

## Unit 3 Unplug it!

### A. LOGGING ON

#### 1. GOALS

In this unit:

You will learn how to talk about electronic devices and gadgets

You will practice the use of:

imperative sentences

how-to-do questions

sequence markers

two-word verbs

#### 2. VOCABULARY

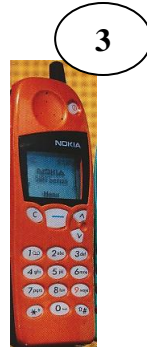
**INSTRUCTIONS:** Drag the number of the picture to the blank space next to the function of the devices. **(Al pasar el cursor se escucha el nombre del correspondiente aparato)**



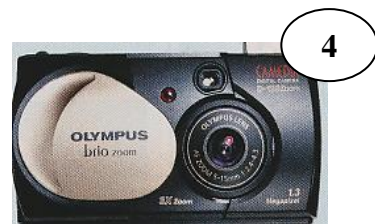
Palm II



TV set



Cellphone



Digital  
Camera



Mini Disc  
Player



Remote  
control

- Picture \_\_\_\_\_ This device allows you to switch channels when you are watching TV. (6)
- Picture \_\_\_\_\_ With this device you can play miniature CDs, just like regular CDs. (5)
- Picture \_\_\_\_\_ This device allows you to communicate almost instantly with friends and relatives. (3)
- Picture \_\_\_\_\_ This electrical appliance has been in our homes for years. It makes you feel as if you were at the movies. (2)
- Picture \_\_\_\_\_ With this gadget you can store important data like your grandmother's birthday, dates of exams or a friend's address. You can use it to check your e-mail too! (1)
- Picture \_\_\_\_\_ With this device you take wonderful pictures for your family album. It allows to transfer photos to your computer too. (4)

Source: All pictures taken and texts adapted from *ON Magazine*, Jan-Feb 2002.

### 3. WARM UP

**INSTRUCTIONS:** Match the number of the problem on the blank space to the left of the solution. Use arrows.

PROBLEM	SOLUTION
1. Snowy video	Check television speakers on/off (3)
2. Interference	Adjust color settings (4)
3. No video	Check second video source operation (6)
4. No color	Adjust antenna location or cable connection (1)
5. Subtitles in French	Move TV set from electrical appliances (2)
6. No sound	Change CC (close captioning) for languages (5)

Source: Adapted from *Panasonic Color Television Operating Instructions Manual*.

Matsushita Electric Corporation of America, 2002, p. 28.

#### 4. Your Turn

**INSTRUCTIONS: Ask your partner the following questions.**

1. Which of the devices shown in Exercise 2 is the most useful for you? Why?
2. Which of these devices can you do without? Why?
3. Why are cellular phones so popular today?

#### B. TURN IT UP

##### 1. Pre-listening

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

1. Does your father or mother have a debit card? What bank does it belong to?  
 Banco de Costa Rica    Banco Nacional de Costa Rica    Banco Popular
2. What are the advantages of a debit card?  
 you don't need cash    it is safe    you can use any ATM

##### 2. While Listening

**INSTRUCTIONS: Listen to the following instructions in order to use a debit card in the Automatic Teller Machine (ATM) .**

In order to take out money with your debit card at an ATM you have to follow some steps. First, insert the card in the slot at your right. Make sure that you insert the card as it is shown in the picture next to the slot. When the screen is on, enter you secret PIN number. Next, read the instructions that appear on the screen. Push the key that says "withdraw." Now push the key that says "Type the amount." Now, type the amount of money that you want to take out. Take your money from the money slot. The machine will ask you if you want to make another transaction. If not, push the key that says "No." Take your money, then take the receipt, and finally, don't forget to pick up your debit card.

**INSTRUCTIONS: Listen to the selection again. Put the steps in order using numbers from 1 to 7.**

- \_\_\_\_\_ Type the amount that you're going to withdraw.
- \_\_\_\_\_ Take your card.
- \_\_\_\_\_ Enter your secret PIN number.
- \_\_\_\_\_ Take the receipt.
- \_\_\_\_\_ Enter the card in the slot to your right.
- \_\_\_\_\_ Take your money.
- \_\_\_\_\_ Push the "withdraw" key.

### 3. Post Listening

**INSTRUCTIONS:** Listen to the selection again and answer these questions.

1. What are these instructions for?  
\_\_\_\_\_.
2. What is the name of the place where you get the money?  
\_\_\_\_\_.
3. Can you make another transaction? Or just one?  
\_\_\_\_\_.

### 4. PRONUNCIATION

**INSTRUCTIONS:** Read the following passage. Give special attention to the pronunciation of the past tense forms of the regular verbs. Then listen to the passage and pay attention to the pronunciation of the regular verbs. (icono de listen)

Yesterday, I decided to register on-line with my bank. First, I accessed the bank's website. Then I typed the number of my debit card, my card code and my security code. Next, I selected my ID type. Then I pushed 7 keys to enter the number of my national identity card. The terms of the contract appeared on the screen. I read them, and I accepted them. I established the daily maximum amount for transfers. Next, I completed my personal information. Finally, I defined my access code.

Source: [www.bncr.fi.cr](http://www.bncr.fi.cr)

**Listen to the pronunciation of the regular verbs that appear in the passage above**

**decided    accessed    typed    selected    pushed    appeared    accepted**  
**established    completed    defined**

## C. System Tools

### 1. Warm up

**INSTRUCTIONS:** Walter Jiménez wants to lose some weight. He gets some advice from his doctor. Drag the verbs to the blank space where they correspond to complete the conversation.

add	be	cook	drink	eat	go	have	try
-----	----	------	-------	-----	----	------	-----

Doctor: Don't \_\_\_\_\_ a lot of starchy foods like potatoes or bread or fatty foods like pork or red meat. (eat) \_\_\_\_\_ lots of vegetables and salads to your lunch and dinner meals. (add)

Walter: I see. Lots of vegetables and salads. \_\_\_\_\_ easy on the potatoes, bread, pork and red meat.

Doctor: \_\_\_\_\_ to avoid fats (Try). Always \_\_\_\_\_ your meat well. (cook)

Walter: OK. No fats. No fried food. What else?

Doctor: \_\_\_\_\_ careful with dairy products. \_\_\_\_\_ low fat milk. (drink)

### 2. Charts

**A. INSTRUCTIONS:** Read and study this chart . It tells you how to make whipped cream cheese topping.

SEQUENCE MARKERS	METHOD	INGREDIENTS
First Then Next After that Then Finally	beat add combine stir in beat spread	the cream cheese until it's smooth the powdered sugar the mixture with the whipping cream the vanilla the mixture at a high speed the mixture on the cake
These markers are used to indicate the chronological order in which the methods will take place.	These verbs are in the infinitive form because they introduce an imperative sentence, that is, a sentence that expresses an order or command from the speaker to the listener. Notice that the pronoun <i>you is</i> not placed before the verb.	These phrases follow the verb and become its direct object. However, this is not always true, since there are verbs that take no object. For example, in the sentence <i>Stir until the sauce thickens</i> there is no object.

Adapted from Black, V., M. McNorton, A. Malderez & S. Parker. 1989. *Fast Forward USA*. Oxford: OUP.

### 3. Practice

#### A. INSTRUCTIONS: Look at the following recipe for banana pie.

##### BANANA PIE

8 oz. Philadelphia cream cheese, softened  
2 boxes vanilla instant pudding  
4 c. milk  
2 pie shells, cooked  
Bananas

The instructions for this recipe are not in the correct order. Put them in a logical order by filling the blanks using numbers from 2 to 5. Number 1 and 6 have already been done for you.

- 1   First, mix softened cream cheese and a little milk.  
      Next, pour mixture over bananas. (5)  
      Second, beat until smooth and add remaining milk. (2)  
      After that, cover the bottom of pie shells with sliced bananas. (4)  
      Then add pudding mix and a little vanilla flavoring and mix well. (3)  
  6   Finally, top each slice of pie with whipped cream cheese topping.

Recipe taken from <http://www.aliciasrecipies.com>

Mix softened cream cheese and a little milk. Second, beat until smooth and add remaining milk. Then add pudding mix and a little vanilla flavoring and mix well. After that, cover the bottom of with whipped cream before serving.

#### B. Read and study this chart about two-word verbs.

<b>TWO-WORD VERBS: THEIR USE AND MEANING</b>	
<b>▣</b>	Two-word verbs usually consist of a <b>verb + an adverbial particle</b> : <i>call up, turn on, turn off, put down, pick up</i> .
<b>▣</b>	You can use different particles with the same verb, but the meaning of the verb changes: <i>I turned on the radio</i> (I listen to the radio) vs. <i>I turned off the radio</i> (No sound comes out of the radio)
<b>▣</b>	The two-word verbs in this chart can take an object. The object usually goes before or after the verb: <i>I called up my friend</i> or: <i>I called my friend up</i> .
<b>▣</b>	But if you put an object pronoun instead of the object, only one form is possible: <i>I called her up</i> . (Not: <i>*I called up her</i> )
<b>▣</b>	Notice the meaning of the two-word verbs above: <i>call up</i> : call someone on the phone, <i>turn on</i> : start the operation of something, <i>turn off</i> : stop the operation of something, <i>put down</i> : stop holding something/somebody and place it/him/her on a table, shelf, etc., <i>pick up</i> : stop the car so that a person or a group of people get in the car

Adapted from: Bolton, D. & N. Goodey. 1996. *English Grammar in Steps*. London: Richmond Publishing.

**C. INSTRUCTIONS: Rewrite the following questions and sentences. Substitute the underlined parts for an object pronoun.**

1. Why did you call up your friend Ronald?  
Why did you call **him** up?
2. Turn on the TV. I want to watch the news.  
Turn **it** on. .
3. Turn off the faucets. We shouldn't waste the water.  
Turn **them** off.
4. Put down the baby. It's dangerous to hold her so high.  
Put **her** down.
5. Pick up your mother at work. She's not driving her car today.  
Pick **her** at work.

**4. Your turn**

**D. INSTRUCTIONS: Discuss the following questions with a partner.**

1. Why did you call up your father?
2. Why did you turn on the TV?
3. Why did you turn off the faucets?
4. Why did you put down the baby?
5. Why did you pick up your mother after work?

**D. Scan it**

**1. Pre-reading**

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

1. Have you ever sent a greeting card on the Internet?
2. If so, who did you send the card to? A friend? Someone special? A teacher?
3. Which website did you use to send the card?
4. Has anyone sent you a card on the Internet? Who?
5. If you haven't sent a card on line, would you like to know how to send one?

## 2. While reading

### HOW TO SEND A GREETING CARD ON LINE

In order to send a card on the Internet (on line) you first have to choose among the many websites which specialize in helping you send on-line greeting cards. The following is a description of one of the most popular websites for on-line cards: lakecards.com. These cards are quite beautiful, specially because they have the so-called "Java Lake Effect." This means that most of the cards you send will include a lake, and the lake moves! You can send these beautiful cards to your friends and loved ones for free. All greeting cards are easily customized for virtually every occasion. That means that you can add the information that you want. For example, you can choose a greeting like "*Happy Birthday,*" "*I miss you,*" "*Thank you,*" etc. In order to start creating a card, choose the picture among a collection of pictures which are divided into: scenic, animals, flowers, snow, and waterfalls. Once you choose your picture, lakecards.com will ask you for your name and e-mail address. Then you have to type the name of the person that you are sending the card to. But you don't have to type the full name. It could be just "Alberto" or "Ileana." As you can see, first and second last names are not necessary. You can even write the person's nickname or a special name you have for him or her. Next you have to enter the e-mail address of the person you're sending the card to. Now you have to choose a greeting. Suppose that you are sending the card to a friend you haven't seen in a long time. Well, you might choose the *Thinking of you* greeting. This greeting will appear on top of your message. Next, write a message. As opposed to other greeting-card websites, lakecards.com does not limit the number of words you can write. Once you have gone through all these steps, the website gives you the opportunity to edit that card. In other words, you can see if you made any spelling mistakes while writing the addresses or the message. When you are sure that all the information is in order, lakecards.com will ask you when you want the card to be sent. There is an option called "now" that you can use if you want the card to reach the person at the moment you write it or you can choose some other day from a list of options they give you which include date and month. But wait! Don't send the card yet. You have to click on one more option: lakecards.com wants to know if you want to be notified when the person received your card. Now you can send the card, so click on *Send this card*, and ready, the wonderful world of Internet will save you a trip to the bookstore and the local post office. And it's all free. You might think that sending a greeting on line is a tedious process. Wrong. It is actually a piece of cake. Just follow the steps and enjoy greeting friends, relatives or your special someone.

Adapted from lakecards.com



## 2. While reading

**INSTRUCTIONS: Order the steps which are required to send an on-line lakecard.com greeting card in the chronological order shown in the reading. The first and last steps have already been done for you. Drag the number to the corresponding step.**

1 2 3 4 5 6 7 8 9 10

- \_\_\_ 1 \_\_\_ Access lakecards.com  
\_\_\_\_\_ Choose a greeting. (5)  
\_\_\_\_\_ Type your name and e-mail address. (3)  
\_\_\_\_\_ Edit the card for mistakes. (7)  
\_\_\_\_\_ Tell lakecards.com you want to know when the card was received by the recipient (9)  
\_\_\_\_\_ Type recipient's name and e-mail address (4)  
\_\_\_\_\_ Choose a picture (2)  
\_\_\_\_\_ Write a message (6)  
\_\_\_\_\_ Indicate the date when you want lakecards.com to send the card (8)  
\_\_\_10\_\_\_ Send the card

## 3. Post reading

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

1. What does the "Java Effect" do to the pictures?  
It gives them movement.
2. What does every lakecard.com greeting card include?  
A lake.
3. What do images do the pictures include?  
Scenes, animals, flowers, snow and waterfalls.
4. What kind of personal information is required to send a card on-line?  
Sender's and recipient's name and e-mail address
5. What is one advantage of the messages in the lakecards.com website?  
There is no limit to the number of words.

## E. Type it up

### 1. Pre writing

**INSTRUCTIONS: You are going to write a message for an on-line greeting card. Discuss with your friends (1) whom you are going to send this message, (2) why you have chosen this person, and (3) what type of information you wish to include in this message.**

## 2. Writing

**INSTRUCTIONS:** Write a message to the person you have chosen, and do include information about yourself such as: how is your family, how things are going at school, how you are doing in your English class with special reference to your work in the computer laboratory. Then include the message that you wanted to send.

## 3. Post writing

**INSTRUCTIONS:** Read the message that a classmate wrote to a friend in the on-line greeting card. Read your message to the student from another pair. Invite your classmates to ask you questions about the text. Once you have finished, the students in the pair will read the message to you.

## F. Logging off

### Team Project for each unit

**1. Objective:** Design a project based on the way people in Costa Rica celebrate Christmas.

**Product:** Suppose that you are talking to a group of exchange students from the United States about the how people in Costa Rica celebrate Christmas.

**Dissemination:** Oral report to the whole class. With a team, you will talk about the festivities, religious ceremonies, the *tope*, the carnival, the improvised bullfights. You will also give information about the food, specially the *tamal* and the roast beef (*lechón*) many people in Costa Rica eat on December 31<sup>st</sup>.

<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.costarica.net/new/holidays.htm> to find information about Christmas in Costa Rica. . List your Internet resources and present the information found in class.

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

## PAIR UP AND WORK

**SITUATION A:** Your grandfather/mother who refuses to learn how to use the microwave oven at home. Try to convince him of the importance of these appliances in daily life and the impact that technology has in our lives. Say why.

**SITUATION B:** You are the grandfather/mother. You are complaining to your grandson/daughter that it is too difficult to use the microwave oven. You would better use the stove to heat things. Do oppose your grandson's/daughter's view that technology has made an impact on our lives. Say why.

## CULTURE NOTE

A survey conducted by CID Gallup in October 2004 revealed that one of three homes in Costa Rica has a computer, and half of these homes have access to the Internet. The study also revealed that the digital gap between the rural and urban areas of the country has decreased. In fact, the number of homes with a computer increased from 10% to 20% in 2004. The study also found that in 2004 the number of homes outside the Great Metropolitan Area that had a computer increased from 38% to 48% in December 2004. Also, according to the study, in 35% of Costa Rican homes at least one member of the family frequently access the Internet either from their own home, work or study place or from an Internet Café. Approximately, 2 million email messages are sent by 250.000 Internet users in the country every day.

## Review of Unit 2

### 1. VOCABULARY

**INSTRUCTIONS:** Drag the imperative sentences under the information that they refer to. Pay attention to the underlined object in each sentence.

1. I haven't seen Rocío Mendez for a long time.  
(Call her up.)
2. There are two pens on the floor.  
(Pick them up)
3. I want to see how this new TV set works.  
(Turn it on)
4. The picture on the wall is almost falling down.  
(Put it down)
5. I can't hear you. The stereo is too loud.  
(Turn it off)

Put it down
Turn it off
Call her up
Pick them up
Turn it on

### 2. GRAMMAR

**INSTRUCTIONS:** Drag the verbs from the following list to form imperative sentences in the ad. Note: You can repeat verbs.

access	book	download	make	order	take
--------	------	----------	------	-------	------

#### MICROSOFT'S NEW POCKET PC

Who wants only part of the web when you can have it all? With the new Pocket PC, you can get online with Microsoft® Pocket Internet Explorer, \_\_\_\_\_ (take) advantage of the Everyday Web at msn.com or \_\_\_\_\_ (access) any URL\*. \_\_\_\_\_ (order) groceries, \_\_\_\_\_ (make) a trade or \_\_\_\_\_ (book) your next vacation knowing your transaction is secure. Or simply \_\_\_\_\_ (download) your favorite pages and \_\_\_\_\_ (take) them with you. So, the next time you open your palm, \_\_\_\_\_ (make) sure it's holding a Pocket PC.

Adapted from *Time*, June 19, 2000, p. 39.

## GLOSSARY

**adventure tourism:** when tourists enjoy going to dangerous places and practicing risky sports for fun

**bungee jumping:** sport in which a person jumps from a high place, such as a bridge or a cliff with a long elastic rope—called a bungee—tied to their feet

**canopy tour:** a tour on a cable ferry in which tourists can observe the top of the trees in a forest

**mountain biking:** riding a strong bike through rough ground, mountains, hilly territories and rivers

**mountain climbing:** use cables and special gear to climb the side or slope of a mountain to reach the mountain top

**speed boating:** a competition on lakes, rivers or oceans in which boat racers travel on a motor boat at great speed

**white water rafting:** rowing and riding on a boat over stretches of rough rivers with high waves and dangerous rocky formations

# SELF ASSESSMENT UNIT 3

In this unit you have learned things about electronic devices and gadgets. Rate your comfort level.

## *Skills*

- I can talk about problems with TV sets and their solutions.
- I can use imperative sentences to give instructions.
- I can use words that describe a sequence of events.
- I can identify two-word verbs and understand their meanings.
- I can understand information about the lives of a famous person
- I know how to use an ATM by listening to instructions for its use.
- I know the distinction between / t /, / d /, and / Id / past tense endings.
- I can understand instructions for losing weight.
- I can identify the sequence of steps in a recipe.
- I can understand a reading about how to send an online greeting card.
- I can write an email message to a friend.

## *Self reflection*

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

---

---

---

2. How will this help you in real life?

---

---

---