, Western \_\_\_\_\_ EUROPE and the Pacific Rim (Hong Kong, Indonesia, Japan, Malaysia, Singapore, South Korea, Taiwan, Thailand, Viet Nam and China). However, not every \_\_\_\_\_ INDUSTRY should see the world as one. Some packaged \_\_\_\_\_ FOODS, for example, need to be marketed differently in each country.

Source: *Business & Management Level Two*. 2000. London: Richmond Publishing.

### 3. Post listening

**INSTRUCTIONS: Discuss the following questions with a classmate.**

1. How do electronic mail messages reduce communication costs and improve efficiency?
2. How much does it cost to install Internet services in Costa Rica?
3. What e-mail addresses and websites are useful for you at this moment?
4. If you wanted to start your own business, what would be the first thing to do in the Internet?
5. How would the Internet facilitate knowledge of your business and communication with your prospective customers?

#### 4. Pronunciation

**INSTRUCTIONS: The following are acronyms representing the names of companies, banks and business agencies. Pronounce them in the acronym form and then read the name it represents.**

USAID	United States Agency for International Development
NYSE	New York Stock Exchange
WFTU	World Federation of Trade Unions
GATT	General Agreement on Tariffs and Trade
LIBOR	London Interbank Offered Rate
NASDAQ	National Association of Securities Dealer Automated Quotation
ITO	International Trade Organization
ESA	European Space Agency

#### C. System Tools

##### 1. Warm up

**INSTRUCTIONS: Read the following situations and react to them stating your personal opinion about their contents. Tell your reactions to a classmate.**

**SITUATION 1:** In three years from now, after you graduation from high school, you will meet the love of your life, a very talented business person, and after dating for six months, the two of you will get married.

**SITUATION 2:** Two years after your marriage, your spouse will have to move to the United States. A multinational corporation, based in Boston, will be offering him/her a job, and after accepting the job, the two of you will be traveling around different countries. You won't be seeing your family in Costa Rica for a long time.

**SITUATION 3:** After three years of hard work with the company and traveling extensively, you and your spouse will have made one of the following three decisions: (1) quit the job and go back to settle down in Costa Rica and start a new life there, or (2) keep on working for the company and apply for a resident's visa in the United States to live permanently there. What decision will you have made?

## 20. Charts

### THE SIMPLE FUTURE: *WILL*

Use *will + verb* to talk about the future, for example, A fortune teller is reading the palm of your hand in order to tell you about the things that will happen to you in your life.

The fortune teller says: After school, you will go to college.

You will graduate as an English teacher.

You will get a job teaching in a high school

After three years at work, you will buy a house.

Two years later, you will get married.

A year after you get married, you will have your first child.

You can also use *will* to offer to do something. Look at the following conversation:

Mother: The phone is ringing. Can someone answer?

You: I'll get it. (The contraction of *I will* (*I'll*) has been used in this case).

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You can use *will* to ask a person to do something for you. For example, when a friend is not paying attention to what you are saying, you say: *Will you listen to me?*

You can use *won't* to say that someone will not do something, for example, *I asked Laura to help me with the math homework, but she won't (she won't help me with the math homework)*. The contraction of *will not* (*won't*) has been used in this case.

You can use the contraction *won't* to make a promise: Fine teacher. I promise I *won't* eat mangoes in class anymore.

You can use *will* to express a decision that you have made at the moment of speaking. For example, at a restaurant you can tell the waiter or waitress: *I'll* have a cheese sandwich and a cup of coffee.

Notice the contracted forms of *will* with all the personal pronouns: *I'll, you'll, he'll, she'll, it'll, we'll, they'll*.

**INSTRUCTIONS: Drag the answers to the following questions to practice will when you agree or promise to do something, offer to help or make a decision.**

No, I'll get a taxi.

I'll wash them for you.

I sure will.

I don't think I will. I have to finish with my homework.

I will.

I promise I won't say a word.

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Teacher: Who wants to come to the blackboard?

You: I will.

Mother: Someone is knocking at the door. Can you see who that is?

You: I sure will.

Friend: Please don't tell anyone about my problem.

You: I promise I won't say a word.

Brother: Are you coming to the movies with us?

You: I don't think I will. I have to finish with my homework.

Classmate: Are you going to walk home?

You: No, I'll get a taxi.

Sister: I have to wash all these dishes before mom arrives.

You: I'll wash them for you.

## THE FUTURE CONTINUOUS: WILL + BE + -ING

Think about the following situation: It's 3:30 Friday afternoon and you are at home doing a big science homework assignment. Tomorrow morning you are leaving for the beach with your family. So you stop to think for a moment about the things you will be doing at the same time tomorrow and say:

By this time tomorrow, *I will be swimming* in the ocean,  
*I will be having* a great time at the beach, and  
*I will be lying* in the sun.

Use the future continuous to say that something will be in progress at certain time in the future:

At this time Saturday evening, *I'll be attending* Rosemary's party.  
At 5 p.m. Sunday evening, *I'll be watching* a movie with my friends.

You can also use the future continuous in the negative form:

You: *I won't be using* my computer tonight. Do you want to use it?  
Your brother: Oh, sure. I have to type my chemistry paper. Thanks.

You can use the future continuous to indicate that something happens as part of a routine:

You: *I'll be seeing* Marta at the ballet class. Do you want me to tell her something.  
Your brother: Oh, yes. Tell her to call me tonight.

## Exercises

**INSTRUCTIONS: It's Monday morning. Mr. González is at work thinking about the things he will be doing on the weekend at the Puntarenas carnival. Make sentences using the cues.**

watch the *comparsas*: \_\_\_\_\_

I'll be watching the *comparsas*.

not/work long hours: \_\_\_\_\_

I won't be working long hours.

wear shorts and sandals: \_\_\_\_\_

I'll be wearing shorts and sandals.

have fun at the beach: \_\_\_\_\_

I'll be having fun at the beach.

not think about the office work: \_\_\_\_\_

I won't be thinking about the office work.

eat lots of *ceviche* and *chuchecas*: \_\_\_\_\_

I'll be eating lots of *ceviche* and *chuchecas*.

## THE FUTURE PERFECT: WILL HAVE + PARTICIPLE

Use the future perfect to say that something will be completed at a certain time in the future. For example; before 12 noon this Saturday morning (and no later than that) there will be a number of things that you have already finished. Then you can say:

By 12 noon Saturday morning: I will have done my shopping at the farmers market.

I will have picked my mail at the post office.

I will have stopped by Aunt Giselle's house to say hi.

I will have bought some pieces of lottery.

## Exercises

**INSTRUCTIONS: Write the activities you will have completed when you are 30 years old. Use the future perfect. Use the cues given.**

By the time I am 30 years old, I \_\_\_\_\_.

become a professional

get a good job

get married

have children

buy a house and a car

travel to distant places

#### 4. Your turn

**INSTRUCTIONS:** One of your classmates is a Fortune teller. Ask him/her questions about your future using *Will I ...?* Make sure that your questions include the simple future, the future continuous and the future perfect. Note: Your questions should be based on your future life as: (a) a clothes designer, (2) a business person, (3) a robot manufacturer, or (4) a communications engineer.

#### D. Scan it

##### 1. Pre-reading

**INSTRUCTIONS:** Discuss the following questions with classmates.

1. Can you define what a free trade agreement is?
2. Is the idea of a free trade agreement to benefit one country over the other? Why?
3. Which countries does Costa Rica have free trade agreements with?
4. Which countries is Costa Rican planning to open free trade agreements with?

##### 2. While reading

**INSTRUCTIONS:** Read the following passage about opening free trade agreements and answer the questions that follow.

#### INTERNATIONAL TRADE TALKS- /

Trade talks leading to the opening of a free trade agreement are extremely delicate and complex. When representatives from two countries sit down at the negotiating table, economic, political, philosophical and other issues are involved. The complexity of international negotiations is illustrated in the many events that form part of the negotiating process, and economics is the most obvious issue separating negotiators from the two countries or areas. However, economic discussions at trade talks will be closely related to both political and philosophical issues. In the United States industry groups and unions (associations of workers who share the same interests) often demand protection from foreign competition. U.S. officials come to the negotiation table with a long history of belief in the free-market system. Many US policymakers are opposed to protectionism whether the trade barriers take the form of tariffs, import quotas or direct subsidies. In contrast, Japan and some countries which are members of the European Community, see industrial policy as a positive and necessary part of international competition. Consequently, industries that are important to the economy are supported. Finally, as a result of economic, political, philosophical and historical differences between countries negotiating a trade agreement, negotiations tend to drag on and on. Sometimes the discussions fail, but this is never the purpose of negotiators.

Adapted from Boyd, Frances. 1994. *Making Business Decisions*. Reading, Mass.: Addison Wesley Publishing Company.



**INSTRUCTIONS: Interpret the meaning of the underlined words and phrases in the following sentences. Click on the words true or false.**

- TRUE - FALSE Politics and philosophy are essential issues in the trade talks, yet the economy seems to be the most important one. TRUE
- TRUE - FALSE We can infer from the reading that in the US there is a connection between the negotiators and representatives from industry groups and unions. TRUE
- TRUE - FALSE There is a general agreement between negotiators and policymakers in the US concerning import, quotas or direct subsidies when a free trade agreement is at the negotiating table. FALSE
- TRUE - FALSE One cannot expect negotiators from the US and the European Community to share the same beliefs on industrial policy. TRUE
- TRUE - FALSE The position of countries negotiating a trade agreement cannot be the same as the position of their counterparts. Therefore, negotiators from both sides are aware that their discussions at the negotiating table will be useless. FALSE

### 3. Post reading

**INSTRUCTIONS: Discuss the following statement with a classmate.**

Even though free trade agreements take long hours of discussion, lead to social and political confrontations in the participating countries, they can still benefit the economy of these countries and bring them close together. Thus, it can be said that these agreements lead to a more globalized world by eliminating trade barriers that hinder economic development. What do you think?

## G. Type it up

### 1. Pre writing

**INSTRUCTIONS: There is a logical connection among three of the four words in each of the following groups. Click on the odd one out.**

- |  |                                |                                   |  |               |
|--|--------------------------------|-----------------------------------|--|---------------|
| <input type="checkbox"/> raw materials | <input type="checkbox"/> goods | <input type="checkbox"/> products | <input checked="" type="checkbox"/> benefits | (benefits)    |
| quotas                                 | tariffs                        | imports                           | taxes  | (imports)     |
| protect                                | grow                           | develop                           | produce                                      | (protect)     |
| employment                             | jobs                           | economies                         | occupations                                  | (economies)   |
| trading partners                       | barriers                       | partners                          | agreements                                   | (barriers)    |
| revenues                               | earnings                       | commodities                       | profits                                      | (commodities) |

## 2. Writing

**INSTRUCTIONS:** Write a paragraph in which you talk about Costa Rica's main exports and exports, the country's main trading partners and the major sources of income. In passing, do comment on the advantages and disadvantages of free trade agreements for our country's economy.

## 3. Post writing

**INSTRUCTIONS:** You're going to apply for a job with a company. One of the documents that you have to submit with your application is your *résumé* or curriculum vitae—a written record of your education and employment. Complete the following *résumé* with your information and information that you create. Follow this format and when finished show it to your teacher.

**NAME** (capitalized and boldfaced)  
Address (streets and avenues, if possible)  
City and Province  
Phone number

***OBJECTIVE*** (capitalized, boldfaced, italicized). In one clear, short and concise sentence state your purpose in applying for this job.

***EDUCATION*** (capitalized, boldfaced, italicized). In this format, you list community colleges or universities only together with the address. On the next line, write Graduation: year. On the third line, you need the *Relevant classes* section in which you refer to those course that really made and impact on you as a future professional. Start with the last institution you attended and then go backwards. Include at least two schools.

***WORK EXPERIENCE*** (capitalized, boldfaced, italicized) Talk about the companies you have worked and what they do. Then include the dates when you worked for them. Next, tell what you did in this company. Do not use long sentences. Be specific. Start with the last company you worked for and then go backwards. Include at least three companies.

***SKILLS***. Talk about languages that you speak, computer programs that you know, instruments that you play. If you relate well with people and are outspoken, this is a good place to say it.

***REFERENCES*** . Your prospective employer will let you know if references should be included. These are the people who have known you personally or professionally and can testify to your abilities. For the purpose of this exercise, do include two references. Tell their names, titles, companies, positions in these companies and their phone number(s).

## F. Logging off

### 1. Team Project for Unit 10

**Objective:** Learn the many uses of a cellular phone.

**Product:** You are going to find that cellular phones can help you in many ways, not just to make calls. NTT DoCoMo, Japan's leading mobile company communications operator can provide cellular phone users with Internet connection and specialized services at the touch of a button.

**Dissemination:** Group work.

<b>Roles</b>	<b>Job Description</b>	<b>Student's Name</b>
Student 1 <b>Leader</b>	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 <b>Secretary</b>	Writes information about project	
Student 3 <b>Designer</b>	Designs layout and adds artwork	
Student 4 <b>Assistant</b>	Helps secretary and designer with their work	

### Steps

1. Choose roles for each member of your team. Give the project a name.
2. In your group, decide what you are going to do and how you are going to present the information.
3. Create the text for your section according to your role.
4. Create artwork for your section.
5. Put everything together.
6. Present your project to the class.

### 2. Surfing the Net (icon)

Surf the net using <http://www.nttdocomo.com> and find about the company's number of customers, the services you can get with their mobile phones, refer to such services as their "car navigation" service. Talk about the company's contribution to world communications.

<b>Other Internet Address</b>	http://
<b>Topic</b>	
<b>Information found</b>	

## PAIR UP AND WORK

**Situation A:** You are the president of an important company. You are looking for an executive secretary with excellent skills as well as organizational ability. You are interviewing a candidate for the position. Ask him/her about his/her qualifications, for example, education, experience, computer knowledge, ability to work under pressure and command of languages.

**Situation B:** You are applying for a position as an executive secretary for an important company. You are at an interview with the president of the company. He/she is asking you about your skills, organizational ability, etc. Make sure that you answer the questions properly, showing that you are specific goals concerning this job and interest in getting the position.

## CULTURE NOTE

Exactly what is involved in honoring a trade agreement may depend on the country as well as on the particular situation and parties involved in the contract. For example, contracts can be inflexible, flexible or very flexible. They can be fully binding (it must be obeyed because it is accepted in law) or less than fully binding. Written and verbal agreements may differ in these respects depending on the countries. In Costa Rica, for example, the written word is more binding than the verbal word. The verbal word is not trusted. The written contract is not flexible or easy to change.

Adapted from: English, L.M. & S. Lynn. 1995. *English Across Cultures*. White Plains, NY: Longman.

## GLOSSARY

**agreement:** an arrangement, a promise or a contract with somebody

**competition:** a situation in which people or organizations compete with each other for something that no one can have

**free trade:** a system of international trade in which there are no restrictions or taxes on imports and exports

**globalization:** when a business company, for example, operates around the world

**multinational:** a large powerful company that operates in world countries

**negotiation:** formal discussion between people who are trying to reach an agreement

**open market:** a situation in which companies can trade without restrictions, and prices depend on the amount of goods and the number of people buying them

**protectionism:** protecting a country's industry by putting taxes on foreign goods

**tariff:** a tax that is paid on goods coming in or going out of a country

**union:** an association of workers who share the same area of work and interests

## Review of Unit 10

### 1. Vocabulary

**INSTRUCTIONS:** Drag the names of these communications agencies next to their corresponding acronym.

World Administrative Radio Conference WARC  
Inter-American Association of Broadcasting IAAB  
International Telegraph and Telephone Consultative Committee ITTCC  
Coordinating Committee on Satellite Communications CCSC  
European Conference of Postal and Telecommunications Administration ECPTCA  
Satellite International Television Center SITC  
International Federation for Information Processing IFIP  
International Telecommunications Satellite Organization ITSO  
Consultative Panel of Public Information CPPI  
Global Telecommunications System GTS

ITSO  
IAAB  
ECPTCA  
CPPI  
SITC  
WARC  
GTS  
ITTCC  
IFIP  
CCSC

## 2. Grammar

**2.1. INSTRUCTIONS: Complete the sentences using the present conditional to give information about getting connected to the Internet in Costa Rica. Use the correct form of the verb in parentheses.**

1. In Costa Rica, if you \_\_\_\_\_ (want) to get access to the Internet, he or she \_\_\_\_\_ (have) to open an account with RACSA. (want/has)
2. If you \_\_\_\_\_ (not-have) a telephone line, you \_\_\_\_\_ (need) to ask for one at the phone company (ICE). don't have/need
3. If you \_\_\_\_\_ (not-get) the line, then you \_\_\_\_\_ (be) in trouble because RACSA won't be able to install the Internet service at your home. (don't get/are)
4. But if a telephone line \_\_\_\_\_ (be) available, RACSA will \_\_\_\_\_ (install) the Internet service, and then you are ready use the net. (is/install)
5. If you \_\_\_\_\_ (wish) to use the e-mail or surf the net, then you \_\_\_\_\_ (need) to enter your user's name and password.
6. If you \_\_\_\_\_ (not/meet) these two requirements, then communication through the Internet \_\_\_\_\_ (not/be) possible. (don't meet/isn't)

**2.2. INSTRUCTIONS: Complete the sentences using the past conditional of the verbs in parentheses.**

1. If we \_\_\_\_\_ (have) no TV sets, our lives would be quite boring. (had)
2. If ICE \_\_\_\_\_ (install) the advanced Internet, the country would benefit greatly. (installed)
3. If my grandparents \_\_\_\_\_ (know) how to access the Internet, I would send him e-mail messages.(knew)
4. If we \_\_\_\_\_ (live) in the 19th Century, we would probably use the telegraph to communicate with other people. (lived)
5. If our phone company \_\_\_\_\_ (not/offer) cellular phones, communication would be quite slow nowadays. (didn't offer)
6. If our country \_\_\_\_\_ (launch) a satellite into space, cable TV would be cheaper than it is today. (launched)

**2.3. INSTRUCTIONS: Complete the following sentences about Dr. Franklin Chang Díaz using the conditional perfect of the verbs in parentheses.**

1. Dr. Franklin Chang Díaz applied for a scholarship to study aerospace engineering at the Massachusetts Institute of Technology (MIT) because this program was not offered at any Costa Rican university.

If a Costa Rican university \_\_\_\_\_ (offer) a program in aerospace engineering, Dr. Chang Díaz \_\_\_\_\_ (not/apply) for a scholarship to study at MIT. (had offered/wouldn't have applied)

2. Dr. Chang Díaz got the scholarship from the Costa Rican government because he was able to prove that he was a brilliant student.

If Dr. Chang Díaz \_\_\_\_\_ (not/be) able to prove that t he was a brilliant student, he \_\_\_\_\_ (not/get) a scholarship from the Costa Rican government. (hadn't been/wouldn't have gotten)

3. Dr. Chang Díaz is a physics professor at MIT.

If Dr. Chang Díaz \_\_\_\_\_ (return) to Costa Rica, he \_\_\_\_\_ probably \_\_\_\_\_ (work) for a local university. (had returned/would have worked)

# SELF ASSESSMENT UNIT 10

In this unit you have learned about globalization, open markets, free trade and communications.

## *Skills*

- I can understand the meanings of trade-related acronyms.
- I can understand the meanings of trade-related words.
- I can make sentences in the future continuous and the conditional perfect.
- I can tell the meaning of acronyms of trade-related institutions.
- I can talk about *globalization* by listening to its characteristics.
- I can understand the purpose of international trade talks.
- I can write my own résumé.

## *Self reflection*

1. What was the most useful thing you learned in this unit?

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2. How will this help you in real life?

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