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STUDENTS

Trabajo final de investigación aplicada sometido a la consideración de la Comisión del Programa de Estudios de Posgrado en Enseñanza del Inglés como Lengua Extranjera para optar al grado y título de Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera

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Dedication

Vivian

This project represents the conclusion of a long academic and personal process. I want to dedicate my effort, sacrifice and hard work to many important people in my life. First, I want to thank my grandparents Teresita Molina Ramos and Jorge Luis Arguedas Madrigal who devoted their lives to my growth. Although you are not physically here, you will always be in my heart. Thank you for being educator role models. You both were convinced this profession is a mission in life. Thank you mother Ana Isabel my angel, my life and daily warrior. I want to thank my family and friends who have always given me a hand to achieve my goal. Thank you Yajaira Ocampo Monestel. Thank you for all your sacrifice, friendship and commitment. I will treasure this experience in my heart.

Yajaira

I dedicate the research project as well as the rewarding experience I had while enrolled in the Master's program to my beloved mother and warrior Amabilia Monestel Carranza. She has been my strength and wings to fly high. *Milia* all my effort and sacrifice have been because of you. You have been my model to follow. I also dedicate it to my inspiring God, beautiful family, *Cosita*, and *Fita* because they are my reason to whisper and smile every day. Thank you professors for your commitment and support. Thank you Vivian Arguedas Molina for helping me to grow up.

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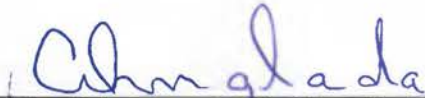
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Resumen

La enseñanza del inglés con fines específicos (ESP, por sus siglas en inglés) ha promovido una comunicación más exitosa en el contexto de un mundo globalizado. Las personas involucradas en todos los campos de especialización requieren un segundo idioma para interactuar en los lugares de trabajo; por lo tanto, los investigadores de acción deben proporcionar oportunidades a los estudiantes que solicitan programas especializados adecuados a sus necesidades. Este estudio de investigación tuvo como objetivo determinar hasta qué punto los materiales diseñados e implementados en un curso de inglés con fines ocupacionales ayudaron a los estudiantes a alcanzar los objetivos. El curso fue diseñado para un grupo de 20 estudiantes en el área de Administración de Aduanas y Comercio Internacional de la Universidad de Costa Rica, habiendo expresado sus necesidades y carencias. El estudio se basó en un enfoque de métodos mixtos. Inicialmente, los instrumentos de recolección de datos incluyeron cuestionarios, entrevistas y una prueba diagnóstica para identificar las necesidades, deseos y carencias de los estudiantes. Durante una segunda etapa del proceso, se realizaron varias observaciones de clase y una técnica no observacional. Además, los estudiantes y los supervisores completaron los formularios de evaluación del curso y los formularios de evaluación del desempeño de los estudiantes practicantes. Los resultados revelaron que los materiales no sólo ayudaron a los estudiantes a alcanzar los objetivos del curso, sino que también cumplieron con los principios de ESP y TBLT, proporcionaron información apropiada para la comunicación escrita y oral de los estudiantes y fueron utilizados efectivamente por los facilitadores. Las necesidades, deseos y carencias de los estudiantes quedaron satisfechos en gran medida.

Palabras clave: Inglés para Propósitos Específicos, Inglés para Propósitos Ocupacionales, materiales didácticos, logros objetivos, principios ESP y TBLT, aporte, uso efectivo de materiales.

Abstract

Teaching English for Specific Purposes (ESP) has promoted more successful communication in the context of a globalized world. People involved in every field of expertise require a second language to interact at workplaces; therefore, action researchers should provide opportunities to learners who request specialized programs suitable for their needs. This research study aimed to determine the extent to which the materials designed and implemented in an English for Occupational Purposes course helped the students achieve the objectives. The course was designed for a group of 20 learners in the area of Customs Administration and International Trade at the University of Costa Rica having expressed their needs and lacks. The study was based on a mixed methods approach. Initially, the data collection instruments included questionnaires, interviews and a diagnostic test in order to identify the students' needs, wants, and lacks. During a second stage of the process, several class observations and a non-observational technique were carried out. Moreover, the students and the supervisors completed course evaluation forms and student teacher performance evaluation forms. The results revealed that the materials not only helped the students achieve the course objectives but also that they complied with ESP and TBLT principles, provided appropriate input for the students' written and oral communication, and were effectively used by the facilitators. The students' needs, wants, and lacks were satisfied to a great extent.

Keywords: English for Specific Purposes, English for Occupational Purposes, teaching materials, objectives achievement, ESP and TBLT principles, input, effective use of materials.

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List of Abbreviations

Asts: Assistants
CAIT: Customs Administration and International Trade
CEFR: Common European Framework of Reference
EAP: English for Academic Purposes
EOP: English for Occupational Purposes
ESP: English for Specific Purposes
FTA: Free Trade Agreement
L: Listening
R: Reading
S: Speaking
Ss: Students
St: Student
T: Teacher
TBLT: Task-Based Language Teaching
TBI: Task-Based Instruction
UCR: University of Costa Rica
W: Writing
WCO: World Customs Organization
WTO: World Trade Organization

The present project describes the stages followed for the elaboration of a course of English for Specific Purposes (ESP) as a graduation requirement for students enrolled in Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera. *English for Customs Administration and International Trade Students* is a course designed for a group of 20 learners majoring in Customs Administration and International Trade at the University of Costa Rica (UCR) and taught by Practicum students during a semester.

Current agreements and trade among countries have promoted growing economies, and the English language plays an important role in this setting. Most people in the aforementioned field find the use of English relevant to get better jobs, to interpret documents, and to communicate with English speakers. Therefore, the main reason to elaborate the current project is to investigate the field of expertise thoroughly in order to design a course that satisfies the needs of the participants. This Portfolio contains three sections: Needs Analysis, Syllabus Design, and Course Evaluation Report. The Needs Analysis section was crucial to make decisions regarding the syllabus design, lesson plans, materials, and the assessment instruments for the course. On the other hand, the Course Evaluation Report presents the results concerning the assessment of the materials designed and implemented in order to determine the extent to which the latter helped the students achieve course objectives.

Chapter I: Needs Analysis

This section of the project included the process of data collection in order to a) understand the area of expertise at the Customs Administration and International Trade major (CAIT), b) obtain valuable information from the stakeholder, the coordinator of the major from the School of Public Administration at UCR, and experts in the field of expertise, c) select and meet the population that will take the future English for Specific Purposes (ESP) course, d) obtain fundamental data in regard to the participants' needs, wants and lacks, and e) analyze the results from the diagnostic test. The purpose of the Needs Analysis stage is to provide the bases for the Syllabus Design and assessment of the course.

Methodology

In this stage of the process, several instruments were used to obtain quantitative and qualitative data. First, the use of semi-structured interviews for the stakeholder and experts and a follow-up interview for the participants revealed important non-statistical data. Second, the use of questionnaires and a diagnostic test for the participants provided objective numerical data.

Qualitative data

The initial information learned from the results provided very useful background to guide the researchers' inquiry in terms of the type of working field, job-related tasks, relevant needs in a changing market and the use of English in a globalized world. As indicated above, understanding these facts and the student profile in the context of Customs Administration and International Trade

enlightened further decisions about the definition of goals and the elaboration of materials.

Semi-structured interview with the stakeholder and experts

The use of a semi-structured interview (see Appendix A) was a meaningful tool to collect information during the needs analysis process because the stakeholder and experts reported detailed data about their knowledge and experience in the field. Through the use of the semi-structured interview technique with open-ended questions, the researchers established a parameter to obtain specific information; however, crucial unexpected data was obtained as well.

The first person who answered the semi-structured interview was the coordinator of the Customs Administration and International Trade (CAIT) major at UCR. The questions included the importance the English language has in the field of CAIT, the possible jobs students can get, where the students can work, who they might interact during their career, the type of tasks they need to carry out at work and during their major that involve the use of English, the kinds of texts they are exposed to at the university, the profile students should have, and the expectations future stakeholders might have regarding the language in order to hire them. Furthermore, the same guided semi-structured interview was used to obtain information from experts who provided significant data to continue with the next steps in the project.

The first expert works for one of the most important enterprises in charge of distributing packages around the world and offering global transportation like DHL. He was a customs agent in charge of imports and exports, deliveries, authorization of merchandise and payment of wharfage in port companies. In other words, he

dealt with accommodations provided at a wharf for the loading, unloading, or storage of goods. The second expert worked for a company in charge of dealing with consumer foods. He was the Logistics Coordinator, and he had to monitor the food supply chain, supervise the traffic department, storage and plan the product demand. After the interviews, further communication with the stakeholder and experts was possible via e-mail.

Follow-up interview with the participants

After administering the questionnaires and the diagnostic test, the participants were sent a follow-up interview (see Appendix B) in order to confirm and get specific data about their workplace, tasks related to the English language at work and at school, their perception of English as a necessary tool to carry out their duties, their background regarding their process of learning the language, and the topics they were interested in learning in the course. The guided follow-up interview contained items such as multiple choice and short answer items.

The follow-up interview was intended mainly to make decisions about the nature of the ESP course, whether it would be English for Academic Purposes (EAP) or English for Occupational Purposes (EOP). Most of the participants expressed the need for an EOP course that helped them perform oral tasks that require English. In fact, the participants who were working at the moment discussed their experience with real tasks involving English that they carried out at work, and they were interested in understanding the English version of customs documents. Most of the participants expressed they needed English only to do homework in a few courses since some of the important texts were in English and

that English was not mandatory; therefore, the researchers decided the course will be EOP-focused.

Quantitative data

All the quantitative data gathered was useful to select a specific target group of participants; moreover, the instruments provided numerical and fundamental information to make this project as valid and objective as possible.

Questionnaire

During the initial stage, an online questionnaire (see Appendix C) was elaborated following the steps and procedures recommended by Dörnyei (2011) who advocates their use for providing reliability, validity and practicality to the needs analysis processes (p. 101). The questionnaire included sections concerning personal information, general information, learning preferences, language skills, and current/future language needs at the field of expertise. It consisted of specific types of items such as multiple choice items to understand the students' background in the English language, rank order items in the case of learning styles and activities the participants would like to see in the ESP course and the semantic differential scales to determine their perception about their abilities in listening, speaking, reading, and writing. The data obtained was considered more valid since it reflected commonalities with the interviews conducted with the stakeholder and experts.

The questionnaire was sent via e-mail to 97 participants from the major. As a pre-selection, 32 participants were selected taking into account factors such as interest, commitment, and English proficiency level. Finally, 20 participants were

selected to become the target group taking into account the results from the diagnostic test and parameters related to size of the group and homogeneity.

Diagnostic test

The diagnostic test (see Appendix D) encompassed four sections, listening, speaking, reading, and writing. First, the listening section included a video and a set of two items, multiple choice, and short answer. Second, the reading section consisted of an authentic text and a short-answer item. After that, the writing section included an authentic job announcement and an item related to the completion of a cover letter. Finally, the speaking section was an individual interview with the participants encompassing questions related to personal information and basic information related to the field of expertise. The diagnostic test was only administered to the thirty-two participants pre-selected.

General Description of the Institution and Field of Work

Institution

The School of Public Administration at the University of Costa Rica is a pioneer in the teaching of this discipline and its creation is a response to trade liberalization and internationalization of economies. This discipline empowers future workers to manage and develop both the public and private sector, aids in the modernization of the National Customs System and provides support to international trade professionally. The School of Public Administration at UCR also has competence to design, implement and advise on legislation, monitoring, verification tariff, customs procedures, and foreign trade.

The main objectives of the major are a) to promote fundamental ethical values for public accountability consistent with the obligations of the agreements, treaties, and international agreements, b) to offer the students multidisciplinary training that allows them to enter the labor market, c) to promote the development of National Customs and Foreign Trade System in order to meet the requirements of the State, the private sector and national and regional entities (Universia Costa Rica, 2016, n.p.)

Field of work

The Customs Administration and International Trade (CAIT) is a very important major and future work field in Costa Rica in the political context of trade agreements. Furthermore, English represents a necessary skill for the selected population to deal with their day-to-day work in order to interact with foreign business people, tourists, investors, consignors, consignees, owners or stakeholders, importers, exporters, and shippers among others (M. Ruiz, personal communication, March 12, 2016).

In Costa Rica, the main authority in this field is the Directorate-General of Customs (DGA), and all authorized and recognized customs areas which deal with customs duties are in charge of specific regions. The main customs zones include *Caldera, Central, La Anexión, Limón, Paso Canoas, Peñas Blancas, and the airports Juan Santamaría, and Tobías Bolaños* (Comerciouna.wikispaces.com, 2016).

Once students from this major have graduated, they can look for jobs as customs agents, customs technicians, customs officers, or work in the logistics area. In addition, these professionals can work in their own business, ports,

airports, franchises, warehouses, and borders. There are several kinds of job-related tasks depending on the positions. For example, customs officers are responsible for controlling the imports and exports of either legal or illegal goods such as food, computers, drugs, and firearms. They can also be in charge of supervising warehouses and containers to prevent the smuggling of items, checking documentation related to imported goods, writing reports, filling out forms, or dealing with revenue due on imported goods. Other groups of workers are customs agents in charge of paying taxes, filling out forms, bills, and certificates of origin for importers; they usually have their own offices or agencies. Finally, others such as customs technicians supervise capacity of merchandise, deal with documents such as bills of lading, packing lists, and commercial invoices, and interact orally with customs agents. (M. Ruiz, personal communication, March 12, 2016).

More specifically, the coordinator of this major reported relevant findings from recent surveys in Costa Rica. The study was conducted at the school of Public Administration at the University of Costa Rica with a population of workers at 109 companies. She explained that future employees will not only work for public institutions like the Ministry of Foreign Trade (COMEX), but also for the private sector. In addition, she added that 80% of the graduate students are currently working at private institutions mainly in logistics, commerce management, and international trade. Moreover, she commented that 95% of the participants in that study believe that having 80% of English proficiency is fundamental in order to be hired by companies in Costa Rica.

The coordinator also gave her definition of what a bachelor student in this major is. She explained that a bachelor student of the Customs and Trade Administration major is a professional who can work for both national organizations and private companies and is able to assume technical responsibilities in customs operations, in foreign trade and logistic processes for import and export of services and goods. Additionally, professionals in this field need to speak a second language, show humanistic and ethical values, skills in communication, negotiation, research, and teamwork. They need to speak in English at some scenarios like commercial fairs or at events that the Ministry of Foreign Trade (COMEX) and Costa Rican Investment Promotion Agency (CINDE) organize in Costa Rica in order to advise foreign companies. Other skills are related to customer service and market research study which require English skills (S. Wong, personal communication, March 13, 2016).

Interest of Primary Stakeholder and Commonalities from Experts

Both the stakeholder and experts interviewed in this project agreed the following related to professionals and the field of expertise:

- **Jobs**: Positions include customs assistants, traffic officers, freight consolidators or forwarders in charge of shipping advisors, customs administrators, pedimentators—who are the agents in charge of authorizing delivery of merchandise and controlling taxes, fiscal customs police, customs inspectors, shippers, trade agreement advisors, “aforadores” or customs technicians who represent the first step for merchandise to leave or enter a country. Every item needs to be approved by this type of professional.

- **Workplaces**: Common workplaces in Costa Rica include ports, airports, borders, franchises, warehouses global delivery service companies, harbors, tax warehouses, freelance services at home, customs agencies, shipping companies, fiscal police, institutions such as the Ministry of Foreign Trade (COMEX), Foreign Trade Promotion Agency (PROCOMER) and the Directorate-General of Customs (DGA)
 - **Job market**: Professionals might have the opportunity to work in the field of international trade, airports, and borders
 - **Natives**: Professionals face several scenarios with native speakers like customers, service suppliers, and international companies personnel like foreign managers
 - **Documents**: Professionals need to read and interpret texts, Free Trade Agreements (FTA), bills like Bills of Lading (BLs) which is the contract with the shipping agency, commercial invoices, packing lists, International Commercial Terms (Incoterms), certificates of origin, and sale contracts, among others.
 - **Tasks**: Professionals need to read and write e-mails, fill out customs documents, talk to customers and read news and articles to keep updated in the field, as tasks to be performed in English
 - **English**: Professionals require English to get a good job position
- Finally, future stakeholders and employers have specific expectations from a CAIT professional. Their profile is high standard. They need to show specific characteristics like being proactive, speaking English and a third foreign language, developing good communication skills, being ethical and efficient about customs

legislation, knowing computer systems like TICA, DELTA, DELIMP, DELEXP, SADAF, showing technical abilities, dealing with standard graphic communication, offering solutions to export and import issues, working with statistics about taxes, understanding phytosanitary and zoo-sanitary measurements, and having knowledge about occupational health operative plans and knowing how to put them into practice at their workplaces, among other profile traits.

Group Profile

The present section encompasses data collected through the questionnaire (see Appendix C) and follow up-interview (see Appendix B). All the information presented was analyzed and displayed based on commonalities from the participants. The findings shown in the section were vital since they helped to organize particular characteristics of the group together with the purpose of making decisions to design the course syllabus.

General information of the participants as well as positions at work; description of their needs, wants, and lacks; and the description of their experience with language will be presented. The researchers present Group Profile 1 (see Appendix E) to summarize the general findings concerning the participants.

General information about the group

The target group selected was a sample of 20 students from the major of Customs Administration and International Trade whose ages ranged from 19 to 32 years old. Regarding their English educational background, most of the participants have studied English in university courses and public high schools. The focus participants preferred for the ESP course was English for Occupational Purposes

(EOP). 17 participants preferred to take a course focused on their potential occupational needs instead of their academic needs. In addition, the participants reported that they felt considerably interested in and committed to the course, their own perception of the level ranged from low to high intermediate, and most of them were sophomore students.

Variety of positions at work

Regarding positions the participants have at work, it is important to mention that eight participants worked in a job related to their field of expertise and four of them did it in the logistics area as advisors, assistants, and analysts. The other four participants reported that they worked as assistants at the Department of International Relations in an international company, administration assistants, fraud prevention representatives, and economic and commercial interns.

Description of the needs

The needs analysis revealed a number of work-related tasks and documents in which the participants need English to perform appropriately in written and/or oral form, as well as the English skills the participants need the most in their area of expertise.

Tasks (CAIT) professionals do in English.

As Customs Administration and International Trade (CAIT) professionals have a variety of positions at work, the job-related tasks they perform represent a broad umbrella as well. The participants stated that the most important tasks CAIT professionals do in English at their work fields encompass three English skills:

A. Writing

CAIT professionals have to send e-mails to customers and/or stakeholders, write reports, quotations, and contracts; as well as translate international agreements and/or posts from English to Spanish or vice versa. 90% of the participants stated that writing e-mails was more frequent than writing reports and 55% of the participants said that writing e-mails was more necessary than writing reports. Moreover, CAIT professionals have to fill out customs documents based on bills and give instructions to customers, colleagues, and shipping companies in written form.

B. Speaking

CAIT professionals sometimes have to interact with other colleagues, associates, partners, suppliers, or customers to provide professional advice, solve problems, report import and export arrangements, explain customs procedures, participate in tutorials, meetings and job interviews and give instructions orally in countries where English is the lingua franca or in the country if the aforementioned people are English speakers. CAIT professionals frequently perform trading and/or logistics processes via telephone, video chat, or face to face in English. In fact, the students stated that interaction with English speakers for business reasons is very frequent.

C. Reading

CAIT professionals have to read and interpret documents about their area of expertise and do research and consultation about legislation, decrees, and Free Trade Agreements (FTA) to make wise decisions regarding specific issues at work.

Additionally, professionals in the area usually have to read particular specifications of products or tariff classification of goods with information in English.

Tasks (CAIT) professionals can do better if they improve English

With respect to the tasks CAIT professionals could do better if they improved English, the researchers considered that oral interaction with English speakers was the most relevant one. Most of the participants stated that speaking is not only the most difficult English skill, but also the most frequent; consequently, if they improve their speaking skills in English, they will be able to communicate better with stakeholders. Furthermore, the participants identified writing as a very frequent and difficult way to communicate with stakeholders in English. The most relevant oral and written tasks include oral interaction via telephone, video chat or face to face, and e-mail communication with the purpose of problem solving with customers, colleagues and/or suppliers, offering advice to customers or colleagues regarding customs or trade procedures, and reporting import and export arrangements or transactions to importers, exporters, and suppliers.

Documents CAIT professionals need to work with

CAIT professionals usually have to read and interpret documents in English related to import and export of goods. These documents may include commercial invoices, Bills of Lading (BLs), packing lists, certificates of origin, sale contracts, technical specifications, cargo manifests, orders, and customs clearance. Moreover, texts concerning Free Trade Agreements (FTA), commercial topics, foreign customs legislations, international treaties, law, procedures, codes, regulations, protocols, foreign trade policies, the flight guide, guidelines, and international standards from the World Trade Organization (WTO) and the World

Customs Organization (WCO) are also of frequent use. In like manner, professionals in their area of expertise sometimes visit websites of certain traders to read information about foreign companies, and websites of important and international news about foreign trade and statistics in English to be updated.

Documents CAIT professionals usually have to read and/or write in English include e-mails, letters, reports, quotations, amendments, and shipping letters. Furthermore, professionals in customs and international trade expertise have to fill out certificates of origin and sale contracts in English.

English skills (CAIT) professionals need

Concerning the English skills CAIT professionals use the most at work, ten participants surveyed, indicated that speaking is the English skill CAIT professionals use the most at work and six participants maintained that writing is the English skill these professionals use the most at work. On the other hand, three participants advocated for reading, while only one of the participants stated that listening is the English skill CAIT professionals use the most at work.

Speaking was the English skill the participants considered the most important in their area of expertise since CAIT professionals have to communicate with English speakers very often to make deals and/or solve problems regarding logistics processes, or carry out tasks related to their field, for example. In fact, 70% of the participants, stated that CAIT professionals interact with English speakers daily. This means that verbal communication is very frequent at the workplace; however, the way CAIT professionals interact with English speakers varies. For instance, most of the participants considered telephone calls and video chats are more frequent than face-to-face interactions for CAIT professionals in

their work field. This may be a reason to justify why 95% of the participants indicated that based on the demands of their major, speaking was the language skill they were more interested in learning. On the other hand, the participants stated that reading FTAs in order to handle regulations and legislations was crucial for the target population and that writing to customers or colleagues to offer advice or problem-solve was essential. In brief, it can be interpreted that speaking, writing, and reading were key skills to develop in the course having as a base a long list of work-related tasks participants provided and a dense bank of documents they needed to work with.

Description of the wants

The participants expressed their interest in certain topics, skills, and teaching-learning preferences they wanted to address in English with the purpose of focusing the activities to be designed in the course.

Topics

Figure 1 reveals topics the participants were interested in addressing during the course. The topic that the participants considered the most relevant was international trade negotiations. Moreover, the participants said that learning vocabulary related to customs documents was essential.



Figure 1. Topics the participants wanted to be addressed during the course

Skills

The participants indicated their interest regarding the skills they wanted to address based on the demands of their major. Whereas 19 participants indicated that speaking was the English skill they were most interested in learning in the course since it was essential for their major, only one participant selected writing as the English skills to be addressed.

In addition to the speaking skill, the participants wanted to address technical vocabulary in context to be used in oral and written form. They also stated that they wanted to learn grammar structures and the use of connectors to understand, write, and speak appropriately as well as techniques to improve oral communication.

Language learning preferences

Regarding language learning preferences, most of the participants chose dialogues and reading and writing texts as the activities they liked the most. Some

of the participants indicated that games were their favorite activities. However, a few of the participants chose filling-in exercises, group discussions, dramatizations, interviews, and presentations as their favorite activities.

Concerning classwork, most of the participants indicated that working individually was the way they would like to work. Many of the participants stated that working in pairs or working in small groups was the way they would enjoy working. Nevertheless, a few of the participants said that working in large groups was their favorite way to work in class. It can be inferred then that dialogues and games in pairs or small groups will be activities the teachers will design for the target population. Furthermore, reading and writing texts will be activities the students will do individually in the course. Overall, it is important to mention that the topics, skills, and teaching-learning preferences suggested by the participants were taken into account when designing the course syllabus; nevertheless, wants were confronted with needs when important decisions regarding the course syllabus were made.

Description of the lacks

The lacks identified in the group of participants consisted of difficulty related to specific abilities for speaking, writing, and reading specified below. The findings were used with the purpose of helping the participants improve the identified lacks through tasks and strategies that were designed in the course syllabus.

Perceived problems and difficulties when using English

Based on the questionnaire (see Appendix C), difficulties with English comprehension and production were perceived by the researchers. The participants state the English skills they considered the most difficult for them and

Table 1 shows the perceived problems and difficulties when using three English macro skills.

A. Speaking

Regarding the speaking skill, 13 participants indicated that speaking was the most difficult English skill for them. In fact, most of the participants stated that they felt nervous when speaking in front of a class. The participants reported problems concerning participating in English conversations about topics related to their major and pronouncing vocabulary. Nevertheless, the main difficulty for the participants concerned taking part in conversations; specifically sixteen participants stated that they had difficulty speaking in English about their area of expertise. It can be inferred that lack of vocabulary might be a weakness for the participants since they cannot participate in conversations about topics related to their area of expertise effectively; consequently, they might not feel confident to speak. For this reason, simulations regarding frequent situations CAIT professionals face at the work fields every day will be planned.

B. Reading

Concerning the reading skill, only one participant stated that reading was the most difficult English skill. Most of them reported not having much difficulty with reading. However, six participants stated that they had many problems when guessing meaning of unknown words from context. Thus, Free Trade Agreements (FTAs) will be used in class along with appropriate reading strategies to help students overcome the aforementioned difficulty.

C. Writing

With respect to the writing skill, six participants indicated that writing was the most difficult English skill for them. For instance, nine participants stated that they had difficulty to structure sentences in English related to their major in written form and to use English punctuation correctly. Hence, these two lacks will be addressed when teaching e-mail writing.

Overall, the results confirm that speaking was the skill that needs more emphasis in the course, followed by writing and then reading. As can be seen, the results revealed that English production was the main weakness in the target population.

Table 1

Participants' perceived problems and difficulties when using English

Perceived problems and difficulties when using English	Number of participants
Speaking	
Participating in English conversations about topics related to their major	16
Correctly pronouncing words in English about topics related to their major	11
Reading	
Guessing the meaning of unknown words in English from context	6
Reading in English without frequently having to use the dictionary	4
Identifying the main idea in an English text related to their major	2
Identifying specific information in an English text related to their major	2
Writing	
Structuring sentences in English related to their major in written form	9
Using English punctuation correctly	9
Writing words related to their major with correct spelling	4

n=20

Description of the experience with English

In regard to previous exposure to the language, Table 2 shows that the participants' main exposure to English has been through university courses and public high school. However, two participants added INA courses and self-instruction as other options.

Table 2

Participants' main exposure to English

Main exposure to English	Number of participants
University course	6
Public high school	5
Private high school	3
Language institute	3
Another: <u>INA courses and self-instruction</u>	2
Contact with English native speakers	1
Private lessons	0
Abroad	0
n=20	

Regarding major exposure to the target language, Figure 2 illustrates that the maximum time several of the participants have been exposed to English has been for less than a year, a year, or five or more years.

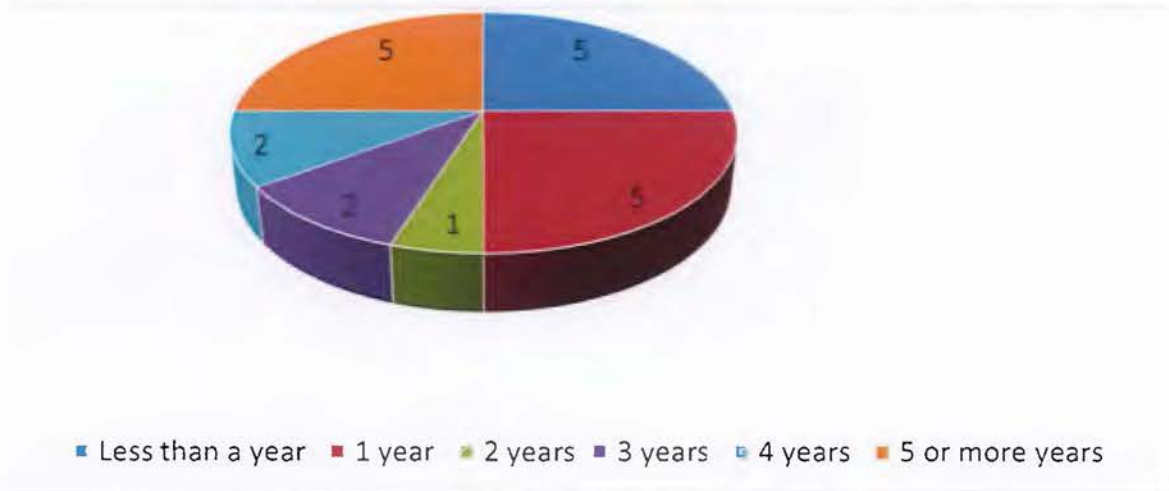


Figure 2. Participants' major exposure to English

n=20

Commonalities

Several commonalities were determined when comparing data obtained from the participants, experts and the stakeholder regarding the work-related tasks, customs documents, and topics professionals in the field relate to or would eventually face in a future job using English. The most important commonalities were following:

- Work-related tasks such as filling out customs documents, writing e-mails and reports, talking to customers, carrying out logistics processes such as problem-solving or arranging deliveries and/or transactions.
- Customs documents such as commercial invoices, packing lists, bills of lading, certificates of origin, sale contracts, and Free Trade Agreements.

- Topics such as international logistics, international trade negotiations, Incoterms, customs regulations, and e-commerce.

Diagnostic Test

The present section focuses on two areas. Firstly, it analyses aspects concerning a) the test construction and its administration, b) the macro and micro skills taking into consideration for the diagnostic test, c) the types of parameters used for assessing reading and listening, and d) the types of rubrics used for assessing speaking and writing in order to present the rationale behind the test regarding the assessment principles. Secondly, it displays and analyses the results of the test in order to accurately identify the students' proficiency levels, strengths, and weaknesses per macro skill, as a group with the purpose of a) determining the needs and lacks the students had in specific English skills and b) making decisions regarding the design of course syllabus.

The diagnostic test (see Appendix D) was carefully designed in order to meet the assessment principles of reliability and validity. The tasks were considered reliable because a) they were timed depending on the type of task and skill, b) the test was suitable for intermediate learners because the total amount of points and the length of texts were fair, c) the researchers avoided ambiguity in the instructions, and d) the tasks seemed to be very consistent in the sense that, as a diagnostic test it could be administered to the same participants in two different occasions, rendering similar results. On the other hand, the principle of validity was met because a) each section was elaborated according to specific objectives, b) the level of difficulty was appropriate for intermediate learners based on the

Common European Framework of Reference (CEFR), and c) the tasks helped make appropriate, meaningful and useful inferences regarding the participants' performance since they measured what the researchers intended to measure, using appropriate constructs (See Appendix F), in an ESP context (Brown, 2004).

The decision of the points assigned to each section was based on the importance the researchers considered each English skill has for the target population, being writing and speaking the most important English skills to be taken into account to design the course.

The diagnostic test was administered by the two facilitators at the School of Public Administration in three different sessions during the third week of April, 2016. The time allotted for the test was 60 minutes. The order of the administration for each section was reading, writing, listening, and speaking. The decision for that order was to avoid repeating the listening section in case the participants arrived late. The speaking section was left at the end not only because of time constraints, but also because this production skill was more challenging since the participants needed to express their ideas in real time.

Test Construction and Administration

Reading

The text selected and the task elaborated to assess reading corresponded to the level of Independent User taking into account the CEFR. According to Council of Europe (2001) students in this level can "understand texts that consist mainly of high frequency every day or job related language" (p. 26), and the text offered the possibility for intermediate students to carry out the task of reading and

solving a short answer item which reflected accurate understanding of a text. The item used to assess in the reading section appeared with the format of short answer which included 7 comprehension questions focusing on main and specific ideas. The participants were expected to provide the most complete answers they could. In this way, the researchers identified accurate details the learners extracted from the article. The responses represented explicit as well as implicit data. In addition, the researchers considered the cognitive processes readers experience when decoding a text. In order to grasp the most important ideas in the text, top-down processing was included for identifying specific arguments the author wrote. Similarly, the bottom-up processing was included in order to answer the short answer questions, which required specific details and understanding meaning out of complete sentences (Nuttall, 1982, p. 17). The objective for the reading part expected the participants to be able to a) effectively explain specific facts from a text by providing correct answers and, b) appropriately infer implicit data from the text by showing vocabulary like antonyms and synonyms in their answers.

The participants read the text under the title "Why a Big Slump in South Korea's Exports Matters?" in order to solve the short-answer task. The time allotted for the reading section was 20 minutes. It included the time for reading the instructions, the text, and answering the comprehension questions. The text was taken from *The Economist* 2015, September 1st and adapted to make it suitable for an intermediate level. However, it kept important elements of authenticity, for example it was addressed to readers in the fields of economy, administration, politics, and people involved in customs and international trade.

Writing

The text chosen and task designed matched the Independent User level based on the CEFR. According to the Council of Europe (2001), students in this level can “write simple connected texts on topics which are familiar or of personal interest” (p. 26). Also, in this level students can “write personal letters describing experiences and impressions” (p. 26). The writing task consisted of writing a cover letter based on job announcement related to the position of an Import Assistant/ Officer advertised on jobstreet.com. The task was considered fair since it was doable for an intermediate level learner. The task was intended to measure writing skills and basic vocabulary knowledge regarding their area of expertise. The researchers decided to use the text because it was a real job announcement and it was relevant for the population because it was related to frequent things they do when they look for a position. Writing a cover letter is a very frequent requirement when presenting a résumé. The carrier content was accurate as well because it led the participants to use the real content appropriately. The vocabulary represented a reference for them to express the intention to get a job, personality traits and experience when writing the letter. Some words related to the field were *Bureau of Customs Procedures, Junior Executive, Import Assistant/ Officer*. The objective for the writing section required the participants to be able to appropriately describe their experience, job-related tasks they usually did, the knowledge they possessed, and their personality attributes by completing the cover letter.

For the writing section, the researchers allotted 20 minutes for reading the instructions, the job announcement, and completing the cover letter. The participants had to imagine they were experienced professionals in the field of

Customs Administration and International Trade and write their qualifications for getting the job position offered.

Listening

In regard to the CEFR tables defining student level, the researchers determined that the video selected reflected a task that matched the Independent User according to Council of Europe (2001) since it contained a context in which the listener has to “understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation” (p.5). The first item selected to show understanding of the listening text was a multiple choice type and the other item was a short-answer exercise to determine more specific details regarding facts and giving reasons in some cases when the students answered completely. The principle to organize this part in such sequence corresponded to the facility ordering since the researchers believed the participants would have gained more points by identifying the right answer in the block of multiple choice in contrast to writing a complete answer. The objectives for the listening part required the participants to be able to a) effectively locate main ideas from the listening text by choosing the correct answers b) appropriately report specific details from the listening text by expressing correct answers.

The video used was a 3-minute authentic news report about an announcement made by Cuban government officials concerning an increase in import duties for individuals bringing goods into the USA. The report contained information concerning the topic of exports and imports. The participants had the opportunity to watch the video four times because of the two types of item formats included in the section. The video was presented after they had already completed

the reading and writing section. Hereafter, everyone had the same time to finish each task. The time allotted for the section was 15 minutes. The text used in the listening task provided basic technical vocabulary that would let the participants understand the topic behind the video. Some examples of words were the following: *import duties, rate import tax, tax laws, and imported goods*, among others.

Speaking

The speaking task, which corresponded to an interview (see Appendix D), was intended for an Independent User level, based on the CEFR. According to the Council of Europe (2001), students in this level can “enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life” such as work (p. 26). The type of task item format was chosen since O’Malley &Valdez Pierce (1996) recommended it as a practical assessment option because it does not require preparation on the part of the students. The questions were appropriate taking into account the different language proficiency and developmental levels of the students: hence, the level of difficulty increased progressively (O’Malley &Valdez Pierce, 1996, p.78). Moreover, it was the first step to approach to the participants and monitor certain aspects related to pronunciation, grammar, and fluency, for example. The language present in the questions was simple and very appropriate for their area of expertise. Therefore, it was very useful and meaningful language for the participants. The objectives for the speaking section required the participants to be able to a) appropriately describe their strengths and weaknesses related to English comprehension and production in an interview by using appropriate structures, vocabulary and register

and b) appropriately provide basic information related to their area of expertise by using appropriate structures, vocabulary and register.

The speaking task consisted of an individual interview that lasted 5 to 10 minutes. The participants were asked from five to eight questions regarding personal information, possible difficulties they had with English comprehension and English production, and work-related tasks professionals in their area usually do.

Macro and micro skills

The micro-skills taking into consideration in the diagnostic test are cited in Table 3 and they were briefly adapted from Brown (2001) and Council of Europe (2001). The Common European Framework of Reference (CEFR) guidelines were used because they provide clear, detailed descriptions of the tasks a learner can or cannot perform (Brown, 2004).

Table 3

Macro and micro skills for the diagnostic test

Macro skills	Micro skills
Listening	<ul style="list-style-type: none"> • Retain chunks of language of different lengths in short-term memory. • Process speech at different rates of delivery. • Recognize that a particular meaning may be expressed in different grammatical forms. • Recognize grammatical word classes, systems, patterns and rules. • Infer situations, participants, goals using real-world knowledge. • Infer links and connections between events, deduce

causes and effects, and detect such relations as main ideas, supporting idea new information, given information generalization, and exemplification.

- Distinguish between literal and implied meanings.
- Developing listening strategies, such as detecting keywords, guessing the meaning of words from context, among others
- Use facial, kinetic, body language and other non-verbal clues to decipher meanings.

(Brown, 2001, p. 256; Council of Europe, 2001, pp. 8-10)

Speaking

- Produce chunks of language of different lengths.
 - Orally produce differences among the English phonemes and allophonic variants.
 - Produce English stress patterns, rhythm and intonation.
 - Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
 - Monitor their own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
 - Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
 - Express a particular meaning in different grammatical forms.
 - Use cohesive devices in spoken discourse.
 - Use appropriate registers, pragmatic conventions, and other sociolinguistic features in face-to face conversations.
 - Use appropriate facial features, kinesics, body language, and other nonverbal cues along with verbal
-

language to convey meanings.

(Brown, 2001, p. 272)

Reading

- Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- Identify the main conclusions in clearly signaled argumentative texts.
- Recognize the rhetorical forms of written discourse according to form and purpose
- Recognize core of words, and interpret word order patterns and their significance.
- Recognize grammatical word classes, systems, patterns and rules.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Infer context that is not explicit by using background knowledge.
- Infer links and connections between events, deduce causes and effects, and detect such relations as main ideas, supporting idea new information, given information generalization, and exemplification.
- Develop reading strategies such as skimming, scanning, guessing words from context, and activating schemata for the interpretation of texts.

(Brown, 2001, p. 307; Council of Europe, 2001, pp. 11-12)

Writing

- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- Use cohesive devices in written discourse.
- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative function of written texts according to form and purpose.

(Brown, 2001, p. 343)

Parameters to assess the macro skills of listening and reading

The receptive skills of reading and listening were assessed in the diagnostic test through specific scales (see Appendix G) which took into account several relevant micro-skills as well as the criteria referred to the Common European Framework for different purposes. Each descriptor included the corresponding specifications that every level should achieve. They ranged from beginner or basic user to advanced user. Nevertheless, the researchers tried to select their population by referring to the intermediate level as a starting point to select a homogeneous group, as much as possible for the course.

Rubrics to assess the macro skills of speaking and writing

The types of rubrics used for assessing writing (see Appendix H) and speaking (see Appendix I) were analytic rubrics in order to provide more details regarding the participants' performance as well as their strengths and weaknesses. O'Malley & Valdez Pierce (1996) defined analytic rubrics as the scales that "separate features of a composition into components that are each scored

separately” and provide teachers with important information for planning and giving feedback to students (p.144). The rubrics for assessing writing and speaking were designed based on the Independent User level according to the Common European Framework (Council of Europe, 2001). The descriptors for each component in both rubrics were well balanced in order to a) avoid overlapping across components and b) add accurate frequency for each criterion. The criteria of both rubrics ranged from *emerging* to *proficient* in order to determine appropriately if the participants met the standards within an intermediate proficiency level, being the *independent* criterion the one required to meet standard. By *independent* the researchers expected a participant who was able to communicate, either written or orally, with mostly correct and fluent grammar structures, vocabulary usage, and pronunciation. Overall, both rubrics used correct constructs of what the skill was since it was designed based on accurate and straightforward components, criteria, descriptors and micro-skills. It is important to mention that the same rubrics were used during the practicum to assess the written and oral exams.

Analysis of the Results

The purpose of the diagnostic test (see Appendix D) was to assess the four English skills. Figure 3 shows the overall proficiency levels for the twenty participants. As shown in the figure, the majority of the participants belonged to the *Intermediate* proficiency level. The aforementioned data implies that most of the decisions regarding planning of activities and materials will be based on this proficiency level. The facilitators planned techniques to help *High beginner*

participants to cope with the goals and objectives. Detailed information of proficiency levels as well as strengths and challenges as a group is in Group Profile 2 (see Appendix J).

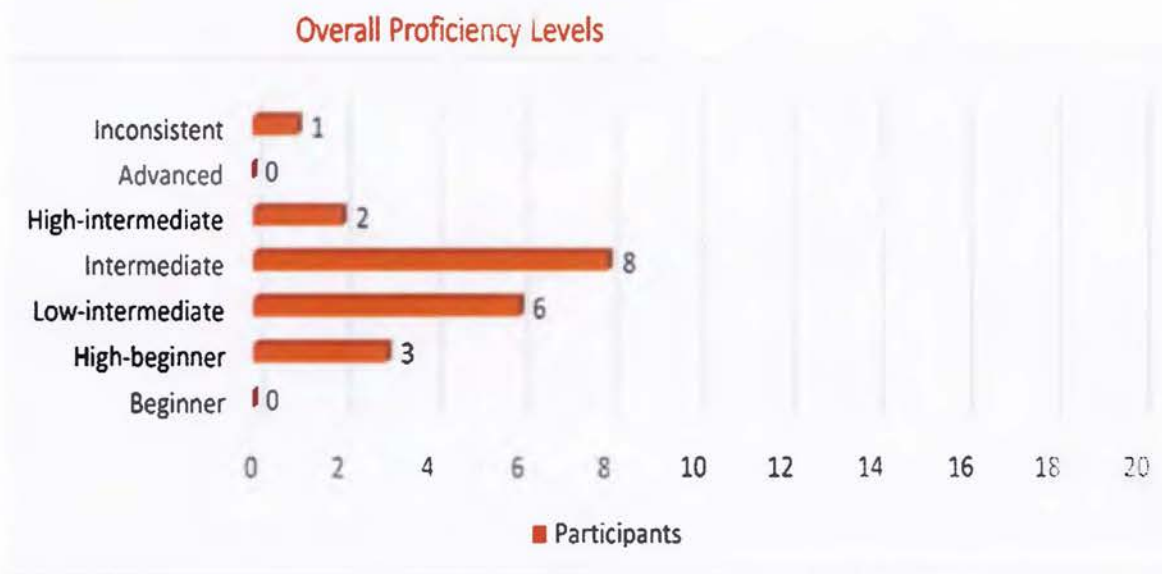


Figure 3. Overall participants' proficiency levels
n=20

Listening

Although the results from the test in the listening section were relevant, listening was not the emphasis of the course, neither in course units nor in tasks; it was implicit as part of the lessons. For instance, participants were listening to classmates, to the facilitators or to any activity which required practicing the skill. Most of the participants were defined as *intermediate*. In fact, nine participants were classified as *intermediate*, five were *high intermediate*, five were *low intermediate* as well, and one participant was *advanced*. None of the participants was a *beginner* or a *high beginner*. It was evident that most of the participants could understand announcements and messages on concrete and abstract topics

spoken in standard dialect at normal speed, while their main difficulty was related to processing information at different rates of delivery; it was noticeable especially when some answers were left incomplete at the short-answer section of the listening text.

Speaking

The results of the speaking section present the main proficiency levels, strengths and challenges for the section. Most of the participants belonged to *Intermediate, Low-intermediate and High-beginner* levels, six participants for each proficiency level. This implies that the focus of the speaking part was appropriate for the three levels and that strategies or techniques were planned to help high-beginners reach the objectives.

The main strengths in the speaking section included aspects regarding fluency and public speaking skills, where 12 participants had a continuous speech with natural or a few pauses and 11 participants usually communicated with a clear tone of voice and appropriate body language. However, main challenges were found concerning vocabulary, grammar and pronunciation. 15 participants had difficulties regarding word choice, 14 participants had difficulties regarding grammar, specifically verb tenses, and 13 participants had difficulties related pronunciation, especially English phonemic sounds. This implies that the emphasis of the speaking activities were technical vocabulary, grammar, especially correct use of verb tenses, and aspects regarding pronunciation.

Reading

The results of the reading section determined the participants' main needs as well as their proficiency levels for the reading macro skill. Most of the participants were categorized as *high intermediate*; seven. Many participants were considered *Intermediate*; five, and the other participants were *low-intermediate*, three, and *high beginners*, four. Only one participant was considered *advanced*. Most of them showed strength in the micro-skill of identifying the main conclusions in clearly signaled argumentative texts, while their main weakness was in terms of understanding in detail lengthy, complex texts, whether or not they related to his/her own area of specialty. Therefore, the design of the tasks was intended for high intermediate level and empowering the learners to overcome their difficulties. Some activities in planning took into consideration the high beginners' needs as well as their individualized attention through the provision of glossaries and extra vocabulary.

Writing

The results of the writing section revealed the main proficiency levels as well as the strengths and challenges. Most of the participants were classified as *Intermediate*, 11. Many students were considered *Low intermediate*, five, and the other students were *High beginners*, three, and *High intermediate*, one. There were no *beginners* or *advanced* participants. This means that the focus for planning activities and materials was for intermediate level. Facilitators planned accordingly for *high beginners*, who represented the minority, through the supply of glossaries

in the Free Trade Agreement (FTA) articles, and vocabulary such as e-mail phrases.

The main participants' strengths found in the writing section encompassed aspects regarding composing and sentence formation. 17 participants had good level of awareness regarding standard word and sentence order, 13 participants focused on main ideas with good organization, 12 participants effectively used word choice and 11 participants had few errors concerning parts of speech or number. On the other hand, participants' main challenges in the writing section included aspects regarding mechanics, vocabulary, and composing. 12 participants had difficulties regarding punctuation, 11 participants had difficulties regarding spelling, ten participants lacked of technical vocabulary, and seven participants omitted the use of transitions. Minor challenges included grammar usage, where five participants had difficulties concerning verb tense and four participants had difficulties concerning prepositions after verbs. The aforementioned results imply that the emphasis of the course for the writing skill was punctuation, spelling, technical vocabulary, and use of transitions at an intermediate level.

Chapter II: Syllabus Design

This section describes the rationale behind the course syllabus. The student-friendly version of the syllabus is provided in Appendix K. A course description as well as the methodology, goals and objectives, and content will be presented.

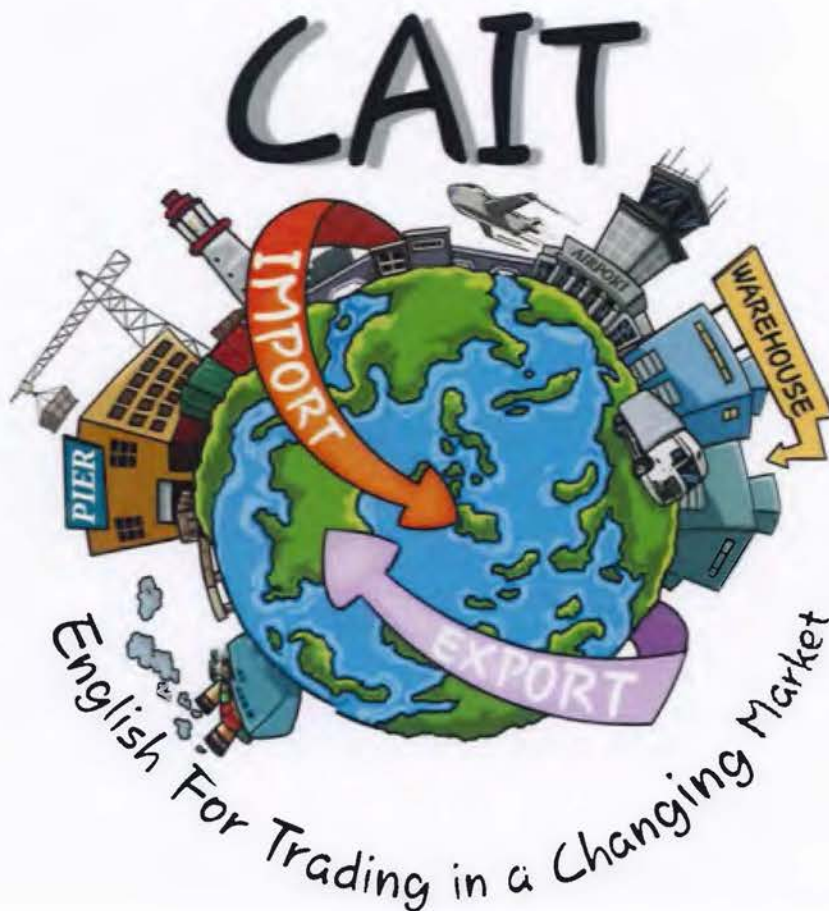
Course Description

English for Customs Administration and International Trade Students is an English for Specific Purposes (ESP) course that has the aim of facilitating Customs Administration and International Trade (CAIT) students at UCR the necessary tools in order to enhance their English skills through a Task-Based Language Teaching (TBLT) approach at an intermediate level.

The course will be taught by two facilitators and it will take place at the Economy Faculty at UCR. The course schedule will be Monday and Wednesday from 5 to 7 pm. The course will last 14 weeks with a total of 48 hours. The course will encompass three English skills, reading, writing, and speaking, which will be strengthened through carefully designed tasks, learning strategies, and materials. The course will include authentic material mainly as carrier content in order to provide students with useful technical language, content, and real-world situations necessary for their occupational performance. Strategies in order to appropriately integrate high beginners, who represent the minority, will be implemented in the class.

Course logo

The logo resembles the most important factors involved when trading such as means of transportation, factories, and it gives a sense of movement. The world represents the dimension of imports and exports, while planes, ships, factories, warehouses, trucks and containers, the means to make trading possible. The market is perceived by the researchers not only as the setting to trade merchandise but also as the classroom where the students exchange or “trade” words, phrases, ideas, customs documents, e-mails, and conversations with the other students.



Course Goals and General Objectives

Unit 1: Filling out customs documents

The first unit will deal with themes concerning trade negotiations, International Commercial Terms (Incoterms), and bills such as Bills of Lading (BLs), commercial invoices and packing lists with the purpose of filling out customs documents in English such as certificates of origin and sale contracts. The unit will focus on interpreting bills for filling out customs documents with words or short and simple sentences. The unit will require six sessions. Filling out customs documents is a task process that every professional in the area of customs administration and international trade needs to know how to carry out.

Goal 1: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures and vocabulary.

General objectives: By the end of the unit, the students will be able to:

1. properly interpret bills and forms by examining their parts.
2. appropriately fill out forms by making use of bills and Incoterms.

Unit 2: Writing e-mails

The second unit will deal with customs regulations or measures established in Free Trade Agreements (FTA) with the aim of writing e-mails to advise customers and colleagues. Even though the students will be required to read documents and texts, the unit focused on writing skills and it will take nine sessions. Unit 2 will be given more sessions than Unit 1 because reading and writing takes more time. Moreover, aspects such as mechanics and grammar will be emphasized and they will require practice. Because customs administration and international trade professionals have to reply to e-mails from English-speaking

customers very often, and due to the fact that e-mail writing is a real-life task that the students want to learn in the course, the researchers decided to choose this type of writing task.

Goal 2: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers and colleagues from countries where English is the lingua franca by using appropriate structures, vocabulary, register, and standard writing conventions.

General objectives: By the end of the unit the students will be able to:

1. appropriately describe customs regulations to customers or colleagues by indicating the main measures to follow in agreements.
2. appropriately describe customs regulations to customers or colleagues by explaining how the law works when applying the measures in different trade situations.
3. successfully explain customs regulations or procedures to advise customers when importing and exporting merchandise.

Unit 3: Communicating with stakeholders to carry out customs and trade processes

The third unit will deal with themes regarding international logistics, customer service, trade negotiation, e-commerce and Incoterms with the purpose of communicating with stakeholders (customers, colleagues, and suppliers) for carrying out customs processes such as consulting, advising, organizing deliveries, making deals, and solving problems. The unit will focus on speaking skills and it will require twelve sessions. The speaking skill is considered by the experts and

the students as the most important English skill of their area of expertise; hence, the researchers decided to assign most of the sessions to this skill.

Goal 3: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objectives: By the end of the unit, the students will be able to:

1. appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise.
2. successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.
3. successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.

Methodology

Approach

The course syllabus is based on the task-based learning approach. Every class is intended to follow the Task-Based Instruction (TBI) cycle taking into account all the steps and corresponding transitions. The approach is useful because the main task in every class is intended to reflect real-life scenarios, and the contextualized activities would empower the learners to become autonomous or independent. Real-life tasks are the most convenient and meaningful activities to develop in an ESP lesson, since the language and abilities students develop would eventually allow them real performance at their workplaces; thus they are able to

develop job-related tasks and academic-related tasks. In the particular context of this syllabus, the students will perform tasks related to the field of customs administration and international trade.

TBI Cycle Stages

The task-based instruction cycle has several phases which should be logically related, the transitions need to be smooth to lead the learners into a scaffolding process and the time allotted needs to be very well balanced. Once the objectives have been established, the first activity the students are exposed to is the warm-up, which consists of a short ice-breaker that sets the mood for the class. The next stages are the pre-tasks, which represent the most important source of input in the cycle. In fact, Ellis (2003) suggests specific options to operationalize the pre-task, for example, a) performing a similar task, b) paying attention to a model, c) engaging in non-task preparation activities and/or strategic planning (pp.245-246). As a matter of fact, the number of pre-tasks a plan might include depends on the teacher's decision and need to provide input. The role of input is fundamental in the TBI cycle because it becomes the main source for further phases of production. In fact, the concept of input explained by Krashen (as cited in Leaver and Willis, 2004) in previous approaches refers to comprehensible input or processed data as an important characteristic in order to ensure acquisition.

Following the cycle, the main task that represents a real-life scenario, is planned considering the productive skills of speaking and writing and three sub-stages are taken into account. First, during the private stage students have time to perform the task, understand the instructions, and make decisions in their groups; second the planning stage is the specific moment to practice for further

presentation and third, every group or individual shares the final outcome with the group. Finally, the post-task stage is a fundamental period of time for both teachers and students to reflect about the class, determine if the objectives were achieved, analyze features related to language use, generate self-assessment or peer assessment, and assign homework. Feedback from any phase of the cycle may be provided during the post-task.

Classroom dynamics

The results from the questionnaire during earlier stages of the needs analysis showed that many students prefer to work either in pairs or small groups. For this reason, most of the tasks will emphasize this type of dynamics. Some students will work as leaders of the sub-groups in order to support others who need more help, the lower-level students will receive more individualized attention, the materials will be adapted to their needs, and several strategies will be included in the plan in order to strengthen their skills. Nevertheless, the higher-level students will also receive challenging variations of the tasks in the daily plans if necessary.

Tasks and techniques and their rationale

Filling out customs documents

The tasks for unit 1 encompass low frequency vocabulary such as gross, marks, consignee, or shipper, address, and International Commercial Terms (Incoterms), for instance (Ellis, 2003). They require the learner to write short and simple sentences. The information type is static, as defined by Ellis (2003) which means the information requested is always the same. Most of the tasks involve a few elements and relationships, which means there are not changing events. Most

of the tasks involve a one-way interactant relationship, which means it does not require negotiation of meaning; however, to carry out the interpretation of bills, the students will need to negotiate meaning in oral form. Consequently, the tasks involve a dual task demand since the students have to interpret bills to fill out forms. The tasks encompass cognitive operations involving a few steps such as analyzing and reasoning. The scope of the outcome is closed for interpreting the bills as well as for filling out the customs documents which means it has one possible answer and the students will provide their answers based on the aforementioned documents. The discourse domain of the task outcome involves lists, descriptions, and classifications. Tasks could be classified as information-gap tasks, considered the easiest (Ellis, 2003).

Writing e-mails

The e-mail writing tasks include high and low frequency vocabulary with simple and complex sentence structure. The cognitive complexity of the tasks (Ellis, 2003) involves well-defined structures in some situations. The tasks are one-way interactant relationship since the students have to write e-mails, but also the tasks involve dual task demand since the students have to use agreements in order to advise customers. Furthermore, the tasks involve reasoning, giving explanations, analyzing and clarifying. The scope of the outcome is open which means the tasks have different possible answers. The discourse domain of the task outcome involves narration. Tasks could be classified as reasoning-gap tasks, considered with intermediate complexity. Writing e-mails is a task the students considered essential in their area of expertise.

Exchanging information with stakeholders to carry out customs and trade processes

The exchanging information tasks involve high as well as low frequency vocabulary with simple and complex sentence structure. The cognitive complexity of the tasks (Ellis, 2003) involves a dynamic and abstract information type with many elements and relationships since the students have to exchange information orally and the questions and answers may be unpredictable. The interactant relationship is two-way which requires the students to negotiate meaning and ask for clarification. The task demand is dual since the students have to ask questions, but also answer and react to questions. The discourse mode is dialogic since the students have to participate in conversations. The type of cognitive operations involves exchanging information as well as opinions, and reasoning which requires the students to use many steps such as inferring, deducing, predicting or analyzing during the performance. The scope of the outcome is open which means it has many possible answers and it makes it more difficult for the learner. The discourse domain of the tasks outcome involves instructions, arguments and solutions. Tasks could be classified as opinion-gap tasks, considered the most difficult. Speaking is the English skill the students stated they needed to reinforce the most; consequently, conversations and simulations in pairs will be developed.

Role of learners

In the context of task-based learning classes, the purpose of goals, material elaboration, and use of strategies is to promote autonomous learners. They are the protagonists of the class. A student in TBI is an independent learner who uses all the resources provided in class to create meaning. A student-centered class has

specific characteristics. As an illustration, the students are empowered to create their own conversations like talking to stakeholders, writing their own ideas as in e-mails, asking questions whenever they need it, using communicative strategies, criticizing their own performance more specifically through the use of self-assessment checklists, providing suggestions, working in teams or individually when it is requested and providing prior knowledge as a useful resource for the lesson.

Role of teachers

Different from traditional approaches and methodologies, the teachers in a task-based learning class have the role of facilitators of activities, material, strategies and language and they not have rigid control of the class as in previous methodologies, but their role is more democratic in the sense that students take an active role in making decisions to negotiate meaning. Moreover, the teacher is in charge of modelling the activities, offering students the opportunity to communicate and assessing language learning. The teacher becomes a guide in this particular approach, but all the effort in class planning is directed to learners' independence. In order to promote learner-centeredness, the teacher needs to develop several abilities and a profile which corresponds to the following mentioned by Skehan et al. (1996), for example, a) an ability to select and sequence tasks for supplementary activities, b) the competence to organize, appropriately, pre- and post-task activities, c) willingness to adapt task difficulty during the actual task phase, and d) sensitivity to individual differences and the capacity to adapt tasks to take account of differences in learner orientation (p. 22). Teachers in the ESP context need to be well informed about the field of expertise to be able to select

appropriate authentic material in English, in this case related to the area of customs and trade.

The facilitators, for this course, will have specific duties during the class sessions. Both facilitators will take turns to either teach or assist the class. The teacher in charge of the class will be guiding the task-based learning cycle making sure that all the instructions are clear for the students. Also, she will be working on smooth transitions and progressive scaffolding to avoid abrupt changes in the activities as well as timing the activities effectively. On the other hand, the assistant will be responsible for dealing with handing out material, troubleshooting regarding equipment, monitoring the students' work to confirm progress, modelling conversations when necessary, insisting on the practice of useful language, recalling the guide teacher of the right use of time. Consequently, both roles will be fundamental during the practicum and, additionally, the leading teacher and the assistant should communicate with each other effectively to guarantee the successful completion of each daily plan.

Assessment

The evaluation established for the course for the customs administration and international trade students includes a balance between two types of assessment. The first category corresponds to the summative assessment type and the second category to the formal formative assessment type, more specifically reflected in alternative assessment techniques which are more authentic in the context of task-based instruction. Summative assessment which intends to quantify students' learning and occurs at the end of a process in order to verify the achievement of

goals (Brown, 2004), will include three achievement tests at the end of each unit. Therefore, Unit 1 will be graded with a fifteen percent, Unit 2 with a fifteen percent, and Unit 3 will have a twenty percent assigned since the productive skill of speaking represents one of the most important sections in the syllabus. Formal formative assessment will evaluate the students in order to promote the development of their abilities for an ongoing learning process (Brown, 2004). It will encompass formal formative graded assessment and formal formative non-graded assessment. Both will have an important role in the students' progress during the course. For the formal formative graded assessment, a portfolio, two projects, and attendance will be included. The portfolio, evaluated with a fifteen percent of the total grade, will collect handouts of in-class practice related to tasks, customs documents, specific reading activities, and the e-mails written in class. The students will be assigned homework in order to practice the new technical vocabulary learned and correct the e-mails written in class. In this way, the students will reinforce spelling, punctuation and other writing constructs at the same time. The first individual out-of-class project will be a *Guided Writing Sample* and will represent a fifteen percent of the whole percentage. The writing project will be graded by using an analytic rubric to avoid subjectivity. The second project will encompass a fifteen percent and the students will be assessed through an in-class simulation of real-life situations at work; for example, telephoning or talking to stakeholders, customers or suppliers to solve problems, advise, or arrange deliveries and/or transactions, among other possibilities. The students will spend around five minutes to represent the situations in pairs and they will prepare them out of class ahead of time. In this case, an analytic rubric will also determine

specific parameters to evaluate the constructs behind the task. The last component in the evaluation distribution will be the attendance, graded with a five percent, in order to determine the extent of the students' commitment and attitude towards the course.

Finally, the formal formative non-graded assessment will include marginal comments on the written work made by the facilitators as well as peer assessment through peer assessment forms to assess the macro skills of writing and speaking. Informal non-graded assessment such as feedback concerning pronunciation or grammar will be given at the end or at the beginning of each lesson as well.

Portfolio.....	15%
Projects (2).....	30% (Guided writing 15%, simulation 15%)
Achievement tests (3).....	50% (unit 1: 15%, unit 2: 15%, unit 3: 20%)
Attendance.....	5%
Total.....	100%

Chapter III: Course Evaluation Report

The current report presents the evaluation process carried out in the English for Occupational Purposes (EOP) course taught to Customs Administration and International Trade (CAIT) students. Due to the fact that evaluation of materials designed and used in English for Specific Purposes (ESP) and Task-Based Language Teaching (TBLT) contexts is of relevance for course designers, the evaluation of the aforementioned course focused on the role of the materials in the achievement of the course objectives. The evaluation process was an opportunity for the course designers to reflect upon excellence in course design, teaching planning, and materials development.

The purpose of this evaluation was to determine the extent to which the materials helped the students to achieve the course objectives. The course evaluation report includes the most important strengths and weaknesses of the course in order to conclude whether or not the students' needs, wants, and lacks were satisfied and improve weak areas when possible during the course. The course evaluation report attempted to answer the following research question and sub-questions:

To what extent do the materials used in the course help CAIT students achieve the objectives?

- a) Do the materials comply with ESP and TBLT principles? If so, which principles are met?
- b) Is the input present in the materials relevant data for promoting the students' oral and written communication in the class?
- c) Do the student teachers use the materials effectively?

Review of the Literature

The role of materials in English for Specific Purposes (ESP) courses is crucial for providing the content that language learners need for achieving meaningful communication in the class. Teaching materials need to be carefully designed, adapted, and assessed in order to be successful. Moreover, materials should be authentic and varied if teachers want to provide the appropriate input for learners.

The present literature review examines a series of themes concerning teaching materials and their use in ESP settings that are vital for the present research study. The themes will focus on seven broad areas: the use of authentic materials in ESP courses, materials development, materials evaluation, variety in materials, the adaptation of authentic materials, materials as a source of input, and materials as generators of meaningful communication in Task-Based Language Teaching (TBLT).

The Use of authentic materials in ESP courses

The use of authentic materials is fundamental in order to carry out tasks in ESP courses because it provides learners with the opportunity to practice grammar structures and vocabulary that they have to use in real-life scenarios. Vahid and Ambigapathy (2011) defined authentic texts as pieces of conveyed genuine oral or written information expressed by real people. Therefore, tasks assigned in class should be as genuine as possible. Teachers should have a clear purpose of what learners need, and the purpose should be as real as the material used. In this sense, source is equally important as purpose; in other words, the implementation

of authentic materials is as important as how teachers use them (Belcher, 2009; Dudley-Evans & St. John, 1998; Howard & Major, 2004). This implies that teachers should pay special attention to the way they use authentic texts when they develop tasks in particular contexts in ESP settings.

The use of materials in ESP contexts involves the careful selection of tasks that correspond, as much as possible, to the use they would have in real situations; otherwise, the teacher's effort would be worthless. In fact, Torregrosa and Sánchez-Reyes (2011) stated that ESP teachers need to connect the learning activities they use in class with real-world situations learners experience in everyday life; however, if authentic materials are not used for the contexts they were originally intended, their appropriateness may be called into question. Thus the context used in ESP tasks, especially in EOP, must be as similar as possible to the one learners have in their work fields. As Harding (2007) indicated, authentic materials that students use in the workplace should be exploited in class, and the tasks should be as authentic as the ones they carry out at work. In the light of these arguments, it can be implied that if teachers use relevant and useful authentic materials appropriately as learners use them in real life at work, the success of tasks is indisputable.

Materials development

Developing materials in ESP courses involves several factors. In fact, teachers should consider these factors before making sure that the materials they will use in ESP courses are related to learners' needs, the syllabus, context, and learners' proficiency level of difficulty.

Learners' needs are the most important aspects when developing materials for ESP courses. There should be a correspondence between learners' demands and the activities they carry out in class; therefore, learners' needs have to be reflected not only in the handouts and materials teachers design but also in the tasks. According to Kitao and Kitao (1997), materials should be designed based on learners' needs and proper adaptations should be done if necessary. Consequently, an appropriate needs analysis is required before materials development.

Materials should meet the requirements of the proposed syllabus if teachers want to be successful in their design. Before beginning the quest of possible texts or the design of handouts, teachers need to be familiar with the syllabus and its content. In fact, materials should be compatible with the syllabus in the sense that if the materials are not designed or targeted specifically for the particular situations in the students' field of expertise, they will be an obstacle instead of progression (Dubin & Olshtain, 1986; Tomlinson, 1998). It implies a harmonious and constant relationship between the content and goals present in the syllabus and materials design in order to create the appropriate tasks. In addition, Solis (2007) stated that the main purpose of designing materials is helping learners achieve goals. This means materials development should be closely related to the syllabus in order to have goals clearly stated and help learners reach them.

Learners' needs and the syllabus are fundamental in order to create appropriate teaching materials; however, context plays an important role not only for successful materials design, but also for motivating and productive tasks. In this fashion, Block (as cited in Howard & Major, 2004) reported that a positive factor of

designing materials is that teachers may include particular aspects related to context or culture with specific structures and functions that specific learners need, different from what commercial textbooks offer. In other words, teachers should take advantage of context in order to exploit key technical vocabulary and structures by using real-life situations in their teaching materials.

The last important factor for materials development is to select an appropriate level of difficulty. The level of difficulty of materials should be fair. Therefore, it is important to determine the learners' proficiency levels in advance in order to adapt materials to the learners and not the learners to the materials. The level of difficulty of materials should be somewhat higher than learners' current proficiency levels (Ghani, 1995; Kitao & Kitao, 1997). This implies that if materials are very difficult for learners, they will have to work hard in order to carry out the tasks and learning may not be significant. On the other hand, if materials are very easy, they will finish tasks quickly and motivation may be lost.

In addition to essential factors such as learners' needs, syllabus, context, and level of difficulty, there are other considerations that are relevant for designing teaching materials. Howard and Major (2004) emphasized aspects that teachers should consider when designing English teaching materials. English teaching materials should a) stimulate interaction by providing situations where learners interact with classmates and stimulate real communication, language use, fluency, and confidence; b) encourage learners to develop learning skills and strategies by teaching them how to learn through evaluating themselves, identifying their own learning styles, and taking advantage of communication opportunities whenever possible; c) link to other materials in order to develop skills and convey meaning by

providing well-organized and connected activities based on clear objectives that reinforce learners' knowledge; d) be appealing by showing an easy to follow, attractive and durable layout; and e) have appropriate and clear instructions based on learners' needs and proficiency levels. Important aspects to highlight from the aforementioned guidelines are that teaching materials should promote interaction, real communication, and motivation (Howard & Major, 2004). Well-designed teaching materials should lead to meaningful communication, and the useful language, vocabulary, and grammar structures teachers provide through the materials they use should help learners communicate meaningfully.

Materials evaluation

The main goal of materials evaluation is to confirm if materials designed for a specific course successfully suit the needs of students as well as those of teachers, course designers, and stakeholders. Materials designers have to take into consideration not only what they consider important for the course but also what students really need and stakeholders recommend. In this sense, Hutchinson and Waters (1987) pointed out that material designers should evaluate if materials match students' needs. Moreover, they suggest that the evaluation of materials used in a course, even if they are designed by the teachers or not, is necessary to improve certain aspects of the course as well as to provide new ideas or techniques. Issues related to the aims the materials have, the kind of texts inside the materials, the organization of the materials, the kinds of exercises or tasks included in the materials, the teaching-learning techniques that can be used with the materials, or the guidance that the materials provide are key aspects in order to

evaluate the teaching materials used in a course. In short, evaluation of materials may bring about successful results not only to learners but also to teachers because it is an opportunity to correct and redesign what is not working.

Variety in materials

Variety is a key issue when designing materials for ESP courses; however, developing a variety of materials in ESP courses requires time and knowledge. Teachers need creativity and good knowledge of the area of expertise if they want students to remain interested and motivated in the lessons. In fact, Dubin and Olshtain (1986) stated that variety in materials and reading strategies should be present in every good course and that in order to have variety in materials there should be variety in reading sources as well as in reading that interests students. In the same light, Harding (2007) suggested that learners need variety in materials and activities in order to be motivated and keep track of the tasks. However, variety in materials implies the exercises teachers design as well as the texts they choose for the lessons. In like manner, Hutchinson and Waters (1987) stated that well-designed materials should allow variety in order to increase the possibilities of learning. This implies that repeated tasks may provoke demotivation in students and consequently possibilities of learning may be threatened.

Authentic material adaptation

Designing materials by adapting authentic texts for ESP learners is a long process. Firstly, materials designers have to be familiar with the field of expertise. Then they need a specific purpose in order to look for the appropriate authentic texts which can be adapted as part of the materials designed. In fact, Osborne (as

cited in Torregrosa & Sánchez-Reyes, 2011) clarified that a clear purpose when adapting materials is indispensable. Therefore, materials designers should not choose and adapt texts until they have a clear idea of what learners need and want. Moreover, most of the tasks in an ESP lesson are based on text; therefore, the choice of authentic sources should suit the learners' level, interest and expectation in and out of the class. Since materials designers usually modify authentic sources, they need to select the piece of information they want to present in class thoroughly. This duty requires a lot of investigation of what is relevant and what is not. As a consequence of a careful decision of selecting appropriate sources, learners might feel more enthusiastic when they face a text they have read or worked with in other contexts, and if the tasks are challenging and meaningful, the learners can easily get involved in the activities. As an illustration, Willis (1996), in the context of Task-Based Language Instruction, refers to the criteria for choosing the texts and designing material, and the same elements might be contemplated in an English for Specific Purposes (ESP) lesson. Accordingly, the author mentioned the following elements:

- a) Exploitability which relates to choosing a piece of material that lends itself to classroom exploitation, i.e. to an engaging task, or series of tasks that will probably sustain students' interest over a length of time;
- b) Impossibility to please every member of the class every time. However, an engaging task with the right degree of challenge will more than make up for a seemingly dull topic;
- c) Length/chunk ability about choosing a short piece, or a longer one that has pause points, i.e. can be split into sections with a task set on each;
- d) Linguistic complexity to try choosing occasional items where the language

itself seems difficult but the general message is predictable and the genre is familiar. A simple task can be set that can be successfully achieved without the need to understand every idea; e) Copyright or Check if you are not breaking copyright laws by copying and using the material in class, or by storing it afterwards (Willis, 1996, p. 70).

Considering the previous principles, materials designers can select the sources, modify them and create their own materials suitable for their target population of learners. However, they should be careful in order to maintain the authenticity of the information intact when adapting or making changes in a text.

Materials as source of input

The goal of teaching a language is to foster communication through oral or written practice. In order to communicate, learners need input which is defined by Didi-Ogren and Goebel (2008) as “the target language which is comprehensible to the student, appears in context, and carries meaning” (p. 440). Therefore, the role of materials is fundamental in an ESP class as long as it contains appropriate and necessary language, vocabulary and content required in a specific field of expertise.

The elaboration of materials and their correct use in any language class intend to provide learners with all the information to be able to perform in real-world situations. As an illustration, some authors have confirmed the idea that language use is the most important goal in learning, and that this is possible through the input that is offered by the materials in the form of content and language, using the task itself as a means to communicate (Hutchinson and Waters, 1987). This

implies that materials are essential sources of key vocabulary, grammar structures, and even pronunciation in order to produce output. Moreover, materials should provide learners with all the necessary tools such as appropriate useful language in order to help learners communicate effectively in the target language (Solís, 2007). In other words, well-developed materials help teachers create successful tasks and appropriate input. However, task success will depend on the use teachers give to materials.

The design and implementation of suitable materials in an ESP class are necessary to provide learners with the information to practice the language of their field of expertise. Also, the input should be presented clearly and the materials need to be attractive in order to catch the learners' attention. However, materials do not represent the only source of data in a class since students' prior knowledge should be taken into account as a reference of information and learning. As an illustration, the results of a study conducted by Park (2011) revealed that students could identify several aspects of input with no need of external stimulation. For instance, materials designers need to determine how useful their materials might be during their lessons or not; for this reason, their choices should be carefully thought. Sometimes, learners do not find a text or an activity interesting because the information is either too difficult or too easy for them. Therefore, teachers need to do research not only about the type of text suitable for their classes, but also about the level and familiarity learners have with a topic in order to make a balance between the type of materials and the students' knowledge.

Authorities in the field of ESP confirm that the design of materials and the right selection of data have to suit learners' needs. As a matter of fact, course

designers should elaborate materials appropriate for their students' level and those resources need to include varied input (Willis, 1996). Consequently, ESP teachers' responsibility must be to investigate the type of materials they need in each lesson plan that would be useful in a real situation, but they mainly need to examine the input or information necessary in their lessons.

When designing lessons and materials in the contexts of Task-based instruction and ESP, instructors also need to consider the importance that the pre-tasks have in a lesson plan. Most of the sources of knowledge are presented in this stage through reading texts, listening texts, visual aids, or even the instructor as a vehicle of content and language learning. For that reason, texts must be thoroughly studied, consulted or analyzed since the success of the main task depends on the correct development of this stage of the TBI cycle. For example, a good decision to present the input is to recognize the type of text. Actually, the more materials designers understand the way a text is organized, the better they can elaborate their own materials (Willis, 1996). In other words, if teachers develop the ability to identify the various types of texts in a specific field of expertise, they will probably be successful material writers no matter how challenging a specific document or population would be since they will learn what kind of input is common in the field and how to present it in their classes.

The purpose of designing materials for an ESP class needs to be clearly defined, and the input present in materials should be focused on meaning rather than form if teachers want to promote meaningful communication in their classes. If more carrier content or technical vocabulary is included in the implementation of

materials as the main input in the ESP context, the development of a lesson or program will most probably become successful.

Materials as generators of meaningful communication

In the context of Task-Based Language Teaching (TBLT) and English for Specific Purposes (ESP) programs, the reason for teachers to create their own materials is to generate the means for task development which needs to be meaningful, motivating, and achievable, and above all else, it should foster real communication in and outside the class setting. Several authors refer to the concept of task. As an illustration, Skehan (as cited in Branden, 2006) has given one of the possible definitions. He referred to this main element of TBLT as “an activity in which meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real world activities, task completion has some priority, and the assessment of the task is in terms of outcome” (p. 8). No matter the field of expertise, the task in an ESP class should always reflect an opportunity for learners to perform and represent a real scenario or solve a real working or academic need.

In regard to the intention of promoting meaningful communication through the use of creative and original materials, teachers ought to reflect upon the use learners give to the language presented in their materials. The information behind the texts, visual stimuli, exercises, and other resources have to suit the learner's needs and/or wants and for example, the language selected in a text needs to be significant in relation to the learner's knowledge and further usage. Most compelling evidence is revealed by several authors who state that the intention of

implementing materials is not only to teach language but also to promote students to reflect about their own learning process (Dudley-Evans and St. John, 1998). In short, materials elaboration should activate learners' prior knowledge and trigger their inner drive to use the language in real- life situations.

In addition to promoting meaningful communication, the appropriate elaboration of materials plays a fundamental role in all the steps of a lesson plan especially in the context of ESP and TBLT, since most tasks, activities and exercises designed by ESP practitioners differ from general English programs where most of the activities have been created in textbooks. As a matter of fact, Willis (1998) has recommended teachers to implement, in all the stages in the cycle, materials that offer students the opportunity to negotiate meaning in order to achieve their course goals.

The design, selection, adaptation, development and evaluation of materials and tasks represent important decisions for ESP teachers; indeed, they need to know their population, their interests, needs, wants, and they must also understand the job-related or academic tasks their students will eventually perform. Equally important, materials designers need to investigate future scenarios students might face in a changing and globalized world for their classes to reflect a real context.

Methodology

The current research project was based on a mixed methods approach. Several instruments were used to collect data as objectively as possible. The various instruments implemented could provide more valid findings since analyzing classroom processes requires a wider perspective. As a matter of fact, Dörnyei

(2011) stated that “the understanding of the operation of complex environments- such as classrooms- lends itself to mixed methods research because combining several research strategies can broaden the scope of the investigation and enrich the researchers’ ability to draw conclusions” (p.186). In the case of this study, quantitative data was obtained through electronic evaluation forms and qualitative data through lesson observations, and a students’ interview, carried out as a class discussion. Quantitative data obtained from the students were triangulated with the supervisors’ opinions and the lesson observations were compared with the class discussion.

Setting and participants

A group of 19 intermediate students attended classes regularly during Unit 1. However, some of the students had to drop out for several personal reasons. Therefore, the number of learners decreased during the development of Unit 2 to 15 students. Finally, only 14 of them continued their learning process during Unit 3 and finished the process.

Instruments

During the course, three types of data collection instruments were administered to the students a) course evaluation forms, b) a class discussion, and c) a student teachers’ performance evaluation form with the purpose of answering the research question and sub-questions. Moreover, a class observation process was conducted by the researchers by using an observation instrument. Additionally, two of the data collection instruments that were completed by the students, specifically, the course evaluation form and the student teachers’

performance evaluation form, were also completed by the supervisors with the purpose of triangulating information and providing reliable results.

Course evaluation forms

The course evaluation forms for the students (See Appendices L, M, and N) consisted of three sections regarding course objectives, course usefulness, and materials suitability, and they were administered at the end of each unit via *google forms*. The Course Objectives and Course Usefulness sections shared the same item format for the three units. On the other hand, the Materials Suitability section was divided into two parts. The first part presented the same item format for the three units, but it slightly differed in the second part for Unit 1. However, this factor did not affect validity or reliability in the results because the aspects that varied were used as extra information and were not part of the aspects taken into consideration for answering the research question/sub-questions or triangulating. The course evaluation form for the supervisors (See Appendix O) consisted of the same Course Usefulness and Materials Suitability sections of the students' forms, and it was administered at the end of the course. The purpose of the course evaluation forms was to determine the extent to which the materials helped the students in the achievement of the course objectives and whether or not they complied with the ESP and TBLT principles.

Class discussion

The class discussion (See Appendix P) is one of the non-observational techniques for data collection used in action research projects. It corresponds to another modality of interviews done in class. One of the advantages of this type of activity is that researchers can collect a lot of information in less time since it is

incorporated as part of stages in the Task-based Language Teaching (TBLT) cycle of a particular lesson. In the case of this project, the discussion was conducted as a post-task to avoid disrupting the sequence of activities and objectives. The reason for implementing this instrument was to determine if the input present in the materials was relevant data for promoting students' oral and written communication.

Class observations

One of the techniques used during the data collection process was a class observation instrument (See Appendix Q). The class observation is one of the observational techniques that help researchers to focus on specific situations rather than taking random notes about the class. The intention of the administration of this instrument was to determine if the input present in the materials was relevant data for promoting students' oral and written communication.

Student teachers' performance evaluation forms

The student teachers' performance evaluation form for the students (See Appendix R) and the form for the supervisors (See Appendix S) consisted of two sections that encompassed the student teachers' performance and their use of the materials during the course. The forms presented the same item format and content in order to provide valid and reliable results. The purpose of the instrument was to define whether or not the student teachers used the materials effectively. The student teachers' performance evaluation form was administered at the end of the course.

Procedures

The data collection instruments were administered in a specific sequence for the researchers to make prompt decisions in order to improve the development of the activities as well as the design, adaptation, and implementation of the materials.

The course evaluation forms were fundamental to take into consideration the students' perceptions of the progression of the lessons. Firstly, every individual in the group was sent an e-mail with a google form pre-designed template after each unit was completed. Also, the three supervisors were sent one evaluation form at the end of the process. Secondly, each unit required two observations. The lessons to be observed were chosen randomly, the stage observed was pre-determined, and each teacher had to observe her partner for a lesson in each unit while paying attention to an activity per lesson. The observation instrument documented systematically the implementation of material elaborated and/or adapted by the student teachers in specific stages of the lesson. Thirdly, in order to collect specific information about the learners' opinions and recommendations for further elaboration, adaptation and implementation of material, the class discussion was conducted through some techniques such as audios, note-taking and reports from students. During the class discussion some volunteers agreed with the idea to be recorded. First, they were given some questions to be answered in pairs. By doing so, some of the students shared their ideas in public while being recorded in order to mention what they had liked about the materials and activities done in class, what they would have done differently and what needed to be improved in future lessons according to their expectations. Finally, other students offered more

suggestions. In addition to recording some of the students, one of the teachers was in charge of taking notes regarding the students' perceptions. At the end of the process of the class discussion, the students were asked to answer the questions they had discussed in class in a written way as part of homework. Therefore, more data from those who were not recorded was analyzed. The last instrument administered during the program was the student teachers' performance evaluation form. It consisted of another evaluation form sent via *google forms* to the students. They evaluated the student teachers' overall performance during their classes, thus the student teachers could reflect upon the materials they had created as well as their corresponding use.

Results and Discussion

Due to the fact that the aims of this study are to determine a) the extent to which the materials helped the students achieve the course objectives, b) whether or not the materials comply with ESP and TBLT principles, c) the influence of the input present in the materials in the students' oral and written communication, and d) whether or not the student teachers use the materials effectively, the results of the course evaluation report will be presented based on the research questions and sub-questions.

The Role of the materials in the achievement of the objectives

The results of the course evaluation forms for the students (See Appendices S, T, and U) show a) the achievement of the course objectives based on the students' perceptions and the results of the tests per unit, b) the role of the materials in the achievement of the objectives, and c) their opinions concerning

materials usefulness and weaknesses for the three units. Moreover, the course evaluation form for the supervisors (See Appendix O) was a useful instrument to triangulate information.

Achievement of the course objectives

The students provided their perceptions of their achievement of the course objectives for the three units. Table 4 shows that most of the students achieved the objectives from Unit 3 more successfully than the objectives from Unit 1 and 2, according to their perceptions. The objectives with the highest score, taking into consideration the option *always* as reference, were objectives 2 and 3 from Unit 3 with 11 out of 14 students, corresponding to 78.6% of achievement of the objectives, and the objective with the lowest score was objective 1 from Unit 2 with 9 out of 15 students, corresponding to 60% of achievement of the objective. *Rarely* or *never* was not considered as an option for the students in any objective. This means that the students considered the issue of carrying out logistics processes and problem-solving goods delivery inconveniences easier than describing customs regulations and main measures present in agreements. Reading agreements and interpreting their content with the purpose of writing e-mails might have added a higher level of difficulty to the tasks than communicating in oral form.

Table 4
Achievement of the course objectives according the students' perception

Units	Objectives	Students	Never	Rarely	Usually	Always
1. Filling out customs documents	1. Properly interpret bills and forms by examining their parts	19	0	0	5	14
	2. Appropriately fill out forms by making use of bills and Incoterms		0	0	5	14
2. Writing e-mails	1. Appropriately describe customs regulations to customers by indicating the main measures to follow in agreements	15	0	0	6	9
	2. Appropriately describe customs regulations to customers and colleagues by explaining how the law works when applying the measures in different situations		0	0	5	10
	3. Successfully explain customs regulations or procedures to advise customers when importing and exporting merchandise		0	0	5	10
3. Communicating with stakeholders to carry out customs and trade processes	1. Appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise	14	0	0	5	9
	2. Successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers		0	0	3	11
	3. Successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions		0	0	3	11

Figure 4 reveals the results from the tests corresponding to each unit. The results confirmed that the students' perceptions regarding achievement of objectives were similar to the test results, where Unit 2 obtained the lowest score. However, it is important to mention that the scores for the three units were encouraging.

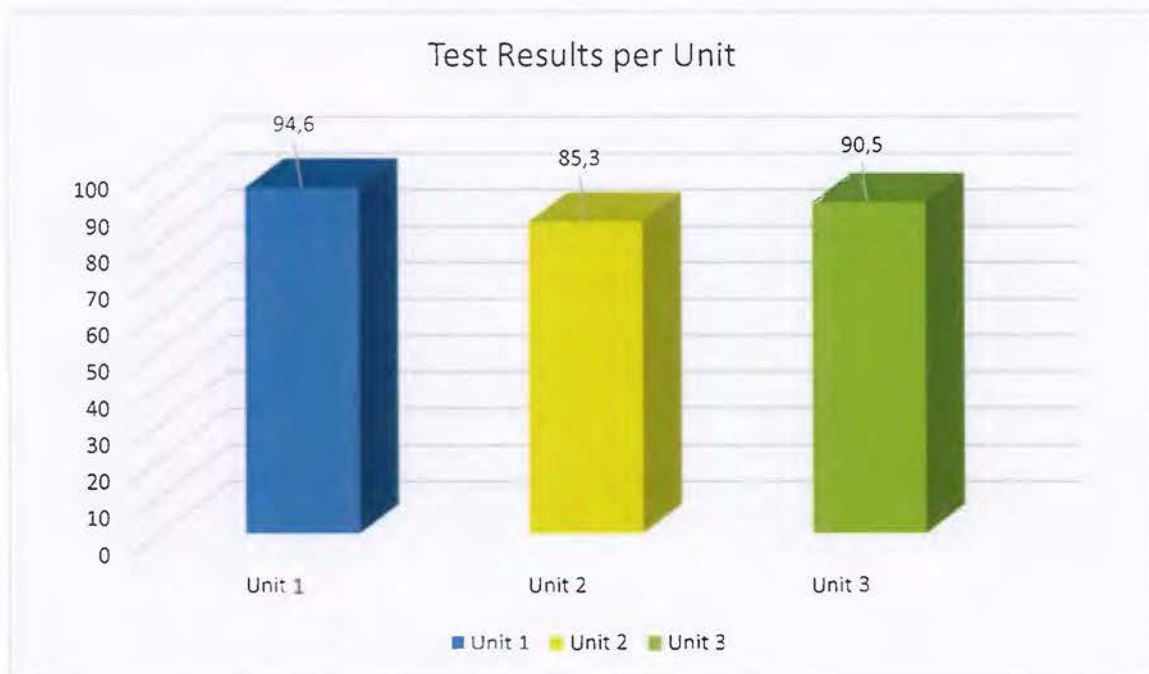


Figure 4. The students' tests results per unit

In brief, it can be concluded that the course objectives for the three units were achieved successfully in spite of the fact that the students' perceptions were less optimistic than the test results. As a matter of fact, most of the students could fill out customs documents, write e-mails, and communicate with stakeholders to carry out customs and trade processes appropriately and successfully. Most of the students were always on task and communicated in English during the class.

Despite the fact that it was evident that for some of the students grammar structures and pronunciation represented factors to improve every class, the course objectives were achieved since the students carried out course tasks successfully.

The role of the materials in the achievement of the objectives

Unit 1

Nineteen students evaluated the unit and all of them confirmed that the materials designed for Unit 1 helped them achieve the objectives of the unit. Seven students stated that the materials designed helped them achieve the objectives because they were a means "to understand and improve vocabulary [vocabulary]" present in the bills and forms and that the *useful language* provided was very helpful. Additionally, five students indicated that the materials were helpful for them to achieve the objectives because they were well designed, appropriate to their field of expertise, and the topics were very well explained in the handouts. Also, two students stated that the materials were very similar to the ones used in their jobs; therefore, they learned how to interpret and fill out authentic bills and forms in English appropriately. Finally, two students indicated that the materials provided them with what they exactly needed at the work field.

Unit 2

Fifteen students stated that the materials designed for Unit 2 helped them achieve the objectives of the unit. Five students stated that the materials were useful to improve their use of English "regarding customs procedures people must follow" and take into consideration in order to import or export easily through real-world situations. Furthermore, two students indicated that the materials helped

them achieve the objectives because they were appropriate, clear, related to their field of expertise, and evidently planned in advance. Finally, two students indicated that through the materials they practiced punctuation and new e-mail phrases that were helpful to provide information to customers via e-mail appropriately.

Unit 3

Fourteen students stated that the materials designed for Unit 3 helped them achieve the objectives of the unit. Six students said that the materials were helpful to achieve the objectives because the materials provided them, through the practice of roles, with very useful and frequent technical vocabulary and terms related to their major and jobs. Moreover, five students considered that the materials served as a guide for helping them improve their speaking skills and fluency. Additionally, two students indicated that they learned important factors related to exporting and importing processes and customer service through the materials and simulations. Finally, two students considered that the materials were prepared in advance with real life-scenarios that were very useful for the understanding of the topics.

Regarding the supervisors' opinions about the role of the materials in the achievement of the objectives for the three units, the three supervisors stated that the materials definitely helped the students achieve the course objectives. One supervisor considered the materials helped the students achieve the objectives because they reflected and simulated "authentic contexts and authentic purposes for a clear communicative outcome." Another supervisor stated that the ESP focus given to the materials let the students practice real situations similar to the ones they might face at their workplace in an appropriate and useful way.

In the light of the results aforementioned, it can be concluded that the materials definitely helped the students achieve the objectives set. The materials designed and used during the course represented a relevant source of language that encouraged the students to successfully reproduce real-world tasks, either written or orally, in the class through interactive situations which let the students improve their English skills and expand their knowledge concerning their field of expertise. Achieving course objectives implies a great deal of work, research, organization, and planning in terms of materials; however, the extent to which materials are successfully designed depends on how aware course designers are of students' needs. This important finding reflects what Kitao and Kitao (1997) and Solís (2007) stated concerning the importance for course designers of having clear learners' needs and course goals before designing materials.

Materials usefulness and weaknesses

Unit 1

With respect to the usefulness of materials to carry out tasks, 15 students stated the materials were *very useful*. Four students considered the materials as *useful*. Furthermore, all the students indicated that the materials designed for Unit 1 were motivating because they were closely related to their field of expertise, they were based on authentic bills used in customs transactions, and they were a means to prepare them for future jobs. Moreover, most of the students stated that the materials were challenging, interesting, and promoted participation. Most of the students considered that the tasks were entertaining, fun, creative, interactive, and useful. Additionally, the students indicated that the tasks provided a different way to learn and promoted group work. The students also stated that the tasks helped

them to understand the topics better and to reach the objectives of the lessons, and that the course must be mandatory in their academic program. Furthermore, thirteen students stated that activities such as games, tasks, and individual and group work were *very useful*. Six students considered them as *useful*.

Regarding weaknesses of the materials, one student indicated that more time should have been devoted to the tasks because some of them were not accomplished effectively due to lack of time. This implies the fact that planning more than two pre-tasks per lesson was not the best of the ideas if what we wanted was the students to use the language successfully. Finally, one student suggested having more oral participation and more varied activities and vocabulary.

Unit 2

In regard to the usefulness of materials to carry out tasks, 15 students confirmed that the materials were *very useful* because they complemented their language learning, expanded their vocabulary, contained specific terms, and were varied, complete, very specific, and necessary for their jobs. Moreover, many students indicated that the materials were helpful for the understanding of the topics, and they were very useful for their major because they were based on articles from Free Trade Agreements (FTA). Similarly, the students specified that the materials were useful because the documents were appropriate and showed them how regulations actually worked in real life. Some students indicated that the handouts, *useful language*, and other materials allowed them to know how to communicate with a customer or a colleague appropriately. Moreover, thirteen students stated that activities such as games, tasks, and individual and group work

were *very useful*. Two students rated them as *useful*. The students considered that the activities, tasks, and group work were very useful because they included specific terms to expand their vocabulary as well as appropriate documents related to agreements and regulations.

Concerning weaknesses or aspects to improve the materials used in Unit 2, one student suggested that materials should have been less repetitive since she/he considered the fact of e-mail writing in every lesson a boring activity. She/he advocated for combining e-mail writing with other activities and sending e-mails to real customers as practice. Additionally, another student proposed that long articles from FTA should be summarized, handouts should be less saturated of information, and the use of more images was important for better understanding of specific ideas. Furthermore, another student recommended the implementation of more games, videos, and problem-solving activities for Unit 2. Finally, one student indicated that homework for specific situations such as exporting flowers to different countries should be assigned in order to do research about several possibilities of exporting processes.

Unit 3

Regarding the usefulness of materials to carry out tasks, 14 students stated that the materials were *very useful* because they were closely related to their field of expertise. Additionally, the students indicated that the materials guided them to learning the subject matter through situations that they may face in real life such as "arrangements about claims and logistics procedures." The students said that the materials were appealing and provided them with new and important vocabulary and grammar structures. One student reported that the materials were prepared in

advance to accomplish an objective previously set, that the use of images had been improved a lot, and that letter size was acceptable. Moreover, fourteen students stated that handouts, activities such as games, tasks, simulations, and individual as well as group work were *very useful*. The students considered tasks were very useful because "they [the handouts] were very close to reality [reality]," and "the materials gave us information that we could use in our field of expertise."

Concerning weaknesses or aspects to improve the materials used in Unit 3, the students did not suggest any improvement; conversely, they assured that the materials were very clear, full of information, and useful, especially for having an appropriate communication with customers. One student indicated that the information was always new and that he/she liked the "format" [layout] of the materials. Moreover, he/she added that the content was studied in depth. One student said that "[the materials] were very useful because we [the students] could learn different expressions to have a good communication [communication] with costumers [customers] trough [through] them."

The course evaluation form for the supervisors (See Appendix O) revealed the usefulness of the materials for the course. The three supervisors stated that materials such as handouts, cut outs, and useful language designed and used in the course were *very useful*. One supervisor pointed out that the materials "were always closely connected to the course goals, the students' needs and their learning styles" and that notwithstanding all the materials were not totally adapted to their different learning styles; the students were satisfied with the course. Moreover, the three supervisors stated that activities such as games and tasks

were *very useful* because they were ESP-focused, challenging, appealing, and linked to job-related goals.

In sum, the close relation the materials had with the field of expertise, their appropriate simulation of real-life scenarios, and their appealing layout provided the students with challenging tasks that helped them understand the topics successfully. Even though some materials or their use discouraged a few students due to the amount of time allotted for tasks, repetitive e-mail writing, or some handouts with lots of information, the materials represented a relevant tool that helped the students make possible real-world tasks in class. Therefore, it can be concluded that the materials were very useful for the students to carry out the tasks assigned during the course because their connection with the students' needs concerning job-related tasks was evident. Writing e-mails constantly might have been boring for some of the students; however, constant practice was required in order to help them improve *composing, sentence formation, vocabulary, grammar and usage, and mechanics* aspects. These results match Solís' (2007) assertion concerning the design of useful rather than fun materials in order to achieve course objectives.

Materials suitability: English for Specific Purposes (ESP) and Task-Based Language Teaching (TBLT) principles

Course evaluation forms for the students (See Appendices S, T, and U) revealed that the materials designed and used in the three units complied with the ESP and TBLT Principles. The highest score for each principle was 46,

corresponding to the total sum of students for the three units. The results also show the main strengths and weaknesses of the materials.

Table 5 shows that all the principles were met satisfactorily in the three units. The principles, taking into consideration the option *always* as reference, with the highest score were *real-world situations* reflected in the materials, and the supply of appropriate *input* for the students' field of expertise with 40 points each one, and the materials as a tool to *achieve the objectives set* and *clear and concise instructions* in the materials with 39 points each one. On the other hand, the principles with the lowest score were *variety* of the materials designed with 29 points and the appropriateness of the materials to the *students' needs* with 30 points. In this sense, it is important to mention that in the *variety* criterion *rarely* was chosen just once, and in the *students' needs* criterion *rarely* or *never* were not chosen. The aforementioned results caused a very good impression on the course designers since they were the principles with the lowest scores. However, these factors were taken into consideration as aspects to be treated more carefully for future course design.

Table 5

The students' perception of the materials regarding the accomplishment of ESP and TBLT principles

The materials...	ESP and TBLT Principles			
	Never	Rarely	Usually	Always
were very well organized.	0	1	8	37
were varied.	0	1	16	29
were attractive.	0	0	15	31
were helpful to interact with my classmates.	0	0	8	38
helped me achieve the objectives set.	0	1	6	39
were appropriate to my proficiency level.	0	0	11	35
were appropriate to my needs.	0	0	16	30
had clear and concise instructions.	0	0	7	39
helped to generate real communication in the class.	0	1	7	38
reflected real-world situations.	0	0	6	40
provided appropriate input for my field of expertise.	0	0	6	40
were appropriately used by the facilitators.	0	0	8	38
n= 46				

The course evaluation form for the supervisors (See Appendix O) revealed the materials accomplishment of the ESP and TBLT principles.

Table 6 shows that all the principles were met satisfactorily. The criteria, taking into consideration the option *always* as reference, with the highest score were *variety* of the materials, promotion of the students' *interaction*, *achievement*

the objectives, generation of real communication in the class, simulation of real-world situations, and supply of appropriate input for the students' field of expertise through the use of the materials. On the other hand, the criteria with the lowest score were aspects concerning organization of materials, clear and concise instructions, the use facilitators gave to the materials, the appropriateness of materials for the students' proficiency levels, and needs.

Table 6

The supervisors' perceptions regarding the materials and the accomplishment of ESP and TBLT principles

The materials...	ESP and TBLT Principles			
	Never	Rarely	Usually	Always
were very well organized.	0	0	2	1
were varied.	0	0	0	3
were attractive.	0	0	1	2
were helpful to promote the students' interaction.	0	0	0	3
helped the students achieve the objectives set.	0	0	0	3
were appropriate to the students' proficiency levels.	0	0	2	1
were appropriate to the students' needs.	0	0	2	1
had clear and concise instructions.	0	0	2	1
helped to generate real communication in the class.	0	0	0	3
reflected real-world situations.	0	0	0	3
provided appropriate input for the students' field of expertise.	0	0	0	3
were appropriately used by the facilitators.	0	0	2	1

n= 3

When triangulating the students' perceptions with the supervisors' opinions, it can be confirmed that *real-world situations* reflected in the materials, the supply of appropriate *input* for the *students' field of expertise*, and the materials as a tool to *achieve the objectives set* were the principles that the materials met the most; therefore, they could be considered as strengths. The principles had the highest scores, 88%, 88%, and 85% correspondingly, taking into consideration the option *always* as reference. These findings match Torregrosa and Sánchez-Reyes' (2011) arguments regarding the connection tasks in the class should have to job-related tasks students do outside the class as well as Solís' (2007) suggestion concerning a clear statement of objectives and students' interests before designing materials. It was evident that the students not only received materials full of ESP input since they contained technical vocabulary closely related to their field of expertise but they also practiced roles in real-life contexts. On the other hand, a principle that matched both perceptions was the appropriateness of the materials for *the students' needs*. The aforesaid principle had the lowest score, 63%, which could represent a weakness. Three students explained that even though the handouts were very appropriate, complete and were exactly what they needed at the work field, some of them were full of information. In truth, one of those students explained that due to her vision problems, a handout full of information made her feel lost. Notwithstanding, it is important to mention that *never* or *rarely* was not considered an option for rating the principle. The above-mentioned results match Hutchinson and Waters' (1987) suggestion regarding the evaluation of materials with the purpose of determining whether or not they met the students' needs and improving them by providing new ideas and techniques for future courses. The

researchers confirmed, in the light of the results, that the students' needs that were not satisfied at a great extent were related to needs regarding letter size and amount of information in the handouts, instead of those related to the students' field of expertise. In other words, the students' needs concerning work-related tasks, documents, and English skills were satisfied at a great extent.

A principle that differed in both perceptions was *variety* of the materials. The score for this principle was 65%. According to the supervisors' perception, *variety* was seen as one of the main strengths; nevertheless, from the students' point of view, it could need improvement. However, *never* was not chosen for rating this principle, and *rarely* was chosen once. In fact, two students explained that more images should have been included in Unit 1 and 2 and that process diagrams or videos could have been used to represent the different processes they were taught such as logistics or import/export procedures in Unit 3. The aforementioned findings represent a big challenge for the course designers since it was difficult to fully satisfy all the students, but they also suggest the idea of requesting students what other activities they would like to have in class before planning tasks in order to improve variety in future courses. Finally, the supervisors' perceptions concerning *clear and concise instructions* present in the materials and the *appropriate use of the materials* by the facilitators differed from the students' perceptions due to the fact that the latter considered both principles as strengths. Nevertheless, the discrepancy offered the student teachers an opportunity to reflect upon how to improve instructions and using materials more effectively as Howard and Major (2004) recommend.

Influence of the input present in the materials in the students' oral and written communication

The information collected through the class discussion (See Appendix P) and class observations (See Appendix Q) reveals some commonalities related to the influence the input present in the materials had in the students' oral and written communication. Both instruments showed important results in terms of the relevance the language, vocabulary, and texts selected had in the development of the activities in each class. As a consequence, improvement in the rest of the lesson plans was possible.

Class discussion

The class discussion (See Appendix P) revealed data used for further reflection about the students' needs and expectations. Some of the evidence was analyzed based on the audio transcripts and along with the assistant's insights while taking notes and further students' reports.

Audio Transcripts

Some of the students who allowed the teachers to record them provided the following ideas recalling their preferences, wishes, needs, and expectations about the type of materials used in class:

Student #1: *“Regarding the resources used in class, Brenda and I prefer visual things; you know, videos and pictures. That’s why we liked that topic about art and the video of orchids”*

Teacher: *Do you have any recommendation for us? There is still room for improvement since we have more classes to teach.*

Student #1: *“More visual resources and to make a glossary about all the classes and its meaning would be great ideas”*

Student #2: *“We also thought that maybe inviting a specialist in the field to class would be a good option for the class”.*

Student #3: *“Some sources used in class that caused a positive impression depended on our learning process [learning style]. For example, as she [student #1] said she liked the video because she is a visual learner, and other people like kinesthetic activities. In my case, I need more games like the one you did with the ball and the questions. Also, about the materials you have evidence that you are very well organized and you work on elaboration. Finally, regarding the last question, try to take into account the different ways of learning of each student if it is possible. Thanks”*

Student #4: *“Some of the handouts are so full of things that it is difficult for me to read. I think that they could be more spaced or you can use bold letters. I liked the activities of games because we feel more interested”*

Note-taking

The assistant had the opportunity and responsibility to take notes on the students' comments. She wrote that more physical tasks were required, visuals are important depending on the topic and games are motivating for students.

Student's Written Report

In relation to question #1 about the influence the materials had in the students' participation, most of them mentioned that the simulation of phone calls was an attractive idea that made them feel enthusiastic and willing to participate. Also, the use of pictures and videos made them feel more interested in the class.

The students also enjoyed all the activities related to matching words with concepts, information related to e-commerce, customs clearance, steps for exporting flowers and the data behind logistics. Most of them appreciated the opportunity to participate in front of the class. In addition, the answers to question #2 provided by the majority of the students showed that the resources that caused a positive impression were the implementation of games that allowed them to move around the class or even around the building. Moreover, the answers to question #3 revealed that the topics in the materials that caught their attention the most were those related to the origin of merchandise, agreements related to exporting objects of cultural interest, laws and regulations, customs procedures, environmental cooperation, and Free Trade Agreements (FTA) in general. Finally, the students claimed that they had learned a lot about the process of writing emails. Regarding question #4 about the layout used to design handouts, most of the students mentioned that they were creative and organized. However, the students did not feel comfortable with long texts and small fonts since those features caused them confusion many times. Finally, the most important recommendations given to the teachers in question #5 in order to improve the elaboration of the materials for supporting their learning process and communication in class was the implementation of more exercises related to vocabulary such as crossword puzzles and glossaries. In addition, the students mentioned that they sometimes needed more time to carry out the tasks.

Analysis of the Class Discussion

The class discussion (See Appendix P) was a useful tool in the present study because the activity yielded significant information about the needs this

particular population had in each lesson. As a matter of fact, some authors support the application of this technique as part of an investigation, because it is a good source to obtain evidence about students' perceptions of different situations in class or even about their own performance. As an illustration, Burns (1999) confirms good results in previous studies since "this kind of integrated technique not only provides systematic data as the basis of reflection, evaluation and further diagnosis of the research issues, but it also contributes to a more and positive classroom environment" (p.127). As a consequence, the use of this type of interview showed necessary insights from the students that allowed the student teachers to improve further lesson plans and materials taking into consideration the learners' needs, suggestions and expectations about the course. The students' recommendations are relevant for the development of a future course in their field as well. In effect, Dudley-Evans and St. John (1998) stated that the students' awareness of their own learning process represents an important resource for improvement. As a matter of fact, the technique provided important results about the students' opinions since they are the center of a Task-based Language Teaching (TBLT) class. The students showed commonalities in their answers. Relevant findings were related to the influence attractive materials had in their communication, especially when they enjoyed the activities done in class; for example, the majority of the students emphasized their preferences towards visuals and materials that promoted kinesthetic activity. Once the students' attention was caught by these resources, communication was possible because they were willing to write or speak during the main task.

Although the students reported a negative perception of long texts present in the handouts, the design and administration of the materials was fundamental as a source of input for the students to learn more technical vocabulary, language or content they were not familiar with. Taking into consideration Willis' (1996) recommendation about the adaptation of input through the elaboration of new resources, the students involved in this study were provided with materials appropriate to their level and field of expertise. Moreover, the handouts worked as vehicles to teach topics the students liked and needed to learn such as e-commerce, as suggested in initial stages of this study, international Free Trade Agreements (FTA) and logistics processes. Finally, most of the students expressed that they needed even more vocabulary-related activities to better express their ideas during class.

Class observations

Following the analysis of the class discussion, the findings from six class observations (See Appendix Q), which were conducted during all the course revealed relevant data in terms of the influence the input present in the materials had in the students' oral and written communication.

The observations made during the course evaluation process revealed that the materials used in specific parts of some of the lessons included relevant language, vocabulary, and content necessary for students to perform the rest of the activities in the lesson plan. Authors such as Didi-Ogren and Goebel (2008) referred to the concept of comprehensible input which means clear and appropriate information; indeed, the observations provided evidence of the positive influence some suitable materials had in the cycle of each lesson plan. During the

observations, it was also easy to determine that the handouts and materials contained data which was fundamental in the scaffolding process, and the resources promoted participation because the use of pictures and key vocabulary in their field of expertise activated prior knowledge.

In respect to the evidence collected during the lesson observations conducted, the most important elements that influenced students' communication were the technical vocabulary taught through handouts, the selection of authentic documents such as bills of lading, the use of pictures as motivating resources which activated prior knowledge useful in the process of writing e-mails, familiar content words that facilitated the process of summarizing a text, and the implementation of fixed expressions used during phone calls related to logistics processes.

Comparing the results from the class discussion with the data collected during the class observations, two commonalities could be determined:

- Most of the students agreed with the positive impact the use of visuals had in their participation as it was also observed.
- The technical vocabulary present in forms, articles, international agreements and others was a fundamental input to foster communication in every class.

Effective use of the materials

The effective use of the materials designed during the course is a relevant factor for the current study because materials exploitation not only depends on how well-designed materials are but also on the way facilitators use them. If materials

are well-designed and effectively used, it is more feasible to take advantage of technical vocabulary and grammar structures to promote real communication in the class and to achieve the objectives.

The student teachers' performance evaluation form for the students (See Appendix R) revealed how effectively student teachers used the materials in the course. 96.4% of the students said that the student teachers *always* used the materials effectively. 32% of the students indicated that the student teachers helped them learn and improve their vocabulary to speak, and that they learned important aspects related to their field of expertise they did not know. The students indicated that the information provided by the student teachers was updated and useful. 21.4% of the students said that the student teachers used the materials effectively and creatively and they helped them attain the goals of the course and learn the language appropriately.

Moreover, 17.8% of the students stated that the student teachers helped them become more confident and improve their skills when dealing with customers, either in written or oral form, by the way the student teachers used the materials in the class. 7% of the students said that the student teachers' use of materials was effective because they complemented individual work with group work. 7% of the students indicated that the student teachers always provided different activities in the handouts, and they appropriately combined visual support with the activities. Finally, 7% of the students said that the student teachers used materials effectively because they proved to have investigated the field of expertise, and they had good knowledge of the area to design useful materials.

The three supervisors evaluated the use of the materials through the student teachers' performance evaluation form (See Appendix S) with the purpose of confirming if the two student teachers used the materials effectively. 66.6% of the supervisors indicated that the student teachers *always* used the materials effectively and 33.3%, *usually*. One supervisor indicated that the student teachers used the materials effectively because the students were "most of the time able to accomplish the purpose of the lesson, achieve the objectives and do the tasks." Moreover, one supervisor stated that the use of materials was always effective because of the student teachers' awareness of the students' needs and the course goals. The supervisors expressed very positive comments regarding the use of the materials. They referred to excellent knowledge about the students' field of expertise, increased students' autonomy, well-designed materials, and evidence of appropriate planning. On the other hand, weaknesses found concerning the use of the materials were lack of confidence when checking exercises and inappropriate preparation, by one of the student teachers, related to the field of expertise for the class.

In short, by comparing the students and the supervisors' perceptions concerning the student teachers' use of the materials, we can conclude that aims the student teachers attained by using the materials effectively were a) the students' achievement of objectives and goals through useful, appropriate, and updated technical vocabulary, b) the students' autonomy through the constant practice of written and oral skills, and c) the implementation of accurate and useful materials due to their good knowledge of the field of expertise. Description of

contents as well as lesson plans and materials used during the Practicum are in appendices U and T.

Conclusions

Having concluded the course and its corresponding evaluation process, the researchers found useful insights that are summarized as follows:

-The materials designed and implemented during the course definitely helped the students achieve the objectives of the course. The students demonstrated a very good performance, in general terms, during the course by using the technical vocabulary and grammar structures provided in the materials. Therefore, the researchers determined that the course was successful because the students' needs, wants, and lacks were satisfied to a great extent through the achievement of goals that were set based on a thorough needs analysis.

-Most of the students fully achieved the objectives because the test results were very encouraging, and their performance was very good.

-Most of the ESP and TBLT principles were met successfully. Many of the materials reflected real-world tasks and provided appropriate input for the students' field of expertise by encouraging the students to real communicate in the class.

-Even though most ESP and TBLT principles were met to a great extent, variety of materials and students' needs require more attention by the student teachers for future courses.

-The texts selected were suitable for the learners' needs since most of these texts, including Free Trade Agreements (FTA), commercial invoices, certificates of

origin, and bills of lading were frequently used in their major. Furthermore, the input was comprehensible and appropriate in each class.

-Some of the topics taught were innovative for the students. As an illustration, the class related to e-commerce motivated them. In spite of their awareness of the topic, most of them had not studied it in their previous courses.

-The students' expectations shown during the needs analysis process concerning input were met through the materials used in each lesson plan. More specifically, the students had requested learning how to fill out documents, write e-mails correctly, and get involved in logistics processes as they did during the course.

-The materials were used effectively, in general terms, by the student teachers due to their very good knowledge of the students' field of expertise, which allowed the students to meet the goals of the course and communicate in an autonomous way.

Recommendations

Recommendations concerning the group homogeneity, format of instruments, course design, and evaluation process are provided for future student teachers and researchers.

-It is important to select a group as homogenous as possible, in terms of the English proficiency level, with the purpose of not interfering with the learning process of more or less advanced students and achieving objectives more easily. If homogeneity is not fully obtained, texts should be adapted according to the proficiency level of students.

-When designing instruments for collecting data for the three units, provide the same item format and content in all of them; otherwise, validity and reliability in the results could be affected.

-Future researchers, elaborating a course for CAIT learners, should look for more contacts such as stakeholders and experts in the field. In this manner, they will be guided in regard the criteria for selecting appropriate texts, topics and language according to the students' needs.

-Further research and development of a course for CAIT learners requires careful evaluation of the process. In relation to evaluating the implementation of materials and the effective use in class, course designers should consider necessary the support from the supervisors at every stage of the course. Therefore, a student teacher's performance evaluation form must be administered to the supervisors after each unit with the purpose of making the necessary changes progressively.

-The researchers recommend future researchers to take into consideration the four universal principles of layout, alignment, proximity, repetition, and contrast, for the elaboration of handouts suggested by ADL CoLab (2011).

-A careful needs analysis process leads to a successful course design and evaluation process.

Limitations

Only one limitation regarding data collection was observed. Due to the fact that the evaluation forms were sent via *google forms*, some of the students did not

complete the evaluations promptly. Consequently, it was necessary to text or call them to request the completion of forms, especially at the end of the course.

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Appendix A

University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Stakeholder and Experts Semi-structured Interview

Entrevista para los Expertos

Protocolo:

- Saludo
- Propósito de la entrevista
- Explicación del curso de diseño
- Secciones de la entrevista
- Permiso para grabar.

Nombre: _____

Fecha: _____

Hora: _____

Lugar: _____

Número telefónico: _____ (Opcional)

Preguntas:

1. ¿Qué puestos pueden tener los estudiantes de la carrera Administración de Aduanas y Comercio Exterior en un futuro?
2. ¿Dónde pueden trabajar en Costa Rica?
3. ¿Qué oportunidades tienen en el extranjero?
4. ¿Con cuáles hablantes del idioma Inglés cree usted que los estudiantes pueden relacionarse en el plano laboral?
5. ¿Qué tareas en inglés ejecutan en el plano académico?
6. ¿Qué tipos de documentos o textos en inglés utilizan en la carrera? ¿Libros? ¿Noticias? ¿Revistas? ¿Artículos? ¿Formularios? ¿Podría mencionar algunos ejemplos?
7. ¿Qué tareas ejecutan en el plano profesional?
8. ¿Con qué frecuencia utilizan el idioma inglés en esta carrera?
9. ¿Considera usted que los estudiantes requieren más del aprendizaje del Inglés para aplicarlo en la etapa de la carrera o en la etapa laboral? Si/No? ¿Porqué?
10. ¿Podría usted facilitarnos material en inglés que sea típico de esta carrera?
11. ¿Qué expectativas, objetivos y necesidades tienen los futuros empleadores?
12. ¿Cuál es el perfil de un administrador aduanero?



Appendix B

University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Follow-up Interview

Entrevista de Seguimiento

Estimado estudiante, la presente entrevista tiene como fin direccionar y enriquecer el curso. Le agradeceríamos que respondiera a las siguientes preguntas. La información brindada es de vital importancia para el enfoque que le daremos al curso.

Nombre: _____

1. Indique dónde ha sido su mayor exposición con el inglés.
 colegio público
 colegio privado
 instituto de idiomas
 curso universitario
 lecciones privadas
 contacto con nativos
 en el exterior
 otro: _____

2. Indique por cuánto tiempo ha estado expuesto al inglés de manera constante.
 menos de un año
 1 año
 2 años
 3 años
 4 años
 5 años o más
 nunca

3. ¿Está usted trabajando? Si su respuesta es negativa, pase a la pregunta 8.
 sí
 no

4. ¿Dónde trabaja usted?

5. ¿Cuál es su puesto en su trabajo?

6. ¿Qué tareas a nivel laboral hacen en inglés?

7. ¿En qué porcentaje usa inglés en su trabajo?

100%

de 80% a 90%

de 60% a 70%

50%

menos de 50%

8. ¿Le asignan tareas o lecturas en inglés en algún curso? Si su respuesta es negativa, pase a la pregunta 10.

sí

no

9. Indique el nombre del curso y del profesor que les ha asignado tareas o lecturas en inglés.

10. ¿En qué porcentaje necesita usted el inglés para hacer tareas de la universidad?

100%

de 80% a 90%

de 60% a 70%

50%

menos de 50%

11. ¿En qué porcentaje necesita usted el inglés para desenvolverse en su trabajo actual o futuro trabajo?

100%

de 80% a 90%

de 60% a 70%

50%

menos de 50%

12. ¿Usted preferiría participar en un curso enfocado a aprender inglés para solventar necesidades académicas o necesidades laborales actuales o futuras?
- necesidades académicas
 - necesidades laborales actuales o futuras
13. ¿Qué actividad o tarea es más frecuente para un profesional en su área?
- escribir y/o responder correos en Inglés de clientes de habla inglesa
 - escribir reportes en Inglés para los superiores
14. ¿Qué actividad o tarea es más necesaria para un profesional en su área?
- escribir y/o responder correos en Inglés de clientes de habla inglesa
 - escribir reportes en Inglés para los superiores
15. ¿Qué temas o áreas de su especialidad está usted interesado se aborden en el curso?



Appendix C

University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Questionnaire

Cuestionario

Este cuestionario tiene como fin recolectar información para el diseño de un curso de inglés para Fines Específicos dirigido a estudiantes de la carrera de Administración Aduanera y Comercio Exterior de la Universidad de Costa Rica. (UCR). Este proyecto es parte de Maestría en la Enseñanza del Inglés como Lengua Extranjera de la UCR.

El propósito de este cuestionario es determinar el perfil y las necesidades lingüísticas del estudiante de la carrera Administración Aduanera y Comercio Exterior que recibirá el curso de inglés que se impartirá en el segundo ciclo del 2016, en el horario de lunes y miércoles de 5:00 a 7:00 pm.

I. INFORMACIÓN PERSONAL

Esta sección está diseñada con el fin de recolectar información personal. Por favor lea cada ítem y complete los datos requeridos.

1. Nombre completo: _____
2. Edad: _____
3. Número de teléfono: _____
4. Correo electrónico al que le gustaría se le contactara en caso de ser elegido:

5. Año de carrera: _____

II. INFORMACIÓN GENERAL

Esta sección está diseñada con el fin de recolectar información general. Por favor lea cada ítem y seleccione la opción que se ajuste a usted.

1. ¿Cuán alto es su interés en recibir el curso?
 100%
 de 80% a 90%
 de 60% a 70%
 menos de 50%
2. ¿Cuál es su disponibilidad en el segundo semestre del 2016 para recibir el curso en el horario indicado?
 muy alta
 alta
 media
 baja

3. En caso de ser elegido, ¿En cuál de las siguientes opciones de horario puede usted presentarse en la Universidad de Costa Rica, sede Rodrigo Facio para la realización del examen de diagnóstico en la semana del 12 al 15 de abril, 2016?
- martes 12 de abril del 2016, 4pm
 - jueves 14 de abril del 2016, 4pm
 - viernes 15 de abril del 2016, 4pm
 - otro: _____.
4. ¿Cuál habilidad de inglés está usted más interesado en aprender de acuerdo a las necesidades de su carrera?
- hablar
 - escribir
 - leer
5. ¿Con qué frecuencia usa usted el inglés fuera de la clase?
- siempre
 - usualmente
 - a veces
 - nunca
6. En caso de usarlo siempre, usualmente, o a veces, indique para qué lo usa en el espacio disponible. De lo contrario pase a la siguiente pregunta.
- _____
- _____
7. ¿Durante cuánto tiempo ha tomado un curso de inglés de manera constante?
- menos de 1 año
 - 1 año
 - 2 años
 - 3 años
 - 4 años
 - 5 años o más
 - nunca
8. ¿Cómo se siente usted frecuentemente al hablar inglés en frente de la clase? Escoja todas las que considere necesarias.
- nervioso
 - seguro
 - incómodo
 - relajado
 - otro: _____

III. PREFERENCIAS DE APRENDIZAJE

Escoja en qué grado disfruta usted las siguientes actividades en una clase de inglés y como le gusta trabajar. Ordénelas del 1 al 4 (1= si lo disfruta poco, 4= si lo disfruta mucho)

1. Actividades en la clase de inglés	Lo disfruto poco	1	2	3	4	Lo disfruto mucho
1. Juegos o dinámicas						
2. Diálogos						
3. Leer textos en inglés						
4. Dramatizaciones						
5. Exposiciones en inglés						
6. Escribir textos en inglés						
7. Trabajar individualmente						
8. Trabajar en parejas						
9. Trabajar en grupos pequeños (3-4)						
10. Trabajar en grupos pequeños (5-6)						

IV. HABILIDADES DEL LENGUAJE

Esta sección está diseñada con el fin de recolectar información acerca de sus habilidades del idioma inglés. Por favor lea cada ítem y seleccione o brinde la información que usted considere apropiada.

1. ¿En qué nivel de inglés considera usted que está?

- principiante
- intermedio bajo
- intermedio
- intermedio alto
- avanzado

2. ¿Cuál habilidad en inglés considera usted la más difícil?

- habla
- lectura
- escritura

3. Comunicación Oral	Fácilmente	Con poca dificultad	Con dificultad media	Con mucha dificultad
1. Puedo participar en conversaciones en inglés acerca de temas relacionados a mi carrera.				
2. Puedo pronunciar términos en inglés acerca de temas relacionados a mi carrera.				

4. Lectura	Fácilmente	Con poca dificultad	Con dificultad media	Con mucha dificultad
1. Puedo leer en inglés sin necesidad de usar el diccionario con frecuencia.				
2. Puedo encontrar la idea principal de un texto en inglés acerca de temas relacionados a mi carrera.				
3. Puedo encontrar información específica en un texto en inglés acerca de temas relacionados a mi carrera.				
4. Puedo encontrar el significado de una palabra desconocida en inglés usando el contexto de la lectura.				

5. Escritura	Fácilmente	Con poca dificultad	Con dificultad Media	Con mucha dificultad
1. Puedo estructurar oraciones en inglés de manera escrita y en forma correcta acerca de temas relacionados a mi carrera.				
2. Puedo escribir palabras en inglés acerca de temas relacionados a mi carrera con un deletreo correcto.				
3. Puedo usar la puntuación en inglés de manera correcta.				

V. NECESIDADES A NIVEL DE ACTUAL O FUTURO CAMPO LABORAL

Esta sección está diseñada con el fin de recolectar información acerca de sus necesidades a nivel de actual o futuro campo laboral concernientes al idioma Inglés. Lea cada ítem y brinde la respuesta que considere más apropiada.

1. ¿Con qué frecuencia interactúa un profesional en Administración Aduanera y Comercio Exterior con hablantes del idioma inglés?

- () diariamente
- () semanalmente
- () una vez al mes
- () dos veces al año
- () una vez al año

2. ¿Qué habilidad en el idioma inglés usa un profesional en Administración Aduanera y Comercio Exterior con más frecuencia en su área de trabajo?

- () habla
- () escucha
- () lectura
- () escritura

3. ¿Qué documentos en inglés lee frecuentemente un profesional en Administración Aduanera y Comercio Exterior en su área de trabajo?

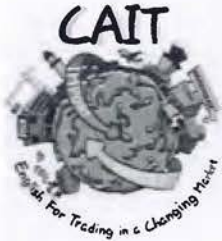
4. ¿Cuáles tareas relacionadas al trabajo ejecutaria en inglés, una vez graduado o durante la práctica o pasantías?

5. ¿Qué tan frecuente son las siguientes situaciones orales para un profesional en Administración Aduanera y Comercio Exterior con hablantes del idioma inglés en su área de trabajo?

Situaciones orales en inglés en el área de trabajo	Poco frecuente	1	2	3	4	Muy frecuente
1. Atender llamadas telefónicas						
2. Participar en video conversaciones						
3. Hablar cara a cara						

¡Muchas gracias por su colaboración!

Appendix D



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Diagnostic Test

Available Time: 60 minutes

Total Points: 62 points

Points obtained: _____

Grade: _____

NAME	1st SURNAME	2 nd SURNAME	PERSONAL ID #
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TEST ADMINISTRATORS

Vivian Arguedas Molina & Yajaira Ocampo Monestel

GENERAL INSTRUCTIONS

1. Write down your personal information.
2. Read all the instructions carefully.
3. Check your exam consists of 7 pages.
4. You have 60 minutes to complete the test.
5. Use black or blue ink to complete the test.
6. The use of dictionaries or electronic devices is forbidden during the administration of the exam.

I. Part I. Listening (10 pts)

Time: 15 minutes

A) Multiple Choice (5 points)

Instructions:

- Listen to the following video from CNN News called “Cuba Announces Massive Increase in Import Duties” twice.
- Circle the correct option in each of the questions below.

(1 point each correct answer)

1. How many Cubans are setting up small businesses in La Havana?
 - a) More than a quarter million Cubans
 - b) More than two million Cubans
 - c) A quarter million Cubans
 - d) A million Cubans
2. Which items do they import from Miami?
 - a) Food
 - b) Groceries
 - c) Furniture
 - d) Electrical Appliances
3. How much will import duties increase for Cubans traveling more than a year?
 - a) Twenty Percent
 - b) One hundred percent
 - c) Two hundred percent
 - d) Two thousand percent
4. What is the Cuban National Assembly going to approve?
 - a) New tax law
 - b) A new restriction on exports
 - c) A new restriction on imports
 - d) Total prohibition on imports and exports
5. How many people are going to be sent to the fledging private sector?
 - a) One million workers
 - b) One and a half million workers
 - c) Two million workers
 - d) Two and a half million workers

Reference

CNN Cuba Announces Massive Increase in Import Duties (2016. March, 28)

Taken from <https://www.youtube.com/watch?v=gOVkYYSD9xY>

B) Short Answer (5 points)

Instructions:

- Listen to the video twice again and answer the questions completely.
(1 point each correct answer)

1. What has the Cuban government announced about import goods?	<hr/> <hr/> <hr/>
2. What have Cubans done in La Habana recently?	<hr/> <hr/> <hr/>
3. Which items do people carry at the Miami airport?	<hr/> <hr/> <hr/>
4. To which percent has the import duties increased for people traveling more than once a year?	<hr/> <hr/> <hr/>
5. Which sector will be affected by the regulation on taxes?	<hr/> <hr/> <hr/>

II. Part. Reading. (7 points)

Time: 20 minutes

Short Answer

Based on the following text, do the task below.



“Why a big slump in South Korea’s exports matters?”

New trade figures from South Korea on September 1st surprised even the gloomiest of economic forecasters. The country’s exports shrank by the largest annual amount in six years, down 14.7% last month from a year earlier to under \$40 billion, according to the ministry of trade, industries and energy. Few analysts had expected more than a 6% drop: though exports have dropped every month since January, they declined just 3.4% in July in annual terms. Morgan Stanley, an investment bank, tempered its growth forecast for South Korea down to 2.3% from 2.5% for the year.

Exports account for roughly half of South Korea’s GDP—and a quarter of all those go to China, its biggest trading partner. South Korea has been struggling with the rise of its currency, the won, against the Japanese yen in key export markets; now China’s successive devaluations have started to bite. Provisional figures released today showed that South Korean car shipments dropped steeply in August, by nearly a third. Though exports of smartphones rose, fast-rising Chinese handset makers are increasingly vying with Samsung Electronics of South Korea for global market share (its profits have dropped for five consecutive quarters). A weaker yuan is also keeping holidaying Chinese shoppers away—just as the country attempts to woo them back after an outbreak of Middle East Respiratory Syndrome (which infected 186 and killed 36) hit South Korea in May.

Low global oil prices are also behind the startling figure. Petroleum products are a key South Korean export, and their price has dropped by over 40% from last August. The ministry of trade today pointed to this distortion to downplay concerns that falling exports might presage serious weakness in the domestic economy; by volume, it said, total exports actually grew by 3.8% in August from a year earlier. The ministry also argued that local manufacturers ought to be more profitable given the lower cost of importing raw materials. Only last month the finance minister, Choi Kyung-hwan, argued that a weak yuan could be a boon: if Chinese exports increased, so too would demand for intermediate goods, such as electronic components, which make up the bulk of South Korea’s exports to China.

Market watchers are less sanguine. Frederic Neumann of HSBC, a bank, says the plunge is “pretty serious”, not least because South Korea has “long been a reliable bellwether” for global trade. South Korean manufacturing sits at the top of the production chain, he says: a big chunk of its exports do indeed go into other finished goods, like Chinese smartphones and American laptops. But if demand slows there, so do requests for chips and screens. That means that Korean macroeconomic data “picks up very early changes in the global industrial cycle”. Neither is a slowdown in China the only source of export weakness; South Korea's exports to the euro area plunged by 21%, more than twice the decline in exports to China.

Recent figures show that the economy expanded by a feeble 0.3% from April to June compared to the previous quarter: its weakest gain since 2009. The government has already cut its growth target from 3.8% to 3.1% since January; for its part the Bank of Korea has been cutting its key interest rate, now down to an all-time low of 1.5%. Ever more analysts expect South Korea's central bankers to shave it again soon, and perhaps even as early as next week, when they gather for a policy meeting on September 11th. If South Korea's bellwether status is anything to go by, central bankers elsewhere ought to be paying attention as well.

The Economist (2015, September 1st). Why a big slump in South Korea's exports matters. Retrieved and adapted from <http://www.economist.com/news/business-and-finance/21662952-steepest-year-drop-trade-2009-mark-sagging-global-demand-why-big-slump?zid=293&ah=e50f636873b42369614615ba3c16df4a>

Instructions:

Scan the text and answer each question. Write complete statements.

(1 point each correct answer)

1. How much has the exports in Korea decreased this year?

2. Which experts mention a change in exports in Korea?

3. Which exports of electronic devices have increased in Korea recently?

4. Why did Chinese buyers stop shopping?

5. When did fuel prices decrease?

6. Have raw materials been expensive for manufacturers?


7. How much have the exports in Korea decreased compared to China?


III. Writing production (20 points)


Time: 20 minutes


Instructions:


- Imagine you are an experienced Customs Administration and international Trade professional.
- Read the job announcement below related to an Import Assistant/ Officer that a corporation, JIA2 CORP, is looking for.
- Complete the cover letter on the next page. Include a) the experience you have gained, b) the job-related tasks you usually do, c) the knowledge you possess, d) your work style or your personality attributes that you think the recruiter is looking for in order to fulfil this need for the company; and any other information you consider important.

 **JIA2 CORP.** **Import Assistant/Officer**
JIA2 CORP.


 Login to view salary

 Min 1 year (Junior Executive)

 Philippines - National Capital Reg -
Quezon City - Near Philam Homes
Quezon City facing EDSA

 **JOB DESCRIPTION**

- Candidate must possess at least Bachelor's/College Degree. Customs Administration. Logistic. Business Studies/Administration/Management or equivalent
- At least 1 year of working experience in the related field is required for this position
- Experience in dealing with the Food & Drug Authority
- Experience in Importation (Food or Non-food products)
- Well-versed in computer such as MS Office. Internet
- Good command of oral and written English communications
- Knowledge in Bureau of Customs (BOC) procedure
- Knowledge in government registration and reporting
- Able to handle pressure

 **COMPANY SNAPSHOT**

Industry	Facebook Fan Page
Call Center/IT-Enabled Services:BPO	http://www.facebook.com/pages/JIA2-Corporation/237227469764092?rf=428907793894974
Company Size	Working Hours
1 - 50 Employees	Regular hours. Mondays - Fridays

Taken from: <http://www.jobstreet.com.ph/en/job/import-assistantofficer-6335310?fr=J>

JIA2 CORP
Human Resources Department

Dear Sir or Madam:

Application for an Import Assistant/ Officer

I have recently seen the position of Import Assistant/ Officer advertised in *jobstreet.com* this week and I would like to be considered for this position. Please find attached my latest CV detailing my experience and skills.

I look forward to hearing from you.

Sincerely yours,

IV. Speaking. (25 points)

Time: 5 minutes

Instructions:

- Listen to the interviewer's questions and answer them as accurately as possible.

**Interview
Speaking Section**

Diagnostic Test

Customs Administration and International Trade

Assessment: Oral Task

Type: Interview

Grouping: Individual

Target Situation: General information

A

Protocol:

- Greeting
- Instructions
- Task
- Farewell

Instructions: Listen to the interviewer's questions and answer them as accurately as possible.
A range from 5 to 8 questions will be asked.

1. What's your name?
2. Have you studied English before? If yes, Where? For how long?
3. Do you have any difficulty with English comprehension? Which one?
4. Do you think English is important for your major? Yes? No? Why?
5. Which work-related tasks do *Customs Administration and International Trade professionals* usually perform in their work fields?
6. How often do *Customs Administration and International Trade professionals* interact with English speakers in their work field? In which situations?
7. What type of written documents do *Customs Administration and International Trade professionals* have to read in English?
8. What English skill do *Customs Administration and International Trade professionals* use the most in their work field? Why?

B

Protocol:

- Greeting
- Instructions
- Task
- Farewell

Instructions: Listen to the interviewer's questions and answer them as accurately as possible. A range from 5 to 8 questions will be asked.

1. What's your name?
2. Have you studied English before? If yes, Where? For how long?
3. Do you have any difficulty with English production? Which one?
4. Do you think English is important for your major? Yes? No? Why?
5. Which work-related tasks do *Customs Administration and International Trade professionals* usually perform in their work fields?
6. What type of written documents do *Customs Administration and International Trade professionals* have to read in English?
7. What kinds of face-to-face or telephone interactions do *Customs Administration and International Trade professionals* have to participate in English? Which are possible situations?
8. What English skill do *Customs Administration and International Trade professionals* use the most in their work field?

Appendix E



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Group Profile 1

Group Profile Total of participants 20		
General information	Educational background: Public schooling mainly	Focus of the ESP course: EAP (3) EOP (17)
Positions at work	8 participants work. Some of participants who work, do it in the logistics area (4) as advisors, assistants, and analysts.	
Description of the needs	Macro skills CAIT professionals need the most: Speaking (10) Writing (6) Reading (3) Listening (1) Work-related tasks CAIT professionals do in English: <u>Writing:</u> Writing e-mails, letters, reports, quotations, sale contracts, and advising customers or colleagues.	<u>Speaking:</u> Interacting orally with stakeholders via telephone, video chat, or face to face for logistic processes or making deals. <u>Reading:</u> Reading and interpreting documents related to customs and international trade. Documents: Documents to read and interpret Documents to write or fill out.
Description of the wants and language preferences	English macro skills they want to learn in the course: Speaking (19) Writing (1) Skills: -Technical vocabulary in context (written/oral) -Techniques to improve oral expression -Work on sentence structure -Use of connectors in oral and written form. Favorite activities: -Dialogues -Reading texts in English -Writing texts in English	Favorite grouping: -Individually -In pairs -In small groups Topics they want to review in the course in English: -International trade negotiations (13) -Customs documents (9) -International logistics (6) -Customs legislation, customs classification of goods, and Incoterms (4) -Other areas such as e-commerce, and tariff classifications (3).
Description of the lacks	Most difficult English skills for the participants: -Speaking (13) -Writing (6) -Reading (1)	Weaknesses: <u>English production</u> <u>Speaking:</u> - Difficulty for interacting orally and pronouncing words related to their area of expertise, specifically. <u>Writing:</u> -Difficulty to use punctuation and structure sentences related to their major in order to communicate in written form.



University of Costa Rica
 Master's Program in TEFL
 V. Arguedas & Y. Ocampo

Appendix F

Diagnostic Test Constructs

Listening	Recognition of grammatical forms, identification of main and supporting ideas, detection of spoken discourse, development of listening strategies and distinction of literal and implied meaning.
Speaking	<p>Pronunciation: Pronunciation without interference</p> <p>Fluency: Speech with natural pauses</p> <p>Public speaking skills: Tone of voice and body language</p> <p>Vocabulary use: Word choice and content that permitted effective communication</p> <p>Grammatical accuracy: Use of basic structures to allow effective communication</p>
Reading	Recognition of main conclusions, identification of written discourse, development of reading strategies, interpretation of grammatical patterns and inference of content that is not explicit in the text
Writing	<p>Composing: Development of main ideas, text elaboration, and use of transitions</p> <p>Sentence formation: Word order and accuracy of sentences</p> <p>Vocabulary use: Word choice and content according to the topic and audience</p> <p>Grammar usage: Agreement concerning parts of speech, number or tense</p> <p>Mechanics: Use of spelling, punctuation and capitalization</p>



Appendix G

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 V. Arguedas & Y. Ocampo

Scales for Assessing Listening and Reading in the Diagnostic Test

Level	Descriptors to Assess the Listening Skill
Advanced	<ul style="list-style-type: none"> • Can understand any kind of spoken language, whether live or broadcast, delivered at fast native speed with no difficulty • Can distinguish between literal and implied meaning, and infer situations using real-world knowledge • Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers
High-Intermediate	<ul style="list-style-type: none"> • Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar • Can retain chunks of language of different lengths in short term memory • Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
Intermediate	<ul style="list-style-type: none"> • Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. • Can process speech at different rates of delivery • Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.
Low-Intermediate	<ul style="list-style-type: none"> • Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. • Can recognize grammatical word classes, systems, patterns and rules. • Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
High-Beginner	<ul style="list-style-type: none"> • Can catch the main point in short, clear, simple messages and announcement. • Can use facial, kinesic, body language and other non-verbal clues to decipher meaning • Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
Beginner	<ul style="list-style-type: none"> • Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Level	Descriptors to Assess the Reading Skill
Advanced	<ul style="list-style-type: none"> • Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. • Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. • Can infer context that is not explicit by using background knowledge
High-Intermediate	<ul style="list-style-type: none"> • Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. • Can obtain information, ideas and opinions from highly specialised sources within his/her field. • Can infer links and connections between events, ideas, etc. deduce causes and effects and detect such relations as a main idea, supporting idea, new information, given information, generalization and exemplification
Intermediate	<ul style="list-style-type: none"> • Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. • Can identify the main conclusions in clearly signalled argumentative texts. • Can recognize the rhetorical forms of written discourse according to form and purpose • Develop reading strategies such as skimming, scanning, guessing words from context, and activating schemata for the interpretation of texts.
Low-Intermediate	<ul style="list-style-type: none"> • Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. • Can recognize significant points in straightforward newspaper articles on familiar subjects. • Can recognize that a particular meaning may be expressed in different grammatical forms
High-Beginner	<ul style="list-style-type: none"> • Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. • Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
Beginner	<ul style="list-style-type: none"> • Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Adapted from:

Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Addison Wesley Longman.

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.

Appendix H

Analytic Scoring Rubric for Writing

	Emerging (1: below standard)	Developing (2: rarely meets standard)	Expanding (3: almost meets standard)	Independent (4: meets standard)	Proficient (5: exceeds standard)	Total (25)
Composing	Confusing idea development with no elaboration, transitions not present or incorrectly used.	Ideas inaccurately focused and organization sketchy, rarely good use of transitions.	Ideas sometimes focused and text somewhat organized, sometimes good use of transitions.	Usually focuses on main ideas with good organization, use of appropriate transitions.	Well-focused ideas and well elaborated text, effective use of transitions.	
Sentence formation	Little or no awareness of standard word order and many run-on sentences, or comma splices or fragments.	Frequent non-standard word order and run-on sentences, or comma splices or fragments.	Some non-standard word order and run-on sentences, or comma splices or fragments.	Mostly standard word order and a few run-on sentences, or comma splices or fragments.	Standard word order and no run-on sentences, or comma splices or fragments.	
Vocabulary	Inappropriate word choice that obscures meaning.	Frequent problems concerning word choice.	Sometimes effective word choice according to the topic and audience.	Usually effective word choice according to the topic and audience.	Effective word choice according to the topic and audience.	
Grammar and usage	Little or no awareness concerning the use of parts of speech, number or tense.	Frequent errors concerning parts of speech, number or tense.	Some errors concerning parts of speech, number or tense.	A few errors concerning parts of speech, number or tense.	Consistent agreement concerning parts of speech, number or tense.	
Mechanics	Little or no awareness of spelling, punctuation or capitalization, errors usually interfere with meaning.	Frequent errors of spelling, punctuation or capitalization that may interfere with meaning.	Some errors of spelling, punctuation or capitalization which do not interfere with meaning.	A few errors of spelling, punctuation or capitalization which do not interfere with meaning.	Effective use of spelling, punctuation and capitalization.	

Adapted from:

Fry, E., Kress, J. & Lee, D. (2000). *The reading teacher's book of lists*. City: Prentice Hall.

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic assessment for English learners*. Boston: Addison Wesley Publishing Company.

Appendix I

Analytic Oral Language Scoring Rubric

	Emerging (1: below standard)	Developing (2: rarely meets standard)	Expanding (3: almost meets standard)	Independent (4: meets standard)	Proficient (5: exceeds standard)	Total (25)
Pronunciation	Little or no awareness of correct pronunciation and word stress, errors usually interfere with meaning.	Frequent errors in pronunciation and word stress that may interfere with meaning.	Some errors in pronunciation and word stress which do not interfere with meaning.	A few errors in pronunciation and word stress which do not interfere with meaning.	Very clear and effective pronunciation and word stress create a good impression on the listener.	
Fluency	Speech with many long pauses interrupts the progression of the dialogue and total understanding of the message.	Frequent long pauses that may interfere with the understanding of the message.	Some long pauses that do not interfere with the understanding of the message.	A few pauses that do not interfere with the understanding of the message.	Continuous speech with natural pauses allows clear messages.	
Public speaking skills	The speaker rarely communicates effectively, inappropriate body language and unclear tone of voice does not allow meaning to be conveyed.	The speaker attempts to communicate effectively; however, unclear tone of voice and inappropriate body language interfere with meaning.	The speaker sometimes communicates with clear tone of voice and appropriate body language.	The speaker usually communicates with clear tone of voice and appropriate body language.	The speaker's tone of voice and body language reflect natural and spontaneous interaction.	
Vocabulary	Lack of awareness of appropriate word choice and content hinders the message.	Inaccurate word choice and content create confusing communication.	Some inappropriate word choice and content that does not hinder communication.	Appropriate word choice and content permit clear messages.	Very appropriate word choice and content permit effective communication.	
Grammar	Very inaccurate use of most basic structures interferes with communication.	Inaccurate use of several basic language structures may affect the development of the conversation.	Some inaccurate use of structures that do not hinder the message.	Quite accurate use of most basic structures allows the progression of the conversation.	Very accurate use of all basic structures allows effective communication.	

Adapted from:

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic assessment for English learners*. Boston: Addison Wesley Publishing Company.
 University of Connecticut (2016, March 28). Retrieved from http://www.assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf



Appendix J

University of Costa Rica
 Master's Program in TEFL
 V. Arguedas & Y. Ocampo

Group Profile 2

Group Profile-Overall Proficiency Levels Total of Participants 20	
High-intermediate	-2 participants are high intermediate.
Intermediate	-8 participants are intermediate.
Low-intermediate	-6 participants are low intermediate.
High-beginner	-3 participants are high beginners.
Inconsistent	-1 participant is inconsistent. She is in three different levels.

Group Profile-Focus per Macro Skill				
Proficiency Levels	Listening	Speaking	Reading	Writing
Advanced	1	0	1	0
High intermediate	5	2	7	1
Intermediate	9	6	5	11
Low intermediate	5	6	3	5
High beginner	0	6	4	3
Beginner	0	0	0	0
Predominant proficiency level (s) per macro skill	-High intermediate -Intermediate -Low intermediate	-Intermediate -Low intermediate -High beginner	-High intermediate -Intermediate	-Intermediate

Group Profile-Strengths and Weaknesses

Group Profile-Strengths and Weaknesses								
Listening	Speaking							
<p>Strengths</p> <p>-Most of the participants can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</p> <p>-A few participants can:</p> <ul style="list-style-type: none"> • retain chunks of language of different lengths in short term memory. • *understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. • understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. <p>Weaknesses</p> <p>-A few participants cannot process speech at different rates of delivery.</p>	<p>Strengths</p> <p><u>Fluency:</u></p> <p>- Many participants had a continuous speech with natural or a few pauses.</p> <p><u>Presentation skills:</u></p> <p>- Many participants usually communicated with clear tone of voice and logical gestures.</p> <p>Weaknesses</p> <p><u>Vocabulary:</u></p> <p>- Many participants had difficulties regarding word choice.</p> <p><u>Grammar:</u></p> <p>- Many participants had difficulties concerning grammar.</p> <p><u>Pronunciation:</u></p> <p>- Many participants had difficulties related pronunciation.</p>							
Reading	Writing							
<p>Strengths</p> <p>-Most of the participants can identify the main conclusions in clearly signalled argumentative texts.</p> <p>-Many of the participants can:</p> <ul style="list-style-type: none"> • understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. • obtain information, ideas and opinions from highly specialised sources within his/her field. <p>Weaknesses</p> <p>-Many participants cannot understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality.</p>	<p>Strengths</p> <p><u>Sentence formation:</u></p> <p>- Most of participants had good level of awareness regarding standard word and sentence order.</p> <p><u>Composing:</u></p> <p>- Many participants focused on main ideas with good organization.</p> <p><u>Vocabulary:</u></p> <p>- Many participants effectively used word choice and content.</p> <p><u>Grammar and usage:</u></p> <p>- Many participants had few errors concerning parts of speech or number.</p> <p>Weaknesses</p> <p><u>Mechanics:</u></p> <p>- Some participants had difficulties regarding punctuation.</p> <p>- Many participants had difficulties regarding spelling.</p> <p><u>Vocabulary:</u></p> <p>- Some participants had difficulties concerning or word choice and content.</p> <p><u>Composing:</u></p> <p>- Some participants omitted the use of transitions.</p> <p><u>Grammar and usage:</u></p> <p>- A few participants had difficulties concerning verb tense.</p> <p>- A few participants had difficulties concerning prepositions after verbs.</p>							
<table border="1"> <thead> <tr> <th align="center">Scale</th> </tr> </thead> <tbody> <tr> <td>0 participants: none</td> </tr> <tr> <td>1- 5 participants: a few</td> </tr> <tr> <td>6- 10 participants: some</td> </tr> <tr> <td>11- 15 participants: many</td> </tr> <tr> <td>16- 19 participants: most</td> </tr> <tr> <td>20 participants: all</td> </tr> </tbody> </table>	Scale	0 participants: none	1- 5 participants: a few	6- 10 participants: some	11- 15 participants: many	16- 19 participants: most	20 participants: all	
Scale								
0 participants: none								
1- 5 participants: a few								
6- 10 participants: some								
11- 15 participants: many								
16- 19 participants: most								
20 participants: all								

Appendix K



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Student-friendly Version of the Syllabus

Universidad de Costa Rica
Maestría en la Enseñanza del Inglés como Lengua Extranjera
Facilitators: Vivian Arguedas Molina and Yajaira Ocampo Monestel
Schedule: Mondays and Wednesdays 5-7pm
Location: Economy Faculty at UCR
II-2016

Syllabus

I. Description of the course

English for Customs Administration and International Trade Students is an English for Specific Purposes (ESP) course designed for Customs Administration and International Trade (CAIT) students at UCR. The course is given over one semester, four hours a week. The main purpose of the course is to provide the students with the necessary tools to help them enhance English skills through a Task-Based Learning (TBL) approach. The course involves three English skills, reading, writing, and speaking.

II. General Objectives

By the end of the course, the students will be able to:

1. fill out customs documents.
2. write e-mails to customers and colleagues based on Free Trade Agreements (FTA).
3. exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat or face to face.

III. Specific Objectives

By the end of the course, the students will be able to:

1. interpret bills and forms by examining their parts.
2. fill out forms by making use of bills.
3. describe customs regulations to customers by listing the main measures to follow in agreements in written form.
4. describe customs regulations to customers and colleagues by explaining how the law works when applying the measures in different trade situations in written form.

5. explain customs regulations or procedures to advise customers when importing and exporting merchandise in written form.
6. explain customs regulations or procedures to advise customers when importing and exporting merchandise orally.
7. carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers orally.
8. problem solve. with customers and suppliers. goods delivery inconveniences by asking for instructions to follow and offering solutions orally.

IV. Methodology

During the semester the students will take an active role in the activities designed for the field of expertise, customs administration and international trade. They will get involved in tasks that offer a possibility to practice the English Language with an emphasis on reading, writing and speaking. The students will be working individually, in pairs or small groups most of the time. Depending on the objectives, the students will get involved in simulations, working on authentic texts, writing on specific forms, and writing e-mails. Every student is expected to attend class regularly and punctually to ensure the best achievement of the objectives. Participation is a very important element to be taken into account for classwork evaluation.

V. Evaluation

Portfolio.....	15%
Projects (2).....	30% (Guided writing 15%, simulation 15%)
Achievement tests (3).....	50% (unit 1: 15%, unit 2: 15%, unit 3: 20%)
Attendance.....	5%
Total.....	100%

VI. Content

1. Unit 1: Filling out customs documents
2. Unit 2: Writing e-mails
3. Unit 3: Communicating with stakeholders to carry out customs and trade processes

Appendix L

Course Evaluation Form Unit 1

University of Costa Rica
 School of Modern Languages
 M.A. Program in Teaching English as a Foreign Language
 Course: *English for Trading in a Changing Market*
 Vivian Arguedas Molina & Yajaira Ocampo Monestel



The following evaluation collects your opinions about the development of unit 1. The information will be used as feedback to improve the course. Please answer as objectively as possible.

Part I. Course Objectives

Check (✓) the statements that apply to you.

	Always	Usually	Rarely	Never
I can ...				
1. properly interpret bills and forms by examining their parts.				
2. appropriately fill out forms by making use of bills and Incoterms.				

Part II. Course usefulness

Check (✓) the usefulness of materials, activities, and the assignment used in the unit.

Items	Very useful	Useful	Somewhat useful	Not useful	Why?
Materials (handouts, cut outs)					
Activities (games, tasks, individual and group work)					
Assignment 1 (Related to technical vocabulary, sentences, questions, abbreviations, and Incoterms)					

Part III. Materials Suitability

A. Check (✓) the materials suitability.

	Always	Usually	Rarely	Never
The materials...				
1. were very well organized.				
2. were varied.				
3. were attractive.				
4. were helpful to interact with my classmates.				
5. helped me achieve the objectives established.				
6. were appropriate to my proficiency level.				
7. were appropriate to my needs.				
8. had clear and concise instructions.				
9. helped to generate real communication in the class.				
10. reflected real-world situations.				
11. provided appropriate input for my field of expertise.				
12. were appropriately used by the facilitators.				

Adapted from: Dubin & Olshtain, 1986; Howard & Major, 2004; Solís, 2007; Vahid & Ambigapathy, 2011 (full source included in the References)

B. Answer the following questions with long answers.

1. Did you enjoy the unit? Yes? No? Why?

2. Did materials designed help you achieve the objectives of the unit? Yes? No? Why?

3. Were *materials* motivating?

() yes

() no

Why? _____

4. Were *activities* motivating?

() yes

() no

Why? _____

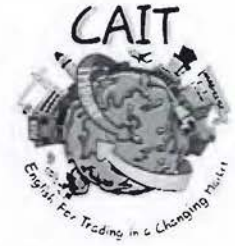
5. Do you have any comments to improve the course?

Thanks for your information!

Appendix M

Course Evaluation Form Unit 2

University of Costa Rica
 School of Modern Languages
 M.A. Program in Teaching English as a Foreign Language
 Course: *English for Trading in a Changing Market*
 Vivian Arguedas Molina & Yajaira Ocampo Monestel



The following evaluation collects your opinions about the development of unit 2. The information will be used as feedback to improve the course. Please answer as objectively as possible.

Part I. Course Objectives

Check (✓) the statements that apply to you.

	Always	Usually	Rarely	Never
I can ...				
1. appropriately describe customs regulations to customers by indicating the main measures to follow in agreements.				
2. appropriately describe customs regulations to customers and colleagues by explaining how the law works when applying the measures in different situations.				
3. successfully explain customs regulations or procedures to advise customers when importing and exporting merchandise.				

Part II. Course usefulness

Check (✓) the usefulness of materials, activities, and the assignment used in the unit.

Items	Very useful	Useful	Somewhat useful	Not useful	Why?
Materials (handouts, cut outs, Useful Language)					
Activities (games, tasks, individual and group work)					
Project 1 (writing an e-mail based on an FTA article)					

Part III. Materials Suitability

A. Check (✓) the materials suitability.

	Always	Usually	Rarely	Never
The materials...				
1. were very well organized.				
2. were varied.				
3. were attractive.				
4. were helpful to interact with my classmates.				
5. helped me achieve the objectives established.				
6. were appropriate to my proficiency level.				
7. were appropriate to my needs.				
8. had clear and concise instructions.				
9. helped to generate real communication in the class.				
10. reflected real-world situations.				
11. provided appropriate input for my field of expertise.				
12. were appropriately used by the facilitators.				

Adapted from: Dubin & Olshtain, 1986; Howard & Major, 2004; Solís, 2007; Vahid & Ambigapathy, 2011 (full source included in the References)

B. Answer the following questions with long answers.

1. Have the materials helped you achieve the objectives? Why?

2. Do you have any comments to improve the materials used in the unit?

3. Do you have any comments to improve the unit?

Thanks for your information!

Appendix N

Course Evaluation Form Unit 3

University of Costa Rica
 School of Modern Languages
 M.A. Program in Teaching English as a Foreign Language
 Course: *English for Trading in a Changing Market*
 Vivian Arguedas Molina & Yajaira Ocampo Monestel



The following evaluation collects your opinions about the development of unit 3. The information will be used as feedback to evaluate the course. Please answer as objectively as possible.

Part I. Course Objectives

Check (✓) the statements that apply to you.

	Always	Usually	Rarely	Never
I can ...				
1. appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise.				
2. successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.				
3. successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.				

Part II. Course usefulness

Check (✓) the usefulness of materials, activities, and the assignment used in the unit.

Items	Very useful	Useful	Somewhat useful	Not useful	Why?
Materials (handouts, cut outs, Useful Language)					
Activities (games, tasks, individual and group work)					
Project 2 (simulations)					

Part III. Materials Suitability

A. Check (✓) the materials suitability.

	Always	Usually	Rarely	Never
The materials...				
1. were very well organized.				
2. were varied.				
3. were attractive.				
4. were helpful to interact with my classmates.				
5. helped me achieve the objectives established.				
6. were appropriate to my proficiency level.				
7. were appropriate to my needs.				
8. had clear and concise instructions.				
9. helped to generate real communication in the class.				
10. reflected real-world situations.				
11. provided appropriate input for my field of expertise.				
12. were appropriately used by the facilitators.				

Adapted from: Dubin & Olshtain, 1986; Howard & Major, 2004; Solís, 2007; Vahid & Ambigapathy, 2011 (full source included in the References)

B. Answer the following questions with long answers.

1. Have the materials helped you achieve the objectives? Why?

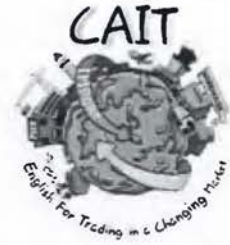
2. Do you have any comments to improve the materials used in the unit?

Thanks for your information!

Appendix O

Course Evaluation Form

University of Costa Rica
School of Modern Languages
M.A. Program in Teaching English as a Foreign Language
Course: *English for Trading in a Changing Market*
Vivian Arguedas Molina & Yajaira Ocampo Monestel



The following evaluation collects the supervisors' opinions about the development of the three units. The information will be used to evaluate the course. Please answer as objectively as possible.

Part I. Course usefulness

Check (✓) the usefulness of materials and activities used in the course.

Items	Very useful	Useful	Somewh at useful	Not useful	Why?
Materials (handouts, cut outs, Useful Language)					
Activities (games, tasks, individual and group work)					

Part II. Materials Suitability

A. Check (✓) the materials suitability.

	Always	Usually	Rarely	Never
The materials...				
1. were very well organized.				
2. were varied.				
3. were attractive.				
4. were helpful to promote the students' interaction.				
5. helped the students achieve the objectives set.				
6. were appropriate to the students' proficiency level.				
7. were appropriate to the students' needs.				
8. had clear and concise instructions.				
9. were useful to carry out the tasks.				
10. helped to generate real communication in the class.				
11. reflected real-world situations.				
12. provided appropriate input for the students' field of expertise.				
13. were appropriately used by the facilitators.				

Adapted from: Dubin & Olshtain, 1986; Howard & Major, 2004; Solís, 2007; Torregrosa & Sánchez-Reyes, 2011; Vahid & Ambigapathy, 2011 (full source included in the References)

B. Answer the following questions with long answers.

1. Have the materials helped the students achieve the objectives? Why?

2. Do you have any comments to improve the materials used in the course?

Thanks for your information!

Appendix P
Class Discussion



University of Costa Rica
School of Modern Languages
M.A. Program in Teaching English as a Foreign Language
Course: *English for Trading in a Changing Market*
Vivian Arguedas Molina & Yajaira Ocampo Monestel

Questions:

1. What materials presented or used in previous lessons motivated you to participate in class on a daily basis?

2. Which of the resources used in class have caused a positive impression of the development of the lessons? (Handouts, videos, pictures, games, strips of paper, pictures, etc.)

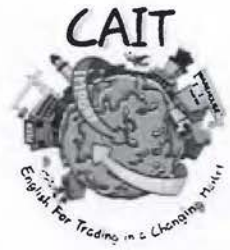
3. What topics presented in the materials caught your attention the most?

4. How do you like the layout or format of handouts and other materials elaborated by the teachers?

5. What would you recommend the teachers to improve their elaboration of materials for supporting your learning and communication process in class?

Appendix Q

Class Observation Instrument



University of Costa Rica
School of Modern Languages
M.A. Program in Teaching English as a Foreign Language
Course: *English for Trading in a Changing Market*
Vivian Arguedas Molina & Yajaira Ocampo Monestel

Focus: Materials

Date: _____ Time: _____ Student teacher: _____
Observer: _____
General Objective: _____
Specific Objective: _____

1. Stage of the cycle: _____ Name of the Activity: _____	
2. Type of Material Observed: Videos ___ Texts ___ Pictures ___ Games ___ Flashcards ___ Strips of paper ___ Forms ___ Others ___ Which ones? _____	
Description of the Materials & Usage	Reflection
Topic & Content	Reflection
Language Present	Reflection
Students' Reaction	Reflection

Class observations

A) Observations Unit 1: Filling out Customs Documents

Observation #1: Lesson 1 "Bills of Lading"

- *Date:* August 17th, 2016
- *Teacher observed:* Vivian Arguedas Molina
- *General objective:* By the end of the unit, the students will be able to appropriately fill out forms by making use of bills and incoterms.
- *Specific objective:* By the end of the lesson, the students will be able to accurately identify general conditions in an ICC sale contract of goods by associating contractual clauses and their content.
- *Description of the activity and materials usage:* The name of the activity was "What's in your Bill of Lading?" which corresponded to pre-task #2. During this activity, the students were given a handout either A or B version. The handout was about a bill of lading with information written in specific sections. First, they stood up, walked around the class and looked for a person who had a different version from his or hers. Second, they worked in pairs while standing in order to request the missing information in each handout. They took turns asking questions. Finally, the teacher checked the answers about the complete bill of lading.
- *Reflection:* This activity offered necessary input for performing the task. The bill of lading used was an authentic resource and the students were given the opportunity to exchange information orally in regard to the data present in the document. However, the teacher

should have brought more options since there are many types of bills of lading depending on the company.

Observation #2: Lesson 5 "Certificates of Origin"

- **Date:** August 24th, 2016
- **Teacher observed:** Yajaira Ocampo Monestel
- **General objective:** By the end of the unit, the students will be able to appropriately fill out forms by making use of bills and incoterms.
- **Specific objective:** By the end of the lesson, the students will be able to successfully recognize important terms and abbreviations present in certificates of origin by matching them with given definitions.
- **Description of the activity and materials usage:** The name of the activity was *Orientalium* which corresponded to pre-task #1. During this stage, the group was divided into 4 teams and they were given an envelope with a clue to go and find specific envelopes outside the classroom. Each envelope had to match an incomplete picture in order to open the next envelope. Inside each envelope the learners had to find a specific definition of terms present in certificates of origin. Once they found the total of envelopes with the definitions, they matched them with the corresponding terms or abbreviations posted on the whiteboard. In the same groups, they were asked to tell the class the definition of the terms with their own words. Finally, the teacher and the students had to share important aspects regarding the studied terms for filling out certificates of origin.
- **Reflection:** The vocabulary presented in this activity was fundamental for the rest of the lesson. Otherwise, students would not have communicated effectively. They were also encouraged by the teacher to say their own definitions which meant the material helped

them to communicate. It seemed that the students enjoyed it a lot and felt energetic to continue with the rest of the activities. However, some of them were confused because the instructions were given all at once, though the topic was familiar to them.

B) Observations Unit 2: Writing e-mails

Observation #3: Lesson 4 "Denial of Preferential Tariff Treatment"

- ***Date:*** September 12th, 2016
- ***Teacher observed:*** Yajaira Ocampo Monestel
- ***General objective:*** By the end of the unit, the students will be able to explain customs regulations or procedures to advise customers when exporting and importing merchandise.
- ***Specific objective:*** By the end of the lesson, the students will be able to correctly summarize main ideas in an article from China-Costa Rica FTA by reading the text.
- ***Description of the activity and materials usage:*** The name of this activity was *summarizing* and it was taught as a reading strategy during pre-task #2. First, the teacher explained the summarizing strategy; thus, she started by naming the strategy and explaining the steps to summarize. After that, the students listened to her modelling the strategy by using a short text (the same they had used three lessons ago for skimming) and then the notes she took and the summary she made in order to exemplify it. Once modelling was finished, the students used the same article they skimmed in pre-task #1 in order to summarize it individually. Also, the students had to take notes before creating their summaries. Then they had fifteen minutes to read and summarize the article. Finally, the students compared if they summarized the same main ideas in the article with the classmate next to them by practicing *the useful language*. Some volunteers shared their summaries with the whole class.

- **Reflection:** This activity or handout was a relevant tool to perform the rest of the tasks, since it empowered the students to understand key ideas they used later on following stages of the cycle. Since the teacher modelled it, the students could learn the procedure of summarizing easily. The language and vocabulary introduced the most important input given to the students in this class because according to the information from the text the students could understand the Preferential Tariff Treatment process in order to explain customers, via e-mail, important procedures for getting this benefit.

Observation #4: Lesson 6 "Regulation of the European Economic Community"

- **Date:** September 19th, 2016
- **Teacher observed:** Vivian Arguedas Molina
- **General objective:** By the end of the unit, the students will be able to explain customs regulations or procedures to advise customers when exporting and importing merchandise.
- **Specific objective:** By the end of the lesson, the students will be able to appropriately recognize the topic by looking at pictures of objects of cultural interest in UK.
- **Description of the activity and materials usage:** The name of this activity was *A Museum in the Class*, and it corresponded to the warm-up. The students had to walk around the class observing pictures on the wall which represented important pieces of works of art from the United Kingdom. After that, they had to talk about the pictures with other classmates and report what they saw. They let others know if they were familiar with the pieces of art or not. Finally, the teacher wrote the topic on the board and asked them the question: Are you familiar with European regulations for exporting?
- **Reflection:** During this activity, the students had the opportunity to observe pictures related to the topic of exporting objects of cultural interest in Europe. The visual aids activated their

previous knowledge in regards to the European export regulations. Most of the students seem interested in watching the pictures and talking about them. The fact they had to walk around the class set the mood to learn and speak more about the topic in following stages. The activity also let the students have important background knowledge for writing the e-mail in the main task.

C) Observations Unit 3: Communicating with stakeholders to carry out customs and trade processes

Observation # 5: Lesson 5 "Logistics Processes"

- **Date:** October 19th, 2016
- **Teacher observed:** Yajaira Ocampo Monestel
- **General objective:** By the end of the unit, the students will be able to successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.
- **Specific objective:** By the end of the lesson, the students will be able to appropriately identify main aspects of logistics by associating needs with solutions.
- **Description of the activity and materials usage:** The name of the activity was logistics solutions that corresponded to pre-task #1. In this stage of the plan, the teacher asked the students to say what logistics involves. She brainstormed their ideas on the board. Then, in groups of 4, the students matched needs customs agents usually have concerning logistics with possible solutions. After that, the students worked in pairs to write one more possible solution to each category. Finally, the students practiced the matching they did and the new solutions orally.
- **Reflection:** This activity and the handouts were relevant because the students activated prior knowledge about the logistics process they have faced in real-life scenarios. The students

seem to be motivated with the activity because they could express what they knew about the topic. Also, the vocabulary in the handout was technical, specific, and useful for the rest of the lesson. However, more pictures could have been included to illustrate the concepts.

Observation # 6: Lesson 6 "Freight Forwarding"

- ***Date:*** October 24th, 2016
- ***Teacher observed:*** Vivian Arguedas Molina
- ***General objective:*** By the end of the unit, the students will be able to successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.
- ***Specific objective:*** By the end of the lesson, the students will be able to appropriately use customer service language by practicing a short conversation.
- ***Description of the activity and materials usage:*** The name of this activity was "When should delivery be made?" developed during pre-task #2. During this activity the students were given a handout with a conversation over the phone between an exporter and a logistics customer representative. After that, they worked in pairs to practice the conversation. Then, the students formed a concentric circle to practice it back to back again for several times, and later they chose different options from a drilling chart to replace the underlined data. Finally, some volunteers presented a sample conversation to the group.
- ***Reflection:*** This handout had a conversation that resembled the type of dialogue during real-life situations when a customer is mad and a customer service representative agent needs to find a solution. For instance, the script lines presented in the conversation on the agent's side were very useful input as reference for performing the task. Also, the fact that the students were given the opportunity to practice the conversation for several times helped

the students internalize these types of customer service phrases over the phone to the point of sounding natural during the pre-task, and consequently during the task the students could use the language more naturally. However, one of the drawbacks of the activity was the fact that the student teacher in charge on the class did not include an example from the original handout, as a guide, in the drilling chart. Therefore, some students felt lost and wasted time looking for the appropriate information.

Appendix R

Teacher's Performance Evaluation Form Units 1, 2, and 3



University of Costa Rica
 School of Modern Languages
 M.A. Program in Teaching English as a Foreign Language
 Course: *English for Trading in a Changing Market*
 Vivian Arguedas Molina & Yajaira Ocampo Monestel

Instructor's name: _____ Date: _____

The purpose of the following instrument is to collect information about the performance of your English teachers in order to evaluate the course. Be as objective as possible.

Part I. Instructor's Performance

Select the box that corresponds to your opinion in each statement by writing a check (✓).

The following abbreviations correspond to the frequency words used to evaluate the teacher's performance in each category.

N=Never R=Rarely U= Usually A= Always

The instructor:	N	R	U	A	Comments
Evidence of planning					
plans activities that are coherent with the course objectives.					
seems to be prepared to teach every class.					
Methodology					
focuses on the students' autonomy.					
teaches learning strategies to improve communication.					
Instructions					
models the activities when necessary.					
gives instructions clearly.					
Use of time					
allots time effectively depending on the activity assigned.					
respects the students' time to reflect and make decisions during tasks.					
Ability to engage students' attention					
uses a wide variety of activities.					
implements different types of group dynamics.					
Ability to promote participation and accept comments					
encourages the students' spontaneous participation.					
accepts the students suggestions to improve the class.					
Ability to create a positive learning environment					
creates a positive learning environment.					
motivates the students to get involved in all the activities.					
Evaluation procedures					
gives useful feedback about how to improve the student's work.					
gives feedback about the student's strengths and weaknesses.					

Part II. Instructor's Use of Materials

Check (✓) the statements that apply to you.

1. The instructor uses texts, handouts, and materials effectively*.

- () never
- () rarely
- () usually
- () always

Why?

2. The way the instructor uses the texts, handouts, and materials...(More than one option is possible.)

- () activates my knowledge about my field of expertise.
- () raises my interest.
- () helps me understand the topics better.
- () helps me improve my language skills.

3. The use the instructor gives to the texts, handouts, and materials in class is... (More than one option is possible.)

- () appropriate.
- () inappropriate.
- () clear.
- () confusing.

Please write any additional comments concerning the instructor's use of material, if necessary.

*adequate to accomplish a purpose; producing the intended or expected result.

Taken from: <http://www.dictionary.com/browse/effective>

Appendix S
Student Teacher's Performance Evaluation Form
Units 1, 2, and 3



University of Costa Rica
 School of Modern Languages
 M.A. Program in Teaching English as a Foreign Language
 Course: *English for Trading in a Changing Market*
 Vivian Arguedas Molina & Yajaira Ocampo Monestel

Student Teacher's name: _____ **Date:** _____

The purpose of the following instrument is to collect information about the performance of the student teachers in order to evaluate the course. Be as objective as possible.

Part I. Student Teacher's Performance

Select the box that corresponds to your opinion in each statement by writing a check (✓).

The following abbreviations correspond to the frequency words used to evaluate the teacher's performance in each category.

N=Never R=Rarely U= Usually A= Always

The instructor:						Comments
Evidence of planning	N	R	U	A		
plans activities that are coherent with the course objectives.						
seems to be prepared to teach every class.						
Methodology	N	R	U	A		
focuses on the students' autonomy.						
teaches learning strategies to improve communication.						
Instructions	N	R	U	A		
models the activities when necessary.						
gives instructions clearly.						
Use of time	N	R	U	A		
allots time effectively depending on the activity assigned.						
respects the students' time to reflect and make decisions during tasks.						
Ability to engage students' attention	N	R	U	A		
uses a wide variety of activities.						
implements different types of group dynamics.						
Ability to promote participation and accept comments	N	R	U	A		
encourages the students' spontaneous participation.						
accepts the students suggestions to improve the class.						
Ability to create a positive learning environment	N	R	U	A		
creates a positive learning environment.						
motivates the students to get involved in all the activities.						
Evaluation procedures	N	R	U	A		
gives useful feedback about how to improve the student's work.						
gives feedback about the student's strengths and weaknesses.						

Part II. Student teacher's Use of Materials

Check (✓) the statements that apply to you.

1. The student teacher uses texts, handouts, and materials effectively*.

- () never
- () rarely
- () usually
- () always

Why?

2. The way the student teacher uses the texts, handouts, and materials... (More than one option is possible.)

- () activates the students' knowledge about the field of expertise.
- () raises the students' interest in the course.
- () helps the students understand the topics better.
- () helps the students improve their language skills.

3. The use the student teacher gives to the texts, handouts, and materials in class is... (More than one option is possible.)

- () appropriate.
- () inappropriate.
- () clear.
- () confusing.

Please write any additional comments concerning the student teacher's use of material, if necessary.

*adequate to accomplish a purpose; producing the intended or expected result.

Taken from: <http://www.dictionary.com/browse/effective>

Appendix T

Description of Contents



*University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo*

Unit 1: Filling out customs documents

Goal 1: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures, and vocabulary.

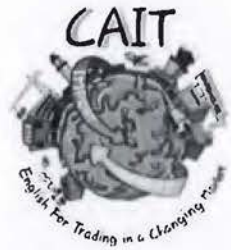
General objectives: By the end of the unit, the students will be able to:

1. properly interpret bills and forms by examining their parts.
2. appropriately fill out forms by making use of bills and Incoterms.

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
1	-Interpret bills and forms.	R S	<p>Vocabulary</p> <ul style="list-style-type: none"> - Commercial invoice: Quality, packages, amount. - Packing list: Description of goods, quantities, packages, net weight (N.W.), gross weight (G.W.) measurement (CBM), invoice number (INV NO.), (S/C NO.), date. - Bill of lading: Shipper, consignee, notify address, port of loading/discharge. - Certificate of origin boxes: Vessel, remarks, invoice, consignee, shipper, issued, marks and numbers on packages. -Sale contract: Seller, buyer, company legal name, parties, undertake, shall, aforementioned, clause, dispatch, warehouse, fulfillments, wrapped, packaged, deadline, fail, arrival, entitle, payment. <p>Collocations: Port of loading/discharge, item number, vessel number, shipper, declared value, HS code, gross weight, net weight, invoiced value, bank branch.</p> <p>Grammar</p> <ul style="list-style-type: none"> -Wh-questions and yes/ no questions: What is the invoice number?, Can you repeat it? <p>Pronunciation</p> <ul style="list-style-type: none"> - Rising and falling intonation for questions: Do you..?, What will..? -ed endings of past participles: Invoiced /t/ , issued /d/, traded /ld/. 	<p>Appealing for help (Brown, 2000)*</p> <p>Cooperating with others (social</p>	3 sessions (syllabus and course discussion included)

*Brown, 2000. Principles of Language Learning and Teaching. 4th ed. New York. Longman.

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
2	-Fill out forms in English based on bills and Incoterms.	R W	<p style="text-align: center;">Vocabulary</p> <p>Quantities: 2.000 packages (PKGS), 8 pieces (PCS), 960 kilograms (KGS), 14.200 cubic meters (CBM).</p> <p>Description of goods: Electric Scissor Work Platform, Model HSWP03100, Power, Capacity 300kg, lifting height 10000mm, Color (RAL5012), Brand EOSLIFT.</p> <p>- Certificate of origin boxes: Vessel, remarks, invoice, consignee, shipper, issued, Harmonized System (HS) code, marks and numbers on packages.</p> <p>-Sale contract: Seller, buyer, company legal name, parties, undertake, shall, aforementioned, clause, dispatch, warehouse, fulfillments, wrapped, packaged, deadline, fail, arrival, entitle, payment.</p> <p>-Incoterms: CIF, FOB, EXW, etc..</p> <p>Collocations: Port of loading/discharge, item number, vessel number, shipper, declared value, HS code, gross weight, net weight, invoiced value, bank branch.</p> <p style="text-align: center;">Pronunciation</p> <p>- Stress: Consignee, shipper, vessel, invoice, remarks.</p>	<p>Image mnemonics (Mnemonic)</p> <p>Self-monitoring</p>	2 sessions and 1 session for evaluation



*University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo*

Unit 2: Writing e-mails

Goal 2: By the end of the unit, the students will be able to successfully write e-mails to customers and colleagues from countries where English is the lingua franca based on agreements by using appropriate, structures, vocabulary, register and standard writing conventions.

General objectives: By the end of the unit the students will be able to:

1. appropriately describe customs regulations to costumers by indicating the main measures to follow in agreements.
2. appropriately describe customs regulations to customers and colleagues by explaining how the law works when applying the measures in different trade situations.
3. successfully explain customs regulations or procedures to advise customers when importing and exporting merchandise.

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
1	- Describe customs regulations to customers by indicating the main measures to follow in agreements	R W	<p style="text-align: center;">Vocabulary</p> <p>Vocabulary in Rules of Origin Agreement: Origin, manufacturing, remain, regulations, rulings, granting, to confer.</p> <p>Collocations: Commercial policy, preferential rules of Origin, ad valorem, percentage criterion, preferential treatment, contractual or autonomous trade regimes, tariff classification, tariff nomenclature, processing operation, judicial proceedings, disguised restriction, negative standard.</p> <p>Lexical chunks to explain situations: In this case, the law applies..., When the goods are classified as preferential..., The law indicates that products originated from...; consequently,...</p> <p>-E-mails parts (Salutation (greetings and title), opening sentence, body, ending, and closing). - Transitions part I (addition, agreement, similarity)</p> <p style="text-align: center;">Grammar</p> <p>-Modal auxiliaries (shall (used in formal/legal documents), should, must, may)</p> <p>-Mechanics -Spelling (emphasize correct spelling of any difficult word)</p> <p style="text-align: center;">Pronunciation</p> <p>- Differences between modal auxiliaries (shall-should, may-might)</p>	<p>Activating prior knowledge</p> <p>Skimming</p> <p>Evaluating your learning (metacognitive: peer assessment for writing)</p>	2 sessions

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
2	- Describe customs regulations to customers and colleagues by explaining how the law works when applying the measures in different trade situations	R W	<p style="text-align: center;">Vocabulary</p> <p>Vocabulary in Agreement on the Application of Sanitary and Phytosanitary Measures: hereby, laws, sanitary or phytosanitary measures, risk, sampling and testing methods, quarantine, feasibility.</p> <p>Collocations: Pest- or disease-free areas, potential damage, loss of production, potential damage. Lexical chunks: In agreement with, assessment of risks, spread of a pest or disease, under contractual regimes, addressed by the rule, the main measures are...</p> <p>-E-mails parts (Salutation (greetings and title), opening sentence, body, ending, and closing).</p> <p>-Transitions part II (opposition, limitation, contradiction)</p> <p style="text-align: center;">Mechanics</p> <p>-Spelling (emphasize correct spelling of any difficult word)</p> <p>-Punctuation Part I (periods) -Punctuation Part II (commas)</p> <p style="text-align: center;">Pronunciation</p> <p>- Contrasting final sounds in past participles and gerunds (taken-taking, addressed-addressing)</p>	<p>Predicting before reading</p> <p>Getting the gist</p> <p>Generating ideas through Note making strategy. (Harmer, 2004, p. 88)</p> <p>Reformulation strategy. (Harmer, 2004, p. 313)</p>	3 sessions

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
3	- Explain customs regulations or procedures to advise customers when importing and exporting merchandise.	R W	<p>Vocabulary</p> <p>Requirements to do trade transactions (capital, procedures, anonymous society (Inc.), bank transfer)</p> <p>Collocations: Create a society, make a bank transfer, pay taxes, buy material.</p> <p>Lexical chunks: It is important to.., You need to..., Before exporting, you have to...</p> <p>-E-mails parts (Salutation (greetings and title), opening sentence, body, ending, and closing).</p> <p>-Transitions part III (example, support, emphasis)</p> <p>-Transitions part IV (effect, consequence, result)</p> <p>Grammar</p> <p>-Spelling (emphasize correct spelling of any difficult word)</p> <p>- Punctuation Part III (semi colons)</p> <p>-Sequencing adverbs to explain customers the steps for importing and exporting First, you have to.. Second,..Third,..</p> <p>Modal auxiliaries for requirements and advice: you <i>must</i> have a capital of \$40.000..., you <i>should</i> buy ..., you <i>have to</i> create an anonymous society...., you <i>ought to</i> call your lawyer before...</p> <p>-Phrases for reminders: Be sure to.. Remember to..</p>	<p>-Drawing attention to advising</p> <p>-RAFT strategy. *(Allen, 2016; Lewis & Thompson, 2010)</p>	3 sessions and 1 session for evaluation

*Allen, C. (2016). Strategy Guide: Using the RAFT Writing Strategy. Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>

Lewis, A. & Thompson, A. (2010). Quick Summarizing Strategies to Use in the Classroom. Retrieved from http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf

Unit 3: Communicating with stakeholders to carry out customs and trade processes



*University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo*

Goal 3: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objectives: By the end of the unit the students will be able to:

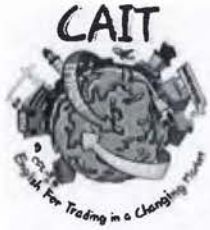
1. appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise.
2. successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.
3. successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
1	- Explain customs regulations or procedures to advise customers when importing and exporting merchandise	S	<p style="text-align: center;">Vocabulary</p> <p>-Requirements to do trade transactions: Capital, procedures, anonymous society (Inc.), bank transfer.</p> <p>Collocations: Create a society, make a bank transfer, pay taxes, buy material. Lexical chunks: It is important to., You need to..., Before exporting, you have to...</p> <p style="text-align: center;">Grammar</p> <p>-Questions for consulting: How can I...?, What are the steps for...? -Modal auxiliaries for requirements or obligatory procedures: You <i>must</i> have a capital of \$40.000..., you <i>have to</i> create an anonymous society..., etc. -Modal auxiliaries for advising: you <i>should</i> buy ..., you <i>ought to</i> call your lawyer before..., etc. -Sequencing adverbs to explain customers the steps for importing and exporting: First, you have to... Second,... Third,... After that, ... Finally, ...etc.</p> <p style="text-align: center;">Pronunciation</p> <p>- Plural "s" nouns: List/lists /s/, description/ descriptions /z/, fix/fixes /ɪz/.</p>	Asking for clarification (Do I have to...?)	3 sessions

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
2	- Carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers	S	<p style="text-align: center;">Vocabulary</p> <p>Arrangements: Cash, taxes, delivery, transactions, international logistics, etc. Methods of payment: cash-in-advance, open account, documentary collections, etc. Incoterms: CIF, FOB, EXW, etc.. Collocations: Bank transfer, delivery report, port of discharge, means of payment, terms of trading. Lexical chunks to report arrangements: We need to coordinate the delivery, we can use a bank transfer as a means of payment.</p> <p>-Greetings/farewells and openings: Good morning, Mr. Lynch, I'm calling to..., Have a nice day, Mrs. Vargas.</p> <p style="text-align: center;">Grammar</p> <p>-Questions with will: What will the payment/delivery terms be? What will my responsibilities be? What means of payment will we use?, Do you agree paying cash? -Future with will: The goods <i>will</i> be at the port in three days. -Sequencing adverbs to report import and export arrangements: First, a payment has to be made before sending the packages. Second, ... Third,..</p> <p>The incoterm will be CIF. This implies..... Modal auxiliaries for requirements and advice: Must, should, etc.</p> <p>-Phrases for reminders: Be sure to.. Remember to.. Try not to.., Don't forget to.., etc.</p> <p style="text-align: center;">Pronunciation</p> <p>- Rising and falling intonation for questions: Do you..?, What will..?</p>	<p>-Guessing meaning from context</p> <p>- Negotiating meaning.</p>	3 sessions

Objective	Tasks	Skills	Language focus	Strategies	Time allotted
3	- Problem solve goods delivery inconveniences, with customers and suppliers, by asking for instructions to follow and offering solutions	S	<p style="text-align: center;">Vocabulary</p> <p>Incoterms: CIF, FOB, EXW, etc..</p> <p>Collocations: Invoice order, technical problems, terms of trading, packing list, goods description.</p> <p>Lexical chunks to state a problem: We have a problem with/regarding..., the items do not fit with... the color of the ...do not correspond to..., there are shortages/overages in...</p> <p>Lexical chunks to problem solve: We will send.., the company will take responsibility for.., it is important to call..</p> <p>-Greetings and farewells: Good afternoon, we call from Alfipac Costa Rica. Thanks for your help!</p> <p style="text-align: center;">Grammar</p> <p>-Questions to ask for instructions: How can we fix this problem? When are you sending the items again?, What are the new delivery conditions? Can you send me the new invoice order number?</p> <p>-Questions to offer solutions: How can I help you? What was your problem?, What kind of shortages/overages do you have? Can you send me a fax with the packing list?</p> <p>-Future with will: The new items <i>will</i> be in the bonded house in 15 days. We will solve the problem soon.</p>	<p>-Organizing ideas</p> <p>-Self-monitoring</p> <p>-Praising oneself for performance (self-evaluation)</p>	4 sessions and 1 session for evaluation

Appendix U
Lesson Plans and materials



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 1: Filling out Customs Documents

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 1
Date: August 8th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures, vocabulary, and register.

General objective: By the end of the unit, the students will be able to properly interpret bills and forms by examining their parts.

Specific objectives: By the end of the lesson, the students will be able to:

1. properly identify technical vocabulary present in commercial invoices and packing lists by forming collocations.
2. appropriately recognize specific terms in commercial invoices and packing lists by matching them with their corresponding abbreviations.
3. successfully request information from a packing list by asking specific questions orally.
4. correctly identify essential information in commercial invoices and packing lists by checking items in a checklist form.
5. successfully interpret packing lists by asking and answering questions to check merchandise in a bonded warehouse.
6. appropriately review intonation by asking information and yes/no questions.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
	<ul style="list-style-type: none"> Ss are welcomed to the class. The teachers introduce themselves as facilitators and they explain the general dynamics about the course such as participation, evaluation, progression of the units and rules for the class. Ss are given the syllabus and Ts and ss read it together. Ss participate in an ice breaker activity in order to get to know each other. Ice breaker: The Spider Web. Ss are given a wool roll and each time everyone introduces himself/herself, they pass the wool roll. The last one unscramble the wool roll by recalling their classmates' names. <p>Materials</p> <ul style="list-style-type: none"> A wool roll 				25 min 10 min
1	<p>Warm up: Looking for my peer!</p> <ul style="list-style-type: none"> Each st is given a specific word in order to look for his/her peer and form a collocation. When they have found their peers, they present the collocations to the class. T briefly and implicitly explains collocations while they present the terms. Strategy: T names, presents, and models the strategy schema activation by asking them to tell the class the situations in which the terms are used and the importance of them. <p>Materials:</p> <ul style="list-style-type: none"> Material #1: Collocations 	R S	<p>Vocabulary</p> <p>Collocations: commercial invoice, packing list, net weight, gross weight, invoice number, order number, unit price, cubic meters, goods description, total amount.</p> <p>UL</p> <p>In which situations do you use these terms? Why are these terms important?</p>	Schema activation	10 min

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
2	<p>Pre-task 1: A relay race to abbreviate!</p> <ul style="list-style-type: none"> In teams of 5 people, ss are given a bag with abbreviations. Each st has to run fast to match the abbreviation given with the corresponding word pasted on the whiteboard. The next partner in each team waits to relay his/her partner. Every team runs the relay race at the same time. T and Ast model the activity briefly. The first team matching words and abbreviations correctly gets chocolates. T mentions examples of other methods of payment in international trade and numerical figures implicitly. T highlights the importance of knowing these abbreviations in order to interpret commercial invoices and packing lists. <p>Materials:</p> <ul style="list-style-type: none"> Material #2: Abbreviations 	R S	<p>- Abbreviations found in commercial invoices and packing lists: packages (PKGS), kilograms (KGS), pieces (PCS), net weight (N.W), gross weight (G.W), cubic meters (CBM), telegraphic transfer (T/T), United States Dollars (USD), platforms (PLTS), invoice number (INV NO.), sales confirmation number S/C NO., letter of credit number L/C NO.</p> <p>UL</p> <p>Do you know this abbreviation? Do you know what this abbreviation refers to?</p>	Appealing for help (Brown, 2000)*	5 min
3	<p>Pre-task 2: Completing my packing list!</p> <ul style="list-style-type: none"> In pairs, ss request information from his/her partner by asking specific questions using an <i>information gap</i> activity and UL provided. Each st receives a different version of the handout (A and B). Ss take turns asking and answering questions in order to complete an authentic <i>packing list</i>. They fill in the gaps as they listen to their partners' answers. Ss use pictures concerning the goods in the packing list as reference. T and Ast model the activity briefly. T gives feedback regarding intonation in questions implicitly. <p>Materials:</p> <ul style="list-style-type: none"> Handout #1: Information gap activity Material #3: Pictures 	R S	<p>Grammar</p> <p>Wh-questions and yes/ no questions.</p> <p>UL</p> <p>- What's the _____ number? It's _____.</p> <p>- How many PCS of _____ are declared? ____ PCS.</p> <p>- How many packages/platforms of _____ are there? There is/are _____ PKGS/PLTS.</p> <p>-What is the _____ net weight? It weighs _____ KGS.</p> <p>Confirming information:</p> <p>-Could you repeat the quantity? -Could you say it again?</p>		15 min

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
4	<p>Pre-task 3: What's in it?</p> <ul style="list-style-type: none"> In the same pairs, ss are given a checklist form in order to check the information that commercial invoices and packing lists usually contain. Ss interact by asking questions provided in the UL. Ss review the checklist form with the whole group while T provides important insights regarding the topic. <p>Materials:</p> <ul style="list-style-type: none"> Handout #2: a checklist form with essential information 	R S	<p>Vocabulary</p> <p>Invoice number, methods of payment, incoterms, date, measurement, marks and numbers.</p> <p>UL</p> <p>-What information does a commercial invoice/packing list usually contain? It usually contains _____.</p> <p>-Do <i>commercial invoices/packing lists</i> usually include the _____ information? Yes, they do./ No, they don't.</p>		10 min
5	<p>Main task: Controlling imports</p> <ul style="list-style-type: none"> Task phase: In pairs, ss are given a real-life situation to perform orally. They read provided packing lists and descriptions in both roles. They use the questions in the (UL) to interact to each other. They get prepared to perform both roles by practicing the questions using the handout. Planning phase: Ss prepare the conversation. They ask and answer questions avoiding reading. T takes notes of errors. Reporting phase: Some volunteers share the conversations with the whole class. One part of the class gives feedback to some volunteers and the other part to other volunteers using a peer assessment form. T and Ast model the activity briefly. T provides feedback and correct errors. <p>Materials:</p> <ul style="list-style-type: none"> Handout #3: control of imports Peer assessment form #1 	R L S	<p>Grammar</p> <p>-Wh-questions and yes/ no questions.</p> <p>UL</p> <p>- What is the.....number? -What is the model? -How many pieces do you see? -How many packages are there? -What is the weight? -Could you repeat? Well, we have a problem with..... the correct should be..... Theis different There is</p>		15 min 10 min 10 mins

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
6	<p>Post-task: Falling or rising?</p> <ul style="list-style-type: none"> T explains falling and rising intonation in information and in yes/no questions correspondingly by giving examples from a previously recorded material. In pairs, ss are given a set of information and yes/no questions to decide if they have falling or rising intonation. Ss take turns practicing the questions. T walks around to listen to ss and correct errors regarding intonation, pronunciation and stress. <p>Materials:</p> <ul style="list-style-type: none"> Handout #4: falling and rising intonation Recording 	L R S	<p style="text-align: center;">Vocabulary</p> <p>Where is the address? ↘ When did he leave? ↘</p> <p>Did you print the document? ↗ Is the letter on the desk? ↗</p> <p>Would you like to pay cash ↗ or credit card ↘? Is he leaving tomorrow ↘ or Sunday ↗?</p>		10 min

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Completing my packing list! Version A

Instructions:



- In pairs, ask and answer questions of your partner in order to complete the packing list below. Use the expressions in the *useful language* box to interact.

Packing List					
Sold to messrs:		INV NO	1		
CAPRIS S.A. FRENTE DE IMPRENTA NACIONAL LA URUCA SAN JOSE		STC NO	201303006-2/201303018/201303023		
		L/C NO			
		DATE	2013-5-13		
TRANSPORTATION: FROM SHANGHAI-CHINA TO CALDERA PORT COSTA RICA BY SEA					
Descriptions of Goods	Quantities	Packages	N.W. (KGS)	GW (KGS)	Measurement (CBM)
Gasoline LIFT Forklift Model LPG235 Capacity 3500kg. MITSUBISHI Engine. LPG-LPG bottle lifting Height 4.5M of telex mast with 4 lighting Cascade Side Shifter Solid Tyre Fire Extinguisher Warning Lights Color RAL5012; With Brand EOSLIFT	2 PCS	3	8240.00	8240.00	14.200
Forklift Hand Table Truck Model TA75 Capacity 750kg Color(RAL5012)	8 PCS	1.00 PLTS	4	1016.00	2.857
Forklift Drum Packer Model HSF35 Capacity 350kg Color(RAL5012)	4 PCS	4.00 PKGS	750.00	5	9.120
Forklift Hand Stacker Model MSA- WT-2 Capacity 1000kg Wide leg Fork size 330- 740x1150mm Adjustable Fork PU+PU wheels Handle A Color(RAL5012)	8 PCS	8.00 PKGS	1880.00	1888.00	22.880
Forklift Hand Pallet Truck Model DBA25 Capacity 2500kg Fork Size 540x1220mm Alt height 85mm Tandem PU+PU Handle A Color(RAL5012)	1 PCS	1.00 PLTS	80.00	96.00	0.170
Forklift Electric Platform Model HWR10.225V Capacity 1000kg Color(RAL5012)	1 PCS	1.00 PLTS	450.00	470.00	1.000
Forklift Battery Operated Platform Model HWR10.225V DC Power Capacity 300kg Alt height 1080mm Color(RAL5012) With Brand EOBLIFT	2	1.00 PKGS	2700.00	2710.00	3.880
TOTAL	23 PCS	16.00 PKGS	15870.00	15994.00	63.880

Useful Language

1. What's the _____ number? It's _____.	4. What is the _____ net weight? It weighs _____ KGS.
2. How many PCS of _____ are declared? _____ PCS.	5. What is the _____ gross weight? It weighs _____ KGS.
3. How many packages/platforms of _____ are there? There is/are _____ PKGS/PLTS.	Confirming information: -Could you repeat the quantity? -Could you say it again?



Completing my packing list! Version B

Instructions:



- In pairs, ask and answer questions of your partner in order to complete *the packing list* below. Use the expressions in the *useful language* box to interact.

Packing List					
Sold to: MAERSK		INV NO	SH20131500		
CAPRES S.A. FRENTE DE IMPRENTA NACIONAL LA URUCA SAN JOSE		SIC NO	1		
		LIC NO			
		DATE	2013-8-13		
TRANSPORTATION FROM SHANGHAI CHINA TO CALDERA PORT, COSTA RICA BY SEA					
Descriptions of Goods	Quantities	Packages	N.W. (KGS)	G.W. (KGS)	Measurement (CBM)
Gasoline LPG Forklift Model: CP0035 Capacity 3500kg, MITSUBISHI Engine LPG, LPG bottle Lifting Height 4.5M of Inflator mast with Weighlighting Cascade Side Rocker, Solid Tyre Fork Extinguisher, Warning Lights, Color(RAL5012) With Brand EOSLIFT	3 PCS	2.00 PKGS	4	3240.00	14.200
Eastil Hand Table Truck Model TA75 Capacity 750kg Color(RAL 9012)	3 PCS	1.00 PLTS	990.00	1010.00	2.950
Eastil Drum Packer Model HSF35 Capacity 300kg Color(RAL5012)	2	4.00 PKGS	780.00	780.00	0.120
Eastil Hand Sucker Model HSA- W1 2 Capacity 1000kg Wide leg Fork size 330 740x1100mm, Adjustable Fork PU+PU wheels Handle A Color(RAL5012)	6 PCS	6.00 PKGS	1880.00	1990.00	22.650
Eastil Hand Pallet Truck Model DBA25 Capacity 2500kg Forks Size 640x1220mm, Min Height 85mm, Tandem PU+PU Handle A Color(RAL5012)	1 PCS	1.00 PLTS	80.00	80.00	0.170
Eastil Electric Platform Model HW10 220V Capacity 1000kg Color(RAL5012)	1 PCS	1.00 PLTS	450.00	470.00	1.000
Electric Sucker Work Platform Model HWWPB3180 DC Power Capacity 300kg Lifting Height 10000mm Color(RAL5012) With Brand EOSLIFT	1 PCS	3	2700.00	5	3.800
TOTAL	23 PCS	16.00 PKGS	15070.00	15984.00	52.880

Useful Language

- What's the _____ number?
It's _____.
- How many PCS of _____
are declared?
_____ PCS.
- How many packages/platforms of
_____ are there?
There is/are _____ PKGS/PLTS.

- What is the _____ net weight?
It weighs _____ KGS.
- What is the _____ gross weight?
It weighs _____ KGS.

Confirming information:

- Could you repeat the quantity?
- Could you say it again?



What's in it?

Instructions:



- In pairs, check ✓ the information that *commercial invoices* and *packing lists* usually contain. Use the expressions in the *useful language* box below to communicate with your partner.

Items	Commercial invoice	Packing list
1. Invoice number		
2. Method of payment		
3. Net weight		
4. Marks and numbers		
5. Unit price		
6. Quantity		
7. Packages		
8. Amount		
9. Total amount		
10. Gross weight		
11. Incoterm		
12. Date		
13. Measurement		
14. Sales confirmation number		
15. Total of packages		
16. Description of goods		

Useful Language

- What information does a *commercial invoice/packing list* usually contain?
 It usually contains _____.

-Do *commercial invoices/packing lists* usually include the _____ information?
 Yes, they do./ No, they don't. Do you agree?

Well, I think a *commercial invoice/packing list* doesn't include the _____ information.



Controlling Imports

Situation: In pairs, imagine you work at U.S Customs Border Protection as a customs technician (Role A). You are sent with your assistant (Role B) to *Security Bonded Warehouse, Inc* in Raleigh, North Carolina. Take turns asking and answering questions about a merchandise coming from China you are about to check. Compare the *packing list* and the "merchandise" (a description) on the next page. Use the *useful language* below to communicate.

What inconsistencies do you find?

1. An overage¹?
2. A shortage²?
3. A different description?

Role A: Customs Technician

You are a customs technician sent to *Security Bonded Warehouse, Inc*. You are assigned to check, with your assistant's help, a specific merchandise imported from China. Ask him/her questions to determine if the merchandise matches the *packing list*. Check ✓ the boxes if it is correct.

Role B: Assistant

You are an assistant sent to *Security Bonded Warehouse, Inc*. You are assigned to help the customs technician to check the merchandise. Answer the customs technician's questions. Use the descriptions provided.

Glossary

- 1: an excess supply of merchandise
2: a lack in the amount of expected merchandise

Adapted from: <http://www.thefreedictionary.com/>



Student 1

Turn 1: Role A

Packing List

Sold to: Peterson's Store

INV NO. HR20163109



TRANSPORTATION: FROM SHANGAI CHINA TO RALEIGH BY AIR.

Description of goods	Quantities	Packages	N.W. (KGS)	G.W. (KGS)	Measurement (CBM)
1. AINOL Novo10 Hero2 TABLET. <input type="checkbox"/>	32 PCS <input type="checkbox"/>	3 PKGS <input type="checkbox"/>	6.4 KGS <input type="checkbox"/>	6.8 KGS <input type="checkbox"/>	0.02
2. BLU LIFE ONE X <input type="checkbox"/>	150 PCS <input type="checkbox"/>	4 PKGS <input type="checkbox"/>	15 KGS <input type="checkbox"/>	15.9 KGS <input type="checkbox"/>	0.05
<i>Total</i>	182 PCS	7 PKGS	21.4 KGS	22.7 KGS	0.07

Observations: _____

Useful Language
- What is the.....number? -What is the model? -How many pieces do you see? -How many packages are there? -What is the weight? -Could you repeat? Well, we have a problem with..... the correct should be..... Theis different There is Item number... is correct.



Turn 2: Role B

Descriptions of goods (what you see in the warehouse)	
Item 1	Item 2
Invoice number: <u>SH20168300</u> Model: ACER LAPTOPS. ASPIRE ONE. 725-0487. PCS: 62 PCS PKGS: 2 PKGS N.W: 12.5 KGS G.W: 12.8 KGS 	Invoice number: <u>SH20168300</u> Model: KINGSTON USB device. PCS: 550 PCS PKGS: 10 PKGS N.W: 5.3 KGS G.W: 5.5 KGS 



Student 2

Turn 1: Role B

Descriptions of goods (what you see in the warehouse)	
Item 1	Item 2
Invoice number: <u>HR20163109</u> Model: AINOL Novo10 Hero TABLET. PCS: 32 PCS PKGS: 3 PKGS N.W: 6.4 KGS G.W: 6.8 KGS 	Invoice number: <u>HR20163109</u> Model: BLU LIFE ONE X PCS: 150 PCS PKGS: 4 PKGS N.W: 15 KGS. G.W: 15.9 KGS 

Turn 2: Role A

Packing List

Sold to: BEST ELECTRONICS

INV NO. SH20168300

TRANSPORTATION: FROM SHANGAI CHINA TO RALEIGH BY AIR.

Description of goods	Quantities	Packages	N.W. (KGS)	G.W. (KGS)	Measurement (CBM)
1. ACER LAPTOPS. ASPIRE ONE. 725-0487. <input type="checkbox"/>	60 PCS <input type="checkbox"/>	2 PKGS <input type="checkbox"/>	12.5 KGS <input type="checkbox"/>	12.8 KGS <input type="checkbox"/>	0.04
2. KINGSTON USB device <input type="checkbox"/>	550 PCS <input type="checkbox"/>	10 PKGS <input type="checkbox"/>	5.3 KGS <input type="checkbox"/>	5.5 KGS <input type="checkbox"/>	0.01
Total	610 PCS	12 PKGS	17.8 KGS	18.3 KGS	0.05

Observations: _____

Useful Language

- What is the.....number?
- What is the model?
- How many pieces do you see?
- How many packages are there?
- What is the weight?
- Could you repeat?
- Well, we have a problem with..... the correct should be.....
- Theis different
- There is
- Item number.. is correct.



Intonation

Intonation refers to how the voice rises on the most important word (↗) and falls (↘) at the end. Intonation can convey grammatical meaning as well as the speaking attitude. Correct use of intonation is necessary to convey your message correctly and to make you sound like a native English speaker.

Questions ending with a falling (↘) pitch

Information questions: questions that require more than a yes/no response (such question words include who, what, when, why, where, which, how)

Examples

Where is the address? ↘
When did he leave? ↘

Questions ending with a rising (↗) pitch

Questions that ask for yes/no response (such question words include can, do/does/did, will, would, may, have/has, are/is, for example)

Examples

Did you print the document? ↗
Is the letter on the desk? ↗

Questions presenting two or more choices

In this intonation pattern you intonation rises ↗ on the first choice and then falls ↘ on the last choice.

Examples

Would you like cake ↗ or pie? ↘
Is he leaving tomorrow ↗ or Sunday? ↘

Adapted from:

Baker, A., & Goldstein, Sh. (2008). *Pronunciation Pairs*. New York: Cambridge.

Dale, P., & Poms, L. (2005). *English Pronunciation Made Simple*. New York: Pearson Education, Inc.

Falling or Rising?

Instructions:



Listen to the following questions and decide if the pitch falls (↘) or rises (↗). After that, take turns practicing the questions in pairs. Give a possible answer to your classmate.

1. Did you receive the commercial invoice from *Peterson, Inc*? _____
2. What are the marks and numbers? _____
3. How many packages are there in the small box? _____
4. Have you picked the packing list up already? _____
5. Are you going to pay cash _____ or credit card? _____
6. Is the gross weight correct? _____
7. Will you check the merchandise now _____ or later? _____



commercial	invoice
packing	list
net	weight
gross	weight
invoice	number
order	number
unit	price
cubic	meters
goods	description
total	amount



Packages	PKGS
kilograms	KGS
Pieces	PCS
Net weight	N.W
Gross weight	G.W
Cubic meters	CBM
Telegraphic transfer	T/T
United States Dollars	USD
Platforms	PLTS
Invoice number	INV NO.
Sales confirmation number	S/C NO.
Letter of credit number	L/C NO.



Gasoline LPG Forklift



Eoslift Hand Table



**Eoslift Drum
Picker**



**Electric Scissor Work
Platform**





University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 1: Peer assessment form 1



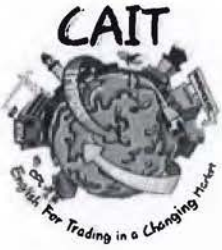
Activity: Providing feedback to my classmates.

Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate's name: _____

Criteria	5	4	3	2	1	Comments
My classmate...						
1. uses vocabulary appropriately.						
2. makes use of correct grammar.						
3. pronounces words correctly.						
What do you suggest to him/her?						

5: Excellent, 4: Above average, 3: Average, 2: Needs improvement, 1: Poor



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 1: Filling out Customs Documents

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 2
Date: August 10th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures, vocabulary, and register.

General objective: By the end of the unit, the students will be able to properly interpret bills and forms by examining their parts.

Specific objectives: By the end of the lesson, the students will be able to:

1. successfully identify basic vocabulary present in commercial invoices by completing an incomplete commercial invoice with key words.
2. successfully recognize technical vocabulary present in bills of lading boxes by forming terms.
3. correctly match important terms present in bills of lading with their definitions.
4. properly examine different types of bills of lading.
5. successfully interpret different bills of lading by performing short conversations.
6. appropriately mark the stress within words by listening to a recording.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Warm up: Basic information</p> <ul style="list-style-type: none"> In pairs, ss refresh information studied the class before by completing a commercial invoice with basic vocabulary commercial invoices have. They share with other pairs the information they get using the UL. T asks ss other ways people can import and export goods apart from sea. <p>Materials:</p> <ul style="list-style-type: none"> Handout #5: incomplete commercial invoice 	R W S	<p>Vocabulary</p> <p>Information: unit price, amount, date, INV. NO, payment, quantity, packages, descriptions, marks and Nos.</p> <p>UL</p> <p>-What did you write in number ____?</p> <p>We think the correct information is _____.</p>		15 min
2	<p>Pre-task 1: Forming terms!</p> <ul style="list-style-type: none"> The group is divided in 6 teams. They are given a plastic bag with words to match. Ss decide what words match better to form terms present in bills of lading. T asks where they can find all those terms in order to activate prior knowledge. After that, she talks about the importance of bills of lading for customs and trade processes. Ss also match each term with given examples based on a provided situation. Ss give examples of other forwarding agents they know. <p>Materials:</p> <ul style="list-style-type: none"> Material #4: Technical vocabulary from BLs Material #5: situation and examples 	R S	<p>Vocabulary</p> <p>Terms: notify party/address, pre-carried by, forwarding agent, place of receipt, port of discharge, port of loading, place of delivery, vessel number, freight and charges.</p> <p>UL</p> <p>What word matches with _____?</p> <p>What example matches _____?</p>	Activating prior knowledge	15 min

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Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
3	<p>Pre-task 2: Who you are?</p> <ul style="list-style-type: none"> • Ss are given a slip of paper with important terms present in bills of lading in order to find a classmate that has the corresponding definition for each term. • Ss interact by asking the question "Who you are? to find the definitions. • T reviews with the students specific words in some of the definitions and provides synonyms while they read the terms to the whole group. • Ss give examples of common shippers and carriers in Costa Rica. • T emphasizes in the stress of some of the terms. (whiteboard) <p>Materials:</p> <ul style="list-style-type: none"> • Material #6: Terms and definitions 	R S	<p>Terms: loading, delivery, discharge, shipper, carrier, consignee, consignor, freight, B/L.</p> <p>UL Who you are? I'm a/the..... Sorry, but I'm not looking for you! Finally, I found you!</p>		10 min
4	<p>Pre-task 3: Find me!</p> <ul style="list-style-type: none"> • The group is divided in 4 teams. T asks each team to look for some colorful papers with specific types of bill of lading inside the classroom. • Ss match the types of B/L they find with the corresponding headings pasted on the whiteboard. The team with more types of B/L is the winner (chocolates) • In pairs, T asks the ss to tell the class the definition of an assigned type of bills of lading with their own words. They are given time to write the short definition. • T writes synonyms of key words on the whiteboard to help them writing the definitions. <p>Materials:</p> <ul style="list-style-type: none"> • Material #7: Types of bill of lading and headings 	R W S	<p>- Ocean Bills of Lading, Inland Bills of Lading, Multimodal Bill of Lading, Original Bills of Lading, Telex Release Bill of Lading, Express Bill of Lading, Clean Bill of Lading, and Claused Bill of Lading.</p> <p>UL</p> <p>A _____ is..</p> <p>A _____ can be defined as..</p> <p>A _____ is surrendered to...</p>		20 min

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Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
5	<p>Main task: Working in Florida!</p> <p>Strategy: T names, presents, and models the strategy <i>asking for clarification</i>. T raises awareness about the importance of asking questions such as: can you repeat it? Can you say it again? in order to clarify something they did not understand.</p> <ul style="list-style-type: none"> • Task phase: Ss imagine they are customs agents and that they go to different ports of Florida to receive customers' shipments. They interact orally with customs officers at the different ports by using different Bills of Lading (B/L). Ss move of port each time they get a new B/L. Ss read the situation and descriptions of both roles and get prepared to make up short conversations based on the different bills. • Ss interpret the B/L by asking and answering questions. They use the vocabulary in the (UL) to interact to each other. • Planning phase: Ss perform both roles by exchanging B/L with other peers. • T takes notes of errors. • Reporting phase: Some volunteers share one of the situations with the whole class. One part of the class give feedback to some volunteers and the other part to other volunteers by using a peer assessment form. • T provides feedback and correct errors. • T and Ast model the activity briefly. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #6: Situation and roles • Material #8: Different types of B/L • Material #9: Port of Florida- Pictures • Peer assessment form #2 	R L S	<p>UL</p> <p>Good morning/afternoon. I came to receive a shipment/merchandise. Good morning/afternoon. Ok, let's confirm data. What is the B/L NO.? What's the shipper? Who's the consignee? What's the vessel number? What's the shipment? The forwarding agent is.. Ok, freight and charges are prepaid; therefore, you can reclaim your goods at Terminal H.</p> <p><u>Asking for clarification:</u> Can you repeat it, please? Can you say it again, please?</p>	Asking for clarification	15 min 10 min 15 mins

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

6	<p>Post-task: Stress within the word</p> <ul style="list-style-type: none"> • T explains stress by defining it and giving examples from recorded material. • Individually, ss mark the stress in given words by listening to a recording. Ss check over the exercise with the whole group and decide if the stress is in the first, second, or third syllable. • T walks around to identify possible errors. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #7: Stress and exercise • Recording 	L R S	<p style="text-align: center;">Vocabulary</p> <ol style="list-style-type: none"> 1. consignee 2. consignor 3. forwarding 4. notify 5. address 6. invoice 7. shipper 8. carrier 9. carriage 10. discharge 11. merchandise 12. export (noun) 13. import (verb) 14. value 15. measurement 	10 min
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Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Basic Information

Instructions:



Pair work. Complete the *commercial invoice* below with missing vocabulary. Share with other pairs the information you write. Use the expressions in the *useful language* box.

Commercial Invoice

Asociación de Caldera
 Distribuidora de Maquinaria y Herramientas
 15 NOV 2013

Id to Messrs
 CARRIS 4
 FRENTE DE IMPRENTA NACIONAL LA URUCA SAN JOSE
 TEL 0506 2519 5000

1- _____ : 5H2037500 LIC NO _____
 2- _____ : 201303000 2700100100001030023 3- _____ : 2013 B 13
 4- _____ : T/T

TRANSPORTATION FROM SHANGHAI CHINA TO CALDERA PORT COSTA RICA BY SEA

5	6	7	8	9	10
URUCA FRENTE IMPRENTA NACIONAL SAN JOSE COSTA RICA TINA MARIA PINOZA ART NO QTY G.W. N.W. MEASUREMENT PORT CALDERA	Carolina ALPG Forklift Model CP2025 Capacity 3500kg MITSUBISHI Engine LPG LPG Fork Lifting Height 4.0M of Inplex mast with freighting Capacity Side Shifters Steel Tire Fire Extinguisher Warning Lights Color(RAL5012) With Brand EDSLETT	18199.00 USD	2 PCS	2 PKGS	37598.00 USD
	Eosill Hand Table Truck Model TA75 Capacity 250kg Color(RAL5012)	252.00 USD	8 PCS	2 PLS	2016.00 USD
	Eosill Hand Pallet Truck Model HSE25 Capacity 350kg Color(RAL5012)	451.00 USD	4 PCS	4 PKGS	1804.00 USD
	Eosill Hand Stacker Model H5A With Capacity 1000kg Wide leg Fork size 330 740x1150mm Adjustable Fork PU+PU wheels Handle A Color(RAL5012)	300.00 USD	8 PCS	8 PKGS	2400.00 USD
	Eosill Hand Pallet Truck Model DBA25 Capacity 2500kg Fork Size 940x1220mm Min Height 85mm Tandem PU+PU Handle A Color(RAL5012)	133.00 USD	1 PCS	1 PKGS	133.00 USD
	Eosill Electric Platform Model HW10 2700 Capacity 1200kg Color(RAL5012)	951.00 USD	1 PCS	1 PKGS	951.00 USD
	Electric Scissor Work Platform Model HSA400 100 DC Power Capacity 300kg Lifting height 10000mm Color(RAL5012) With Brand EDSLETT	15695.00 USD	1 PCS	1 PKGS	15695.00 USD
FOB	Total:		23 PCS	17 PKGS	40541.00 USD

USD EIGHTEEN THOUSAND FOUR HUNDRED AND TWENTY THREE ONLY

Useful Language

-What did you write in number _____?
 We think the correct information is _____.

-Do you agree with information in number _____?
 Yes, we do/ No, we didn't. We consider the correct information is _____.



Working in Florida!

Situation: In pairs, imagine you are a customs agent (Role A) and that you go to different ports of Florida to receive customers' shipments. Ask the customs officers (Role B) for your merchandise. Move to the different ports according to the Bill of Lading (B/L) you are using. Take turns asking and answering questions in both roles. Exchange the B/L with other pairs, once you use it. Use the *useful language* to interact to each other.

Role A: Customs agent

- You work as a customs agent for different customers in Florida. Go to the different ports of Florida to receive shipment. Use different B/L to ask the customer officers for your merchandise.

Role B: Customs officer

- You work in one of the different ports in Florida. A customs agent asks for a shipment. Ask him/her questions to compare information in your data base of the computer with the B/L.

Useful Language

Role A:

Good morning/afternoon. I came to receive a shipment/merchandise.

The B/L NO. is...

The shipper is...

The consignee is...

The vessel number is...

The shipment is.. (description of goods)

Role B:

Good morning/afternoon. Ok, let's confirm data.

What is the B/L NO.?

What's the shipper?

Who's the consignee?

What's the vessel number?

What's the shipment?

Ok, freight and charges are prepaid; therefore, you can reclaim your goods at Terminal H.

Confirming information:

Can you repeat it, please?

Can you say it again, please?



Stress with the Word

Definition

Stress refers to the amount of volume that a speaker gives to a particular sound, syllable, or word while saying it. *Stressed* sounds and syllables are **louder** and **longer** than *unstressed* ones.

Stress in English

A major characteristic of the English language is the use of a strong and weak stress. Every word of more than one syllable has a syllable that is emphasized more than others. Accented syllables receive more force and are **louder** than unaccented ones. Correct use of stress is essential for achieving proper pronunciation of words.

Possible pronunciation problems

If you place the stress on the wrong syllable:

Desert (dry barren region) will sound like **dessert** (sweet foods)

Invalid (handicapped person) will sound like **invalid** (null)

Examples of stress patterns

Primary stress on first syllable	Primary stress on second syllable	Primary stress on third syllable
Tuesday	Acceptance	Afternoon
President	Examine	Recommend
February	Employer	Guarantee
Bookstore	Repairman	Employee
thirty	Translation	personnel

Adapted from:

Dale, P., & Poms, L. (2005). English Pronunciation Made Simple. New York: Pearson Education, Inc.

Stress within the word

Instructions:



Individually, listen to a recording and mark the stress in each word.

Underline the syllable that is stressed. Is the stress in the first/second/third syllable?

1. consignee
2. consignor
3. forwarding
4. notify
5. address
6. invoice
7. shipper
8. carrier
9. carriage
10. discharge
11. merchandise
12. export
13. import
14. value
15. measurement



notify	party/address
pre-carried	by
forwarding	agent
place of	receipt
port of	discharge
port of	loading
place of	delivery
vessel	number
freight and	charges



Situation: Carlos Castillo is a farmer who is importing chainsaws from Indonesia to work in his farm in Cahuita. His customs agent Mario Serrano is in charge of the import process.



Notify address	Mario Serrano Soto. Calles 9 y 11 Avenida 8 Edificio Mercedes. San José, Costa Rica. Telephone: 87340986 mserrano79@gmail.com												
Pre-carried by	MSP Carrier LTD												
Forwarding agent	DHL Global Forwarding (Costa Rica) CO, LTD. Calles 5 y 7 Avenida 4. San José, Costa Rica.												
Port of loading	Ciwandan, Indonesia												
Port of discharge	Moín, Costa Rica												
Vessel number	STAR GRIP 201603												
Freight and charges	<table><tr><td>Ocean Freight</td><td>1,350</td></tr><tr><td>Terminal handle charge</td><td>580</td></tr><tr><td>EDI fee</td><td>30</td></tr><tr><td>Seal charges</td><td>21</td></tr><tr><td>B/L fee</td><td>175</td></tr><tr><td>Total</td><td>\$2,156</td></tr></table>	Ocean Freight	1,350	Terminal handle charge	580	EDI fee	30	Seal charges	21	B/L fee	175	Total	\$2,156
Ocean Freight	1,350												
Terminal handle charge	580												
EDI fee	30												
Seal charges	21												
B/L fee	175												
Total	\$2,156												



A person actually transporting or in charge or responsible for the operation of the means of transport.	carrier
All merchandise, goods, products, or commodities shipped by rail, air, road, or water, other than baggage, express mail, or regular mail.	freight
The process of putting goods or supplies on board ships, aircraft, trains, or road vehicles.	loading
The act to relieve (a ship, for example) of a burden or of contents; unload.	discharge
The act of transferring to another.	delivery
A person offering the goods for transportation. A person or company which engages ships owners or operators to carry cargo.	shipper
A person entitled to receive goods or the receiver of a cargo, but is not necessarily the end user.	consignee
A person entitled to send goods. The person who delivers over or commits merchandise.	consignor
A document issued by a carrier or its agent to the shipper as a contract of carriage of goods. It is also a receipt for cargo accepted for transportation, and must be presented for receiving shipment at the destination.	B/L

Definitions adapted from:

<http://www.thefreedictionary.com>

<http://www.itg-rks.com/en-us/Glossary-of-Trade-and-Customs-Terms>

<http://www.skncustoms.com/pdfs/Glossary%20of%20Customs%20Terms%20and%20Abbreviations.pdf>

http://customscentre.com/wp-content/uploads/2013/03/glossary_customs_trade_terms.pdf

<http://www.skncustoms.com/pdfs/Glossary%20of%20Customs%20Terms%20and%20Abbreviations.pdf>



Ocean Bill of Lading	A document required for the transportation of goods overseas. It serves as both the carrier's receipt to the shipper and as a collection document. The document specifies the details of the goods being transported, such as quantity, type and destination.
Inland Bill of Lading	A legal document required for the transportation of materials over land. It serves as both the carrier's receipt to the shipper and the carriage contract. The document specifies the details of the goods being transported, such as quantity, type and destination.
Multimodal/Combined Transport Bill of Lading	This type of Bill of Lading involves a minimum of two different modes of transport, land and ocean, for instance. Here the carrier moves cargo by using two or more modes of transport between the port of receipt of goods and final destination.
Original Bills of Lading	<ul style="list-style-type: none">• Defined as the standard for international shipping and represent the basic process for which other variations are built on. When the freight is laden on board at origin, this bill of lading is produced and provided to the shipper. The shipment cannot be released to the consignee at destination as long as the shipper holds this document.• At some point, the shipper will release their hold on the cargo, usually once the shipper has been paid, and this document is sent to the importer by courier, so it can be presented to the shipping company at destination to secure the release of the freight. However, it can be a slow process in a time when instant communication is the norm.
Telex Release Bills of Lading	<ul style="list-style-type: none">• This process consists of electronically sending a message to the destination office to inform the importers that the original bill of lading has been surrendered. Once the shipper has decided to release their hold on the cargo, they will surrender the original bill of lading directly back to the office of the shipping company that issued it, rather than sending it to the consignee via courier.• This event eliminates the need for the importer to provide an original bill of lading at destination to secure freight and can speed up the release of freight at destination and reduce courier fees. This usually is requested only if the consignee is a direct consignee (not a bank).

<p>Express Release Bill of Lading.</p>	<ul style="list-style-type: none"> • Also known as a seaway bill. It is the quickest variation of a bill of lading and is used in cases where the shipper has decided in advance to release their hold on the cargo immediately. In this case, an original is never issued. When the freight is laden on board the shipper will just receive a copy of the bill of lading for their reference. • The shipper is not required to surrender anything back to the shipping company and neither is the importer, so freight is released as soon as it is available. It also eliminates the need for any courier fees, since document copies can be sent electronically by fax or email. It is usually used when the shipper and consignee are part of the same group and there are no negotiations required between the two either directly or via bank for release of the cargo.
<p>Clean Bill of Lading</p>	<p>A document that has no clause, notation or remarks on the quantity or quality of goods as well as packing. It means that the merchandise has no damage apparently. Once this document is issued, the responsibility on poor packing, damage of goods and other handling defective falls on carrier.</p>
<p>Unclean/Claused /Foul /Dirty /Soiled Bill of Lading.</p>	<p>If the shipper, carrier or responsible agents do not agree with one or more of the statements mentioned in the bill of lading, they can add a clause or clauses in the bill of lading indicating the disagreement regarding packing, damage, or missing of goods.</p>

Sources:

<http://web.cds-worldwide.com/blog/3-Types-of-Bills-of-Lading-and-Their-Key-Differences>

<http://howtoexportimport.com/Different-types-of-Bill-of-Lading-46.aspx>

<https://www.efinancemanagement.com/international-financial-management/bill-of-lading-and-its-types>

<http://scanwellnetwork.com/sites/default/files/TYPES%20OF%20BILLS%20OF%20LADING.pdf>

<http://shippingandfreightresource.com/difference-between-telex-release-and-express-release/>



ABDALLAH

Logística Integrada

COMBINED TRANSPORT
BILL OF LADING
B/L No.

SJOALI 063-2016

SHIPPER
JIAXING BROTHERS HARDWARE PLASTIC CO., LTD
JINXING VILLAGE, YUXIN TOWN, JIAXING CITY.
ZHEJIANG, CHINA

Forwarding Agent - Reference
TIGER INTERNATIONAL SHIPPING CO. LTD
4FL, BAOFENG BUILDING, NO.2006 DONMEN SOUTH ROAD, LUOHU
SHENZHEN, CHINA

CONSIGNEE
MEGA LINEAS S.A.

MECHANICAL SOLUTIONS. 903 South America Way.
Miami, FL 33182. Phone: (305) 597-4649.

Point and Country of Origin

RECEIVED FOR SHIPMENT from the MERCHANT, the GOODS or CONTAINERS or other PACKAGES mentioned above to be transported as provided herein, by any mode of transport for all or any part of the Carriage. SUBJECT TO ALL THE TERMS AND CONDITIONS appearing on the face and back hereof and in the CARRIER'S applicable Tariff, to which the Merchant agrees by accepting this BILL OF LADING. On Original BILL OF LADING must be surrendered, duly endorsed, in exchange for the GOODS or CONTAINER(S) or other PACKAGES, the others to stand void.

NOTIFY PARTY
SAME AS CONSIGNEE

Ocean Vessel	Voy. No.	Place of Receipt	Port of Loading
XIN HONG FONG	014E	SHANGHAI, CHINA	SHANGHAI, CHINA
Port of Discharge	For Transhipment to (if on-carriage)	Final Destination	
Miami Seaport			

Marks & Numbers	P'kgs.	Description of Goods	G.W. KGS	M3
EITU 0033461 SEAL: EMCAPW4015	1660 CTN	SHIPPER'S LOAD, COUNT AND SEAL: 1X20 DC WITH 1660 BOXES CONTAINING STEEL BOX (Cajas metálicas para uso eléctrico)	23,429.45 Kg	28.76 CBM
References:		Connect with vessel ARSOS 183s		

Freight & Charges	Tons / Vol	Rate	Per	Prepaid	Collect
OCEAN FREIGHT					\$2,350.00

ORIGINAL FORWARDING AGENT ABDALLAH LOGISTICA	Payable At:	Place and date of issue	Date
	SAN JOSE	SHANGHAI, CHINA	03-jun-16
	No. Of Original B/L(s)		
	ONE(1)		

AS CARRIER

MSC **MEDITERRANEAN SHIPPING COMPANY S.A.**
 12-14, chemin Rieu - CH -1208 GENEVA, Switzerland
 website: www.msc.com SCAC Code: MSCU

BILL OF LADING No. MSCUXP591410
ORIGINAL

NO. & SEQUENCE OF ORIGINAL B/L's: **1 Of Three**
 NO. OF RIDER PAGES: **0 Zero**

SHIPPER: **BEIJING CXP IMPORT & EXPORT CO.LTD.**
 RML701 DATONG PLAZA, 21 XIAOYUN RD.,
 CHAOYANG, BEIJING, CHINA, 100027
 TEL: +86 10 84545262
 FAX: +86 10 84545327

CARRIER'S AGENT'S ENDORSEMENTS: (Include Agent(s) at POD)
 SHIPPER'S LOAD, COUNT AND SEALED. Carrier has no liability or responsibility whatsoever for thermal loss or damage to the goods by reason of natural variations in atmospheric temperatures during the winter period, and / or caused by inadequate packing of the Goods for carriage in dry-van containers, and / or inherent vice of the Goods, in such temperatures.
 FCL/FCL
 Lloyd's/MO Number: 3463560

CONSIGNEE: This B/L is not negotiable unless marked "To Order" or "To Order of ..." here.
FAST LANE CO. 1 East 13th Street, Suite 324, Box #6
 Riviera Beach, FL 33405. Phone: (561) 844-1702
 NEZ
 2205
 917

NOTIFY PARTIES: (No responsibility shall attach to Carrier or to his Agent for failure to notify - see Clause 20)
CEMEX COSTA RICA, S.A.
 PLAZA ROBLE, EDIFICIO EL PORTICO PISO
 36558 -1000 ESCAZU, SAN JOSE
 COSTA RICA
 RFC: 3101018809
FRANCISCO NUNEZ
 CARBALLO
 TEL: +506(2201)2206
 FAX:
 +506(2201)82021917

PORT OF DISCHARGE AGENT:
MEDITERRANEAN SHIPPING COMPANY COSTA
 RICA S.A. OFICINA CENTRO LA SABANA - EDIFICIO 6
 PISO 2 - OFICINA 5
 San Jose
 Phone : +506 291 5535
 Fax : +506 291 5540



VESSEL AND VOYAGE NO (see Clause 8 & 9)
MSC TERESA - FD624W

PORT OF LOADING
 Tianjinxingang

PLACE OF RECEIPT: (Combined Transport ONLY - see Clause 1 & 5.2)
 XXXXXXXXXXXXXXXXXXXX

BOOKING REF. (or) SHIPPER'S REF.
7QAFAFXGNN2413
 Service Contract Number
 88215-1

PORT OF DISCHARGE
 West Palm Beach

PLACE OF DELIVERY: (Combined Transport ONLY - see Clause 1 & 5.2)
 XXXXXXXXXXXXXXXXXXXX

PARTICULARS FURNISHED BY THE SHIPPER - NOT CHECKED BY CARRIER - CARRIER NOT RESPONSIBLE (see Clause 14)

Container Numbers, Seal Numbers and Marks	Description of Packages and Goods (Continued on attached Bill of Lading Rider pages(s), if applicable)	Gross Cargo Weight	Measurement
MSCU6122018 20' DRY VAN Seal Number: FEX9209786 Tare Weight: 2,280 kgs. Marks and Numbers: N/M	6 Pallet(s) of WEARING PLATE Total Items: 6 Freight Prepaid	25,552.000 kgs.	20.160 cu. m.
Total :		25,552.000 kgs.	20.160 cu. m.

FREIGHT & CHARGE: Cargo shall not be delivered unless Freight & Charges are paid(see Clause 16)

FREIGHT & CHARGES	BASIS	RATE	PREPAID	COLLECT
Ocean Freight	1	USD 2,000.00	USD 2,000.00	
Terminal Handling Charges	1	USD 165.00		USD 165.00
THC	1	CNY 770.00	CNY 770.00	
POL BILL Fee	1	CNY 450.00	CNY 450.00	
Declared Value :	TOTAL FREIGHT & CHARGES		USD 2,000.00 CNY 1,220.00	USD 165.00

RECEIVED by the Carrier in apparent good order and condition (unless otherwise stated herein) the total number or quantity of Containers or other packages or units indicated in the box entitled Carrier's Receipt for carriage subject to all the terms and conditions hereof from the Place of Receipt or Port of Loading to the Port of Discharge or Place of Delivery, whichever is applicable. IN ACCEPTING THIS BILL OF LADING THE MERCHANT EXPRESSLY ACCEPTS AND AGREES TO ALL THE TERMS AND CONDITIONS, WHETHER PRINTED, STAMPED OR OTHERWISE INCORPORATED ON THIS SIDE AND ON THE REVERSE SIDE OF THIS BILL OF LADING AND THE TERMS AND CONDITIONS OF THE CARRIER'S APPLICABLE TARIFF AS IF THEY WERE ALL SIGNED BY THE MERCHANT.

If this is a negotiable (To Order / of) Bill of Lading, one original Bill of Lading, duly endorsed must be surrendered by the Merchant to the Carrier (together with outstanding Freight and charges) in exchange for the Goods or a Delivery Order. If this is a non-negotiable (straight) Bill of Lading, the Carrier shall deliver the Goods or issue a Delivery Order (after payment of outstanding Freight and charges) against the surrender of one original Bill of Lading or in accordance with the national law at the Port of Discharge or Place of Delivery whichever is applicable.

IN WITNESS WHEREOF the Carrier or their Agent has signed the number of Bills of Lading stated at the top, all of this tenor and date, and wherever one original Bill of Lading has been surrendered all other Bills of Lading shall be void.

CHINA MEDITERRANEAN SHIPPING COMPANY S.A. AGENT

DECLARED VALUE (Only applicable if Ad Valorem charges paid - see Clause 7.3)
 XXXXXXXXXXXXXXXXXXXX
 PLACE AND DATE OF ISSUE

CARRIER'S RECEIPT (No. of Cntrs or Pkgs rcvd by Carrier - see Clause 14.1)
 1 cntr
 SHIPPED ON BOARD DATE

SIGNED on behalf of the Carrier MSC Mediterranean Shipping Company S.A. by As Agent

NOT NEGOTIABLE UNLESS CONSIGNED 'TO ORDER'

OCEAN BILL OF LADING

Shipper
YIWU J&H IMP. & EXP. CO., LIMITED

Consignee (if 'To Order' so indicate)
10426 Alta Drive
LISA'S STORE. Jacksonville, FL 32227
Phone: (904) 714-3102. Fax: (904) 714-3303

Notify Party (No claim shall attach for failure to notify)
SAME AS CONSIGNEE

Pre-Carriage by _____ Place of receipt _____

Vessel / Voy. No.
EVER SMILE V.067E

Port of Loading _____ Port of discharge _____ Place of delivery _____

B/L No. **ASNGB601242**



AIR SEA WORLDWIDE LOGISTICS LTD.
港捷國際貨運有限公司
as the Carrier
HONG KONG

RECEIVED by the Carrier the Goods as specified below in apparent good order and condition, unless otherwise stated, to be transported to such place as agreed, authorised or permitted in this Bill of Lading and subject to all the terms and conditions appearing on the front and reverse pages of this Bill of Lading to which the Merchant agrees by accepting this Bill of Lading, any local privileges and customs notwithstanding.

The particulars given below are stated by the shipper and the weight, measure, quantity, condition, contents and value of the Goods are unknown to the Carrier.

For delivery of goods please apply to:

Port of Loading	Port of discharge	Place of delivery
NINGBO, CHINA	Port of Jacksonville	

Container No. Marks and Numbers	Seal No.	Number of Containers or packages	Kind of packages; description of goods	Gross weight KGS	Measurement CBM
DRYU9698019 2306321 N/M		CTNS 323	CHRISTMAS CRAFTS	6,200.00	68.000

ORIGINAL

AS PER LOCAL REGULATIONS, PORT AUTHORITIES AND/OR CUSTOMS AUTHORITIES AT DESTINATION MAY RELEASE CARGO TO NOTIFY PARTY OR CONSIGNEE WITHOUT PRODUCTION OF ORIGINAL BILLS OF LADING AND WITHOUT NOTIFYING CARRIERS. CARRIERS WILL NOT RESPONSIBLE FOR SUCH DELIVERY AND DO NOT ACCEPT ANY LIABILITY.

"SHIPPER'S LOAD, STOW, WEIGHT AND COUNT"

Particulars are furnished by shipper, and are unknown to the Carrier.

* Total number of Containers or other packages or units received by the Carrier (in words) **SAY ONE (1X40HQ) CONTAINER (S) ONLY**

Freight and charges	Prepaid	Collect	Excess limit declaration as per Clause 15
FREIGHT COLLECT		\$3140.00	One (1) original Bill of Lading must be surrendered duly endorsed in exchange for the Goods or delivery order. In WITNESS whereof one (1) original Bill of Lading has been signed if not otherwise stated below, the same being accomplished, the other(s), if any, to be void.
Freight payable at	Number of Original B/L (s)	Place and date of Issue	
		NINGBO JUL 01, 2016	
LADEN ON BOARD THE VESSEL Date NINGBO JUL 01, 2016	STAMP / SIGNATURE OF THE CARRIER: AIR SEA WORLDWIDE LOGISTICS LTD. HONG KONG AIR SEA		



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 1: Peer assessment form 2



Activity: Providing feedback to my classmates.

Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate: _____.

Criteria	Yes	Needs improvement	No	Comments
My classmate...				
1. uses vocabulary appropriately.				
2. makes use of correct grammar.				
3. pronounces words correctly.				
4. makes use of appropriate intonation in questions.				
What do you suggest to him/her?				



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 1: Filling out Customs Documents

Teacher: Vivian Arguedas Molina
Assistant: Yajaira Ocampo Monestel

Lesson Plan # 3
Date: Wednesday, August 17th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures, vocabulary, and register.

General objective: By the end of the unit, the students will be able to appropriately fill out forms by making use of bills and incoterms.

Specific objectives: By the end of the lesson, the students will be able to:

1. successfully recognize technical vocabulary about parts or elements included in a bill of lading by defining concepts.
2. appropriately identify incoterms related to bills of lading by associating concepts with definitions.
3. successfully recognize content included in a bill of lading by requesting information orally from partners.
4. accurately determine commonalities between a commercial invoice and a bill of lading by asking each other questions.
5. correctly fill out a bill of lading by using information from a commercial invoice.
6. accurately recognize word stress patterns by classifying words on the board.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language
* BL= bill of lading

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Warm-up: Guess the word?</p> <ul style="list-style-type: none"> Greeting, write the date, the objective & check attendance Ss work in pairs during a competition. They sit facing each other. St that gives the back to the board should not turn around to see the word the Ast shows. The other S tries to define the concept presented for his/her partner to guess it. Every time a team reaches the objective they will say "Stop!" to get a point on the board. They will follow rules such as not speaking Spanish, not saying the word before a definition, not using mimic. Some winners get candy as a prize. T and Ast model the activity by using the UL and one word from the given vocabulary. <p>Materials:</p> <ul style="list-style-type: none"> Unit 1: Material 8 (Words, UL cards) 	S	<p>Terms: Package, Shipper, Consignee (buyer), Carrier, Incoterm, Commodity (products), Pallet (wooden crates), Prepaid, Collect, Location</p> <p>UL:</p> <ul style="list-style-type: none"> This concept relates to... This is a section in the BL that... This word is about... This part of the BL is about... 	Circumlocution	15 min (5:00-5:15)
2	<p>Pre-task 1: Domino Incoterms</p> <ul style="list-style-type: none"> Ss work in groups of 4 in order to match definitions with the corresponding incoterms. T checks the solution of the game and volunteers can retell the incoterms using their own words. The students are given a handout with the solutions from the game about incoterms included in BL <p>Materials:</p> <ul style="list-style-type: none"> Unit 1: Material 9 (Small envelopes with dominoes inside) Unit 1: Handout 8 (Domino Solution for the students) 	R, S	<p>Terms:</p> <ul style="list-style-type: none"> Free Alongside Ship (FAS) Free on Board (FOB) Cost and Freight (CFR) Cost Insurance and Freight (CIF) Ex Works (EXW) Free Carrier (FCA) Carriage Paid to (CPT) Carriage and Insurance Paid to (CIP) Delivered at Terminal (DAT) Delivered at Place (DAP) Delivered Duty Paid (DDP) 		15min (5:15-5:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language
* BL= bill of lading

3	<p>Pre-task 2: What is in your Bill of Lading?</p> <ul style="list-style-type: none"> • Ss are given a handout either a handout with version A or B. The handout is about a BL with information written in specific sections. First, they stand up, walk around the class and look for a person who has a different version from his or hers. Second, they work in pairs while standing in order to request the missing information in each handout. Ss take turns asking questions. Finally, T checks the answers about the complete BL. • T and Ast model the activity by using the UL and handout 9 <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Handout 9 (BL Role A & Role B) + UL Cards 	R, S	<p>UL</p> <ul style="list-style-type: none"> • Does your document have the BL #? • Is the incoterm free on board? • What is the consignee information? • What is the third party address? • Does the carrier have the seal number? • Is there any special instruction? • Did the customer order pallets? • How many packages does the carrier information have? Which types? • What's the weight of the boxes? 		20 min (5:30-5:50)
4	<p>Pre-task 3: Commercial Invoice vs Bill of Lading</p> <ul style="list-style-type: none"> • Ss work in pairs with a given handout. One Ss get a real commercial invoice and the other one has the BL. They compare the information included in each document to verify the congruency. They use a checklist to confirm the commonalities in both documents. T checks the answers. • T and Ast model the activity by using the UL and handout 10 <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Handout 10 (Checklist , Commercial Invoice & BL) + UL Cards • Unit 1: Material 10 (Authentic BL & Commercial Invoice) 	R,S	<p>UL</p> <p>What is the...in your commercial invoice? What is the ...in your bill of lading?</p> <ul style="list-style-type: none"> ✓ Information on the exporter and the importer (name and address)? ✓ Date of issue? ✓ Invoice number? ✓ Description of the goods (name, quality, etc.)? ✓ Unit of measure? ✓ Quantity of goods? ✓ Unit value? ✓ Total item value? 		20 min (5:50-6:10)

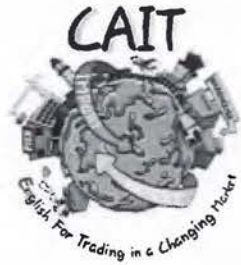
Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language
* BL= bill of lading

5	<p>Task: Fill out the Bill of Lading</p> <ul style="list-style-type: none"> • Task phase: Ss form 4 groups. All the groups are given the same incomplete BL sample. Each group gets a different commercial invoice to fill out the BL. A leader is in charge of asking the members of the team about the information the commercial invoice contains in order to fill out the form. The rest of the members get a copy of the commercial invoice assigned per team. T assigns roles and gives instructions. • Planning phase: The leader asks the rest of the team members information included in their corresponding commercial invoice by using UL. • Reporting phase: A volunteer in each group presents the information to the rest of the group. This person will say how useful or complete the information from the commercial invoice was in order to complete the BL. T and Ast model the activity briefly <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Material 11(A kit per group which includes an incomplete Bill of lading and a commercial invoice) + Cards with UL. 	W, S	<p>UL</p> <ul style="list-style-type: none"> • Does your document have the BL #? • Is the incoterm free on board? • What is the consignee information? • What is the third party address? • Does the carrier have the seal number? • Are there any special instructions? • Did the customer order pallets? • How many packages does the carrier information have? • How much do the boxes weigh? 		30 min (6:10-6:40)
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Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language
 * BL= bill of lading

6	<p>Post-task: Where does the accent go?</p> <ul style="list-style-type: none"> • Ss are given words to be classified according to specific word stress patterns. • T checks the answers and all the group pronounces the words correctly. • T models the examples on the board. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Material 12 (Words, Stress Patterns) 	W, S	<p>Vocabulary</p> <p>packages, customer, measure, quantity, commonalities, commercial, incoterms, importer, exporter, prepaid, collect, pallets, insurance, delivered, loading, discharge, weight, destination, insurance, unloaded, exporting, importing</p>		10 min (6:40-6:50)
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 * BL= bill of lading



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Domino Solutions: Incoterms

Free Alongside Ship (FAS)	The seller must transport the goods all the way to the dock, close enough to be reached by the crane of the ship it will be transported in.
Free on Board (FOB)	The seller is obligated to bring the goods all the way to the port, clear the goods for export, and see that they are loaded onto the ship nominated by the buyer. Once the goods clear the railing of the vessel the buyer assumes the risk.
Cost and Freight (CFR)	The seller covers all the costs of bringing goods from their origin to the port of destination, including carriage costs and clearing the goods for export except for the insurance.
Cost Insurance and Freight (CIF)	The seller (not the buyer) assumes the risk (and therefore is responsible for purchasing insurance) for the goods during transit from origin to the port of destination.
Ex Works (EXW)	The seller makes the goods available to be collected at their premises and the buyer is responsible for all other risks, transportation costs, taxes and duties from that point onwards. This term is commonly used when quoting a price.
Free Carrier (FCA)	It is the seller's obligation to hand the goods over to the first carrier at the named place once they have been cleared for export.
Carriage Paid to (CPT)	The seller assumes most of the cost of transportation of the goods including export fees, carriage charges, and fees at the port of destination. Seller does not pay for insurance – that is the buyer's obligation.
Carriage and Insurance Paid to (CIP)	The seller assumes most of the costs of transportation including export fees, carriage charges, and fees at port of destination.
Delivered at Terminal (DAT)	The seller covers all the costs of transport (export fees, carriage, insurance, and destination port charges) and assumes all risk until after the goods are unloaded at the terminal.
Delivered at Place (DAP)	The seller pays all the costs of transportation (export fees, carriage, insurance, and destination port charges) up to and including the delivery of the goods to the final destination. The buyer is responsible to pay only the import duty/taxes/customs costs.
Delivered Duty Paid (DDP)	The seller assumes all the risks and costs of transport (export fees, carriage, insurance, and destination port charges, delivery to the final destination) and pays any import customs/duty.

Taken and adapted from

<http://www.universalcargo.com/incoterms-definitions-part-1-exw-fca-fas-fob/>

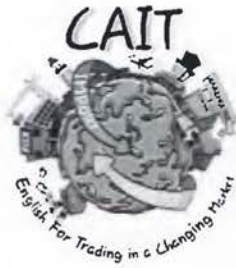


What is in your Bill of Lading? Role A

Instructions: ask you peer for information that your BL lacks and practice the useful language.

BILL OF LADING									
SHIP FROM					Bill of Lading Number: 01243490395948549 EAR CODE SPACE				
Name: Address: City/State/Zip: SID#: FOB: <input type="checkbox"/>									
SHIP TO					CARRIER NAME: Trailer number: Seal number(s): SCAC: Pro number: EAR CODE SPACE				
Name: James Miller Location #: ATL-76 Hardware Address: ATLANTA; GA 30310 City/State/Zip: 4567 Peach Street CID#: FOB: <input type="checkbox"/>									
THIRD PARTY FREIGHT CHARGES BILL TO:					Freight Charge Terms: Prepaid ___ Collect ___ 3 rd Party ___ <input type="checkbox"/> Master Bill of Lading: with attached underlying Bills of Lading (check box)				
Name: Same as consignee Address: City/State/Zip:									
SPECIAL INSTRUCTIONS: Do not break down the skids									
CUSTOMER ORDER INFORMATION									
CUSTOMER ORDER NUMBER			# PKGS	WEIGHT	PALLET/SLIP (CIRCLE ONE)		ADDITIONAL SHIPPER INFO		
					Y	N			
					Y	N			
					Y	N			
					Y	N			
GRAND TOTAL									
CARRIER INFORMATION									
HANDLING UNIT		PACKAGE		WEIGHT	H. M. (X)	COMMODITY DESCRIPTION	LTL ONLY		
QTY	TYP E	QTY	TYP E				HT	NMFC #	CLASS
						Commodities requiring special or additional care or attention in handling or stowing must be so marked and packaged as to ensure safe transportation with ordinary care.			
GRAND TOTAL									

Adapted from http://www.shipnorthamerica.com/htmlfiles/shi_docs.html



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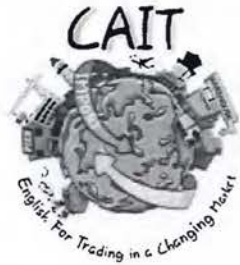
Unit 1: Handout

What is in your Bill of Lading? Role B

Instructions: ask you peer for information that your BL lacks and practice the useful language.

BILL OF LADING					Page 1 of ____
SHIP FROM			Bill of Lading Number: _____ <div style="text-align: center; border: 1px solid gray; padding: 5px;">BAR CODE SPACE</div>		
Name: Equipment & Technologies Address: Minneapolis, MN 55402 City/State/Zip: 45 South 7 th Street SID#: _____ FOB: <input type="checkbox"/>					
SHIP TO			CARRIER NAME: FEDEX Trailer number: A3231 Seal number(s): 23421 SCAC: Pro number: 5866206766647 <div style="text-align: center; border: 1px solid gray; padding: 5px;">BAR CODE SPACE</div>		
Name: _____ Location #: _____ Address: _____ City/State/Zip: _____ CID#: _____ FOB: <input type="checkbox"/>					
THIRD PARTY FREIGHT CHARGES BILL TO:			Freight Charge Terms: Prepaid _____ Collect X 3 rd Party _____ <input type="checkbox"/> Master Bill of Lading: with attached underlying Bills of Lading (check box)		
Name: _____ Address: _____ City/State/Zip: _____					
SPECIAL INSTRUCTIONS:					
CUSTOMER ORDER INFORMATION					
CUSTOMER ORDER NUMBER	# PKGS	WEIGHT	PALLET/SLIP (CIRCLE ONE)	ADDITIONAL SHIPPER INFO	
			Y N		
			Y N		
			Y N		
			Y N		
GRAND TOTAL					
CARRIER INFORMATION					
HANDLING UNIT	PACKAGE		COMMODITY DESCRIPTION		LTL ONLY
QTY	TYPE	QTY	WEIGHT	H.M. (X)	NMFC # CLASS
10	skids	400	Boxes	6,000	IT 15660 150
GRAND TOTAL					

Adapted from <http://www.shipnorthamerica.com/htmlfiles/shipdocs.html>



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Commercial Invoice vs Bill of Lading

Role: Bill of Lading "Oriente Triangle Latin America Inc."

Instructions:

A) Work in pairs. Compare the information from your document with your partner's and check (Yes) or (No) accordingly.

Question: Does your document have...?

- ...the information on the exporter and the importer? Yes ___ No ___
- ...a date of issue? Yes ___ No ___
- ...an invoice number? Yes ___ No ___
- ...a description of the goods (name, quality, etc.)? Yes ___ No ___
- ...the unit of measure? Yes ___ No ___
- ...the quantity of goods? Yes ___ No ___
- ...the unit value? Yes ___ No ___
- ...the total item value? Yes ___ No ___

B) What elements did you find in both documents?



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Commercial Invoice vs Bill of Lading

Role: Commercial Invoice "Oriente Triangle Latin America Inc."

Instructions:

A) Work in pairs. Compare the information from your document with your partner's document and check (Yes) or (No) accordingly.

Question: Does your document have...?

...the information on the exporter and the importer? Yes ___ No ___

...a date of issue? Yes ___ No ___

...an invoice number? Yes ___ No ___

...a description of the goods (name, quality, etc.)? Yes ___ No ___

...the unit of measure? Yes ___ No ___

...the quantity of goods? Yes ___ No ___

...the unit value? Yes ___ No ___

...the total item value? Yes ___ No ___

B) What elements did you find in both documents?



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Unit 1: Material 8

Vocabulary:

1.Package

2.Shipper

3.Consignee

4.Incoterms

5.Commodity

6.Pallet

7.Prepaid

8.Collect

9.Location

10. Car



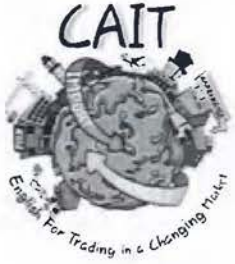
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Unit 1: Material 9



Free Alongside Ship (FAS)	The seller is obligated to bring the goods all the way to the port , clear the goods for export, and see that they are loaded onto the ship nominated by the buyer. Once the goods clear the railing of the vessel the buyer assumes the risk.
Free on Board (FOB)	The seller covers all the costs of bringing goods from their origin to the port of destination, including carriage costs and clearing the goods for export except for the insurance.
Cost and Freight (CFR)	The seller (not the buyer) assumes the risk (and therefore is responsible for purchasing insurance) for the goods during transit from origin to the port of destination.
Cost Insurance and Freight (CIF)	The seller makes the goods available to be collected at their premises and the buyer is responsible for all other risks, transportation costs, taxes and duties from that point onwards. This term is commonly used when quoting a price.
Ex Works (EXW)	It is the seller's obligation to hand the goods over to the first carrier at the named place once they have been cleared for export.
Free Carrier (FCA)	The seller assumes most of the cost of transportation of the goods including export fees, carriage charges, and fees at the port of destination. Seller does not pay for insurance – that is the buyer's obligation.
Carriage Paid to (CPT)	The seller assumes most of the costs of transportation including export fees, carriage charges, and fees at port of destination.

<p>Carriage and Insurance Paid to (CIP)</p>	<p>The seller covers all the costs of transport (export fees, carriage, insurance, and destination port charges) and assumes all risk until after the goods are unloaded at the terminal.</p>
<p>Delivered at Terminal (DAT)</p>	<p>The seller pays all the costs of transportation (export fees, carriage, insurance, and destination port charges) up to and including the delivery of the goods to the final destination. The buyer is responsible to pay only the import duty/taxes/customs costs.</p>
<p>Delivered at Place (DAP)</p>	<p>The seller assumes all the risks and costs of transport (export fees, carriage, insurance, and destination port charges, delivery to the final destination) and pays any import customs/duty.</p>
<p>Delivered Duty Paid (DDP)</p>	<p>The seller must transport the goods all the way to the dock, close enough to be reached by the crane of the ship it will be transported in.</p>



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Unit 1: Material 10

- Authentic Commercial Invoice
- Authentic Bill of Lading
- Commercial Invoices
- Bill of Lading Sample Format

BILL OF LADING

SHIP FROM	
Name:	
Address:	
City/State/Zip:	
SID#:	FOB: <input type="checkbox"/>

Bill of Lading Number: _____

BAR CODE SPACE

SHIP TO	
Name:	Location #: _____
Address:	
City/State/Zip:	
CID#:	FOB: <input type="checkbox"/>

CARRIER NAME: _____

Trailer number: _____

Seal number(s): _____

THIRD PARTY FREIGHT CHARGES BILL TO:	
Name:	
Address:	
City/State/Zip:	

SCAC: _____

Pro number: _____

BAR CODE SPACE

SPECIAL INSTRUCTIONS:

Freight Charge Terms:

Prepaid _____ Collect _____ 3rd Party _____

Master Bill of Lading: with attached underlying Bills of Lading
(check box)

CUSTOMER ORDER INFORMATION					
CUSTOMER ORDER NUMBER	# PKGS	WEIGHT	PALLET/SLIP (CIRCLE ONE)		ADDITIONAL SHIPPER INFO
			Y	N	
			Y	N	
			Y	N	
			Y	N	

GRAND TOTAL				
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CARRIER INFORMATION			
HANDLING UNIT	PACKAGE	COMMODITY DESCRIPTION	LTL ONLY
<small>Where the rate is dependent on value, shippers are required to state specifically in writing the agreed or declared value of the property as follows: *The agreed or declared value of the property is specifically stated by the shipper to be not exceeding _____ per _____.</small>			COD Amount: \$ _____ Fee Terms: Collect: <input type="checkbox"/> Prepaid: <input type="checkbox"/> Customer check acceptable: <input type="checkbox"/>

NOTE Liability Limitation for loss or damage in this shipment may be applicable. See 49 U.S.C. § 14706(c)(1)(A) and (B).

RECEIVED. subject to individually determined rates or contracts that have been agreed upon in writing between the carrier and shipper, if applicable, otherwise to the rates, classifications and rules that have been established by the carrier and are available to the shipper, on request, and to all applicable state and federal regulations

The carrier shall not make delivery of this shipment without payment of freight and all other lawful charges.

Shipper Signature

<p>SHIPPER SIGNATURE / DATE</p> <p><small>This is to certify that the above named materials are properly classified, packaged, marked and labeled, and are in proper condition for transportation according to the applicable regulations of the DOT.</small></p>	<p>Trailer Loaded: Freight Counted:</p> <p><input type="checkbox"/> By Shipper <input type="checkbox"/> By Shipper</p> <p><input type="checkbox"/> By Driver <input type="checkbox"/> By Driver/pallets said to contain</p> <p><input type="checkbox"/> By Driver/Pieces</p>	<p>CARRIER SIGNATURE / PICKUP DATE</p> <p><small>Carrier acknowledges receipt of packages and required placards. Carrier certifies emergency response information was made available and/or carrier has the DDT emergency response guidebook or equivalent documentation in the vehicle.</small></p> <p>Taken from http://www.shipnorthamerica.com/htmlfiles/shipdocs.html</p>
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Unit 1: Material 12

Packages

Customer

Weight

Measure

Quantity

Destination

Commonalities

Commercial

Insurance

Incoterms

Importer

Unloaded

Exporter

Prepaid

Exporting

Collect

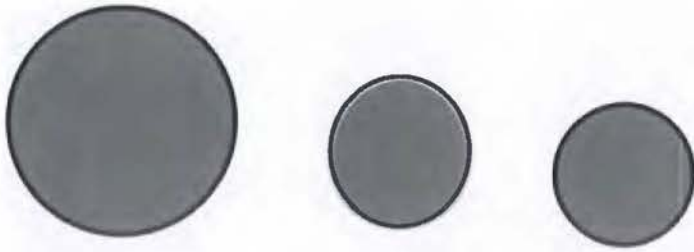
Pallets

Importing

Insurance

Delivered

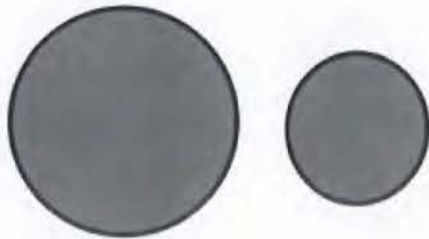
Discharge



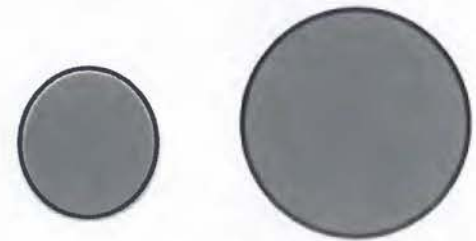
Merchandise



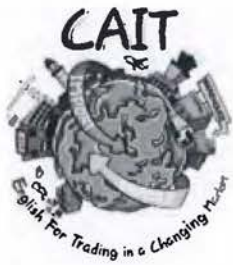
Discharge



Carrier



Address



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Unit 1: Filling out Customs Documents

Teacher: Vivian Arguedas Molina
Assistant: Yajaira Ocampo Monestel

Lesson Plan # 4
Date: Monday, August 22nd, 2016

Unit Goal: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures, vocabulary, and register.

General objective: By the end of the unit, the students will be able to appropriately fill out forms by making use of bills and incoterms.

Specific objectives: By the end of the lesson, the students will be able to:

1. successfully review incoterms related to a sale contract by matching concepts with definitions.
2. appropriately recognize technical vocabulary related to sale contracts of goods by drawing pictures.
3. accurately identify general conditions in an ICC sale contract of goods by associating contractual clauses and their content.
4. accurately interpret specific conditions of an authentic sale contract of goods by rewriting some of the terms.
5. appropriately fill out an ICC sale contract of goods by using their own ideas about possible real life scenarios.
6. correctly write their own contractual clauses for a sale contract by creating conditional sentences.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language *ICC= International Chamber of Commerce

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Warm-up: Incoterms</p> <ul style="list-style-type: none"> Greeting, write the date, & check attendance T pastes abbreviations of incoterms on the walls of the classroom before the class starts. T activates prior knowledge by asking Ss what incoterms they remember from the activity already taught in the previous class. Ss work in pairs. They are given a slip of paper with a definition of incoterms studied in the previous lesson. They both try to identify the name of the incoterm for the given definition and they use UL to make decisions. T and Ast model the UL. Both of them stand up and look for the corresponding name in order to place the definition under the specific incoterm. T asks the group to share their choices and she also asks them to tell what customs documents are related to specific incoterms. <p>Materials:</p> <ul style="list-style-type: none"> Unit 1: Material 13 (slips of paper with definitions and signs with names and pictures of incoterms) + Tape + Useful Language (a sign on the board used for most of the activities in the plan) 	R, S	<p>UL:</p> <p>What option do you think is correct? What is this concept about? What is this definition related to? What incoterm matches this definition?</p> <p>Terms:</p> <ul style="list-style-type: none"> Free Alongside Ship (FAS) Free on Board (FOB) Cost and Freight (CFR) Cost Insurance and Freight (CIF) Ex Works (EXW) Free Carrier (FCA) Carriage Paid to (CPT) Carriage and Insurance Paid to (CIP) Delivered at Terminal (DAT) Delivered at Place (DAP) Delivered Duty Paid (DDP) 		10 min (5:00-5:10)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language *ICC= International Chamber of Commerce

2	<p>Pre-task 1: Pictionary</p> <ul style="list-style-type: none"> • T divides the class into two teams and she splits the board into two sections. • T gives one marker per team. Ss who get the marker should go to the board. • Ast picks out a word related to ICC sale contract of goods from a bag and shows it to the two Ss at the board. • T asks the Ss at the board to draw the word and these Ss encourage their teams to guess the concept. Ss from each team use the UL to make decisions. • The first team to shout the correct answer gets a point. • The student who has completed the drawing should then nominate someone else to draw a picture for their team. • Each team repeats this until all the words are gone. • T makes sure they have enough words that each student gets to draw at least once. Ss may use their cell phones if they want to look up a word. • T and Ast model the activity. • T refers to the objective or topic of the class (*) and asks Ss questions of what they know about sale contracts such as what is a sale contract?, who needs to fill out a sale contract? what characteristics does a sale contract have? <p>(*) Fill out a sale contract of goods</p> <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Material 14 (slips of paper with words), markers, candy 	R, S	<p>Vocabulary:</p> <p>seller, contract, buyer, shipment, price, goods, bank, port, airport, cash, check, inspection, disputes, signature.</p>		15min (5:10-5:25)
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Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language *ICC= International Chamber of Commerce

3	<p>Pre-task 2: General Conditions of Contractual Clauses</p> <ul style="list-style-type: none"> • Ss form four groups. They are given an envelope with names of articles related to the general conditions an ICC sale contract can include. • Ss post the articles above the given contractual clauses in handout 11 and they use UL to make decisions. • T asks volunteers to share their answers with the group and she requests answers for the questions: Why do you think contractual clauses are important? Which one from the ones learned do you consider relevant? • Ss are given Handout 11 with the solutions of the activity. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Material 15 (Envelopes with examples of articles) • Unit 1: Handout 11 (Clauses and Solutions) 	R, S	<p>UL: What option do you think is correct? What is this concept about? What is this definition related to? What do you think it is?</p> <p>Vocabulary characteristics of the goods inspection of the goods, price, payment conditions, contractual term of delivery, resolution of disputes</p>		15 min (5:25-5:40)
4	<p>Pre-task 3: Specific Conditions of a Sale Contract</p> <ul style="list-style-type: none"> • T explains the meaning of the conditions. • T explains the strategy of approximation and Ss practice it. • Ss read an authentic sale contract of goods to interpret the specific terms. They work in pairs. • Ss rewrite the contractual clauses by using their own words. • Volunteers report their answers to the group. <p>Materials</p> <ul style="list-style-type: none"> • Unit 1: Handout 12 (authentic sale contract adapted for re-writing the terms) • Unit 1: Handout 13 (Strategy) 	R,S,W	<p>Strategy Approximation</p> <p>Vocabulary: payment terms, prices, shipments, risk of loss, cancelation of sales of contract, right of inspection, limitation of damages, choice of law and forum</p>		20 min (5:40-6:00)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language *ICC= International Chamber of Commerce

5	<p>Task: Fill out a sale contract of goods</p> <p>Task phase:</p> <ul style="list-style-type: none"> • Ss form groups of four. T explains the procedure of the task. • Each group has a leader who is in charge of filling out an ICC sale contract of goods. This person asks the group questions in order to fill out the sale contract. The rest of the group members contribute to provide original information they might have been familiar with. • They can also use any website to look for real details about names of companies, prices, type of merchandise, names of ports, delivery terms, payment condition, inspection of goods, resolution of disputes. <p>Planning phase:</p> <ul style="list-style-type: none"> • Each team leader assigns 2 participants to practice and present the information while the rest of the members collect information about their performance by using a peer assessment sheet. They practice useful language 2. • Ast encourages each group to practice the useful language 1. • T takes notes of errors. <p>Reporting phase:</p> <ul style="list-style-type: none"> • Ss paste their sale contracts on the walls and all the members of the groups who are not presenting rotate to listen to all the groups' information. • T encourages Ss to practice UL 2 • Ss who play the role of listeners during the presentation use peer assessment form #3 to evaluate their classmates. T provides feedback and corrects errors. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Material 16 Sale contract sample & cards with situations & Useful Language (Sign on the board) • Unit 1: Material 17 (Peer Assessment Form 3) 	W, S	<p>UL 1: (Group Interaction)</p> <ul style="list-style-type: none"> ✓ Who is the seller? ✓ What is the buyer's name? ✓ What is the seller's address? ✓ What goods were sold? ✓ How much is the price in the contract? ✓ What are the delivery terms for this contract? ✓ What are the payment conditions? ✓ Is there any electronic transaction required? ✓ How would the parties deal with disputes? <p>UL 2: (Reporting Phase)</p> <ul style="list-style-type: none"> ✓ Our sale contract has the following terms... ✓ This sale contract reveals specific conditions like... ✓ Some conditions related to this sale contract are...such as... 		25 min (6:00-6:25)
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Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language *ICC= International Chamber of Commerce

6	<p>Post-task: My own contractual clauses</p> <ul style="list-style-type: none"> • T explains the examples of conditional sentences in handout 14 as a reference. • Ss work in groups. They write sentences in order to create their own clauses for a sale contract of goods. They use some of the vocabulary learned in previous stages. • Volunteers go to the board to share some of their sentences. • T gives feedback about the sentences written by them. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 1: Handout 14 (Conditional Sentences) 	W	<p>Grammar: If... Unless...</p>	15min (6:25-6:40)
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Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language *ICC= International Chamber of Commerce



A. SPECIFIC CONDITIONS

These Specific Conditions have been prepared in order to permit the parties to agree to the particular terms of their sale contract by completing the spaces left open or choosing (as the case may be) between the alternatives provided in this document. Obviously this does not prevent the parties from agreeing to other terms or further details in box A-16 or in one or more annexes.

BUYER

SELLER Name _____
 Address _____

 Contact _____

Name _____
 Address _____

 Contact _____

The present contract of sale will be governed by these Specific Conditions (to the extent that the relevant boxes have been completed) and by the ICC General Conditions of Sale (Manufactured Goods Intended for Resale) which constitute part B of this document.

Seller Signature _____
 Place _____
 Date _____

Buyer Signature _____
 Place _____
 Date _____

A-1 GOODS SOLD

Description of the Goods

A-2 CONTRACT PRICE (Art. 4)

Currency: _____

Amount in Numbers: _____

Amount in Letters: _____

A-3 DELIVERY TERMS (According to Incoterms 2000)

- EXW Ex Works; Named Place
- FOB Free On Board; Named Port of Shipment
- CIF Cost Insurance Freight; Named Port of Shipment
- DDP Delivered Duty Paid; Named Destination

Other delivery terms: _____



A-5 INSPECTION OF THE GOODS BY BUYER (ART. 3)

Before Shipment Place of Inspection: _____

Other _____

A-7 PAYMENT CONDITIONS (ART. 5)

Irrevocable documentary credit (art. 5.3)

Confirmed

Unconfirmed

Place of issue (if applicable): _____

Place of confirmation (if applicable) _____

Credit Available:

By payment at sight

By deferred payment at _____ days

By acceptance of draft at _____ days

By negotiation

Partial shipments:

Allowed

Not allowed

Transshipment:

Allowed

Not allowed

Date on which the documentary credit must be notified to seller (if different from art. 5.3)

_____ days before date of delivery

Other: _____

Electronic Funds Transfer (EFT)

Large empty rectangular box for additional information or notes.

Beneficiary Name:	_____
Account No:	_____
Bank Name:	_____
Bank Address:	_____
Correspondent Bank:	_____
Bank Address:	_____

A-15 RESOLUTION OF DISPUTES (ART. 14)

The two solutions hereunder (arbitration or litigation before ordinary courts) are alternatives: parties cannot choose both of them. If no choice is made, ICC arbitration will apply, according to Article 14.

ARBITRATION

ICC (according to Art 14.1) _____

Place of arbitration: _____

Other (specify): _____

LITIGATION (ordinary courts)

In case of dispute the courts of _____

(place)

shall have jurisdiction



General Conditions of Contractual Clauses

(Solutions)

Art. 1 Characteristics of the Goods: It is agreed that any information related to weight, dimension, capacity, colors and other data such as advertisements, catalogues of the seller should not take effect as terms of the contract unless expressly referred in the contract.

Art.2 Inspection of the Goods: If parties have agreed that the buyer is entitled to check the products before the shipment, the seller must notify the buyer within a reasonable time before the shipment that the merchandise is ready for examination at the agreed place.

Art. 3 Price: If no amount has been agreed, the seller's current list at the time of the conclusion of the contract shall apply. In the absence of such a list the usual charged amount will apply.

Art. 4 Payment Conditions: Unless agreed in writing or implied from a prior course of dealing between the parties, any sums due by the buyer to the seller shall be an open account time shall be 30 days from the day of the invoice.

Art. 5 Contractual Term of Delivery: Unless otherwise agreed, it shall be Ex Works (EXW). If the parties have agreed upon a cancellation date, the buyer may terminate the contract by notification to the seller as regards goods which have not been supplied.

Art.6 Resolution of Disputes: Unless otherwise agreed in writing, all the problems arising in connection with the present contract shall be finally settled under the rules of arbitration of the International Chamber of Commerce by one or more arbitrators.



General Conditions of Contractual Clauses



Instructions:

- A) Work in groups of four. Read the clauses stated for each article.
- B) Open the envelope that contains the names of the articles and match them in the corresponding clauses.

Article 1 _____

It is agreed that any information related to weight, dimension, capacity, colors and other data such as advertisements, catalogues of the seller should not take effect as terms of the contract unless expressly referred in the contract.

Article 2 _____

If the parties have agreed that the buyer is entitled to check the products before the shipment, the seller must notify the buyer within a reasonable time before the shipment that the merchandise is ready for examination at the agreed place.

Article 3 _____

If no amount has been agreed, the seller's current list at the time of the conclusion of the contract shall apply. In the absence of such a list the usual charged amount will apply.

Article 4 _____

Unless otherwise agreed in writing or implied from a prior course of dealing between the parties, any sums due by the buyer to the seller shall be an open account time shall be 30 days from the day of the invoice.

Article 5 _____

Unless otherwise agreed, it shall be Ex Works (EXW). If the parties have agreed upon a cancellation date, the buyer may terminate the contract by notification to the seller as regards goods which have not been supplied.

Article 6 _____

Unless otherwise agreed in writing, all the problems arising in connection with the present contract shall be finally settled under the rules of arbitration of the International Chamber of Commerce by one or more arbitrators.



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V. Arguedas & Y. Ocampo

Unit 1: Handout 12

Specific Conditions of a Sale Contract

Instructions:

- A) Work with a partner and read the following conditions from a real sale contract from Ultra Nectar, Inc.
- B) Rewrite the conditions in simple words. Negotiate the main ideas with your partner.
- C) Share your ideas with the rest of the group.

SALE CONTRACT

Terms and Conditions of Sale

- 1. PAYMENT TERM:*** *Payment terms are net thirty (30) days from date of invoice. If payment is not received by the due date, invoices are considered past due. Past due payments will be subject to a service charge of one and one-half-percent (1 ½%) per month or the maximum amount allowed by law, whichever is less.*

Visa, Mastercard, American Express, Discover, Money Orders, Certified Checks, Company Checks and Personal Checks.

All payments (checks) should be sent to:

*Ultra Nectar, Inc.
2734 East 7th St.
Oakland, CA 94601*

2. **PRICES:** All prices quoted are subject to change, without notice, at any time prior to Seller's acceptance of Buyer's order, to such prices prevailing at the time of acceptance.

3. **SHIPMENTS:** All shipments F.O.B. office in Oakland, California, and are exclusive of all taxes, and freight charges, which shall be paid by the Buyer. Delivery to carrier constitute delivery to Buyer.

4. **RISK OF LOSS:** It is the Buyer's responsibility to seek compensation from the carrier for damaged or missing freight. Seller shall not be responsible for any claims or damages resulting from a delay in delivery or failure to perform which results from: governmental regulations, strike, lockouts, accident, fire, delays in manufacturing, transportation, acts of God, or any other causes beyond the control Seller. In case of partial or complete destruction of goods, Seller is excused unless destruction is due to Seller's own negligence.

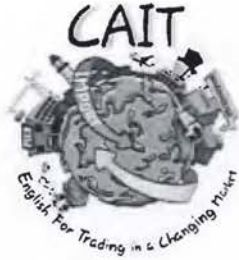
5. **CANCELATION, MODIFICATION OR ALTERATION OF SALES CONTRACT:** Due to the short life of seasonal related goods, no returns will be accepted beyond 14-days from the execution of this Sales Contract. In no event shall any cancellation, modification, or alteration of winter AND/OR spring/summer related goods be accepted beyond or out of the proper time of the usual or pre-appointed time for the chosen particular season.

6. RIGHT OF INSPECTION: *Buyer shall have the right to inspect the goods on arrival and, within 14 days after delivery. Any rights of Buyer with respect to inspection shall be deferred until after payment of the purchase price.*

7. LIMITATION OF DAMAGES: *In no event shall Seller be liable for (i) special, indirect, consequential, or punitive damages including but not limited to labor costs incurred by the Buyer or (ii) any damages whatsoever resulting from loss of use or profits arising out of or in connection with the goods sold hereunder. In no event shall Seller's liability exceed the purchase price of the goods in question.*

8. CHOICE OF LAW AND FORUM: *This Agreement, and any dispute arising from the relationship between the parties to this Agreement, shall be governed by California law. Any dispute that arises under or relates to this Agreement shall be resolved in Alameda County Superior Court.*

*Taken and adapted from
https://www.translegal.com/wp-content/uploads/sale_of_goods_appendix_1.pdf*



Strategy: Approximation

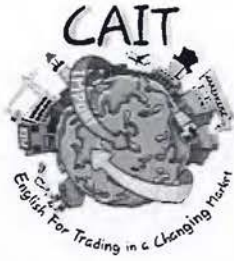


Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat)

1. The merchandise arrived to Palm Beach Port last night. _____
2. The contract was signed this morning. _____
3. They purchased the car for \$10,000 yesterday. _____
4. The Mexico–United States border is an international boundary running from Tijuana, Baja California, and Imperial Beach, California _____
5. The name of the carrier transporting the merchandise out of the United States is Marshal Islands Inc. _____

Taken from

<https://charttesl.wordpress.com/2011/02/10/brown-communication-strategies-138-dornyeyi/>



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Unit 1: Handout 14

Activity: My Own Contractual Clauses



Grammatical Spot: Conditional Unless/ If

Examples: a) I will get the merchandise today unless there is risk of loss.

b) If you don't pay the goods at the expected time, you will have to wait longer.

Instructions: Complete the following sentences by creating your own contractual clause.

1. If the merchandise does not arrive on time,

2. The seller and the buyer will have a dispute if,

3. If there are damages in the products,

4. Unless the contract includes the FBO incoterm,

5. Disputes should be solved in court unless,

6. The contract will be cancelled

unless,



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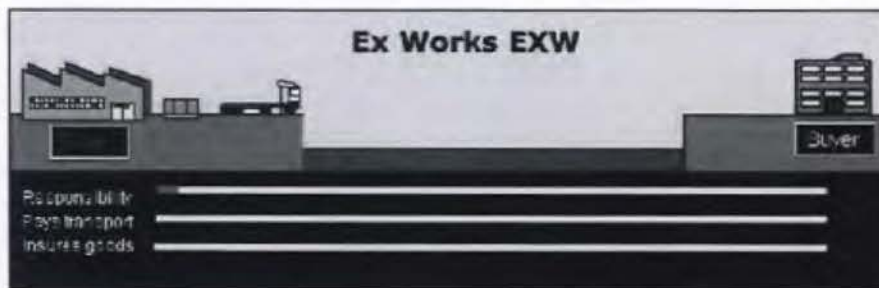
INCOTERMS 2015 (Solutions)

1. EXW ('Ex Works')

The seller makes the goods available to be collected at their premises and the buyer is responsible for all risks, transportation costs, taxes and duties from that point onwards. This term is commonly used when quoting a price.

Example

Goods are being picked up by the buyer from the seller's premises in Birmingham.



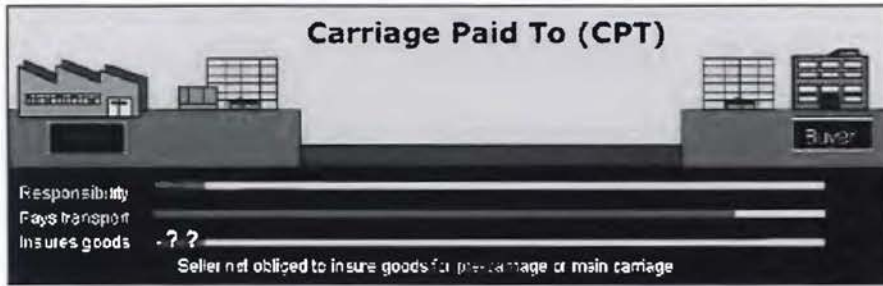
2. FCA ('Free Carrier')

The seller gives the goods, cleared for export, to the buyer's carrier at a specified place. The buyer is then responsible to send the merchandise to the specified place of final delivery. This term is commonly used for containers travelling by more than one mode of transport.



3. CPT ('Carriage Paid To')

The seller pays to transport the goods to the specified destination. Responsibility for the goods transfers to the buyer when the seller passes them to the first carrier.



4. CIP ('Carriage and Insurance Paid')

The seller pays for insurance as well as transport to the specified destination. Responsibility for the goods transfers to the buyer when the seller passes them to the first carrier.

CIP ('Carriage and Insurance Paid') is commonly used for goods being transported by container by more than one mode of transport. If transporting only by sea, CIF is often used.



5. DAT ('Delivered at Terminal')

The seller pays for transport to a specified terminal at the agreed destination. The buyer is responsible for the cost of importing the goods. The buyer takes responsibility once the goods are unloaded at the terminal.



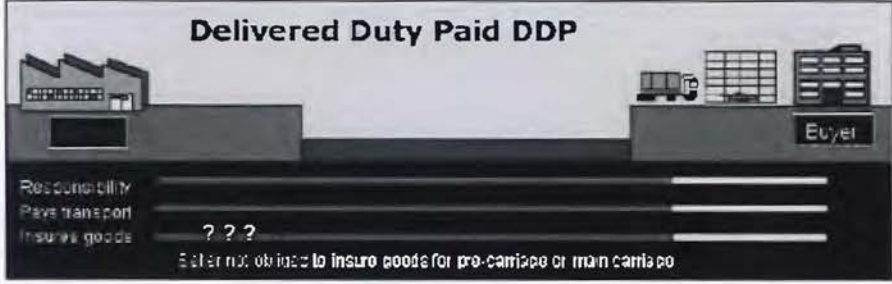
6. DAP ('Delivered at Place')

The seller pays for transport to the specified destination, but the buyer pays the cost of importing the goods. The seller takes responsibility for the goods until they're ready to be unloaded by the buyer.



7. DDP/DTP ('Delivered Duty Paid')

The seller is responsible for delivering the goods to the named destination in the buyer's country, including all costs involved.



8. FAS ('Free Alongside Ship')

The seller puts the goods alongside the ship at the specified port they're going to be shipped from. They must get the goods ready for export, but the buyer is responsible for the cost and risk involved in loading.

This term is commonly used for heavy-lift or bulk cargo (e.g. generators, boats), but not for goods transported in containers by more than one mode of transport (FCA is usually used for this).



9. FOB ('Free on Board')

The seller must get the goods ready for export and load them onto the specified ship. The buyer and seller share the costs and risks when the goods are on board. This term is not used for goods transported in containers by more than one mode of transport (FCA is usually used for this).



10 CFR ('Cost and Freight')

The seller must pay the costs of bringing the goods to the specified port. The buyer is responsible for risks the goods are loaded onto the ship.

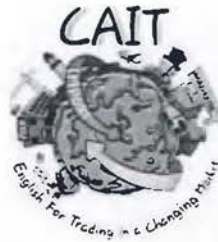


11. CIF ('Cost, Insurance and Freight')

The seller must pay the costs of bringing the goods to the specified port. They also pay for insurance. The buyer is responsible for risks when the goods are loaded onto the ship.



Taken from <http://www.oneill.com/downloads/incoterms%202015.pdf>



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Unit 1: Material 14

Seller

Contract

Buyer

Shipment

Price

Goods

Bank

Port

Airport

Cash

Check

Inspection

Disputes

Signature



Characteristics of the Goods

Characteristics of the Goods

Inspection of the Goods

Inspection of the Goods

Price

Price

Payment Conditions

Payment Conditions

Contractual Term of Delivery

Contractual Term of Delivery

Resolution of Disputes

Resolution of Disputes



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Unit 1: Material 17



Peer Assessment Form 3

Activity: Providing feedback to my classmates.

Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate: _____

Criteria	Yes	Needs improvement	No	Comments
My classmate...				
1. practices the useful language to report the information accurately.				
2. uses vocabulary learned during the class.				
3. self corrects during the presentation.				
4. organizes the ideas logically.				
What do you suggest to him/her?				



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Unit 1: Filling out Customs Documents

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 5
Date: August 24th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures, vocabulary, and register.

General objective: By the end of the unit, the students will be able to appropriately fill out forms by using bills.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately identify vocabulary present in certificates of origin by using a situation in a picture.
2. successfully recognize important terms and abbreviations present in certificates of origin by matching them with given definitions.
3. correctly associate instructions to fill out certificates of origin with the corresponding boxes by using an empty certificate of origin.
4. correctly fill out a certificate of origin by using a commercial invoice and a packing list.
5. appropriately pronounce regular past tense verbs and past participles ended in /d/ /t/ and /ld/ sounds.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, call the roll.</p> <p>Warm up: Previewing my field!</p> <ul style="list-style-type: none"> • Strategy: T presents and models the strategy <i>mnemonics</i>. T tells the ss the importance of using pictures to make relationships or remember vocabulary. T uses a picture related to a specific situation to model the strategy. • The group is divided into 4 teams. Each team is given a picture related to an exporting situation. The pictures are pasted on the whiteboard. Each team has to provide a term for every picture in the situation. The terms are vocabulary present in certificates of origin. They use the UL to communicate. • Each team makes up a sentence including some of the terms and shares it with the class. • T corrects pronunciation and makes comments. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #15: Mnemonics (strategy) • Material #17: Pictures 	W S	<p>Vocabulary</p> <p>- <u>Terms:</u> consignee (importer), consignor (exporter), merchandise (goods, packages), port of loading, port of discharge, vessel, vessel number, carrier, forwarding agent.</p> <p>UL</p> <p>What do you think this picture is? What sentence do you suggest?</p>	Mnemonics	10 min
2	<p>Pre-task 1: Orientarium ®!</p> <ul style="list-style-type: none"> • The group is divided into 4 teams. Ss are given a clue and half of a picture to look for specific envelopes to match the picture outside the classroom. Each envelope has to match an incomplete picture in order to open the next envelope. Inside each envelope ss will find a specific definition of terms present in certificates of origin and the next clue and incomplete picture to find the next envelope. • Once ss have found the total of envelopes with the definitions, they match them with the corresponding terms or abbreviations on the whiteboard. • In the same groups, ss are asked to tell the class the definition of the terms with their own words. • T and ss share important aspects regarding the studied terms for filling out certificates of origin. <p>Materials:</p> <ul style="list-style-type: none"> • Material #18: Definitions of terms • Material #19: Envelopes with clues 	R S	<p>- certificate of origin, issued, remarks, departure, HS code, WO, WP, PSR, bulk, pallet, bale, and crate.</p> <p>UL</p> <p>-A/the _____ is.. -A /the _____ can be defined as.. - _____ means...</p>		20 min

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
3	<p>Pre-task 2: Boxes!</p> <ul style="list-style-type: none"> In groups of 3 people, ss get familiar with certificates of origin. Ss match given instructions with the corresponding box numbers based on an empty certificate of origin. The instructions are adapted in order to make students make relationships. T emphasizes on –ed endings implicitly. <p>Materials</p> <ul style="list-style-type: none"> Material #20: Instructions and boxes Material #21: Empty certificate of origin 		<p>Instructions</p> <ul style="list-style-type: none"> State the shipping details regarding consignees and addresses on packages, when such details exist, otherwise shall state “NO N/M”. For each good described in Box 8, state WO, WP, or PSR. 		15 min
4	<p>Main task: Filling out my first Certificate of Origin!</p> <ul style="list-style-type: none"> Task phase: The group is divided into two. Individually, ss are given a situation and the corresponding commercial invoices and packing lists to fill out a certificate of origin. They also receive the instructions they matched in pre-task 2 as a guide or reference. Half of the group will fill out certificate of origin 1, and the other one certificate of origin 2 based on different bills and situations. Ss fill out the certificate of origin individually. Planning phase: Ss revise their own forms carefully and after that, they exchange the forms and bills to revise the other version (1 or 2). T takes notes of errors. Reporting phase: All the ss paste the certificates of origin on the wall and they choose one certificate of origin different to the version they filled out. Ss give feedback to that specific classmate using a peer assessment form. T provides feedback and correct errors. <p>Materials:</p> <ul style="list-style-type: none"> Handout #16: Situations Material #21: Empty certificates of origin (recycled) Handout #17: Instructions and boxes Material #22: commercial invoices and packing lists Peer assessment form #4 	R L S	<p>Vocabulary</p> <p>6 pallets of wearing plate WO 25,552 KGS FD624w</p> <p>UL</p> <ul style="list-style-type: none"> -My classmate filled out the certificate of origin appropriately/inappropriately. -She/he included/ didn't include the information requested in the correct boxes. -She/he used/didn't use abbreviations correctly. <p>I suggest her/him to use/add/describe.....in box</p> <p>I suggest writing/including the...</p>		15 min 10 min 15 mins

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
5	<p>Post-task: -ed endings!</p> <ul style="list-style-type: none"> • T asks the students to pronounce, in pairs, a list of regular past tense or past participles by using a handout. • T walks around to identify and correct errors. Finally, Ss repeat together as a class. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #18: regular past tense or past participles 	R S	<p>Vocabulary</p> <p>Issued, specified, detailed, identified, described, used, authorized, attached, packed, finished, invoiced, produced, stamped, included, indicated, noted, completed, dated, imported</p>		15 min

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Previewing your field

What does this picture represent?





Filling out my First Certificate of Origin!

Instructions: Individually, analyze the provided commercial invoice and packing list and fill out an empty certificate of origin. (only 1)

Group 1:

Situation: Imagine you work as a customs agent in China and one of your customers requested that you issue a certificate of origin to his/her consignee in Costa Rica. The good is produced entirely in China exclusively from materials whose origin conforms to the provisions of Rules of Origin. The merchandise will be sent by FD624w vessel from Tianjixingang Port. The packages specify that merchandise should not be dropped. Tariff nomenclature: 74.09.39

Group 2:

Situation: Imagine you work as a customs agent in China and one of your customers requested that you issue a certificate of origin to his/her consignee in Costa Rica. The good is produced in China using non-originating materials that conform to the Product Specific Rules and meet the other applicable provisions of Rules of Origin. The export does not specify any marks or numbers. Tariff nomenclature: 87.03.22

Useful Language

Giving feedback:

- My classmate filled out the certificate of origin appropriately/inappropriately.
- She/he included/ didn't include the information requested in the correct boxes.
- She/he used/didn't use abbreviations correctly.

I suggest that he/she use/add/describe.....in box

I suggest writing/including the...



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Previewing my field!





Instructions:

Pronounce the words below with your classmate.

1. issued
2. specified
3. detailed
4. identified
5. described
6. used
7. authorized
8. stamped
9. attached
10. packed
11. finished
12. invoiced
13. signed
14. produced
15. included
16. indicated
17. noted
18. completed
19. dated
20. imported



Definitions	Terms/ abbreviations
It certifies the country in which the goods originated or in which the preponderance of manufacturing or value was added.	Certificate of origin
Initiation of voyage	Departure
To be proceeded from a place; emerged or come forth	Issued in
Notices, comments, or observations	Remarks
Tariff nomenclature that is 6 digit code and an internationally standardized system of names and numbers to classify traded products	HS : Harmonized system
Size, mass, or volume, especially when very large	Bulk
The good is "wholly obtained" in the territory of one or both Parties, as referred to in Article 22 (Wholly Obtained Goods). Examples include: live animals born and raised in the territory of one or both Parties as well as goods obtained, plants and plant products harvested, minerals extracted from the territory of one or both Parties.	WO
The good is produced entirely in the territory of one or both Parties, exclusively from materials whose origin conforms to the provisions of Chapter 4 (Rules of Origin and Related Operational Procedures).	WP
The good is produced in the territory of one or both Parties, using non-originating materials that comply with the Product Specific Rules and meet other applicable provisions of Chapter 4 (Rules of Origin and Related Operational Procedures).	PSR
A portable platform used for storing or moving cargo or freight	Pallet
A large package or carton of goods	Bale
A container, such as a wooden case, used for storing or shipping	Crate



Team 1:

<p>Clue 1: Outside 213!</p>	 <p>GLogisticsCR LOGISTICA • ADUANAS • VAPORES</p>
<p>Clue 2: Near the elevator!</p>	
<p>Clue 3: In the bathroom!</p>	
<p>Clue 4: Come back to the class!</p>	

Team 2:

<p>Clue 1: Near the stairs!</p>	
<p>Clue 2: Outside 214!</p>	
<p>Clue 3: In the bathroom!</p>	
<p>Clue 4: Come back to the class!</p>	

Team 3:

Clue 1: Near the elevator!



Clue 2: In the bathroom!



Clue 3: Near the stairs!



Clue 4: Come back to the class!

Team 4:

Clue 1: In the bathroom!



Clue 2: Near the stairs!



Clue 3: Near the elevator!



Clue 4: Come back to the class!



Boxes! (matching)

- Box 1: State the full legal name, address of the consignor in China or Costa Rica.
- Box 2: State the full legal name, address (including country) of the producer. If the producer and the consignor are the same, please complete the box with "SAME". If the producer is unknown, state "UNKNOWN".
- Box 3: State the full legal name, address of the consignee in China or Costa Rica.
- Box 4: Complete the means of transport and route and specify the departure date, transport vehicle No., port of loading and discharge, as far as known.
- Box 5: Customer's Order Number, Letter of Credit Number, among others, may be included If the invoice is issued by a non-Party operator, information such as name and country of the operator issuing the invoice shall be indicated herein.
- Box 6: State the item number, and item number shall not exceed 20. If the box' space is not enough, additional pages, with the same form as the first page could be attached. Any additional page will have the phrase "page ___ of ___" noted, and the boxes 6 to 14 will be completed with the corresponding information.
- Box 7: State the shipping details regarding consignees, addresses, or any other transportation or packaging details on packages, when such details exist, otherwise shall state "NO N/M".
- Box 8: Number and kind of packages shall be specified. Provide a full description of each good. The description should be sufficiently detailed to enable the products to be identified by the Customs Officers examining them and relate it to the invoice description and to the HS description of the good. If goods are not packed, state "in bulk". When the description of the goods is finished, add "***" (three stars) or "\ " (finishing slash).
- Box 9: For each good described in Box 8, identify the tariff classification.
- Box 10: For each good described in Box 8, state WO, WP, or PSR.
- Box 11: State gross weight in kilos or other units of measurement for each good described in Box 8. Other units of measurement e.g. volume or number of items which would indicate exact quantities may be used when customary.
- Box 12: Register the invoice number, date of invoice and the total invoiced value. In cases where invoices are issued by a non-Party operator, information such as the invoice number and invoice value shall be indicated herein.
- Box 13: The box must be completed, signed and dated by the exporter. Insert the place (including the country where the goods are produced and imported), date and signature of authorized person.
- Box 14: The box must be completed, signed, dated and stamped by the authorized person of the authorized body. The telephone number, fax and address of the authorized body should be given.

Certificate of Origin

1. Exporter's name, address, country:		Certificate No.: <p style="text-align: center;">CERTIFICATE OF ORIGIN</p> <p style="text-align: center;">for China-Costa Rica Free Trade Agreement</p> Issued in _____					
2. Producer's name and address, if known:		For Official Use Only:					
3. Importer's name, address, country:							
4. Means of transport and route (as far as known) Departure Date: Vessel /Flight/Train/Vehicle No.: Port of loading: Port of discharge:		5. Remarks:					
6. Item number (Max. 20)	7. Marks and Numbers on packages	8. Number and kind of packages; Description of goods	9. HS code (6 digit code)	10. Origin criterion	11. Gross weight or other quantity (e.g. Quantity Unit, liters, m ³ .)	12. Number, date of invoice and Invoiced value	
13. Declaration by the exporter The undersigned hereby declares that the above stated information is correct, and that all the goods are produced in _____ (Country) and that they comply with the origin requirements specified in the Free Trade Agreement for the goods exported to _____ (Importing country) _____ Place, date and signature of authorized person			14. Certification On the basis of the carried out control, it is hereby certified that the information herein is correct and that the described goods comply with the origin requirements of the China -Costa Rica Free Trade Agreement. _____ Place and date*, signature and stamp of the Authorized Body Tel: _____ Fax: _____ Address: _____				

* A Certificate of Origin issued under China-Costa Rica Free Trade Agreement shall be valid for one year from the date of issuance in the exporting country.



Activity: Providing feedback to my classmates.

Instructions: Give your partner feedback on his/her certificate of origin completion, using the following form.

Classmate's name: _____.

Criteria	Yes	Needs improvement	No	Comments
My classmate...				
1. filled out the certificate of origin appropriately.				
2. included all the information requested in the correct boxes.				
3. used abbreviations correctly.				
Another? _____ _____				
What do you suggest to him/her?				



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 1: Filling out Customs Documents

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 6
Date: August 29th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively fill out customs documents by using appropriate structures, vocabulary, and register.

General objective: By the end of the unit, the students will be able to appropriately fill out forms by using bills.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately identify important aspects when filling out certificates of origin by focusing on specific information in the forms.
2. properly describe merchandise by writing descriptions of goods as in certificates of origin.
3. appropriately fill out an ICC sale contract of goods by using information from real-life sources.
4. correctly fill out an ICC sale contract of goods by using a commercial invoice.
5. correctly fill out a certificate of origin by using a commercial invoice and a bill of lading.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, check out attendance.</p> <p>Warm up: Examining boxes quickly!</p> <ul style="list-style-type: none"> Ss work in pairs. T asks ss to compare the certificate of origin they filled out last class with the answer key she will deliver to them. T asks ss to focus on boxes from 5 to 12. They pay special attention to box 8. They use the UL to communicate. T makes ss aware of the importance of filling out boxes correctly. T focuses on box 5 and 8 and on certificates of origin that describe many goods. T corrects pronunciation and makes comments. (Ss were assigned to compare the documents as homework. The answer keys were sent via e-mail) <p>Materials:</p> <ul style="list-style-type: none"> Handout #18: Answer keys certificate of origin 1 and 2 	R S	<p>Vocabulary</p> <p>Remarks, description of goods, boxes, units, tariff nomenclatures, abbreviations.</p> <p>UL</p> <p>What did you do differently?</p> <p>-I described the goods correctly. -I didn't describe the goods correctly. What was incorrect? -I didn't provide/add/ write... -My description was incomplete. -I forgot...</p>		15 min (5:00-5:15)
2	<p>Pre-task 1: Describing goods!</p> <ul style="list-style-type: none"> In groups of 3 students, ss pick a logo from a bag and write the description of goods for the store or company they chose. Ss decide what packaging is more suitable to each item and the number of packages per item. Ss use the UL to interact. Ss share their possible answers with the whole group and discuss possible answers. <p>Materials:</p> <ul style="list-style-type: none"> Handout #19: Description of goods Material #23: Packaging types, materials, and stores/companies (pictures) 	R w S	<p>Vocabulary</p> <p>- <u>Description of goods:</u> Twenty-three (23) cartons of purified water (Alpina). Two (2) pallets of colonial wood and stainless steel beds (Marina). - <u>Packaging types:</u> Pallets, bales, cartons, and crates.</p> <p>UL</p> <p>-What packaging is more suitable for shipping _____? - I consider _____ are suitable. - I disagree with you, I consider _____ are more suitable than _____.</p>		15 min (5:15-5:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
3	<p>Pre-task 2: Choosing options</p> <ul style="list-style-type: none"> Ss work in pairs and fill out a sale contract in paragraph-like format. The sale contract is used by companies positioned in different countries for the sale and purchase of different types of products like raw materials, manufacturing parts, consumer goods, equipment, and machinery, among others. Ss choose any option from boxes related to parties, products, delivery conditions, addresses and payment. Ss use the UL to interact. After that, volunteers share their choices with the rest of the group. <p>Materials</p> <ul style="list-style-type: none"> Handout #20: T delivers Assignment #1. 	W S	<p>Vocabulary</p> <p>- Parties, products, addresses, delivery conditions, price, packaging, means of payment, and date of payment.</p> <p>UL</p> <p>Which option from the ones in the boxes do you think is a good one? -I think _____ is a good option. What _____ (address) would you like to write? -I would like to write _____. Do you remember the meaning of _____? What _____ (Incoterm) is a good option for this sale contract?</p>		15 min (5:35-5:45)
4	<p>Exam 1:</p> <p>Part I: Filling out an International Chamber of Commerce (ICC) sale contract</p> <ul style="list-style-type: none"> Ss read the information from a commercial invoice and a situation in which they are customs agents who were hired by an importer in Miami to complete a sale contract in order to buy electronic products. Ss identify important and useful data from the commercial invoice to fill out an ICC sale contract. 	R W	<p>Vocabulary</p> <p>-Package information, seller, buyer, goods, signature, price, incoterms, payment, currency, beneficiary, bank account</p>		25 min (5:45-6:10)
5	<p>Part II: Filling out a Certificate of Origin</p> <ul style="list-style-type: none"> Ss are given a situation and the corresponding commercial invoice and bill of lading in order to fill out a certificate of origin. The information not provided in the aforementioned customs documents is explained in the situation. <p>Materials:</p> <ul style="list-style-type: none"> Exam 1 Commercial invoice and sale contract to be filled out Commercial invoice, bill of lading, and certificate of origin to be filled out 		<p>Vocabulary</p> <p>-89 cartons of diverse stainless steel and silver jewelry. -Thirty-three (33) cartons of diverse stainless steel necklace, bracelet, earrings, and rings (Ailun)</p> <p>WO 24384 PCS Carsten Maersk 1605-</p>		30 min (6:10-6:40)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Certificate of Origin 1

1. Exporter's name, address, country: BEIJING CXP IMPORT AND EXPORT CO., LTD. RM 701. DATONG PLAZA. 21 XIAOYUN RD, CHAOYANG DISTRICT, BEIJING, P.R. CHINA.		Certificate No.: CERTIFICATE OF ORIGIN for China-Costa Rica Free Trade Agreement					
2. Producer's name and address, if known: UNKOWN		Issued in <u>THE PEOPLE'S REPUBLIC OF CHINA</u>					
3. Importer's name, address, country: JUAN PÉREZ SOTO. PLAZA ROBLE, EDIFICIO EL PORTICO PISO. 6558-1000. ESCAZÚ, SAN JOSÉ. COSTA RICA.		For Official Use Only:					
4. Means of transport and route (as far as known) Departure Date: JULY 01 ST , 2016 Vessel /Flight/Train/Vehicle No.: FD624W Port of loading: TIANJIXINGANG PORT Port of discharge: CALDERA, COSTA RICA		5. Remarks: DO NOT DROP					
6. Item number (Max. 20)	7. Marks and Numbers on packages	8. Number and kind of packages; Description of goods	9. HS code (6 digit code)	10. Origin Criterion	11. Gross weight or other quantity (e.g. Quantity Unit, liters, m ³ .)	12. Number, date of invoice and Invoiced value	
1	ATTENTION: JUAN PÉREZ SOTO.	TWENTY-FIVE (25) PIECES OF WEARING PLATES (VAUTID)	74.09.39	WP	Unit, liters, m ³ .)	CXP20160701 JULY 01 ST , 2016 FOB: USD 35,150.00	
2		TWENTY-FIVE (25) PIECES OF COMMON STEEL PLATE	74.09.39	WP	25 PCS		
		TOTAL: SIX (6) PALLETS OF WEARING PLATES ONLY ***			25 PCS 25, 552 KGS		
13. Declaration by the exporter The undersigned hereby declares that the above stated information is correct, and that all the goods are produced in <div style="text-align: center; margin: 10px 0;"> <u>CHINA</u> (Country) </div> and that they comply with the origin requirements specified in the Free Trade Agreement for the goods exported to <div style="text-align: center; margin: 10px 0;"> <u>COSTA RICA</u> (Importing country) </div>			14. Certification On the basis of the carried out control, it is hereby certified that the information herein is correct and that the described goods comply with the origin requirements of the China -Costa Rica Free Trade Agreement. <hr style="width: 80%; margin: 0 auto;"/> Place and date ¹ , signature and stamp of the Authorized Body Tel: _____ Fax: _____ Address: _____				
Place, date and signature of authorized person							

¹ A Certificate of Origin issued under China-Costa Rica Free Trade Agreement shall be valid for one year from the date of issuance in the exporting country.

Certificate of Origin 2

1. Exporter's name, address, country: SENA TRADING CO., LTD. PRESIDENT: KYO HYUNG JIN (MR. JIN) 38, DOCKBAE-RO 26 BEON-GIL. INCHON, CHINA.			Certificate No.: <p style="text-align: center;">CERTIFICATE OF ORIGIN</p> <p style="text-align: center;">for China-Costa Rica Free Trade Agreement</p>			
2. Producer's name and address, if known: UNKOWN			Issued in <u>THE PEOPLE'S REPUBLIC OF CHINA</u>			
3. Importer's name, address, country: MARÍA CASTRO ARROYO. COSTA RICA. SAN RAFAEL ARRIBA DE DESAMPARADOS. DE LA CÁRCEL DE MUJERES EL BUEN PASTOR, 600 ESTE.			For Official Use Only:			
4. Means of transport and route (as far as known) Departure Date: JANUARY 20 TH , 2016. Vessel /Flight/Train/Vehicle No.: MORNING CORVET V. 078 Port of loading: INCHON, CHINA Port of discharge: PUERTO CALDERA, COSTA RICA			5. Remarks: <p style="text-align: center;">*****</p>			
6. Item number (Max. 20)	7. Marks and Numbers on packages	8. Number and kind of packages; Description of goods	9. HS code (6 digit code)	10. Origin Criterion	11. Gross weight or other quantity (e.g. Quantity Unit, liters, m ³ .)	12. Number, date of invoice and Invoiced value
1	N/M	ONE (1) UNIT USED CAR (2002 HYUNDAI NEW GRACE 15 SEATS KMRJD37FP2K534669) <p style="text-align: right;">***</p>	87.03.22	PSR	2,100 KGS	CI-20160120001 JANUARY 20 TH , 2016. FOB: USD 5,978
13. Declaration by the exporter The undersigned hereby declares that the above stated information is correct, and that all the goods are produced in <p style="text-align: center;"><u>CHINA</u></p> <p style="text-align: center;">(Country)</p> and that they comply with the origin requirements specified in the Free Trade Agreement for the goods exported to <p style="text-align: center;"><u>COSTA RICA</u></p> <p style="text-align: center;">(Importing country)</p>			14. Certification On the basis of the carried out control, it is hereby certified that the information herein is correct and that the described goods comply with the origin requirements of the China -Costa Rica Free Trade Agreement. <hr style="width: 80%; margin-left: auto; margin-right: auto;"/> Place and date ² , signature and stamp of the Authorized Body Tel: _____ Fax: _____ Address: _____			
Place, date and signature of authorized person						

² A Certificate of Origin issued under China-Costa Rica Free Trade Agreement shall be valid for one year from the date of issuance in the exporting country.



Instructions:



- In groups of 3 students, pick a logo from a bag and write the description of goods for the store or company you chose.
- Decide what packaging is more suitable to each item and the number of packages per item. Answers vary.
- Packaging types: Pallets, bales, crates, and cartons.

Examples:

Wearing plates (Vautid) 25 PCS: Six (6) pallets of wearing plates (Vautid)

Bicycles (Phoenix) 44 PCS: Twenty-two (22) crates of bicycles (Phoenix)

1. China exporting to La Paca Loca

Leather purses (Xinxin) 36 PCS: _____

Cotton women's clothes (Alina) 232 PCS: _____

Cotton bedding (Sleepy) 38 PCS: _____

2. China exporting to Pequeño Mundo

Fans (Discovery) 12 PCS: _____

Flashlights (Panasonic) 275 PCS: _____

Diverse toys (Andy) 65 PCS: _____

3. China exporting to Repuestos Gigante

Helmets (Jix) 72 PCS: _____

Turn signal indicators (Maxi) 14 PCS: _____

Shifter sensors (Maxi) 14 PCS: _____

4. China exporting Almacén Aliss

Silver spoons (Moon) 750 PCS : _____

Copper pans (Ganxi) 96 PCS: _____

Stainless steel knives (Moon) 450 PCS: _____

5. Mucarú Palmares exporting to China

Colonial wood and stainless steel beds (Marina) 2 PCS: _____

Wooden armchairs (Davinci) 4 PCS: _____

Copper and wood lamps (Patsy) 12 PCS: _____

6. Vivero la Garita exporting to China

Daisies 200 PCS: _____

Lilies 360 PCS: _____

Roses 520 PCS:



**Choosing Options
 International Sale Contract**

Instructions:

A) Read the following sale contract that is used by companies positioned in different countries for the sale and purchase of different types of products: raw materials, manufacturing parts, consumer goods, equipment, and machinery, among others.

B) Fill in the blanks and choose the terms of this international agreement that best suit your needs. Select any information related to the top Canadian exporting companies and products from the boxes below.

Parties in Canada	Products	Addresses in USA	Delivery Conditions	Payment
Suncor Energy, Canadian Natural Resources, Magna International, Barrick Gold, Encana, Saputo, Cameco, Bombardier Inc.	oil gas, automotive parts, specialized chemicals, diversified metals, dairy products, aerospace, transit vehicles	199 Canal Street Gibsonia, PA 15044 7585 S. Central St. Torrington, CT 06790 9844 Talbot Lane Stevens Point, WI 54481 121 Oak Meadow Dr. Glendale, AZ 85302 7020 County Ave. Mc Lean, VA 22101 563 Shore Dr. Natchez, MS 39120	Free Alongside Ship (FAS) Free on Board (FOB) Cost and Freight (CFR) Cost Insurance and Freight (CIF) Ex Works (EXW) Free Carrier (FCA) Carriage Paid to (CPT) Carriage and Insurance Paid to (CIP) Delivered at Terminal (DAT) Delivered at Place (DAP) Delivered Duty Paid (DDP)	cash in advance, documentary letter of credit, documentary collection or draft, open account, and other payment mechanisms, such as consignment sales.

Taken from:

- <http://www.worldstopexports.com/canadas-top-exports/>
- <https://www.randomlists.com/random-addresses>
- <http://www.oneill.com/downloads/incoterms%202015.pdf>
- <https://www.unzco.com/basicguide/c12.html>

INTERNATIONAL SALE CONTRACT

DATE:

BETWEEN:

..... [company legal name] whose registered office is at
.....[address, city and country] and registration/fiscal number
is, represented by.....
..... [name and surname, position] (hereinafter referred to as "the Seller"),

AND:

..... [company legal name] whose registered office is at
.....[address, city and country] and registration/fiscal number
is, represented by
.....[name and surname, position]
(hereinafter referred to as "the Buyer").

Both Parties declare an interest in the sale and purchase of goods under the present Contract and undertake to observe the following agreement:

1. PRODUCTS

Under the present Contract, the Seller undertakes to provide, and the Buyer to purchase:

Alternative A. The following Products and quantities:

Alternative B. The Products and quantities as set out in Annex 1 of the present Contract.

2. PRICE

The total price of the Products which the Buyer undertakes to pay the Seller shall be
[write in numbers and letters]. The aforementioned price:

Alternative A. Is the sum total of the prices of all Products and quantities as set out in Clause 1.

Alternative B. Is the sum total of the prices of all Products and quantities as set out in Annex 1.

Both Parties undertake to renegotiate the agreed price when affected by significant changes in the international market, or by political, economic or social situations in the country of dispatch or destination of the Product, which may damage the interests of either party.

3. DELIVERY CONDITIONS

The Seller shall deliver the Products to[mention the place: warehouse, port, airport, etc.], [city and country], under conditions [mention Incoterm]. The goods shall be delivered at the agreed place, and to the transport agent designated by the Buyer, at least twenty-four hours before the deadline established in the present Contract. Should the Buyer fail to take charge of the goods on arrival, the Seller shall be entitled to demand the fulfillment of the Contract and payment of the agreed price.

4. PACKAGING

The Seller undertakes to deliver the Products hereunder, suitably wrapped and packaged for their specific characteristics and for the conditions of transport to be used.

5. MEANS OF PAYMENT

The Buyer undertakes to pay the total price which appears in the present Contract. Payment of said price shall be effected by:

Alternative A. Cash, check or bank transfer to the account and bank branch designated by the Seller.

Alternative B. Bill of exchange or direct debit to the account and bank branch designated by the Buyer.

6. DATE OF PAYMENT

The price shall be paid on the following terms:

Alternative A. %, being [write in numbers and letters], on signing the present Contract; and the rest, being [write in numbers and letters], on delivery of the goods.

Taken and adapted from

<http://www.globalnegotiator.com/files/international-sale-contract-template-sample.pdf>



BEIJING CXP IMPORT & EXPORT CO., LTD.

北京希斯国际进出口有限公司

INVOICE

From: Beijing CXP Import & Export Co., Ltd.
Rm. 701 Datong Plaza, 21 Xiaoyun Rd, Chaoyang District, Beijing, P.R. China,
100027
Tel: 00861084545043
Fax: 00861084545327

To: EMEC COSTA RICA. S.A.

JUAN PÉREZ SOTO. PLAZA ROBLE, EDIFICIO EL PORTICO
PISO. 6558-1000. ESCAZÚ, SAN JOSÉ. COSTA RICA.

Date: July 1st, 2016 Invoice No.: CXP20160701 Issued on Beijing, China
Contract No.: PO 4510000912
Means of Transportation: Shipped by sea
Delivery Terms: CIF Puerto Caldera
From: Tianjin, China To: Puerto Caldera, Costa Rica

No.	Description	QTY	Unit price	Total Amount
1	Vautid Wearing Plate, Weld rod: VAUTID 100, 2.0 x 3.0 M Thickness: 6mm basic +4mm welding layer	25 pcs	USD1,050.00	USD26,250.00
2	Common steel plate, 2.0 x 3.0 x 10 mm thickness	25 pcs	USD300.00	USD7,500.00
	Insurance	1	USD35.00	USD35.00
3	Sea freight Rate	1*20'GP	USD1,365.00	USD1,365.00
Total				USD35,150.00

SAY CIF San Jose: USD thirty five thousand one hundred and fifty ONLY.

Conditions

1. Payment terms: T/T 30 days
2. Delivery time: 4 weeks
3. Country of Origin: China
4. Bank information:

Beneficiary: Beijing CXP IMPORT & EXPORT CO., LTD.
Account Number: 1775286004
Bank Name: Citibank (China) Co. Ltd., Beijing Branch
Bank Address: No. 6 Wudinghou Street, Xicheng District, Beijing, P.R. China
SWIFT Add: CITICNSXBJG
Intermediary bank: Citibank N.A. New York Branch
SWIFT Add: CITIUS33

Beijing CXP Import & Export Co., Ltd

Rm. 701 Datong Plaza, 21 Xiaoyun Rd, Chaoyang District, Beijing, P.R. China, 100027
北京市朝阳区霄云路 21 号大通大厦北楼 701 室 100027
Tel 电话: +86 (10)84545043 84545143 Fax 传真: +86 (10) 84545327



BEIJING CXP IMPORT & EXPORT CO., LTD.

北京希斯国际进出口有限公司

PACKING LIST

No: _____

Date: July 1st, 2016

Contract No. PQ4510000912

Page: 1

TO: EMEX COSTA RICA, S.A.

JUAN PÉREZ SOTO. PLAZA ROBLE. EDIFICIO EL PORTICO
PISO. 6558-1000. ESCAZÚ, SAN JOSÉ. COSTA RICA.

From: Tianjin, China

TO: Puerto Caldera, Costa Rica

Marks&Nos.	Article and specification	Package	Gross Weight kgs	Net Weight kgs
N/M	Wearing Plate HS: 740939; PACKAGE NO.: 6 pallets NET/GROSS WEIGHT (KGS): 24,728 / 25,552 MEASUREMENT (L×W×H in CM): 6-120x100x115	6 pallets	25,552	24,728
Total		6 pallets	25,552	24,728

BEIJING CXP IMPORT & EXPORT CO., LTD

COMMERCIAL INVOICE & PACKING LIST

(1) SHIPPER/SELLER SENA Trading Co., Ltd President: Kyo Hyung Jin (Mr Jin) 38, Dokbae-ro 26 Beon-gil Ongnyeon-dong, Yeonsu-gu		(7) INVOICE NO. & DATE CI-20160120001 January 20, 2016	
(2) CONSIGNEE MARIA CASTRO ARROYO. COSTA RICA. SAN RAFAEL ARRIBA DE DESAMPARADOS. DE LA CÁRCEL DE MUJERES EL BUEN PASTOR, 600 ESTE.		(8) LC NO. & DATE NONE	
(3) DEPARTURE DATE January 5, 2016		(10) OTHER REFERENCE	
(4) VESSEL/FLIGHT MORNING CORNET V.078	(5) FROM INCHON, CHINA	(11) TERMS OF DELIVERY & PAYMENT US\$5,978 CIF PUERTO CALDERA, COSTA RICA	
(6) TO PUERTO CALDERA, COSTA RICA			

(12) SHIPPING MARKS	(13) NO. & KIND OF PACKAGES	(14) GOODS DESCRIPTION	(15) QUANTITY	(16) UNIT PRICE	(17) AMOUNT
				(18) GROSS-WEIGHT (KG)	(19) MEASUREMENT (CBM)
USED CAR 1 UNIT					
ITEM	MODEL & DESCRIPTION		UNIT	PRICE (USD)	
USED CAR	2002 Hyundai New Grace 15 seats KMJRD37FP2K534669		1	4,700	
SHIPPING COST			1	1,278	
GROSS WEIGHT & MESUREMENT			2,100 KGS	18.581 CBM	
TOTAL AMOUNT		USD		5,978	CIF PUERTO CALDERA, COSTA RICA

SENA Trading Co., Ltd

President: Kyo Hyung Jin (Mr Jin)





PACKAGING TYPES	
<p>BALES</p> 	<p>CRATES</p> 
<p>BOXES</p> 	<p>PALLETS</p> 

MATERIALS

COTTON



LEATHER



STAINLESS STEEL



COPPER



SILVER



WOOD



Stores/Companies





University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

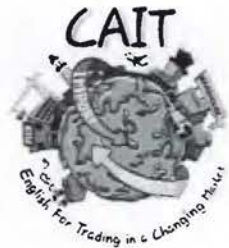
Unit 1: Assignment 1

Assignment #1
Guidelines

Individually, carry out the following tasks:

- A. **Technical vocabulary**: Make a list of new vocabulary you have learned in unit 1. Limit the list from 10 to 20 words.
- B. **Abbreviations**: Make a list of the abbreviations you can find in customs documents with their corresponding meanings.
- C. **Sentences**: Write down sentences using the new vocabulary you have learned in unit 1 or vocabulary you consider fundamental in your area of expertise. Limit the list from 10 to 20 sentences.
- D. **Questions**: Write down the questions you have learned in unit 1 or the ones you consider difficult for you. Limit the list from 5 to 10 questions of the *useful language* you have used in the class to communicate with your classmates.
- E. **Incoterms**: Make a list of the Incoterms you consider difficult and give a definition with your own words.

Delivery date: Monday September 5th, 2016.



Universidad de Costa Rica
Sistema de Estudios de Posgrado
Maestría en la Enseñanza del Inglés como Lengua Extranjera
Customs Administration and International Trade
(CAIT)

Exam 1
(15%)

Available Time: 55 minutes

Total Points: 52 points

Points obtained: _____

Grade: _____

NAME	1st SURNAME	2 nd SURNAME	PERSONAL ID #
TEST ADMINISTRATORS			
Vivian Arguedas Molina & Yajaira Ocampo Monestel			

GENERAL INSTRUCTIONS

1. Write down your personal information.
2. Read all the instructions carefully.
3. Check your exam consists of 10 pages.
4. You have 55 minutes to complete the test.
5. Use black or blue ink to complete the test.
6. The use of dictionaries or electronic devices is forbidden during the administration of the test.

Part I. Filling out a Sale Contract

Instructions:



- Read the information from the commercial invoice about Samsung Electronics Company in the next page. Look for specific data and fill out the International Chamber of Commerce (ICC) Sale Contract correspondingly.
 - Complete the following sections of the contract:
 - Name, address, contact, place and date of the seller (5 points)
 - Name, address, contact, place and place of the buyer (5 points)
 - Complete description of goods including quantity, unit of measure, type of packages, number of packages, unit of value and weight (6 points)
 - Total price in numbers and letters and the currency for payment (3 points)
 - Explanation of delivery terms or incoterms (1 point)
 - Place of inspection (1 point)
 - Beneficiary (1 point)
 - Total of points: 22 points
 - Time: 25 minutes
-

Situation: Imagine you are a customs agent who was hired by an importer in Miami to complete a sale contract in order to buy electronic products. The merchandise will be checked in Fascell Port before it gets to your office door.



Part II: Filling out a Certificate of Origin

Instructions:



- Based on the bill of lading and the commercial invoice and, fill out the provided empty certificate of origin. The situation below also provides necessary information.
- (30 points)
- Points are written in each box.
- Time: 30 minutes

Situation: Imagine you work as a customs agent in China and one of your customers requested that you issue a certificate of origin to his/her consignee in Costa Rica. The goods are “wholly obtained” in the territory of China, as referred to in Article 22 (Wholly Obtained Goods). The producer of the goods is Ai Lun Stainless Steel Jewelry. Its corresponding address is 2006 #seat B, Xijiao Building Zhan Qian Road, Guangzhou, China. The packages specify that the shipment can be verified at www.chinaorigin.gov.cn. The tariff nomenclature for the goods made of stainless steel is 7117.19 and the tariff nomenclature for the goods made of silver is 7113.11. The export does not specify any marks or numbers.

The total of packages are divided into the following order: (The shipment you see)

Item #1: 33 cartons

Item #2: 02 cartons

Item #3: 02 cartons

Item #4: 05 cartons

Item #5: 04 cartons

Item #6: 19 cartons

Item #7: 08 cartons

Item #8: 14 cartons

Item #9: 01 carton

Item #10: 01 carton

Total of packages: 89 cartons

ICC International Sales Contract
(Manufactured Goods Intended for Resale)

REF #:

A. SPECIFIC CONDITIONS



These Specific Conditions have been prepared in order to permit the parties to agree to the particular terms of their sale contract by completing the spaces left open or choosing (as the case may be) between the alternatives provided in this document. Obviously this does not prevent the parties from agreeing to other terms or further details in box A-16 or in one or more annexes.

SELLER

BUYER

Name _____ Address _____ _____	Name _____ Address _____ _____
Contact _____ _____	Contact _____ _____
<p>The present contract of sale will be governed by these Specific Conditions (to the extent that the relevant boxes have been completed) and by the ICC General Conditions of Sale (Manufactured Goods Intended for Resale) which constitute part B of this document.</p>	
Seller Signature _____ Place _____ Date _____	Buyer Signature _____ Place _____ Date _____

A-1 GOODS SOLD

Description of the Goods _____

A-2 CONTRACT PRICE (Art. 4)

Currency: _____

Amount in Numbers: _____

Amount in Letters: _____

A-3 DELIVERY TERMS (According to Incoterms 2000)

- | | | | |
|--------------------------|-----|--|-------|
| <input type="checkbox"/> | EXW | Ex Works; Named Place | _____ |
| <input type="checkbox"/> | FOB | Free On Board; Named Port of Shipment | _____ |
| <input type="checkbox"/> | CIF | Cost Insurance Freight; Named Port of Shipment | _____ |
| <input type="checkbox"/> | DDP | Delivered Duty Paid; Named Destination | _____ |

Delivery Terms _____

Taken and adapted from
<http://www.walkerchb.com/WCB%20ISC%20Master.pdf>



A-5 INSPECTION OF THE GOODS BY BUYER (ART. 3)

Before Shipment Place of Inspection: _____

Other _____

A-7 PAYMENT CONDITIONS (ART. 5)

Irrevocable documentary credit (art. 5.3) Confirmed Unconfirmed

Place of issue (if applicable): _____

Place of confirmation (if applicable) _____

Credit Available:

- By payment at sight X
- By deferred payment at _____ days
- By acceptance of draft at _____ days
- By negotiation

Partial shipments:

- Allowed
- Not allowed

Transshipment:

- Allowed
- Not allowed

Date on which the documentary credit must be notified to seller (if different from art. 5.3)

_____ 30 days before date of delivery Other: _____

Electronic Funds Transfer (EFT)

Beneficiary Name:	
Account No:	
Bank Name:	
Bank Address:	
Correspondent Bank:	
Bank Address:	

A-15 RESOLUTION OF DISPUTES (ART. 14)

The two solutions hereunder (arbitration or litigation before ordinary courts) are alternatives: parties cannot choose both of them. If no choice is made, ICC arbitration will apply, according to Article 14.

ARBITRATION

ICC (according to Art 14.1) _____
 Place of arbitration: California
 Other (specify): _____

LITIGATION (ordinary courts)

In case of dispute the courts of
California
 shall have jurisdiction

市康森进出口有限公司
 SHENZHEN KANGSEN IMPORT AND EXPORT CO.,LTD
 ROOM HUI ZHOU BUILDING ALONG ROAD,LUOHU DISTRICT SHENZHEN CHINA

PAGE 1

發票
 INVOICE

致 To Messrs. ISIDRO LOPEZ M
 COSTA RICA
 ALAJUELA 125, SUR DE PERIMERCADO

日期 Date: 2016.05.29
 發票號

Invoice No.:
 合約號 Contract No.: WIN00156
 信用證號
 L/C No.: T/T

裝由 Shipped per 開船日期 Sailing about
 由 From SHENZHEN, CHINA 至 To SAN JOSE, COSTA RICA

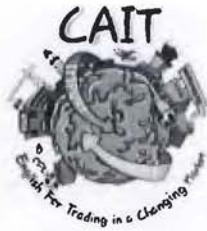
唛頭及號 Mark &	品名 Description	數量 Quantity	單價 Unit Price	總值 Amount (USD)
FOB GUANGZHOU				
N/M	1 DIVERSE STAINLESS STEEL NECKLACE ,BRACELTE EARING &RINGS	24384 PCS	US\$2.06	US\$50,231.04
	2 DIVERSE STAINLESS STEEL EARRINGS (AFFRRY)	4668 PCS	US\$1.31	US\$6,115.08
	3 DIVERSE STAINLESS STEEL NECKLACE &BRACELET (OMG)	1857 PCS	US\$2.84	US\$5,273.88
	4 DIVERSE STAINLESS STEEL NECKLACE & BRACELET (LIQUAN)	6600 PCS	US\$1.22	US\$8,019.00
	5 DIVERSE STAINLESS STEEL EARRINGS (JINXIN)	9458 pcs	US\$1.03	US\$9,703.91
	6 DIVERSE STAINLESS STEEL NECKLACE (OULAI)	39654 pcs	US\$0.68	US\$27,123.34
	7 DIVERSE STAINLESS STEEL EARRINGS (YOYO)	24139 pcs	US\$0.36	US\$8,714.18
	8 DIVERSE STAINLESS STEEL BRACELET, NECKLACE ,JEWERLY SET (ALICE)	18950 PCS	US\$1.86	US\$35,171.20
	9 DIVERSE STAINLESS STEEL BRACELET (YAZKY)	500 PCS	US\$1.62	US\$807.50
	10 DIVERSE SILVER EARRINGS (LIFFUL)	4944 PCS	US\$1.99	US\$9,838.56
TOTAL:				US\$160,997.68



Certificate of Origin

<p>1. Exporter's name, address, country: <i>(1 point)</i></p>	<p>Certificate No.:</p> <p>CERTIFICATE OF ORIGIN</p> <p>for China-Costa Rica Free Trade Agreement</p> <p>Issued in _____</p>					
<p>2. Producer's name and address, if known: <i>(1 point)</i></p>						
<p>3. Importer's name, address, country: <i>(1 point)</i></p>	<p>For Official Use Only:</p>					
<p>4. Means of transport and route (as far as known) <i>(2 points)</i></p> <p>Departure Date:</p> <p>Vessel /Flight/Train/Vehicle No.:</p> <p>Port of loading:</p> <p>Port of discharge:</p>	<p>5. Remarks: <i>(1 point)</i></p>					
<p>6. Item number (Max. 20) <i>(2 points)</i></p>	<p>7. Marks and Numbers on packages <i>(1 point)</i></p>	<p>8. Number and kind of packages; Description of goods <i>(10 points)</i></p>	<p>9. HS code (6 digit code) <i>(2 points)</i></p>	<p>10. Origin Criterion <i>(2 points)</i></p>	<p>11. Gross weight or other quantity (e.g. Quantity Unit, liters, m³.) <i>(5 points)</i></p>	<p>12. Number, date of invoice and Invoiced value <i>(2 points)</i></p>
<p>13. Declaration by the exporter</p> <p>The undersigned hereby declares that the above stated information is correct, and that all the goods are produced in</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">(Country)</p> <p>and that they comply with the origin requirements specified in the Free Trade Agreement for the goods exported to</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">(Importing country)</p> <p>Place, date and signature of authorized person</p>			<p>14. Certification</p> <p>On the basis of the carried out control, it is hereby certified that the information herein is correct and that the described goods comply with the origin requirements of the China -Costa Rica Free Trade Agreement.</p> <p>Place and date¹, signature and stamp of the Authorized Body</p> <p>Tel: _____ Fax: _____</p> <p>Address: _____</p>			

¹ A Certificate of Origin issued under China-Costa Rica Free Trade Agreement shall be valid for one year from the date of issuance in the exporting



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Writing e-mails

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 1
Date: August 31st, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate structures, vocabulary, register and standard writing conventions.

General objectives: By the end of the unit, the students will be able to:

appropriately describe customs regulations to customers by indicating the main measures or procedures to follow in FTA.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately classify phrases into salutations, opening sentences, endings, and closings used when writing e-mails.
2. appropriately identify main ideas in a section of China-Costa Rica FTA by underlining them.
3. correctly identify phrases to explain customs regulations and phrases to give advice by classifying them into categories.
4. successfully describe customs regulations to customers by indicating main procedures and giving advice via e-mail.
5. properly use modal auxiliaries by filling in the blanks authentic statements taken from the FTA.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Micro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, check attendance.</p> <p>Warm up: Formal e-mail content</p> <ul style="list-style-type: none"> T writes the objective on the whiteboard and tells the ss the importance of improving their writing skills in order to perform better when writing e-mails. T asks ss what the main e-mail parts are. She makes a list on the board. (activating prior knowledge: strategy already taught) In groups of 4 students, ss receive a plastic bag containing slips of paper with possible formal phrases found in e-mails. They classify the phrases into salutations, opening phrases, endings, and closings according to provided headings. T walks around to check the classifications. Two ss of each group join another group and share their answers as well as opinions using the UL (Optional. Only if I have time). <p>Materials:</p> <ul style="list-style-type: none"> Material #1: a set of slips of paper with possible formal phrases found in e-mails 	R S	<p>Vocabulary</p> <p>-Salutations: Greetings and titles (Dear Mr. Lynch, I hope you're going well with your project, etc.)</p> <p>Opening sentences (I am writing with regard to your e-mail about., etc.)</p> <p>-Ending phrases (Please do let me know if I can be of further assistance, etc.)</p> <p>-Closing phrases (Sincerely, Best regards, Regards, etc.)</p> <p>UL</p> <p>Which phrases are salutations/ opening sentences/endings/closings?</p> <p>-I think _____ is a/an _____</p> <p>Do you use these phrases when you write e-mails?</p> <p>-Yes, I do. I use them especially when.....</p> <p>-No, I don't. I should start using them.</p> <p>Which phrases are the most useful for you?</p> <p>-I consider _____, and _____ are very useful.</p>	Activating prior knowledge	15 min (5:00-5:15)
2	<p>Pre-task 1: Finding main ideas!</p> <ul style="list-style-type: none"> T explains the skimming strategy. T starts by naming the reading strategy and explaining how and when to use it. After that, ss, in pairs, receive an example (Handout # 1) as a model. Ss follow the underlined phrases while teacher models the strategy. Once modelling is finished, ss are given a text concerning Rules of Origin and Operational Procedures; specifically Article 44. Verification of Origin. Ss skim the article from the FTA and underline the main ideas in order to practice the strategy individually. Ss compare if they underlined the same main ideas with the classmate next to them using the UL. <p>Materials:</p> <ul style="list-style-type: none"> Handout #1: Modelling example for skimming strategy Handout #2: Article 44 (FTA) 	L R	<p>Vocabulary</p> <p>Vocabulary in the article (verification, written requests, exporting Party, ground, accuracy, certificate of origin, customs administration, shall, jointly, thereof, finding)</p> <p>Grammar</p> <p>Modal auxiliaries (shall, may)</p> <p>UL</p> <p>What main ideas did you find?</p> <p>-I consider that _____ is one of the main ideas.</p> <p>How about you? Do you agree?</p> <p>-Well, I think that one main idea is _____.</p> <p>-Another main idea is _____.</p>	Skimming	15 min (5:15-5:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

bj.	Procedures	Micro Skills	Language focus	Strategies	Time
3	<p>Pre-task 2: Looking for phrases!</p> <ul style="list-style-type: none"> The group is divided into 4 groups. Each group is given a bag with slips of paper. The slips of paper consist of phrases to explain customs regulations and phrases to give advice to customers. Ss classify the phrases and T asks them possible words or ideas to complete the phrases. Ss use the UL to interact to each other. T asks ss which phrases are obligations, suggestions, or indicate future formal actions. <p>Materials:</p> <ul style="list-style-type: none"> Material #2: Phrases 	R S	<p>Vocabulary</p> <ul style="list-style-type: none"> -Phrases to explain customs regulations (According to article 23, section A, on Rules of Origin...) -Phrases to give advice to customers (You should..., I suggest that you..., You must..) <p>Grammar</p> <p>Modal auxiliaries (shall, may, should, can, must)</p> <p>UL</p> <p>Do you think _____ is a phrase to give advice/ to explain customs regulations?</p> <p>-Yes, I do./ No, I don't. It is used to give advice/ to explain customs regulations.</p> <p>What phrases are obligations/indicate future formal actions?</p>		10 min (5:30-5:40)
4	<p>Main task: Replying my first e-mail!</p> <ul style="list-style-type: none"> Task phase: Based on Article 44 and an e-mail about an English speaking customer living in Costa Rica who writes to a customs agent in order to consult Rules of origin issues, ss write a reply, as a draft, on their notebooks to offer advice to the customer. (Ss are given material 1 and 2 in a hard copy to help high-beginners.) Planning phase: Ss revise and edit their e-mails. After that, they write the final version in a provided format. T takes notes of errors. Reporting phase: Ss share the e-mails to the class by pasting them on the wall. Ss walk around and they choose one e-mail to give feedback. In the peer revision form, ss give feedback to classmates and react to the e-mail by answering a question. Ss use the UL. Anonymously, ss tell the class the mistakes classmates had. <p>T provides feedback and correct errors.</p> <p>Materials:</p> <ul style="list-style-type: none"> Handout #3: E-mail and e-mail format to write their replies Peer assessment form #1 	R W S	<p>Vocabulary</p> <p>Dear Mr. Ruiz... I'm writing with the purpose of...Could you please let me know if ...? I would appreciate it if you ...</p> <p>I am responding to your e-mail concerning... Please do let me know if I can be of further assistance.</p> <p>UL</p> <p>-As a customer, are you satisfied with the reply? why? Or why not?</p> <p>Comments in the peer assessment form:</p> <ul style="list-style-type: none"> - (name) makes use of the salutation/closing/ending phrase appropriately. He/she also uses the opening sentence correctly. However, she/he has difficulties with.... -As a customer I am satisfied because... -As a customer I am not satisfied because... 		20 min (5:40-6:00) 10 min (6:00-6:10) 15 min (6:10-6:25)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
5	<p>Post-task: Modal auxiliaries</p> <ul style="list-style-type: none"> T explains the modal auxiliaries and their different uses (may, shall, should, must, have to). Ss fill in the blanks an exercise with modal auxiliaries using authentic examples taken from the FTA. Ss write what the modal auxiliaries express in each statement. Ss check the exercise in pairs using the UL provided. Finally, ss check as a whole group the exercise and T corrects mistakes and gives feedback to ss. <p>Materials:</p> <ul style="list-style-type: none"> Handout #4: Modal auxiliaries and exercise 	R W S	<p>Vocabulary</p> <p>-The Committee <u>shall</u> meet on the request of a Party or the Commission to consider any matter arising under this Chapter. <u>Future formal action.</u></p> <p>-The importer <u>may</u>, within 1 year, after the payment of the customs duties, apply for a refund of any excess import customs duties imposed. <u>Possibility.</u></p> <p>UL</p> <p>What modal auxiliary is appropriate in statement number ____?</p> <p>-I consider _____ is appropriate.</p> <p>What does it express?</p> <p>-It expresses _____.</p>		15 min (6:25-6:40)
	<p>Homework:</p> <ul style="list-style-type: none"> Ss are given a possible reply for the same customer's e-mail written by the teacher. Ss read it at home and they will tell the class what aspects in the provided reply they did not take into account. <p>Materials:</p> <ul style="list-style-type: none"> Handout #5: Homework 				

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Identifying main ideas

The Harmonized Commodity Description and Coding System generally referred to as "Harmonized System" or simply "HS" is a multipurpose international product nomenclature developed by the World Customs Organization (WCO).

It comprises about 5,000 commodity groups; each identified by a six digit code, arranged in a legal and logical structure and is supported by well-defined rules to achieve uniform classification.

The system is used by more than 200 countries and economies as a basis for their Customs tariffs and for the collection of international trade statistics. Over 98 % of the merchandise in international trade is classified in terms of the HS.

The HS is also extensively used by governments, international organizations and the private sector for many other purposes such as internal taxes, trade policies, monitoring of controlled goods, rules of origin, freight tariffs, transport statistics, price monitoring, quota controls, compilation of national accounts, and economic research and analysis. The HS is thus a universal economic language and code for goods, and an indispensable tool for international trade.

Adapted from:

<http://www.wcoomd.org/en/topics/nomenclature/overview/what-is-the-harmonized-system.aspx>



Instructions:

A. Individually, skim the text below regarding *Rules of Origin, Section B: Related Operational Procedures*. Underline the main ideas.

Time: 2 minutes



Article 44: Verification of Origin

1. For purposes of determining whether goods imported into the territory of a Party¹ qualify as originating goods under this Chapter, the customs administration of the importing Party may verify origin of the goods, when there are reasonable grounds² to doubt the accuracy³ or authenticity of the Certificate of Origin or when performing the control. The customs administration of the importing Party shall⁴ conduct the verification by means of:

- (a) written requests⁵ for additional information from the importer;
- (b) written requests for additional information from the exporter or producer in the territory of the exporting Party;
- (c) written requests to the authorized body of the exporting Party to verify the origin of the goods, with a copy of such request being notified or communicated to the competent authority of the exporting Party; or
- (d) such other procedures as the competent authorities of the Parties may jointly⁶ decide, including a verification visit.

2. The customs administration of the importing Party which makes a written request for verification under subparagraph 1(c) shall specify the reasons of the request and provide any documents and information or copies thereof⁷ in support of such request.

3. The importer, exporter or producer, who is requested for verification under the subparagraphs 1(a) or 1(b), shall respond the results of the verification in such detail as requested by the requesting Party within 60 days (not

extendable) from the date of notification of the written request. The authorized body which is requested to undertake⁸ the verification under subparagraph 1(c), shall respond the results of the verification in such detail as requested by the requesting Party, within 6 months from the date of the notification of the written request, to the competent authority of the importing Party, with a copy of the results of the verification being notified or communicated to the competent authority of the exporting Party.

4. The competent authority of the importing Party shall notify, in writing, to the competent authority of the exporting Party of the results of the determination on the origin of the good, including its legal basis and findings⁹ of fact.

Glossary:

1. *party: Law A person or entity that participates in a transaction or makes a contract.*
2. *ground: An area of reference or discussion*
3. *accuracy: Precision; exactness*
4. *shall: Used before a verb in the infinitive to show something that will take place or exist in the future*
5. *request: An act of asking for something*
6. *jointly: In collaboration or cooperation*
7. *thereof: From that cause or origin*
8. *undertake: To take in charge*
9. *finding: A conclusion reached after examination or investigation*

Taken from: <http://fta.mofcom.gov.cn/topic/encosta.shtml>

Definitions adapted from: www.thefreedictionary.com

Instructions:

- B. With the classmate next to you, compare your main ideas.
Are they the same?
Use the *useful Language* below.

Useful Language

What main ideas did you find?
-I consider that _____ is one of the main ideas.
How about you? Do you agree?
-Well I think that one main idea is _____.



Replying my first e-mail!

Instructions:

- Based on Article 44 and the e-mail below about an English speaking customer consulting for Rules of Origin issues, write a reply, as a draft, on your notebook to offer advice to the customer.
- After that, revise and edit your e-mail and write the final version in the provided format.
- Finally, share your e-mail to the class by posting it on the wall.



Regarding professional advice



Daniel Rukeyser
to me

9:26 PM (16 hours ago)

Dear Mr. Ruiz,

I hope you're doing well.

I'm writing with the purpose of acquiring information about a customs problem I'm having.

I'm a novice American businessman with my company in Costa Rica. Actually, I have an enterprise to import and export electronic parts in Puntarenas. The problem is that I imported a few electronic components such as resistors, capacitors, diodes, transistors, and integrated circuits from China and I received the certificate of origin as it corresponded; however, the customs administration of Costa Rica notified me that they need some additional information from the producer and from my enterprise. To be honest, I don't have experience regarding this issue. I would really appreciate it if you would give me advice concerning this problem.

Could you please let me know if you are available for a meeting on August 28th? I would also appreciate it if you could reply within two days since I need to arrange my agenda. Thank you.

Sincerely,

Daniel Rukeyser
General Manager
Electronic World

Send Attach Save Draft Spelling Cancel



To: Show BCC

Cc:

Subject: Plain Text

Arial 12 **B** *I* U



Modal auxiliaries

Modals (also called **modal verbs**, **modal auxiliary verbs**, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from action verbs like "work, play, visit..." They give additional information about the **function** of the main verb that follows it. They have a great variety of **communicative functions**.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (bare infinitive)
- They can be used to indicate or express certainty, possibility, obligation, or advice, for example.

Modal Verb	Expressing	Example
must	Strong obligation	The authorized body must sign the certificate of origin.
	logical conclusion / Certainty	He must be very tired. He's been working in the warehouse all day long.
must not	prohibition	You must not issue a certificate of origin for non-originating goods.
may	permission	May I use your computer please?
	possibility, probability	The delivery may be here by tomorrow!
should/ought to	50 % obligation	I should/ought to see my customer tomorrow. I have to give advice to her.
	advice	You should/ought to revise your inbox as soon as possible.
	logical conclusion	He should be/ought to be very tired. He's been working in the warehouse all day long.
Shall	Simple future (1st person)	Shall we submit the document this month? (British English)
	Permission (1st person)	Shall we deliver the packages next week?
	Future formal action (formal)	The company president shall report financial shortfalls to the executive director each semester.

Adapted from: http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php

Exercise

Instructions:



- Fill in the blanks the following statements with appropriate modal auxiliaries. Write what the modal auxiliaries express in each statement.
- Use the *useful language* to check the exercise over.

1. The Committee _____ meet on the request of a Party or the Commission to consider any matter arising¹ under this Chapter. _____.
2. The importer _____, within 1 year, after the payment of the customs duties, apply for a refund² of any excess import customs duties imposed.
_____.
3. No customs duties, deposit or guarantee _____ be refunded in the case where the importer fails to declare upon³ importation. _____.
4. For the recognition of equivalence, the Parties _____ take into account international standards, guidelines⁴ and recommendations developed⁵ by the relevant international organizations. _____.
5. The applicant for an advance ruling on tariff classification _____ be registered with the local customs authority of China. _____.

Glossary:

1. *arising*: To come into being; originate
2. *refund*: To give back, especially money; return or repay
3. *upon*: Concerning
4. *guidelines*: Statements or other indications of policy or procedures by which to determine a course of action.
5. *developed*: Brought into being gradually

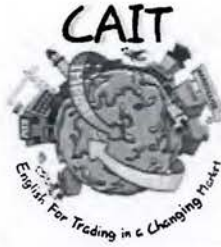
Useful Language

-What modal auxiliary is appropriate in statement number ____?

I consider _____ is appropriate.

-What does it express?

It expresses _____.



Homework

Instructions:

- Read the possible reply for the same customer's e-mail you replied to.
- What aspects in this reply you did not take into account?
- Be ready to share your answers.

Re: Regarding professional advice



Melder Ruiz

9:26 PM (16 hours ago)

Dear Mr. Rukeyser,

I hope your day is going well.

With reference to your e-mail on Monday, I would like to let you know that the customs administration of Costa Rica verify origin of the goods once in a while, sometimes randomly or when it is considered necessary, since some goods may not be originating from the exporter or producer's country as the exporters state.

The customs administrations worldwide generally send written requests in order to request additional information from either the importer, the exporter or the authorized body of the exporter. According to article 44, section B, on Rules of Origin, the customs administrations may also perform a verification visit; thus, they may verify the origin of the goods. In this case, the customs administration of Costa Rica must specify the reasons of such request to the Chinese producer or exporter. Moreover, based on the operational procedures of article 44, the Chinese exporter or producer must have 60 days to respond and provide the requested information to the customs administration of Costa Rica. However, the authorized body of the Chinese exporter or producer will have 6 months to provide the requested documents. Finally, the customs administration of Costa Rica will notify in writing form the results of the process and the procedures to be performed based on the findings. I suggest that you keep all the customs documents for this process.

Should you need any further information, please do not hesitate to contact me. We can meet on September 18th at 9am.

With anticipation,

Melder Ruiz Soto
Code: 467. D.G.A
Customs Agent



Formal e-mail content

Salutations	Endings
Dear Ms. Peterson, I hope you're well.	Please do let me know if I can be of further assistance.
Dear Mr. Lynch, I hope all is going well with the project.	Should you need any further information/assistance, please do not hesitate to contact me.
Dear Mr. Vogler, I hope your day is going well.	I look forward to meeting you soon.
Opening sentences	Closings
I am writing with regard to your e-mail about...	Sincerely,
With reference to your e-mail on Friday, I would like to let you know that...	With anticipation,
I am writing to inform you that..	Respectfully yours.



Phrases to explain customs regulations

According to Article 23, section A, on Rules of Origin,...

Based on the operational procedures of Article 46, the... **shall** request/present...

In this case, the **must**....

Article 37, indicates under subparagraph 2(d) that....**shall** specify...

Phrases to give advice to customers

I suggest that you...

You **should**...

Phrases to explain obligatory procedures

In this situation, you have to...

You **must**...



Activity: Providing feedback to my classmate.



Instructions: Give your partner feedback on his/her e-mail, using the following form.

My Classmate's name: _____.

Criteria	Yes	Needs improvement	No	Comments
My classmate...				
1. fills out the subject line appropriately.				
2. makes use of salutation appropriately.				
3. uses the opening sentence correctly.				
4. writes the body successfully.				
5. provides an appropriate ending phrase.				
6. provides an appropriate closing phrase.				
As a customer, are you satisfied with the reply? why? Or why not?				



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Unit 2: Writing e-mails

Teacher: Vivian Arguedas
Assistant: Yajaira Ocampo

Unit 2 Lesson Plan # 2
Date: Monday, September 5th, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate, structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit the students will be able to appropriately describe customs regulations to customers or colleagues by listing the main measures or procedures to follow in Free Trade Agreements (FTA).

Specific objectives: By the end of the lesson, the students will be able to:

1. effectively identify areas of improvement by analyzing the previous test.
2. successfully identify antecedents related to Canadian importing regulations.
3. appropriately find vocabulary from a specific section from The Canada-Costa Rica Free Trade Agreement.
4. effectively understand main ideas from a section of the Canada-Costa Rica Free Trade Agreement.
5. properly reply an e-mail by restating information about a section of the Canada-Costa Rica Free Trade Agreement.
6. successfully write sentences that support a previous idea by using transition words of agreement, addition and similarity.

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Skills	Language focus	Strategies	Time
1	<p>Routines: greeting, write the date, check attendance, Exam 1 Feedback & Homework</p> <p>Warm up</p> <ul style="list-style-type: none"> Ss ask general questions about the previous exams and T gives them feedback about it and about the homework assigned. *Ast gives support if necessary. <p>Materials: Exam Solutions, Homework Answer Key</p>	S,L			10 m (5:00-5:10)
2	<p>Pre-task 1: Why is it so hard to get wine in Canada?</p> <ul style="list-style-type: none"> The whole group watches the video “Why is it so hard to get Canadian wine in Canada?” and then, volunteers answer some questions about the topic. *Ast hands out the copies. <p>Materials: Unit 2: Handout # 6,Video</p>	L,S	Vocabulary federal offense, unconstitutional, wine & distilled spirits, livestock, Intoxicating liquors		10m (5:10-5:20)
3	<p>Pre-task 2: Collocations</p> <ul style="list-style-type: none"> Ss stand up and look for their match. Some of them have collocations and the others have the definition related to the context from the text Annex III.8 in theThe Canada-Costa Rica Free Trade Agreement about wine and distilled spirits. Then, they form pairs. Ast gives the solutions with all the vocabulary in a handout. <p>Materials: Unit 2: Handout 7 & Material #3 (slips of paper with words)</p>	R,S,L	Internal sale, distilled spirits, prompt renewal, existing measure, appeal procedures, objective ruling, commercial considerations, estate winery, exporting party, alcoholic beverages		10m (5:20-5:30)
4	<p>Pre-task 3: The Canada-Costa Rica Free Trade Agreement: Wine and Distilled Spirits</p> <ul style="list-style-type: none"> Ss practice a quick example of the strategy scanning. T gives the instructions and times the activity for a minute. Ss need to find specific elements in a text and report them to de class. Individually, Ss scan the assigned section from the Canada-Costa Rica Free Trade Agreement related to Wine and Distilled Spirits and circle collocations studied in the previous activity. Some of them are assigned role A and some others re assigned role B. 				
Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language					



“Why is it so hard to get Canadian wine in Canada?”



A) Watch the video “Why is it so hard to get Canadian wine in Canada?”

B) Answer the following questions orally:

1. What is a consequence of holding a bottle of wine in a Canadian border?
2. What are Canadian people allowed to carry along the borders instead of wine?
3. What makes wine inaccessible to most Canadians?
4. What do experts believe about that fact?
5. Had you heard about The Importation of Intoxicating Liquors Act before? What is it about?
6. In the context of commercial relations, what does The Canada-Costa Rica Free Trade Agreement say about Wine and Distilled Spirits? Provide 2 examples

Sources:

<https://www.youtube.com/watch?v=gRrOx44ckB0>

<http://www.cbsa-asfc.gc.ca/publications/dm-md/d3/d3-1-3-eng.html>

<http://www.sice.oas.org/trade/canacr/english/canacrin.asp>



“Why is it so hard to get Canadian wine in Canada?”



A) Watch the video “Why is it so hard to get Canadian wine in Canada?”

<https://www.youtube.com/watch?v=gRrOx44ckB0>

B) Answer the following questions:

1. What is a consequence of holding a bottle of wine in a Canadian border?

Answer: People must be arrested because it is considered a federal offense.

2. What are Canadian people allowed to carry along the borders instead of wine?

Answer: Guns, Livestock and Nuclear Fuel

3. What makes wine inaccessible to most Canadians?

Answer: The importation of intoxicating Liquors Act

4. What do experts believe?

Answer: They believe it is unconstitutional.

5. Had you heard about The Importation of Intoxicating Liquors Act before? What is it about?

Answer: This law talks about the procedures to be followed for the interprovincial and international transportation and release of intoxicating liquors in Canada.

<http://www.cbsa-asfc.gc.ca/publications/dm-md/d3/d3-1-3-eng.html>

6. In the context of commercial relations, what does The Canada-Costa Rica Free Trade Agreement say about Wine and Distilled Spirits? Provide 2 examples

Answer:

The annex states some considerations about the importance of defining administrative procedures, the rule of 30,000 gallons, discriminatory pricing, the discrimination of the product in Ontario and the obligations under the Gatt 1994.



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Unit 2: Handout #7 (Answer Sheet)

The Canada-Costa Rica Free Trade Agreement

Wine & Distilled Spirits (Vocabulary)

Collocations	Meaning in context
INTERNAL SALE	Products sold only inside the country
DISTILLED SPIRITS	Alcoholic beverages like beer or wine
PROMPT RENEWAL	Redefine a pre-existing measure
EXISTING MEASURE	Predetermined regulations about wine distribution
APPEAL PROCEDURES	Disagreement regarding pre-established decisions
OBJECTIVE RULING	Impartial regulations about wine listing
COMMERCIAL CONSIDERATIONS	Trade deliberation about the wine industry
ESTATE WINERY	An establishment where wine is made
IMPORTING PARTY	People or countries interested in buying products
ALCOHOLIC BEVERAGES	Drinks derived from natural fermentation



Strategy: Scanning

Scanning is a strategy that helps you identify specific elements in a text rapidly.

Instructions: Individually scan the text and circle words that finish with “-tion”.

Section IV - Consultations

Article III.14 Consultations and Committee on Trade in Goods and Rules of Origin

1. The Parties hereby establish a Committee on Trade in Goods and Rules of Origin, comprising representatives of each Party.

2. The Committee shall meet periodically, and at any other time on the request of either Party or the Commission, to ensure the effective implementation and administration of this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) and any Uniform Regulations. In this regard, the Committee shall:

(a) monitor the implementation and administration by the Parties of this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) and any Uniform Regulations to ensure their uniform interpretation;

(b) at the request of either party, review any proposed modification of or addition to this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) or any Uniform Regulations;

(c) recommend to the Commission any modification of or addition to this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) or any Uniform Regulations and to any other provision of this Agreement as may be required to conform with any change to the Harmonized System; and

(d) consider any other matter relating to the implementation and administration by the Parties of this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) and any Uniform Regulations referred to it by:

(i) a Party;

(ii) the Customs Sub-Committee established under Article V.13 (The Customs Sub-Committee); or

(iii) the Sub-Committee on Agriculture established under paragraph 4.

3. If the Committee fails to resolve a matter referred to it pursuant to paragraph 2 (b) or (d) within 30 days of such referral.



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Unit 2: Handout #8 Answer Sheet

Strategy: Scanning

Scanning is a strategy that helps you identify specific elements in a text rapidly.

Instructions: Individually scan the text and circle words that finish with "-tion".

Section IV - Consultations

Article III.14 Consultations and Committee on Trade in Goods and Rules of Origin

1. The Parties hereby establish a Committee on Trade in Goods and Rules of Origin, comprising representatives of each Party.

2. The Committee shall meet periodically, and at any other time on the request of either Party or the Commission, to ensure the effective implementation and administration of this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) and any Uniform Regulations. In this regard, the Committee shall:

(a) monitor the implementation and administration by the Parties of this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) and any Uniform Regulations to ensure their uniform interpretation;

(b) at the request of either party, review any proposed modification of or addition to this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) or any Uniform Regulations;

(c) recommend to the Commission any modification of or addition to this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) or any Uniform Regulations and to any other provision of this Agreement as may be required to conform with any change to the Harmonized System; and

(d) consider any other matter relating to the implementation and administration by the Parties of this Chapter, Chapter IV (Rules of Origin), Chapter V (Customs Procedures), Chapter VI (Emergency Action), Chapter IX (Trade Facilitation and Additional Provisions) and any Uniform Regulations referred to it by:

(i) a Party;

(ii) the Customs Sub-Committee established under Article V.13 (The Customs Sub-Committee); or

(iii) the Sub-Committee on Agriculture established under paragraph 4.

3. If the Committee fails to resolve a matter referred to it pursuant to paragraph 2 (b) or (d) within 30 days of such referral.

Take from http://www.sice.oas.org/trade/cancr/english/text_e.asp#p2c3aIII.12



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Unit 2: Handout # 9A

The Canada-Costa Rica Free Trade Agreement: Wine and Distilled Spirits

- A) Individually, scan the assigned section from the Canada-Costa Rica Free Trade Agreement related to Wine and Distilled Spirits and circle collocations studied in the previous activity.
- B) Work in pairs and tell your partner what you understood from some of the ideas related to those collocations. Take notes if you consider it necessary and mention 3 ideas by using your words.

An important consideration from this annex is..., A main idea the agreement states..., Specific details this section refers to are the following... I understand that..., I learned that...

Annex III.8 Wine and Distilled Spirits Canada

Section A

1. Except as provided in paragraphs 3 through 6, in respect of any measure related to the internal sale and distribution of wine and distilled spirits, Article III.2 shall not apply to:
 - (a) a non-conforming provision of any existing measure;
 - (b) the continuation or prompt renewal of a non-conforming provision of any existing measure; or
 - (c) an amendment to a non-conforming provision of any existing measure to the extent that the amendment does not decrease its conformity with Article III.2.
2. The Party asserting that paragraph 1 applies to one of its measures shall have the burden of establishing the validity of such assertion.
3. (a) Any measure related to the listing of wine and distilled spirits of the other Party shall:
 - (i) conform with Article III.2;
 - (ii) be transparent, non-discriminatory and provide for prompt decision on any listing application, prompt written notification of such decision to the applicant and, in the case of a negative decision, provide for a statement of the reason for refusal;
 - (iii) establish administrative appeal procedures for listing decisions that provide for prompt, fair and objective rulings;
 - (iv) be based on normal commercial considerations;
 - (v) not create disguised barriers to trade; and
 - (vi) be published and made generally available to persons of the other Party;(b) Notwithstanding paragraph 3(a) and Article III.2, and provided that listing measures of British Columbia otherwise conform with paragraph 3(a) and Article III.2, automatic listing measures in the province of British Columbia may be maintained provided they apply only to existing estate wineries producing less than 30,000 gallons of wine annually and meeting the existing content rule.
4. (a) Where the distributor is a public entity, the entity may charge the actual cost of- service differential between wine or distilled spirits of the other Party and domestic wine or distilled spirits. Any such differential shall not exceed the actual amount by which the audited cost of service for the wine or distilled spirits of the exporting Party exceeds the audited cost of service for the wine or distilled spirits of the importing Party.

Taken and adapted from:
Foreign Trade Information System
<http://www.sice.oas.org/trade/canrcr/english/canrcrin.asp>



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Unit 2: Handout #9B

The Canada-Costa Rica Free Trade Agreement: Wine and Distilled Spirits

A) Individually, scan the assigned section from the Canada-Costa Rica Free Trade Agreement related to Wine and Distilled Spirits and circle collocations studied in the previous activity.

B) Work in pairs and tell your partner what you understood from some of the ideas related to those collocations. Take notes if you consider it necessary and mention 3 ideas by using your words.

An important consideration from this annex is..., A main idea the agreement states..., Specific details this section refers to are the following... I understand that..., I learned that...

Annex III.8
Wine and Distilled Spirits
Canada

Section B

- (b) Notwithstanding Article III.2, Article I (Definitions) except for the definition of "distilled spirits", Article IV.3 (Wine), and Annexes A, B, and C, of the *Agreement between Canada and the European Economic Community concerning Trade and Commerce in Alcoholic Beverages*, dated February 28, 1989, shall apply with such changes as the circumstances may require;
- (c) All discriminatory mark-ups on distilled spirits shall be eliminated immediately on the date of entry into force of this Agreement. Cost-of-service differential mark-ups as described in subparagraph (a) shall be permitted;
- (d) Any other discriminatory pricing measure shall be eliminated on the date of entry into force of this Agreement.
5. (a) Any measure related to distribution of wine or distilled spirits of the other Party shall conform with Article III.2;
- (b) Notwithstanding subparagraph (a), and provided that distribution measures otherwise ensure conformity with Article III.2, a Party may:
- (i) maintain or introduce a measure limiting on-premise sales by a winery or distillery to those wines or distilled spirits produced on its premises; and
- (ii) maintain a measure requiring existing private wine store outlets in the provinces of Ontario and British Columbia to discriminate in favour of wine of those provinces to a degree no greater than the discrimination required by such existing measure;
- (c) Nothing in this Agreement shall prohibit the Province of Quebec from requiring that any wine sold in grocery stores in Quebec be bottled in Quebec, provided that alternative outlets are provided in Quebec for the sale of wine of the other Party, whether or not such wine is bottled in Quebec.
6. Unless otherwise specifically provided in this Annex, the Parties retain their rights and obligations under the GATT 1994 and agreements negotiated under the WTO Agreement.
7. The Parties will refer issues related to this Annex to the Subcommittee on Agriculture established under Article III.14.
8. For purposes of this Annex:
Wine includes wine and wine-containing beverages.

Taken and adapted from:

Answer Sheet

**Annex III.8
Wine and Distilled Spirits
Canada**

Section A

1. Except as provided in paragraphs 3 through 6, in respect of any measure related to the internal sale and distribution of wine and distilled spirits, Article III.2 shall not apply to:
 - (a) a non-conforming provision of any existing measure;
 - (b) the continuation or prompt renewal of a non-conforming provision of any existing measure; or
 - (c) an amendment to a non-conforming provision of any existing measure to the extent that the amendment does not decrease its conformity with Article III.2.
2. The Party asserting that paragraph 1 applies to one of its measures shall have the burden of establishing the validity of such assertion.
3. (a) Any measure related to the listing of wine and distilled spirits of the other Party shall:
 - (i) conform with Article III.2;
 - (ii) be transparent, non-discriminatory and provide for prompt decision on any listing application, prompt written notification of such decision to the applicant and, in the case of a negative decision, provide for a statement of the reason for refusal;
 - (iii) establish administrative appeal procedures for listing decisions that provide for prompt, fair and objective rulings;
 - (iv) be based on normal commercial considerations;
 - (v) not create disguised barriers to trade; and
 - (vi) be published and made generally available to persons of the other Party;(b) Notwithstanding paragraph 3(a) and Article III.2, and provided that listing measures of British Columbia otherwise conform with paragraph 3(a) and Article III.2, automatic listing measures in the province of British Columbia may be maintained provided they apply only to existing estate wineries producing less than 30,000 gallons of wine annually and meeting the existing content rule.
4. (a) Where the distributor is a public entity, the entity may charge the actual cost of- service differential between wine or distilled spirits of the other Party and domestic wine or distilled spirits. Any such differential shall not exceed the actual amount by which the audited cost of service for the wine or distilled spirits of the exporting Party exceeds the audited cost of service for the wine or distilled spirits of the importing Party.

Taken and adapted from:

Foreign Trade Information System
<http://www.sice.oas.org/trade/cantr/english/cantr.in.asp>

Ideas related to collocations:

1. Lines 1 & 2: Article III.2 does not apply for selling alcoholic beverages if there is a previous measure.
2. Lines 19 & 20: Article III.2 determines that only the already existing estate wineries can produce around 30,000 gallons of wine per year.
3. Line 14: Selling wine should be done taking into account commercial regulations

Answer Sheet

Annex III.8 Wine and Distilled Spirits Canada

Section B

(b) Notwithstanding Article III.2, Article I (Definitions) except for the definition of "distilled spirits", Article IV.3 (Wine), and Annexes A, B, and C, of the *Agreement between Canada and the European Economic Community concerning Trade and Commerce in Alcoholic Beverages*, dated February 28, 1989, shall apply with such changes as the circumstances may require;

(c) All discriminatory mark-ups on distilled spirits shall be eliminated immediately on the date of entry into force of this Agreement. Cost-of-service differential mark-ups as described in subparagraph (a) shall be permitted;

(d) Any other discriminatory pricing measure shall be eliminated on the date of entry into force of this Agreement.

5. (a) Any measure related to distribution of wine or distilled spirits of the other Party shall conform with Article III.2;

(b) Notwithstanding subparagraph (a), and provided that distribution measures otherwise ensure conformity with Article III.2, a Party may:

(i) maintain or introduce a measure limiting on-premise sales by a winery or distillery to those wines or distilled spirits produced on its premises; and

(ii) maintain a measure requiring existing private wine store outlets in the provinces of Ontario and British Columbia to discriminate in favour of wine of those provinces to a degree no greater than the discrimination required by such existing measure;

(c) Nothing in this Agreement shall prohibit the Province of Quebec from requiring that any wine sold in grocery stores in Quebec be bottled in Quebec, provided that alternative outlets are provided in Quebec for the sale of wine of the other Party, whether or not such wine is bottled in Quebec.

6. Unless otherwise specifically provided in this Annex, the Parties retain their rights and obligations under the GATT 1994 and agreements negotiated under the WTO Agreement.

7. The Parties will refer issues related to this Annex to the Subcommittee on Agriculture established under Article III.14.

8. For purposes of this Annex:

Wine includes wine and wine-containing beverages.

Taken and adapted from:

Foreign Trade Information System

<http://www.sice.oas.org/trade/canac/english/canacrin.asp>

Ideas related to collocations:

1. Line 9: Regulations related to distilled spirits are stated in Article III.2
2. Line 13: Private wine stores in Ontario and British Columbia have specific measures for selling wine.
3. Regulations related to Distilled Spirits changed since the year of 1989.



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Unit 2: Handout #10

No Big Deal!

Situation: You have been working at Pacific Customs Broker in Surrey, British Columbia in Canada as a customs clearance clerk for 5 years. Today you get an e-mail from one of your new colleagues who has been going through a training process in the company. He/ she needs to report understanding of the most important elements stated in Annex III. 8 from the Canada- Costa Rica Free Trade Agreement related to wines and alcoholic beverages to the supervisor. However, your colleague is not sure about how to report the right ideas and your help is required.

Instructions:

A) Individually, read the email sent by your colleague.

Hello John,

Can you help me understand some information about Annex III. 8? I need to report this to Mark on Tuesday, but I am not sure if I understood the information well, and to make matters worse I need to send him a brief report about Art 2, Art 3 and Annex III.3

I was wondering if you could verify some ideas about wine distilled spirits and other measures, too.

Please, I need your help because this report is very urgent and tomorrow I do not have much time to study this agreement.

Best regards,

Annie

B) Work individually. Write a supportive reply e-mail to help your colleague in trouble understand the content of ANNEX III.8 and to write the report correctly. Mention 3 important ideas from the text.

C) Stand up, walk around the class and exchange papers with your classmates.

D) Correct your classmates' mistakes and give them back to them.



Homework: Transition Words I

Agreement / Addition / Similarity



NOTE: Transition words like **also**, **in addition**, and **similarly**, add information, reinforce ideas, and express agreement with preceding material.

Instructions: Write original ideas to finish and support the following sentence:



1. Free Trade Agreements are the best ways to open up foreign markets to exporters.

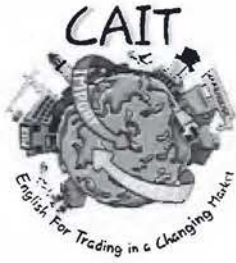
Also, _____

In Addition, _____

Moreover, _____

Additionally, _____

Furthermore, _____



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Unit 2: Material #3

Vocabulary: Collocations & Meaning in Context

INTERNAL SALE

DISTILLED SPIRITS

**PROMPT
RENEWAL**

**EXISTING
MEASURE**

OBJECTIVE RULING

**APPEAL
PROCEDURES**

**COMMERCIAL
CONSIDERATIONS**

**ALCOHOLIC
BEVERAGES**

ESTATE WINERY

**IMPORTING
PARTY**

Drinks derived from natural fermentation

Trade deliberation about the wine industry

People or countries interested in selling or buying products

An establishment where wine is made

Alcoholic beverages like beer or wine

Products sold only inside the country

Disagreement about prestablished decisions

Predetermined regulations about wine distribution

Redefine pre-existing measures

Impartial regulations about wine listing

New Message



To

Cc Bcc

Subject



Track this email

Send





Activity: Providing feedback to my classmates.

Unit 2: Material #4

Instructions: Give your partner feedback on his/her written performance, using the following form.

Classmate: _____.

Criteria	Yes	Needs improvement	No	Comments
My classmate...				
1. uses vocabulary already practiced.				
2. makes use of correct grammar.				
3. makes use of correct punctuation.				
4. includes e-mail parts correctly.				
What do you suggest to him/her?				



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Unit 2: Writing e-mails

Teacher: Vivian Arguedas

Unit 2 Lesson Plan #3

Assistant: Yajaira Ocampo

Date: Wednesday, September 7th, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate, structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit the students will be able to appropriately describe customs regulations to customers or colleagues by explaining how the law works when applying the measures in different trade situations.

Specific objectives: By the end of the lesson, the students will be able to:

1. successfully guess the class topic by identifying terms related to phytosanitary regulations.
2. appropriately interact with a text by using signpost questions.
3. successfully recognize the author's intention and the main ideas in a text by asking signpost questions.
4. successfully write a reply e-mail by restating important phytosanitary regulations.
5. correctly identify the use of commas in a given email.

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: greeting, write the date, & check attendance, check homework orally</p> <p>Warm-up: Guess the Topic</p> <ul style="list-style-type: none"> • T divides the class into two groups. Each group chooses a representative in a charade competition who needs to go in front of the class. • T shows a word to both representatives in each group. However, t hides the word to the rest of the students while the representatives do mimic in order to have someone in their groups guessing the word correctly. • Ast writes the UL on the board. Then, both T and Ast present the useful language to the class. • Ss take turns nominating others to do the same in front of the class. • When all the words have been shown by the teacher, she asks the students if they can guess the topic by relating it to the words in this activity. • T writes the objective on the board and asks the students the following questions: What are the phytosanitary measures? Why are phytosanitary regulations important? <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Material #4 	R, S,L	<p>UL: I nominate Rodrigo to come into the front of the class. Is this word..... (plants)? Is that...scientist?</p> <p>Vocabulary plants, pest, scientist, seed, food, protection, rules, disease</p>		10 min (5:00-5:10)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

<p>2</p>	<p>Pre-task 1: Signpost Questions</p> <ul style="list-style-type: none"> • T explains the strategy signpost questions to interact with paragraphs from the Training Module on the WTO Agreement on Sanitary and Phytosanitary Measures by the United Nations in the Annex of Biotechnological and Genetically Modified Products and she clarifies questions students might have. • Ast writes the UL on the board. Then, both T and Ast present the useful language to the class. • Ss work in pairs and practice the strategy while they practice UL. Then, volunteers share their answers to the group. • T checks the answers with the group. * Ast hands out copies and monitors the pairs to practice the useful language during the activity. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #13 	<p>R, S,L</p>	<p>Strategy: Signpost Questions</p> <p>UL: I think the author means..., I believe that this section of guidelines is..., My opinion is that the author..., I consider this idea...because....</p> <p>Questions: What type of information is the author providing? Is the author giving information or showing a mandatory idea? etc</p>		<p>10min (5:10-5:20)</p>
<p>3</p>	<p>Pre-task 2: Requirements for Phytosanitary Certificates</p> <ul style="list-style-type: none"> • T explains the instructions and the useful language present in the handout. • Ss work in pairs and read the guidelines and considerations established by The Food and Agricultural Organization of the United Nations (FAO) in order to get a phytosanitary Certificate and ask themselves the signpost questions. Then, they talk over the signpost questions and write an answer. After that, they share their answers with the group. • Finally, Ss share their answers to the class. * Ast hands out copies and monitors the pairs to practice the useful language during the activity. 	<p>R, S,L</p>	<p>UL: I think the author means..., I believe that this section of guidelines is..., My opinion is that the author..., I consider his idea...because....</p> <p>Examples of questions: What type of information is the author providing? Is the author giving</p>		<p>20 min (5:20-5:40)</p>

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

	Materials: <ul style="list-style-type: none"> Unit 2: Handout #14 		information or showing a mandatory idea?	
4	Task: How can I get a phytosanitary certification for my blueberries? Task phase: <ul style="list-style-type: none"> Ss form four groups. T gives them a handout with an already written e-mail and a large copy with an e-mail template to write on and she explains the procedure of the task. Both T and Ast present the useful language in the handout to the class. They read the e-mail and make decisions to reply it together. Planning phase: <ul style="list-style-type: none"> Ss reply the e-mail to a customer indicating him/her the important requirements to get a phytosanitary certification in the United States. Ss take into account elements from pre-task 2 such as the mode of issue, attachments, unacceptable certificate, requirements made by the importing countries, and the requirements for completing the phytosanitary certificates as well as e-mail phrases. Both T and Ast monitor their work. Reporting phase: <ul style="list-style-type: none"> Ss paste their large copies on the walls of the classroom and each group 	W, S,L	UL Useful Language: What is an important idea to mention? I believe that _____ is necessary to be included. What else would you like to include? I think that _____ would be relevant. Is there any other detail you want to write? Sure. It is necessary to mention _____	40 min (5:40-6:20)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

	<p>rotates in order to correct the misspelled words in their classmates reply e-mails. Ss may ask the teacher's and the Ast support on how to correct mistakes.</p> <ul style="list-style-type: none"> • T and Ast collect evidence of the students' performance. • T gives them feedback about the misspelled words on the board. * Ast hands out copies and monitors the pairs to practice the useful language during the activity. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #15 • Unit 2: Material #5 (e-mail template)-Large copies/ colorful markers,tape. 				
5	<p>Post-task: Where should the comma go?</p> <ul style="list-style-type: none"> • The teacher explains rules about the correct uses of a comma. • Ss work individually making decisions if parts of an e-mail need commas or not. • T projects a handout with empty blanks for the post-task on the board. • Volunteers share their answers when they stand up, pick out a symbol of a comma or an empty symbol from a bag and place them on the board correctly. • T checks the answers with the group. * Ast hands out copies and monitors the pairs to practice the useful language during the activity. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #16 & Material #6 	R,W	<p>Grammar:</p> <p>The use of commas</p>		15min (6:20-6:35)

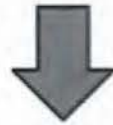
Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Homework: Transition Words I

Agreement / Addition /

Similarity



NOTE: Transition words like also, in addition, and, similarly, add information, reinforce ideas, and express agreement with preceding material.

Instructions: Write original ideas to finish and support the following sentence:



1. *Free Trade Agreements are the best ways to open up foreign markets to exporters.*

Also, _____

In Addition, _____

Moreover, _____

Additionally, _____

Furthermore, _____

(Answers may vary)



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Unit 2: Handout #13



Strategy: Signpost Questions?

They are questions that help you interact with the text to understand important ideas.

Activity: In pairs, read the following paragraphs from the Training Module on the WTO Agreement on Sanitary and Phytosanitary Measures by the United Nations in the Annex of Biotechnological and Genetically Modified Products and answer yourself the questions below each one.

Paragraph #1

Under the 1992 FDA "Statement of Policy: Foods Derived from New Plant Varieties", 115 developers have the responsibility to ensure that the foods they offer to consumers are safe and comply with all applicable requirements.

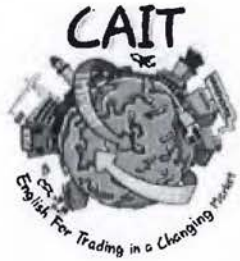
❖ **Is the idea in the paragraph a mandatory statement? How do I notice that?**

Paragraph #2

In recent years, consumer resistance to GM food has been growing also in the United States, where the public is increasingly demanding that GM food be appropriately labeled.¹²¹ In Congress, Representative Kucinich has been pushing new legislation on mandatory labeling for GM food since 2000.

❖ **Is the author trying to convince me or to inform me? Explain why.**

Adapted from http://unctad.org/en/Docs/ditctncd20043_en.pdf



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Unit 2: Handout #14



Requirements for Phytosanitary Certificates

Instructions:

- A) In pairs, read the following guidelines and considerations established by The Food and Agricultural Organization of the United Nations (FAO) in order to get a phytosanitary Certificate and ask yourselves the signpost questions.
- B) Practice the useful language: I think the author means..., I believe that this section of guidelines is..., My opinion is that the author..., I consider this idea...because....

Original Guidelines	Signpost Question 	Answer
<p>1. Mode of Issue: Alternatively, electronic certification may be used provided that the mode of issue and security is acceptable by the importing countries, the information provided is consistent with the appropriate model(s).</p>	<p>❖ What type of information is the author providing?</p>	
<p>2. Attachments: Any attachments containing phytosanitary information should bear the phytosanitary certificate number, and should be dated, signed and stamped the same as the phytosanitary certificate.</p>	<p>❖ Is the author giving information or showing a mandatory idea?</p>	
<p>3. Unacceptable Certificates: Importing countries should not accept certificates that they determine to be invalid or fraudulent. The issuing authorities should be notified as soon as possible regarding unacceptable or suspect.</p>	<p>❖ What is the main idea of this paragraph?</p>	

<p>4. Requirements made by the importing countries: period of validity (importing countries may specify the period of time allowed for issue following inspection and/or treatment, dispatch of the consignment from the country of origin following issue, and validity of certificate) and completion (countries may require that the certificate is completed by typing, or in handwritten legible capital letters).</p>	<p>❖ What are the two important ideas mentioned by the author?</p>	
<p>5. Certifying Statement: This is to certify that the plants, plant products or other regulated articles described herein have been inspected and/or tested according to appropriate official procedures and are considered to be free from the quarantine pests specified by the importing contracting party.</p>	<p>❖ What did the author try to communicate with this idea?</p>	

Adapted from <http://www.fao.org/docrep/004/y3241e/y3241e06.htm#bm6..3.4.1>

Glossary

Mode of Issue: original document issued by the National Plant Protection Organization (NPPO)

Attachments: additional information or document to support the data in the certificate.


Unacceptable Certificates: fraudulent, incomplete, or illegible information

Importing Countries Requirements: specific requirements from countries that buy merchandise

Certifying Statements: a document that declares the inspection of plants and food (N.

González, Personal Communication, August 30th, 2016)

Answer Sheet

Original Guidelines	Signpost Question 	Answer
<p>1. Mode of Issue: Alternatively, electronic certification may be used provided that the mode of issue and security is acceptable by the importing countries, the information provided is consistent with the appropriate model(s).</p>	<p>❖ What type of information is the author providing?</p>	<p>Information about the possibility of following the procedure online.</p>
<p>2. Attachments: Any attachments containing phytosanitary information should bear the phytosanitary certificate number, and should be dated, signed and stamped the same as the phytosanitary certificate.</p>	<p>❖ Is the author giving information or showing a mandatory idea?</p>	<p>The author is warning that any attached information or document must be certified.</p>
<p>3. Unacceptable Certificates: Importing countries should not accept certificates that they determine to be invalid or fraudulent. The issuing authorities should be notified as soon as possible regarding unacceptable or suspect.</p>	<p>❖ What is the main idea of this paragraph?</p>	<p>Only original documents which follow the right procedures are accepted.</p>
<p>4. Requirements made by the importing countries: period of validity (importing countries may specify the period of time allowed for issue following inspection and/or treatment, dispatch of the consignment from the country of origin following issue, and validity of certificate) and completion (countries may require that the certificate is completed by typing, or in handwritten legible capital letters).</p>	<p>❖ What are the two important ideas mentioned by the author?</p>	<p>a) The limit of time a certificate is considered valid. b) The way a certificate must be written</p>
<p>5. Certifying Statement: This is to certify that the plants, plant products or other regulated articles described herein have been inspected and/or tested according to appropriate official procedures and are considered to be free from the quarantine pests specified by the importing contracting party.</p>	<p>❖ What did the author try to communicate with this idea?</p>	<p>The author refers to a declaration that confirms that the procedures to inspect plants and food were followed.</p>



How can I get a Phytosanitary Certification for my Blueberries?

Situation: You are a customs agent working in USA and today a customer from Michigan has written to you in order to obtain advice about the requirements to get a phytosanitary certification for exporting blueberries.

Instructions:

A) Work in groups of four people. Reply the e-mail to your customer explaining to him/her the important requirements to get a phytosanitary certification in the United States. Take into account elements such as the mode of issue, attachments, unacceptable certificate, requirements made by the importing countries, and the requirements for completing the phytosanitary certificates.

B) Share the information with the rest of the group. Paste your email on the wall and walk around the class correcting spelling, grammar and punctuation mistakes from the other groups. Consult the teacher, the assistant or any online source to help your classmates with the mistakes.

Reminder...

Formal E-mail Phrases:

- **Salutation (Greeting and Tittle):** Dear Sir/ Madam, Dear Sir or Madam, To whom it may concern, Dear Mr. / Ms. Jones, Dear Dr. Smith
- **Opening Sentence:** With reference to your email on Sept 5th, After having read your email, I would like to tell you that..., In reply to your email about...
- **Body:** It is necessary to..., You need to..., Take into account that..., Do not forget to...,
- **Closing Sentence:** If you require any further information, feel free to contact me, I look forward to your reply, I look forward to hearing from you, I look forward to seeing you.

Taken from <http://www.myenglishteacher.eu/blog/formal-and-informal-email-phrases/> http://www.nvtc.ee/e-oppe/Varkki/layout/opening_and_closing_lines.html

Reminder...

Useful Language:

What is an important idea to mention? I believe that _____ is necessary to be included. What else would you like to include? I think that _____ would be relevant.

Is there any other detail you want to write? Sure. It is necessary to mention _____.



Where should the commas go?

A) Work individually. Read the following grammatical notes to understand the different uses of a comma:



1. Use a comma to separate two complete sentences that are joined by words such as "and" or "but". Examples:

- ✓ The merchandise was sent this morning, and it will arrive on Monday.
- ✓ You can export the berries, but you need to consider learning the phytosanitary measures first.



2. Use a comma with a series of three or more. Example:

- ✓ They are importing dairy products, soybeans, and peanuts.



3. Use a comma after an introductory element. Example:

- ✓ After waiting for a month, the pallets got to Everglade Port.



4. Use commas in conventional situations: addresses, closings and informal openings in letters or e-mails. Examples:

- ✓ The customs agent office is located on 12 Ash Lane, Ames, Iowa.
- ✓ Sincerely yours,
- ✓ Dear Todd,

Adapted from:

http://www.cas.udel.edu/writing-center/Documents/Commas_Semicolons_Colons.pdf

B) Read the following e-mail and circle **,** if a comma is required or **∅** if it is not.

To: merryberries@gmail.com

From: dianecustoms& shipping@gmail.com

Subject: Response to your Consultation about Phytosanitary Certification

Date: Monday

September 5th Dear

Daniel

Thanks for contacting me regarding the information about phytosanitary regulations

First you need to take into account the article from the FAO that refers to inspection and inconsistencies. Also you must consider several aspects such as optional online certification the language of the importing country the period of validity and mode of issue.

Do not forget to check the guidelines for preparation of phytosanitary certificates and you also must write legible and complete data.

If you want to learn more about this topic you can read more at The Food and Agriculture Organization of the United Nations.

If I may be of further assistance please contact me by e-mail or phone at 800-510- 2803 between 7 am to 5 pm.

We care for your

business. Sincerely

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New Message — ↗ ✕

To Cc Bcc

Subject ☰ ▼

[Track this email](#)

Send         ▼

Plants



Food



Seeds



Protection



Scientist



Pesticide



Disease



Rules





University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Writing e-mails

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 4
Date: September 12th, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit the students will be able to:

appropriately describe customs regulations to customers or colleagues by explaining how the law works when applying the measures in different trade situations.

Specific objectives: By the end of the lesson, the students will be able to:

1. properly use salutations, opening sentences, ending phrases, and closings by completing an e-mail.
2. appropriately identify main ideas in an article from China-Costa Rica FTA by underlining them in the text.
3. correctly summarize main ideas in an article from China-Costa Rica FTA by reading the text.
4. successfully describe customs regulations to a customer by explaining how the law works in Denial of Preferential Tariff Treatment tasks cases.
5. properly apply the rules regarding the use of periods by revising a provided e-mail.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Micro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, and check attendance.</p> <ul style="list-style-type: none"> T gives feedback regarding errors found in e-mails (Article 44). <p>Warm up: Completing an e-mail</p> <ul style="list-style-type: none"> T writes the objective on the whiteboard and asks the Ss to recall the e-mail parts orally. In pairs, Ss complete an incomplete e-mail with an appropriate salutation, opening sentence, ending phrase, and closing. Ss are not allowed to see the phrases from their portfolio. T and Ast walk around to check students' performance. Volunteers share the phrases they used with the class. Other Ss ask them what phrases they wrote. The whole class checks out the phrases they did not use from their portfolio. <p>Materials:</p> <ul style="list-style-type: none"> Handout #17: Incomplete e-mail 	R L S W	<p>Vocabulary</p> <p>-Salutations: (Dear Mr. Brenes, I hope you are doing well, etc.)</p> <p>Opening sentences (I am writing to inform you that, etc.)</p> <p>-Ending phrases (Please do let me know if I can be of further assistance, etc.)</p> <p>-Closing phrases (With anticipation, etc.)</p> <p>UL</p> <p>What did you write for the salutation/opening sentence/ending phrase/closing?</p> <p>-We wrote _____.</p> <p>What about you? Did you write the same phrase?</p> <p>-Yes, we did.</p> <p>-No, we didn't. We wrote _____.</p>		10 min (5:00-5:10)
2	<p>Pre-task 1: Skimming as a first step to summarize</p> <ul style="list-style-type: none"> Individually, Ss are given an article from China-Costa Rica FTA, specifically, Article 45. <i>Denial of Preferential Tariff Treatment</i>. They have two minutes to skim the article. After that, Ss get in pairs and share the main ideas they found by using the UL. Then some volunteers tell the whole class the main ideas they found. T and Ast walk around to confirm the effective use of the strategy and meaningful communication. <p>Materials:</p> <ul style="list-style-type: none"> Handout #18: Article 45 (FTA) 	R L S	<p>Vocabulary</p> <p>Vocabulary in the article (denial, preferential tariff treatment, originating, direct consignment, submitted, and security features)</p> <p>UL</p> <p>What main ideas did you find in Article ___?</p> <p>-I consider that _____ is one of the main ideas.</p> <p>How about you? Do you agree?</p> <p>-Well, I think that one main idea is _____.</p> <p>-Another main idea is _____.</p>	Skimming (already taught)	10 min (5:10-5:20)

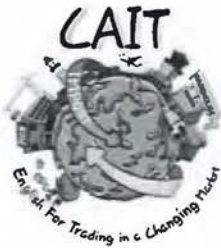
Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	MS	Language focus	Strategies	Time
3	<p>Pre-task 2: Summarizing!</p> <p>T explains the summarizing strategy. T starts by naming the strategy and explaining the steps to summarize. After that, Ss listen to the T modelling the strategy by using a short text (the same they used three lessons ago for skimming) and then the notes she took and the summary she made in order to exemplify the strategy.</p> <ul style="list-style-type: none"> Once modelling is finished, Ss use the same article they skimmed in pre-task 1 in order to summarize it individually. Ss take notes before summarizing. Ss have 15 minutes to summarize the article. Ss compare if they summarized the same main ideas in the article with the classmate next to them by using the UL. Some volunteers share their summaries with the whole class. T and Ast walk around and take notes of errors. <p>Materials:</p> <ul style="list-style-type: none"> Handout #19: Modelling example for summarizing strategy Handout #20: Notes and summary Handout #18: Article 45 (FTA) (already used) 	R W L S	<p>Vocabulary</p> <p>Vocabulary in the article (denial, preferential tariff treatment, originating, direct consignment, submitted, and security features)</p> <p>UL</p> <p>What main ideas did you find in Article ____? -I consider that _____ is one of the main ideas. Can you tell me your summarized version of the article? -Well, I think a good summary of Article ____ is _____.</p>	Summarizing (new)	20 min (5:20-5:40)
4	<p>Main task: Preferential Tariff treatment</p> <ul style="list-style-type: none"> Task phase: Based on Article 45 and an e-mail about an English-speaking customer living in Costa Rica who writes to a customs agent in order to consult for preferential tariff treatment, Ss write a draft reply on their notebooks to explain to their customer the reasons of denial of preferential tariff treatment. Ss can use the phrases from their portfolio (to help high-beginners.) Planning phase: T asks Ss to revise and edit their e-mails. After that, they write the final version in a provided format. T and Ast take notes of errors. Reporting phase: Ss share the e-mails by exchanging them with a classmate according to given numbers to form pairs. Ss give feedback to their classmates in a private way by using a peer revision form. Ss use the UL. Volunteers share feedback with the whole class in an anonymous way. T provides feedback and correct errors. <p>Materials:</p>	R W L S	<p>Vocabulary</p> <p>Dear Ms. Matarrita, I hope all is ...I am writing to inform you that.. As you already know, ... Could you explain that to me? ...Thank you very much...Best regards,.</p> <p>UL</p> <p>-As a customer, are you satisfied with the reply? Why? Or why not? Comments in the peer assessment form: - (name) makes use of most of e-mail parts appropriately. However, she/he has difficulties with.... -As a customer I am satisfied because... -As a customer I am not satisfied because...</p>		20 min (5:40-6:00) 10 min (6:00-6:10) 15 min (6:10-6:25)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

	<ul style="list-style-type: none"> • Handout #21: E-mail and e-mail format to write their replies • Peer assessment form #3 				
Obj.	Procedures	MS	Language focus	Strategies	Time
5	<p>Post-task: The Use of the Period: Rules</p> <ul style="list-style-type: none"> • T explains the use of the period and its rules. Ss circle the periods that are unnecessary or incorrectly used in a provided e-mail. Ss add any period they consider necessary. • Ss share their answers with the class by using the UL. <p>Materials: Handout #22: The use of the period</p>	R W L S	<p>Vocabulary Cargo/freight service, merchandise, company.</p> <p>UL</p> <p>-Did you circle any period? Yes, I did. I circled the one after the word _____ because in this case the period is... No, I didn't.</p> <p>-Did you add any period? Yes, I did. I added one after the word _____ because in this case the period... No, I didn't.</p>		15 min (6:25- 6:40)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Completing an e-mail



Instructions:

In pairs, complete the e-mail below with an appropriate salutation, opening sentence, ending phrase, and closing.

From: powerfuelinternational@gmail.com

To: brenesm27@yahoo.com

_____ it would be impossible to meet this coming Monday.

I will be flying to Singapore to organize an important event related to exporting fuel to Singapore, China, Japan, and Korea. As it is a millionaire deal I can't delay it, sorry for the inconvenience. I hope I can obtain what I want, the access to Oriental countries. I appreciate if you would set the meeting for next month.

_____ I will be available via Skype during the nights. Thank you.

Patrick Thompson
Industrial Engineer
Power Fuel

Useful Language

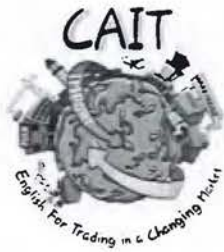
What did you write for the salutation/opening sentence/ending phrase/closing?

-We wrote _____.

What about you? Did you write the same phrase?

-Yes, we did.

-No, we didn't. We wrote _____.



Skimming as a first step to summarize!

Instructions:

Individually, skim the text below regarding *Denial of Preferential Tariff Treatment*. Remember to underline only the main ideas or keywords.

Time: 2 minutes

Article 45: Denial¹ of Preferential Tariff Treatment

1. A Party may deny preferential tariff treatment to goods when:
 - (a) the goods imported do not qualify as originating in accordance with the provisions of this Chapter;
 - (b) the goods imported do not comply with the provisions on direct consignment under Article 35 (Direct Consignment);
 - (c) the competent authority of the exporting Party fails², as required under Article 38 (Authorized Bodies), to inform the competent authority of the importing Party of the name of the authorized body or bodies, any security features of the Certificate of Origin, or any change in the above information;
 - (d) the importer, exporter, producer or authorized bodies, as appropriate, requested by the importing Party, fails to comply with the requirements under paragraph 3 of the Article 44 (Verification of Origin);
 - (e) the Certificate of Origin has not been duly³ completed, signed, or stamped in accordance with the provisions under this Chapter;
 - (f) the data provided under the Certificate of Origin does not correspond to that of the supporting documents submitted; or
 - (g) the description, quantity and weight of goods, marks and number of packages, number and kinds of packages, as specified in the

Certificate of Origin, do not conform to the goods presented.

2. In the event that the preferential tariff treatment is denied, the competent authority of the importing Party shall inform the importer of the decision on the denial of the preferential treatment and the reasons for that decision.

Glossary:

1. *denial*: A negative reply; rejection of a request
2. *fails*: To leave undone; neglect
3. *duly*: In a proper manner

Adapted from: <http://fta.mofcom.gov.cn/topic/encosta.shtml>

Definitions taken from: www.thefreedictionary.com

Useful Language
What main ideas did you find in Article ____? -I consider that _____ is one of the main ideas. How about you? Do you agree? -Well, I think that one main idea is _____. -Another main idea is _____.



Summarizing

To summarize is to put in your own words a shortened version of written or spoken material, stating the main points and leaving out everything that is not essential.

Steps to summarize:

1. Start by skimming the text and underlining key words and phrases.
2. Cross out sentences that are not necessary or that are redundant.
3. Substitute general terms when appropriate (for example, furniture instead of beds, chairs, and tables).
4. Write down notes about the main idea (s).
5. Reread the text and write a summary.
6. In the summary, you should state the text's main idea in the first sentence and include the most important information.
7. Be sure you do not include any opinions of your own or sentences word-for-word from the original text.

Adapted from: <https://www.teachervision.com/skill-builder/reading-comprehension/48785.html>

Identifying main ideas

The Harmonized Commodity Description and Coding System generally referred to as "Harmonized System" or simply "HS" is a multipurpose international product nomenclature developed by the World Customs Organization (WCO).

It comprises about 5,000 commodity groups; each identified by a six digit code, arranged in a legal and logical structure and is supported by well-defined rules to achieve uniform classification.

The system is used by more than 200 countries and economies as a basis for their Customs tariffs and for the collection of international trade statistics. Over 98 % of the merchandise in international trade is classified in terms of the HS.

The HS is also extensively used by governments, international organizations and the private sector for many other purposes such as internal taxes, trade policies, monitoring of controlled goods, rules of origin, freight tariffs, transport statistics, price monitoring, and quota controls. The HS is thus a universal economic language and code for goods, and an indispensable tool for international trade.

Adapted from:

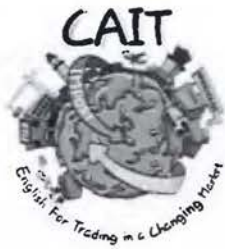
<http://www.wcoomd.org/en/topics/nomenclature/overview/what-is-the-harmonized-system.aspx>

Notes:

The HS was developed by the WCO. It's an international product nomenclature comprising merchandise in groups. It has six digits. It follows rules. Most of the goods are classified by using it. It can be used to establish freight tariffs, and quota controls among others. It is internationally used and indispensable for trading.

Summary:

The harmonized system was created by the WCO with the purpose of comprising goods in groups by using headings and sub-headings as codes. The HS follows specific rules in order to classify items. Most of the merchandise for international trading uses this six digit code. In addition, this coding system is used to set freight tariffs, quota controls, and other procedures, among others.



Instructions:

- A. Summarize Article 45. Remember to follow the steps for summarizing and that the summary must be shorter than the original version. Time: 15 minutes
- B. With the classmate next to you, compare your summary. Use the *Useful Language*.

Article 45:

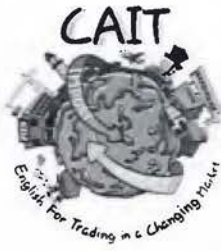
Notes: _____

_____.

Summary: _____

_____.

Useful Language
What main ideas did you find in Article ___?
-I consider that is one of the main ideas.
Can you tell me your summarized version of the article?
-Well, I think a good summary of Article ___ is.....



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V. Arguedas & Y. Ocampo

Preferential Tariff Treatment

Instructions:

1. Based on Article 45 and the e-mail below about an English speaking customer consulting for denial of preferential tariff treatment, write a draft reply on your notebook to explain to the customer how the law works when applying the measures in this situation.
2. After that, revise and edit your e-mail and write the final version in the provided format.
3. Finally, exchange your e-mail with a classmate for the corresponding feedback.



Concerning preferential tariff treatment



Ryan Kelley (rkelley29@gmail.com)

9:20 PM (10 hours ago)

Dear Ms. Matarrita,

I hope all is going well with your projects.

I am writing to inform you that I have done everything related to the transactions. I am following all the steps. However, I have a question concerning preferential tariff treatment and I will need another meeting.

As you already know, this would be my first time importing merchandise. A friend of mine who has an enterprise in San José told me that I should be careful when claiming for preferential tariff treatment. It seems to be that she had a problem related to denial of that benefit. What did she mean by that? Is that possible? If so, I would like to know the reasons. Could you explain that to me? I would really appreciate it if you gave me advice regarding this issue.

Could you please let me know if it is possible for you to meet in my office soon? I cannot go to Cartago now. I appreciate your help.

Best regards,

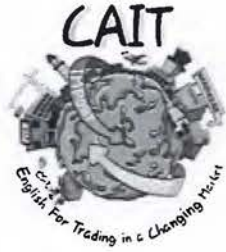
Ryan Kelley
Genius Enterprise

To |

Cc: Bcc

Subject

Large empty text area for composing the message body.



The use of the period: Rules

1. Use a period to end a complete sentence.

Correct: I've included the shipping information for your SupraToy.com order.

Incorrect: I've included the shipping information for your SupraToy.com order

2. If a sentence ends with a question mark or exclamation point, the period is omitted.

Correct: Did you send the documents?

Incorrect: Did you send the documents?.

3. If a sentence ends with an abbreviation, the period used for the abbreviation also serves as the period for the sentence. This is true even if the abbreviation is contained within a quotation.

Correct: He is a vice president at Apple Inc.

Incorrect: He is a vice president at Apple Inc..

Correct: Laura said, "We will continue the meeting tomorrow at 8:00 a.m."

Incorrect: Laura said, "We will continue the meeting tomorrow at 8:00 a.m.".

4. An indirect question ends with a period, not a question mark.

Direct question: The question is, Does anyone support this legislation?

Indirect question: The question was whether anyone supported the legislation.

5. If a sentence ends with an entire sentence between parentheses, the period is placed inside the closing parenthesis.

Correct: Their office was the largest one on the building. (It also happened to be the ugliest.)

Incorrect: Their office was the largest one on the building. (It also happened to be the ugliest).

6. If a sentence ends with a sentence that is not entire and it is between parentheses, the period is placed outside the closing parenthesis.

Correct: Cargo service is likely to be in short supply throughout August (the peak business period).

Incorrect: Cargo service is likely to be in short supply throughout August (the peak business period.)

7. If a sentence ends with quoted material, the period is placed inside the closing quotation mark, even if the period is not part of the original quotation.

Correct: The president's speech both began and ended with the word "freedom."

Incorrect: The president's speech both began and ended with the word "freedom".

8. In addition to ending a sentence, the period is used with certain abbreviations. The current style is to use periods with most lowercase and mixed-case abbreviations (examples: a.m., etc., vol., Inc., Jr., Mrs.) and to omit periods with most uppercase abbreviations (examples: FBI, ATM, NASA, BBC).

However, note that many scientific and technical abbreviations are formed without periods, even when they are lowercase or mixed-case. Examples: kHz (kilohertz), rpm (revolutions per minute), kg (kilogram), Na (sodium), 1st (first).

A few uppercase abbreviations, including academic degrees, retain periods. Examples: U.S. (United States), J.D. (Juris Doctor), D.D.S. (Doctor of Dental Surgery).

Adapted from:

<http://www.thepunctuationguide.com/period.html>

Exercise

Instructions:



4. Circle the periods that are unnecessary or incorrectly used in the following e-mail.
5. Add any period you consider necessary.
6. Use the *useful language* to check the exercise over.

To: Gsullivan@wdesw.org
From: sandy@cedarcr.com
Subject: Re: Cedar Crest online freight service

Dear Mr. Sullivan,

Thanks for getting in touch with Cedar Crest about cargo service prices. I'm Sandy, the salesman in charge of customer service. We appreciate your interest in getting transportation service for your merchandise from our company

The cargo service prices in our central offices will sometimes differ from those offered online.

Have you seen our latest promo for October?. We're offering two cargo services for the price of one (We are the best online cargo service according to web statistics).

If you need more information about promo, just go to www.cedarcr.com/promo To buy a cargo service, just access the type of service and click on the button marked "Buy this service"

We look forward to your next visit to one of our Cedar Crest offices or to www.cedarcr.com. We're open from 9:30 a.m until 9:30 p.m.

Best wishes,

Sandy

Adapted from:

<https://www.scribd.com/document/44161647/Clear-Correct-Concise-Email>

Useful Language

-Did you circle any period?

Yes, I did. I circled the one after the word _____ because in this case the period is...

No, I didn't.

-Did you add any period?

Yes, I did. I added one after the word _____ because in this case the period...

No, I didn't.



Activity: Providing feedback to my classmate.



Instructions: Give your partner feedback on his/her e-mail, using the following form.

Criteria	Yes	Needs improvement	No	Comments
My classmate...				
1. makes use of basic e-mail parts.				
2. uses modal auxiliaries appropriately.				
3. uses transitions correctly.				
4. uses commas correctly.				
5. spells words appropriately.				
As a customer, are you satisfied with the reply? Why? Or why not?				
Do you have any suggestion for your classmate?				



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Writing e-mails

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 5
Date: September 14th, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit, the students will be able to:

appropriately describe customs regulations to customers or colleagues by explaining how the law works when applying the measures in different trade situations.

Specific objectives: By the end of the lesson, the students will be able to:

1. properly apply the rules regarding the use of periods by revising a provided e-mail.
2. appropriately classify phrases into salutations, opening sentences, ending phrases, and closings used for writing e-mails.
3. correctly identify phrases for apologizing, attaching files, or giving bad news by picking phrases according to categories assigned.
4. correctly summarize main ideas in an article from China-Costa Rica FTA by reading the text.
5. successfully describe customs regulations to a customer by explaining to him/her how Direct Consignment influences on Preferential Tariff Treatment.
6. properly use transitions for opposition, limitation, and contradiction by writing statements.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, and check attendance.</p> <ul style="list-style-type: none"> T writes the objective on the whiteboard. T provides feedback regarding errors found in e-mail they wrote last class. <p>Warm up: Periods!</p> <ul style="list-style-type: none"> Ss circle the periods that are unnecessary or incorrectly used in a provided e-mail. Ss add any period they consider necessary. Ss share their answers with the class by using the UL. <p>Materials:</p> <ul style="list-style-type: none"> Handout #22: The use of the period 	R W L S	<p>Vocabulary</p> <p>Cargo/freight service, merchandise, company.</p> <p>UL</p> <p>-Did you circle any period? Yes, I did. I circled the one after the word _____ because in this case the period is... No, I didn't.</p> <p>-Did you add any period? Yes, I did. I added one after the word _____ because in this case the period... No, I didn't.</p>		10 min (5:00-5:10)
2	<p>Pre-task 1: More formal phrases</p> <ul style="list-style-type: none"> The group is divided into 5 groups. Ss receive a plastic bag containing slips of paper with common formal phrases found in e-mails. They classify the phrases into salutations, opening phrases, endings, and closings according to provided headings. Ss use the UL to interact. The first team in classifying the phrases is the winner. T walks around to check the classifications. Some Ss share their classifications with the whole class. T gives chocolates to Ss. <p>Materials:</p> <ul style="list-style-type: none"> Material #7: a set of slips of paper with common formal phrases found in e-mails 	R L S	<p>Vocabulary</p> <p>-Salutations: (Dear Mr. Rowell, I hope you have finished your projects successfully, etc.) Opening sentences (With reference to your email of [date], I would like to bring the following to your attention, etc.) -Ending phrases (I look forward to your reply, etc.) -Closing phrases (Best regards, etc.)</p> <p>UL</p> <p>Which phrases are salutations/opening sentences/ending phrases/closings? _____ is a/an _____. Which phrases will you use to write your next e-mail? -I'll probably use _____, _____, and _____.</p>		5 min (5:10-5:15)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	MS	Language focus	Strategies	Time
3	<p>Pre-task 2: Picking phrases!</p> <ul style="list-style-type: none"> The group is divided into 3 teams. Each team is assigned either phrases for apologizing, phrases for attaching files, or phrases for giving bad news. T asks each group to pick only the phrases corresponding to the category assigned. The phrases will be pasted on the wall in advance. Ss complete the phrases with possible words or ideas and Ss from other teams ask the other Ss the phrases they got. Ss use the UL to interact with each other. <p>Materials:</p> <ul style="list-style-type: none"> Material #8: Phrases for apologizing, attaching files, and giving bad news 	R S L W	<p>Vocabulary</p> <ul style="list-style-type: none"> -Phrases for apologizing (Please accept my apologies for the delay, etc.) -Phrases for attaching files (Please find attached the you requested, etc.) -Phrases for giving bad news (I regret to inform you that due to...,etc.) <p>UL</p> <p>Should we pick this phrase? -Yes, we should. It's perfect for.... -No, we shouldn't. This phrase is not for....</p> <p>Which phrases do you use for <i>apologizing/attaching files/giving bad news</i>? -_____ is an example. -Another example is _____.</p>		10 min (5:15-5:25)
4	<p>Pre-task 3: More of Summarizing!</p> <ul style="list-style-type: none"> T asks the students to recall the steps for summarizing together. T writes the steps on the board. Ss read and summarize Art. 35 Direct Consignment individually. T suggests to take notes before writing their summaries. Some volunteers share their summaries with the whole class by using the UL. T and Ast walk around and take notes of errors. <p>Materials:</p> <ul style="list-style-type: none"> Handout #23: Article 35 (FTA), notes, and summary format 	R W L S	<p>Vocabulary</p> <p>Vocabulary in the article (preferential tariff treatment, originating, reloading, repacking, storage, temporarily stored, party, non-party)</p> <p>UL</p> <p>What main ideas did you find in Article ____? -I consider that _____ is one of the main ideas. Can you tell me your summarized version of the article? -Well, I think a good summary of Article ____ is _____.</p>	summarizing (already taught)	20 min (5:25-5:45)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
5	<p>Main task: Direct Consignment</p> <ul style="list-style-type: none"> • Task phase: Based on Article 35 and an e-mail about an English-speaking customer living in Costa Rica consulting for the influence of direct consignment on preferential tariff treatment, Ss carry out a collective writing in groups of 4 Ss. Ss write a draft reply on their notebooks to explain to their customer how direct consignment influence on denial of preferential tariff treatment. T asks the Ss to use the new phrases they have learnt in the pre-tasks. Ss use the UL to make decisions regarding what to write. • Planning phase: Ss to revise and edit their e-mails. After that, they write the final version in a larger format. T and Ast take notes of errors. • Reporting phase: Ss share the e-mails by pasting them on the wall. Each group chooses another group in order to give feedback to them by using a peer revision form. Ss use the UL. Volunteers share feedback with the whole class by saying the group number. • T provides feedback and corrects errors. • Grouping technique: Ss are grouped according to pictures related to their area of expertise. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #23: Article 35 (FTA) (already used) • Handout #24: E-mail • Material #9: Large e-mail formats for collective writing • Peer assessment form #4 	R W L S	<p>Vocabulary</p> <p>Dear Ms. Rukeyser, I hope you have ...with reference to your mail of.. As I told you in the last e-mail, ... Could you explain that to me...? ...Thank you for your assistance. Please find attached...for your consideration. I would like to apologize for any inconvenience caused. I regret to inform you that due to..</p> <p>UL</p> <p>Useful Language:</p> <p>How should we start? -Let's start with... What <i>opening sentence/ending phrase/closing</i> do you suggest? -I suggest _____, What is an important idea to mention? -I believe that _____ is necessary to be included. What else would you like to include? I think that _____ is relevant. Is there any other detail you want to write? Sure. It is necessary to mention....</p> <p>-As a customer, are you satisfied with the reply? Why? Or why not? Comments in the peer assessment form: - <u>(group x)</u> makes use of most of the e-mail parts appropriately. However, they have difficulties with.... -As a customer I am satisfied because... -As a customer I am not satisfied because...</p>		20 min (5:45-6:05) 10 min (6:05-6:15) 15 min (6:15-6:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
6	<p>Post-task: Transitions (opposition, limitation, contradiction)</p> <ul style="list-style-type: none"> • T explains the use of transitions for opposition, limitation, and contradiction. Ss write statements by using given transitions. • Ss share their answers with the class by using the UL. <p>Materials: Handout #25: Transitions for opposition, limitation, and contradiction</p>	R W L S	<p style="text-align: center;">Vocabulary</p> <p>However, nevertheless, even though, while, etc.</p> <p style="text-align: center;">UL</p> <p>What statement did you write with the transition _____?</p> <p>-I wrote.....</p> <p>Is it correct?</p> <p>-Yes, it is.</p> <p>-No, it isn't. A correct statement with the transition _____ would be...</p>		10 min (6:30-6:40)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



More of Summarizing!

Instructions:

- A. Summarize Article 35. Remember to follow the steps for summarizing and that the summary should be shorter than the original version.
- B. Share your summary with the whole class.
Use the *Useful Language*.

Article 35: Direct Consignment

1. The originating goods of the Parties claiming for preferential tariff treatment shall be directly consigned between the Parties.
2. Originating goods whose transport involves transit through one or more non-Parties, with or without transshipment or temporary storage in such¹ non-Parties under control of the customs administration of such countries, are still considered directly consigned between the Parties, provided that:
 - (a) the transit entry is justified for geographical reason or by consideration related exclusively to international transport requirements;
 - (b) the goods do not enter into trade or consumption there;
 - (c) the goods do not undergo² any operation there other than unloading and reloading, repacking, or any operation required to keep them in good condition;
 - (d) in case where the goods are temporarily stored in the territory of a non-Party, as provided in paragraph 2, stay of the goods in that non-Party shall not exceed 3 months from the date of its entry.Where conditions under subparagraphs (a), (b), (c) and (d) are not met³, such goods will not be considered as originating.
3. For purposes of paragraph 2, the following documents shall be submitted to the customs administration of the importing Party upon⁴ import declaration of the goods:
 - (a) the Through Bill of Lading and other supporting documents for those goods with transshipment in a non-Party; and
 - (b) in case where the goods are temporarily stored in the territory of a non-Party, additional documentary evidence should be provided by the customs administration of such non-Party.

Glossary:

1. *such*: Someone or something implied or indicated
2. *undergo*: To experience or be subjected to
3. *met*: Past tense of meet. To be sufficient for ; satisfy
4. *upon*: On the occasion of, at the time of, or immediately after

Adapted from: <http://fta.mofcom.gov.cn/topic/encosta.shtml>

Definitions adapted from: www.thefreedictionary.com

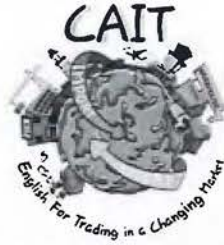
Notes: _____

_____.

Summary: _____

_____.

Useful Language
What main ideas did you find in Article ____ ?
-I consider that is one of the main ideas.
Can you tell me your summarized version of the article?
-Well, I think a good summary of Article ____ is.....



Direct Consignment

Instructions:

Collective Writing

Based on Article 35 and the e-mail below about an English-speaking customer consulting about the influence of Direct Consignment on Denial of Preferential Tariff Treatment process, do the following in groups of 4 students:

- First, write a reply draft on your notebooks to explain to the customer how the law works when applying the measures in the situation above.
- After that, revise and edit your e-mail.
- Write the final version of the e-mail in a larger format.
- Finally, paste your e-mail on the wall. Choose another e-mail to give feedback.

Consult regarding Direct Consignment



Ryan Kelley (rkelley29@gmail.com)

9:26 PM (16 hours ago)



Dear Ms. Matarrita,

I hope you have had a nice week.

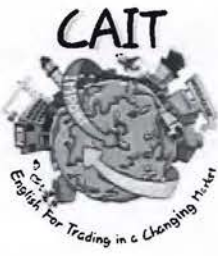
With reference to your mail of September 12th related to Preferential Tariff Treatment, I would like to inform you that it was very clear to me. Notwithstanding, I would like to have more information regarding Direct Consignment since I'm not familiar with this process.

As I told you in the last e-mail, I will be importing merchandise for the first time soon and I don't want to lose the benefit of preferential tariff treatment. Could you please explain to me what the relationship between preferential tariff treatment and direct consignment is? How does direct consignment influence on this process? Could you please explain that to me via e-mail? I'm afraid I won't have time to meet this month.

I would really appreciate your time. Thank you for your assistance.

Regards,

Ryan Kelley
Genius Enterprise



Transitions Opposition / Limitation / Contradiction

Common transition phrases like *but*, *rather* and *or*, express that there is evidence of opposition, certain shift or contrast.

The following are other examples to show opposition, limitation or contradiction.

1. **Although** this may be true, I can't help you with the transaction.
2. You need to fill out the document first. **On the other hand**, you have to pay \$350.
3. The Certificate of Origin must be filled out correctly; **otherwise**, Preferential Tariff Treatment is denied.
4. **Even though** the merchandise is stored during 3 days, the importer has to pay the whole month.
5. **While/whereas** a ship is safer to transport your merchandise, a truck is not.
6. **Despite** the importers' pleading, the customs technician didn't deliver the merchandise.
7. CIF is better for the importers; **however/nevertheless/notwithstanding**, most of them use FOB.

Adapted from:

<http://www.smart-words.org/linking-words/transition-words.html>

Exercise

Instructions:



- Write statements using some of the transitions above.
- Make reference to the articles you have read in class or any area of your field of expertise.
- Use the *Useful Language* to check the exercise over.

1. _____
2. _____
3. _____
4. _____

Useful Language

What statement did you write with the transition _____? -I wrote...

Is it correct? -Yes, it is.

-No, it isn't. A correct statement with the transition _____ would be...



More Formal phrases

Salutations	Endings
Dear Ms. Castillo, I hope your business is going well.	I look forward to your reply.
Dear Mrs. DiMattia, I hope you feel better.	I look forward to hearing from you.
Dear Mr. Rowell, I hope you have finished your project successfully.	Thank you for your assistance.
Opening sentences	Closings
Thank you for contacting us regarding	Regards,
Regarding the question you raised in your previous email, please find my explanation below.	Best regards,
With reference to your email of [date], I would like to bring the following to your attention.	All the best,
Thank you for your email of [date]. Please find my reply to your query below.	Best wishes,

Adapted from:

<http://www.nlc.cl/estr-downloads/Phrases%20to%20use%20in%20business%20letters%20and%20emails.pdf>

<http://smallbusiness.chron.com/good-salutations-business-emails-23086.html>



Phrases for Apologizing

I would like to apologize for any inconvenience caused.

Please accept my apologies for the delay.

I will make sure that this will not happen again in the future.

I am afraid I will not be able to attend the.....

Phrases for Attaching Files

I am attaching the.... for your consideration.

I am sending you the as an attachment.

Please find attached the you requested.

Phrases for Giving Bad News

I regret to inform you that due to...

Unfortunately, due to I'm not legally able to....

I'm afraid I've got some bad news for you...



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Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Material 9

New Message _ ✖ X

To | Cc Bcc

Subject



Activity: Providing feedback to my classmates.



Instructions: Give your partners feedback on their e-mail, using the following form.

Group number: _____.

Criteria	Yes	Needs improvement	No	Comments
Group _____:				
1. makes use of main e-mail parts.				
2. uses modal auxiliaries appropriately.				
3. uses transitions correctly.				
4. uses punctuation (commas and periods) correctly.				
5. spells words appropriately.				
As a customer, are you satisfied with the reply? Why? Or why not?				
Do you have any suggestion for your classmates?				



University of Costa Rica Master's
Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Writing e-mails

Teacher: Vivian Arguedas
Assistant: Yajaira Ocampo

Unit 2 Lesson Plan # 6
Date: Monday, September 19th, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit the students will be able to explain customs regulations or procedures to advise customers when exporting and importing merchandise.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately recognize the topic by looking at pictures of objects of cultural interest in UK.
2. successfully identify common antecedents related to the European Economic Community in regards to exporting regulations.
3. effectively recognize details from a text about types of licenses required to export objects of cultural interest from UK to the members from the European Economic Community by practicing the repeated speed reading strategy.
4. successfully identify regulations to obtain a general export license in order to dispatch objects of cultural interest from UK to the members of the European Economic Community.
5. correctly write an e-mail by restating ideas about regulations related to exporting objects of cultural interest from UK to other countries that belong to the European Economic Community.
6. effectively recognize the use of transitions of emphasis, support, and example.

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: greetings, write the date, & call the roll & Check Homework Transitions</p> <p>Warm-up: A Museum in the Class</p> <ul style="list-style-type: none"> • T gives the instructions and models the useful language. • Ss walk around the class observing the pictures on the wall, which represent important pieces of works of art from the UK. • Ss talk over the pictures with other classmates and report what they saw. They will let others know if they were familiar with the pieces of art or not. • T writes the topic on the board and asks Ss the question: Are you familiar with European regulations for exporting? <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Material # 10 	S & L	<p>Vocabulary: The Campbell Sisters Dancing a Waltz, The English Translation of Erasmus, The Lady of Shallot, The Penitent Saint Peter, The Marble Statue of Aphrodite, A panoramic Winter Landscape.</p> <p>UL: What might this be? I think it is a sculpture. Who is the author? I remember it was made by... I cannot recall who made it. Where is this piece of art from? I guess it is from...</p>		10 min (5:00-5:10)

Abbreviations: T=teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

2	<p>Pre-task 1: What do you know?</p> <ul style="list-style-type: none"> • T gives instructions about the activity in a concentric circle where students share some prior knowledge about the context of exporting in UK. • T models the useful language. • The whole group forms a concentric circle and talks over the given questions about exporting antecedents in the European Economic Community. • Ss go back to their places and volunteers share some of the details discussed. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Material #11 	S & L	<p>UL:</p> <p>From what I know... I can recall... I remember that... An interesting fact is ...</p>		15min (5:10-5:25)
3	<p>Pre-task 2: Repeated Speed Reading</p> <ul style="list-style-type: none"> • T gives instructions in the handout and models the strategy. • SS read a section of UK Export Licensing for Cultural Goods Procedures and Guidance for Exporters of Works of Art and Other Cultural Goods for 1 minute, they write a mark where they stopped, and finally they turn the page and write notes of details they understood. • Ss read the text for 30 seconds again, write a mark where they stopped, turn the page, write more details they understood the second time they read and share them with the class. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #26 	R S L	<p>UL:</p> <p>The text is about... Some of the important ideas are... Some details I understood from the text are...</p>	<p>Strategy Repeated Speed Reading Vocabulary documentation, embargoed, license, dispatch, manuscripts, archives, museums</p>	10 min (5:25-5:35)

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4	<p>Pre-task 3: Exports of Objects of Cultural Interest in UK</p> <ul style="list-style-type: none"> • T gives instructions to read a text about the regulations to get a General Export License for exporting objects of cultural interest in UK, and she reminds Ss about the use of the strategy previously practiced. • Individually, Ss read Article 26 from the UK Council Regulation about conditions and requirements to get a General Export License for 1:30 minute. Then, they write a mark where they stopped. After that, they read the text again for 1 minute, and they write another mark where they stopped while reflecting about the following questions: Did I go further in the reading? Did I get more details? • Ss are given a picture of a musical instrument in order to look for their partner to share their ideas. • In pairs, Ss turn down the page and tell each other 2 details they understood from the text. • Volunteers share ideas with the rest of the class. <p>Materials:</p>	R & S	<p>UL: The text is about... Some of the important ideas are... Some details I understood from the text are...</p>	<p>Strategy Repeated Speed Reading Vocabulary pursuant, Spire, end-user, HM Revenue, notification, transferor, authorized, revocation</p>	15 min (5:35-5:50)
5	<p>Task: How Can I Sell my Violins?</p> <p>Task phase:</p> <ul style="list-style-type: none"> • T explains the situation and gives the instructions and models UL. • Ss write an e-mail in order to explain a customer in UK how to get a general export license to sell his/her violins in Ireland. • T and Ast walk around reminding students about the importance of practicing the useful language. Both take notes about errors related to pronunciation. 	W, S	<p>UL What ideas do you remember about exporting cultural goods? Something that called my attention is.... What else can be restated in the e-mail? I believe that the</p>	<p>Vocabulary export license, temporarily exported, professional musician, cultural goods</p>	40 min (5:50-6:30)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

<ul style="list-style-type: none"> • T and Ast walk around the classroom collecting errors about grammar and spelling from the e-mails. <p>Planning Phase</p> <ul style="list-style-type: none"> • T asks Ss to revise and edit their e-mails. After that, they write the final version in a larger template. T and Ast take notes of errors. Ss share the e-mails by pasting them on the wall. <p>Reporting phase:</p> <ul style="list-style-type: none"> • Each group reads their emails to share their ideas to the class. • T explains homework for September 26th. • T and Ast provide feedback about the errors on the board. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #28 How Can I Sell my Violins?, Handout # 29 E-mail Template and Handout # 30 Homework 		<p>condition related to...</p> <p>Formal Salutations and Closing Sentences:</p> <p>Dear Sir ... Yours faithfully</p> <p>Dear Madam ... Yours faithfully</p> <p>Dear Sir or Madam ... Yours faithfully</p> <p>I look forward to your reply.</p> <p>I look forward to hearing from you.</p> <p>Formal Opening Sentences:</p> <p>I hope you are fine.</p> <p>I trust you are fine.</p> <p>Greetings from... (name of a person)</p>	
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Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

6	<p>Post-task: What do you mean?</p> <ul style="list-style-type: none"> • T gives the instructions and models UL. • Students are given strips of paper about information present in the Arts Council Guidance for Exporters. Then, they need to recognize logical connections of sentences by pasting the strips of paper logically in a piece of newsprint. Finally, volunteers share the solutions to the group. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Material 13 & Handout #31 Answer Key 	R,W	<p>Grammar: Transitions of emphasis, support and example</p> <p>UL: What sentence do you think matches the previous one? I believe that... What is the best sentence to support the previous idea? I think that...</p>		15min (6:30-6:40)
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Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Strategy: Repeated Speed Reading



Instructions:

1. Read a section of *UK Export Licensing for Cultural Goods Procedures and Guidance for Exporters of Works of Art and Other Cultural Goods* for 1 minute, write a mark where you stopped, turn the page and write notes of details you understood.
2. Read the text for 30 seconds again, write a mark where you stopped, turn the page, write more details you understood the second time you read and share them with the class.

Open General Export License (OGEL) for Objects of Cultural Interest

The OGEL may permit the permanent export to any destination, except an embargoed one, of certain classes of cultural goods provided the value of the object is less than the figure specified in the OGEL for the relevant class. It removes the need to apply for an individual license.

The OGEL is available for use by any exporter in the UK; it is a valid export license and the conditions attached to it are binding. No prior authorization is required from the ELU to use an OGEL, no license need be applied for from the ELU and no license has to be presented to Customs. Customs officials at ports and airports should be informed that the goods are being exported under the OGEL (Objects of Cultural Interest) by quoting its title in the export documentation

Open Individual Export Licenses (OIELs)

Exporters who regularly dispatch items intra EU (e.g. for fairs) may obtain an OIEL for certain documents, manuscripts or archives and such licenses may be issued for certain other classes of cultural goods. There is also (i) a Museums and Galleries OIEL which permits the temporary dispatch of any object owned or under the care of the museum holder to any EU Member State for a period of up to three years without having to apply for a UK export license and (ii) an Objects of Cultural Interest OIEL which allows the export from the UK of any goods imported into the UK within 50 years of the date of export.

Specific Open Licenses

This type of license is issued under the EU Regulation for the temporary export from the EU on several occasions of a specific category of cultural good by a person or organization for the purposes of use and/or exhibition in a third country (i.e. a country outside the EU). This type of license can only currently be issued in the UK in respect of musical instruments and motor vehicles. It enables the repeated temporary exports of such objects for up to six months over a period of three years after which time the license may be renewed. For information about these and an application form, please contact the ELU.

Adapted from http://hedleyshumpers.com/resources/Guidance_for_Cultural%20Goods%20Exporters%20Arts%20Council_2014.pdf

Note: *UK Export Licensing for Cultural Goods Procedures and Guidance for Exporters of Works of Art and Other Cultural Goods* has been delimited under the European Regulation (EU) as part of the Lisbon Treaty.



Exports of Objects of Cultural Interest in UK

Instructions:

A) Individually, read Article 26 from the UK Council Regulation about conditions and requirements to get a General Export License for 1:30 minute. Write a mark where you stopped.

B) Read the text again for 1 minute. Write another mark where you stopped and reflect:

- Did I go further in the reading?
- Did I get more details?

C) Turn down the page and tell your classmate 2 details you understood from the text.

General Export License dated 20 June 2016 granted by the Secretary of State.

Conditions and Requirements

The authorization in paragraph 1 is subject to the following conditions:

(1) before first using this license, the exporter shall inform the Secretary of State of their intention to do so, specifying their name and the address at which copies of records maintained pursuant to paragraph 4(2) may be inspected; this notification must be made via the Export Control Organization (ECO)'s electronic licensing system, SPIRE, at www.spire.bis.gov.uk;

(2) the exporter or transferor shall maintain the following records in respect of all their exports and transfers of items under this Open General Export License:

- a) the date and destination of each
- b) the name and address of the consignee and, where known, the
- c) end-user
- d) a description of the items exported or transferred
- e) the quantity of goods exported.

and any such records shall be maintained for at least four years, and the exporter or transferor shall permit the records to be inspected and copied by any person authorized by the Secretary of State. The detailed requirements are set out in article 29 of the Export Control Order 2008;

(3) except in the case of an export of technology by telephone, fax or other electronic media, official and commercial export documentation accompanying the items shall include a note stating either:

- (a) "These items are being exported under the Open General Export License (International Non-Proliferation Regime Decontrols: Dual-Use Items)"; or
- (b) the SPIRE reference of the exporter's registration in respect of this license which shall be presented to an officer of HM Revenue and Customs if so requested.

(4) prior to audit, the Export Control Organization (ECO) will issue a pre-visit questionnaire (PVQ). This must be completed, in full, and returned by the date given.

(5) where the exporter has received a warning letter sent on behalf of the Secretary of State which identifies failure to comply with this License or a provision of applicable export control legislation, the exporter shall take such steps as are identified in that warning letter in order to restore compliance with the License. Without prejudice to article 34 of the Order, failure to comply with this condition may result in this License being revoked or suspended until the exporter can show compliance to the satisfaction of the Export Control Organization. The exporter will be notified in writing of any such suspension or revocation and the initial period of such suspension or revocation

(6) the Secretary of State has the power to vary or withdraw export licenses at any time. If you do not use this license within any 24-month period for an export allowed by this license, your entitlement to use it will automatically run out at the end of that 24- month period and your registration details will be removed from SPIRE. However, you can register for this license again if you want to use it after your registration has ended.

(7) you must update the 'Open licensing returns' within SPIRE, for all exports or trade carried out within each calendar year. You must update the returns by the last day of the following January at the latest (for example, you would need to update the January to December returns by the end of the following January) and include all the information required. You do not have to report on technology transfers.

Glossary:

- ❖ Pursuant: in accordance with
- ❖ SPIRE: webpage to apply for an Open Export License in UK
- ❖ End-user: a person who ultimately uses a product
- ❖ HM Revenue: Her Majesty's Revenue and Customs (HM Revenue and Customs or HMRC) is a non-ministerial department of the UK Government responsible for the collection of taxes, the payment of some forms of state support, and the administration of other regulatory regimes including the national minimum wage.

Taken from

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/529088/16-234-ogel-nonprolif-dual.pdf





How can Export my Violins?

**Situation:**

You are a customs agent and one of your customers is an experienced luthier who makes string instruments for the London College of Music. He wants to sell twenty 15 year-old violins he has stored at the basement of his house to the musicians at the Royal Irish Academy of Music. You have learned that the main requirement for permanent export (selling) of objects of cultural interest is to get an open export license. Explain the important regulations to your customer in order to sell his violins in Ireland.

Instructions:

- A) Work in groups and write an e-mail to guide your customer exporting his violins. In the body of the e-mail, restate some of the ideas related to conditions and requirements for getting a general export license.

Useful Language:

- What requirements do you remember about getting a general export license for exporting cultural goods?
A relevant regulation is....
- What else can be explained in the e-mail?
I believe that the condition related to...
- What other details should we write?
I consider that...

Formal Salutations and Closing Sentences:

- Dear Sir ... Yours faithfully
- Dear Madam ... Yours faithfully
- Dear Sir or Madam ... Yours faithfully
- I look forward to your reply.
- I look forward to hearing from you.

Formal Opening Sentences:

- I hope you are fine.
- I trust you are fine.
- Greetings from...(name of a person)



Taken from:

http://www.nvtc.ee/e-oppe/Varkki/layout/opening_and_closing_lines.html










http://www.businesswritingblog.com/business_writing/2012/07/opening-sentences-for-global_email.html

New Message — ↗ ✕

To Cc Bcc

Subject   ▼

Track this email

Send         



Homework/ Due Date Sept 26th
Transitions of Emphasis, Support or Example

These connectors are used to introduce examples such as support, to indicate importance or as an illustration so that an idea is cued to the reader.

Situation: Your customer wants to sell antiques she/he has at home in London to someone in Germany.

Instructions: Investigate information about requirements to export objects of cultural interest considered as national treasures in UK and write an e-mail to explain the procedures and regulations to him or her. Use transition words such as:

In other words, As an illustration, In fact, In general,

New Message — ↗ ✕

To Cc Bcc

Subject ☰ ▼

[Track this email](#)

Send 🔍 📎 🔄 \$ 📷 🔗 😊 🗑️



What do you mean?

1. Do museums and galleries need to apply for export licenses?

Yes. Museums and galleries must apply for export licenses. A museum or gallery is more likely to be arranging a temporary loan of an object for an exhibition abroad rather than seeking a permanent export. A temporary license application by a national museum or gallery or one that holds a Museums & Galleries OIEL (see paragraph 7) is not normally referred to an Expert Adviser.

In other words, people who want to show their work of art in another country within the region of the European Economic Community need special and temporary requirements.

2. What about the special considerations which apply to manuscripts?

For some manuscripts, the Expert Adviser may recommend that the UK national interest can be satisfied by the retention of a copy and that the originals should be granted an export license. In such cases, the ELU will ask for a copy, so that it may be deposited at the British Library. Access to the copy is then normally denied for seven years, unless the owner of the original specifically consents to some lesser restriction. To save time, you may therefore wish to provide (where possible) a good quality copy of the original with your license application.

In general, the only documents that may be exported are those which do not represent original samples.

3. What is a National Treasure?

The Reviewing Committee will designate an object as a 'national treasure' if it considers that its departure from the UK would be a misfortune on one or more grounds.

As an illustration, items must be protected if they have fall into categories of historical interest, educational resources, or under the criteria of national beauty.

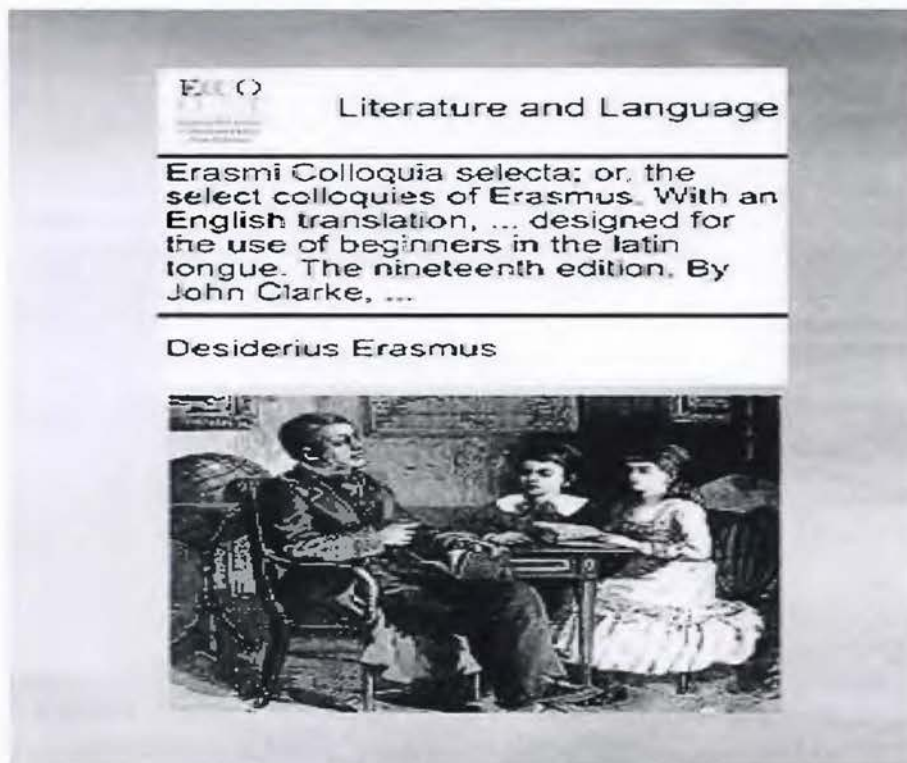
4. If my cultural object has arrived in the UK within the last 50 years, what evidence should accompany the application?

The documentary evidence must provide details of the provenance of the object concerned. If the object is a recent arrival in the UK from outside the EU, it may be simpler to provide copies of the commercial shipping documentation or a copy of the Customs Single Administrative Document (C88) with your license application. If there are no recent import documents it is important that an export license application is supported by provenance dating back to at least 1 January 1993 or, in the case of material from Iraq, 1 August 1990. Failure to provide any of this information will result in delay, or it may result in the ELU not being able to process your application.

In fact, all the documents have the same relevance as the export license application in order to prove authenticity of the import item.



The Campbell Sisters Dancing a Waltz



The English Translation of Erasmus



The Lady of Shalott



The Penitent Saint Peter



The Marble Statue of Aphrodite

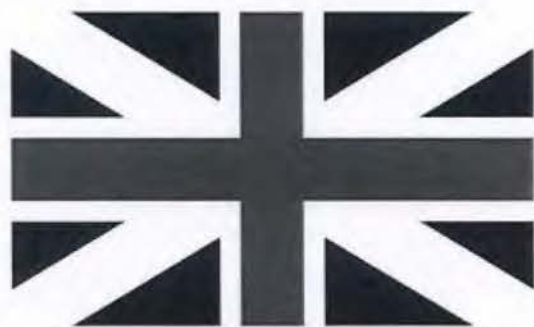


A Panoramic Winter Landscape



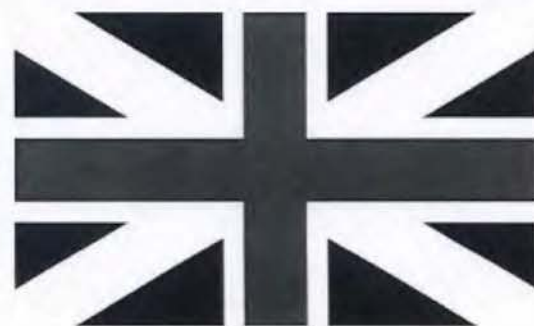
Discussion

1. Do you know what products are commonly exported in The United Kingdom (UK)?
2. Who are the members of the European Economic Community?
3. What does exporting cultural goods mean?
4. Do you know any European regulation to export works of art?
5. What kind of cultural objects do you think can be exported in Europe?



Discussion

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Discussion

1. Do you know what products are commonly exported in the UK?

- Machines, engines, pumps: US\$63.9 billion (13.9% of total exports)
- Gems, precious metals: \$53 billion (11.5%)
- Vehicles: \$50.7 billion (11%)
- Pharmaceuticals: \$36 billion (7.8%)
- Oil: \$33.2 billion (7.2%)
- Electronic equipment: \$29 billion (6.3%)
- Aircraft, spacecraft: \$18.9 billion (4.1%)
- Medical, technical equipment: \$18.4 billion (4%)
- Organic chemicals: \$14 billion (3%)
- Plastics: \$11.8 billion (2.6%)

2. Who are the members of the European Economic Community?

The six were France, West Germany, Italy, Belgium, the Netherlands and Luxembourg. The first enlargement was in 1973, with the accession of Denmark, Ireland and the United Kingdom. Greece, Spain and Portugal joined in the 1980s.

3. What does exporting cultural goods mean?

To export products that are considered national treasures

4. Do you know any European regulation to export works of art?

All the procedures established by to the Reviewing Committee on the Export of Works of Art and Objects of Cultural Interest.

5. What kind of cultural objects do you think can be exported in Europe?

- Archaeological objects more than 100 years old 1 which are the products of:
 - excavations and finds on land or under water
 - archaeological sites
 - archaeological collections
- Elements forming an integral part of artistic, historical or religious monuments which have been dismembered, of an age exceeding 100 years
- Pictures and paintings, other than those included in categories 4 or 5, executed entirely by hand in any medium and on any material²

Watercolours, gouaches and pastels executed entirely by hand on any material²

- Mosaics in any material executed entirely by hand, other than those falling in categories 1 or 2, and drawings in any medium executed entirely by hand on any material²
- Original engravings, prints, serigraphs and lithographs with their respective plates and original posters²
- Original sculptures or statuary and copies produced by the same process as the original², other than those in category 1
- Photographs, films and negatives thereof Incunabula and manuscripts, including maps and musical scores, singly or in collections²
- Books more than 100 years old, singly or in collections
- Printed maps more than 200 years old
- Archives, and any elements thereof, of any kind or medium which are more than 50 years old
- Collections³ and specimens from zoological, botanical, mineralogical or anatomical collections;
- Collections³ of historical, palaeontological, ethnographic or numismatic ninterest.
- Means of transport more than 75 years old

Any other antique items not included in categories 1 to 14:

between 50 and 100 years old:

- toys, games
- glassware
- articles of goldsmiths' or silversmiths' wares
- furniture
- optical, photographic or cinematographic apparatus
- musical instruments
- clocks and watches and parts thereof
- articles of wood
- pottery
- tapestries
- carpets



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2 Material 12







To | Cc Bcc

Subject

Large empty text area for composing the message body.



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Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Writing e-mails

Teacher: Vivian Arguedas
Assistant: Yajaira Ocampo

Unit 2 Lesson Plan # 7
Date: Wednesday, September 21st, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit the students will be able to explain customs regulations or procedures to advise customers when exporting and importing merchandise.

Specific objectives: By the end of the lesson, the students will be able to:

1. effectively recognize the use of transitions of emphasis, support, and example in a text about free trade agreements.
2. appropriately identify word parts related to vocabulary of environmental laws.
3. successfully summarize important ideas from a chapter of the USA- Singapore Free Trade Agreement by practicing the strategy getting the gist.
4. effectively summarize important ideas from a chapter of the USA- Singapore Free Trade Agreement by practicing the strategy getting the gist through cooperative learning.
5. successfully write an e-mail by about environmental regulations from Singapore Free Trade Agreement by practicing the strategy getting the gist through cooperative learning.
6. correctly use transition words in the context of environmental laws.

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: greetings, write the date, & call the roll</p> <p>Warm up: What do you mean?</p> <ul style="list-style-type: none"> • T asks Ss what they remember about the previous class. • T gives the instructions and models UL in order to practice transitions of emphasis, support and example related to the previous class. • Students are given strips of paper about information present in the Arts Council Guidance for Exporters. Then, they need to recognize logical connections of sentences by posting the strips of paper logically in a piece of newsprint. Finally, volunteers share the solutions to the group. • The teacher asks the students: What other free trade agreements are you familiar with? • T writes the topic on the board. <p>Materials: Unit 2: Material 13 & Handout #30 Answer Key</p>	R,W	<p>Grammar: Transitions of emphasis, support and example</p> <p>UL: What sentence do you think matches the previous one? I believe that... What is the best sentence to support the previous idea? I think that...</p>		<p>10 min (5:00-5:10)</p> <p>10 min</p>

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

2	<p>Pre-task 1: What is the new word?</p> <ul style="list-style-type: none"> • T and Ast present the useful language. • Some students get a base word and other get a suffix. • Ss walk around looking for a possible match, then they write the new word on the board and give their own definition in pairs. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Material #14 	R,S,W	<p>Vocabulary: Environmental= Environment+tal Protection= Protect+tion Pollution= Pollute+tion Infringement= Infringe+ment Agreement= Agree+ment Negotiation= Negotiate+tion Prevention= Prevent+tion Regulation= Regulate+tion Hazardous= Hazard+ous</p> <p>UL: What do you think the word is? It's... What does the new word mean? It means...</p>		(5:10-5:20)
3	<p>Pre-task 2: Getting the Gist</p> <ul style="list-style-type: none"> • T models the strategy and Ast presents UL. • Individually, Ss read a paragraph about a section from Chapter 18 concerning Environment in the USA-Singapore Free Trade Agreement (USSFTA), they write a keyword in each part of the word map that represents important data in the text, and then they write an approximate 15-word summary. • Ss share their ideas with the rest of the group. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #31 	R, S,L,W	<p>Vocabulary parties, resolution, consultation, procedures, environmental, pursuant, conciliation</p> <p>UL The summary is the following... The main idea I got is...</p>	Strategy: Getting the Gist	15 min (5:20-5:35)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

4	<p>Pre-task 2: USA- Singapore Free Trade Agreement (USSFTA) Chapter 18 Environment</p> <ul style="list-style-type: none"> • T explains the activity and Ast presents UL. • The class is divided into groups and Ss read a section of an article from Chapter 18 about Environment in the USA-Singapore Free Trade Agreement. Each group is given a different article about the same chapter. • Ss write two important ideas in the summary chart in the section that corresponds to their article. • Ss walk around the class and find someone who has the important ideas from the rest of the articles. • Volunteers complete their summary chart with the ideas from other groups and share their ideas with the group. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #32 (4 versions)+ A Summary Chart 	R,W,L,S	<p>Vocabulary:</p> <ul style="list-style-type: none"> ❖ abatement ❖ hazardous ❖ enforceable ❖ thereunder ❖ strive ❖ prosecutorial ❖ compliance ❖ bona fide, among others <p>UL: What is your article about? It is related to... What were the main ideas in your article? I learned that...</p>	20min (5:35-5:55)
5	<p>Task: What should I consider about my fluorescent lamps?</p> <p>Task phase:</p> <ul style="list-style-type: none"> • T explains the activity and Ast presents UL. • Individually, Ss write a draft of an e-mail in order to reply a customer and they give him/her information about the most important established regulations that refer to the protection of the environment in the USA-Singapore Free Trade Agreement (USSFTA). <p>Planning Phase</p>	W,R,S L	<p>Useful Language:</p> <ul style="list-style-type: none"> • Your ideas were very interesting. However you need to... • Your e-mail was very (organized/complete/well- developed), but you should... • I enjoyed reading your e-mail, though 	30min (5:55-6: 25)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

	<ul style="list-style-type: none"> Ss edit, revise and proofread their e-mails. T and Ast collect evidence of errors. <p>Reporting phase:</p> <ul style="list-style-type: none"> All the class arranges their seats in two lines facing each other. Ss exchange their e-mails with the person who is facing him or her, they correct each other's errors, they evaluate each other by using a peer assessment form, and finally volunteers share their advice in public. T gives feedback about the errors in this task. <p>Materials:</p> <ul style="list-style-type: none"> Unit 2: Handout #33, Larger E-mail Template, Peer Assessment Form #5 		you forgot ...		
6	<p>Post-task: Transitions (effect, consequence, result)</p> <ul style="list-style-type: none"> T explains the activity and Ast presents the UL. In pairs, Ss read the sentence below and write a new sentence using the given transitions showing consequence or effect. In a strip of paper, they rewrite one of their new statements and paste it under any of the categories on the walls. Ss walk around the class and correct their classmates errors made in their sentences. T gives feedback about the activity. <p>Materials:</p> <ul style="list-style-type: none"> Unit 2: Handout# 34, strips of paper 	R,W	<p>Transitions (effect, consequence, result) as a result, consequently, therefore, in effect</p>		15min (6:25-6:40)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Summarizing Strategy: Get the Gist

Definition:

The word gist is defined as "the main or essential part of a matter." The GIST strategy (Cunningham, 1982) helps students read expository texts and get the main idea.

Taken from <https://wvde.state.wv.us/strategybank/GISTStrategy.html>

Instructions:

1. Individually, read the following paragraph about a section from Chapter 18 concerning Environment in the USA-Singapore Free Trade Agreement (USSFTA), write a keyword in each part of the word map that represents important data in the text, and then write an approximate 15-word summary.
2. Share your ideas with the rest of the group.

ARTICLE: ENVIRONMENTAL CONSULTATIONS

1. A Party may request consultations with the other Party regarding any matter arising under this Chapter. Unless the Parties otherwise agree, consultations shall commence within 30 days of a Party's delivery of a request for consultations to the contact point designated by the other Party for this purpose.
2. The Parties shall make every attempt to arrive at a mutually satisfactory resolution of the matter and may seek advice or assistance from any person or body they deem appropriate.
3. If the consultations fail to resolve the matter, either Party may request that the subcommittee described in Article 18.4 be convened. The subcommittee shall convene within 30 days of a Party's delivery of a written request to convene the subcommittee to the other Party's contact point designated pursuant to paragraph 1,18-1 unless the Parties otherwise agree, and shall endeavor to resolve the matter expeditiously, including, where appropriate, by consulting governmental or outside experts and having recourse to such procedures as good offices, conciliation, or mediation.
4. If a Party considers that the other Party has failed to carry out its obligations under Article 18.2.1(a), the Party may request consultations pursuant to Article 20.4.2(a) (Additional Dispute Settlement Procedures) or under paragraph 1 of this Article.
 - (a) If a Party requests consultations pursuant to Article 20.4.2(a) more than 60 days after the commencement of consultations under paragraph 1, the Parties may at any time agree to refer the matter to the Joint Committee pursuant to Article 20.4.2(a).



USA- Singapore Free Trade Agreement (USSFTA) Chapter 18 Environment

Instructions:

- A) In groups, read the following section of an article from Chapter 18 about Environment in the USA-Singapore Free Trade Agreement.
- B) Write two important ideas in the summary chart in the section that correspond to your article.
- C) Walk around the class and find someone who has the important ideas from the rest of the articles.
- D) Complete your summary chart with the ideas from other groups. Share your ideas with the group!

ARTICLE: DEFINITIONS

For purposes of this Chapter:

environmental laws means any statutes or regulations of a Party, or provisions thereof, the primary purpose of which is the protection of the environment, or the prevention of a danger to human, animal, or plant life or health, through:

- (a) the prevention, abatement, or control of the release, discharge, or emission of pollutants or environmental contaminants;
- (b) the control of environmentally hazardous or toxic chemicals, substances, materials, and wastes, and the dissemination of information related thereto; or
- (c) the protection or conservation of wild flora or fauna, including endangered species, their habitat, and specially protected natural areas,

in areas with respect to which a Party exercises sovereignty, sovereign rights, or jurisdiction, but does not include any statute or regulation, or provision thereof, directly related to worker safety or health; and

2. (a) for the United States, **statutes or regulations** means an act of the U.S. Congress or regulations promulgated pursuant to an act of the U.S. Congress that is enforceable, in the first instance, by action of the federal government; and
- (b) for Singapore, **statutes or regulations** means an Act of the Parliament of Singapore and any subsidiary legislation made thereunder. Subsidiary legislation includes proclamations, rules, regulations, orders, notifications, by-laws, or other instruments made under any Act or other lawful authority and having legislative effect.

Glossary:

- ❖ abatement: decrease, decline, reduction, diminution, drop
- ❖ hazardous: dangerous, unsafe, risky
- ❖ enforceable: executable, performable, doable
- ❖ thereunder: in accordance with

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_4036.pdf



USA- Singapore Free Trade Agreement (USSFTA) Chapter 18 Environment

Instructions:

- A) In groups, read the following section of an article from Chapter 18 about Environment in the USA-Singapore Free Trade Agreement.
- B) Write two important ideas in the summary chart in the section that correspond to your article.
- C) Walk around the class and find someone who has the important ideas from the rest of the articles.
- D) Complete your summary chart with the ideas from other groups. Share your ideas with the group!

ARTICLE: LEVELS OF PROTECTION

Recognizing the right of each Party to establish its own levels of domestic environmental protection and environmental development policies and priorities, and to adopt or modify accordingly its environmental laws, each Party shall ensure that its laws provide for high levels of environmental protection and shall strive to continue to improve those laws.

APPLICATION AND ENFORCEMENT OF ENVIRONMENTAL LAWS

1.
 - (a) A Party shall not fail to effectively enforce its environmental laws, through a sustained or recurring course of action or inaction, in a manner affecting trade between the Parties, after the date of entry into force of this Agreement.
 - (b) The Parties recognize that each Party retains the right to exercise discretion with respect to investigatory, prosecutorial, regulatory, and compliance matters and to make decisions regarding the allocation of resources to enforcement with respect to other environmental matters determined to have higher priorities. Accordingly, the Parties understand that a Party is in compliance with subparagraph (a) where a course of action or inaction reflects a reasonable exercise of such discretion, or results from a *bona fide* decision regarding the allocation of resources.

Glossary:

- ❖ strive: make great efforts to achieve or obtain something.
- ❖ prosecutorial: fiscal
- ❖ compliance: accordance, conformity, agreement
- ❖ bona fide: genuine, real

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_403



Group 3

USA- Singapore Free Trade Agreement (USSFTA) Chapter 18 Environment

Instructions:

- A) In groups, read the following section of an article from Chapter 18 about Environment in the USA-Singapore Free Trade Agreement.
- B) Write two important ideas in the summary chart in the section that correspond to your article.
- C) Walk around the class and find someone who has the important ideas from the rest of the articles.
- D) Complete your summary chart with the ideas from other groups. Share your ideas with the group!

ARTICLE: PROCEDURAL MATTERS

1. Each Party shall provide persons appropriate and effective rights of access to remedies, in accordance with its laws, which may include rights such as:
- (a) to sue another person under that Party's jurisdiction for damages;
 - (b) to seek sanctions or remedies such as monetary penalties, emergency closures, or orders to mitigate the consequences of violations of its environmental laws;
 - (c) to request the competent authorities to take appropriate action to enforce that Party's environmental laws in order to protect the environment or to avoid environmental harm;
or
 - (d) to seek injunctions where a person suffers, or may suffer, loss, damage or injury as a result of conduct by another person subject to that Party's jurisdiction contrary to that Party's environmental laws, or from tortious conduct that harms human health or the environment.

Glossary:

- ❖ jurisdiction: the official power to make legal decisions and judgments.
- ❖ injunction: command, order, term
- ❖ tortious: a problematic situation
- ❖ enforce: execute, implement, accomplish

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_4036.pdf



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Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Handout #32

Group 4

USA- Singapore Free Trade Agreement (USSFTA) Chapter 18 Environment

Instructions:

- A) *In groups, read the following section of an article from Chapter 18 about Environment in the USA-Singapore Free Trade Agreement.*
- B) *Write two important ideas in the summary chart in the section that correspond to your article.*
- C) *Walk around the class and find someone who has the important ideas from the rest of the articles.*
- D) *Complete your summary chart with the ideas from other groups. Share your ideas with the group!*

ARTICLE: ENVIRONMENTAL COOPERATION

The Parties recognize the importance of strengthening capacity to protect the environment and to promote sustainable development in concert with the strengthening of trade and investment relations between them. The Parties shall, as appropriate, pursue cooperative environmental activities, including those pertinent to trade and investment and to strengthening environmental performance, such as information reporting, enforcement capacity, and environmental management systems, under a Memorandum of Intent on Cooperation in Environmental Matters to be entered into between the Government of Singapore and the United States. The Parties also recognize the ongoing importance of environmental cooperation that may be undertaken outside this Agreement.

The Parties shall take into account public comment and recommendations regarding cooperative environmental activities undertaken pursuant to this Chapter. Each Party shall also seek opportunities for its citizens to participate in the development and implementation of cooperative environmental activities, such as through the use of public-private partnerships.

In addition to the environmental cooperation activities outlined in Paragraph 1 of this Article, the Parties shall, as they deem appropriate, share information on their experiences in assessing and taking into account positive or negative environmental effects of trade agreements and policies.

Glossary:

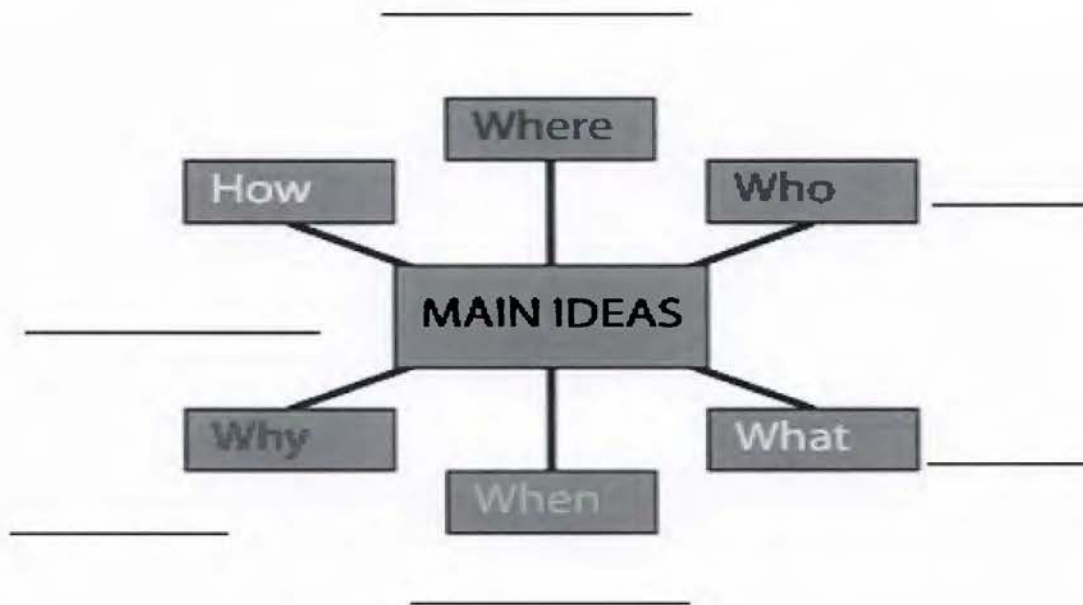
- ❖ undertaken: promise, commit
- ❖ pursuant: in accordance with
- ❖ partnership: society, corporation, community
- ❖ strengthening: empowering

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_4036.pdf



Word Map: Get the Gist



Summary _____



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Unit 2: Handout #32

Summary Chart

Article	Main Ideas
DEFINITIONS	
LEVELS OF PROTECTION	
PROCEDURAL MATTERS	
ENVIRONMENTAL COOPERATION	



What should I consider about my fluorescent lamps?



Situation: You are a customs agent and today you receive an e-mail from a customer in Washington who is going to start exporting fluorescent lamps to Singapore. He wants to get information about the most important environmental considerations stated in the USA-Singapore Free Trade Agreement (USSFTA) since lamps always contain mercury which might be a hazardous substance for people and nature.

Instructions:

- A) Individually, write an e-mail in order to reply your customer and give him/her information about the most important established regulations that refer to the protection in the USA-Singapore Free Trade Agreement (USSFTA).
- B) Exchange e-mails, correct the errors, evaluate your classmate by using a peer assessment form, tell him/her about your recommendations to improve writing e-mails, and give all the documents back.

Formal Salutations and Closing Sentences:

- Dear Sir ... Yours faithfully
- Dear Madam ... Yours faithfully
- Dear Sir or Madam ... Yours faithfully
- I look forward to your reply.
- I look forward to hearing from you.

Formal Opening Sentences:

- I hope you are fine.
- I trust you are fine.
- Greetings from...(name of a person)

Taken from:

http://www.nvtc.ee/e-oppe/Varkki/layout/opening_and_closing_lines.html
http://www.businesswritingblog.com/business_writing/2012/07/opening-sentences-for-global_email.html

Useful Language:

- Your ideas were very interesting. However you need to...
- Your e-mail was very (organized/complete/well-developed), but you should...
- I enjoyed reading your e-mail, though you forgot ...



Transitions (effect, consequence, result)

Some of these transition words are time words that are used to show that after a particular time there was a consequence or an effect.

Instructions:

- A) In pairs, read the sentence below and write a new sentence using the given transitions showing consequence or effect.
- B) In a strip of paper, rewrite one of your new statements and paste it under any of the categories on the walls.
- C) Walk around the class and correct the errors your classmates made in their sentences.

Environmental laws enforce the control of environmentally hazardous or toxic chemicals, substances, materials, and wastes, and the dissemination of information.

- As a result

- Consequently

- Therefore

- In effect



Activity: Providing feedback to my classmate.



Instructions: Give your partner feedback on his/her e-mail, using the following form.

My Classmate's name: _____.

Criteria	Yes	Needs improvement	No	Comments
My classmate...				
1. makes use of formal salutations, opening, ending and closing statements .				
2. organizes the idea logically.				
3. uses commas and periods correctly.				
4. uses modal auxiliaries appropriately.				
5. uses transitions studied in class.				
As a customer, are you satisfied with the reply? why? Or why not?				
Do you have any suggestion for your classmate?				



Environmental= Environment+tal

Protection= Protect+tion

Pollution= Pollute+tion

Infringement= Infringe+ment

Agreement=Agree+ment

Negotiation=Negotiate+tion

Prevention= Prevent+tion

Regulation= Regulate+tion

Hazardous= Hazard+ous



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Writing e-mails

Teacher: Vivian Arguedas Molina
Assistant: Yajaira Ocampo Monestel

Unit 2 Lesson Plan # 8
Date: Monday, September 26th, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit the students will be able to explain customs regulations or procedures to advise customers when exporting and importing merchandise.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately discuss the concept of e-commerce in the context of the USA-Singapore Free Trade Agreement.
2. successfully define the concept of e-commerce by using the strategy one-sentence summary.
3. effectively identify relevant regulations about the concept of e-commerce and related articles in the context of USA-Singapore Free Trade Agreement by summarizing main ideas.
4. successfully write an e-mail by indicating relevant regulations about the concept of e-commerce and related articles in the context of USA-Singapore Free Trade Agreement.
5. correctly associate ideas by using the semi-colon.

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: greetings, write the date, call the roll, check homework about transitions of effect, consequence and result handout #34, collect Project #1 Guide Writing.</p> <p>Warm-up: What is e-commerce?</p> <ul style="list-style-type: none"> • T gives instructions and Ast models the UL. • Ss form a double line to share their ideas about the topic of e-commerce specifically related to the USA-Singapore FTA. • Ss share their ideas orally and T writes the topic on the board. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Material #15 	S, L	<p>Vocabulary e-commerce, commercial relationships, USA-Singapore FTA online trading, globalization</p> <p>UL:</p> <ul style="list-style-type: none"> • I remember that... • I can recall that... • I believe that... • As far as I know.. • I consider... 		15 Min (5:00-5:15)
2	<p>Pre-task 1: One-sentence Summary</p> <ul style="list-style-type: none"> • T explains the strategy, gives the instructions and Ast models the UL. • Individually, Ss write a one-sentence summary defining the concept of e-commerce. • Volunteers share their ideas with the rest of the group. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout # 35 	R,W, L,S	<p>Vocabulary transaction processing, electronic data, online shopping, social media, social networks</p> <p>UL:</p> <ul style="list-style-type: none"> • I wrote... • My definition is... • A simple definition is... • My own definition is... 	Strategy One-sentence summary	10 min (5:15-5:25)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

3	<p>Pre-task 2: E-commerce in the USA-Singapore Free Trade Agreement</p> <ul style="list-style-type: none"> • T explains the activity and Ast presents UL. • The group is divided into groups. Ss read a section of an article from either Chapters 14, 8, 10, 15 about E-commerce and co-related themes in the USA-Singapore Free Trade Agreement. Each group is given a different article about the same chapter. • Ss write a one-sentence summary per article in the given handout. • Ss write the sentences again in a strip of paper and paste them on the wall to cooperate with the completion of a graphic organizer. • Each group presents their sentences and T gives feedback on the board. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #36 	R, W,S,L	<p>Vocabulary electronic commerce, digital products, internal taxes, external taxes, diplomatic relations, undue delay, licensing fee, denying party, public entities, clearing systems, refinancing facilities, financial institutions, capital gain, domestic content, exchange earnings, exchange inflow.</p> <p>UL What do you think the most important idea is?</p> <p>I believe that... I consider that...</p> <p>Is this section relevant to be considered?</p> <p>No, that idea is not important. Yes, that statement has important details.</p>		25 min (5:25-5:50)
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Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

4	<p>Task: Online English</p> <p>Task phase:</p> <ul style="list-style-type: none"> • T explains the activity and Ast presents UL. • In group, Ss use their computers or cell phones to write a draft of an e-mail in order to reply a customer and they give him/her information about the most important established regulations that refer to e-commerce and related articles in the USA-Singapore Free Trade Agreement (USSFTA). <p>Planning Phase</p> <ul style="list-style-type: none"> • Ss edit, revise and proofread their e-mails. • T and Ast collect evidence of errors. <p>Reporting phase:</p> <ul style="list-style-type: none"> • The teacher writes her e-mail address on the board and one person in each group writes his or hers as reference. • T assigns roles for students to send their mails to their classmates' e-mail addresses. • Ss send the final version of the mail to their instructor and to one of their classmates' real e-mail account by using their cell phones or computers. The classmate that receives the e-mail should be someone from another group. • They correct each other's errors by underlining them and then they send the e-mails back. • T projects the four mails on the board and she gives feedback about the errors in this task. Ss share their corrections. <p>Materials:</p> <ul style="list-style-type: none"> • Unit 2: Handout #37 	W, S,L	<p>Vocabulary</p> <p>Informal Salutations:</p> <ul style="list-style-type: none"> • Hi Dennis, • Hello Claire <p>Informal Opening Sentences:</p> <ul style="list-style-type: none"> • I hope you are fine. • I trust you are fine. <p>Expressions for showing them you want to help</p> <ul style="list-style-type: none"> • If I can be of assistance, please do not hesitate to contact me. • If you require any further information, feel free to contact me. • If you require any further information, let me know. • Please feel free to contact me if you need any further information. <p>Informal Closing Sentences:</p> <ul style="list-style-type: none"> • Hope to hear from you soon. • I'm looking forward to seeing you. • Best regards, UL • What should be included in this mail? <p>I believe the information in</p>	40min (5:50-6:30)
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Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

			<p>Article...is relevant.</p> <ul style="list-style-type: none"> • What is fundamental knowledge for this customer? <p>She/ he should know that...</p> <ul style="list-style-type: none"> • What else needs to be explained? <p>She/ he must know that...</p>	
5	<p>Post-task: The Semi-colon</p> <ul style="list-style-type: none"> • T explains two rules about the use of semi-colon and Ast models the UL. • In pairs, Ss write a sentence per rule by using any of the documents they have gathered in the portfolio. • Volunteers share their ideas orally. <p>Materials: Unit 2: Handout #38</p>		<p>UL</p> <p>What can we write about? We can refer to article...in ...FTA Which rule do we start with? I want to write about... Is this sentence logically related with the previous one? I don't think so..., Yes, it is definitely related to the other one.</p>	<p>10 min (6:30-6:40)</p>

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Strategy: One-sentence Summary

Definition:

A piece of text can be summarized in a sentence depending on your intention. For example, you can follow these formats:

✓ **Definition**

A _____ is a kind of _____ that _____.

✓ **Sequence**

_____ begins with, continues with _____ and ends with _____.

✓ **Compare/Contrast**

_____ and _____ are similar in that both _____, but _____ while _____.

✓ **Cause/Effect**

_____ causes _____.

✓ **Problem/Solution**

_____ wanted _____ but _____ so _____.

Instructions:

1. Individually, use the format of definition to write your one-sentence summary of the text below. Share your ideas!

E-Commerce

Electronic commerce, commonly written as E-Commerce, is the trading or facilitation of trading in products or services using computer networks, such as the Internet or online social networks. Electronic commerce draws on technologies such as mobile commerce, electronic funds transfer, supply chain management, Internet marketing, online transaction processing, electronic data interchange (EDI), inventory management systems, and automated data collection systems. Modern electronic commerce typically uses the World Wide Web for at least one part of the transaction's life cycle although it may also use other technologies such as e-mail. E-commerce businesses may employ some or all of the following: online shopping web sites for retail sales direct to consumers, providing or participating in online marketplaces, which process third-party business-to-consumer or consumer-to-consumer sales, buying and selling, gathering and using demographic data through web contacts and social media, business-to-business electronic data interchange, marketing to prospective and established customers by e-mail or fax, online financial exchanges for currency exchanges or trading purposes.

Taken from <http://stetsonassociates.com/Files/one-sentence.pdf> and <https://en.wikipedia.org/wiki/E-commerce>

Definition _____ is a kind of _____ that _____



Topic: E- Commerce



Instructions:

- A) In groups, read the articles below from Chapter 14 related to **Electronic Commerce** regulations taken from the USA- Singapore Free Trade Agreement (USSFTA).
- B) Write a sentence-summary restating the main idea in each article by using your own words.
- C) Exchange ideas with your classmates and complete the graphic organizer on the board.

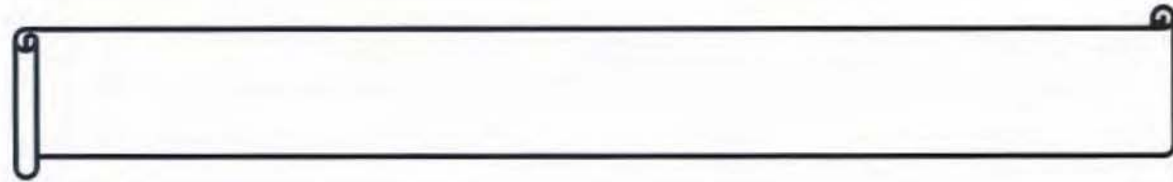
CHAPTER 14: ELECTRONIC COMMERCE

ARTICLE 14.1: GENERAL

The Parties recognize the economic growth and opportunity provided by electronic commerce and the importance of avoiding barriers to its use and development and the applicability of WTO rules to electronic commerce.

ARTICLE 14.2: ELECTRONIC SUPPLY OF SERVICES

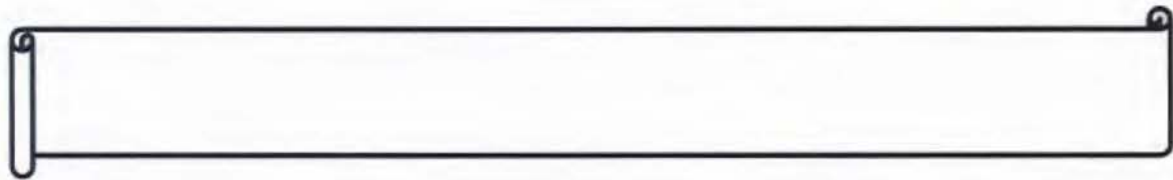
For greater certainty, the Parties affirm that measures related to the supply of a service using electronic means falls within the scope of the obligations contained in the relevant provisions of Chapters 8 (Cross-Border Trade in Services), 10 (Financial Services), and 15 (Investment), subject to any exceptions applicable to such obligations and except where an obligation does not apply to any such measure pursuant to Articles 8.7 (Non-Conforming Measures), 10.9 (Non-Conforming Measures), or 15.12 (Non-Conforming Measures).



ARTICLE 14.3: DIGITAL PRODUCTS

14-1 Paragraph 1 of this Article does not preclude a Party from imposing internal taxes or other internal charges provided that these are imposed in a manner consistent with this Agreement.

4. (a) A Party shall not accord less favorable treatment to digital products created, produced, published, stored, transmitted, contracted for, commissioned, or first made available on commercial terms in the territory of the other Party than it accords to like digital products created, produced, published, stored, transmitted, contracted for, commissioned, or first made available on commercial terms, in the territory of a non-Party.



Glossary:

- ❖ **electronic commerce:** the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network, primarily the Internet.
- ❖ **digital products:** they are any goods that are stored, delivered and used in its electronic format. Digital goods are shipped electronically to the consumer through e-mail or download from the Internet.
- ❖ **internal taxes:** these are taxes on goods that most people need or use, and tended to affect most free people in the nation.
- ❖ **external taxes:** taxes more oriented toward tariffs and export/import taxes levied against goods being shipping in (and out) of the nation

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_4036.pdf



Group #2

Topic: E-Commerce



Instructions:

- A) In groups, read the articles below from Chapter 8 related to **Cross-Border Trade in Services** regulations taken from the USA- Singapore Free Trade Agreement (USSFTA).
- B) Write a sentence-summary restating the main idea in each article by using your own words.
- C) Exchange ideas with your classmates and complete the graphic organizer on the board.

ARTICLE 8.8 : DOMESTIC REGULATION

Where a Party requires authorization for the supply of a service, the Party's competent authorities shall, within a reasonable period of time after the submission of an application considered complete under domestic laws and regulations, inform the applicant of the decision concerning the application. At the request of the applicant, the competent authorities of the Party shall provide, without undue delay, information concerning the status of the application. This obligation shall not apply to authorization requirements that are within the scope of Article 8.7.2.

ARTICLE 8.10: TRANSFERS AND PAYMENTS

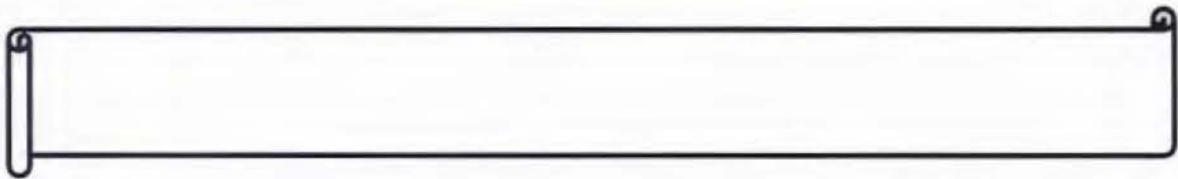
Each Party shall permit all transfers and payments relating to the cross-border supply of services to be made freely and without delay into and out of its territory.8-4.Such transfers and payments include:

- (a) payments for services;
- (b) funds taken abroad to consume a service;
- (c) interest, management fees, licensing fees, and technical assistance and other fees;
- (d) payments made under a contract

ARTICLE 8.11: DENIAL OF BENEFITS

A Party may deny the benefits of this Chapter to a service supplier of the other Party if:

- (a) the service is being supplied by an enterprise owned or controlled by nationals of a non-Party and the denying Party:
 - (i) does not maintain diplomatic relations with the non-Party; or
 - (ii) adopts or maintains measures with respect to the non-Party that prohibit transactions with the enterprise or that would be violated or circumvented if the benefits of this Chapter were accorded to the enterprise; or
- (b) the service is being supplied by an enterprise that has no substantial business activities in the territory of the other Party and it is owned or controlled by persons of a non-Party or the denying Party.



Glossary:

- ❖ **diplomatic relations:** customary diplomatic intercourse between nations. It involves permanent contact and communication between sovereign countries.
- ❖ **undue delay:** it means that someone has to wait way too long for something. The adjective has come to mean "excessive," from its original definition in the fourteenth century as literally "not owing" or "not payable."
- ❖ **licensing fee:** an amount of money paid by an individual or business to a government agency for the privilege of performing a certain service or engaging in a certain line of business.
- ❖ **denying party:** The United States government defines a denied (or excluded) party as any party to an international transaction which has been placed on any official denied persons list, is blocked from import or export transactions, or has been sanctioned by a government for illegal acts such as involvement in terrorism, narcotics.

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_4036.pdf



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Group #3

Topic: E- Commerce



Instructions:

- A) In groups, read the articles below from Chapter 10 related to **Financial Services** regulations taken from the USA- Singapore Free Trade Agreement (USSFTA).
- B) Write a sentence-summary restating the main idea in each article by using your own words.
- C) Exchange ideas with your classmates and complete the graphic organizer on the board.

ARTICLE 10.5: CROSS-BORDER TRADE IN FINANCIAL SERVICES

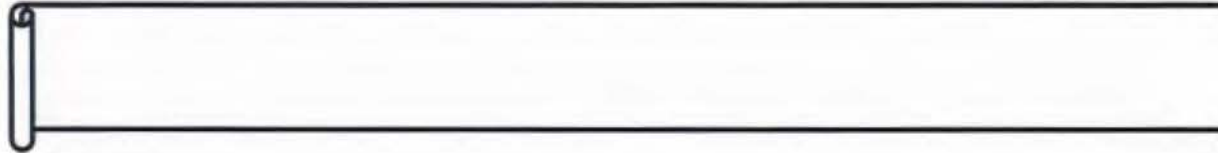
Each Party shall permit persons located in its territory, and its nationals wherever located, to purchase financial services from cross-border financial service suppliers of the other Party located in the territory of the other Party. This obligation does not require a Party to permit such suppliers to do business or solicit in its territory. Each Party may define "doing business" and "solicitation" for purposes of this obligation, as long as such definitions are not inconsistent with paragraph 1.

ARTICLE 10.10: EXCEPTIONS

Nothing in this Chapter or Chapters 9 (Telecommunications), 14 (Electronic Commerce), or 15 (Investment), including specifically Article 9.15 (Relationship to Other Chapters), and in addition Article 8.2.2 (Scope and Coverage) with respect to the supply of financial services in the territory of a Party by an investor of the other Party or a covered investment, applies to non- discriminatory measures of general application taken by any public entity in pursuit of monetary and related credit policies or exchange rate policies. This paragraph shall not affect a Party's obligations under Article 8.10 (Transfers and Payments), Article 15.7 (Transfers), or Article 15.8 (Performance Requirements).

ARTICLE 10.13 : PAYMENT AND CLEARING SYSTEMS

Under terms and conditions that accord national treatment, each Party shall grant to financial institutions of the other Party established in its territory access to payment and clearing systems operated by public entities, and to official funding and refinancing facilities available in the normal course of ordinary business.



Glossary:

- ❖ **public entities:** organizations that exercise a public function and are established outside the public service.
- ❖ **clearing systems:** a system established to settle payments among banks or, in relation to the markets, to facilitate transactions such as the transfer of ownership of securities
- ❖ **refinancing facilities:** refinancing may refer to the replacement of an existing debt obligation with another debt obligation under different terms
- ❖ **financial institutions:** is an establishment that conducts financial transactions such as investments, loans and deposits

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_4036.pdf



Topic: E- Commerce



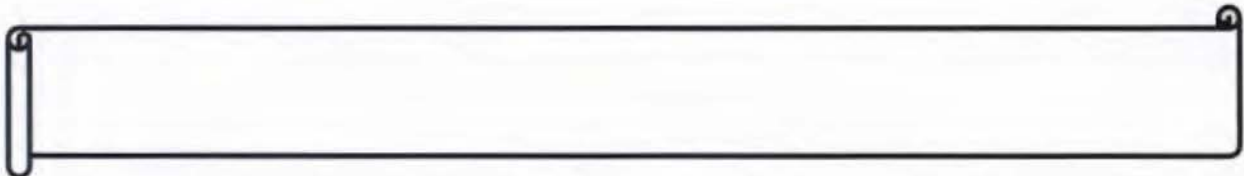
Instructions:

- A) In groups, read the articles below from Chapter 15 related to **Investment** regulations taken from the USA- Singapore Free Trade Agreement (USSFTA).
- B) Write a sentence-summary restating the main idea in each article by using your own words.
- C) Exchange ideas with your classmates and complete the graphic organizer on the board.

ARTICLE 15.7: TRANSFERS

Each Party shall permit all transfers relating to a covered investment to be made freely and without delay into and out of its territory. Such transfers include:

- (a) contributions to capital;
- (b) profits, dividends, capital gains, and proceeds from the sale of all or any part of the covered investment or from the partial or complete liquidation of the covered investment;
- (c) interest, management fees, and technical assistance and other fees;
- (d) payments made under a contract entered into by the investor, or the covered investment, including payments made pursuant to a loan agreement;
- (e) payments made pursuant to Article 15.6 and Article 15.5.4; and
- (f) payments arising under Section C.

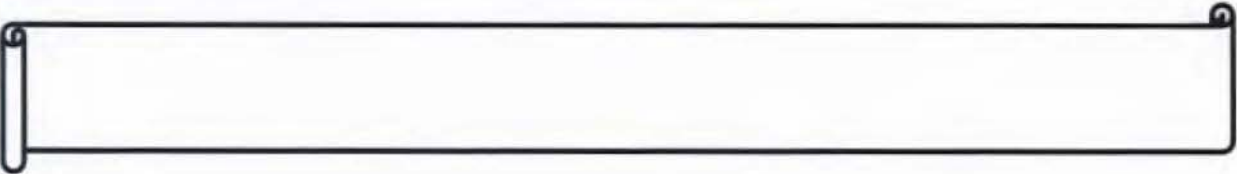


ARTICLE 15.8 : PERFORMANCE REQUIREMENTS

Neither Party may impose or enforce any of the following requirements, or enforce any commitment or undertaking, in connection with the establishment, acquisition, expansion, management, conduct, operation, or sale or other disposition of an investment of an investor of a Party or of a non-Party in its territory:

- (a) to export a given level or percentage of goods or services;
- (b) to achieve a given level or percentage of domestic content;
- (c) to purchase, use, or accord a preference to goods produced in its territory, or to purchase goods from persons in its territory;
- (d) to relate in any way the volume or value of imports to the volume or value of exports or to the amount of foreign exchange inflows associated with such investment;
- (e) to restrict sales of goods or services in its territory that such investment produces or supplies by relating such sales in any way to the volume or value of its exports or foreign exchange earnings;
- (f) to transfer a particular technology, production process, or other proprietary knowledge to a person in its territory; or

to supply exclusively from the territory of the Party the goods that it produces or the services that it supplies to a specific regional market or to the world market



Glossary:

- ❖ **capital gain:** a profit from the sale of property or of an investment
- ❖ **domestic content:** when a foreign company makes products in a country, the materials, parts that have been made in that country rather than imported. A minimum level of local content is sometimes a requirement under trade laws when giving foreign companies the right to manufacture in a particular place.
- ❖ **exchange earnings:** proceeds from the export of goods and services of a country, and the returns from its foreign investments, denominated in convertible currencies.
- ❖ **exchange inflow:** the exchange of one currency for another, or the conversion of one currency into another currency.

Adapted from:

https://ustr.gov/sites/default/files/uploads/agreements/fta/singapore/asset_upload_file708_4036.pdf



Online English



Situation: You are a customs agent and an English teacher has hired you as an advisor for her/his online business.

She/ he started teaching the language in the country and overseas. She/he usually teaches students from other fields of expertise, and now she/he needs to plan a lesson for a Customs Administration and International Trade student. She/he will meet with you for consultation next week, but today she/he needs immediate guidance to understand the chapter of e-commerce and co-related articles. You do not have much time to help her/him. However, you send an e-mail showing her/him about the most important key points she/he needs to study to plan her lesson.

Instructions:

- A) In groups, write an e-mail to help the teacher understand some important regulations about the topic of e-commerce in order to plan her next lesson.
- B) Send the final version of the mail to your instructor and to one of your classmates' e-mail account. Your classmate should be someone from another group.

Informal Salutations:

- Hi Dennis,
- Hello Claire

Informal Opening Sentences:

- I hope you are fine.
- I trust you are fine.

Expressions for showing them you want to help

- If I can be of assistance, please do not hesitate to contact me.
- If you require any further information, feel free to contact me.
- If you require any further information, let me know.
- Please feel free to contact me if you need any further information.
- Please let me know if you have any questions.
- I hope the above is useful to you.
- Should you need any further information, please do not hesitate to contact me.
- Please contact me if there are any problems.

Informal Closing Sentences:

- Hope to hear from you soon.
- I'm looking forward to seeing you.
- Best regards,

Taken from: <http://www.myenglishteacher.eu/blog/formal-and-informal-email-phrases/>

Useful Language:

- What should be included in this mail?
I believe the information in article...is relevant.
- What is fundamental knowledge for this customer?
She/ he should know that...
- What else needs to be explained?
She/ he must know that...
- What regulations are must be the customer be informed about?



The Semi-colon



The semi-colon represents a break within a sentence that is stronger than a comma, but less final than a full stop. It enables the writer to avoid the overuse of the comma and preserves the finality of the full stop. Semi-colons are used to separate items in a list and to link closely-related sentences.

A) To link sentences which are closely related

Example: I read chapter 14 about e-commerce; it was very helpful.

B) For using transitions such as *otherwise, however, therefore...*

Example: The studied agreements are very complex; therefore, I need to read them carefully.


Adapted from University of Leicester:

<http://www2.le.ac.uk/offices/ld/resources/writing/grammar/grammar-guides/semicolon>

Instructions:

In pairs, write one sentence per rule by using any information learned in class. Consult your portfolio as a reference.

Sentence #1



Sentence #2





Discussion:

1. What is e-commerce?
2. Why do you think e-commerce is important nowadays?
3. What customers would be more interested in e-commerce around the world?
4. In your field of expertise, why do you think you need to know about e-commerce?
5. Why do you consider this topic relevant in the context of USA- Singapore commercial relationship?



Useful Language

- I remember that...
- I can recall that...
- I believe that...
- As far as I know...
- I consider that...

Discussion:

1. What is e-commerce?
2. Why do you think e-commerce is important nowadays?
3. What customers would be more interested in e-commerce around the world?
4. In your field of expertise, why do you think you need to know about e-commerce?
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Useful Language

- I remember that...
- I can recall that...
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Discussion:

1. What is e-commerce?
2. Why do you think e-commerce is important nowadays?
3. What customers would be more interested in e-commerce around the world?
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5. Why do you consider this topic relevant in the context of USA- Singapore commercial relationship?



Useful Language

- I remember that...
- I can recall that...
- I believe that...
- As far as I know...
- I consider that...



*University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo*

Unit 2: Material #16

- Electronic Commerce
- **ARTICLE 14.1: GENERAL**
- **ARTICLE 14.2: ELECTRONIC SUPPLY OF SERVICES**
- **ARTICLE 14.3: DIGITAL PRODUCTS**
- Cross-Border Trade in Services
- **ARTICLE 8.8: DOMESTIC REGULATION**
- **ARTICLE 8.10: TRANSFERS AND PAYMENTS**
- **ARTICLE 8.11: DENIAL OF BENEFITS**
- Financial Services
- **ARTICLE 10.5: CROSS-BORDER TRADE IN FINANCIAL SERVICES**
- **ARTICLE 10.10: EXCEPTIONS**
- **ARTICLE 10.13: PAYMENT AND CLEARING SYSTEMS**
- Investment
- **ARTICLE 15.7: TRANSFERS**
- **ARTICLE 15.8:**
- **PERFORMANCE REQUIREMENTS**



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 2: Writing e-mails

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 9
Date: September 28th, 2016

Unit Goal: By the end of the unit, the students will be able to successfully write e-mails based on Free Trade Agreements (FTA) to customers or colleagues from countries where English is lingua franca by using appropriate structures, vocabulary, register and standard writing conventions.

General objective: By the end of the unit, the students will be able to:

appropriately explain customs regulations or procedures to advise customers when exporting and importing merchandise.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately recognize technical vocabulary present in articles by guessing definitions of keywords.
2. appropriately use phrases to explain customs regulations by completing them.
3. successfully explain customs regulations to a customer by describing articles and giving advice via e-mail.

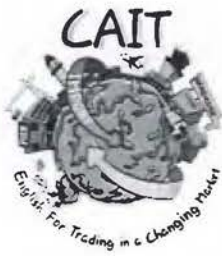
Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	MS	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, and call the roll</p> <ul style="list-style-type: none"> • T checks homework over. Ss read the sentences they wrote orally. • T gives feedback of last lesson. • T reads the objective on the whiteboard. <p>Warm up 1: Back to back!</p> <ul style="list-style-type: none"> • T explains the activity to Ss and models it with the Ast. • In pairs, Ss sit back to back and T writes a set of words related to technical vocabulary on the board. • Ss facing the board write the definitions of the words without speaking or writing the key word while the other Ss not facing the board guess the word. T and Ast walk around to check students' performance and to confirm Ss do not use key words. • Some volunteers share the definitions they wrote with the class. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #38: homework • Material #16: Example and list of words 	R W L S	<p style="text-align: center;">Vocabulary</p> <p>-Procedures, regulations, e-commerce, taxes, transshipment, package, undergone, consignment.</p> <p style="text-align: center;">UL</p> <p>Is that..? Do you mean..? Are they..? Well, not exactly, but it is related to..</p> <p>Example: What was your definition for <u>merchandise</u>? - <u>Merchandise is the commodities or goods that are bought and sold in business.</u> What about yours? -Well, <u>merchandise</u> can be defined as <u>commercial goods bought and sold in wholesale and retail.</u></p>		10 min (5:00-5:10) 10 min (5:10-5:20)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
2	<p>Pre-task 1: Digging into articles!</p> <ul style="list-style-type: none"> In pairs, Ss complete given phrases to explain customs regulations with information from articles already studied in class as a practice for the exam. Ss make decisions with their peers regarding how to complete the phrases. Ss use their own words to complete the phrases. Once Ss have completed the phrases, they share them with the class. Ss use the UL to interact. T walks around to check correct completion of phrases. <p>Materials:</p> <p>Handout #39: incomplete phrases to explain regulations</p>	R W L S	<p>Vocabulary</p> <p>Phrases to explain customs regulations:</p> <p>-According to Article 38, section B, on/related to Rules of Origin, exporters must fill out the certificate of origin correctly.</p> <p>-Article 48, indicates under subparagraph 3 (b) that the authorized body shall request to the exporter the original bill of lading.</p> <p>UL</p> <p>What did you write in the <i>first/second/third/last</i> phrase?</p> <p>- I wrote....</p> <p>Do you think it was clear?</p> <p>-Yes, it was very clear.</p> <p>- Well, it was clear; however, you need to use your own words to complete these phrases.</p>		20 min (5:20-5:40)
3	<p>Exam 2:</p> <ul style="list-style-type: none"> Based on Articles IV.11, IV.12, and IV. 6 from Canada-Costa Rica FTA and an e-mail from an English speaking customer consulting about <i>transshipment</i> and <i>origin of goods</i>, Ss write an e-mail reply. Ss explain to the customer the specific customs regulations for importing merchandise in that situation. Ss are required to give advice by using their own words. They also have to use transitions to link information as well as punctuation, modal auxiliaries, and e-mail parts appropriately. <p>Materials:</p> <ul style="list-style-type: none"> Instructions, e-mail, articles IV.11 and IV.12 from Canada-Costa Rica FTA, template to write the reply. 	R W	<p>Vocabulary</p> <p>Dear Ms. Carmody, I hope you are doing well. With regard to/With reference to your question concerning transshipment, Article IV.11, explains that goods shall not be considered to be originating goods if they enter into trade or consumption in the territory of a non-Party. However, Article IV. 6 says that sets of goods can be considered originating if....Could you please call me..?, Thank you.., Regards, etc.</p>		60 min (5:40-6:40)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Digging into articles!

Instructions:



- Based on articles already studied in class, complete the following phrases to explain customs regulations.
- Remember to write the ideas using your own words. Do not copy ideas literally.
- Use the *useful language* to check the exercise over.

1. According to Article _____, section _____, on/related to _____,

2. Based on _____ of Article _____,

3. Article _____, indicates under subparagraph _____ (____) that

4. With reference to your question regarding _____, Article _____, explains that _____

Useful Language

What did you write in the *first/second/third/ last* phrase?

- I wrote....

Do you think it was clear?

-Yes, it was very clear.

-No, it wasn't clear to me.

- Well, it was clear; however, you need to use your own words to complete these phrases.



University of Costa Rica
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Unit 2: Material 16

Back to back!

Key word example to model (teacher and assistant):

Sample word: Tasks

A: They are duties workers perform every day at work.

B: Is that responsibilities?

A: Mmm it's related to that. They are pieces of work to be done or undertaken.

B: Do you mean tasks?

A: Yes!!

List of words

procedures	consignment
e-commerce	merchandise
taxes	regulations
package	nomenclature

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Maestría en la Enseñanza del Inglés como Lengua Extranjera
Customs Administration and International Trade
(CAIT)



Exam 2 (15%)

Available Time: 60 minutes

Total Points: 50 points

Points obtained: _____

Grade: _____

NAME	1st SURNAME	2 nd SURNAME	PERSONAL ID #
TEST ADMINISTRATORS			
Vivian Arguedas Molina & Yajaira Ocampo Monestel			

GENERAL INSTRUCTIONS

1. Write down your personal information.
2. Read all the instructions carefully.
3. Check your exam consists of 6 pages.
4. You have 60 minutes to complete the test.
5. Use black or blue ink to complete the test.
6. The use of dictionaries or electronic devices is forbidden during the administration of the test.

Free Trade Agreements (FTA) and E-mail Writing (50 pts)

Instructions:

1. Based on Articles IV.11, IV.12, and IV.6 from Canada-Costa Rica FTA and the e-mail below from an English speaking customer consulting about *transshipment* and *origin of goods*, write an e-mail reply.
2. Explain the specific customs regulations for importing merchandise in this situation to the customer.
3. Remember to write the ideas using your own words. Do not copy ideas literally.
4. Use transitions to link information as well as punctuation, modal auxiliaries, and e-mail parts appropriately.



E-mail

Consult concerning transshipment and origin of goods



Lynne Carmody (lcarmody03@gmail.com)

9:24 PM (15 hours ago)

Dear Mr. Lazo,

I hope you are doing well.

I'm writing with the purpose of acquiring information about a customs issue.

I'm a novice Canadian businesswoman with my company in Mal País, Costa Rica. Actually, I have an enterprise to import Stand Up Paddle (SUP) longboards and sets of leashes from Canada. This is my third time importing these goods from Canada and for the next time I'm interested in taking the transshipment possibility since it is cheaper. However, I have heard that I might have problems related to origin of goods because of transshipment, and I don't want to lose my preferential tariff treatment. Can transshipment affect the origin of goods? Are there other reasons to consider goods as non-originating? Could you please explain that to me via e-mail? I'm afraid I won't have time to meet this month.

I would also appreciate if you let me know your availability for a meeting on November 17th. Thank you very much.

Best regards,

Lynne Carmody
SUP Costa Rica

New Message



To |

Cc Bcc

Subject

A large, empty rectangular box with a thin black border, intended for the main body of the email message.

Article IV.11 Transshipment

Goods shall not be considered to be originating goods by reason of having undergone production that satisfies the requirements of Article IV.1 if subsequent to that production, goods:

1. undergo further production or any other operation outside the territories of the Parties, other than unloading, reloading or any other operation necessary to preserve the goods in good condition or to transport them to the territory of a Party;
2. do not remain under customs control while outside the territories of the Parties; or
3. enter into trade or consumption in the territory of a non-Party.

Article IV.12 Non-Qualifying Operations

Except for sets of Article IV.6 or of Annex IV.1 (Specific Rules of Origin) or except as specified in a product-specific rule of origin of Annex IV.1 (Specific Rules of Origin) applicable to goods, goods shall not be considered to be originating goods merely by reason of:

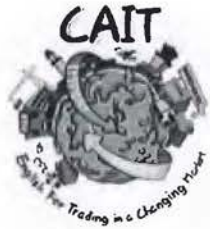
1. disassembly of goods into their parts;
2. a change in the end use of goods;
3. the mere separation of one or more individual materials or components from an artificial mixture;
4. mere dilution with water or another substance that does not materially alter the characteristics of goods;
5. removal of dust or damaged parts from, oiling, or applying anti-rust paint or protective coatings to goods;
6. testing or calibration, division of loose shipments, grouping into packages, or attaching identifying labels, markings or signs to goods or their packaging; or
7. packaging or repackaging of goods.

Article IV.6 Sets or Assortments of Goods

Except as provided in Annex IV.1 (Specific Rules of Origin), a set or assortment as defined in Rule 3 of the General Rules for the Interpretation of the Harmonized System, shall be considered as originating, provided that:

1. all the component products, including packaging materials and containers, are originating; or
2. where the set or assortment contains non-originating component products, including packaging materials and containers:
 - a. at least one of the component products, or all the packaging materials and containers for the set, is originating; and
 - b. the regional value content of the set or assortment is not less than 50 per cent under the transaction value method.
3. For purposes of subparagraph 1(b), the value of packaging materials and containers for the set shall be taken into account as originating or non-originating materials, as the case may be, in calculating the regional value content of the set.

Adapted from: <http://www.international.gc.ca/trade-agreements-accords-commerciaux/agr-acc/costarica/4.aspx?lang=en>



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 1
Date: October 3rd, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit the students will be able to appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately identify basic steps to export and import merchandise by forming collocations.
2. correctly use phrases for expressing obligatory procedures and advising customers by completing them.
3. successfully exchange information related to steps to export and import merchandise by asking and answering questions.
4. properly explain the steps to export and import merchandise to classmates by presenting them to the class in oral form.
5. successfully explain basic steps to export and import merchandise by advising a customer on a specific situation.
6. appropriately identify -s inflectional endings by classifying regular plural nouns in /z/ /s/ and /lz/ sounds.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, and call the roll</p> <ul style="list-style-type: none"> • T reads the objective on the whiteboard. <p>Warm up: The ideal match!</p> <ul style="list-style-type: none"> • T posts a word on the back of each St. Ss look for a possible peer and they ask a third person if the words both have collocate. Ss use the UL to communicate. • Ss share their matches with the class by using the UL and they post the collocations on the board for the next activity. <p>Materials:</p> <ul style="list-style-type: none"> • Material #1: collocations 	R W L S	<p>Vocabulary</p> <p>-Collocations: Create an anonymous society, have a capital, make a bank transfer, pay taxes, buy merchandise, call your lawyer, look for a supplier, follow procedures, obtain a company ID number, get an export license.</p> <p>UL</p> <p>Do you think our words match? -Yes, they perfectly match! - It could be, but I'm not sure. Ask another person. -No, they don't match at all!</p> <p>Our match is..</p>	Activating prior knowledge (already taught)	10 min (5:00-5:10)
2	<p>Pre-task 1: Completing ideas!</p> <ul style="list-style-type: none"> • In groups of 3 people, Ss complete given phrases with their own ideas and the collocations already studied based on a situation. • T models the phrases with possible ideas. • Some volunteers share the ideas they wrote with the class. • <u>Grouping:</u> people wearing the same colors get in groups. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #1: Phrases for requirements and obligatory procedures, and advising 	R S L W	<p>Vocabulary</p> <p>- Capital, export license, follow procedures.</p> <p>Grammar</p> <p>-Phrases for requirements or obligatory procedures: You <i>must</i> have a capital of \$40.000..., you <i>have to</i> create an anonymous society..., etc.</p> <p>-Phrases for advising: you <i>should</i> buy a truck ..., you <i>ought to</i> call your lawyer before..., etc.</p> <p>UL</p> <p>I'm wearing something green! Who's wearing something green? Let's work together.</p> <p>What do you recommend to Mr. Evans? -He should/ought to <i>have a higher capital</i>. -He <i>has to/must create an anonymous society first</i>.</p>		10 min (5:10-5:20)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	MS	Language focus	Strategies	Time
3	<p>Pre-task 2: Wondering!</p> <ul style="list-style-type: none"> Arranged in two lines (A and B), Ss ask each other questions for consulting about the steps for importing and exporting merchandise. Ss take turns to interact with different classmates in order to ask and answer the questions. They practice the UL. T assigns which line is in charge of asking or answering. <p>Materials:</p> <ul style="list-style-type: none"> UL 	R L S	<p>Vocabulary</p> <p>-Requirements to do trade transactions: Capital, procedures, bank transfer, etc.</p> <p>UL</p> <p>-Questions for consulting: What are the steps for importing/exporting merchandise? First, you have to.., etc. How can I get my <i>export license/company ID number</i>? You have to.. How much do I usually have to pay in taxes? You usually.. <i>Where can I find a good supplier/cheap merchandise/a reliable forwarding agent</i> in Costa Rica? You should/ought to.. What procedures should I follow for ...? You must...you need to.. -Sequencers to explain customers the steps for importing and exporting: First, you have to. Second,...Third,... After that,... Finally,...</p>		10 min (5:20-5:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	MS	Language focus	Strategies	Time
4	<p>Pre-task 3: Get informed!</p> <ul style="list-style-type: none"> • T asks the Ss to skim the three-page document with basic steps for importing and exporting during 3 minutes. They underline the most important ideas. • In pairs, Ss are assigned a piece of text (a step for importing or exporting). They read it and tell the class what they read using their own words. (A glossary is provided, especially for weaker students) • <u>Grouping</u>: Ss work with the classmate who has the same number. • T makes emphasis on pronunciation of regular plural nouns. <p>Materials:</p> <ul style="list-style-type: none"> • Handout#2: Steps for importing and exporting 	R S L W	<p>Vocabulary</p> <p>- Decide the country and search for suppliers, search the taxes and find a reliable freight forwarder, arrange packing, labeling, documentation, and insurance before exporting/importing)</p> <p>UL</p> <p>-An important step to <i>import/export</i> is.. -Importers/exporters <i>have to/must/should</i>.. It is important to.., Importers/exporters need to..., Before exporting/importing, people have to...</p>	Skimming (already taught)	20 min (5:30-5:50)

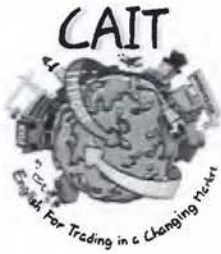
Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
5	<p>Main task: My first telephone call with an English-speaking customer!</p> <ul style="list-style-type: none"> • Task phase: Based on a situation about an English-speaking customer living in Costa Rica and consulting for the basic steps to import and export merchandise, Ss take turns asking and answering questions in pairs. • Ss make decisions regarding what to say and practice the conversation by using the UL. • Planning phase: T and Ss arrange the chairs in four lines on each side of the classroom. Ss do not face each other. T asks Ss to carry out the conversation formally and as natural as possible. They use their cell phones. They take turns to be the customs agents and customers and take notes of important details. • T indicates the corresponding turns. T takes notes of errors. • Reporting phase: Some pairs share their conversations with the class. Other pairs give feedback to the Ss by using a peer revision form. Ss use the UL to give feedback. • T provides feedback and correct errors. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #3: Situation and instructions • Peer assessment form #1 	R L S	<p>Vocabulary</p> <p>Kitesurfing equipment, kiteboards, export license, etc.</p> <p>UL</p> <p>Good morning/afternoon. My name is.. I'm from.. I call because I have a capital of.. and I want to import... I also want to export..</p> <p>I need advice about.. What are the steps for importing/exporting merchandise? How can I get my <i>export license/company ID number</i>?</p> <p>How much do I usually have to pay in taxes? Where can I find a good forwarding agent in Costa Rica? What procedures should I follow for...?</p> <p>-First, you have to..., Second, ..., Third,..., After that., Finally, ... -You have to... -You usually have to... -You should/ought to... - You must... It is important to.., You need to..., Before exporting/importing, you have to...</p> <p><u>Comments in the peer assessment form:</u> - _____ uses vocabulary correctly. However, she/he has difficulties with.... - I suggest that she/he practices...</p>	Asking for clarification (already taught)	10 min (5:50-6:00) 15 min (6:00-6:15) 15 min (6:15-6:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
6	<p>Post-task: The -s Ending for Regular Plural Nouns (homework)</p> <ul style="list-style-type: none"> • T explains the -s ending for regular plural nouns. • <u>Homework</u>: Individually, Ss underline the last sound before the plural in the list provided. After that, they classify the words in a given table. Ss identify if the final sounds are sibilant, nonsibilant, voiced or voiceless. • Ss compare their answers and pronounce the words in pairs. • Finally, Ss share their answers with the class. <p>Materials: Handout #4: The -s ending for regular plural nouns</p>	R W L S	<p>Vocabulary</p> <p>Terms: voiced, voiceless, sibilant, nonsibilant. Words: taxes, requirements, regulations, etc.</p>		10 min (6:30-6:40)

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Completing Ideas!

Situation:

Mr. Evans has a capital of \$40. 000 and he wants to import sports implements for selling them in schools. He will start from scratch. Help Mr. Evans with the procedures to begin that interesting business!

Instructions:



- A. In groups of three people, complete the phrases below with your own ideas. You can use the vocabulary from the board.
- B. After that, share your ideas with your classmates. Practice the *useful language* to interact.

1. Phrases for requirements or obligatory procedures

You must....

You have to...

2. Phrases for advising

You should...

You ought to...

Useful Language

What do you recommend to Mr. Evans?

-He should/ought to have a higher capital.

-He has to/must create an anonymous society first.



Instructions:



Individually, skim the steps for importing and exporting merchandise. Remember to underline only the main ideas. Time: 3 minutes.

Steps for importing/exporting merchandise

1. Decide the country and search for suppliers

Different countries have different export/import regulations. While the material itself might be cheap to buy from a certain country, there might be other factors which might add up to the cost. Requirements for importing specific commodities depend on a wide variety of criteria. Some information, such as whether an item is subject to quota¹ restrictions, eligible for reduced rates of duty, or restricted from entry because they originate in an embargoed² country, can be determined only if you know the item's Harmonized Tariff Schedule classification number.

If you are a new importer, there are government agencies that are ready to answer your questions. The international customs administrations are there to help you. Use online sources, consult trade and professional associations, and join domestic and international trade shows. Once you have made the contact with an overseas supplier, it is always a good idea to go meet the supplier in their country.

2. Search taxes and find a reliable freight forwarder

Import duty³ can be calculated in a variety of ways, but most import duties are figured as a percentage of the declared value of the commodity. Import duty differs from product to product and is dependent on the commodity being imported, its declared value, its country of origin, and other factors like anti-dumping legislation and quota controls. Import duty values can be as low as zero or as high as 100% (or more) of the product's declared value. Import duties are collected to generate revenue and to protect local markets.

You already have too much to worry about. Do not add shipping procedure and documentation to the list. Always work with a reliable freight forwarder that will provide you with daily updates from the moment you place the order with your shipper. This will give you time to concentrate more on your business.

3. Packing

Exporters should be aware of the demands that international shipping puts on packaged goods. The most common potential problems are: breakage, moisture⁴, pilferage⁵ and excess weight. Buyers are often familiar with the port systems overseas, so they will often specify packaging requirements. If the buyer does not specify this, be sure the goods are prepared using these guidelines:

- Pack in strong containers, adequately sealed and filled when possible.
- Make sure the weight is evenly distributed.

- Goods should be palletized and when possible containerized.
- Packages and packing filler should be made of moisture-resistant material.
- To avoid pilferage, avoid writing contents or brand names on packages. Observe any product-specific hazardous materials packing requirements.
- One popular method of shipment is to use containers obtained from carriers or private leasing companies.

4. Labeling⁶

Specific marking and labeling is used on export shipping cartons and containers to meet shipping regulations, ensure proper handling⁷, hide the identity of the contents, help receivers identify shipments, and ensure compliance with environmental and safety standards.

Products can require many markings for shipment. Keep in mind the most important markings that exporters need to put on cartons to be shipped:

- Shipper's mark;
- Country of origin;
- Weight marking (in pounds and in kilograms);
- Number of packages and size of cases (in inches and centimeters);
- Handling marks (international pictorial symbols);
- Cautionary markings, such as "*This Side Up*", "*Use No Hooks*", "*Fragile*", or "*Do not Drop*"⁸, etc. (in English and in the language of the country of destination);
- Port of entry;
- Labels for hazardous materials and;
- Ingredients (if applicable, also included in the language of the destination country).

Packages should be clearly marked to prevent misunderstandings and delays in shipping. Customs regulations regarding freight labeling are strictly enforced. For example, many countries require that the country of origin be clearly labeled on each imported package.

5. Documentation

Exporters should seriously consider having the freight forwarder handle the huge amount of documentation that exporting requires. The following documents are commonly used in exporting. Be sure to have them.

- Air freight shipments are handled by *air waybills*, which can never be made in negotiable form.
- A *bill of lading* is a contract between the owner of the goods and the carrier (as with domestic shipments).
- A *commercial invoice* is a bill for the goods from the seller to the buyer. These invoices are often used by governments to determine the true value of goods when assessing customs duties.
- A *certificate of origin* is a document that is required in certain nations. It is a signed statement as to the origin of the export item.
- An *export license* is a government document that authorizes the export of specific goods in specific quantities to a particular destination. This document may be required for most or all exports to some countries or for other countries only under special circumstances. You should go to your customs administration office and request it.

6. Shipping

Exporters may find it useful to consult with a freight forwarder when determining the method of international shipping. Since carriers are often used for large and bulky shipments, the exporter should reserve space on the carrier well before actual shipment date. This reservation is called the booking contract.

The cost of the shipment, the delivery schedule, and the accessibility to the shipped product by the foreign buyer are all factors to consider when determining the method of international shipping. Although air carriers can be more expensive, they have some advantages; for example, using a local airport instead of a coastal seaport and quicker delivery times. These factors may give the exporters advantages over other competitors.

7. Insurance

Damaging weather conditions, rough handling by carriers, and other common hazards to cargo make insurance an important protection for exporters. If the terms of sale make the exporter responsible for insurance, the exporter should either obtain its own policy⁹ or insure the cargo under a freight forwarder's policy for a fee¹⁰. If the terms of sale make the foreign buyer responsible, the exporter should not assume (or even take the buyer's word) that adequate insurance has been obtained. If the buyer neglects to obtain adequate coverage, damage to the cargo may cause a major financial loss¹¹ to the exporter.

Export shipments are usually insured against loss, damage, and delay in transit by cargo insurance. Carrier liability¹² is frequently limited by international agreements. Additionally, the coverage is substantially different from domestic coverage. Arrangements for insurance may be made by either the buyer or the seller, in accordance with the terms of sale.

Glossary

1. quota: a limitation on imports
2. embargo: a government order prohibiting the movement of merchant ships into or out of its ports.
3. duty: a tax charged by a government, especially on imports
4. moisture: wetness caused by water
5. pilferage: the crime of taking someone else's property without consent.
6. labeling: a slip of paper to indicate its manufacturer, nature, ownership, destination, etc.
7. handling: the process by which something is packaged, transported, delivered.
8. drop: to fall from a higher to a lower place or position.
9. policy: a written contract or certificate of insurance.
10. fee: a fixed sum charged, as by an institution or by law, for a privilege.
11. loss: the act of losing possession of something.
12. liability: the state of being legally obliged and responsible.

Adapted from:

<https://www.unzco.com/basicguide/c10.html>

<http://www.morethanshipping.com/how-to-import/>

Useful Language

-An important step to *import/export* is..

-Importers/exporters *have to/must/should*..

It is important to.., Importers/exporters need to..., Before exporting/importing, people have to...



My First Telephone Call with an English-Speaking Customer!

Situation: In pairs, imagine you are a customs agent (Role A) and that you receive a telephone call from a novice English speaking customer (Role B) living in Costa Rica and consulting about the basic steps to import and export merchandise. Take turns asking and answering questions in both roles. Use the *useful language*.

Role A: Customs Agent

You work as a customs agent in your own office. Explain the basic steps to export and import merchandise to your customer.

Role B: English-Speaking Customer

You are from Germany, but now you live in Costa Rica. You have a capital of \$150, 000 and you want to become a businessman/businesswoman and import kitesurfing equipment from Germany since your country is the best one producing this type of equipment. Moreover, you design your own models of kiteboards and you want to export them to other countries. You only speak German and English. Call the customs agent and ask him/her what the basic steps for importing and exporting merchandise are.



Useful Language

Role A:

Good morning/afternoon. This is ...
 Hello Mr./Ms. ... How can I help you? Where are you calling from?
 -First, you have to..., Second, ..., Third, ..., After that., Finally, ...
 -You have to...
 -You usually have to...
 -You should/ought to...
 - You must...
 -It is important to.., You need to..., Before exporting/importing, you have to...

Role B:

Good morning/afternoon. My name is.. Could I speak to...?
 I'm from.. I call because I have a capital of.. and I want to import... I also want to export..
 I need advice about..
 What are the steps for importing/exporting merchandise?
 How can I get my *export license/company ID number*?
 How much do I usually have to pay in taxes?
 Where can I find a good forwarding agent in Costa Rica?
 What procedures should I follow for...?

Asking for clarification:

The line is very bad. Could you speak up please?
 Can you repeat it, please?
 Can you say it again, please?
 What did you say?
 What do you mean by that?



The -s Ending For Regular Plural Nouns

Regular plural nouns can be classified based on their final sounds. The final sounds of nouns could be **voiced*** sounds (the ones that cause vibration in the vocal cords) e.g /g/ or /n/ or **voiceless** sounds (the ones that do not cause vibration in the vocal cords) e.g. /t/ or /p/.

*All the English vowels are *voiced*.



Also, the final sounds of the nouns could be **sibilant** (sounded with a hissing effect) e.g /s/ or /z/ or **nonsibilant** (without a hissing effect) e.g /g/ or /t/.

Rules:

1. When the noun ends in a *voiced nonsibilant* sound as in *bag*, *ton*, or *car*, the ending undergoes progressive assimilation and is pronounced as /z/.
2. When the noun ends in a *voiceless nonsibilant* sound as in *boat*, *truck*, or *ship*, the ending also undergoes progressive assimilation and is pronounced as /s/.
3. When the noun ends in a sibilant sound as in *bus*, *box*, or *bush*, the ending gets the insertion or addition of a sound and is realized as /ɪz/ or /əz/.

1. /z/	2. /s/	3. /ɪz/ or /əz/
bag <u>s</u> ton <u>s</u> car <u>s</u>	boat <u>s</u> truck <u>s</u> ship <u>s</u>	bus <u>es</u> box <u>es</u> bush <u>es</u>

Adapted from:

Celce-Murcia, M.; Brinton, D. and Goodwin J. (1996). *Teaching pronunciation: a reference for teachers of English to speakers of other languages*. Cambridge University Press.

Plurals (homework)

Instructions:



- A. Individually, underline the last sound before the plural in the list below.
- B. Classify the words in the table below. Remember to identify if the final sounds are *sibilant*, *nonsibilant*, *voiced*, or *voiceless*.
- C. In pairs, compare your answers and pronounce the words.

List:

regulations
factors
requirements
packages
commodities
restrictions
suppliers
organizations
taxes
markets
sizes

1. /z/	2. /s/	3. /ɪz/ or /əz/



create	an anonymous society
have	a capital
make	a bank transfer
pay	taxes
buy	merchandise
call	your lawyer
look for	a supplier
follow	procedures
get	an export license
obtain	a company ID number



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Unit 3: Peer assessment form 1



Activity: Providing feedback to my classmates.

Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate's name: _____.

Criteria	5	4	3	2	1	Comments
My classmate...						
1. uses vocabulary learned in class appropriately.						
2. uses verb agreement correctly.						
3. pronounces words learned in class correctly.						
4. makes use of appropriate intonation in questions.						
5. stresses words learned in class correctly.						
What do you suggest to him/her?						

5: Excellent, 4: Above average, 3: Average, 2: Needs improvement, 1: Poor



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Unit 3: Communicating with Stakeholders to Carry out Customs and Trade Processes

Teacher: Vivian Arguedas
Assistant: Yajaira Ocampo

Lesson Plan # 2
Date: Wednesday October 5th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiations with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit, the students will be able to appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise.

Specific objectives: By the end of the lesson, the students will be able to:

1. talk over orchids as appropriate or inappropriate export products by answering some questions.
2. effectively recall general measures the World Trade Organization (WTO) states regarding exports in Costa Rica by answering some questions.
3. successfully identify the sequence of export procedures related to the World Trade Organization (WTO) measures by reading relevant sections of an authentic text.
4. successfully exchange information about the general procedures to start exporting some goods in Costa Rica.
5. effectively identify rising and falling intonation in questions related to exporting procedures in Costa Rica.

Abbreviations: T = teacher, Ast = assistant, St = student, Ss = students, L = listening, S = speaking, R = reading, W = writing, UL = useful language

Objective	Procedures	Skills	Language focus	Strategies	Time
1	<p>Routines: greetings, write the date, & call the roll & Check Homework Handout #4</p> <p>Warm up: Costa Rican Plants</p> <ul style="list-style-type: none"> T gives the instructions and models UL In pairs, Ss match pictures with names of Costa Rican plants. Then, they talk about general aspects of exporting plants in Costa Rica. Volunteers share their answers with the group. <p>Materials: Handout # 5</p>	S,L,R	<p>Vocabulary Yellow Green Blooms, Varigated, Orchids, Bird of Paradise, Heliconia, Ginger, Pink Flowers</p> <p>Useful Language:</p> <ul style="list-style-type: none"> I think that pink flowers are examples of Costa Rican plants. I think orchids are good products to export because.... Exporters need to consider...in order to export plants from Costa Rica 		10 m (5:00-5:10)
2	<p>Pre-task 1: What does WTO say about Costa Rican export?</p> <ul style="list-style-type: none"> The students stand up, form a circle, follow the music and pass a ball around. When the music stops, they pick out a palette that contains a design of an orchid on one side and a question on the other one. The questions relate to export generalities stated in the WTO. Ss answer the question when it is their turn. 	S,L,R	<p>Vocabulary</p> <p>phytosanitary regulations, export prohibitions, tariff average, technical regulation</p> <p>Useful Language</p> <ul style="list-style-type: none"> I remember that CR has implemented phytosanitary measures such as... I can recall that WTO refers to... I might say that the average tariff for 		20 m (5:10-5:30)

Abbreviations: T=Teacher, A=Assistant, S=Student, Ss=students, L=listening, S=speaking, R=reading, W=writing, UL=useful language

3	<p>Materials: Material 2</p> <p>Pre-task 2: Initial Exporting Procedure WTO</p> <ul style="list-style-type: none"> • T gives instructions and models UL. • First, Ss are given a set of paragraphs incorrectly sequenced. In pairs, they make decisions to write numbers from 1 to 6 in order to define the correct sequence of measures related to the export process in Costa Rica according to the WTO. • Second, they take turns retelling the possible sequence to each other. • Finally, volunteers report their answers to the rest of the group. • Materials: Handout #6 	R,S,L	<p>agricultural products is...</p> <p>Vocabulary shipment, submission, clearance, declaration, registration, currency, registrations, barriers</p> <p>Useful Language:</p> <p>What do you call...? What is the meaning of...? Can you recall the pronunciation of...? Which one goes first? Which measure do you think goes afterwards? Do you remember if....?</p> <p>An exporter needs to..., I believe that..., I have learned that..., First..., Second..., After that..., A priority in the export process..., The following stage is..., Finally...</p>		20 m (5:30-5:50)
4	<p>Task: Telephone Conversation “How should I export my orchids?”</p> <p>Task Phase:</p> <ul style="list-style-type: none"> • T gives instructions and models UL. • In pairs, Ss simulate a telephone conversation between and a customs agent who has his/her own office and an inexperienced customer. 	S,L	<p>Useful Language</p> <ul style="list-style-type: none"> • Which role would you like to practice first? I prefer to be the agent. • Do you remember what the procedures for exporting are? Yes, I remember the first you need to... After that, an exporter must/ should... 		35 m (5:50-6:25)

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5	<p>Planning Phase:</p> <ul style="list-style-type: none"> Some volunteers take turns practicing both roles. <p>Reporting Phase:</p> <ul style="list-style-type: none"> Ss present the conversation to the rest of the group by acting it out. T gives feedback on the board. <p>Materials: Handout 7</p> <p>Post-task: Rising and Falling Intonation</p> <ul style="list-style-type: none"> T explains the instructions and models UL. In pairs, Ss are given a question related to the topic of initial export procedures in Costa Rica to be posted on a category of rising and falling intonation. T gives feedback and all the group practices the intonation in each question. <p>Materials: Material 3</p>		<p>Rising Intonation</p> <ol style="list-style-type: none"> Does the one-stop office have an electronic site? Does PROCOMER simplify export documentation processes? Should I go to “Ventanilla Unica”? Must an exporter take into account preliminary formalities? Is DAE a declaration for customs clearance? <p>Falling Intonation</p> <ol style="list-style-type: none"> What types of export forms are there? What sanitary measures has Costa Rica implemented? Which of the articles in WTO mention Technical Barriers to Trade? Where is PROCOMER located? Where can I get pre-stamped export forms? <p>Useful Language</p> <ul style="list-style-type: none"> Where do you think this question should be posted? I think It corresponds to the rising category. Is this a rising or falling intonation? I believe this is a falling intonation Q 	15 m (6:25-6:40)
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Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



The -s Ending For Regular Plural Nouns

The classification of regular nouns is based on their final sounds. The final sounds of nouns could be **voiced*** sounds (the ones that cause vibration in the vocal cords) e.g /g/ or /n/ or **voiceless** sounds (the ones that do not cause vibration in the vocal cords) e.g. /t/ or /p/.

*All the English vowels are *voiced*.

voiced



voiceless



Also, the final sounds of the nouns could be **sibilant** (sounded with a hissing effect) e.g /s/ or /z/ or **nonsibilant** (without a hissing effect) e.g /g/ or /t/.

Rules:

1. When the noun ends in a *voiced nonsibilant* sound as in bag, ton, or car, the ending undergoes progressive assimilation and is pronounced as /z/.
2. When the noun ends in a *voiceless nonsibilant* sound as in boat, truck, or ship, the ending also undergoes progressive assimilation and is pronounced as /s/.
3. When the noun ends in a sibilant sound as in bus, box, or bush, the ending gets the insertion or addition of a sound and is realized as /lɪz/ or /əz/.

1. /z/	2. /s/	3. /lɪz/ or /əz/
bag <u>s</u> ton <u>s</u> car <u>s</u>	boat <u>s</u> truck <u>s</u> ship <u>s</u>	bus <u>es</u> box <u>es</u> bush <u>es</u>

Adapted from:

Celce-Murcia, M.; Brinton, D. and Goodwin J. (1996). *Teaching pronunciation: a reference for teachers of English to speakers of other languages*. Cambridge University Press.

Plurals (homework)

Instructions:

- A. Individually, underline the last sound before the plural in the list below.
- B. Classify the words in the table below. Remember to identify if the final sounds are *sibilant*, *nonsibilant*, *voiced* or *voiceless*.

List:

regulations
factors
requirements
packages
commodities
restrictions
suppliers
organizations
taxes
markets
sizes

1. /z/	2. /s/	3. /lz/ or /əz/

ANSWER KEY

1. /z/	2. /s/	3. /lz/ or /əz/
regulations factors commodities restrictions suppliers organizations	requirements markets	taxes sizes packages



Costa Rican Plants

A) Instructions: Choose a name from the box below and write it next the corresponding pictures of Costa Rican plants.

Yellow Green Blooms	Varigated	Bird of Paradise	Orchids
---------------------	-----------	------------------	---------



a) _____



b) _____



c) _____



d) _____

B) In pairs, answer the following questions in the group and share your ideas with the rest of the class.

1. What other examples of Costa Rican plants can you mention?
2. Do you think orchids represent a good product to export in Costa Rica?
3. What general considerations should an orchid or plant exporter have in mind?



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Unit 3: Handout 6

Initial Exporting Procedure: World Trade Organization Measures

A) Instructions: In pairs, you will read the following measures related to the process of exporting in Costa Rica defined by the WTO. Make decisions to organize them in a logical sequence by writing the numbers from 1 to 6 representing the steps to follow.

(_____) When the exporter knows the specific technical barrier for the product, specific forms should be filled out. The integrated one-stop office for foreign trade scheme (*Sistema Integrado de Ventanilla Única de Comercio Exterior – SIVUCE*) allows preliminary export documentation to be processed using "prestamped" export forms. This system includes the VUCE, which has offices and an electronic site, under the responsibility of the PROCOMER in order to streamline and simplify the export documentation process.

(_____) There are preliminary formalities for all exports consisting of an export form showing all data concerning the shipment of the goods once the exporter has gotten the prestamped form. There are three types of export form: (i) the customs export form (*Declaración Aduanera de Exportación – DAE*); (ii) the FAUCA; and (iii) the provisional customs exports declaration (*Declaración Aduanera de Exportación Provisional – DAEP*). The DAE is a declaration used both for the customs clearance procedure and to control the entry or registration of foreign currency. It is valid for 15 working days or 20 consecutive days as from the date of submission of the preliminary formalities at the VUCE.

(_____) Once the code is assigned, special regulations need to be taken into account. Costa Rica has actively implemented sanitary and phytosanitary (SPS) measures and technical regulations. Between January 2001 and December 2006, it submitted 30 notifications on SPS measures and 66 under the Agreement on Technical Barriers to Trade.

(_____) As required by the General Customs Law, all exporters must be registered with the Foreign Trade Promotion Agency (*Promotora de Comercio Exterior – PROCOMER*) as the first consideration. Registration is valid for one year and may be done electronically or in person at the PROCOMER's one-stop office for foreign trade (*Ventanilla Única de Comercio Exterior – VUCE*).

(_____) After the exporter has been registered at one-stop office he/she is given a code to be used integrally at the PROCOMER, the Central Bank of Costa Rica and the Directorate-General of Customs (DGA).

B) Instructions: Take turns retelling a logical sequence about the process and measures to follow when exporting for the first time.

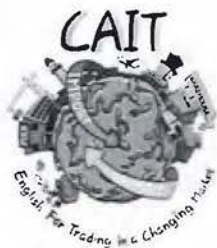
Useful Language:

What do you call...? What is the meaning of...? Can you recall the pronunciation of...? Which one goes first? Which measure do you think goes afterwards? Do you remember if....?

An exporter needs to..., I believe that..., I have learned that..., First..., Second..., After that..., A priority in the export process..., The following stage is..., Finally...,

C) Volunteers will report their ideas to the rest of the group.

Adapted from https://www.google.com/?gws_rd=ssl#q=wct+measures+in+costa+rica



Initial Exporting Procedure: The World Trade Organization Measures

A) Instructions: In pairs, you will read the following measures related to the process of exporting in Costa Rica defined by the WTO. Make decisions with your partner to organize them in a logical sequence by writing the numbers from 1 to 6 representing the steps to follow.

1. As required by the General Customs Law, all exporters must be registered with the Foreign Trade Promotion Agency (*Promotora de Comercio Exterior* – PROCOMER) as the first consideration. Registration is valid for one year and may be done electronically or in person at the PROCOMER's one-stop office for foreign trade (*Ventanilla Única de Comercio Exterior* – VUCE).
2. After the exporter has been registered to one-stop office he/she is given a code to be used integrally at the PROCOMER, the Central Bank of Costa Rica and the Directorate-General of Customs (DGA).
3. Once the code is assigned, special regulations need to be taken into account. Costa Rica has actively implemented sanitary and phytosanitary (SPS) measures and technical regulations. Between January 2001 and December 2006, it submitted 30 notifications on SPS measures and 66 under the Agreement on Technical Barriers to Trade.
4. When the exporter knows the specific technical barrier for the product, specific forms should be filled out. The integrated one-stop office for foreign trade scheme (*Sistema Integrado de Ventanilla Única de Comercio Exterior* – SIVUCE) allows preliminary export documentation to be processed using "prestamped" export forms. This system includes the VUCE, which has offices and an electronic site, under the responsibility of the PROCOMER in order to streamline and simplify the export documentation process.
5. There are preliminary formalities for all exports consisting of an export form showing all data concerning the shipment of the goods once the exporter has gotten the prestamped form. There are three types of export form: (i) the customs export form (*Declaración Aduanera de Exportación* – DAE); (ii) the FAUCA; and (iii) the provisional customs exports declaration (*Declaración Aduanera de Exportación Provisional* – DAEP). The DAE is a declaration used both for the customs clearance procedure and to control the entry or registration of foreign currency. It is valid for 15 working days or 20 consecutive days as from the date of submission of the preliminary formalities at the VUCE.

Answers in the student sheet: 4, 6, 3, 1, 2

B) Instructions: Take turns retelling a logical sequence about the process and measures to follow when exporting for the first time.

Useful Language: What do you call...? What is the meaning of...? Can you recall the pronunciation of...? Which one goes first? Which measure do you think goes afterwards? Do you remember if....?

An exporter needs to..., I believe that..., I have learned that..., First..., Second..., After that..., A priority in the export process..., The following stage is..., Finally...,

C) Volunteers will report their ideas to the rest of the group.



Simulation: How should I export my orchids?



A) Instructions: In pairs, you will simulate a conversation over the phone. Take turns practicing both roles

Role 1/ Agent: You are an experienced customs agent who has his/her own business and office in Costa Rica. An inexperienced English speaking customer calls to ask you about the initial steps to export Costa Rican plants to USA. You provide information about the logical stages in order to start exporting. Use information related to the measures the WTO refers to.

Role 2/ Customer: You are a Canadian businessman/ businesswoman who has been making a living for years by selling orchids in Costa Rica. However, you are convinced of exporting your flowers to USA. You call a customs agent to find out about the initial process of exporting since you are inexperienced in this field.

Telephoning Expressions

- **Making contact** (Hello / Good morning / Good afternoon ... This is John Brown speaking, Could I speak to please?, I'd like to speak to ..., I'm trying to contact...)
- **Taking a call** (X speaking..., Can I help you?)
- **Telephone problems:** The line is very bad ... Could you speak up please?, Could you repeat that please?, I'm afraid I can't hear you, Sorry. I didn't catch that. Could you say it again please?

Other Expressions: You need/have to..., You'd better..., If I were you I would/ would not..., You should..., You must...What do I need to ...?, Who should I call...?, Where can I...?, How can I ...? First, then, After that..

Filler or Hesitation Devices:

Filler phrases ...you know..., ...I mean..., ...you see...Well, the thing is...It's like this, you see... em...er...mm...

Taken from <http://www.learn-english-today.com/business-english/telephone.html>

<http://edition.tefl.net/ideas/functional/practice-ideas-for-hesitation-devices/>

Useful Language:

- Which of the two roles would you like to practice first? I prefer to be the agent.
- Do you remember what the procedures for exporting are?
- Yes, I remember that you need to go to PROCOMER.
- After that, an exporter must/ should go to "Ventanilla Unica"



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Unit 3: Handout 7 (Answer Key)

Conversation: Possible Sample (Teachers Modelling)

A) This is....speaking, Could I speak to please?

B) X speaking..., Can I help you?

A) Thanks. A friend told me you provide advisory and training in export processes, don't you?

B) Definitely! I have my office here in Montezuma. What do you need exactly?

A) Well...I have had an orchid farm for five years. I need to know how I can start exporting my lilies to the USA.

B) I understand. I can explain the basic steps over the phone and then we can hold a meeting next week. Does it sound convenient for you?

A) Sounds great!

B) First, you must register at the Foreign Trade Promotion Agency in person or electronically and you will get a code to be used integrally at the PROCOMER, the Central Bank of Costa Rica and the Directorate-General of Customs (DGA).

A) Thanks...I am taking notes...

B) After that, you have to check the phytosanitary measures and technical regulations in case your orchids need special export permission.

A) I'm afraid I can't hear you, Sorry. I didn't catch that.

B) No problem... I say that you have to check the phytosanitary measures and technical regulations in case your orchids need special export permission.

A) I understand. Can I go to PROCOMER in the afternoon?

B) You'd better go there in the morning, because a lot of people go during the afternoon.







Then, if I were you, I would start reading about the technical regulations to learn your responsibilities as a new exporter and regarding export permission. Finally, you must present DAE (*Declaración Aduanera de Exportación*) to the Directorate-General of Customs (DGA). In this way, you indicate what you are going to export. Is all that clear?

A) Sure. Thank you very much. When could we meet for more specific details?

B) I have a spot on Monday at 9am.

A) Perfect. See you then.



			<p>1. What institutions carry out inspections of phytosanitary regulations in Costa Rica?</p>
			<p>2. What plant export prohibitions has the WTO considered?</p>
			<p>3. What banks or institutions in Costa Rica offer financing insurance and promotion to export?</p>
			<p>4. What institution establishes rules on the financing of exports and pre-export costs?</p>
			<p>5. What is the tariff average for agricultural products according to WTO definition?</p>
			<p>6. How many sanitary and phytosanitary measures has Costa Rica implemented?</p>



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Unit 3: Material 3 (Answer Key)

Rising and Falling Intonation

Examples:

- How can I start exporting my flowers?
- Should I go to PROCOMER first?

Rising Intonation



1. Does the one-stop office have an electronic site?
2. Does PROCOMER simplify export documentation processes?
3. Should I go to "Ventanilla Unica"?
4. Must an exporter take into account preliminary formalities?
5. Is DAE a declaration for customs clearance?

Falling Intonation









1. What types of export forms are there?
2. What sanitary measures has Costa Rica implemented?
3. Which of the articles in WTO mention Technical Barriers to Trade?
4. Where is PROCOMER located?
5. Where can I get pre-stamped export forms?



Unit 3: Material 2(Answer Sheet)

What does the World Trade Organization say about Costa Rican export? (Trade Measures)

			<p>1. What institutions carry out inspections of phytosanitary regulations in Costa Rica? (Ministry of Agriculture, Ministry of the Environment and Energy, National Conservation Areas Scheme)</p>
			<p>2. What plant export prohibitions has the WTO considered? (Costa Rica has undertaken to impose restrictions on the export of certain products under the Convention on International Trade in Endangered Species of Wild Fauna and Flora)</p>
			<p>3. What banks or institutions in Costa Rica offer financing insurance and promotion to export? (The Bank of Costa Rica, The National Insurance Institute - Instituto Nacional de Seguros – INS and Procomer)</p>
			<p>4. What institution establishes rules on the financing of exports and pre-export costs? (The Central Bank of Costa Rica)</p>
			<p>5. What is the tariff average for agricultural products according to WTO definition? (14.2 per cent)</p>
			<p>6. How many sanitary and phytosanitary measures has Costa Rica implemented? Costa Rica has actively implemented sanitary and phytosanitary (SPS) measures and technical regulations. Between January 2001 and December 2006, it submitted 30 notifications on SPS measures and 66 under the Agreement on Technical Barriers to Trade. The vast majority of the technical regulations adopted related to the technical specifications of products, including some unprocessed agricultural products. The review of technical regulations currently under way in Costa Rica provides an opportunity to ensure that these regulations do not serve as unjustified barriers to trade.</p>



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Unit 3: Communicating with Stakeholders to Carry out Customs and Trade Processes

Teacher: Vivian Arguedas
Assistant: Yajaira Ocampo

Lesson Plan # 3
Date: Monday October 10th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiations with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit, the students will be able to appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise.

Specific objectives: By the end of the lesson, the students will be able to:

1. successfully talk about information related to customs clearance as part of exporting procedures.
2. effectively identify world facts related to modern customs clearance procedures.
3. appropriately recognize advice provided by the US Border Protection regarding customs clearance improvement.
4. correctly use telephone language by practicing short conversations.
5. appropriately provide advice to improve customs clearance procedures.
6. successfully identify final -ed sounds by classifying regular participles in a chart.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Objective	Procedures	Skills	Language focus	Strategies	Time
1	<p>Routines: greetings, write the date, & call the roll & T gives feedback about Exam 2</p> <p>Warm up: Have you heard about customs clearance?</p> <ul style="list-style-type: none"> T gives instructions and Ast models UL. Ss walk around the class along with some background music. Then when the music stops, they look for a classmate to ask questions related to the topic of customs clearance procedures. Volunteers share their ideas. <p>Materials: Material #4</p>	S,L,R	<p>Vocabulary</p> <p>controlled items, property forms, solicitation process, compliance webpage, customs clearance</p> <p>Useful Language</p> <ul style="list-style-type: none"> Clearance means that... Some clearance procedures are... The US Border Protection is... The role of the US Border Protection in Customs Clearance is related to... 		15 m (5:00-5:15)
2	<p>Pre-task 1: Video: "Customs Clearance Simplification"</p> <ul style="list-style-type: none"> T gives instructions and Ast models UL. Ss watch a video about Taiwan's clearance procedure improvement. Before they watch it, they answer some questions in pairs. During the video, they work individually in order to fill in the blanks with some specific details and vocabulary from the video. Finally, they answer post watching questions in pairs again. Volunteers share their ideas. <p>Materials: Handout #9</p>		<p>Vocabulary</p> <p>Process of packing, optimal effect, export trade, serious damage, automation process</p> <p>Useful Language</p> <ul style="list-style-type: none"> I remember that we talked about... Taiwan mostly exports... Taiwan has good clearance procedures because... Some clearance problems exporters or importers might face are... 		15 m (5:15-5:30)
3	<p>Pre-task 2: How can my merchandise be sent</p>		<p>Vocabulary</p>		15 m

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

	<p>faster?</p> <ul style="list-style-type: none"> • T explains the instructions and Ast models UL. • SS read recommendations provided by the US Customs Border Protection in order to streamline the process of merchandise clearance. • In pairs, they fill in the blanks with the appropriate verb from the box below, and then they share their ideas with the group. <p>Materials: Handout #10</p>	<p>mark (x2) number observe work consider(x2) include show establish prepare comply make</p> <p>Useful Language</p> <ul style="list-style-type: none"> • What verb suits the most in this statement? <p>I think that <i>mark/comply/establish</i> is an appropriate verb here.</p> <ul style="list-style-type: none"> • What verb would you choose for this sentence? <p>I believe that the verb <i>mark/comply/establish</i> makes this sentence meaningful.</p>		(5:30-5:45)
4	<p>Pre-task 3: Short Conversations over the Telephone</p> <ul style="list-style-type: none"> • In pairs, Ss practice short telephone conversations by using information from the previous activity in order to complete the questions and answers. Then they take turns to practice both roles. <p>Material: Handout #11</p>	<p>Vocabulary</p> <p>Hello / Good morning / Good afternoon/This is _____ speaking. Could I speak to please? I'd like to speak to .../ I'm trying to contact ...</p> <p>The line is very bad ... Could you speak up please? /Could you repeat that please?/ I'm afraid I can't hear you /Sorry. I didn't catch that. Could you say it again please?</p>		10 m (5:45-5:55)
5	<p>Task: What's wrong with my merchandise?</p> <p>Task Phase:</p>	<p>Useful Language</p> <p>Role A</p> <ul style="list-style-type: none"> • Have you worked with CBP to develop 		30 m (5:55-

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Handout # 8 (Answer Sheet)

Have you heard about customs clearance?

1. Have you heard about the concept "customs clearance"? What does it mean?

- The act of passing goods through customs so that they can enter or leave the country.
- A document given by customs to a shipper to show that customs duty has been paid and the goods can be shipped.
- Customs clearance work involves preparation and submission of documentations required to facilitate export or imports into the country, representing client during customs examination, assessment, payment of duty and co taking delivery of cargo from customs after clearance along with documents.

Taken from <http://www.universalcargo.com/What-is-Customs-Clearance/>

2. Have you studied any USA clearance procedures to be followed when someone exports or imports merchandise? Please mention some of them.

Export Clearance Procedures for Tangible Exports

1. PI/PM/DA/Registrar should plan to work with the ECO and APO a few weeks or months before the export if there are any export-controlled items.

2. When contacting the ECO, the PI/PM/DA/Registrar indicates the details below on the property form and Export of Hardware Checklist for tangible exports, including:

- what is the equipment?
- what is the value?
- where is it going?
- serial numbers, if possible
- if the hardware is U.S. or other origin?
- if it is on the U.S. Munitions List or Commerce Control List?
- who owns it and who is shipping it ?
- how long it is staying?
- what is the weight (over 100 lbs?)
- when does it need to be there?
- does it need a government bill of lading?

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- does it need to be insured?
- is it coming back?

3. PI/PM/DA Registrar can start the solicitation process for freight forwarding quotes but should coordinate with the APO. As stated above, a certified Customs Broker should assist us in the destination country with the customs requirements of importing research-related equipment of value (or hazardous materials). If you will be returning the goods, you must report them to Customs on the outbound and receive a receipt from a Customs Official (during business hours), or we will be charged the duty. Avoid exporting hazardous materials (procure locally instead), if possible. Contact the ECO and the APO if an individual decides to hand-carry equipment. Check the Transportation Security Administration (TSA) guidance of what can

be carried aboard or checked for air travel (www.tsa.gov) or check the Export Compliance website. The ECO manages the AES account, which allows us to file our own Electronic Export Information in AES.

It is recommended that we have a relationship with an experienced Customs Broker who the Traveler can contact at the first airport of arrival to assist with clearance and payment of fees. In such cases, schedule travel to arrive on a weekday during business hours. Ensure that SI has a Power of Attorney with this party. If not, the Office of General Counsel will need to prepare one; this may require a day or two. Refer to the OGC website.

4. The PI/PM/DA/Registrar prepares an invoice (to be in the possession of the Traveler if the item is hand-carried) or to provide to the shipper. Information to have on an invoice is as follows (Also see sample on the next page or on the export compliance webpage):

- Description, serial number, origin, Incoterm, and payment terms.
- Schedule B or HTSUS number – the first 6 digits only (last 4 digits depend are US only).
- Value if the item is returning.
- If the item is under an ITAR or EAR license, the invoice needs to state the destination control statement, the license number, and the item category or Export Control Classification Number (ECCN). If the item is staying with you, enter SAO or Smithsonian Institution as both the “bill to” and “ship to” address.

If assistance is needed, the ECO can be reached at export@cfa.harvard.edu or export@si.edu.

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5. A destination control statement must be printed on the invoice for shipments under an export license, as follows:

- ITAR - “These commodities are authorized by the U.S. Government for [temporary] export only to [country – e.g., United Kingdom] for use by [end-user on license- e.g., Space Science Laboratory.] They may not be transferred, trans-shipped on a noncontinuous voyage, or otherwise be disposed of in any other country, either in their original form or after being incorporated into other end items, without the prior written approval of the U.S. Department of State.”
- EAR - “These commodities are authorized by the U.S. Government per the Export Administration Regulations. Diversion contrary to U.S. law is prohibited.”

6. Prepare the SLI – Shipper’s Letter of Instruction – See Export Compliance Website for detailed instructions.

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When using a freight forwarder, a Shipper’s Letter of Instruction is recommended so that they have all the relevant information to complete the filing and arrange the freight. See sample. (Use the entire 10 digit harmonized code or Schedule B number on this document.)

7. ECO – Determine if an Electronic Export Information (EEI) filing is required (see next step) and who will complete it – ECO or the forwarder (if hand-carried)?

8. Rules for filing are listed in the Foreign Trade Regulations (30 CFR).
- Not required for tools of the trade that are coming back (30.37 of FTR).
 - Not required for Canada if not subject to an export license (30.36 of FTR).
 - Not required for personal effects (30.37 of FTR).
 - Not required if the shipment is not subject to an export license and is valued below \$2500 (30.37 a of FTR).
 - Required for Puerto Rico and some U.S. Virgin Islands.
 - Not required for Guam.
 - If the EEI is not required, the invoice needs to state “No EEI required per 3x.x of the FTR” with the citation of the exemption.
 - Once the EEI is filed, the filing number needs to be typed on the invoice, YYYYDDMMXXXX.

• Failure to file can result in a fine of \$1,000 a day up to \$10,000; so if you are **unsure**, it is better to file in AES. If you are asking another party (freight forwarder) to file for a hand-carry, try to provide 3 – 4 days notice, as they are doing us a favor if they are not shipping the freight.

9. Lodging of PERMANENT ITAR export licenses must be done at the airport with U.S. Customs at prior to filing the EEI, or else you risk that the EEI might show that the license value has been used. This can be done by emailing the license to the freight forwarder who will bring it to Customs. This must be arranged 3 - 5 days in advance. The port of exit must be the same as on the license. If it is a temporary shipment, the DSP-73 is decremented AFTER the EEI filing has been made, by taking the license to U.S. Customs at the port of exit.

10. Filing times: The EEI filing is usually completed by the freight forwarder and must be completed 2 hours before export for non-ITAR shipments, 8 hours before for ITAR shipments, and 24 hours for ITAR shipments going by sea.

11. If ITAR, the Customs Broker must bring in the item as a defense article. If it is entering under a license, have a pdf of the license available (DSP-73). Email the export documents to your APO and the Export Compliance Officer export@cfa.harvard.edu or export@si.edu.

Taken from <s://www.cfa.harvard.edu/spp/ec/ecprocedures/exportclearance2014-04.pdf>

3. Have you ever heard what the US Border Protection is? Mention some its roles or functions.
U.S. Customs and Border Protection (CBP) is the largest federal law enforcement agency of the United States Department of Homeland Security. It is charged with regulating and facilitating international trade, collecting import duties, and enforcing U.S. regulations, including trade, customs, and immigration. CBP is the largest law enforcement agency in the United States.^{[1][2]} It has a workforce of more than 45,600 sworn federal agents and officers. It has its headquarters in Washington, D.C.^[3] While its primary mission is preventing terrorists and terrorist weapons from entering the United States, CBP is also responsible for apprehending individuals attempting to enter the United States illegally, including those with a criminal record, stemming the flow of illegal drugs and other contraband, protecting United States agricultural and economic interests from harmful pests and diseases, and protecting American businesses from intellectual property theft.

Taken from https://en.wikipedia.org/wiki/U.S._Customs_and_Border_Protection

4. Have you read about the role US Border Protection has in terms of customs clearance? What you know about it.

On March 1, 2003, U.S. Customs and Border Protection, or CBP, was born as an agency of the Department of Homeland Security, merging functions of the former Customs Service, Immigration and Naturalization Service, Border Patrol, and Animal and Plant Health Inspection Service. Many changes took place in preparation for this merger and many have occurred since in order to safeguard U.S. borders against high- risk cargo, contraband, and unsafe imports.

Taken from

<https://www.cbp.gov/sites/default/files/documents/Importing%20into%20the%20U.S.pdf>



Video: "Customs Clearance Simplification"



Before Watching

In pairs, talk about the following questions:

- ✓ What was the topic of the previous class?
- ✓ What products are mostly exported in Taiwan?



While Watching

Individually, fill in the blanks with the corresponding vocabulary from the video.

1. The rapid customs _____ service contributes to the _____ of Taiwan orchids.
2. ...serious _____ will occur to both parties in trade in case of any _____ in the process of packing..
3. In the past, customs clearance for export required a lot of _____ and _____.
4. The optimal effect of the _____ of Taiwan customs clearance is to greatly shorten the custom clearance tie.
5. The rapid customs clearance allows Taiwan export trade to succeed on the international _____.

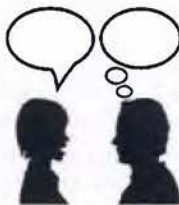
Taken from <https://www.youtube.com/watch?v=zN5FbbtTOzE>



After Watching

In pairs, talk about the following questions:

- ✓ Why is Taiwan a role model in customs clearance procedures for the world?
- ✓ What clearance problems might exporters or importers around the world face? Provide examples.



Useful Language

- I remember that we talked about...
- Taiwan mostly exports...
- Taiwan has good clearance procedures because...
- Some clearance problems exporters or importers might face are...



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Handout # 9 (Answer Sheet)



Video: "Customs Clearance Simplification"



Before Watching

- ✓ **What was the topic of the previous class?** (The steps to start exporting orchids or any other product in Costa Rica)
- ✓ **What products are mostly exported in Taiwan?**

(Taiwan's Top 10 Exports)

1. Electronic equipment: US\$116 billion (41.4% of total exports)
2. Machines, engines, pumps: \$29 billion (10.4%)
3. Plastics: \$18.5 billion (6.6%)
4. Medical, technical equipment: \$17.8 billion (6.4%)
5. Oil: \$11.6 billion (4.1%)
6. Vehicles: \$10.2 billion (3.6%)
7. Organic chemicals: \$8.6 billion (3.1%)
8. Iron and steel: \$8 billion (2.8%)
9. Iron or steel products: \$7.2 billion (2.6%)
10. Other chemical goods: \$3.6 billion (1.3%)

Taken from <http://www.worldstopexports.com/taiwans-top-exports/>



While Watching

Individually, fill in the blanks with the corresponding vocabulary from the video.

1. The rapid customs clearance service contributes to the spread of Taiwan orchids.
2. ...serious damage will occur to both parties in trade in case of any delay in the process of packing..
3. In the past, customs clearance for export required a lot of forms and lists.
4. The optimal effect of the automation of Taiwan customs clearance is to greatly shorten the custom clearance tie.
5. The rapid customs clearance allows Taiwan export trade to succeed in the international market



After Watching

- ✓ **Why is Taiwan a role model in customs clearance procedures for the world?**

(Because of its fast automated customs clearance system)

- ✓ **What clearance problems might exporters or importers around the world face?**

(Examples)

1. Demurrage

When containers are held longer than the agreed standard free time at the destination port, the importer is charged by the steamship lines. This cost is known as demurrage. This fee is levied for the purpose of discouraging the use of the carrier's equipment for storage purposes and to compensate the carrier for the use of their equipment. The causes for delayed holding of the cargo at the port may arise due to lengthy examination of goods, overweight or damaged containers, delayed freight release, or customs clearance issues.

2. Physical Damage

Improper lashing or loading of the cargo in the vessel can lead to physical damages made either to the container or the contents. This could also happen during unloading or loading where labourers may lose control of the cargo, thereby causing it to fall or crash into the surrounding objects. If damages are incurred, the claim needs to be made within the stipulated time or else no compensation would be received by the concerned party.

3. Per Diem

Per Diem, in simple terms, is rental fee for the equipment used in international shipments. The shipping line charges this amount from the time the containers leave the terminal to the time they are duly returned. A designated location serves as the point of contact where the empty containers need to be returned within a specified number of "free days". The container cannot be kept at the consignee's facility beyond the number of free days that have been specified. Any delay in returning the rented equipment would be subjected to late charges and other penalties which have to be borne by the consignee.

4. Detention

This fee is incurred when the unloading takes more time than required, causing the trucks to be held up for long durations. Usually the truckers allow a buffer of 2 hours, but if the time exceeds this limit, then a detention fee is charged on an hourly basis. It is advisable to keep a contingency protocol handy in case any issue arises during loading / unloading.

5. Missing / Incorrect Documents

The Original B/L's are one of the most important document in shipping business therefore when they go missing due to some unforeseen reason (it might get lost with the courier or it might get lost at origin or destination), this affects the freight release process of the shipments and might cause extra charges like demurrage to the importers due to delay with the freight release of the shipments. There are some ways like getting indemnity letter from the shipper and also from the consignee and from the bank (If B/L is consigned to the bank) however as this process also takes some time, it might still cause extra costs to the importer.

6. Issues with Getting the Goods Cleared Through Customs

Issues with the customs clearance poses a major problem for importers as the risk of the goods being rejected or refused entry is high if proper documentation has not been provided for the cargo. Certain places have specific requirements that need to be fulfilled for ensuring that the cargo is not held up by the customs.

A good example of this is customs clearance in Saudi which is known for its strict guidelines and difficult clearance procedures. Unless all of the required documents and requirements are complied with, it becomes difficult to get the cargo cleared and in the end you would end up losing more money than expected.

7. Prevalence of Strikes or Absent Labour

The risk of strikes is high, especially in areas where the human resource are not being given their due benefits or where the management is unable to implement proper strategies for handling the work allotted to the team. There are occasions when the workforce may stop work which only contributes to loss for the importer. The shipments are delayed and the scheduled tasks (unloading / loading / movement to storage facilities) are also pushed further, causing even more financial loss to the concerned parties.

With little precautions, it is possible to be prepared with a contingency plan for overcoming unforeseen circumstances. Some of these issues are not in our control, so it is important that the entire transportation plan be accompanied with a contingency plan for managing any obstacle that might come in the way.

Taken from <http://www.posteverywhere.com/customs-clearance-problems/#.V IdYPnhDIU>



How can my merchandise be sent faster?

Instructions:

- ✓ Read the following recommendations provided by the US Customs Border Protection in order to streamline the process of merchandise clearance.
- ✓ In pairs, fill in the blanks with the appropriate verb from the box below, and then share your ideas with the rest of the group.

mark (x2)	number	observe	work	consider (x2)	include	show	establish	prepare	comply	make
--------------	--------	---------	------	------------------	---------	------	-----------	---------	--------	------

SUGGESTIONS TO THE EXPORTER FOR FASTER CLEARANCE OF YOUR MERCHANDISE

1. _____ all information required on your customs invoices.
2. _____ your invoices carefully. Type them clearly. Allow sufficient space between lines. Keep the data within each column.
3. _____ sure that your invoices contain the information that would be shown on a well-prepared packing list.
4. _____ and _____ each package so it can be identified with the corresponding marks and numbers appearing on your invoice.
5. _____ a detailed description on your invoice of each item of merchandise contained in each individual package.
6. _____ your goods legibly and conspicuously with the country of origin unless they are specifically exempted from country-of-origin marking requirements, and with such other marking as is required by the marking laws of the United States.
7. _____ with the provisions of any special laws of the United States that may apply to your goods, such as laws relating to food, drugs, cosmetics, alcoholic beverages, radioactive materials, and

others. (See Chapters 33, 34 and 35.)

8. _____ the instructions closely with respect to invoicing, packaging, marking, labeling, etc., sent to you by your customer in the United States. He or she has probably made a careful check of the requirements that will have to be met when your merchandise arrives.
9. _____ with CBP to develop packing standards for your commodities.
10. _____ sound security procedures at your facility and while transporting your goods for shipment. Do not give narcotics smugglers the opportunity to introduce narcotics into your shipment.
11. _____ shipping on a carrier participating in the Automated Manifest System (AMS).
12. If you use a licensed customs broker for your transaction, _____ using a firm that participates in the Automated Broker Interface (ABI)

Taken from:

<https://www.cbp.gov/sites/default/files/documents/Importing%20into%20the%20U.S.pdf>



Useful Language

- What verb suits the most in this statement?
I think that *mark/comply/establish* is an appropriate verb here.
- What verb would you choose for this sentence?
I believe that the verb *mark/comply/establish* makes this sentence meaningful.



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Handout #10 (Answer Sheet)

How can my merchandise be sent faster?

SUGGESTIONS TO THE EXPORTER FOR FASTER CLEARANCE OF YOUR MERCHANDISE

1. **Include** all information required on your customs invoices.
2. **Prepare** your invoices carefully. Type them clearly. Allow sufficient space between lines. Keep the data within each column.
3. **Make** sure that your invoices contain the information that would be shown on a well-prepared packing list.
4. **Mark** and **number** each package so it can be identified with the corresponding marks and numbers appearing on your invoice.
5. **Show** a detailed description on your invoice of each item of merchandise contained in each individual package.
6. **Mark** your goods legibly and conspicuously with the country of origin unless they are specifically exempted from country-of-origin marking requirements, and with such other marking as is required by the marking laws of the United States.
7. **Comply** with the provisions of any special laws of the United States that may apply to your goods, such as laws relating to food, drugs, cosmetics, alcoholic beverages, radioactive materials, and others. (See Chapters 33, 34 and 35.)
8. **Observe** the instructions closely with respect to invoicing, packaging, marking, labeling, etc., sent to you by your customer in the United States. He or she has probably made a careful check of the requirements that will have to be met when your merchandise arrives.
9. **Work** with CBP to develop packing standards for your commodities.
10. **Establish** sound security procedures at your facility and while transporting your goods for shipment. Do not give narcotics smugglers the opportunity to introduce narcotics into your shipment.
11. **Consider** shipping on a carrier participating in the Automated Manifest System (AMS).
12. If you use a licensed customs broker for your transaction, **consider** using a firm that participates in the Automated Broker Interface (ABI).

Taken from:

<https://www.cbp.gov/sites/default/files/documents/Importing%20into%20the%20U.S..pdf>



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Unit 3: Handout #11

Short Conversations over the Telephone



Instructions:

A) In pairs, practice the following short conversations and use ideas from the activity **SUGGESTIONS TO THE EXPORTER FOR FASTER CLEARANCE OF YOUR MERCHANDISE** in order to complete the questions and answers. Take turns with your partner.

Conversation #1 Making Contact

- A) Hello / Good morning / Good afternoon/This is _____ speaking. Could I speak to please? I'd like to speak to .../ I'm trying to contact ...
- B) _____ speaking. How can I help you?
- A) I need information about clearance procedures.
- B) Sure. What exactly do you need to know?

Conversation #2 Telephone Problems

- A) Mr. Patterson you need to make sure your invoices contain the correct information.
- B) The line is very bad ... Could you speak up please? /Could you repeat that please?/ I'm afraid I can't hear you /Sorry. I didn't catch that. Could you say it again please?
- A) Sure, I said that you need to...
- B) Thanks for the information!

Adapted from <http://www.learn-english-today.com/business-english/telephone.html>



-ed endings!

The regular past tense and the regular past participle inflections (which occur in the perfect tenses and the passive voice) e.g. played, walked, or needed share a common set of pronunciation rules.

The classification of verbs in the different sounds are related to the final sounds of the verbs. The final sounds of the verbs could be **voiced*** sounds (the ones that cause vibration in the vocal cords) e.g. /v/ or /d/ or **voiceless** sounds (the ones that do not cause vibration in the vocal cords) e.g. /f/ or /p/.

*All the English vowels are *voiced*.

voiced



voiceless



Rules:

4. When the verb ends in a *voiced* sound other than /d/, as in move, rob, or call, the ending undergoes progressive assimilation and is pronounced as /d/.
5. When the verb ends in a *voiceless* sound other than /t/, as in walk, pass, or laugh, the ending also undergoes progressive assimilation and is pronounced as /t/.
6. When the verb ends in /d/ or /t/ sounds, as in need, wait, or chat, the ending takes an epenthetic vowel (insertion or addition of a sound) and is realized as /ɪd/.

4. /d/	5. /t/	6. /ɪd/
m <u>o</u> ved rob <u>b</u> ed call <u>e</u> d	walk <u>e</u> d pass <u>e</u> d laugh <u>e</u> d	need <u>e</u> d wait <u>e</u> d chatt <u>e</u> d

Adapted from:

Celce-Murcia, M.; Brinton, D. and Goodwin J. (1996). *Teaching pronunciation: a reference for teachers of English to speakers of other languages*. Cambridge University Press.

Activity:

Classify the following words according to their corresponding sounds in the chart below:

required / prepared/ identified/detailed/ contained/ exempted/ arrived/ automated/
licensed/ shipped

/d/	/t/	/ld/

Activity:

Classify the following words according to their corresponding sounds in the chart below:

required / prepared/ identified/detailed/ contained/ exempted/ arrived/ automated/
licensed/ shipped

/d/	/t/	/ld/



-ed endings!

The regular past tense and the regular past participle inflections (which occur in the perfect tenses and the passive voice) e.g. played, walked, or needed share a common set of pronunciation rules.

The classification of verbs in the different sounds are related to the final sounds of the verbs. The final sounds of the verbs can be **voiced*** sounds (the ones that cause vibration in the vocal cords) e.g. /v/ or /d/ or **voiceless** sounds (the ones that do not cause vibration in the vocal cords) e.g. /f/ or /p/.

*All the English vowels are **voiced**.

voiced



voiceless



Rules:

1. When the verb ends in a **voiced** sound other than /d/, as in move, rob, or call, the ending undergoes progressive assimilation and is pronounced as /d/.
2. When the verb ends in a **voiceless** sound other than /t/, as in walk, pass, or laugh, the ending also undergoes progressive assimilation and is pronounced as /t/.
3. When the verb ends in /d/ or /t/ sounds, as in need, wait, or chat, the ending takes an epenthetic vowel (insertion or addition of a sound) and is realized as /ɪd/.

1. /d/	2. /t/	3. /ɪd/
m <u>o</u> ved rob <u>b</u> ed call <u>e</u> d	walk <u>e</u> d pass <u>e</u> d laugh <u>e</u> d	need <u>e</u> d wait <u>e</u> d chat <u>e</u> d

Adapted from:

Celce-Murcia, M.; Brinton, D. and Goodwin J. (1996). *Teaching pronunciation: a reference for teachers of English to speakers of other languages*. Cambridge University Press.

Activity:

Classify the following words according to their corresponding sounds in the chart below:

required / prepared / identified / detailed / contained / exempted / arrived / automated / licensed / shipped

/d/	/t/	/ɪd/
Required Prepared Identified Detailed Contained Arrived	Licensed Shipped	Exempted Automated



Have you heard about customs clearance?

1. Have you heard about the concept "customs clearance"? What does it mean?
2. Have you studied any international clearance procedures to be followed when someone exports or imports merchandise? Please mention some of them.
3. Have you ever heard what the US Border Protection is? Mention some its roles or functions.
4. Have you read about the role the US Border Protection has in terms of customs clearance? Please explain what you know about it

Useful Language

- Clearance means that...
- Some clearance procedures are...
- The US Border Protection is...
- The role of the US Border Protection in Customs Clearance is related to...



1. Have you heard about the concept "customs clearance"? What does it mean?
2. Have you studied any international clearance procedures to be followed when someone exports or imports merchandise? Please mention some of them.
3. Have you ever heard what the US Border Protection is? Mention some its roles or functions.
4. Have you read about the role the US Border Protection has in terms of customs clearance? Please explain what you know about it

Useful Language

- Clearance means that...
- Some clearance procedures are...
- The US Border Protection is...
- The role of the US Border Protection in Customs Clearance is related to...





What's wrong with my merchandise?

Role A

You are a representative at the Customs Border Protection in the USA.

Situation

An American exporter calls you to consult about how to improve the clearance procedure since she/he has been having problems with the delivery of merchandise recently. Provide advice over the phone and ask this person questions to inquire about the procedures he/she has followed to sell plants.

Useful Language

- Have you worked with CBP to develop packing standards for your commodities?
- It is important to establish security procedures.
- You should prepare your invoices carefully.
- You must include all information required on your customs invoices.



Role B

You are an American exporter of ornamental plants such as roses, carnations and chrysanthemums who usually sells them to Canada.

Situation:

You call the US Customs Border Protection Department to ask one of its representatives for advice of how to improve the delivery of your merchandise since it has been frequently delayed nowadays.

Useful Language

- No, I have not / Yes, I have
- What else should I do?
- Should I fill in any other form I have not?
- What procedures have I forgotten?





Telephone Conversation

Example:

A) Good morning! Could I speak to Mrs. Brown?

B) Mrs. Brown speaking. How can I help you?

A) I call you to set an appointment with you next week or to consult over the phone.

B) Sure. Ma'am. What do you need, exactly?

A) Listen, I have been exporting roses to Canada and the delivery has been delayed very frequently. What should I do.

B) Ok. I can give you some recommendations over the phone and then we could meet next Wednesday. Is that convenient for you?

A) Sure thanks.

B) But first, I need to ask you a couple of questions about the clearance procedures you have followed...Have you established security procedures at your facility and while transporting your goods for shipment?

A) Well... that's what I think. Might there be any other issue related?

B) Have you prepared your invoices carefully?

A) Excuse me sir, could you speak up, please? I could not hear what you said.

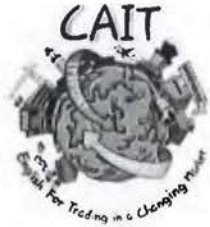
B) Sure. I asked if you have prepared your invoices carefully?

A) Yes. I do not know what is wrong?

B) Do not worry. You should meet me next week to inquire what the real problem is.

A) Sure. Thanks. See you then.

B) Bye



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Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan # 4
Date: October 12th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit, the students will be able to successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.

Specific objectives: By the end of the lesson, the students will be able to:

1. properly identify the general characteristics of Incoterms by classifying them into categories.
2. appropriately identify methods of payment by matching them with pictures and descriptions.
3. successfully negotiate import transactions by following a simulation guide.
4. successfully carry out import arrangements by negotiating the payment and delivery process with a supplier.
5. appropriately identify -s inflectional endings by classifying regular plural nouns in /z/ /s/ and /lz/ sounds.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, and call the roll</p> <ul style="list-style-type: none"> • T and Ast give feedback on exam 2. • T reads the objectives on the whiteboard. <p>Warm up: Categories!</p> <ul style="list-style-type: none"> • First, T posts on the board the 4 descriptions of how Incoterms can be grouped into categories. • Then the categories are read aloud by Ss. • After that, the group is divided into 4 groups and each group is given two or three incoterms in order to post them under the corresponding category. Ss use the UL to make decisions. • T makes Ss aware of the categorization of Incoterms according to letters. • T and Ast model the UL. <p>Materials:</p> <ul style="list-style-type: none"> • Material #6: Incoterms and categories 	R L S	<p>Vocabulary</p> <p>-Incoterms: (CFR, CIF, DAT, DDP, FOB, Ex-Works, etc.)</p> <p>UL</p> <p>Do you think <i>FOB/Ex-Works/CIF</i> belongs to the <i>first/second/third/fourth</i> category?</p> <p>-Yes, I definitely think <i>FOB/Ex-Works/CIF</i> belongs to it!</p> <p>- It could be, but I'm not sure.</p> <p>-No, I don't. <i>FOB/Ex-Works/CIF</i> belongs to the <i>first/second/third/fourth</i> category.</p>		15 min (5:00-5:15)

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2	<p>Pre-task 1: Methods of Payment</p> <ul style="list-style-type: none"> • Before carrying out the pre-task, T asks Ss questions about the different means of payment they know (focus on asking questions). • In groups of 4 people, Ss are given an envelope with descriptions, headings, and pictures related to methods of payment in international trade. They read the headings and match them with their corresponding descriptions and pictures by posting the cut outs on a larger template. They use the UL to make decisions. • After that, each group presents one method of payment to the class by describing it with their own words and highlighting their pros and cons. • T and Ast model the UL, take notes, and give feedback to Ss. <p>Materials:</p> <ul style="list-style-type: none"> • Material #7: envelope with pictures, means of payment, and descriptions 	R L S	<p style="text-align: center;">Vocabulary</p> <p>-Methods of payment: open account, documentary collections, letter of credit, cash-in-advance, and consignment.</p> <p style="text-align: center;"><u>Questions before the pre-task (Focus):</u></p> <ol style="list-style-type: none"> 1. Do you remember the methods of payment or means of payment? Which ones do you remember? 2. Which means of payment is the most secure for the customer/seller? Which one is the least secure for the customer/seller? 3. Which one have you used before/the most? <p style="text-align: center;">UL</p> <p>Which is the description for <i>open account/letters of credit/documentary collections/cash-in-advance</i>? - _____ is the correct description. Does this picture match <i>open account/letters of credit/documentary collections/cash-in-advance</i>? -Yes, it does. -No, it doesn't.</p> <p style="text-align: center;"><u>Sharing:</u></p> <p>-<i>Open account/cash-in-advance</i> is related to...One of its advantages is....However, one of its disadvantages is... - <i>Letters of credit/documentary collections are</i>.... One of their advantages is....However, one of their disadvantages is...</p>	Activating prior knowledge	15 min (5:15-5:30)
3	<p>Pre-task 2: 4 Stations!</p> <ul style="list-style-type: none"> • T arranges 4 stations in each corner of the classroom. The stations are related to 4 different import cases. 2 Ss will be in charge of one station, pretending to be the suppliers, and the 2 other Ss will be the customs agents. Every 5 minutes, all the Ss will rotate in each station so that they will be in each station once. • Ss take turns to be the suppliers and customs agents only in 2 stations. They use the simulation guide and the information from the stations. <p>Materials:</p>	R L S	<p style="text-align: center;">Vocabulary</p> <p>-Methods of payment, Incoterms, items etc.</p> <p style="text-align: center;">UL</p> <p>A: Good morning/afternoon. How are you Mr./Mrs./Ms. Chin/Wong/Burton? B: Good morning/afternoon. I'm doing well/ I'm fine and you Mr./Mrs./Ms. Mora/Vargas/Moya? I'm calling to coordinate the transaction of the <i>computers/flowers</i> from <i>Canada/Japan</i>. A: What will the delivery terms be? B: The goods will be at <i>the port/the warehouse</i> in ____ days. The Incoterm will be <i>CIF/FAS</i>. It implies that <i>the merchandise will be</i></p>		20 min (5:30-5:50)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

	<ul style="list-style-type: none"> Handout #12: Cases, simulation guide, pictures 	<p><i>delivered to the port/You have to assume the responsibility of the insurance. Do you agree?</i></p> <p>A: Yes, I agree/No, I don't agree. I suggest CIP/DDP/FAS. I need <i>the merchandise in my office/that you the insurance</i>. What will my responsibilities be?</p> <p>B: You must/have to.... Be sure to/Remember to/Don't forget to make the bank transfer/send a confirmation e-mail/call me before/after Wednesday/you make the bank transfer, etc. Have a nice day! A: Ok, I'll do it. Have a nice day!</p>		
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Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
4	<p>Main task: Skyping!</p> <ul style="list-style-type: none"> • Task phase: Based on a situation about a customs agent and a German supplier who need to negotiate the import of kitesurfing equipment, Ss perform a video chat via Skype. • Ss make decisions about what to say and practice the conversation by using the UL. • Planning phase: T, Ast, and Ss arrange the chairs in four lines in each side of the classroom. Ss do not face each other. T asks Ss to carry out the video chat formally and as natural as possible. They use their laptop computers and headsets. They take turns to be the customs agents and suppliers and take notes of important details. Ss who do not bring the laptop computers carry out the task by using their cell phones. • Once a pair finishes the corresponding turn, they switch. T takes notes of errors. • Reporting phase: Some pairs share their conversations with the class. Other pairs give feedback to the Ss by using a peer revision form. Ss use the UL to give feedback. • T provides feedback and correct errors. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #13: Situation, roles and UL • Peer assessment form #2 	R L S	<p>Vocabulary</p> <p>Kitesurfing equipment, kiteboards, export license, etc.</p> <p>UL</p> <p>Good morning/afternoon. How are you Mr./Mrs./Ms. Marín/Quirós/Aguilar? I'm calling to coordinate the transaction of the....from..</p> <p>First, a payment has to be made before sending... Second, ... Third,..</p> <p>We can use <i>a bank transfer/a/letter of credit/an open account/documentary collections/cash-in-advance</i>. Is it ok with you? The goods will be at <i>the port/the warehouse/your office/the airport</i> in ____ days. The trade will be <i>FCA/FOB/EXW</i>. It implies that..... Do you agree? You must/have to....Be sure to/Remember to/Don't forget to make the bank transfer/send a confirmation e-mail/call me before/after Wednesday/you make the bank transfer, etc. Have a nice day!</p> <p><u>Comments in the peer assessment form:</u> - ____ uses vocabulary correctly. However, she/he has difficulties with.... - I suggest that she/he practices...</p>	Asking for clarification (already taught)	10 min (5:50-6:00) 15 min (6:00-6:15) 15 min (6:15-6:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time															
5	<p>Post-task: The -s Ending for Regular Plural Nouns</p> <ul style="list-style-type: none"> In pairs, Ss review the -s inflectional endings for regular nouns. They classify given words by posting them on the board. Ss identify if the final sounds are sibilant, nonsibilant, voiced or voiceless. They use the UL to make decisions. Finally, Ss check over classmates' answers on the board as a group. Some volunteers pronounce the words. <p>Materials: Material #8: The -s ending for regular plural nouns</p>	R L S	<p>Vocabulary</p> <p>Terms: voiced, voiceless, sibilant, nonsibilant. Words: Transfers, conditions, documents, risks, packages, premises, etc.</p> <p>UL</p> <p>Do you think the -s ending of _____ is pronounced as /z/? -Yes, it is /z/. -No, it isn't. It is pronounced as /ɪz/.</p> <p>It is right. It isn't right because the final sound of _____ is <i>voiced/voiceless/sibilant</i>.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">/z/</td> <td style="text-align: center;">/s/</td> <td style="text-align: center;">/ɪz/</td> </tr> <tr> <td style="text-align: center;">transfers</td> <td style="text-align: center;">documents</td> <td style="text-align: center;">premises</td> </tr> <tr> <td style="text-align: center;">incoterms</td> <td style="text-align: center;">costs</td> <td style="text-align: center;">packages</td> </tr> <tr> <td style="text-align: center;">buyers</td> <td style="text-align: center;">risks</td> <td style="text-align: center;">losses</td> </tr> <tr> <td style="text-align: center;">methods</td> <td style="text-align: center;">techniques</td> <td style="text-align: center;">disadvantages</td> </tr> </table>	/z/	/s/	/ɪz/	transfers	documents	premises	incoterms	costs	packages	buyers	risks	losses	methods	techniques	disadvantages		10 min (6:30-6:40)
/z/	/s/	/ɪz/																		
transfers	documents	premises																		
incoterms	costs	packages																		
buyers	risks	losses																		
methods	techniques	disadvantages																		





Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



4 Stations!

Instructions:

- There are 4 stations with 4 different import cases. Pretend to be the supplier in two stations and the customs agent in the other two.
- You will be in each station once.
- Use the simulation guide and the information from the stations to interact.

<p style="text-align: center;">Station 1</p> <p>Import: 520 laptop computers From: China Method of payment: Cash-in-advance Incoterm: CIF Place of delivery: Caldera Port</p> 	<p style="text-align: center;">Station 2</p> <p>Import: 73 spinning bicycles From: Canada Method of payment: Documentary collection Incoterm: DAT Place of delivery: Fitness Gym</p> 
<p style="text-align: center;">Station 3</p> <p>Import: 70 multi-valve engines From: Singapore Method of payment: Letter of Credit Incoterm: Ex-Works Place of delivery: Moín Port</p> 	<p style="text-align: center;">Station 4</p> <p>Import: 1600 assorted flowers From: Japan Method of payment: Open account Incoterm: FOB Place of delivery: Floristería Gardenias</p> 

Simulation Guide

A: Good morning/afternoon. How are you Mr./Mrs./Ms. Chin/Wong/Burton?
B: Good morning/afternoon. I'm doing well/ I'm fine and you Mr./Mrs./Ms. Mora/Vargas/Moya? I'm calling to coordinate the transaction of the *computers/flowers* from *Canada/Japan*.
A: What are the steps for this delivery process?
B: First, a payment has to be made before sending the *packages/merchandise*. Second, ... Third,..
A: What means of payment will we use?
B: We can use *a bank transfer/a letter of credit/an open account/documentary collections/cash-in-advance*. Is it ok with you?
A: Yes, it is ok. /No, it isn't. I prefer *a letter of credit/documentary collections*.
B: Ok, I agree. (optional)
A: What will the delivery terms be?
B: The goods will be at *the port/the warehouse/your office/the airport* in *8/15/30* days. The Incoterm will be *CIF/FAS/ex-Works/DDP*. It implies that *the merchandise will be delivered to the port/You have to assume the responsibility of the insurance*, etc. Do you agree?
A: Yes, I agree. /No, I don't agree. I suggest *CIP/DDP/FAS*. I need *the merchandise in my office/that you pay the insurance*.



Skyping!

Situation: In pairs, imagine you are a customs agent (Role A) who previously made an appointment for chatting via skype with a German supplier from *Carved Inc.* (Role B) in order to carry out arrangements for the import of kitesurfing equipment for your German customer Malte Krummradt. Take turns asking and answering questions in both roles. Use the *useful language*.

Role A: Customs Agent

You work as a customs agent in Costa Rica. Talk to the German supplier from *Carved Inc.* in order to help your German customer with the kitesurfing business. Negotiate the payment and delivery process with him/her.

Role B: German Supplier from Carved Inc.

You work in *Carved Inc.* in Germany and you video chat with a customs agent from Costa Rica. Negotiate the payment and delivery process with him/her concerning the export of kitesurfing equipment for Costa Rica.



Useful Language




Role A:	Role B:
Good morning/afternoon, Mr./Mrs./Ms. Mengel/Vogler/Conrad. I'm doing well/ I'm fine and you?	Good morning/afternoon. How are you Mr./Mrs./Ms. Marín/Quirós/Aguilar?
What are the steps for this delivery process?	I'm calling to coordinate the transaction of the....from...
What means of payment will we use?	First,... Second,... Third,...
Yes, it is ok. /No, it isn't. I prefer...	We can use ... Is it ok with you?
What will the delivery terms be?	The goods will be at/in ...in ____ days.
Yes, I agree. /No, I don't agree. I suggest CIP/CIF/DAT. I need...	The incoterm will be It implies that..... Do you agree?
What will my responsibilities be?	You must/have to.... <i>Be sure to/Remember to/Don't forget to ...</i>
Ok, I'll do it.	Have a nice day!
Have a nice day!	

Asking for clarification:

I'm sorry, we have a bad connection. Could you speak a little louder, please?
 I think we have a bad connection. Can I call you back?
 I'm sorry, could you repeat that please?
 Can you say it again, please?
 What do you mean by that?



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Picture	Method of payment	Description
	<p>Cash-in-Advance</p>	<ul style="list-style-type: none"> The exporter can avoid credit risk because payment is received before the ownership of the goods is transferred. Wire transfers and credit cards are the most commonly used options available to exporters. Foreign buyers are also concerned that the goods may not be sent if payment is made ahead of time. Thus, exporters who insist on this payment method as their sole manner of doing business may lose to competitors who offer more attractive payment terms.
<p>Home and Address of Bank Date: _____ Irrevocable letter of Credit No. _____</p> <p>Beneficiary: _____ Commodity Credit Corporation Account Party: Name of Exporter Address of Exporter _____</p> <p>Gentlemen: We hereby open our Irrevocable credit in your favor for the sum or sums not to exceed a total of _____ dollars (\$ _____) to be made available by your request for payment at sight upon the presentation of your draft accompanied by the following statement: (Insert applicable statement) (2)</p> <p>This Letter of Credit is valid until _____ provided, however, that this Letter of Credit will be automatically extended without amendment for _____ from the present or any future expiration date thereof, unless at least thirty (30) days prior to any such expiration date the issuing Bank provides written notice to the Commodity Credit Corporation at the U.S. Department of Agriculture, 14th and Independence Avenue, S.W., Stop 1025, Washington, D.C. 20250-1025, of its election not to renew this Letter of Credit for such additional _____ period. The notice required hereunder will be deemed to have been given when received by you. This letter of Credit is issued subject to the Uniform Customs and Practice for Documentary Credits, 2007 Revision, International Chamber of Commerce Publication No. 600 (Name of Bank) By: _____</p>	<p>Letter of Credit</p>	<ul style="list-style-type: none"> It is one of the most secure instruments available to international traders. It is a commitment by a bank on behalf of the buyer that payment will be made to the exporter, provided that the terms and conditions stated in this method have been met, as verified through the presentation of all required documents. This method also protects the buyer because no payment obligation arises until the goods have been shipped or delivered as promised.
	<p>Documentary Collections (Bill of Exchange)</p>	<ul style="list-style-type: none"> It is a transaction whereby the exporter entrusts the payment to the remitting bank (exporter's bank), which sends documents to a bank (importer's bank), along with instructions for payment. Funds are received from the importer and remitted to the exporter through the banks involved in the exchange for those documents. This method includes a draft with instructions that specify the documents required for the transfer of title to the goods. Although banks do act as facilitators for their clients, it offers no verification process in the event of non-payment.
	<p>Open Account</p>	<ul style="list-style-type: none"> This transaction is a sale where the goods are shipped and delivered before payment is due, which is usually in 30 to 90 days. This option is the most advantageous option to the importer in terms of cash flow and cost, but it is consequently the highest risk option for an exporter. However, the exporter can offer its terms while substantially mitigating the risk of non-payment by using one or more of the appropriate trade finance techniques, such as export credit insurance.



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Unit 3: Peer assessment form 2

Activity: Providing feedback to my classmates.

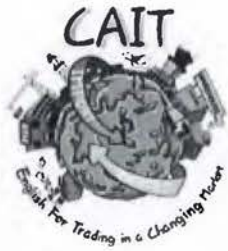


Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate's name: _____.

Criteria	5	4	3	2	1	Comments
My classmate...						
1. uses vocabulary learned in class appropriately.						
2. uses verb agreement correctly.						
3. pronounces words learned in class correctly.						
4. makes use of appropriate intonation in questions.						
5. stresses words learned in class correctly.						
6. pronounces final sound correctly.						
What do you suggest to him/her?						

5: Excellent, 4: Above average, 3: Average, 2: Needs improvement, 1: Poor



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Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan #5
Date: October 19th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit the students will be able to successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately identify -s inflectional endings by classifying regular plural nouns in /z/ /s/ and /lz/ sounds.
2. appropriately identify main aspects of logistics by associating needs with solutions.
3. successfully negotiate logistics issues by following a simulation guide.
4. successfully carry out import arrangements by coordinating the logistics process with a logistics agent.
5. properly carry out a class discussion in order to collect data for the research report.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time															
1	<p>Routines: Greetings, write the date, and call the roll</p> <ul style="list-style-type: none"> • T reads the objective on the whiteboard. <p>Warm up: The -s Ending for Regular Plural Nouns</p> <ul style="list-style-type: none"> • In pairs, Ss review the –s inflectional endings for regular nouns. They classify given words by posting them on the board. Ss identify if the final sounds are sibilant, nonsibilant, voiced or voiceless. They use the UL to make decisions. • Finally, Ss check over classmates' answers on the board as a group. Some volunteers pronounce the words. <p>Materials: Material #8: The -s ending for regular plural nouns</p>	L S	<p>Vocabulary</p> <p>Terms: voiced, voiceless, sibilant, nonsibilant. Words: Tranners, conditions, documents, risks, packages, premises, etc.</p> <p>UL</p> <p>Do you think the -s ending of _____ is pronounced as /z/? -Yes, it is /z/. -No, it isn't. It is pronounced as /z/.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">/z/</td> <td style="text-align: center;">/s/</td> <td style="text-align: center;">/lz/</td> </tr> <tr> <td>tranners</td> <td>documents</td> <td>premises</td> </tr> <tr> <td>incoterms</td> <td>costs</td> <td>packages</td> </tr> <tr> <td>buyers</td> <td>risks</td> <td>losses</td> </tr> <tr> <td>methods</td> <td>techniques</td> <td>disadvantages</td> </tr> </table>	/z/	/s/	/lz/	tranners	documents	premises	incoterms	costs	packages	buyers	risks	losses	methods	techniques	disadvantages		5 min (5:00-5:05)
/z/	/s/	/lz/																		
tranners	documents	premises																		
incoterms	costs	packages																		
buyers	risks	losses																		
methods	techniques	disadvantages																		
2	<p>Pre-task 1: Logistics Solutions!</p> <ul style="list-style-type: none"> • T asks Ss to say what logistics involves. She brainstorms their ideas on the board. • Then, in groups of 4, Ss match needs customs agents usually have concerning logistics with possible solutions. • After that, in pairs, Ss write one more possible solution to each category. Ss practice the matching they did and the new solutions orally. <p>Materials:</p> <ul style="list-style-type: none"> • Material #9: Needs and solutions • Handout #14 More solutions 	R W L S	<p>Vocabulary</p> <p>-Warehousing, distribution, transportation, and freight forwarding.</p> <p>UL</p> <p>A: I need... B: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange... A: I also need.... B: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange...</p>		20 min (5:05-5:25)															

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
3	<p>Pre-task 2: Logistics Issues!</p> <ul style="list-style-type: none"> T and Ss read the instructions, situations, and the simulation guide. T arranges 2 doubled-lines of Ss. She marks out the roles on the board. The first doubled-line performs situation 1, roles A and B from left to right and the second doubled-line performs situation 2, roles B and A from left to right. Then after 5 minutes, T switches the situations and roles on the board and Ss move one space, so that they will perform a different situation and role with a different partner. The situations are related to 2 different import cases and the roles are logistics agents and customs agents. They use the simulation guide and the information from the situations. <p>Materials:</p> <ul style="list-style-type: none"> Handout #15: Situations, simulation guide, pictures 	L S	<p>Vocabulary</p> <p>-Logistics: warehousing, distribution, transportation, and freight forwarding.</p> <p>UL</p> <p>A: Good morning/afternoon. Mr./Mrs./Ms. Lynch speaking. How can I be of assistance? B: Hello I'm Mr. Mrs./Ms. Siles/Villalobos/Guillén. I'm calling to coordinate the logistics process for ... I want to import from What services does your company offer? A: We offer from supply chain management to distribution services. B: Well it is a complete service. However, I'm interested in ... I need... A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange... B: I also need... A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange... B: It all sounds good. In this case, What will your responsibilities be? A: UniGroup Logistics will be in charge of ...</p>		15 min (5:25-5:40)

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Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
4	<p>Main task: Coordinating a Logistics Process!</p> <ul style="list-style-type: none"> • Task phase: Based on a situation about a logistics agent and a customs agent who need to coordinate the logistics process for the import of fuel from the Bahamas to Costa Rica, Ss perform a Telephone call. T and Ss read the UL. • Ss make decisions about what to say and practice the conversation by using the UL. • Planning phase: T, Ast, and Ss arrange the chairs in four lines in each side of the classroom. Ss do not face each other. T asks Ss to carry out the WhatsApp call formally and as natural as possible. They take turns to be the logistics and customs agents and they take notes of important details. • Once pairs finish the corresponding turns, they switch with other pairs in order to change partners and roles. T takes notes of errors. • Reporting phase: Some pairs share their conversations with the class. Other pairs give feedback to the Ss by using the peer revision form. Ss use the UL to give feedback. • T provides feedback and corrects errors. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #16: Situation, roles and UL • Peer assessment form #3 	R L S	<p>Vocabulary</p> <p>Kitesurfing equipment, kiteboards, export license, etc.</p> <p>UL</p> <p>A: Good morning/afternoon. Mr./Mrs./Ms. Lynch speaking. How can I be of assistance? B: Hello I'm Mr. Mrs./Ms. Siles/Villalobos/Guillén. I'm calling to coordinate the logistics process for... from... What services does your company offer? A: We offer... B: Well it is a complete service. However, I'm interested ... I need.... A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange... B: I also need.... A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange... B: It all sounds good. In this case, What will your responsibilities be? A: _____ Logistics will be in charge of ...</p> <p><u>.Comments in the peer assessment form:</u></p> <p>- _____ uses vocabulary/verb agreement correctly. However, she/he has difficulties with pronunciation/intonation in questions</p> <p>- I suggest that she/he practices...</p>	Asking for clarification (already taught)	10 min (5:40-5:50) 15 min (5:50-6:05) 15 min (6:05-6:20)

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Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
5	<p>Post-task: Class Discussion (Data Collection Instrument)</p> <ul style="list-style-type: none"> • Ss and Ts hold a class discussion concerning the students' perception of the materials they have been using during the course. • T gives the instructions about the activity and she gives the students a strip of paper with questions to provide oral feedback about the topic. First, they work in pairs to share their perception with another classmate, and finally some volunteers who are willing to be recorded express their ideas orally. • T and Ast have the role of non-participant observers during pair work and during the students' presentation of ideas. T records the students and Ast takes notes about their comments. • This activity will answer the sub-research question: • To what extent do the elaboration, adaptation and implementation of materials influence the learners' communication during the class? • The discussion will be recorded y and T takes notes. <p>Materials:</p> <ul style="list-style-type: none"> • Strips of paper with questions 		<ol style="list-style-type: none"> 1. What materials presented or used in previous lessons motivated you to participate in class on a daily basis? 2. Which of the resources used in class have caused a positive impression of the development of the lessons? (handouts, videos, pictures, games, strips of paper, pictures, etc.) 3. What topics presented in the materials caught your attention the most? 4. How do you like the layout or format of handouts and other materials elaborated by the teachers? 5. What would you recommend the teachers to improve their elaboration of materials for supporting your learning and communication process in class? 		20 min (6:20-6:40)

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Logistics Issues!

Instructions:

- There are 2 different import situations to be arranged. Pretend to be the logistics agent in one situation and the customs agent in the other one.
- Use the simulation guide according to the situation and the information from the charts to interact.

Situation 1	Situation 2
Import: 2750 memory cards From: Miami 	Import: 1800 bottles of rum From: The Bahamas 

Simulation Guide

A: *UniGroup Logistics*. Mrs. Jones speaking. How can I help you?
B: Good morning/afternoon. May/Can I speak to Mr./Mrs./Ms. Lynch please?
A: Can you hold a moment please? (waiting tone)

A: Good morning/afternoon. Mr./Mrs./Ms. Lynch speaking. How can I be of assistance?
B: Hello I'm Mr. Mrs./Ms. Siles/Villalobos/Guillén. I'm calling to coordinate the logistics process for 2750/1800 memory cards/bottles of rum I want to import from Miami/The Bahamas. What services does your company offer?
A: We offer from supply chain management to distribution services.
B: Well it is a complete service. However, I'm interested in warehousing/distribution/transportation/freight forwarding. I need....
A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange...
B: I also need....
A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange...
B: It all sounds good. In this case, What will your responsibilities be?
A: *UniGroup Logistics* will be in charge of contracting the freight forwarders/the accuracy of the CMR Transport document/ keeping your merchandise safe until the carrier picks it up/ delivering the merchandise to your company/ distributing the merchandise to your different facilities/the insurance.
B: What means of payment do you usually use?
A: We usually use a bank transfer, a letter of credit, or cash-in-advance. What is more convenient for you?
B: Well, a bank transfer/a letter of credit/cash-in-advance is more convenient to me. When will the merchandise be delivered to my company?
A: The merchandise will be at your company in 24/72 hours/ 3/7/15 days. Due to the characteristics of this process, *UniGroup Logistics* suggests CIF/FOB/Ex-Works/DDP. Do you suggest any other?
B: No, I don't. / Yes, I do. I consider CIP/DDP/FAS more suitable.
A: Ok, we will use CIP/DDP/FAS. /Sorry, but we don't work under CIP/DDP/FAS conditions.
B: Well, I will arrange the payment and I will call you back.
A: *UniGroup Logistics* will be waiting for your call!



Coordinating a Logistics Process!

Situation: In pairs, imagine you are a logistics agent from *Grand Bahama Shipyard* (Role A) and you receive a telephone call from a customs agent (Role B) in order to coordinate the logistics process for the import of fuel from the Bahamas to Costa Rica. Take turns asking and answering questions in both roles. Use the *useful language*.

Role A: Logistics Agent from Grand Bahama Shipyard

You are Mr. Rowell and work for *Grand Bahama Shipyard* in the Bahamas and you hold a telephone call with a customs agent from Costa Rica. Negotiate *warehousing, transportation, freight forwarding, and distribution* of merchandise with him/her. Try to persuade your customer.

Role B: Customs Agent

You work as a customs agent in Costa Rica. Call the logistics agent from *Grand Bahama Shipyard* in order to coordinate the logistics process for the import of fuel from the Bahamas to Costa Rica. Negotiate *warehousing, transportation, freight forwarding, and distribution* of merchandise with him/her.

Useful Language

Role A:	Role B:
<p>A: <i>Grand Bahama Shipyard Logistics</i>. Mrs. Parker speaking. How can I help you?</p> <p>A: Can you wait a moment, please? (waiting tone)</p> <p>A: Good morning/afternoon. Mr./Mrs./Ms. Rowell speaking. How can I be of assistance?</p> <p>A: We offer from supply chain management to distribution services.</p> <p>A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange...</p> <p>A: We offer.../We can provide.../ Our _____ offer(s)... /Our _____ can arrange...</p> <p>A: <i>Grand Bahama Shipyard Logistics</i> will be in charge of ...</p> <p>A: We usually use ____ What is more convenient for you?</p> <p>A: The merchandise will be at <i>your company</i> in ____ hours/____ days. <i>Due to the characteristics of this process, Grand Bahama Shipyard Logistics</i> suggests ____ Do you suggest any other?</p> <p>A: Ok, we will use ____ /Sorry, but we don't work under ____ conditions.</p> <p>A: <i>Grand Bahama Shipyard Logistics</i> will be waiting for your call!</p>	<p>B: Good morning/afternoon. May/Can I speak to Mr./Mrs./Ms. Rowell please?</p> <p>B: Hello I'm Mr. Mrs./Ms. (<i>your last name</i>). I'm calling to coordinate the logistics process for I want to import from What services does your company offer?</p> <p>B: Well it is a complete service. However, I'm interested in I need....</p> <p>B: I also need....</p> <p>B: It all sounds good. In this case, What will your responsibilities be?</p> <p>B: What means of payment do you usually use?</p> <p>B: Well, ____ is more convenient to me. When will the merchandise be delivered to my company?</p> <p>B: No, I don't. / Yes, I do. I consider ____ more suitable.</p> <p>B: Well, I will arrange the payment and I will call you back.</p>
Asking for clarification:	
<p>Could you speak a little louder, please?</p> <p>I think I have a connection problem. Can you call you back?</p>	<p>I'm sorry, could you repeat that please?</p> <p>Can you say it again, please?</p> <p>What do you mean by that?</p>





/z/	/s/	/lz/
transfers	documents	packages
incoterms	costs	losses
buyers	risks	disadvantages
methods	techniques	premises



Logistics solutions!

Warehousing	
<i>I need to store the merchandise for a few days.</i>	We offer a variety of storage through a network of local and regional warehouses. Our warehouses are equipped to handle just about any scale of commercial storage need at 1400 locations worldwide.
Transportation	
<i>I need transportation service for my merchandise.</i>	Our global network offers a variety of shipping and transport services scaled to address many common enterprise needs. Our logistics specialists can arrange for flexible intermodal transportation options for containers that require a combination of road, rail or ocean transport.
Freight forwarding	
<i>I need a carrier to transport my merchandise from the port to my company.</i>	Our forwarding specialists can arrange for overnight, next day, second day or deferred air or ocean transport to keep your supply chain in sync with your timetable.
Distribution	
<i>I need you to deliver the merchandise in Costa Rica.</i>	We maintain a network of distribution partners in more than 100 countries, allowing us to provide support for any scope of supply chain and inventory control.

Adapted from:

<http://www.unigrouplogistics.com/>



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Unit 3: Peer assessment form 3

Activity: Providing feedback to my classmates.



Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate's name: _____.

Criteria	5	4	3	2	1	Comments
My classmate...						
1. uses vocabulary learned in class appropriately.						
2. uses verb agreement correctly.						
3. pronounces words learned in class correctly.						
4. makes use of appropriate intonation in questions.						
5. stresses words learned in class correctly.						
6. pronounces final sound correctly.						
What do you suggest to him/her?						

5: Excellent, 4: Above average, 3: Average, 2: Needs improvement, 1: Poor



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Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Vivian Arguedas Molina
Assistant: Yajaira Ocampo Monestel

Lesson Plan # 6
Date: Monday, October 24th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit, the students will be able to successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.

Specific objectives: By the end of the lesson, the students will be able to:

1. successfully recall the process of freight forwarding, transportation, and distribution of products by using their own words.
2. effectively explain the sequence in the process of freight forwarding by retelling the main ideas.
3. appropriately use customer service language by practicing a short conversation.
4. appropriately coordinate the shipping of a product by acting out a telephone conversation.
5. successfully identify final –ed sounds by classifying regular participles in a chart.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: T writes the date and the objective on the board, she calls the roll and picks up homework.</p> <p>Warm-up: Freight Forwarding Process</p> <ul style="list-style-type: none"> • Ss are given a picture (a bookmark made for them) that represents the freight forwarding process. • T and Ast model the useful language. • In pairs, they will say what they interpret from the picture by recalling previous experiences or by looking at the picture. • Volunteers will report their ideas. <p>Materials: Material #11</p>	S, L	<p>Useful Language</p> <ul style="list-style-type: none"> • What do you think this picture is about? As far as I am concerned, this picture represents the process of... • What are the steps in this process? First, the merchandise is sent to the warehouse. After that.../ Later.../ Finally... 		10 min (5:00-5:10)
2	<p>Pre-task 1: The 7 Steps of International Shipping</p> <ul style="list-style-type: none"> • Ss are given a handout with different steps in the process of international shipping. • T explains the activity and Ast models the UL. • In pairs, Ss get a different handout per group showing different stages in the process of freight transportation. They will read the text, tell each other what they understood and report their ideas to the class. • After that, they will answer a question related to the text orally in order to provide more ideas. • Finally, each group shares their ideas. <p>Materials:</p> <ul style="list-style-type: none"> • Materials: Handout #17 	R, S, L	<p>Useful Language</p> <p>In my opinion... To my mind... As far as I am concerned... I am sure that ... From my point of view...</p>		20 min (5:10-5:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

3	<p>Pre-task 2: When should my delivery be made?</p> <ul style="list-style-type: none"> • Ss are given a handout with a conversation over the phone between an exporter and a logistics customer representative. • In pairs, Ss practice the conversation. Then, they form a concentric circle to practice it back to back again for several times, and then they choose different options from the chart to replace the underlined data. • Volunteers show a sample conversation to the group. <p>Materials:</p> <ul style="list-style-type: none"> • Materials: Handout #18 & Material #12 	R, S, L	<p>Customer Service Expressions</p> <ul style="list-style-type: none"> • Thanks for calling International Horizons... • How can I help you? • Are you able to hold for a minute? • Thanks for letting Horizons International assist your business. 		20 min (5:30-5:50)
4	<p>Task: Freight Forwarding Service for Exparel</p> <p>Task Phase:</p> <ul style="list-style-type: none"> • T gives instructions and models UL. • In pairs, Ss simulate a telephone conversation between a customs agent and the material handler from Maersk Sealand. The agent is coordinating the freight transportation of a pharmaceutical product from the USA to Canada. <p>Planning Phase:</p> <ul style="list-style-type: none"> • Ss take turns practicing both roles. They make a real phone call over whatsapp. <p>Reporting Phase:</p> <ul style="list-style-type: none"> • T gets names from a bag randomly to have students participating. • Ss present the conversation to the rest of the group by acting it out. • T gives feedback on the board. <p>Materials: Handout #19 & Material #13</p>	R,S	<p>Vocabulary</p> <ul style="list-style-type: none"> • Shipper's information • recipient's information • port of destination • average whole sale price • means of transportation • delivery date • shelf spot • amount of product • weight • payment method • documents • Harmonized System (HS)Code 		40 min (5:50-6:30)

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5	<p>Post-task: Pronunciation of –ed sound</p> <ul style="list-style-type: none"> • Individually, Ss classify some vocabulary related to the lesson into the three categories of –ed final sounds in a chart. • Volunteers share their answers with the group. <p>Materials: Handout # 20</p>	R, W	<p>Vocabulary</p> <p>transported, required, licensed, shipped, forwarded, delivered, identified, produced, requested, located, detailed, finished, distributed, contained, assisted, refrigerated, arrived</p>		10 min (6:30-6:40)
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Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



When should my delivery be made?



Instructions:

1. In pairs, practice the following conversation over the phone between an exporter and a logistics customer representative.
2. Then, practice it again several times and choose different options from the chart to replace the underlined data. You may also use your original information.

A) Thanks for calling Horizon International, My name is John Pattison. How can I help you?

B) Hello, this is Robert Harrison from Gamma Ltd. I need a quotation for air freight to Canada.

A) Could you please describe the freight details? What goods do you want to ship?

B) 5 tons of apples. They are going to Montreal.

A) OK, when should delivery be made?

B) It's very important that our customer receives the apples on June 10th Would that be a problem?

A) Are you able to hold for a minute? I need to check it in the system.

B) Sure. No problem

A) Hello Sir/ Ma'am. Are you still there?

B) Yes.

A) There is no problem about delivering the product on June the 10th. Do you have any other special requirements?

B) No

A) OK, I'll get back to you within the next three hours. Could you give me your e-mail address, please?

B) Yes, of course. It is roberthm12@gmail.com

A) Thanks for letting Horizon International assist your business. I look forward to hearing from you again. Bye.



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Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 3: Handout # 19 (Role A)



Freight Forwarding Service for Exparel



Situation

Centric Health in Toronto, a medical institution specialized in ambulatory surgery, requires Exparel which is a local analgesic produced at Pacira Pharmaceuticals in California and used in obese and elderly patients. Today, a Centric Health's customs agent is going to coordinate the distribution of this product through an important global shipping line named Maersk Sealand.

Role A Material Handler

You are a material handler who works at Maersk Sealand located in Houston. Your position relates to performing the physical tasks involved in receiving, shipping and storing of raw materials, finished products, in process used materials, equipment and assisting customers. Today an agent is requesting the distribution of a specific amount of Exparel to Toronto over the phone. Consider asking the agent the following information to fill out the company's intranet system requirements:

- consignor's information
- recipient's information
- destination port
- average whole sale price
- means of transport
- delivery date
- shelf spot
- amount of product
- weight
- payment method
- documents
- Harmonized System (HS) Code



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Unit 3: Handout #19 (Role B)



Freight Forwarding Service for Exparel



Situation

Centric Health in Toronto, a medical institution specialized in ambulatory surgery, requires Exparel which is a local analgesic produced at Pacira Pharmaceuticals in California and used in obese and elderly patients. Today, a Centric Health's customs agent is going to coordinate the distribution of this product through an important global shipping line named Maersk Sealand.

Role B Customs Agent

You call a material handler who works at Maersk Sealand located in Houston in order to coordinate the distribution of Exparel to Centric Health in Toronto. Consider the following information you need to provide to the material handler over the phone:

- 10578 Science Center Drive, Suite 125, San Diego, CA 92121, (858) 625 2424
- Centric Health 20 Eglinton Avenue West, Suite 2100. Toronto, Ontario M4R 1K8
- Annapolis Royal Port
- 3,000 dollars
- ocean freight transportation
- November 10th
- refrigerated containers
- 10 containers/ 100 jars
- 1,300 kg
- an open account
- a commercial invoice (or Canada Customs Invoice for Imported Goods), a packing List, if available (not mandatory), a certificate of origin (if eligible for NAFTA or required by foreign legislation)
- HS code 3004.10



-ed endings!

The regular past tense and the regular past participle inflections (which occur in the perfect tenses and the passive voice) e.g. played, walked, or needed share a common set of pronunciation rules.

The classification of verbs in the different sounds are related to the final sounds of the verbs. The final sounds of the verbs could be **voiced*** sounds (the ones that cause vibration in the vocal cords) e.g /v/ or /d/ or **voiceless** sounds (the ones that do not cause vibration in the vocal cords) e.g. /f/ or /p/.

*All the English vowels are *voiced*.



Rules:

1. When the verb ends in a *voiced* sound other than /d/, as in open or seal, the ending undergoes progressive assimilation and is pronounced as /d/.
2. When the verb ends in a *voiceless* sound other than /t/, as in stamp or mark the ending also undergoes progressive assimilation and is pronounced as /t/.
3. When the verb ends in /d/ or /t/ sounds, as in expect or wait the ending takes an epenthetic vowel (insertion or addition of a sound) and is realized as /ɪd/.

1. /d/	2. /t/	3. /ɪd/
Opened Sealed	Stamped Marked	Waited Expected

Adapted from:

Celce-Murcia, M.; Brinton, D. and Goodwin J. (1996). *Teaching pronunciation: a reference for teachers of English to speakers of other languages*. Cambridge University Press.

Activity:

Classify the following words according to their corresponding sounds in the chart below:

transported, required, licensed, shipped, forwarded, delivered, identified, produced, requested, located, detailed, finished, distributed, contained, assisted, refrigerated, arrived

/d/	/t/	/ɪd/
<i>required</i> <i>delivered</i> <i>identified</i> <i>detailed</i> <i>contained</i> <i>arrived</i>	<i>licensed</i> <i>shipped</i> <i>produced</i> <i>finished</i>	<i>transported</i> <i>forwarded</i> <i>requested</i> <i>located</i> <i>distributed</i> <i>assisted</i> <i>refrigerated</i>



-ed endings!

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voiced



voiceless



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/d/	/t/	/ld/

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Classify the following words according to their corresponding sounds in the chart below:

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/d/	/t/	/ld/



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Unit 3: Material #12

Transportation Operation Representative	Logistics Company	Exporter	Exporter's Company	Destination Country	Container/ Product	Date
<i>Audrey Robinson</i>	<i>DHL</i>	<i>Robert Owens</i>	<i>Samsung</i>	<i>Australia/ Sydney</i>	<i>20 Pallets/ Smartphone</i>	<i>August 3rd</i>
<i>Sarah Miller</i>	<i>FEDEX</i>	<i>Elisa Fisher</i>	<i>Toyota</i>	<i>Singapore</i>	<i>30 Flat Plattform/Windshields</i>	<i>January 7th</i>
<i>Mathew Smith</i>	<i>Maersk Sealand</i>	<i>Sally Woods</i>	<i>Boston Scientific</i>	<i>China</i>	<i>45 Refrigerated Containers/ Catheters</i>	<i>November 18th</i>
<i>Justin Coleman</i>	<i>1 Trade Logistics</i>	<i>Thomas Hudson</i>	<i>Fyffes</i>	<i>Germany</i>	<i>100 Crates /Bananas</i>	<i>June 2nd</i>
<i>Natalie Harrison</i>	<i>Conqueror Freight Network</i>	<i>Jim Ellis</i>	<i>Husky Energy</i>	<i>England</i>	<i>Containers/ 50 Rack Gas Tanks</i>	<i>March 1st</i>



THE 7 STEPS OF INTERNATIONAL SHIPPING

Instructions:

1. In pairs, read the assigned section about steps of international shipping.
2. Retell what you understood from the section and answer the given question orally.
3. Report your ideas. One classmate reports the ideas in the text and the other one reports the answer from the question.

Introduction

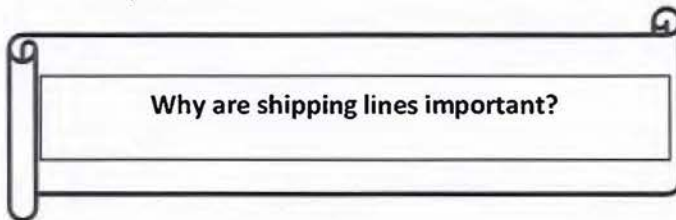
This article aims to explain the different steps exporters and importers should be aware of before they book shipment. There are many people involved in international transportation such as shipping lines, booking agents, freight forwarders, and customs house brokers.

The shipping line is the company carrying cargo at sea. Exporters or importers are likely not to ever speak with them or even see documents or correspondence from them. Freight forwarder, however, is the logistics provider who will be dealing with the transportation from a shipper to a consignee.

The shipper is the party of the shipment at the origin; it could be an individual or a factory or seller people buy a product from. The consignee is the receiver of the cargo; this could be an individual or a company.

Adapted from: <https://www.transporteca.com/international-shipping-guide/>

❖ Question:



Useful Language

In my opinion...

To my mind...

As far as I am

concerned...

I am sure that...

From my point of view...



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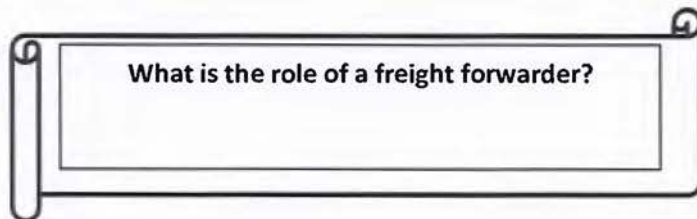
1. Export haulage

The first part of the transportation is export haulage. This relates to the movement of the cargo from the shipper's to the forwarder's premises which is always an export consolidation centre (an origin warehouse) where the forwarder either has their own people or nominated agents in their control. The goods would typically move on road (by truck), rail or a combination. If it were agreed that the shipper is responsible for this part of the transportation, it would typically be arranged through a local transportation company. If, however, the consignee is responsible, it often makes most sense to use a freight forwarder who can offer export haulage as part of the international transportation. Handling of the cargo (loading onto a truck) at the shipper's premises is not considered part of export haulage as it is the loading of the truck at the forwarder's premises.

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<https://www.transporteca.com/international-shipping-guide/>

❖ Question:



Useful Language

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I am sure that ...
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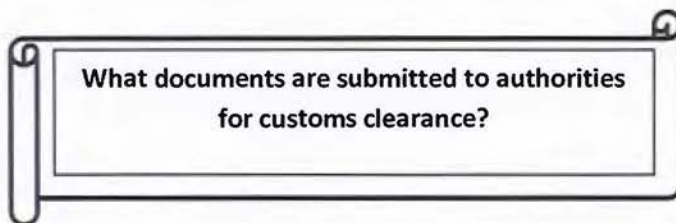
2. Export customs clearance

For every shipment leaving a country, customs formalities must take place to meet regulatory requirements. Customs clearance is a transaction whereby a declaration is developed and required documents are submitted to authorities, and can only be performed by companies holding valid customs licenses, so-called customs house brokers. Export customs clearance can either be performed by a freight forwarder with a valid license or an agent appointed by the freight forwarder. Alternatively, it can be performed by a customs house broker appointed directly by the shipper, who does not necessarily take any other part in the shipping process. The export customs clearance step must be completed before the cargo can leave the country of origin, and if not performed by the freight forwarder, often required to be completed before the cargo enters the forwarder's origin warehouse.

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❖ Question:



Useful Language

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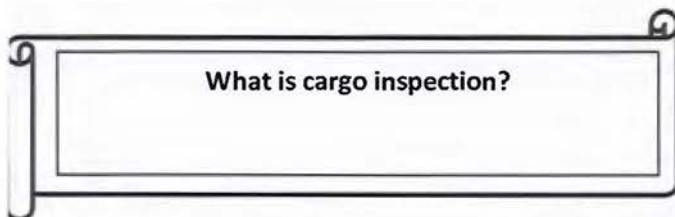
3. Origin handling

Origin handling covers all physical handling and inspection of the cargo from receiving it at the origin warehouse till it is loaded on a ship in a container. There are many steps carried out under origin handling by many different parties, but all that is coordinated and the responsibility of the freight forwarder, or an agent appointed by the freight forwarder. In short, when the cargo is received, it is inspected (tallied), planned for loading, consolidated with other cargo, stuffed into a container and moved to the port where it is loaded onto a ship. While it is always ultimately the freight forwarder performing origin handling, it can be paid by either shipper or consignee, regardless of who actually buys the freight forwarding. For example, if a consignee has decided to use Forwarder A for their import shipments, and agreed with the shipper that the shipper must pay for origin charges, automatically the shipper will buy origin charges from Forwarder A too. This situation can create some friction in case a shipper believes the price for origin handling is not at market levels, as they are forced to use Forwarder A in this case.

Adapted from:

<https://www.transporteca.com/international-shipping-guide/>

❖ Question:



What is cargo inspection?



Useful Language

In my opinion...

To my mind...

As far as I am concerned...

I am sure that...

From my point of view...



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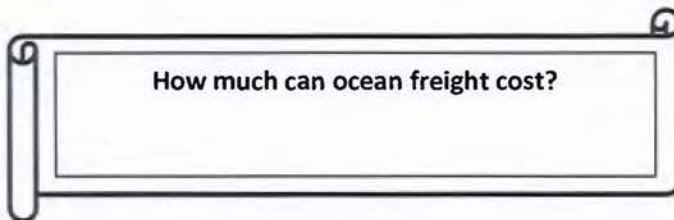
4. Ocean freight

The freight forwarder decides on a shipping line to perform the ocean freight from origin to destination in order to meet the required timeline for the shipments. The freight forwarder and the shipping line has a contract of carriage for the container, and the shipper or consignee in this case is not subject to any direct interaction with the shipping line. The cost of the ocean freight will ultimately be charged to the shipper or the consignee. Ocean freight, however, is never the entire costs of shipping from port to port. There are multiple surcharges levied in the industry, such as bunker adjustment factor and currency adjustment factor, which will all be passed to the shipper or the consignee.

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❖ Question:



Useful Language

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THE 7 STEPS OF INTERNATIONAL SHIPPING

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5. Import customs clearance

Import customs clearance can typically begin before the cargo arrives at its destination country. As for export customs clearance, it is a formality where a declaration is developed and submitted together with relevant documents enabling authorities to register and levy any customs duty on the shipment. Import customs clearance is performed by the freight forwarder or an agent of the freight forwarder, or by a customs house broker appointed by the consignee. The import customs clearance process must be completed prior to the cargo leaving a customs bonded area in the country of destination. Typically, that means before the cargo leaves the destination warehouse of the forwarder or the forwarders agent.

Adapted from:

<https://www.transporteca.com/international-shipping-guide/>

❖ Question:

What does the phrase "Import customs clearance can begin before cargo arrives." mean?

Useful Language

In my opinion...

To my mind...

As far as I am

concerned...

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THE 7 STEPS OF INTERNATIONAL SHIPPING

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6. Destination handling

As for the origin, cargo handling is also required in the destination before it can be released to a consignee. In short, destination handling includes transfer of the container from the ship to shore and from the port to the forwarder's destination warehouse. It also includes preparing the cargo for the consignee to collect. Destination handling is covered by multiple destination charges and always performed by the freight forwarder or an agent appointed by the freight forwarder. It can be charged to the shipper or consignee, but will always need to be paid in full before the cargo can be delivered to the consignee. Again, if the agreement is that the shipper pays for ocean freight, and the consignee pays for destination charges, it is in fact the shipper deciding on who the consignee must buy destination handling from. As discussed for origin charges, that can create some friction or surprises for the consignee who has not planned for it.

7. Import haulage

The last step of the transportation is the actual delivery of the cargo to the consignee and it refers to the use of trucks as means of transport. It can either be performed by the freight forwarder or a local transportation company appointed by the consignee. If this part of the transportation is being arranged by the shipper, it would normally make sense to use a freight forwarder which can also arrange for import haulage. The import haulage typically covers transportation to a specific address, but not unloading from the truck, which is the responsibility of the consignee.

Adapted from: <https://www.transporteca.com/international-shipping-guide/>

❖ Questions:

• What is cargo handling?



Useful Language

In my opinion
To my mind
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Answers:

1. Why are shipping lines important?

A shipping line is a business that transports cargo aboard ships and it is usually a cheaper service.

2. What is the role of a freight forwarder?

A freight forwarder, forwarder, or forwarding agent, also known as a non-vessel operating common carrier (NVOCC), is a person or company that organizes shipments for individuals or corporations to get goods from the manufacturer or producer to a market, customer or final point of distribution.

3. What documents are submitted to authorities for customs clearance?

bill of entry, commercial invoice, import license, insurance certificate, purchase order among others

4. What is cargo inspection?

Cargo scanning or non-intrusive inspection (NII) refers to non-destructive methods of inspecting and identifying goods in transportation systems. It is often used for scanning of intermodal freight shipping containers.

5. How much can ocean freight cost?

Freight Costs

These are the costs incurred by the merchant (e.g. customer / cargo owner) in moving goods, by whatever means, from one place to another under the terms of the contract of carriage. In addition to transport costs this may include such elements as packing, documentation, loading, unloading and transport insurance.

Elements of these costs include:

Freight - the amount of money due for the carriage of goods, payable either in advance or upon delivery.

Charge - an amount to be paid for the carriage of goods based on the applicable rate of such carriage, or an amount to be paid for a special or incidental service in connection with the carriage of goods.

Surcharge - an additional charge added to the usual or customary freight.

The rate depends on the amount of containers.

6. What does the phrase "Import customs clearance can begin before cargo arrives" mean?

Customs clearance work involves preparation and submission of documentations required to facilitate export or imports into the country, representing client during customs examination, assessment, payment of duty and co taking delivery of cargo from customs after clearance along with documents. However, documents can usually arrive before cargo does.

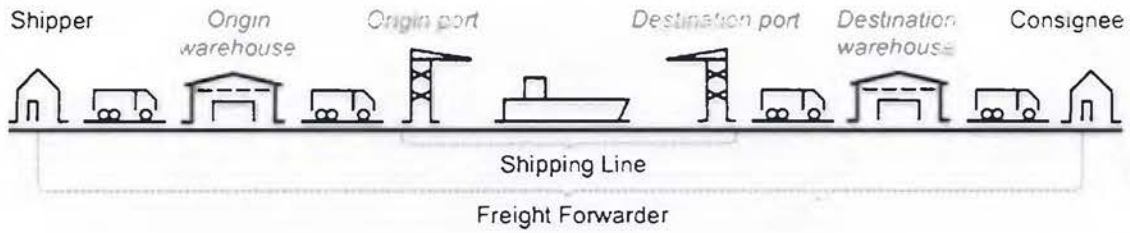
7. What is cargo handling?

Answers may vary.



- **What's the consignor's Information?**
It's Iowa Corn Growers Association
5505 NW 88th Street
Johnston, IA 50131
515-225-9242
- **What's the recipient's Information?**
Stanley Zhang & James Liu
Heinz(China)Sauce & Condiments Co., Ltd
Xianchong foodstuffs industrial
Development Zone, Qiao Nan Jie, Panyu
District, Guangzhou, China
511483(0086-20) 84696176, 84697126
- **What is the port of destination?**
It's Shanghai Port.
- **What is the average whole sale price?**
It's \$4,000.
- **What is the means of transportation of your choice?**
The product will be transported by truck.
- **When should delivery be made?**
It should be made on Monday, Sept 14th.
- **What kind of container does the product need?**
The merchandise requires pallets this time.
- **Could you please describe the commodity?**
It's 29 tons of corn with a total of 250 kilograms.
- **What payment method does your company allow?**
A letter of credit is the way to deal with payment.
- **Which documents does your company request for freight forwarding?**
A commercial invoice and a packing list are the most important documents.
- **What is the Harmonized System (HS) Code?**
It's 39573029.

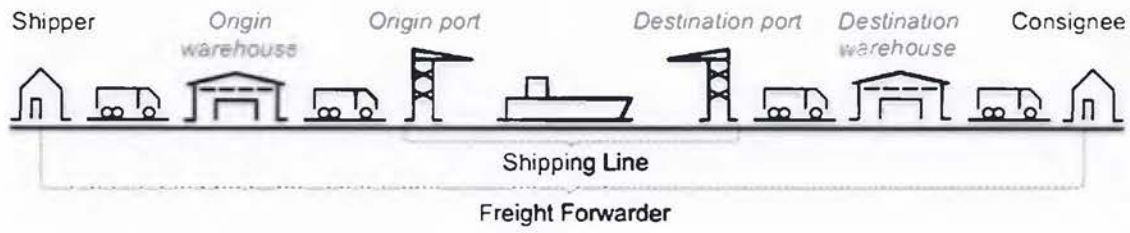
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Viviana



Jose



Lourdes



Priscilla



Manuel



University of Costa Rica
Master's Program in TEFL
V. Arguedas & Y. Ocampo

Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Vivian Arguedas Molina
Assistant: Yajaira Ocampo Monestel

Lesson Plan # 7
Date: Monday, October 26th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit the students will be able to successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.

Specific objectives: By the end of the lesson, the students will be able to:

1. successfully answer questions related to the topic of claims about damaged goods.
2. appropriate identify procedures followed by shipping companies related to claims about damaged goods.
3. effectively recognize phrases used in customer service.
4. successfully provide solutions to a customer making a clam about damaged goods by following policies from specific companies.
5. appropriately identify word stress by stretching a rubber band with their hands along with oral practice.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Time
1	<p>Routines: T calls the roll, writes the date and the objective on the board, and Ast gives feedback about the previous class.</p> <p>Warm-up: Game “The Ship will Sink”</p> <ul style="list-style-type: none"> Ss stand up and walk around the class along with some music. When the music stops T says “The ship will sink! Form groups of 4/3/2”, and Ss find a group quickly by hugging each other in order to survive from the shipwreck. Then the student who did not survive or who remained alone has to answer a question about the topic of claims about damage merchandise. The teacher shares candy with them after the activity. <p>Materials: Material #14 (Answer Key)</p>	S,L	<p>Questions:</p> <ol style="list-style-type: none"> What delivery issues can merchandise suffer? What means of transportation can be used to carry merchandise? Mention 2 shipping line companies What customer service phrases can you use to assist an angry customer? What can a consignee do if the delivered merchandise was damaged? What can a solution for defective products be? 	15 min (5:00-5:15)
2	<p>Pre-task 1: Shipping Companies & Damaged Goods Policies</p> <ul style="list-style-type: none"> In groups, Ss represent the personnel of a shipping company. They belong to the claims department about damaged goods. Ss are given a badge with their names. Then they read a text related to specific policies followed in the company they represent regarding claims about damaged goods. After that they make decisions in their groups in order to explain the most important ideas related to the company’s policies regarding damaged goods. Finally each group gives a short explanation to the rest of the group. <p>Materials:</p> <ul style="list-style-type: none"> Handout #22, Handout #22, Material #15 	R,S, L	<p>Useful Language</p> <ul style="list-style-type: none"> What was an important procedure? The company says a customer needs to call the customer service number. Which of the policies would you like to report? I would like to talk about reporting the damaged product. How is the –ed ending of the word <u>damaged</u> pronounced? It is pronounced as /d/ What is the meaning of damaged goods? It means that goods are defective because they were not well-handled. Do you understand the idea behind this paragraph? I learned that customers have the right to receive the products as they were described. 	25 min (5:15-5:40)

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3	<p>Pre-task 2: An Angry Customer over the Phone</p> <ul style="list-style-type: none"> • Individually, Ss read some problems from upset customers whose merchandise has been broken down during the shipping processes in column A. • After that, they choose the appropriate customer service expression in column B. They circle the letter that corresponds to their choices. • Volunteers share their answers with the rest of the group. <p>Materials:</p> <ul style="list-style-type: none"> • Handout # 23 	R, S, L	<p>Appropriate Customer Service Expressions</p> <ul style="list-style-type: none"> • Let me find out what the problem is for you right now! • Are you able to hold, sir/ ma'am? I need to consult about the problem with the material handlers at the warehouse. • That product will actually be available next month. I can place the order for you right now and make sure that it is sent to you as soon as it reaches our warehouse! • Hello Mr./Mrs. ____! Let's get this problem resolved for you. I'm going to transfer you to our ____ specialist who is the best-suited person to answer your question. • Are you able to hold, sir/ ma'am? I need to consult about the problem with the material handlers at the warehouse. • I'm so sorry about that, that's very disappointing! There might have been a slight mistake in the manufacturing process, or perhaps it was damaged while being shipped. Can I send a new one out to you right away? or should I send you a full refund? • I'm very sorry that our product has been so disappointing thus far, Mrs. ____, but if you stay on the line I'll make sure that we get this situation fixed for you. • I'm glad we were able to get that sorted out for you. Before you go, was there anything else I could assist you with today? I'm happy to help." 	10 min (5:40-5:50)
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Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

4	<p>Task: Damaged Merchandise</p> <p>Task Phase:</p> <ul style="list-style-type: none"> • T gives instructions and models UL. • In pairs, Ss simulate a telephone conversation between a customs agent and a customer service representative of the shipping company named FedEx. The agent is angry because the company where he works received defective goods. Therefore, the customer service representative will use FedEx Claim Instructions to help him. <p>Planning Phase:</p> <ul style="list-style-type: none"> • Ss take turns practicing both roles. They make a real phone call over whatsapp. <p>Reporting Phase:</p> <ul style="list-style-type: none"> • Some Ss present the conversation to the rest of the group by acting it out. • T gives feedback on the board. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #24, Material #16 	R, S, L	<p>Useful Language</p> <ul style="list-style-type: none"> • First, you need to... • After that you require to... • You should... • It is necessary... • Could you please tell me recipient's address? • Could you say that again? • So, you are saying that you can fill out the claim form for me, right? • Could you repeat the webpage? • When will my claim be solved? 	40 min (5:50-6:30)																		
5	<p>Post-task: Word Stress</p> <ul style="list-style-type: none"> • Ss repeat some words with the teacher and they circle the vowel that should be stressed in each one. • Then they grab a rubber band with their thumbs in order to practice the same words aloud while moving their hands in and out to shorten and lengthen the rubber band. The rubber band represents the word and the longer movement represents the vowel to be emphasized. <p>Materials: Handout # 25</p>	R, S, L	<p>Vocabulary</p> <table border="0"> <tr> <td>merchandise</td> <td>transportation</td> <td>damaged</td> </tr> <tr> <td>consignee</td> <td>convenient</td> <td>destination</td> </tr> <tr> <td>documentation</td> <td>packaging</td> <td>repairable</td> </tr> <tr> <td>inspection</td> <td>salvaged</td> <td>payment</td> </tr> <tr> <td>manufacturer</td> <td>defective</td> <td>decomposed</td> </tr> <tr> <td>credit</td> <td></td> <td></td> </tr> </table>	merchandise	transportation	damaged	consignee	convenient	destination	documentation	packaging	repairable	inspection	salvaged	payment	manufacturer	defective	decomposed	credit			10 min (6:30-6:40)
merchandise	transportation	damaged																				
consignee	convenient	destination																				
documentation	packaging	repairable																				
inspection	salvaged	payment																				
manufacturer	defective	decomposed																				
credit																						

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Shipping Companies & Damaged Goods Policies



Instructions:

1. In groups, you will represent the personnel of a shipping company. You belong to the claims department about damaged goods.
2. Read the text, make decisions in your group in order to tell the class the most important ideas related to your company's policies about damaged goods.
3. Give a short explanation to the CAIT group at UCR to learn about your company.

Useful Language

- What was an important procedure?
The company says a customer needs to call the customer service number.
- Which of the policies would you like to report?
I would like to talk about reporting a damaged product.
- How is the -ed ending of the word damaged pronounced?
It is pronounced as /d/.
- What is the meaning of damaged goods?
It means that goods are defective because they were not well-handled.
- Do you understand the idea behind this paragraph?
I learned that customers have the right to receive the products as they were described.



Group # 1 Shipping Company DHL



To process the claim, all of the following items must be provided:

- A copy of the waybill, if available.
- Documentation supporting the amount claimed- e.g. a vendor/supplier invoice and a retail invoice¹.
- If the item was purchased or sold via the Internet, documentation of that transaction is required.
- If not repairable, a statement from a repair technician confirming the non-repairable condition.
- Repair invoice or salvage² report, if applicable.
- Photographs of the damaged item(s) and packaging

For quicker claim filing, please zip the files into files limited to 3MB or less and have ready for upload. Providing all the documents will allow for resolution of most claims within 30 calendar days.

DHL Express reserves the right to inspect, re-inspect, or salvage any shipment of any value when evaluating or resolving a damage claim, therefore all packaging and contents should be retained³ until the claim is concluded. All inspections⁴ should be done at the original delivery location, failure by the consignee to retain the original shipment and packaging at the original delivery location or the failure to make said items available for inspection or retrieval⁵ may invalidate the claim.

Adapted from http://www.dhl-usa.com/en/express/resource_center/claims.html

Glossary

1. **retail invoice:** it is an invoice issued by the seller to the buyer for the amount due against the goods sold to him.
2. **salvage:** it means the rescue of a wrecked or disabled ship or its cargo from loss at sea.
3. **retained package:** it relates to the moment when the merchandise has been withheld by customs in an effort to verify its value. This happens when the commercial invoice is not included inside of the package.
4. **package inspection:** it is the process of determining whether a commodity in a particular lot complies with the standard specifications applicable to it or any other specification stipulated in the trade contract.
5. **retrieval:** it means the process of getting something back from somewhere.



Group # 2 Shipping Company UPS



Damage Reported

A shipper or recipient can report a package that has been damaged during shipment. The shipper can also submit documentation in support of the claim online, or by fax or mail, at the time damage is reported. In the event that a damaged package is discovered while still in the UPS system, we will notify the shipper of record and provide details. Once damage has been reported, you can check the status of the claim online, anytime.

UPS Reviews Documents

It is essential that the shipper supplies UPS with documentation that supports the actual repair or replacement cost of the merchandise, up to the declared value¹, as requested in the Damage/Loss Notification claim letter. This documentation can be provided either when the damage is first reported, or after the Damage/Loss notification is issued. Supporting documentation can include original invoices, purchase orders, or other information required by UPS.

Claim Paid

Once the claim has been approved and UPS receives the supporting documentation identified in the claim letter², payment will be processed. The claim payment³ may differ from the original amount requested depending on the documentation provided. Explanation of the difference in payment amount, if any, will be printed on the check stub⁴. Typically, claim checks are mailed to the shipper's billing address⁵ on file three to five business days after UPS receives the required documentation. In the event the claim is not approved for payment, UPS will contact the shipper.

Adapted from https://www.ups.com/content/us/en/resources/service/claims/hlp/damage_process.html

Glossary

- 1. declared value:** 1: the value placed upon imported goods by the importer for clearance through the customhouse.
- 2. claim letter:** the value per unit of a shipment as stated by the shipper upon delivery to a carrier usually to obtain a released or lower rate.
- 2. claim letter:** a claim letter is a persuasive letter sent by a customer to a business or agency to identify a problem with a product or service.
- 3. claim payment:** an insurance claim is a formal request to an insurance company asking for a payment based on the terms of the insurance policy.
- 4. check stub:** the stub is the part of a payroll check that includes information about the current paycheck as well as payments to date. The check stub can also be a carbon copy of a check that is made when the original check is written.
- 5. billing address:** the billing address is where people receive your bank statement for the credit card.



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Unit 3: Handout # 22

Group # 3 Shipping Company Fedex



Shipment Damaged¹ in Transit

You will need to complete and submit a claim² via one of the 3 methods below:

1. Submit claims online at fedex.com/us/claimsonline.
 2. Send written claims, including the completed claim form and supporting documentation, via the U.S. Postal Service or fax. If you fax your completed claim form and supporting documentation, FedEx will send you a confirmation letter by return fax.
 3. Call customer service at 1.800.GoFedEx 1.800.463.3339 (say "claims") to obtain a case number for your claim, and then complete a print copy of the claim form. You may have to submit supporting documentation using FedEx Claims Online or the mailing address³ or fax number listed above.
- Please keep all original receipts from your FedEx Office transaction for both packing and shipping as these may be required.
 - The recipient must retain⁴ the box, packaging materials, and the contents as these may be required for inspection during the claims process.
 - We must receive notice of a claim due to damage (visible or concealed) within 60 calendar days after delivery of the shipment.

Adapted from <http://www.fedex.com/us/office/packandship/packing-pledge.html>

Glossary

1. **package damage**: it relates to defective products because of mishandling processes
2. **claim process**: claim is a document given to the insurance company stating money is wanted for product damages.
3. **mailing address**: it is the address at which a person or business receives letters or packages, which can be different from the place where they work or live.
4. **retained box**: it means that the merchandise has been withheld by customs in an effort to verify its value. This happens when the commercial invoice is not included inside of the package.



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Unit 3: Handout # 22

Group # 4 Shipping Company Cerasis



Ways to Increase your Freight Damages Claim Amount

Claim Only the Damaged Portion of the Freight Damages in Shipment

Add to Freight Damages Claim¹: Labor Costs

Depending on the product, you may need to sort through the freight damages for individual products that are undamaged. You may also need to test the products to see if they are still in usable condition.

Repair. Rather than Replace

Add to Freight Damages Claim: All Repair Costs Involved

Carriers typically expect you to repair a product rather than making a full replacement. In this case, they would reimburse² you for your repair costs.

Keep track of all of the costs associated with the repair. Parts, labor, and shipping costs for parts ordered in are all fair game.

Salvage³ When Possible

Add to Freight Damages Claim: Full Value of Shipments That Cannot be Salvaged

Some types of products when freight damages occur should be written off entirely, even though some of the product appears to be salvageable. Food, drugs, or other products for human consumption are treated differently under the law than other product damages.

Adapted from <http://cerasis.com/2014/03/31/freight-damages/>

Glossary

- 1. freight claim:** it is a legal demand by a shipper or consignee to a carrier for financial reimbursement for a loss or damage of a shipment. Freight claims are also known as shipping claims, cargo claims, transportation claims, or loss and damage claims.
- 2. reimburse:** it is what companies do in order to repay a person who has spent or lost money.
- 3. salvage:** it is the rescue of a wrecked or disabled ship or its cargo from loss at sea.



An Angry Customer over the Phone



Instructions:

1. Read the problems from upset customers whose merchandise has been broken down during the shipping processes in column A.
2. Choose the appropriate phrase used for customer service in column B. Circle the letter that corresponds to your choice.
3. Take turns to practice them orally.

Note: customer service representatives do not take issues personal, they look for solutions and try to establish rapport or empathy with the customer.

Column A	Column B
<p>Customer 1: Five boxes of Coco Chanel were broken down. How couldn't you notice that?!</p>	<p>a) I am sorry about the issue with your product. I know how you feel. Let me find a solution for you immediately.</p> <p>b) Sorry sir/ ma'am. I do not have any information of your cargo.</p>
<p>Customer 2: The furniture that arrived to Ashley Store was scratched!</p>	<p>a) I do not have an idea of what the problem in your merchandise is.</p> <p>b) Let me find out what the problem is right now!</p>
<p>Customer 3: 5 packages of Levis pants were ripped!</p>	<p>a) I can't get you back that product until next month; it is back-ordered and unavailable at this time.</p> <p>b) That product will actually be available next month. I can place the order for you right now and make sure that it is sent to you as soon as it reaches our warehouse!</p>

<p>Customer 4: The orchids sent from Taiwan were not fresh!</p>	<p>a) Hello Mr./Mrs. _____! Let's get this problem resolved for you. I'm going to transfer you to our _____ specialist who is the best-suited person to answer your question.</p> <p>b) Sir/ma'am, my apologies, but I'm going to have to transfer your call to the specialized department.</p>
<p>Customer 5: Some of the Calvin Klein sunglasses were defective.</p>	<p>a) Are you able to hold, sir/ ma'am? I need to consult about the problem with the material handlers at the warehouse.</p> <p>b) Hold on a moment...</p>
<p>Customer 6: Twenty boxes of crafted beer from Germany were punched out!</p>	<p>a) I'm so sorry about that, that's very disappointing! There might have been a slight mistake in the manufacturing process, or perhaps it was damaged while being shipped. Can I send a new one out to you right away?" or should I send you a full refund?</p> <p>b) Oh sorry. I was not in charge of tracking your product.</p>
<p>Customer 7: The parmesan cheese was decomposed. I want my money back. When will my refund be made?</p>	<p>a) Sorry to hear that, but I did not order your merchandise.</p> <p>b) I'm very sorry that our product has been so disappointing thus far, Mrs. _____, but if you stay on the line I'll make sure that we get this situation fixed for you.</p>
<p>Customer 8: Thanks for solving the problem, but we will not request freight transportation from this company again!</p>	<p>a) I'm glad we were able to get that sorted out for you. Before you go, is there anything else I could assist you with today? I'm happy to help.</p> <p>b) ...anything else?... Thanks for calling.</p>

Answer Key

Customer 1

a) I am sorry about the issue with your product. I know how you feel. Let me find a solution for you immediately.

Customer 2

b) Let me find out what the problem is right now!

Customer 3

b) That product will actually be available next month. I can place the order for you right now and make sure that it is sent to you as soon as it reaches our warehouse!

Customer 4

a) Hello Mr./Mrs. ____! Let's get this problem resolved for you. I'm going to transfer you to our ____ specialist who is the best-suited person to answer your question.

Customer 5

a) Are you able to hold, sir/ ma'am? I need to consult about the problem with the material handlers at the warehouse.

Customer 6

a) I'm so sorry about that, that's very disappointing! There might have been a slight mistake in the manufacturing process, or perhaps it was damaged while being shipped. Can I send a new one out to you right away?" or should I send you a full refund?

Customer 7

b) I'm very sorry that our product has been so disappointing thus far, Mrs. ____, but if you stay on the line I'll make sure that we get this situation fixed for you.

Customer 8

a) I'm glad we were able to get that sorted out for you. Before you go, is there anything else I could assist you with today? I'm happy to help.



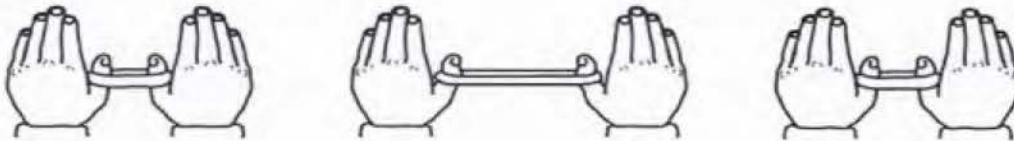
Word Stress

In linguistics, stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in phrase or sentence.

Exercise:

Stretching wide, heavy, rubber bands while practicing the stressed vowels can provide you with a kinesthetic focusing tool to reinforce the contrast in accent.

Example:



co

mmer

cial

Instructions:

- Repeat the words and circle the vowel that should be lengthened.
- Grab your rubber band with your thumbs and practice the following words by repeating them aloud:

merchandise transportation damaged consignee

convenient destination documentation packaging

reparable inspection salvaged payment

manufacturer defective decomposed credit

Adapted from <https://www.tesol.org/connect/tesol-resource-center/search-details/teaching-tips/2013/11/06/teaching-pronunciation-using-the-prosody-pyramid>



Game: The Ship will Sink



Questions

1. What delivery issues can merchandise suffer?

Some possible problems are damaged goods, loss of merchandise, delay of cargo or even wrong product.

2. What means of transportation can be used to carry merchandise?

Some examples are airplanes, ships, trucks or trains.

3. Mention 2 shipping line companies

Some shipping companies are Fedex, Hapag-Lloyd, Maersk Sealand and DHL.

4. What customer service phrases can you use to assist an angry customer?

- "I'm so sorry that you feel this way, Mrs Brown..."
- "As a solution, may I suggest that...?"
- "What I'll do right now is..."
- "We really do appreciate this feedback, Mrs Brown..."
- "May I arrange for an update call, at a time most convenient for you?"

5. What can a consignee do if the delivered merchandise was damaged?

They need to fill out an online claim form or call the customer service representatives at the corresponding shipping line.

6. What can a solution for defective products be?

Customers can get money back or they can request the shipping of new items.



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Unit 3: Material #15

Lourdes Priscilla



Manuel

Blanca



Rodrigo



Brenda



Camila



Kevin



Nelson



Jose



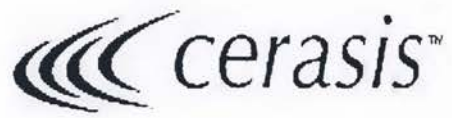
Michelle



Viviana



Ana



Natalia





Damaged Merchandise

Role A

You are an express support service agent at FedEx shipping company. This position requires assistance to people over the phone.

Situation:

A customs agent calls to make a claim about defective merchandise. Guide this person to follow the right process by using FedEx claim instructions and customer service language. You can also help the customer fill out the claim form online if it is required.

Damaged Products

15 from 50 General Electric and 15 General Electric Flat Screen TV's are broken down.



Useful Language

- First, you need to...
- After that you require to...
- You should...
- It is necessary...
- Could you please tell me the recipient's address?

Damaged Merchandise

Role B

You are a customs agent calling FedEx shipping company. Ask for assistance, follow the instructions, take notes, and ask for clarification if needed.

Situation:

Make a claim about defective products delivered to your company.

You feel angry because the company where you work needed the product urgently. You want a solution now.

Note: Make up the information in the claim form if necessary.

Damaged Products

15 from 50 General Electric and 15 General Electric Flat Screen TV's are broken down.



Useful Language

- Could you say that again?
- So, you are saying that you can fill out the claim form for me, right?
- Could you repeat the webpage?
- When will my claim be solved?



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Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan #8
Date: October 31st, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit, the students will be able to successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.

Specific objectives: By the end of the lesson, the students will be able to:

1. properly get involved in problem-solving contexts related to goods deliveries by ordering sentences and questions.
2. appropriately give instructions or offer a solution to a goods delivery inconvenience by reacting to a situation.
3. successfully problem solve a goods delivery inconvenience with a supplier by asking for instructions to follow and offering solutions.
4. correctly stress words.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, and call the roll</p> <ul style="list-style-type: none"> • T gives feedback from last lesson. • T reads the objective on the whiteboard. <p>Warm up: Problem-solving Contexts</p> <ul style="list-style-type: none"> • In pairs, Ss order a given sentence or question. Then they post the sentences and questions on the board. • T asks them to substitute the underlined words for appropriate synonyms or similar ideas orally. All the students participate. T writes the words on the board. <p>Materials: Material #17: Disorganized sentences or questions</p>	L S	<p>Vocabulary</p> <p>-Merchandise, color, brand, size, model, shortage, overage, customs documents, container, report, broken, etc.</p> <p>UL</p> <p>Does this part go first? Yes, it definitely goes first. No, it should begin with _____.</p> <p>Does this sentence/question have sense for you? Yes, it does. No, it doesn't. It should be rearranged.</p>		15 min (5:00-5:15)
2	<p>Pre-task 1: Reacting to Goods Delivery Inconveniences!</p> <ul style="list-style-type: none"> • Ss catch colorful fish with fishing lines. Each colorful fish corresponds to either an item Costa Rica usually imports or a prize. • Ss who get an item, look for the picture of the corresponding item into a big container. Ss will also find there a goods delivery inconvenience attached to some of the pictures. • Ss react according to the goods delivery inconveniences they get by writing a possible phrase to give instructions or to offer a solution. • After that, Ss, in pairs, act out the problem and the solution in front of the class. • Finally, they put the merchandise in the container again. <p>Materials:</p> <ul style="list-style-type: none"> • Material #18: Goods delivery inconveniences • Material #19: Colorful fish, fishing lines, pictures 	R W L S	<p>Vocabulary</p> <p>- Merchandise, color, brand, size, model, shortage, overage, customs documents, container, report, broken, etc.</p> <p>-Items: bulbs, hydroelectric turbines, milking machines, medical sterilizers, milling machines, weaving machines, grain grinder machines, spark plugs, tin bars, and drills.</p> <p>UL</p> <p>What instructions or solution do you suggest for this goods delivery inconvenience? -I suggest something like "Sorry for the inconvenience. I do not know what could have happened. We will send you the items with the right brand as soon as possible" Do you agree? -Well. I think it is too long. Let's only say../ Yes, I agree with you, but let's keep it simple by saying "Sorry for the inconvenience. We will send you the items with the right brand as soon as possible." -Perfect! It sounds good.</p>		25 min (5:15-5:40)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Strategies	Time
3	<p>Main task: Problem Solving Goods Delivery Inconveniences!</p> <ul style="list-style-type: none"> • Task phase: Based on different situations according to pictures about goods delivery inconveniences, Ss problem solve the specific situation given to them. Ss are either a supplier from China or a customs agent from Costa Rica. Ss perform a telephone call. T and Ast model an example. • Ss make decisions about what to say and practice the conversation by using the UL. • Planning phase: T, Ast, and Ss arrange the chairs in four lines in each side of the classroom. Ss do not face each other. T asks Ss to carry out the WhatsApp call formally and as natural as possible. They only play one role and they take notes of important details. • T takes notes of errors. • Reporting phase: All the pairs share their conversations with the class by playing the other role. • T provides feedback and corrects errors. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #26: Situation, roles, and UL. • Material # 20: Pictures with different items and problems 	R L S	<p>Vocabulary</p> <p>- Merchandise, color, brand, size, model, design, shortage, overage, customs documents, container, report, broken, etc.</p> <p>UL</p> <p>This is _____. I'm calling from Costa Rica because...</p> <p>- The _____ imported from China Light Hometrend are different in</p> <p>-There is a shortage/overage of...</p> <p>-How can we fix this problem?</p> <p>- What are the new delivery conditions?</p> <p>-Will you be responsible for the extra costs?</p> <p>- What incoterm will you use in this opportunity?</p> <p>- When will the merchandise be sent again?</p> <p>- Can you send me the new invoice number via e-mail, please?</p> <p>-Thank you very much/Have a nice day.</p>	Asking for clarification (already taught)	10 min (5:40-5:50) 10 min (5:50-6:00) 30 min (6:00-6:30)
4	<p>Post-task: Stressing in pairs</p> <ul style="list-style-type: none"> • In pairs, Ss stress given words in front of the class. They sit down and pronounce the word. Ss only stand up when they consider the primary stress is. Each partner approves or disapproves the word stress done by his/her partners. <p>Materials:</p> <ul style="list-style-type: none"> • Material #21 List of words 	L S	<p>Delivery, inconvenience, distribute, incoterm, invoice, differ, e-mail, shortage, overage, forwarder, address (vb and n), report (vb and n).</p> <p>UL</p> <p>Great job! Very good! Right!</p> <p>Try it again. It's not right, can you do it again?</p>		10 min (6:30-6:40)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Problem Solving Goods Delivery Inconveniences!

Situation: In pairs, imagine you are a customs agent (Role A) and you call the representative of *Chino Light Hometrend Compony* (Role B) to solve a delivery inconvenience about a merchandise imported and stored in Alfipac, Caldera some days ago.

- Represent only one role.
- Use the picture given by the teacher and the *useful language* below.

Role A: Customs Agent

You work as a customs agent in Costa Rica. Call the supplier from *Chino Light Hometrend* in order to problem solve a delivery inconvenience of a specific item (picture) stored in Alfipac, Caldera.

Role B: Supplier

You are Mr./ Mrs./Ms. Lee and you work for *Chino Light Hometrend Compony*. Give instructions or a solution to the customs agent related to a delivery inconvenience of merchandise your company sold.

Useful Language

Role A:	Role B:
<p>-Good afternoon Mr./ Mrs./Ms Lee. This is Mr./ Mrs./Ms _____ (your last name). I'm calling from Costa Rica because...</p> <p>- The _____ imported from <i>China Light Hometrend</i> differ from</p> <p>-There is a shortage/overage of...</p> <p>-How can we fix this problem?</p> <p>- What are the new delivery conditions?</p> <p>-Will you be responsible for the extra costs?</p> <p>- What incoterm will you use in this opportunity?</p> <p>- When will the merchandise be sent again?</p> <p>- Can you send me the new invoice number via e-mail, please?</p> <p>-Thank you very much/Have a nice day.</p>	<p>-<i>China Light Hometrend</i>. Mr./ Mrs./Ms speaking. How can I be of assistance?</p> <p>-What was the problem?/ What was your inconvenience?</p> <p>-I'm sorry to hear that. There might have been a ...</p> <p>-Well, we will be responsible for.../We cannot be responsible for...</p> <p>-First, we need you to...</p> <p>-Could you give me your e-mail address to ...?</p> <p>-Also, we need you to send us a copy of...</p> <p>- Well, since the delivery inconvenience was..., the company will be responsible for...</p> <p>-<i>China Light Hometrend</i> will be in charge of ... under _____ conditions.</p> <p>-The merchandise will be sent at ...</p> <p>- Again, we are sorry for the inconvenience about.... <i>China Light Hometrend</i>....</p>
Asking for clarification:	
<p>Could you speak a little louder, please?</p> <p>I think I have a connection problem. Can you call you back?</p>	<p>Excuse me how do you spell that?</p> <p>Can you say it again, please?</p> <p>What do you mean by that?</p>



Problem-solving contexts

1. We are calling to inform you about a goods delivery problem we had.
2. The items do not match the color reported in the commercial invoice.
3. One of the items shipped was broken.
4. There is a shortage of items.
5. Can you send us pictures to prove the merchandise was shipped in that container?
6. Are we going to work under CI conditions again?
7. Can you send me the new invoice number via e-mail?
8. Since the delivery inconvenience was our mistake, the company will be responsible for the new delivery costs.

Answer key:

1. We are calling/contacting you/writing to inform you about/report a goods delivery problem/inconvenience we had.
2. The items do not match/correspond to the color/brand/size/model/design/quantity reported in the commercial invoice/packing list/bill of lading.
3. One of the items/goods shipped/imported was broken/damaged.
4. There is a shortage/overage of items/merchandise.
5. Can you send us pictures/documents to prove the merchandise was shipped/put in that container/ship/truck?
6. Are we going to work under CI/FOB/Ex-Works conditions again?
7. Can you send me the new invoice number/delivery conditions via e-mail?
8. Since/ due to the fact the delivery inconvenience/problem was our mistake/fault, the company will be responsible for the new delivery costs/the responsibilities.



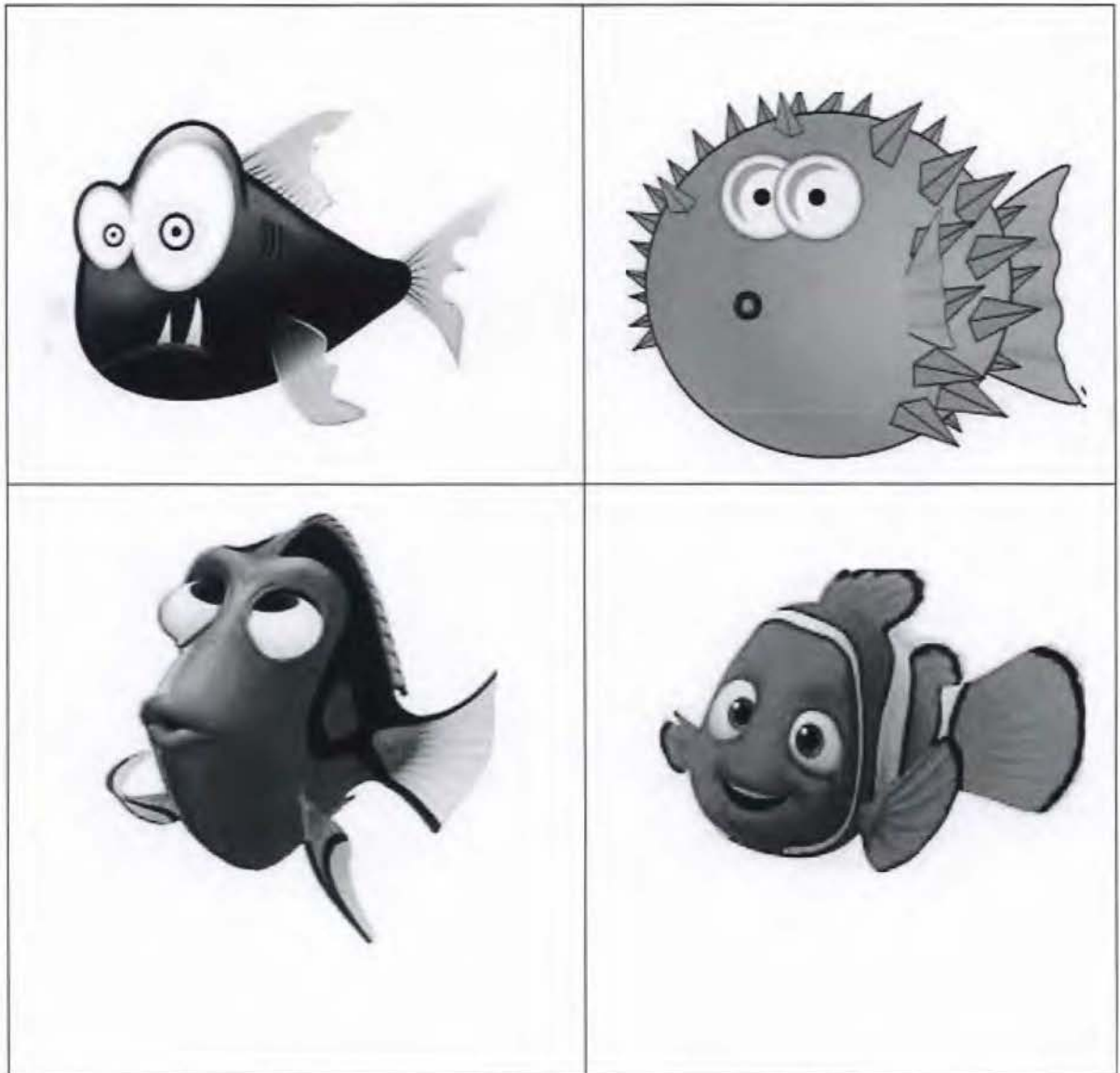
Reacting to Goods Delivery Inconveniences!

1. This is _____, a customs agent from Costa Rica. 600 of the 1750 *light bulbs Mercury Lane* exported to our company are not the **brand** we requested. How can we fix this problem? (General Electric-Best Value)
2. This is _____ from Costa Rica. We imported 235 weaving machines, but three of them differ in **size** with the ones reported in your packing list. What can we do about it? (large-small)
3. This is _____ and I call from Costa Rica. We unloaded 352 *Bridgeport milling machines* at *Servica*, but two of them have a different **color** according to the commercial invoice. What procedures should I follow to change the items? (green-blue)
4. This is _____ and I call from Costa Rica. We received 495 *DeWalt drills*, but twelve of them have a different **model** according to the commercial invoice. How are you going to solve this inconvenience? (dw235g-dw130v)
5. This is _____ from Costa Rica. I call to report a **shortage** of merchandise. 175 *MarrodaN medical sterilizers* were imported from your company, but only 174 were shipped. Could you send the missing item, please?
6. This is _____ from Costa Rica. I call to report an **overage** of merchandise. 89 *Manus milking machines* were imported, but you shipped 90.
7. This is _____ from Costa Rica. I call to report a shipment with 3 *hydroelectric turbines* that did not arrive at the port today as agreed.



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Unit 3: Material 19



Weaving machine



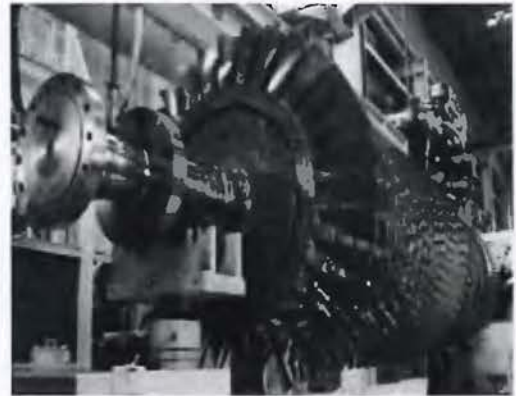
Medical sterilizer



Milling machine



Hydroelectric turbine





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Unit 3: Material 20

325 Apple iPads



35 Husqvarna scythes



3750 yards of assorted fabric



98 black Epson projectors





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Unit 3: Material 21

inconvenience

distribute

incoterm

invoice

e-mail

differ

report (noun)

shortage

overage

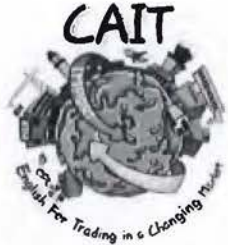
forwarder

delivery

address (verb)

address (noun)

report (verb)



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Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Yajaira Ocampo
Assistant: Vivian Arguedas

Lesson Plan #11
Date: November 9th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit, the students will be able to successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.

Specific objectives: By the end of the lesson, the students will be able to:

1. correctly distinguish minimal pairs samples.
2. appropriately offer a solution by reacting to a specific goods delivery inconvenience.
3. appropriately identify strengths about their learning process and field of expertise.
4. successfully communicate with stakeholders to carry out customs and trade processes.

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
1	<p>Routines: Greetings, write the date, and call the roll</p> <ul style="list-style-type: none"> • T reads the objective on the whiteboard. <p>Warm up: Balloons!</p> <ul style="list-style-type: none"> • Each St is given a balloon with a word inside. He/she ties it to his/her ankle and tries to explode other classmates' balloons. • Each time Ss explode a balloon they take the word inside. Once all the balloons are exploded, they look for a classmate that has a word that seems to be similar, but differ in pronunciation. The Ss post the words on the board. Both Ss pronounce the words in front of the class. Ss make emphasis on the underlined sounds in order to distinguish them. • Materials: Material #25: balloons and words 	R L S	<p style="text-align: center;">Vocabulary</p> <p>They-day, this-these, ships-chips, boat-vote, berry-very, thanks-tanks, cart-card.</p> <p style="text-align: center;">UL</p> <p>-I got the word <i>seat</i>. Who has a word that has a different pronunciation? -I do. How do you pronounce this word? -<i>sit</i></p>		10 min (5:00-5:10)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
2	<p>Pre-task 1: Target Shooting!</p> <ul style="list-style-type: none"> Ss voluntarily go in front of the class and throw the darts. By throwing the darts, they get a number and a color. The number and color correspond to either a specific situation from objective 1, 2, or 3 or a prize such as candy or chocolate. Based on what they get, they act out the given situation. Ss are given a picture in every situation as reference. Finally, they put the pictures in the container. <p>Materials:</p> <ul style="list-style-type: none"> Material #26: A dart board, pictures, prizes, objectives, and situations 	R L S	<p style="text-align: center;">Vocabulary</p> <p>- Merchandise: defibrillators, disposable diapers, electrocardiograph machines, barometers, stamps, etc.</p> <p style="text-align: center;">UL</p> <p><u>Darts:</u> It's my turn! I made it!</p> <p><u>Objective 1:</u> What are the steps for exporting/importing merchandise? How can I get my export license/company ID number? How much do I usually have to pay in taxes? Where can I find a good forwarding agent in Costa Rica? What procedures should I follow for...?</p> <p><u>Objective 2:</u> I'm calling to coordinate the logistics process for I want to import from What services does your company offer? I'm interested in I need.... I also need....What will your responsibilities be? What means of payment do you usually use? When will the merchandise be delivered to my company?</p> <p><u>Objective 3:</u> This is _____. I'm calling from Costa Rica because... - The _____ imported from your company are different in -How can we fix this problem? -Sorry for the inconvenience, our company will be responsible for....</p>		20 min (5:10-5:30)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj	Procedures	Macro Skills	Language focus	Strategies	Time
3	<p>Pre-task 2: My Work Field!</p> <ul style="list-style-type: none"> Ss use a mock-up related to ships, loading, and trucks and they say a few words related to what this process means in their lives and major. Also, they reflect about their learning process during the course. Ss share their thoughts to the class as a final reflection. <p>Materials:</p> <ul style="list-style-type: none"> Material # 27: A mock-up related to exporting and importing merchandise 	L S	<p style="text-align: center;">UL</p> <p>This represents... What I see here is... This means....to me.</p>		10 min (5:30-5:40)
4	<p>Exam 3</p> <ul style="list-style-type: none"> Ss perform an oral exam in pairs or groups of three. The groups are arranged randomly. Each group picks a situation with roles related to an objective from unit 3 in order to present it in front of the teachers. Ss have from 1 to 2 minutes in order to make decisions in English about the situation and roles. Then they have from 4 to 5 minutes to present the given situation. After each performance, Ss leave the class. <p>Materials:</p> <ul style="list-style-type: none"> Exam 3:Written instructions, objectives, situations and roles 	R L S	<p>Objectives:</p> <ol style="list-style-type: none"> Appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise. Successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers. Successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions. 		60 min (5:40-6:40)

Abbreviations: T=teacher, Ast=assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



they

day

this

these

ships

chips

boat

vote

berry

very

thanks

tanks

cart

card



Objectives

1. Explain customs regulations or procedures to advise customers when importing and exporting merchandise.
2. Carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.
3. Problem solve with customers and suppliers goods delivery inconveniences by asking for instructions to follow and offering solutions.

Situations

Objective 1:

Situation 1: In pairs, imagine you are a customs agent (Role A) who receives a telephone call from a novice Japanese customer (Role B) living in Costa Rica and consulting about the basic steps to import and export products such as *disposable diapers*.

Objective 2:

Situation 1: In pairs, imagine you are a logistics agent from *Fedex* (Role A) who receives a telephone call from a customs agent (Role B) in order to coordinate the logistics process for the import of *14 Kenz defibrillators* from the US to Costa Rica.

.....

Situation 2: In pairs, imagine you are a freight forwarder from *DHL* working in Korea (Role A) and you receive a phone call from a customs agent from Costa Rica (Role B) in order to coordinate the distribution of *stamps* for legal transactions in Costa Rica.

Objective 3:

Situation 1: In pairs, imagine you are a customs agent (Role A) who calls the representative of *UPS* (Role B) to solve a delivery inconvenience about *45 barometers* of a different model imported and stored in *Servica* some days ago.

.....

Situation 2: In pairs, imagine you are a support service agent working for *Apex* (Role A) and assisting a customs agent from costa Rica (Role B) who claims about *6 electrocardiograph machines* of a different brand that just arrived to his/her office.

Disposable diapers



6 electrocardiograph machines (Brands: Welch-Kenz)

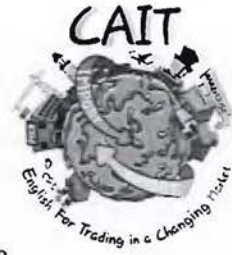


**45 barometers
(Models: Endurance II
135- Endurance II
115)**



14 Kenz defibrillators





Universidad de Costa Rica
Sistema de Estudios de Posgrado
Maestría en la Enseñanza del Inglés como Lengua Extranjera
Customs Administration and International Trade
(CAIT)

Exam 3 (20%)

Total Points: 50 points

Points obtained: _____

Grade: _____

NAME	1st SURNAME	2 nd SURNAME	PERSONAL ID #
TEST ADMINISTRATORS			
Vivian Arguedas Molina & Yajaira Ocampo Monestel			

INSTRUCTIONS

1. Pairs will be arranged randomly.
2. Each pair will pick a situation with roles related to an objective from unit 3 in order to present it in front of the teachers.
3. You will have from 1 to 2 minutes in order to make decisions with your partner in English about the situation and roles. Then you will have from 4 to 5 minutes to present the given situation.
4. Reading is not allowed.
5. After your performance, you can leave the class.

Exam-Situations

OBJECTIVE 1

Appropriately explain customs regulations or procedures to advise customers when importing and exporting merchandise.

Situation 1: In pairs, imagine you are a customs agent (Role A) who receives a telephone call from a novice English-speaking customer (Role B) living in Costa Rica and consulting about the basic steps to import and export merchandise.

Role A: Customs Agent

You work as a customs agent in your own office. Explain the basic steps to export and import merchandise to your customer.

Role B: English-Speaking Customer

You are from United Kingdom (UK), but now you live in Costa Rica. You have a capital of \$170,000 and you want to become a businessman/businesswoman and import medical equipment from *Medisave Uk* since it is the best company producing this type of equipment. Call the customs agent and ask him/her what the basic steps for importing and exporting merchandise are.

.....

Situation 2: In pairs, imagine you are a customs agent (Role A) who receives a telephone call from an inexperienced English-speaking customer (Role B) living in Costa Rica and consulting about the basic steps to export merchandise from Costa Rica.

Role A: Customs Agent

You are an experienced customs agent who has his/her own business and office in Costa Rica. An inexperienced English speaking customer calls to ask you about the initial steps to export Costa Rican organic products to Australia. You provide information about the logical stages in order to start exporting. Use information related to the measures the WTO refers to.

Role B: An English-Speaking Customer

You are an Australian businessman/ businesswoman who has been making a living for years by selling organic food in Costa Rica. However, you are convinced of exporting your flowers to Australia. You call a customs agent to find out about the initial process of exporting since you are inexperienced in this field.

OBJECTIVE 2

successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers

Situation 1: In pairs, imagine you are a logistics agent from *Apex Logistics International* (Role A) and you receive a telephone call from a customs agent (Role B) in order to coordinate the logistics process for the import of car parts from the U.S. to Costa Rica.

Role A: Logistics Agent from Apex Logistics International

You are Mr. Lynch and work for *Apex Logistics International* in the U.S. and you hold a telephone call with a customs agent from Costa Rica. Negotiate *warehousing, transportation, freight forwarding, and distribution* of merchandise with him/her. Try to persuade your customer.

Role B: Customs Agent

You work as a customs agent in Costa Rica. Call the logistics agent from *Apex Logistics International* in order to coordinate the logistics process for the import of car parts from the U.S. to Costa Rica. Negotiate *warehousing, transportation, freight forwarding, and distribution* of merchandise with him/her.

.....

Situation 2: In pairs, imagine you are a freight forwarder from Fedex (Role A) who receives a phone call from a customs agent (Role B) in order to coordinate the distribution of a specific amount of boxes of cereal to Singapore.

Role A: Freight Forwarder

You are a freight forwarder who works for Fedex in the U.S. Today an agent is requesting the distribution of a specific amount of boxes of cereal to Singapore over the phone. He/she requests the merchandise to be sent by ship.

Role B: Customs Agent

You are a customs agent calling a freight forwarder who works for Fedex in the U.S. in order to coordinate the distribution of a specific amount of boxes of cereal to Singapore. The merchandise needs to be sent by ship.

OBJECTIVE 3

Successfully problem solve with customers and suppliers goods delivery inconveniences by asking for instructions to follow and offering solutions

Situation 1: In pairs, imagine you are a customs agent (Role A) who calls the representative of *Japan Universal Electronics* (Role B) to solve a delivery inconvenience about a merchandise imported and stored in Telisa, Limón some days ago. Use the picture given by the teachers.

Role A: Customs Agent

You work as a customs agent in Costa Rica. Call the supplier from *Japan Universal Electronics* in order to problem solve a delivery inconvenience of a specific item (picture) stored in Telisa, Limón.

Role B: Supplier

You are Mr./ Mrs./Ms. Zhuang and you work for *Japan Universal Electronics*. Give instructions or a solution to the customs agent related to a delivery inconvenience of merchandise your company sold.

.....

Situation 2: In pairs, imagine you are a support service agent working for UPS (Role A) and assisting an angry customer (Role B) who is claiming about damaged products that just arrived to his/her door.

Role A: Support Service Agent

You are an express support service agent who works at UPS shipping company. This position requires assistance to people over the phone. A customs agent calls to make a claim about defective merchandise. Guide this person to follow the right process to make the claim.

Role B: Customs Agent

You are a customs agent calling UPS shipping company. Make a claim about defective products delivered to your company. You feel angry because the company where you work needed the product urgently. You want a solution now. Ask for assistance, follow the instructions, take notes, and ask for clarification if needed.



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Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Vivian Arguedas Molina
Assistant: Yajaira Ocampo Monestel

Unit 3 Lesson Plan #9
Date: Wednesday, November 2nd, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit the students will be able to successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately identify one of the inconveniences related to shipping merchandise.
2. successfully recognize steps in the procedure of finding missing merchandise.
3. effectively identify collocations related to missing merchandise by listening to clues.
4. successfully assist a customer by filling out a claim form of merchandise loss over the phone.
5. correctly simulate a conversation over the telephone offering solutions to any inconvenience in logistics processes.

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Time
1	<p>Routines: greetings, write the date, & call the roll</p> <p>Warm-up: Telephone Game</p> <ul style="list-style-type: none"> The students' seats are arranged in a circle and they have to pass on a message given by the teacher softly. If ss do not understand the message, they can say "Operator" for the previous student to repeat it. The last student reports the message, the teacher confirms it, and then she writes the topic on the board. <p>Materials:</p> <ul style="list-style-type: none"> No materials 	L, S	<p>Phrase: I purchased 4 crates of a baking equipment model BTOO243 that weighed 1815 kgs 30 days ago and it is lost in the way!</p>	10 min (5:00-5:10)
2	<p>Pre-task 1: Where is my merchandise?</p> <ul style="list-style-type: none"> Individually, ss read steps sequenced incorrectly to find missing merchandise. In pairs, ss write numbers to sequence the steps correctly. Volunteers share their answers with the group. <p>Materials:</p> <ul style="list-style-type: none"> Handout #27 	R, S, L	<p>Useful Language:</p> <ul style="list-style-type: none"> What procedure do you think goes first? I think customers need to ...first. What is the next step? I believe the following stage in the procedure is... <p>Vocabulary: current status, search request, mail search, refund request, file a claim</p>	15 min (5:10-5:25)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

<p>3</p>	<p>Pre-task 2: What are those collocations?</p> <ul style="list-style-type: none"> • The group is divided into two to participate in a competition. They form two lines facing the board. • T reads some clues related to collocations for ss to identify the right concept posted on the board. They take turns to represent the group leading the line, running and touching the collocation they consider is the correct one. • The group that gets more words is the winner. • At the end of the activity all the students are given an answer sheet handout. <p>Materials:</p> <ul style="list-style-type: none"> • Handout #28, Material #22 	<p>L</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • domestic claim • online claim • tracking number • shipping date • package information • lost package • search request • confirmation e-mail • refund request • insured item 	<p>15 min (5:25-5:40)</p>
<p>4</p>	<p>Task: Merchandise Loss</p> <p>Task Phase:</p> <ul style="list-style-type: none"> • T gives instructions and models UL. • In pairs, Ss simulate a telephone conversation between a customer and a customer service representative of the shipping company named UPS. The agent is assisting the customer to fill out a merchandise claim form for him/her over the phone, because the customer's system is down. <p>Planning Phase:</p> <ul style="list-style-type: none"> • Ss take turns practicing both roles. They make a real phone call over WhatsApp. 	<p>S, L, R</p>	<p>Useful Language Questions</p> <ol style="list-style-type: none"> 1. What's the reason for your claim? 2. What's your tracking number? 3. What's your shipping date? 4. Could you please describe the products to me? 5. Could you please give me a nickname to identify the claim later? 6. Before submitting the claim, I need your e-mail address. Could you please spell it slowly? 7. I will send you a confirmation e-mail. Is there anything else I can do for you today? <p>Answers</p> <ol style="list-style-type: none"> 1. I need to claim about cargo loss. 2. It's 1Z5937201189973776 	<p>40 min (5:40-6:20)</p>

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	<p>Reporting Phase:</p> <ul style="list-style-type: none"> Some Ss present the conversation to the rest of the group by acting it out. T gives feedback on the board. <p>Materials:</p> <ul style="list-style-type: none"> Material #23 		<p>3. It was on July 7th.</p> <p>4. The company purchased... (amount/weight/size/brand/price)</p> <p>5. Sure. Please write...(nickname)</p> <p>6. It's quicktech10@mail.com</p> <p>7. No. Thanks for your service!/ Yes please, could you track the product requested 5 days ago?</p> <p>8. Oh, one more question...</p> <p>Confirmation of Information: Questions</p> <ol style="list-style-type: none"> Are you following me? Is that clear? Sir/ Ma'am, are you still there? Could you say that again, please? Is the procedure clear or would you like me to repeat any of the steps? 	
5	<p>Post-task: In-class Project #2 Simulation</p> <ul style="list-style-type: none"> Two of the pre-determined groups present their simulations in front of the class. 	S,L	<p>Confirmation of Information: Answers</p> <ol style="list-style-type: none"> Sure, thanks. I am taking notes. No, could you please say that again? Yes, I am listening. Absolutely! I said the delivery date was on January 3rd. Yes, thanks for your assistance! <p>Vocabulary</p> <p><u>Pre-determining situations:</u></p> <p>A. Explaining customs regulations or procedures to</p>	20 min (6:15-6:40)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

	<ul style="list-style-type: none"> • Teacher and assistant evaluate them, and some other students provide feedback by using a peer assessment form. <p>Materials:</p> <ul style="list-style-type: none"> • Oral Rubric, Peer Evaluation Form #4 		<p>advise customers when importing and exporting merchandise (Priscilla and Ana María).</p> <p>C. Problem solving with customers and suppliers goods delivery inconveniences by asking for instructions to follow and offering solutions (Brenda and Blanca).</p>	
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Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Where is my package?



Steps to Find Missing Merchandise

1. Check Current Status

Before starting the search, check the tracking to see its current status.

2. Submit a Search Request

If the package has not arrived after 7 business days, submit a missing mail search request with the information such as sender mailing address, recipient mailing address, size and type of container or envelope you used. Then, identify information such as your tracking number and the mailing date from your mailing receipt, and description of the contents such as the brand, model, color, size, or pictures that could help recognize the item.

3. Mail Search

When the company receives the missing mail search request, the customer will get a confirmation e-mail as well as periodic updates about the search. If the package is found, we will send it to the address you provided.

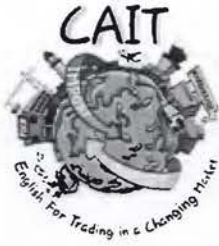
4. Requesting a Refund

If customers use a service with a money-back guarantee they are able to request a refund if the process of search fails and the product is not sent at all.

5. File a Claim

If the package included insurance and all the steps previously followed failed, customers may be able to file an insurance claim no later than 60 days from the date of mailing.

<https://www.usps.com/help/missing-mail.htm>



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Unit 3: Handout # 27

Where is my package?



Instructions: In pairs, organize the steps from 1 to 5 for finding missing merchandise.

_____ **Mail Search**

When the company receives the missing mail search request, the customer will get a confirmation e-mail as well as periodic updates about the search. If the package is found, we will send it to the address you provided.

_____ **File a Claim**

If the package included insurance and all the steps previously followed failed, customers may be able to file an insurance claim no later than 60 days from the date of mailing.

_____ **Check Current Status**

Before starting the search, check the tracking to see its current status.

_____ **Requesting a Refund**

If customers use a service with a money-back guarantee they are able to request a refund if the process of search fails and the product is not sent at all.

_____ **Submit a Search Request**

If the package has not arrived after 7 business days, submit a missing mail search request with the information such as sender mailing address, recipient mailing address, size and type of container or envelope you used. Then, identify information such as your tracking number and the mailing date from your mailing receipt, and description of the contents such as the brand, model, color, size, or pictures that could help recognize the item.

<https://www.usps.com/help/missing-mail.htm>



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Unit 3: Handout #28 (answer sheet)



Collocations

1. **Domestic claim:** a customer is requesting the product back within the same country.
2. **Online claim:** a customer is filling out a form by using a webpage.
3. **Tracking number:** it is an identification given to packages when they are shipped.
4. **Shipping date:** this is the time when a company sends the cargo.
5. **Package information:** relevant data to identify a product such as port of destination, size, type of container, model, etc.
6. **Lost package:** the merchandise did not arrive after 30 days or the date expected.
7. **Search request:** a customer submits the information of the product if the package did not arrive after 7 days from the expected date.
8. **Confirmation e-mail:** this notification will tell the customer a process has been done correctly.
9. **Refund request:** a customer is requesting the money back because the merchandise was never delivered.
10. **Insured item:** it covers the financial cost of repairing or replacing items.

Adapted from

<https://www.usps.com/help/claims.htm>

<https://www.usps.com/help/missing-mail.htm>



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Unit 3: Material #22

- Domestic Claim
- Online Claim
- Tracking Number
- Shipping Date
- Package
- Information
- Lost Package
- Search Request
- Confirmation E-mail
- Refund Request
- Insured Item



Merchandise Loss

Role A: UPS Customer Service Agent

You are a customs agent representative who works for UPS. Assist a customer to fill out a claim form about merchandise loss. Ask as much information as possible to help the customer over the phone. Use clarification questions whenever you consider them necessary.

LOGISTICS
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Merchandise Loss

Role B: Customer

Your company in Minnesota purchased 120 laptops to Apple Corporation in California a month ago. The delivery date was last week and the merchandise did not arrive. You want to submit a domestic claim online but the operating system is down. Call a customer service agent at UPS to fill out the claim for you.

LOGISTICS
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Useful Language Role A

1. What's the reason for your claim?
2. What's your tracking number?
3. What's your shipping date?
4. Could you please describe the products to me?
5. Could you please give me a nickname to identify the claim later?
6. Before submitting the claim, I need your e-mail address. Could you please spell it slowly?
7. I will send you a confirmation by e-mail. Is there anything else I can do for you today?



Confirmation of Information:

1. Are you following me?
2. Is that clear?
3. Sir/ Ma'am, are you still there?
4. Could you say that again, please?
5. Is the procedure clear or would you like me to repeat any of the steps?

Useful Language Role B

1. I need to claim about cargo loss.
2. It's 125937201189973776
3. It was on July 7th.
4. The company purchased...
(amount/weight/size/brand/price)
5. Sure. Please write...(nickname)
6. It's quicktech10@mail.com
7. No. Thanks for your service!/ Yes please, could you track the product requested 5 days ago?
8. Oh, one more question...



Confirmation of Information:

1. Sure, thanks. I am taking notes.
2. No, could you please say that again?
3. Yes, I am here listening.
4. Absolutely! I said the delivery date was on January 3rd.
5. Yes, thanks for your assistance!



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Unit 3: Peer assessment form 4

Activity: Providing feedback to my classmates.



Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate's name: _____

Criteria	5	4	3	2	1	Comments
My classmate's...						
1. pronunciation is very clear and effective and the word stress create a good impression on the listener.						
2. message is clear because he/she makes natural pauses.						
3. tone of voice and body language reflect natural and spontaneous interaction.						
4. word choice and content permit effective communication.						
5. use of all basic structures allows effective communication.						
6. inclusion of visual support related to the field of expertise is effective.						
What do you suggest to him/her?						

5: Excellent, 4: Above average, 3: Average, 2: Needs improvement, 1: Poor



Simulation Guidelines 20%

1. Choose one of the topics below and make up a *simulation* in pairs.
2. Present it orally in front of the class.
3. Include visual support (devices, clothing, real merchandise, materials related to the field of expertise, etc.) to represent the specific situation.
4. The first students reporting their pairs can choose the date of the presentation. Available dates: Wednesday November 2nd and Monday November 7th
5. Reading is not allowed.
6. Investigation about new questions, ideas, and grammar structures is required.
7. Aspects to evaluate: pronunciation, fluency, tone of voice, body language, vocabulary, grammar, and visual support.
8. Topics:
 - explaining customs regulations or procedures to advise customers when importing and exporting merchandise.
 - carrying out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers.
 - problem solving with customers and suppliers goods delivery inconveniences by asking for instructions to follow and offering solutions.

Pairs	Topic	Date
Kevin and Natalia	A	November 7 th
Lourdes and Jonathan	B	November 7 th
Blanca and Brenda	C	November 2 nd
Priscilla and Anita	A	November 2 nd
Camila, Nelson, and Jose	C	November 7 th
Michelle and Rodrigo	C	November 7 th



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Unit 3: Communicating with stakeholders to carry out customs and trade processes

Teacher: Vivian Arguedas Molina
Assistant: Yajaira Ocampo Monestel

Unit 3 Lesson Plan # 10
Date: Monday, November 7th, 2016

Unit Goal: By the end of the unit, the students will be able to effectively exchange information about customs and trade negotiation with customers, colleagues, and suppliers via telephone, video chat, or face to face by using appropriate structures, vocabulary, register and communicative skills.

General objective: By the end of the unit the students will be able to successfully problem solve, with customers and suppliers, goods delivery inconveniences by asking for instructions to follow and offering solutions.

Specific objectives: By the end of the lesson, the students will be able to:

1. appropriately identify problems related to delayed or wrong merchandise.
2. successfully write problems related to delayed or wrong merchandise.
3. successfully assist a customer by offering solutions to the delay or error in the shipped merchandise.
4. correctly offer solutions about any inconvenience in logistics processes by simulating a conversation.

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language

Obj.	Procedures	Macro Skills	Language focus	Time
1	<p>Routines: greetings, write the date, call the roll, collecting students' portfolios.</p> <p>Warm-up: Competition: What is that?</p> <ul style="list-style-type: none"> The group is divided into two groups. Each group has a leader to represent a sentence of a situation by using mimic. Both groups try to guess what the representative is saying with the body. Ss need to guess the situation the teacher has given to the person in front of the class. The teacher writes the topic on the board. <p>Materials:</p> <ul style="list-style-type: none"> Material #24 (slips of paper with sentences) 	S,L,R	<p>Useful Language</p> <p>I nominate Michelle to come to the board. Does the phrase you are representing say...? Are you trying to say that...? Do you mean...?</p> <p>Situations:</p> <ul style="list-style-type: none"> Ten flat screens did not arrive yesterday. Twenty boxes of makeup were of a different brand. Two pallets of toys arrived late. Five packages did not contain the requested I-phones. Forty beds were larger than expected. 30 boxes contained male shoes instead of female ones. Fifteen packages of pain killers (aspirin) were missing. 	15 min (5: 00-5:15)
2	<p>Pre-task 1: Delayed or Wrong Merchandise</p> <ul style="list-style-type: none"> Individually, ss read different examples of apologies customer service agents usually say for eventual inconveniences related to delayed or wrong merchandise. In pairs, Ss imagine they are customers that received delayed or wrong merchandise and then they write a specific problem they experienced. Volunteers read the delivery issues and others read the apologies in order to share the answers with the group. <p>Materials:</p> <ul style="list-style-type: none"> Handout#29 <p>Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students.</p>	R, W, S, L	<p>Useful Language:</p> <ul style="list-style-type: none"> What idea do you suggest for this apology? I would say that ... is a real problem a customer might face. What other problems would be related to this apology? I think customers can go through issues like... <p>Apologies:</p> <ul style="list-style-type: none"> "Our sincere apologies for your mixed-up order..." "We are sorry you did not receive your package as promptly as you expected..." "We regret the inconvenience this may have caused." "I am sorry the merchandise we sent you was incorrect..." 	20 min (5:15-5:35)

3	<p>Task: More Inconveniences to Solve</p> <p>Task Phase:</p> <ul style="list-style-type: none"> T gives the students different situations. Then she models UL with Ast. Then in pairs, Ss choose one of the situations to simulate between a customer service agent at a shipping company and a customer claiming about inconveniences related to delayed or wrong products. The agent apologizes about the issues related to the merchandise. <p>Planning Phase:</p> <ul style="list-style-type: none"> Ss take turns practicing both roles. They make a real phone call over WhatsApp or a regular phone call. <p>Reporting Phase:</p> <ul style="list-style-type: none"> Some Ss present the conversation to the rest of the group by acting it out, and T gives feedback on the board. <p>Materials: Handout #30</p>	S, L, R	<p>Useful Language</p> <ul style="list-style-type: none"> Who is the manufacturer? <i>It is General Electric.</i> When was the merchandise purchased? <i>It was bought on August 14th.</i> What was the method of payment? <i>The company used a letter of credit.</i> What was the color/brand/size requested? <i>The brand was Apple.</i> How many boxes were purchased? <i>The company paid for 80 boxes.</i> When was the cargo expected? <i>It was supposed to arrive on Dec 1st...</i> 	35 min (5:35-6:10)
4	<p>Post-task: In-class Project #2 Simulation</p> <ul style="list-style-type: none"> Four of the pre-determined groups present their simulations in front of the class. T and Ast evaluate them, and some other students provide feedback by using a peer assessment form. <p>Materials:</p> <ul style="list-style-type: none"> Oral Rubric, Peer Evaluation Form #4 	S, L	<p>Vocabulary</p> <p><u>Pre-determining situations:</u></p> <p>A) Explaining customs regulations or procedures to advise customers when importing and exporting merchandise (Natalia and Kevin)</p> <p>B) Successfully carry out import and export arrangements by negotiating logistics and transaction processes with customers and suppliers. (Lourdes and Jonathan)</p> <p>C) Problem solving with customers and suppliers goods delivery inconveniences by asking for instructions to follow and offering solutions (Camila, Nelson and Jose) & (Michelle and Rodrigo)</p>	30 min (6:10-6:40)

Abbreviations: T =teacher, Ast =assistant, St= student, Ss=students, L=listening, S=speaking, R= reading, W=writing, UL= useful language



Delayed or Wrong Merchandise



Instructions:

- A) Individually, read the following apologies from customer service at a shipping company.
- B) In pairs, imagine you are customers that received delayed or wrong merchandise. Write a specific problem you experienced.

Problem #1 Example: *Last month my company purchased 30 boxes of merlot wine, and today 20 boxes of white wine arrived to our door.*

“Our sincere apologies for your mixed-up order. We mistakenly sent regular stock. We are sending you a replacement immediately. You need not return the product you have received. Thank you for your understanding.”

Problem #2

“We are sorry you did not receive your package as promptly as you expected. To serve you better and faster, we are busy expanding our staff. Again, we apologize for any inconvenience we might have caused and look forward to filling your future orders in timely manner.”

Problem #3

“Thank you for your phone call. I apologize for the delay. We shipped your products by express mail on Saturday, so you should receive them soon after this conversation. We regret the inconvenience this may have caused.”

Problem #4

“I am sorry the merchandise we sent you was incorrect. Such errors are rare, but unfortunately do occur from time to time. We have shipped you another order, which you should receive in a day or two.”

Problem #5

“We regret that we are unable to send you the right merchandise. However, the supplier promises delivery of more products in about six weeks. Please advise us whether you want to cancel your order or have us hold your check and ship the table when it becomes available. We apologize for this inconvenience.”

Problem #6

“We apologize for the delay. Your order has not been shipped due to an unusually heavy snowfall. The trucks are socked in solid until the plows can dig out and start clearing the roads. We will ship just as soon as possible. However, if you wish to cancel your order and receive a refund, please notify us by telephone, at 555-5555.”

Adapted from:

<http://www.writeexpress.com/apolog10.html>

<http://www.writeexpress.com/orders09.html>



More Inconveniences to Solve



Instructions: Choose one of the situations to represent a conversation between a customer claiming about delayed or wrong merchandise and a customer service representative apologizing and finding a solution to the problem.

- Situation 1. The merchandise has 50 missing window glasses.
- Situation 2. The car windshields arrived 5 days later.
- Situation 3. The canned goods had a different size.
- Situation 4. The computers sent were of a different color.
- Situation 5. The bottles of shampoo were of a different brand.
- Situation 6. The flat screens were larger than expected.
- Situation 7. There were 20 bottles more than the fertilizers expected.
- Situation 9. The cell phones were of an older model.
- Situation 10. There were 50 seeds of sunflowers instead of the fresh crop plants.

Useful Language: (Inquiring Questions)

- **Who is the manufacturer?** *It is General Electric.*
- **When was the merchandise purchased?** *It was bought on August 14th.*
- **What was the method of payment?** *The company used letter of credit.*
- **What was the color/brand/size requested?** *The brand was Apple.*
- **How many boxes were purchased?** *The company paid for 80 boxes.*
- **When was the cargo expected?** *It was supposed to arrive on Dec 1st...*



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Unit 3: Peer assessment form 4

Activity: Providing feedback to my classmates.



Instructions: Give your partner feedback on his/her oral performance, using the following form.

Classmate's name: _____.

Criteria	5	4	3	2	1	Comments
My classmate's...						
1. pronunciation is very clear and effective and the word stress create a good impression on the listener.						
2. message is clear because he/she makes natural pauses.						
3. tone of voice and body language reflect natural and spontaneous interaction.						
4. word choice and content permit effective communication.						
5. use of all basic structures allows effective communication.						
6. inclusion of visual support related to the field of expertise is effective.						
What do you suggest to him/her?						

5: Excellent, 4: Above average, 3: Average, 2: Needs improvement, 1: Poor



- Ten flat screens did not arrive yesterday.
- Twenty boxes of makeup were of a different brand.
- Two pallets of toys arrived late.
- Five packages did not contain the requested I-phones.
- Forty beds were larger than expected.
- Thirty boxes contained male shoes instead of female ones.
- Fifteen packages of pain killers (aspirin) were missing.