

# **INGLÉS II**

ELECTIVA 2

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**PROGRAMA ADMINISTRACIÓN PÚBLICA TERRITORIAL**

**ELBA CONSUELO LEÓN MORA**



**ESCUELA SUPERIOR DE ADMINISTRACIÓN PÚBLICA**

**ESCUELA SUPERIOR DE ADMINISTRACIÓN PÚBLICA**



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## EL TRABAJO DEL TUTOR

El tutor tendrá libertad de cátedra en cuanto a su posición teórica o ideológica frente a los contenidos del módulo, pero el desarrollo de los contenidos de los módulos son de obligatorio cumplimiento por parte de los tutores. Los Tutores podrán complementar los módulos con lecturas adicionales, pero lo obligatorio para el estudiante frente a la evaluación del aprendizaje son los contenidos de los módulos; es decir, la evaluación del aprendizaje deberá contemplar únicamente los contenidos de los módulos. Así mismo, la evaluación del Tutor deberá diseñarse para dar cuenta del cubrimiento de los contenidos del módulo.

El Tutor debe diseñar, planear y programar con suficiente anticipación las actividades de aprendizaje y los contenidos a desarrollar en cada sesión de tutoría (incluyendo la primera), y diseñar las actividades para todas las sesiones (una sesión es de cuatro horas tutoriales). También debe diseñar las estrategias de evaluación del trabajo estudiante que le permita hacer seguimiento del proceso de autoaprendizaje del estudiante. Los módulos (asignaturas) de APT son de dos créditos (16 horas de tutoría grupal presencial por crédito para un total de 32 horas), tres créditos (48 horas de tutoría grupal presencial) y de 4 créditos (64 horas de tutoría grupal presencial, distribuidas así:

<b>MÓDULO DE INGLÉS II (2 créditos)</b>						
No. Créditos	Horas por crédito	<b>Total horas Tutoría Grupal</b>	No. de sesiones	Horas por sesión	No. mínimo de encuentros tutoriales*	No. max. sesiones por encuentro
<b>2</b>	<b>16</b>	<b>32</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>8</b>
3	16	48	12	4	3	12
4	16	64	16	4	4	16

\* El número de encuentros se programara de acuerdo con las distancias y costos de transporte de la Sede Territorial al CETAP, por ejemplo para los casos de los CETAP de Leticia, San Andrés, Mitú, Puerto Inírida y Puerto Carreño, se podrán programar un mínimo de dos encuentros para un módulo de 2 Créditos (16 horas por encuentro), tres encuentros para un módulo de 3 créditos y cuatro encuentros para un módulo de 4 créditos.

**Encuentro:** número de veces que se desplaza un Tutor a un CETAP para desarrollar un módulo.  
**Sesión:** número de horas por cada actividad tutorial, por ejemplo: 8-12 a.m., 2-6 p.m., 6-10 p.m.



ESCUELA SUPERIOR DE ADMINISTRACION PUBLICA

**ADMINISTRACIÓN PÚBLICA TERRITORIAL**

**Modulo de ingles aplicado II para el programa de AP**

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## 1. INTRODUCCION

El presente Módulo de Inglés Aplicado II para programas de ADMINISTRACIÓN PÚBLICA TERRITORIAL, CONTABLE Y FINANCIERA A DISTANCIA de la ESAP, está organizado en tres unidades de trabajo en las que se incluye material de escucha y escrito, utilizando para ello temas de algunas materias contenidas en el plan de estudios, tales como, Pensamiento Económico, Introducción a la Problemática Pública, Pensamiento Administrativo Público, etc., actuando como complemento y/o afianzamiento de lo que allí se trabaja. El módulo presenta los temas y actividades a desarrollar, la distribución de los mismos por sesiones de clase con el profesor y sugerencias para el aprendizaje autónomo, los objetivos, desarrollo de cada una de las unidades, la bibliografía consultada y la evaluación.

Los estudiantes a quienes se dirige el presente **módulo dos de inglés** son aquellos que cumplieron satisfactoriamente con el **Módulo uno**, es decir, poseen conocimientos mínimos que les permite entender información sencilla en inglés y construir nuevo conocimiento relacionado con su profesión en un nivel básico.

El enfoque metodológico para el desarrollo del curso es el Task-Based Approach (enfoque basado en tareas), que tiene relación estrecha con el aprendizaje significativo. Entre sus principios está el “aprender a aprender” y “aprender haciendo”, fundamentales en el proceso de aprendizaje de un idioma extranjero y características de la educación a distancia. Se enfatiza que el estudiante es el eje del proceso de aprendizaje y para llevar a cabo dicho proceso, él parte del conocimiento previo. La práctica constante y la reflexión continua sobre la teoría y la práctica permiten conectar conocimientos previos con los que el estudiante va construyendo en la lengua extranjera, para así desarrollar un proceso que lo conduzca a una comunicación efectiva. Por otro lado se tienen en cuenta las dimensiones del ser, del saber y del saber hacer.

## 2. OBJETIVOS

A continuación se presentan los objetivos del módulo, así como los generales para cada unidad.

- Adquirir los conocimientos, valores y habilidades que le permitan obtener solvencia disciplinar e idoneidad profesional en las dimensiones institucional, organizacional, tecnológica y de acción social acerca del Fenómeno Administrativo Público, desde el ámbito territorial<sup>1</sup>.
- Apropiarse de conocimientos específicos relacionados con la lengua inglesa y, a través de ella, complementar y/o afianzar conocimientos sobre aspectos relacionados con Administración Pública Territorial, Contable y Financiera que le permitan una efectiva comunicación oral y escrita, de acuerdo al nivel en que se encuentra,
- Reflexionar sobre los valores que debe poseer un administrador público como profesional y como ciudadano.
- Lograr un buen desempeño en cuanto al aprendizaje autónomo.

El objetivo General de la Unidad 1 es, lograr una efectiva práctica de las cuatro habilidades comunicativas (escuchar, hablar, leer y escribir), de acuerdo con nivel de conocimiento de inglés adquirido en el primer módulo y las experiencias personales y profesionales que requieran el uso del tiempo futuro y los verbos modales, específicamente en documentos orales y escritos en relación con

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<sup>1</sup> Tomado del Programa de Formación Profesional en Administración Pública Territorial. p. 3.

Administración Pública Territorial, Contable y Financiera y con situaciones de la vida diaria.

En la segunda unidad se plantea como objetivo general, Lograr una efectiva comunicación en las cuatro habilidades comunicativas (escuchar, hablar, leer y escribir), de acuerdo con el nivel de conocimiento de inglés en que se encuentra el estudiante , y específicamente en documentos orales y escritos en relación con Administración Pública Territorial, Contable y Financiera y con situaciones de la vida diaria y el desarrollo de actividades relacionadas con ellas, utilizando los conocimientos construidos y las experiencias de vida que para su uso requieren del tiempo presente perfecto.

Por último, la tercera unidad tiene como objetivo general, lograr una efectiva comunicación en las cuatro habilidades comunicativas (escuchar, hablar, leer y escribir), de acuerdo al nivel de conocimiento de inglés , y específicamente en documentos orales y escritos en relación con Administración Pública Territorial, Contable y Financiera y con situaciones de la vida diaria y el desarrollo de actividades relacionadas con ellas, utilizando los conocimientos construidos y las experiencias de vida que para su uso requieren de la voz pasiva.

### 3. SCOPE AND SEQUENCE

UNIT	GRAMMAR	READING	SPEAKING	WRITING	LISTENING
UNIT 1	Future Simple (Going to, Will, present continuous and simple present) Modal verbs	The future of public administration (prediction, anticipation, global and specific information)	What are you going to be in the future? (Individual, group and pair work)	1) Summary in a chart 2) Letter about plans for the future	Conversation about plans and intentions. (For specific information and for global understanding)
UNIT 2	Present Perfect	Text about public administration (Note taking, identifying information, scanning, skimming)	Conversations about experiences in life. (Individual, group and pair work)	About experiences in life.	Job interview (For specific information and for global understanding)
UNIT 3	Passive Voice Active Voice	Choosing a post-graduate program in a foreign country (Note taking, identifying information)	Role play (Individual, group and pair work)	A biography	A biography (For specific information and for global understanding)

ESCUELA SUPERIOR DE ADMINISTRACION PUBLICA

## ADMINISTRACIÓN PÚBLICA TERRITORIAL

### UNIT 1: THE FUTURE OF PUBLIC ADMINISTRATION

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## **1. INTRODUCTION**

This first unit of Module II is presented to guide the students' learning process in order to achieve the proposed objectives. The unit has the following order: general and specific objectives, key ideas, a conceptual map, contextualization, contents (listening, speaking, reading, grammar and writing activities and evaluation), learning activities, evaluation, summary, bibliography and glossary.

## **2. OBJETIVES**

### **2.1. GENERAL**

To achieve effective practice in the four communicative skills (listening, speaking, reading and writing), according to the English level acquired in the first module and the personal and professional experiences that require future tense and modal verbs, specifically in oral and written documents related to public administration, accountant and environmental gestion and daily life situations.

### **2.2. SPECIFIC**

- To listen and understand two exercises (an interview and a conversation) and socialize student's opinion about them.
- To orally inform student's expectations as a public administrator from ESAP based on the conversation listened and read.
- To read and understand a text related to the future of public administration.
  
- To describe in written way the relation between the topic studied in this unit with the student's future as a professional from ESAP.
- To wide student's vocabulary to facilitate a better and more written and oral communication.

- To achieve an adequate development of autonomous learning.
- To reflect about the values a public administration should have as a citizen and as a professional, using the provided materials.

### 3. KEY IDEAS

To describe plans and expectations is an opportunity for the students to communicate about personal life and about the future as public administrators in oral and written way.



Modal verbs are used to express obligations, duties, needs and advices. In this unit we are going to work with CAN, HAVE TO, MUST, SHOULD, MIGHT, MAY, COULD, CAN'T, DON'T HAVE TO, MUSN'T and SHOULDN'T. The future tense is used to communicate ideas that are going to be develop in the short or long time in the future, to make predictions and to express plans and intentions. We are going to study in this unit: **will, going to, present continuous and present simple.**

On the other hand, to read a text or to listen to a person or some people, in the native or a foreign language, is made with very different purposes: for pleasure, for studying, to acquire culture, to know about a specific topic, etc. For this reason, to

be attentive to what we listen and read is very important in order to achieve the proposed objectives in each activity.

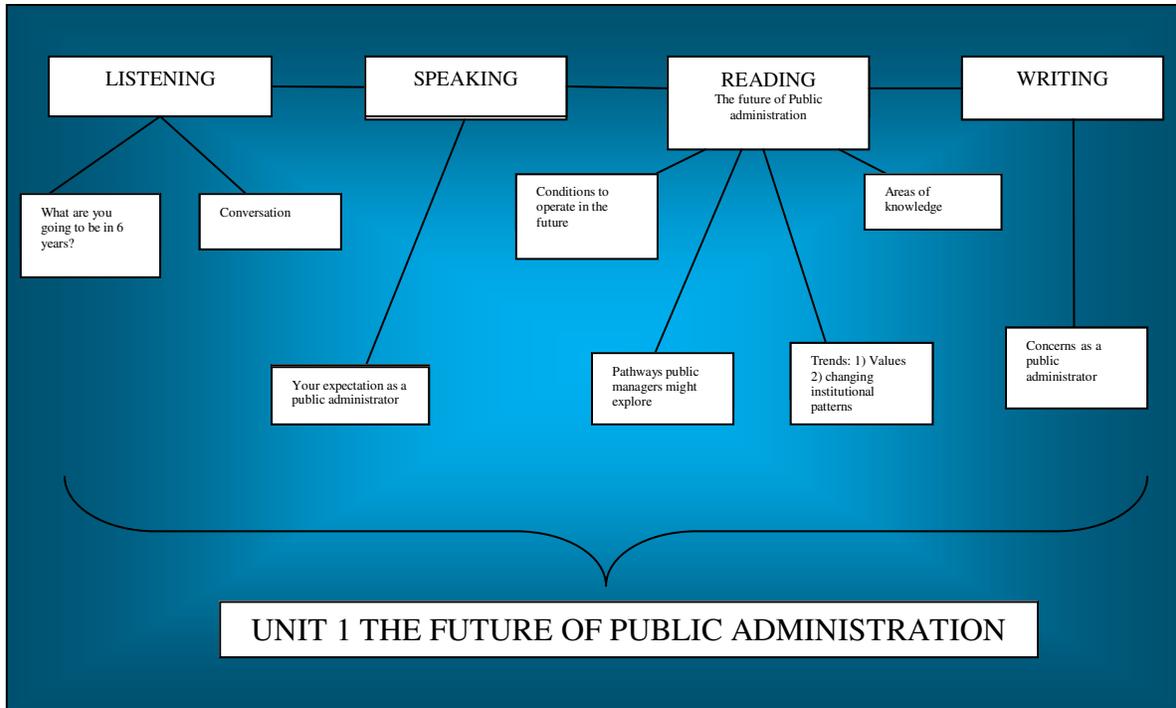
Besides, the listening to conversations is a very natural and enjoyable way to learn vocabulary and expressions and to know about people's life and activities, and information about different topics.

### SCOPE AND SEQUENCE

LISTENING	SPEAKING	READING	GRAMMAR	WRITING
1) What are you going to be in six years? 2) Meeting a friend. Gist and global understanding	A speech about your performance as a public administrator. Pair work activities, Individual work	Text: The future of public administration. Anticipation, prediction, Reading for specific information	Future Simple (Going to, Will, present continuous, simple present) Modal verbs	A paragraph about plans for the future. Using plans and outlines. Composing.

This first unit is worked in three presential classes each one with 4 hours: listening, 2 hours; speaking, 1 hour; reading revision, 2 hours; grammar, 2 hours; practice, 2 hours; writing, 1hour. The last two hours are for evaluation. Time for autonomous learning is different according to students' needs and interests related to each one of the proposed activities in this unit.

### 4. CONCEPTUAL MAP



## 5. CONTEXTUALISATION

Go to: <http://www.youtube.com/watch?v=xyeqrPBKti4> , watch the video, pay attention to the information given, take notes about the most relevant information and send comments to your tutor.

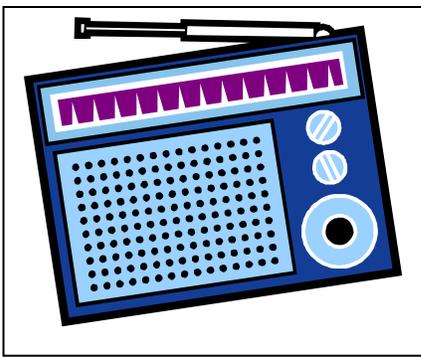
## 6. CONTENTS

**6.1. LISTENING.** It is going to be developed in class.

**Pre-listening.** With a partner comment about the kind of person you are now, your habits, likes and dislikes, etc.

### Listening

**1. What are you going to be in six years?**

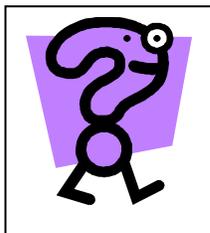


Today, in APT Radio Station we have an interview with boys and girls who are in

**eleventh grade. They have to make a decision about their future:**

**Listen to and order the following information:**

- I am going to be a teacher \_\_\_\_\_
- I am going to have my own business with computers \_\_\_\_\_
- I am going to be a dancer \_\_\_\_\_
- I am going to be a designer \_\_\_\_\_
- I am going to be a politician \_\_\_\_\_
- I am going to be an electric engineer \_\_\_\_\_
- I am going to be a cooker \_\_\_\_\_ 1 \_\_\_\_\_
- I am going to be a public administrator \_\_\_\_\_



And... **WHAT ARE YOU GOING TO DO?**

**2) Meeting a friend.** Listen to the following conversation.

**Elizabeth:** Hi, Martina. How are you?

**Martina:** Hi, Liz. I am very well thanks. I haven't met you for years. What has happened with your life since the school

graduation?

**Elizabeth:** I had a break during two years but then I began studying public administration at ESAP. I am in fifth semester.

**Martina:** What a wonderful coincidence! I am in ninth semester. But, I don't understand why I haven't seen you there.

**Elizabeth:** It is because I don't live here in Cali. I am only visiting my parents. I live in Bogotá and I study there.

**Martina:** Elizabeth, Do you have time for a coffee?. We have to talk about many things that have happened in our lives since the school time.

**Elizabeth:** Well, It's OK. I'm waiting for my boyfriend. I think I have half an hour because he phoned me to say that he has a problem at his work and this is going to take some time.

**Martina:** Excellent. Let me tell you that I have great plans for my future. I found very important information about possibilities to study a master degree in Europe. I

am working very hard with my English because I am going to apply for a scholarship to study in England. I am planning to finish the career and go to London to study there. Then, I am going to come back to Cali to teach at the university. I love my career and the best thing I can do is to teach administration and to continue researching about it.

**Elizabeth:** It is a great idea, Martina. Congratulations. I have similar perspectives but not in Europe but in Canada. My boyfriend is Canadian and we are



going to get married in a couple of months. Then, we are going to live in Toronto. There, at the university I am going to continue with my career, for this reason I am studying English very hard. Michael is a great help and the best teacher for me. By the way, you are invited to the wedding. It is going to be here in Cali because almost all my relatives and friends live here.

**Martina:** Thank you very much. It will be a pleasure to be in your wedding and be in touch with your family again.

**Elizabeth:** Oh, this is Michael. He arrives sooner than I expected. Let me introduce each other. Hi, love.

**Michael:** Hi.

**Elizabeth:** Michael, let me introduce you to Martina. She was my classmate at school. Imagine the coincidence. We are studying the same career at the same university!

**Michael.** It is pleasure to meet you Martina. It is lovely to know Elizabeth's friends.

**Martina:** Nice to meet you too. Congratulations for the wedding. You are going to marry a wonderful girl.

**Michael:** I am sure about that. Martina, would you like to have lunch with us. It will be great that you continue your conversation and at the same time I have the possibility to know more about one of Elizabeth's school friends, because she has told me a lot about you.

**Martina.** Wow. Thank you very much. I'll accept.

**Elizabeth:** Great. Let's go.

**Martina and Michael:** Let's go.

**Based on the conversation, answer the following questions:**

Which coincidences do the two friends have in their lives?

Who is Michael?

What are Martina and Elizabeth planning to do in the next years?

Why are they studying English very hard?

## Post-listening

### AND YOU?



- 1) Which coincidences do you have with these girls?
- 2) Which plans do you have for your life?
- 3) Why is English important in your life?

## 6.2. SPEAKING (It is going to be developed in class) – 1 hour

Based on the second listening, think about your expectations as a public administrator from ESAP, prepare a speech about it using future tense. Read the grammar information to help you.

## 6.3. READING. It is going to be developed as a personal activity outside the classroom.

### Pre-reading

Before reading the text, share with a partner the challenges you think Public Administration has for the next five years. Socialize the information in front of the class. Listen the other ideas and agree or disagree with them.

### Reading

**Read the following extract of an article and develop the proposed exercises. Before the reading remember the Modal Verbs and the Future with Will.**

**The Future of Public Administration: Challenges to Democracy, Citizenship, and Ethics, adapted from the article by Robert B.Denhardt - University of Delaware.**

The article explores some of the conditions under which **public managers will operate in the future**, some of the areas of knowledge, skills, and attitudes that **they will be required to possess**, and some of the pathways public managers might explore in order to move toward that future.

First, some of **the trends that will affect** the field of public administration over the coming decades are examined. In each case, the trend is stated and **the writer of the article will restrict his comments** to the implications for the public service.

1. An extraordinary explosion of new knowledge and technological innovations, especially in the areas of information sciences, genetics, materials,

instrumentation, automation, and space. **This point** is so obvious that initially it may appear trite. But two aspects of **this problem or this opportunity** are suggested that make it important for public managers. First, there is no question that we live in an age of extraordinary technological change. Twenty five years ago, the computing power that now sits on your desk or even in your lap required several air conditioned rooms. If we merely extrapolate that same progress in terms of size and computing capacity, twenty five years from now we might expect computers the size of a wrist watch, the size of a small coin that you could carry in your pocket, or the size of a microscopic chip that could be implanted in your head. Think what capacities and resources for knowledge and information such a computer would allow. And if in turn you think of linking that same computer to a similarly enhanced "Internet", imagine what possibilities there might be for instantaneous interpersonal and international communications. **We will in any case have to accommodate** ourselves and our institutions to dramatically different bodies of knowledge and technological innovations.

A related point is that **we will not only have to cope with** and employ our expanded knowledge and technological capacity, we will have to learn to use this knowledge and technological capacity for the benefit rather than the destruction of society. In the technological world of the future, **there will be even greater temptations for us** to be captured by technology, to fall prey to what Jacques Ellul called the "technological imperative," and to allow rational technical interests to supercede human concerns and **those of values. For those in the public service,** finding ways of employing advanced technologies so as to enhance rather than restrict **our capacity for leadership, creativity, and personal responsibility will be a serious challenge.** And **that** leads to a second trend.

2. Changing institutional patterns resulting from the emergence of post-industrial economies and structures of governance based on information, knowledge, and services. In the future, even more than today, **knowledge and information will prevail.** And if knowledge is power, then **those** who have **knowledge will indeed**

**have power.** But who will have knowledge? We can imagine two possible scenarios. The first is that **knowledge will be increasingly centralized and controlled** and marketed through traditional economic and political processes. A second and more hopeful possibility is that **knowledge will be widely distributed** throughout society, so that increasing rather than decreasing numbers of **people will have knowledge** and in turn have power. Harlan Cleveland has suggested that such a possibility will lead to "the twilight of hierarchy," something which **he** holds to be inevitable. But the choice still remains.

In any case, when **we** combine this issue with the first, we can safely predict that the knowledge or information **that we will be able to access will be tremendous**, to the point that the quantity of **information will no longer be the most important issue**. Rather **the key question will be** how to organize this information for human purposes. In the case of public service, **this** means that **we will have to learn** to organize information in **a fashion that will facilitate** the pursuit of important public purposes. Again, **one** would expect that organizing information for technically rational purposes or for the purposes of hierarchical **control will be relatively easy**, as it always has been. But **the greater challenge will be to organize information** so that we can enhance the process of democratic decision-making, of consensus building, and of dialogue and deliberation.



There's no question that **we will have the capacity to organize information** for dramatic new public purposes, to restructure our structures of governance in dramatic ways. But **what will our choices be?** For many years, as a classroom illustration of direct versus representative democracy, I have asked students to imagine a computer in the nation's capital that could reach out into every home, so that on any occasion that a major policy decision was required, an appropriate message could go out to all the citizens and **their answers** could guide public policy - a process that would approximate pure democracy.

There's no question that such a possibility is within our reach technologically. Correspondingly, there's really no longer any practical reason not to have a purer form of participation than we have today. But do we want one? And would that alone help establish a more democratic society?

Certainly involving citizens in every decision raises important question. Most obviously, how do you assure that an appropriate level of expertise is incorporated into the decision process? How can you be sure that the fullest and most complete knowledge is brought to bear on the problems of state? How can you make sure that **the electronically skilled majority won't trample the computer illiterate minority**? And, perhaps most important, how can you incorporate the requirement of dialogue and deliberation that has always been considered an essential element of democracy? These are just some of the Questions that **we will need**.

### **Post-reading**

### **READING COMPREHENSION EXERCISES**

### **NOW, YOU ARE GOING TO PRACTICE!!!**

- 1) Pay attention to the modal verbs in the underlined sentences and revise their use according to the grammar chart.
- 2) Which words in the text are being replaced by the underline and in bold words?
- 3) Identify and recognize the future tense in the sentences in bold in the text. Use the grammar explanation to help you.
- 4) According to the information given, **THINK, ANALYZE AND ANSWER THE FOLLOWING QUESTIONS:**

- a) **What will public administrators need to know?**
- b) **What attitudes and values should a public administrator have?**

**NOW** : Ask three more questions about the text to participate in a plenary as part of the evaluation.

**IMPORTANT**

## 6.4. GRAMMAR

**To read and practice in class (2 hours) and spend the time you require outside the class to study it.**

### FUTURE TENSE

**FUTURE WITH WILL-** We use the simple future tense:

1) When there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking. Examples:  
Hold on. I'll open the door.

We will see what we can do to help you.

Maybe we'll stay in and sleep early tonight.

In these examples, we had no firm plan before speaking. The decision is made at the time of speaking.

2) We also use the simple future tense with the verb to think before it:

I think I'll go to the movies tomorrow.

I think I will buy a car next year.

I don't think I'll buy that car.

3) We often use the simple future tense to make a prediction about the future. Again, there is no firm plan.

We are saying what we think will happen. Here are some examples:

It will rain tomorrow.

People won't go to Jupiter before the 22nd century.

Who do you think will get the job?

**FUTURE WITH "BE GOING TO". We use be going to:  
For plans and intentions for the (near) future.**

#### 1. Affirmative

We form be going to with the verb to be (is, am ,are) going to and the base form of the verb.

He is going to fly to Italy tonight.

#### 2. Negative

We form the negative by putting not after the verb to be

He is not /isn't going to fly to Italy tonight

### 3. Interrogative

We form questions by putting the verb to be before the subject pronoun  
Is he going to fly to Italy tonight?

#### PRESENT PROGRESSIVE WITH FUTURE MEANING

It is used for planned actions in the near future.  
I'm studying very hard tonight for my English final exam.

#### SIMPLE PRESENT

It is used to express that the future action is fixed (example: timetables)  
The next airplane arrives at 4 PM.  
The next train arrives at 8 tonight.

### MODAL VERBS

**Modal verbs are used to express obligation/necessity or duty:**

#### To express obligation

AUXILIARY	EXAMPLES
MUST (obligation but you can decide)	We must go immediately! You must call her back today.
HAVE TO (very strong obligation)	We have to stop at red light. He has to arrive work on time.

#### To express prohibition

AUXILIARY	EXAMPLES
MUST NOT	You must not smoke here. He must not open the door.

#### To express absence of obligation

AUXILIARY	EXAMPLES
DO/DOES NOT HAVE TO	They don't have to do this. I don't have to tell her.

#### To express advice or interest

AUXILIARY	EXAMPLES
SHOULD NEG.SHOULD NOT	She should quit smoking You should be more attentive

<p> <b>OUGHT TO, NEG. OUGHT NOT TO</b> </p>	<p>You ought to lose weight.</p>
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**To express deduction or probability**

AUXILIARY	EXAMPLES
<p> <b>MUST NEG.MUST NOT</b> </p>	<p>They must be from Brazil</p>
<p> <b>SHOULD/SHOULDN'T</b> </p>	<p>He should win the competition. That should be your friend Tom.</p>

**To express ability or possibility**

AUXILIARY	EXAMPLES
<p> <b>CAN / CAN'T</b> </p>	<p>She can do better than that. I can't swim today.</p>
<p> <b>MAY</b> </p>	<p>May I help you? They may agree to talk you.</p>
<p> <b>COULD/COULDN'T</b> </p>	<p>It could be possible. You forgot, but your wife couldn't.</p>
<p> <b>MIGHT</b> </p>	<p>Mary might come before us It might rain tomorrow.</p>

**6.5. WRITING. It is going to be done outside the class. Revision in class (1 hour).**

**Pre-writing**

Revise all the notes you have taken about the development of the exercises and think about the coherence and cohesion of the ideas.

**Writing**



Write a seven line paragraph about how you are going to deal, as a public administrator, with the ideas suggested in this unit.

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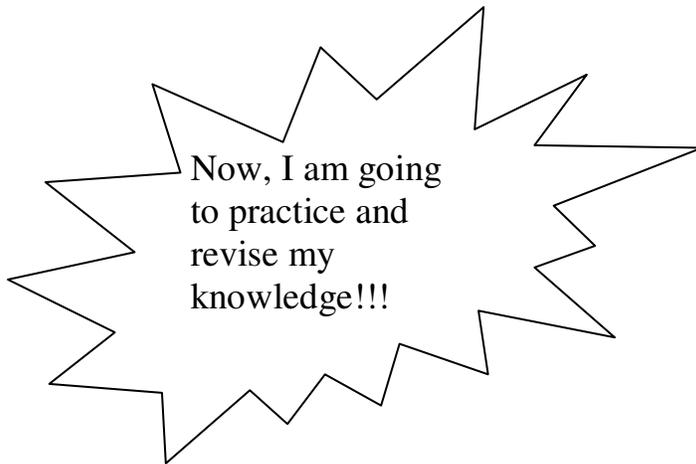
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### 7. LEARNING ACTIVITIES (2 hours for revision)



Now, with the following exercises you have the opportunity to practice the topics introduced in this unit. As a suggestion, develop them before class in order to have an internalization period of concepts, vocabulary, ideas, etc, and revision of other material to complement the one provided in the unit. After that, in class, students and teacher are going to have a revision, clarification of doubts and socialization of the work done and the personal reflections about the proposed

exercises and activities. **In order to participate in the plenary you should go to class with all the exercises and activities done!!!**

**I. Read the following text about what to do to protect the environment:**

**THE RAINBOW HEROES.**



The original inhabitants of our continent tell a story which is now very old. It is a prophecy; a story that tells people what will happen in the future. The story says that one day all the trees will die. Rivers will not have any clear water, so fish and the animals living near rivers will die.

People will not have enough food or drink. They will fight. Many people will die. And one day there will be no rain, so the world will be dry and the rainbow will die. People will not see beautiful colors in the sky. And they will die too. One by one.

It's a terrible story! And many of the prophecies are already true. Trees and animals are dying. No fish can be found in some rivers. People fight. Many people are dying at war or because they don't have enough food.

But the story also says that all over the world there will be rainbow heroes: people who will save the trees, keep the rivers clean, save the animals, stop wars. And there will be rain. And the rainbow will paint the sky in lovely colors.

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Adapted from Working with values. Pearson, Longman, 2007, p. 9.



**NOW, Answer the following questions:**

- a) What can a person do to change this situation in the prophecy?

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- b) What are you going to do to save the environment in your city?

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- c) Imagine a campaign about this topic and write a slogan for it. **USE YOUR CREATIVITY!**

**2. Complete the following sentences with the appropriate modal verb, PRACTICE YOUR KNOWLEDGE!**

- a. It is the end of the semester and your scores are very low. You \_\_\_\_\_ study very hard.
- b. Se looks very ill. It \_\_\_\_\_ be serious. She \_\_\_\_\_ go to the hospital.
- c. It doesn't matter if it is a lovely or a rainy day, I \_\_\_\_\_ go to work.
- d. It's your mother's birthday. We \_\_\_\_\_ buy a present for her.

**3) Complete with Going to or Will.**

- a. I have my tickets and a booked hotel to stay in. I \_\_\_\_\_ go to Cali for Christmas holidays.

- b. It's a lovely sweater and the price is good, also I have the money. I \_\_\_\_\_ buy it.
- c. I can see very dark clouds. It \_\_\_\_\_ to rain.
- d) Probably in three years I \_\_\_\_\_ go to Cambridge.
- e) Just a moment. I \_\_\_\_\_ help you with the books.
- f) In 2020 we \_\_\_\_\_ buy more hybrid cars.

4. Complete the sentences using the verbs in brackets in Present Continuous or Future with Will.

- a) \_\_\_\_\_ to a party tomorrow night. Would you like to come too? (To go)
- b) I'm sure Tom \_\_\_\_\_ the job. He has a lot of experience. (To get)
- c) I can't meet you this evening. A friend of mine \_\_\_\_\_ to see me. (To come)
- d) A: Have you decided where to go for your vacation?  
B: Yes, we \_\_\_\_\_ to Italy. (To go)

5. Complete with Going to, Will or Be

a)

Anne: Where are you going?

Tom: I (go) \_\_\_\_\_ to the store to pick up some groceries.

Anne: What (you, get) \_\_\_\_\_?

Tom: I (buy) \_\_\_\_\_ some cereal, some oranges, and some cookies.

b)

Priscila: Wow, it's freezing out there.

Kate: I (make) \_\_\_\_\_ some chocolate to warm us up. Do you want some cookies as well?

Priscila: Chocolate sounds great! But I (have) \_\_\_\_\_ dinner with some friends later, so I'd better drink it alone, thanks.

Kate: I (go) \_\_\_\_\_ to dinner tonight too, but I'm having some cookies anyway.

c.

Fred: I heard you're taking a Spanish class at a university.

Thomas: Yeah, I (go) \_\_\_\_\_ to Guatemala next spring and I thought knowing a little Spanish would make the trip easier.

Fred: I (visit) \_\_\_\_\_ my brother in Marseilles next year. Maybe I should take a French class.

Thomas: I have a course catalog in the other room. I (go) \_\_\_\_\_ get it and we can see whether or not they're offering a French course next semester.

6. Complete the sentences using will-future, going to-, Simple Present or Present Progressive.

a) The train \_\_\_\_\_ at 11:45. (To leave)

b) We \_\_\_\_\_ dinner at a nice restaurant on Saturday. (To have)

c) It \_\_\_\_\_ in the mountains tomorrow evening. (To snow)

d) On Sunday at 8 o'clock I \_\_\_\_\_ my friend. (To meet)

e) They \_\_\_\_\_ to London on Friday evening. (To fly)

f) Wait! I \_\_\_\_\_ you to the station. (To drive)

g) The English lesson \_\_\_\_\_ at 8:45. (To start)

h) I \_\_\_\_\_ my sister in April. (To see)

i) Look at the clouds – it \_\_\_\_\_ in a few minutes. (To rain)

j) Listen! There's someone at the door. I \_\_\_\_\_ the door you. (To open)

### 3. Evaluation

In order to evaluate the knowledge you have achieved in this unit, go to [www.co.uk/worldservice/learningenglish/](http://www.co.uk/worldservice/learningenglish/) and do all the exercises of the section Business English "Get that Job". Prepare an oral and written report about it.

## 8. SELF-EVALUATION

### PORTFOLIO

This Portfolio helps you to keep a record of your work progress to collect your language achievements and the difficulties and needs you have to overcome in order to have a better command of the language.

a) Complete the information according to your learning of this unit.



MY PERFORMANCE IN THIS UNIT	could be better	well	Very well
<b>Objectives:</b> I fulfilled the objectives of this unit.			

<p><b>Listening</b></p> <p>I can listen and understand the information provided by the CD and infer consequences from it.</p>			
<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- I can communicate fluently in oral way using the future tense and the modal verbs</li> <li>- I can solve problems using oral English</li> </ul>			
<p><b>Reading:</b></p> <p>I can read and understand a text about public administration through time.</p>			
<p><b>Grammar</b></p> <p>I can use the grammar of the unit in oral and written way</p>			
<p><b>Vocabulary</b></p> <p>I can use the vocabulary of this unit in oral and written way.</p>			
<p><b>Writing</b></p> <p>I can write a paragraph about the most important experiences in my life.</p>			

**b) Answer the following questions:**

Have I achieved the learning goals I made for this unit? Yes, No, why?

What did I do to achieve these goals?

**c) My new learning goals at the end of Unit 1:**

I think I need to work more on:

**d) What have I discovered about my learning?**

Interesting things I have learned about: the subject, other people and myself.

**9. SUMMARY**



In this first unit, Listening, Speaking, Reading, Grammar and Writing activities related to the daily life of a student of ESAP, his likes, expectations, aspirations as well as topics related to public administration, accountant and financial, were developed, taking in to account the modal verbs and the future tense, topics of this unit, material that complements the information given in other subjects of the pen sum, and other information very useful for his personal and professional life, for example the importance of ecology and conservation of the environment.

Finally, the individual and group work were exploited with the exercises provided by the CD as well as with the written exercises, plenaries and oral presentations.

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### WEBGRAFIA

[www.google.com](http://www.google.com). Texts about public administration.

[www.youtube.com](http://www.youtube.com) . Videos related to Public Administration.

[www.bbc.learningenglish](http://www.bbc.learningenglish) . articles, news, videos.

La presente relación de páginas de Internet es muy importantes para emprender y complementar el aprendizaje del inglés.

[Breaking News English](http://www.breakingnewsenglish.com/) <[www.breakingnewsenglish.com/](http://www.breakingnewsenglish.com/)> -- English news lessons: Free EFL/ESL lesson plans, handouts and podcast for current events lessons, business English and listening.

**ReadEnglish.net** <<http://www.readingenglish.net>>-- a FREE reading program; connects to **news** stories/articles at the **Voice of America Special English** site, rates the articles by difficulty, and indicates a word count. When reading the article, students can **click on unknown words and get linked to a dictionary of their choice**—English-English (choices include British or American English) for a dictionary definition. In addition, when in the VOA site, **students can download the article for listening** and read along while they are listening!!!!

**The Complete Lexical Tutor** <<http://132.208.224.131/CallWild/>> -- includes a link to *The Call of the Wild* for reading and listening

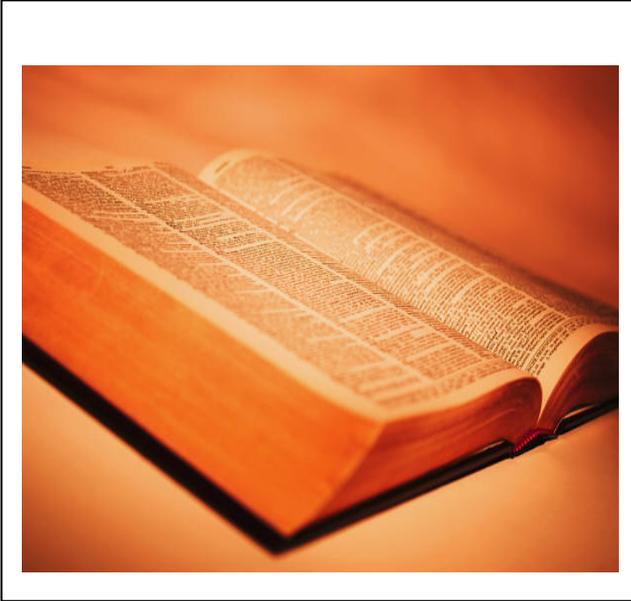
**Movie Scripts** <<http://www.script-o-rama.com/table.shtml>> -- Watching movies is a fun way to improve your English! At this site, you'll find original movie scripts for lots of movies. To read the script just click on the name of a movie.

## **NEWS**

**CNN Learning Resources** <<http://literacynet.org/cnnsf/archives.html>> -- News stories accompanied by RealVideo and/or RealAudio! Stories come in original, abridged and outline form. Many exercises to check **reading comprehension** (vocabulary, word selection, multiple choice, sequencing, conclusions) and practice **writing reactions** (Your Turn).

**The New York Times Learning Network** and **The New York Times Daily News Quiz**—lesson plans, articles, quizzes for English Language learners on [American History](#), [Global History](#), [Civics](#), [Language Arts](#), [Math and Economics](#), [Science and Health](#), [Fine Arts](#), [Social Studies](#), [Geography](#), [Technology](#).

## 11. GLOSSARY



These are some of the new words you worked in this unit. Revise their meaning and practice using them in puzzles, revising their categories and with spelling exercises.

**Almost:** Very nearly.

**Citizenship:** The country where a person is born or naturalized.

**Challenges:** Demanding or difficult tasks to do or achieve.

**Expertise:** Expert, skill, knowledge or judgment.

**Interview:** Oral exam of an applicant. Conversation with a reporter, for a broadcast or publication. Meeting face to face, especially for consultation.

**Lap:** Front of a body from the waist to the knees of a sitting person.

**Master degree:** Post graduate university degree.

**Pathways:** Way or tack made for or by walking. Line along which a person or thing moves.

**Research:** Systematic investigation and study of materials, sources, etc., in order to establish facts and reach conclusions.

**Scholarship:** Financial award for a student given for scholarly achievement.

**Skills:** abilities to do something

**To be in touch:** To have contact with someone or something.

**To let:** Allow to, not prevent or forbid.

**Toward:** In the direction of.

**Trite:** Repeated too often; overfamiliar through overuse.

**Resources:** Means available, stock or supply that can be drawn on.

**To allow:** Permit, provide or set aside for a purpose.

**Supersede:** Take the place of, replace with another person or thing.

**To enhance:** Intensify (qualities, powers, etc). Improve (something already good).

**To concern:** Be relevant or important to, relate to, be about.

**To lead:** Cause to go with one, especially by guiding or going in front. Direct the actions or opinions of.

**To reach:** Stretch out, extend. Get to or attain.

**To bear:** Carry, bring, or take. Show. Sustain a weight, responsibility, and cost.

**To change:** Making or becoming different. Alteration or modification

ESCUELA SUPERIOR DE ADMINISTRACION PUBLICA

ADMINISTRACIÓN PÚBLICA TERRITORIAL

unit two experiences in life

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## **1. INTRODUCTION**

This second unit of Module II is presented to guide the students' learning process in order to achieve the proposed objectives. The unit has the following aspects: general and specific objectives, key ideas, a conceptual map, contextualization, contents (listening, speaking, reading, grammar and writing activities and evaluation), learning activities, evaluation, summary, bibliography and glossary.

## **2. OBJECTIVES**

### **GENERAL**

At the end of the second unit the student will be able to communicate in English in a basic level using the knowledge built in the first module, the one acquired in the first unit of this module and the present perfect (that is the grammar topic of this unit), through the development of the four communicative skills (listening, speaking, reading and writing) by means of different activities (among them student has some key ideas, a grammar chart followed by many exercises applying it) mainly focused on topics related to public administration, accountant and environmental gestion.

In the same way, through the development of the activities proposed, the student has the opportunity to think about the values a professional should have in his personal and professional life and the importance of autonomous learning as an important part of the process not only of building knowledge in English but also as a constant in his life.

## 2.2. SPECIFIC

- To listen, following the written text, and understand a job interview and socialize student's opinion related to the possibilities the public administrator has to obtain the job and why, based on the information given.
- To create and socialize orally a job interview using the acquired knowledge and the present perfect to tell about experiences in life.
- To read and understand a written text and based on the information, give student's point of view.
- To wide vocabulary to facilitate a better and more written and oral communication.
- To achieve an adequate development of autonomous learning.
- To reflect about the values a public administration should have as a citizen and as a professional, using the provided materials.
- To describe in written way some of the most important experiences each one has had in his life.

## 3. KEY IDEAS



To be able to present job interviews in English is very important because it permits to have access to other possibilities as well as to express aspects of our life that probably are not known in other contexts. In the same way it offers the opportunity to solve problems and to be in specific situations that permit to confront the job market.

On the other hand, the present perfect tense is used to talk about experiences in life until now. It is not important when they happened.

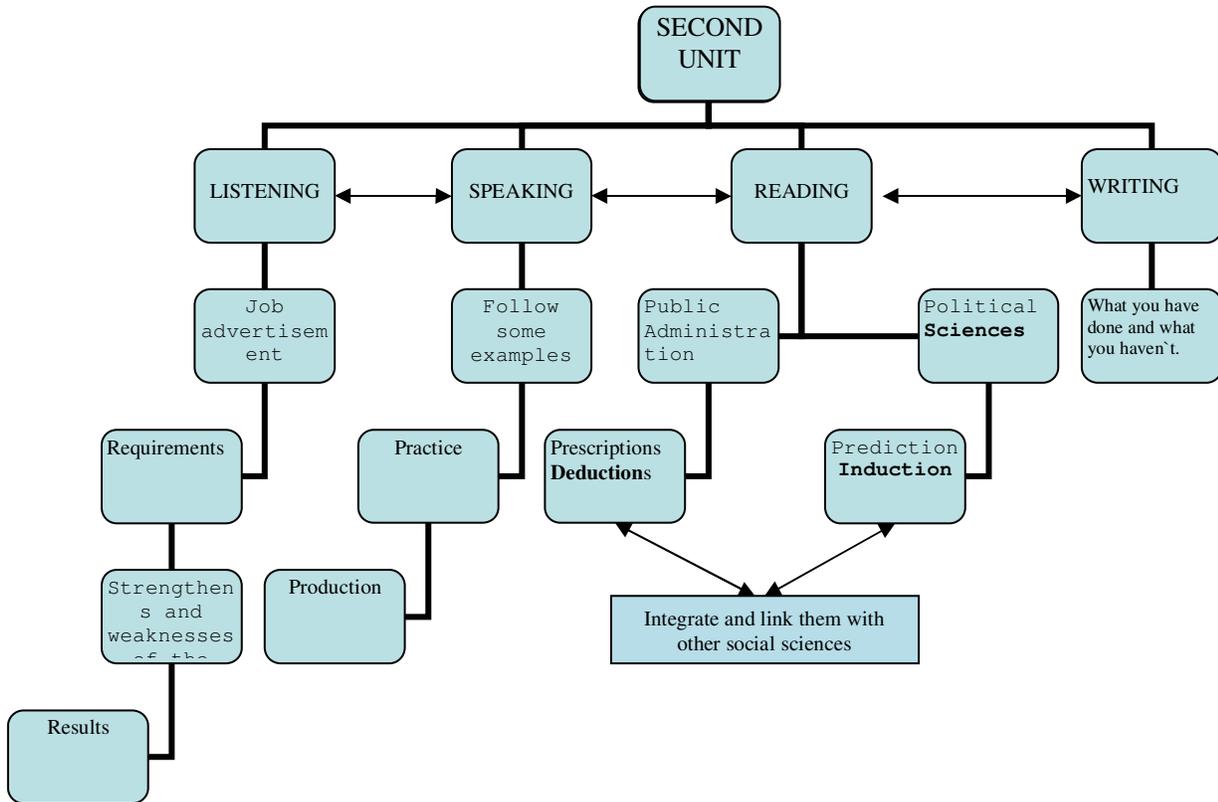
Finally, reading for specific information is known as scanning and it is a very important strategy to fortify the ability to extract main ideas and those that are required in determined contexts.

## SCOPE AND SEQUENCE

LISTENING	SPEAKING	READING	GRAMMAR	WRITING
Interview “applying for a job” (Listening for specific information)	Conversations about experiences in life. (individual, pair and group work)	About public administration (skimming, scanning, global and specific information)	Present perfect	About experiences in life. (outline, composing)

The second unit is worked in three presential classes each one with 4 hours: listening, 2 hours; speaking, 1 hour; reading revision, 2 hours; grammar, 2 hours; practice, 2 hours; writing, 1hour. The last two hours are for evaluation. Time for autonomous learning is different according to students’ needs and interests related to each one of the proposed activities.

#### 4. CONCEPTUAL MAP



#### 5. CONTEXTUALIZATION

Go to <http://www.youtube.com/watch?v=z0A9CnAHnks> and other videos from the United Nations about Public Administration. They will give you very clear and interesting information related to our field. In class share in oral way one of these videos and explain why it catches your attention.

## 6. CONTENT DEVELOPMENT

**6.1. LISTENING (2 hours). It is going to be developed in class.**

### Prelistening

Answer the following questions and share your answers with two other students.

Do you work? Yes, No.

What are the advantages and disadvantages of having a job at your?

### Listening

**Read the job advertisement.**

Does this job interest you?

Do you have any of the necessary qualifications to apply?

**PUBLIC ADMINISTRATOR \$ 20.000**

An international business company requires a public administration to help cover public affairs in Latin America.

The successful applicant will live in Miami and should:

- Have at least three years' experience as a public administrator
- Be fluent in English and if possible have some knowledge in French
- Have a degree in Public Administration
- Have excellent general culture
- Have excellent personal relationships
- Have leadership qualities.

2. Clara Martinez has applied for the job and is being interviewed. Listen to the interview. **I - Interviewer**      **C – Clara Martinez**

I      who do your work for at the moment, Mrs. Martínez?

C      Um. I work for a small private company in Ibagué called CAN

I      Ah, and how long have you worked there?

C      I've been with CAN for exactly three years.



C      I worked in an office as an assistant while I was studying.

I      Do you have experience as a public administrator?

C      Not in that field but I have worked with a lot of campaigns to preserve the environment in my department and the idea for the future is to expand the company for all the country. Now we are asking the government's help to do that. We strongly believe that all people have to work very hard in this field.

I      As you know, this job is based in Miami. Have you ever lived abroad?

C      No, I haven't. I have visited the United States many times and Europe twice, but not living abroad exactly.

I      Do you speak any foreign language?

C      Yes, I speak English fluently and I have some knowledge of French and Italian because I received classes at the University.

## Post-listening

Do you think she will get the job? Yes/No Why?

## 6.2. SPEAKING



### **Practice the interview with a partner.**

1. Prepare with a partner a job interview to present in class.
2. Ask and answer questions about experiences in life taking the one before as an example.

## 6.3. READING

### **Pre-reading**

Before reading the text try to guess what are the most important points of coincidence between political science and public administration. Share your points with a group of three more students.

### **Reading**

**Read the following extract of an article related to PUBLIC ADMINISTRATION By Donald F. Kettl.<sup>2</sup>**

**Political science has long been impatient** with public administration, a field grounded in the search for clear, convincing, prescriptive solutions to problems that rarely have good answers (and few answers remain good for long). **Implementation research has sought to shift the focus** from agency behavior to program results. Bureaucratic politics focused on explaining the behavior of key agency officials instead of its structure. **Public management has struggled to find** the sources of leverage on government's outcomes instead of designing its

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<sup>2</sup> See the complet text in [www.h-net.org/pubadmin/tfreport/kettl.pdf](http://www.h-net.org/pubadmin/tfreport/kettl.pdf).

processes. And **economic theories of bureaucracy have simply swept away** the century's detritus and replaced it with simple assumptions of self-interest and deductive models of the results these assumptions produce. For a field grounded in structures and processes, **it has become harder to defend answers** when so **many scholars have decided that the questions** are no longer interesting or important. While **public administration has labored** in the search for prescriptions, **political science increasingly has sought *predictions***. What are the repeating patterns of political life? How will voters vote, or judges decide? What motivations will drive the behavior of bureaucrats or elected officials? Public administration's prescriptions flow from a textured understanding of the rich complexity of administration. Political science's predictions build on an effort to simplify the analysis, find the driving assumptions and critical variables, and build replicable knowledge. Indeed, the rising importance of economic and rational models is an effort to boil down explanation to its central forces. **Public administration**, meanwhile, **has long built on complexity and explored conundrums**. **Theory in public administration has tended to deductive approaches**, while **political science has moved more to induction**, which requires stripping complex behavior down to its core components. As **political science has struggled to win respect** for itself among social sciences—especially economics—by moving toward ever more-abstract analysis, **public administration has been faced with a governmental world** that has, if anything, become more complex. It is little wonder, therefore, that the marriage is under strain.



There are very hopeful signs that these struggles are shifting, however. Some **public administration scholars have sought** to integrate administration with formal theory, on formal theory's own turf. Some **public administration scholars have used network** approaches to advance organization theory and to link it

with other social sciences. **Other scholars have moved far past the “it’s complicated!”** explanation in which implementation research was trapped for a decade. More broadly, **skilled scholars have woven** together the bureaucratic politics, implementation, public choice, and traditional public administration approaches into fresh and useful syntheses. From the other side, **the political science discipline has come to understand**—if sometimes grudgingly and never universally—the centrality of administration. **Administrative reform has become a critical touchstone** for comparative politics. **Notions of civic engagement have linked public administration to political theory.** International relations and political economy increasingly hinge on the behavior of interesting administrative mechanisms like the International Monetary Fund. And any careful understanding of American institutions is increasingly informed by the role of federalism and bureaucracy. Meanwhile, **public administrationists have devoted themselves** to becoming major institutional players within APSA again. It would be an exaggeration to say that **public administration has returned to the central role** it enjoyed at the founding of the APSA. But it is also clear that **the subfield has become ever more central** to the puzzles driving modern political science: in part because **its scholars have consciously sought to speak** in the language that the rest of the discipline understands, and in part because the rest of the discipline has come to understand better that it ignores administration at its intellectual peril.

### Post-reading

1. Pay special attention to the words in bold. Can you deduce the grammar rule about the present perfect tense? Compare your findings with the grammar section.



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2. Answer the following questions based on the reading:



a. What changes has public administration had and Why?

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3. What kind of relationship does public administration have with politics?

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#### 6.4. GRAMMAR

## PRESENT PERFECT

### Use 1. Actions which started in the past and are still continuing

The present perfect is often used for actions which started at some time in the past, and are still continuing now. Often, the words *for* (with a length of time) and *since* (with a starting time) are used along with the present perfect.



He has lived in Bogotá for ten years.

(He started living in Bogotá ten years ago, and he's still living there now)

She has studied at the ESAP since 2007.

(She started studying at the ESAP in 2007, and she's still studying there now.)

### Use 2: Actions which happened at some unknown time in the past

Sometimes, it's important to say that something *happened* (or didn't happen), but it's not important (or not known) *when* it happened. In this case, we can use the present perfect too. In this case, we often use the words *already*, *yet*, *ever* or *never* along with the present perfect. These words usually go before the past participle in the sentence.

**1. Already.** It is used in statements and goes between the verb have and the past participle.

They have already bought a computer

I've already seen that film. I don't want to see it again. (It doesn't matter when I saw it.)

**2. Yet.** It is used in questions and negative statements and goes at the end of the sentence.

Have you changed your place yet?

You haven't posted the letter yet?

**3. Ever.** It is used in questions and goes between the verb have and the past participle.

Have she ever sung in front of many people?

**4. Never.** It is used to make a negative statement and goes between the verb have and the past participle.

I have never met a famous person.

***Use 3: Actions which happened in the past, but have an effect in the present.***

*In this case, the action happened at some time in the past, but the effect of the action is still important now. It's easiest to understand this use if we compare present perfect sentences with simple past sentences.*



### **Contrast Between Simple Past and Present Perfect.**

<b>Tense</b>	<b>Sentences</b>	<b>Meaning</b>
<b>Present perfect</b>	I've lost my keys	I haven't found the keys yet. They 're still missing
	He's broken her arm	The arm is still injured
<b>Simple past</b>	I lost my keys yesterday	I've probably found them again already
	He broke his arm	The arm is probably OK by now.



## 6.5. *WRITING*

### **Pre-writing**

Revise on internet the most important things remarkable people have lived in their lives, pay special attention to the way they are written.

### **Writing**

Write a ten-line paragraph about the most important experiences you have lived. Also some things you haven't done or you haven't lived.

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### **Post-writing**

With three more students, read the biographies of all of you and try to correct any mistake you have written. Discuss the findings with your friends and if you have doubts, revise your notes, your dictionaries or ask your tutor.

## 7. LEARNING ACTIVITIES



**Now, I am going  
to practice and  
revise my  
knowledge!!!**

Now, with the following exercises you have the opportunity to practice the topics introduced in this unit. As a suggestion, develop them before class in order to have an internalization period of concepts, vocabulary, ideas, etc, and revision of other material to complement the one provided in the unit. After that, in class, students and teacher are going to have a revision, clarification of doubts and socialization of the work done and the personal reflections about the proposed exercises and activities. **In order to participate in the plenary you should go to class with all the exercises and activities done!!!**

**1. Complete the following conversation:**

JENNIFER \_\_\_\_\_ you ever \_\_\_\_\_ anyone famous (meet)

SCOTT Yes. I \_\_\_\_\_, actually. When I \_\_\_\_\_ in Mexico on vacation. (be).

JENNIFER Really? Who \_\_\_\_\_ you \_\_\_\_\_? (meet)

SCOTT Bono. He \_\_\_\_\_ in the same restaurant as me. (be).

SCOTT \_\_\_\_\_ your mother ever \_\_\_\_\_ to a rock concert? (be).

JENNIFER Yes, she \_\_\_\_\_. She \_\_\_\_\_ to one or two when she was young. (go).



3.

- a. Complete the story. Put the verb in brackets into the Present Perfect or Past Simple Tense. (Adapted from Headway Elementary. Oxford University Press, p. 19)

### A SAD STORY OF A SAD MAN



One Sunday evening two men (a) \_\_\_\_\_ (meet) in a London pub. One of them was very unhappy.

“Life is terrible, everything in the world is really boring”, he said.

“Don’t say that”, said the other man. “Life is marvelous! The world is so exciting! Think about Italy. It’s a wonderful country, (b) \_\_\_\_\_ your ever \_\_\_\_\_ (be) \_\_\_\_\_ you ever \_\_\_\_\_ (be) there?”

“Oh, yes. I © \_\_\_\_\_ (go) there last year and I (d) \_\_\_\_\_ (not like) it”.

“Well, (e) \_\_\_\_\_ you \_\_\_\_\_ (be) to Norway? (f) \_\_\_\_\_ you ever \_\_\_\_\_ (see) the midnight sun?”

“Oh, yes. I (g) \_\_\_\_\_ (go) in 2004 and I (h) \_\_\_\_\_ (see) the midnight sun. I (i) \_\_\_\_\_ (not enjoy) it.”

“Well, I (j) \_\_\_\_\_ just \_\_\_\_\_ (return) from a Safari in Africa. (k) \_\_\_\_\_ you \_\_\_\_\_ (visit) Africa yet?”

“Yes. I (l) \_\_\_\_\_ (go) on safari in Africa last year and I (m) \_\_\_\_\_ (climb) Mount Kilimanjaro. It was really boring”.

“Well, said the other man, “I think that you are very ill. Only the best psychiatrist can help you. Go to see Dr. Greenbaum in Harley Street”.

“I am Dr. Greenbaum”, answered the man sadly.

\_\_\_\_\_

Taken from Headway. Oxford University Press, 1998.

**b. What do you think the teaching of the story for you is? Write it.**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**c. What values do the man in the story need to have in order to live a better life?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4.Reorder the words in these sentences. The word beginning each sentence is underlined.**

a. movie – I – started – – already – have - the

\_\_\_\_\_.

b. hasn't – her – yet – homework – She – Done

\_\_\_\_\_.

c. yet – divorced – They – got – have – not . their

\_\_\_\_\_.

d. Peter – – come – hospital – - Has – ?

\_\_\_\_\_.

e. sent – I – all – already – cards – have – Christmas - my

\_\_\_\_\_.

### 5. Evaluation

In order to evaluate the knowledge you have achieved in this unit, go to [www.co.uk/worldservice/learningenglish/](http://www.co.uk/worldservice/learningenglish/) and do all the exercises of the section “The Handy Guide to the gurus of management”. Prepare an oral and written report about it.

### 8. SELF-EVALUATION (2 hours)

#### PORTFOLIO

This Portfolio helps you to keep a record of your work progress to collect your language achievements and the difficulties and needs you have to overcome in order to have a better command of the language.

b) Complete the information according to your learning of this unit.



MY PERFORMANCE IN THIS UNIT	could be	Well	very well
-----------------------------	-------------	------	--------------

	<b>better</b>		
<b>Objectives:</b> I fulfilled the objectives of this unit.			
<b>Listening</b> I can listen and understand the information provided by the CD and infer consequences from it.			
<b>Speaking:</b> <ul style="list-style-type: none"> <li>- I can communicate fluently in oral way using the future tense and the modal verbs</li> <li>- I can solve problems using oral English</li> </ul>			
<b>Reading:</b> I can read and understand a text about public administration through time.			
<b>Grammar</b> I can use the grammar of the unit in oral and written way			
<b>Vocabulary</b> I can use the vocabulary of this unit in oral and written way.			
<b>Writing</b> I can write a paragraph about the most important experiences in my life.			



**b) Answer the following questions:**

- Have I achieved the learning goals at end of Unit 2? Yes, No, Why?
- What did I do to achieve these goals?

**c) My new learning goals at the end of Unit 2:**

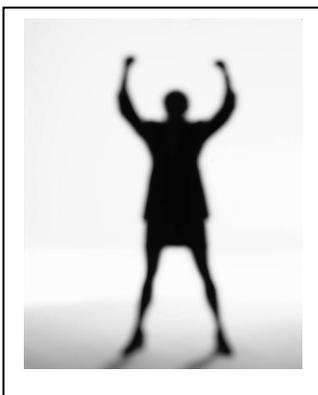
I think I need to work more

on: \_\_\_\_\_  
\_\_\_\_\_

**d) What have I discovered about my learning?**

**THINK ABOUT** Interesting things I have learned about the subject, other people and myself.

## 9. SUMMARY



presented.

In this second unit, listening activities (related to a job interview, that is in the module and into the CD and it is an example for the students to create and practice their own), reading exercises where the relations between public administration and politics can be appreciated, the grammar related to the present perfect tense and writing activities where students have the opportunity to describe the most important experiences in their lives, were

The present perfect tense is one of the most used grammar tenses in English and for this reason it is necessary to have clarity about it. Learning is achieved in different ways and one of them is continuous practice, in this case practicing the four communicative skills paying special attention to the use of this grammar point.

## **10. BIBLIOGRAPHY**

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## WEBGRAFIA

[www.google.com](http://www.google.com). Texts about public administration.

[www.youtube.com](http://www.youtube.com) . Videos related to Public Administration.

[www.bbclearningenglish](http://www.bbclearningenglish.com) . News, articles, videos.

La presente relación de páginas de Internet es muy importantes para emprender y complementar el aprendizaje del inglés-

[Breaking News English](http://www.breakingnewsenglish.com/) <[www.breakingnewsenglish.com/](http://www.breakingnewsenglish.com/)> -- English news lessons: Free EFL/ESL lesson plans, handouts and podcast for current events lessons, business English and listening.

[ReadEnglish.net](http://www.readingenglish.net) <<http://www.readingenglish.net>>-- a FREE reading program; connects to **news** stories/articles at the [Voice of America Special English](http://www.voanews.com) site, rates the articles by difficulty, and indicates a word count. When reading the article, students can **click on unknown words and get linked to a dictionary of their choice**—English-English (choices include British or American English) for a dictionary definition. In addition, when in the VOA site, **students can download the article for listening** and read along while they are listening!!!!

[The Complete Lexical Tutor](http://132.208.224.131/CallWild/) <<http://132.208.224.131/CallWild/>> -- includes a link to *The Call of the Wild* for reading and listening

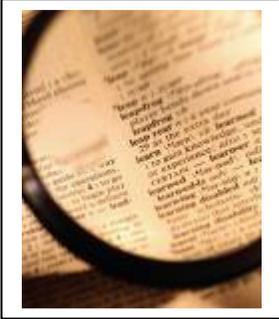
[Movie Scripts](http://www.script-o-rama.com/table.shtml) <<http://www.script-o-rama.com/table.shtml>> -- Watching movies is a fun way to improve your English! At this site, you'll find original movie scripts for lots of movies. To read the script just click on the name of a movie.

## NEWS

[CNN Learning Resources](http://literacynet.org/cnnsf/archives.html) <<http://literacynet.org/cnnsf/archives.html>> -- News stories accompanied by Real Video and/or RealAudio! Stories come in original, abridged and outline form. Many exercises to check **reading comprehension** (vocabulary, word selection, multiple choice, sequencing, conclusions) and practice **writing reactions** (Your Turn).

[\*\*The New York Times Learning Network\*\*](#) and [\*\*The New York Times Daily News Quiz\*\*](#)—lesson plans, articles, quizzes for English Language learners on [American History](#), [Global History](#), [Civics](#), [Language Arts](#), [Math and Economics](#), [Science and Health](#), [Fine Arts](#), [Social Studies](#), [Geography](#), [Technology](#).

## 11.GLOSSARY



These are some of the new words you worked in this unit. Revise their meaning and practice using them in puzzles, revising their categories and with spelling exercises.

**Approaches:** to come near or nearer to something or someone in space, time, quality or amount.

**Detritus:** Waste material or rubbish, especially that left after a particular event.

**Instead of:** In place of someone or something else.

**Meanwhile:** Until something expected happens, or while something else is happening:

**Peril:** Great danger, or something that is very dangerous. Do something that might be very dangerous for you.

**Puzzle:** To cause someone to feel confused and slightly worried because they cannot understand something, or to think hard about something in order to understand it. A situation which is difficult to understand. A game or toy in which you have to fit separate pieces together, or a problem or question which you have to answer by using your skill or knowledge.

**Remain:** To stay in the same place or in the same condition. To continue to exist when other parts or other things no longer exist.

**Shift:** To (cause something or someone to) move or change from one position or direction to another, especially slightly.

**Struggled:** To experience difficulty and make a very great effort in order to do something. To move somewhere with great effort. To be in danger of failing or being defeated.

**Swept way:** to remove and/or take in a particular direction, especially in a fast and powerful way. To move, especially quickly and powerfully.

**Turf:** The surface layer of land on which grass is growing, consisting of the grass and the earth in which its roots grow, or a piece of this which is cut from the ground and is usually rectangular. The sport of horse racing. To cover a piece of land with turf.

ESCUELA SUPERIOR DE ADMINISTRACION PUBLICA

## ADMINISTRACIÓN PÚBLICA TERRITORIAL

### Unit three choosing the best professional options

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## **1. INTRODUCTION**

This third unit of Module II is presented to guide the students' learning process in order to achieve the proposed objectives. The unit has the following aspects: general and specific objectives, key ideas, a conceptual map, contextualization, contents (listening, speaking, reading, grammar and writing activities and evaluation), learning activities, evaluation, summary, bibliography and glossary.

## **2. OBJETIVES**

### **2.1.GENERAL**

To achieve effective communication in listening, speaking, reading and writing, according to the level of English acquired in the first module, the first two unit of this module and the personal and professional experiences mainly in oral and written documents related to public administration, accountant and environmental gestion and daily life situations that require the passive voice.

### **2.2. SPECIFIC**

- To listen, following the written text, and understand aspects of Stephen Hawking's life to complete information.
- To orally inform about the life of a person who has done important contributions to the life of a group of people or to the mankind, using the acquired knowledge and the practice of the passive voice.

- To read and identify the advantages that different written texts offer and based on the information given, decide which one is the best option.
- To wide vocabulary to facilitate a better and more written and oral communication.
- To achieve an adequate development of autonomous learning.
- To reflect about the values a public administration should have as a citizen and as a professional, using the provided materials.

### 3. KEY IDEAS

The life of a scientific as Stephen Hawking is an example of how to overcome difficulties in life and to become them strengths and with effort, constancy and dedication, to achieve important personal and professional objectives for own benefit and in this case for the humanity.



In the passive voice people are more interested in what is going on instead of in who is doing the action. In other words, the subject of the sentence is not important. In opposition in the active voice the most important part of the sentence is the subject of it.

In this unit, it is shown a set of options to study a postgraduate program in public administration in a foreign country. The student has the opportunity to identify the advantages that some universities offer in order to make a decision about the best one according to the skills, interests and likes of the student.

## SCOPE AND SEQUENCE

LISTENING	SPEAKING	READING	GRAMMAR	WRITING
Radio program (Gist, global and specific understanding)	Role play Individual, pair and group work	Choosing a post-graduate program in a foreign country (scanning, skimming, note-taking)	Active Voice Passive Voice	A biography (Free writing by expansion)

This third unit is worked in two sessions of 4 hours each one: listening, 1 hour; speaking, 1 hour; reading revision, 1 hour; grammar, 1 hour; practice, 1 hour; writing, 1 hour. The last two hours are dedicated to the final evaluation.

### 4. CONCEPTUAL MAP



## 5. VIDEO OF CONTEXTUALIZATION

Go to <http://www.youtube.com/watch?v=soUwZtFgTJQ> where you find information related to Stephen Hawking's life and achievements. Think about the very important things he has done in spite of his physical condition, giving to us an excellent example of success, will, perseverance and love for the humankind. Socialize your ideas in oral way in a plenary.

## 6. CONTENT DEVELOPMENT

### 6.1. LISTENING

#### Prelistening

Think of a person you admire for his/her generosity, intelligence or other qualities and tell about this person to your group.

#### Listening

**Listen and read the following biography of STEPHEN WILLIAM HAWKING<sup>3</sup>**

Stephen William Hawking was born to Dr. Frank Hawking, a research biologist, and Isobel Hawking, a political activist. He had two younger sisters, Philippa and Mary and an adopted brother, Edward. Though Hawking's parents were living in North London, they moved to Oxford while Isobel was pregnant with Stephen, desiring a safer location for the birth of their first child (London was [under attack](#) at the time). After Hawking was born, the family moved back to London

In 1950, Hawking and his family moved to [St Albans](#) where he studied at St. Albans School from 1950 to 1953. He was a good, but not an exceptional, student. When asked later to name a teacher who had inspired him, Hawking named his

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<sup>3</sup> Adapted from [www.google.biographies..com](http://www.google.biographies..com)

Mathematics teacher, Mr. Tahta. He maintains his connection with the school, giving his name to one of the four houses and to an extracurricular science lecture series. He has visited to deliver one of the lectures and has also granted a lengthy interview to pupils working on the school magazine, *The Albanian*.

**Hawking was always interested in science.** He enrolled at University College Oxford, with the intent of studying maths, although his father preferred he go into medicine. It was here that he met his life-long friend Joshua Adamson. Since **mathematics was not offered at University College**, Hawking instead chose physics. It was only necessary for him to know that **something could be done**, and he could do it without looking to see how other people did it. He didn't have very many books, and he didn't take notes. Of course, his mind was completely different from all of his contemporaries.



After receiving his B.A. degree at Oxford University in 1962, he stayed to study astronomy. He decided to leave when he found that studying sunspots, which was all **the observatory was equipped** for, did not appeal to him and that **he was more interested in theory than in observation**. He left

Oxford for Trinity Hall, Cambridge, where he engaged in the study of theoretical astronomy and cosmology.

Almost as soon as he arrived at Cambridge, he started developing symptoms of amyotrophic lateral sclerosis (colloquially known as Lou Gehrig's disease), a type of motor neuron disease which would cost him almost all neuromuscular control. During his first two years at Cambridge, he did not distinguish himself, but, after the disease had stabilized and with the help of his doctoral tutor, Dennis William Sciama, he returned to working on his .Ph.D. He revealed that he did not see much point in obtaining a doctorate if he were to die soon. Hawking later said that the real turning point was his 1965 marriage to Jane Wilde, a language student. After gaining his Ph.D., Stephen became first a Research Fellow, and later on a Professorial Fellow at Gonville and Caius College.

**Hawking was elected** as one of the youngest Fellows of the Royal Society in 1974, **was created a Commander of the Order of the British Empire in 1982**, and became a Companion of Honour in 1989. Hawking is a member of the Board of Sponsors of The Bulletin of the Atomic Scientists.

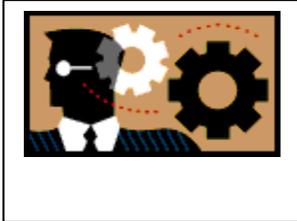
Jane Hawking, Hawking's first wife, with whom he had three children, cared for him until 1991 when the couple separated, reportedly due to the pressures of fame and his increasing disability. Hawking married his nurse, Elaine Mason (who was also the previous wife of David Mason, designer of the first version of Hawking's talking computer), in 1995. In October 2006, Hawking filed for divorce from his second wife.

In 1999, Jane Hawking published a memoir, *Music to Move the Stars*, detailing her own long-term relationship with a family friend whom she later married. Hawking's daughter Lucy Hawking is a novelist. Their son Robert Hawking emigrated to the United States, married, and has one child, George Edward Hawking. Reportedly, **Hawking and his first family were reconciled in 2007.**

At the celebration of his 65th birthday on 8 January 2007, Hawking announced his plans for a zero-gravity flight in 2007 during which he experienced weightlessness eight times, it took place on 26 April 2007. He became the first quadriplegic to float free in a weightless state. This was the first time in 40 years that he moved freely, without his wheelchair. The fee is normally US\$3,750 for 10-15 plunges, but Hawking was not required to pay the fee. A bit of a futurist, **Hawking was quoted** before the flight saying "Many people have asked me why I am taking this flight. I am doing it for many reasons. First of all, I believe that life on **Earth is at an ever increasing risk of being wiped out** by a disaster such as sudden nuclear war, a genetically engineered virus, or other dangers. I think the human race has no future if it doesn't go into space. I therefore want to encourage public interest in space".

## Post listening

Think about the three most important moments you think Stephen Hawking has lived in his life and explain why?



a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

b) \_\_\_\_\_  
\_\_\_\_\_.

c) \_\_\_\_\_  
\_\_\_\_\_.

What values can we learn from Stephen Hawking as a scientist and as a human being?



### 6.2. SPEAKING

Prepare an oral presentation about the life of a person that has done important advances to the humanity. Present it to the class.

### 6.3. READING

#### Pre-reading

Which university you think offers the best quality in the field of public administration round the world? Why?

Suppose your best friend, who is a Public Administrator, is thinking about studying a master in a foreign country.

1. Read the revision he makes about some university programs that offer a master degree in this career in different parts of the world.



a) **Public Administration is concerned** with the formulation, analysis and implementation of public policy in urban institutions. With an interdisciplinary focus, this program gives special emphasis to the urban community and the special challenges of public managers who serve in urban areas. **The curriculum is designed** to develop leadership capacity, understanding of the political, social, and economic characteristics of today's urban environment and the ability to apply current theories of management and analysis to difficult management issues. **The program is meant** as preparation for those entering management careers in government for the first time or as career development for those already employed who are seeking upward mobility in public management.

A hallmark of the MPA program is its distinguished faculty that combines extensive academic and field experience in public administration with a wide range of related backgrounds. **The permanent faculty is comprised** of several professors with urban management experience augmented by several adjunct professors with impressive credentials in city management...UT Arlington/Fort Worth Center conducts information sessions about the MPA program approximately three times per year. These forums are free and last approximately one hour.<sup>4</sup>

**b) What is an MPA? The Aberdeen Business School**

**The MPA degree is an internationally-recognised and well-regarded** postgraduate qualification **specifically designed** for the public service managers

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<sup>4</sup> Taken from: [w ww.uta.edu/fortworth](http://w ww.uta.edu/fortworth). University of Texas.

and leaders of tomorrow. The MPA programme helps students to develop the capacity to effectively implement the policies and programmes that matter to society whilst dealing with the political, organisational and financial issues that this challenge brings. At RGU, we believe that **this is best done** through a programme which **is specifically designed** with the public service practitioner in mind. Master of Business Administration (MBA) programmes primarily prepare their graduates for leadership in the private sector. We believe that the political realities and public interest considerations of contemporary public administration require a distinctive approach for a distinctive set of challenges<sup>5</sup>.

*c) **University of Rhode Island. The M.P.A. program is a late afternoon and evening program offered cooperatively by the University of Rhode Island and Rhode Island College. The program's core curriculum is conveniently offered in the late afternoons and evenings in downtown Providence at URI's Feinstein Providence Campus. The M.P.A. program is designed to accommodate part-time and full-time students, as well as those who are interested in taking courses for a better understanding of the public sector. Subject to applicable rules and regulations, courses may also be taken by state employees for incentive credits. Application to the Program is easily accomplished on-line.***

The program currently has more than 60 matriculating students. The size of this program allows for students to have more one-on-one interaction with the professors of the department, as well as affording students the opportunity to direct their studies according to their personal interests. The MPA Director works with

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<sup>5</sup> Taken from: [w ww.uta.edu/fortworth](http://w ww.uta.edu/fortworth). The aberdeen business school.

matriculating students to develop their Plan of Study in line with the student's professional goals<sup>6</sup>.

**d) Devry University. Professionals in public administration are needed** to coordinate and direct the services of nonprofit, healthcare and governmental agencies. The Public Administration program prepares you to implement the goals and shape the future of a wide range of service organizations. Our curriculum combines theory and practice to provide you with the knowledge and leadership skills to succeed in this dynamic field.

Learn from seasoned administrators. **Our faculty members are seasoned administrators** who will help you develop your understanding of key concepts needed to succeed in multi-disciplinary nonprofit, healthcare and government environments. You will study public policy formulation and implementation, budgeting, proposal and project development, and more. Your credential from Keller will show that **you are prepared to meet** the needs of the organization you serve<sup>7</sup>.

**e) MONTANA UNIVERSITY. Admission Requirements**

**To be admitted to the MPA program**, prospective degree candidates must have completed a bachelor's degree at an accredited college or university with a 3.0 GPA (grade point average) during the last two years of their undergraduate education. A score of 500 on the Verbal Aptitude or **a combined score of 1,000 on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) is expected.** The verbal score is the more important score here. Applicants will also submit three letters of recommendation. The Political Science Department makes a recommendation to the Division of Graduate Education (DGE) regarding admission. However, **the final decision is made by the DGE. Applications may be obtained** from either the Political Science Department (406-994-4141), the

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<sup>6</sup> [www.uta.edu/fortworth](http://www.uta.edu/fortworth). Devry university

<sup>7</sup> [www.uta.edu/forworth](http://www.uta.edu/forworth). Montana university.

Division of Graduate Education office, **Information and scheduling of the (GRE) may be obtained** from MSU's Testing Service at 406-994-6984, or on-line at the above address.

**Provisional admission may be granted** to a student whose application shows reasonable potential for effective graduate work even though the student's record may be deficient in some area. A decision to recommend **provisional admission to the Division of Graduate Education for an applicant may be based** on prior work experience, success in another academic field, completion of supplemental course work, or other criteria pertinent to academic success. **A provisionally admitted student will be informed** of any special requirements to be met in order to be granted full graduate status. Upon meeting the specified requirements, recommendations of the Political Science Department, and with approval of the Dean of Graduate Education, a student on provisional status may be advanced to full graduate standing. Full graduate standing is usually considered only after completion of nine or more credits of satisfactory graduate work.

Dalhousie University's Master of Public **Administration (MPA) is an 18-credit professional program designed 'to equip** students with the management skills required by public service organizations and an understanding of the organization, processes and policies of government, its public agencies, and the policy groups that work in the public sector.' Interested individuals may also pursue 1 of 2 combined degrees including a 3-year MPA/MLIS (Master of Library and Information Science) or a 4-year MPA-LLB (Law). The MPA/MLIS is the only program of its kind in Canada. Offered jointly by the School of Public Administration and School of Library and Information Studies, **the MPA/MLIS is targeted at individuals who are seeking an administrative or managerial career** in a public sector organization. **The MPA/LLB is primarily designed for individuals** aspiring either to 'a public service career in departments or agencies where a knowledge of the

law is desirable as a requirement for career placement and /or advancement' or to garner knowledge of public administration prior to practicing law<sup>8</sup>.

f) University of Phoenix

The Master of Business Administration in Public Administration program (**MBA/PA**) **is designed to enhance the management skills** students need to function effectively within **an organization. Emphasis is placed** on quantitative analysis of business information to improve business decision making. To prepare students for this decision-making role, the MBA/PA has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. **The most current techniques or tools are applied** to these theories to allow students to practice making decisions to solve a wide range of problems. The Public Administration specialization addresses public policy analysis and public financial management. Throughout the specialization learners explore the varying needs of internal and external stakeholders in the public sector and how public managers can tailor their communication and problem solving approach to each group<sup>9</sup>.

g) University of Oklahoma

As a professional management program, **our degree is also widely recognized** in the private sector. Our graduates have received numerous awards, including appointment to the prestigious White House Fellows program and the Presidential Management Intern program.

Programs in Public Administration were one of the first programs in the nation to develop and provide a quality graduate professional degree to students at locations

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<sup>8</sup> [www.uta.edu/fortworth](http://www.uta.edu/fortworth). University of Phoenix

<sup>9</sup> [www.uta.edu/fortworth](http://www.uta.edu/fortworth). University of Oklahoma

away from the main campus. **Our commitment to providing a solid professional education to our students is well known** in the academic and professional world of public administration. **Our faculty and staff are committed to assisting students** in developing their full potential.

**The Master of Public Administration degree is the recognized** terminal professional degree for those seeking employment in the public sector. **Our graduate degree is specifically designed** to provide an understanding and knowledge of government and management. **Emphasis is placed on administrative concepts, processes and techniques that are associated with managing the public's business.** The program blends the theoretical with the practical dimensions of administration and encourages a broadened academic and professional perspective<sup>10</sup>.

h) Richmond school of Law

Dual Degree Programs: Master of Public Administration. **The dual degree program is designed** to provide its graduates with two degrees--Juris Doctor and Master of Public Administration--attesting to competency in both law and public administration. The program recognizes the role of law in public policy and public affairs, and prepares professionals versed in the values, knowledge, and skills of both fields to bring an integrated base of competency to the work of government.

**A student who is accepted into the dual degree program will be permitted to count one semester's work** in the law school toward meeting the master's degree requirements in the Department of Public Administration at VCU, **and one semester's work in the VCU Department of Public Administration will be counted** toward meeting the graduation requirements of the law school. This will enable participants in the dual degree program to complete the requirements of the J.D. and the M.P.A. degrees in four years. **Applicants for this program are**

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<sup>10</sup> [www.uta.edu/fortworth](http://www.uta.edu/fortworth). Richmond school of Law

**required to meet admission standards** in both the law school and the VCU Department of Public Administration<sup>11</sup>.

### Post reading

1. Pay special attention to the sentences in bold. Try to infer a grammar rule from them. Help you with the Grammar Section.
2. Make a list of the most important advantages and positive points of each one of the offered program and help your friend to decide where to go and why.

1	2	3	4	5	6	7	8

3. Make a decision and support your choice.

### 6.4. GRAMMAR



Sentences can be active or passive. Therefore, tenses also have "active forms" and "passive forms." You must learn to recognize the difference to successfully communicate in English.

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<sup>11</sup> Ibid.

## **Active Form**

In active sentences, the person or thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

Examples: Peter does his homework.

Isabel and Carla sing beautiful songs every day.

## **Passive Form**

In passive sentences, the person or thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. You can use the passive form if you think that the thing receiving the action is more important or should be emphasized. You can also use the passive form if you do not know who is doing the action or if you do not want to mention who is doing the action. It is used in the following situations:

1. When the agent is unimportant, obvious or unknown. My car's been painted (We don't know who did this)

2. When the main topic of the sentence is not the agent. In English, the main topic of the sentence normally comes at the beginning, and new information about it comes at the end. If the agent is not the main topic, we use the passive.

President Kennedy was killed in 1963, when he was still very young.

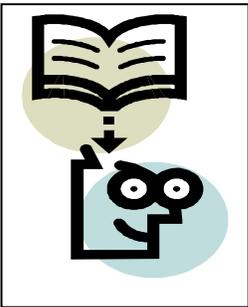
3. In formal texts. In formal texts, the passive is preferred because it sounds less personal. This is especially true in scientific, technical or academic writing.

Coca-Cola is enjoyed all over the world. 1.6 billion gallons are sold every year, in over one hundred and sixty countries.

**SUMMARY**

	ACTIVE	PASSIVE
Present Simple	It makes	It is made
Present Continuous	It is making	It is being made
Present Perfect	It has made	It has been made
Past Simple	It made	It was made
Past Continuous	It was making	It was being made
Future Simple	It will make	It will be made
Modals(must, can, may, etc)	It must/can/may make	It must/can/may be made

**6.5. WRITING**



Write in a twelve lines paragraph, your own biography using the topics you have learned in this module.

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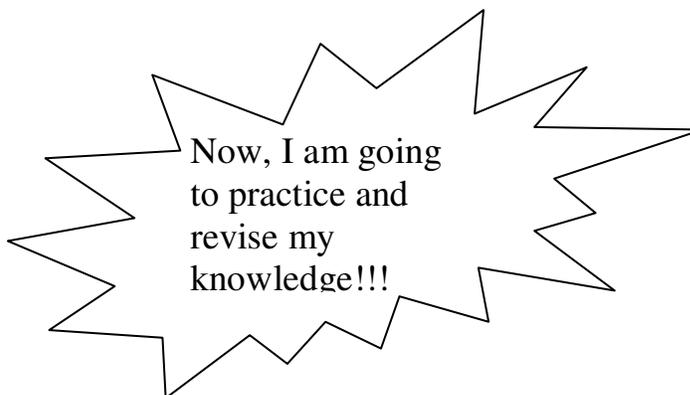
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## 7. LEARNING ACTIVITIES



Now, with the following exercises you have the opportunity to practice the topics introduced in this unit. As a suggestion, develop them before class in order to have an internalization period of concepts, vocabulary, ideas, etc, and revision of other material to complement the one provided in the unit. After that, in class, students and teacher are going to have a revision, clarification of doubts and socialization of the work done and the personal reflections about the proposed exercises and activities. **In order to participate in the plenary you should go to class with all the exercises and activities done!!!**

1. Put the following sentences into the passive voice

a) They make paintings in that studio.

---

b) They built that building last year.

---

c) The students will finish the classes by April.

---

d) They are painting the houses this week.

---

e) They make these toys of different materials.

---

f) Charles painted his office last month.

---

g) Our tennis team won the three last matches

---

**2. Look at the following sentences and write questions using the passive form:**

a) Carla was taken to a hospital because she had a health problem. (ask why)

Why was Carla taken to a hospital?

b) Tickets for Juanes' Concert are sold at the most important music stores. (ask where)

---

c) Spanish is learned as a foreign language in many countries. (ask where)

---

d) Because of his geniality Pele was recognized as the best football player (ask why)

---

e) The film was directed by Tarantino (ask what)

---

### **3. Evaluation**

In order to evaluate the knowledge you have achieved in this unit, go to [www.co.uk/worldservice/learningenglish/](http://www.co.uk/worldservice/learningenglish/) and explore the section “The Stephen Keeler Column”. Join him in his travels and prepare an oral and written report about some of them.

## **8. EVALUATION 2 hours**

### **PORTFOLIO**

This Portfolio helps you to keep a record of your work progress to collect your language achievements and the difficulties and needs you have to overcome in order to have a better command of the language.

Complete the information according to your learning of this unit.



MY PERFORMANCE IN THIS UNIT	could be better	well	very well
<b>Objectives:</b> I fulfilled the objectives of this unit.			
<b>Listening</b> I can listen and understand the information provided by the CD and expand my knowledge about an important scientific.			
<b>Speaking:</b> <ul style="list-style-type: none"> <li>- I can communicate fluently in oral way using the future tense and the modal verbs</li> <li>- I can solve problems using oral English</li> </ul>			
<b>Reading:</b> I can read different texts about the same topic and identify the most relevant information from them			
<b>Grammar</b> I can use the grammar of the unit in oral and written way			
<b>Vocabulary</b> I can use the vocabulary of this unit in oral and written way.			

<b>Writing</b> I can write my biography.			
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**c) Answer the following questions:**

- Have I achieved the learning goals I made at the end of Unit 3?
- What did I do to achieve these goals?

**d) My new learning goals at the end of Unit 3:**

I think I need to work more on:

**e) What have I discovered about my learning?**

Interesting things I have learned about the subject, other people and myself.

**9. SUMMARY**

In this third unit, listening, speaking, reading and writing activities related to Stephen Hawking's life were done. Based on his life people in class thought about his achievements and life in general and based on it, students prepared a biography of a person they admire and who has done important contributions to a group of people or a community in general. Then students wrote their own biography.

In reading people in class had the opportunity to read and analyze different offerings of postgraduate programs in public administration from very important universities around the world in order to revise the most important aspects of them and make a decision about the best option. Finally, the passive voice is explained and students have the opportunity to practice it with different topics related to Public Administration, Accountant and Finance.

## 10. BIBLIOGRAPHY

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WATSON, Douglas y HASSET, Wendy. Local government management. Current issues and best practices. New York: American Society of Public Administration, 2003.

### WEBGRAFIA

[www.google.com](http://www.google.com). Texts about public administration.

[www.youtube.com](http://www.youtube.com) . Videos related to Public Administration.

[www.bbc.learnenglish](http://www.bbc.learnenglish) . Articles, news, videos.

La presente relación de páginas de Internet es muy importantes para emprender y complementar el aprendizaje del inglés.

[Breaking News English](http://www.breakingnewsenglish.com/) <[www.breakingnewsenglish.com/](http://www.breakingnewsenglish.com/)> -- English news lessons: Free EFL/ESL lesson plans, handouts and podcast for current events lessons, business English and listening.

[ReadEnglish.net](http://www.readingenglish.net) <<http://www.readingenglish.net>>-- a FREE reading program; connects to **news** stories/articles at the [Voice of America Special English](#) site, rates the articles by difficulty, and indicates a word count. When reading the article, students can **click on unknown words and get linked to a dictionary of their choice**—English-English (choices include British or American English) for a dictionary definition. In addition, when in the VOA site, **students can download the article for listening** and read along while they are listening!!!!

[The Complete Lexical Tutor](http://132.208.224.131/CallWild/) <<http://132.208.224.131/CallWild/>> -- includes a link to *The Call of the Wild* for reading and listening

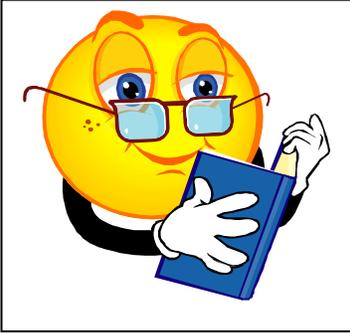
[Movie Scripts](http://www.script-o-rama.com/table.shtml) <<http://www.script-o-rama.com/table.shtml>> -- Watching movies is a fun way to improve your English! At this site, you'll find original movie scripts for lots of movies. To read the script just click on the name of a movie.

## NEWS

[CNN Learning Resources](http://literacynet.org/cnnsf/archives.html) <<http://literacynet.org/cnnsf/archives.html>> -- News stories accompanied by RealVideo and/or RealAudio! Stories come in original, abridged and outline form. Many exercises to check **reading comprehension** (vocabulary, word selection, multiple choice, sequencing, conclusions) and practice **writing reactions** (Your Turn).

[The New York Times Learning Network](#) and [The New York Times Daily News Quiz](#)—lesson plans, articles, quizzes for English Language learners on [American History](#), [Global History](#), [Civics](#), [Language Arts](#), [Math and Economics](#), [Science and Health](#), [Fine Arts](#), [Social Studies](#), [Geography](#), [Technology](#).

## 11. GLOSSARY



There are some new words you worked in this unit. Revise their meaning and practice using them in puzzles, revising their categories and with spelling exercises.

**Afford:** Have enough money, time, etc, for; be able to spare; be in a position; provide.

**Allow:** Permit; assign a limited amount; provide or set aside for a purpose, add or deduct in consideration.

**Disease:** Unhealthy condition of the body or mind, plants, society, etc.

**Engage:** Employ or hire (a person); bind for a promise; Arrange before hand to occupy (a room).

**Even though:** Despite the fact that.

**Fee:** Payment made for professional advice or services; charge for a privilege, examination, admission to a society, etc.; regular payments.

**Fellow:** Man or boy (in colloquial English); person in a group; comrade; counterpart; equal; incorporated senior member of a college; elected graduate paid to do research.

**Frame:** Case or border enclosing a picture, window, door, etc.; basic rigid supporting structure of a building, vehicle, etc.; structure of spectacles holding the lenses; established order or system; temporary state; Single complete image on a cinema film or transmitted in a series of lines by television.

**Lengthy:** Of unusual or tedious length.

**Plunges:** Thrust forcefully or abruptly; enter a condition or embark on a course impetuously; immerse completely; move suddenly and dramatically downward; run up gambling debts.

**Seek:** Search or inquire; try or want to find or get or reach.

**Sponsor:** Person who pledges money to a charity, etc in return for another person fulfilling a sporting etc, challenge; patron of an artistic or sporting activity; person who introduces legislation; godparent at a baptism or person who presents a candidate for baptism.

**Stakeholder:** Independent party with whom money wagered is deposited.

**Tailor:** Make or adapt for special purpose; maker of clothes.

**Sunspot:** Dark patch on the sun's surface.

**Though:** Despite the fact that; in spite of being; even if.

**Weightlessness:** (of a body, esp. in an orbiting spacecraft, etc.) not apparently acted on by gravity.

**Whilst:** While.

## ANSWERS UNIT 1

### LISTENING

1) 7 , 2, 4. 3, , 6, 5, 1, 8.

2)

a) Both girls are students at ESAP

Both girls were partners at the same school

They are going to study in a foreign country

b) Michael is Elizabeth's boyfriend

c) They are going to study in a foreign country (England and Canada)

d) Because both of them are going to need it to study abroad.

### READING

1.

might explore, may appear, might expect, could carry, might be, can imagine, can safely predict, we can enhance, could reach out, could go out, how can be sure, how can you make sure...?, how can you incorporate...?. **All of them express ability or possibility.**

2.

Paragraph No.3

This point                      Explosion of new knowledge and technological innovations

This problem or this opportunity    Explosion of new knowledge and technological innovations

Paragraph No. 5

Those of values              Human values

Those in the public service                      Public workers

That                              a serious challenge

Paragraph No. 6

Those                              people

He Harland Cleveland

Paragraph No. 7

We The author and the reader

This information The information we will be able to access

This Organize information for human purposes

One A person

Their answers Citizens' answers.

**3.**

**a.** Public Administrators will need to know how to make decisions, organize information and knowledge about technological advancements and public administration

**b.** They should be creative, informed, responsible, decision makers, democratic, open minded. They need to know how to use technology for benefit , how to use power for good things and how to democratize knowledge.

## **PRACTICE**

**1.**

**a)** A person can save the trees, keep the rivers clean, save the animals, stop wars.

**b)** To avoid using icopor glasses, plastic boxes, etc, to throw the garbage in the correct places, to save water and electric energy, etc.

**c)** "Save the nature", "Save the world", "Save the planet", "Take care of the environment", etc.

**2.**

**a)** have to

**b)** could, must

**c)** have

**d)** must

**3.**

- a) am going to
- b) will
- c) is going to
- d) will
- e) will
- f) will

4.

- a) I'm going
- b) is going to get
- c) is coming
- d) are going

5.

- a) am going, are you going to, am going to
- b) will, am going to have, am going.
- c) am going, am going to visit, will.

6.

- a). leaves
- b). are going to have*
- c) will*
- d) am meeting*
- e) are flying*
- f) will*
- g)starts*
- h) am going to see*
- i) is goint*
- j) will*

## ANSWERS UNIT 2

### LISTENING

2. Yes, she has all the requirements the job needs.

### READING

2. According to the grammar explanation

3.

a.

*- Public management has struggled to find the sources of leverage on government's outcomes instead of designing its processes.*

*- Economical bureaucracy have swept away the century's detritus and replace it with simple assumptions of self interest and deductive models of the results these assumptions produce.*

*- Public administration has long built on complexity and explored conundrums.*

*- Administrative reform has become a critical touchstone for comparative politics*

-b.

*- While public administration has laored in the search for prescriptions, political science increasingly has sought predictions that flow from a textured understanding of the rich complexity of administration*

- Theory in public administrations has tended to deductive approaches while political science has moved more to induction

- Political science has struggled to win respect for itself, public administration has been faced with a governmental world.

## **PRACTICE**

### **1. Complete de conversation:**

*J. Have, met*

*S. Have, was*

*J. did, meet*

*S. Has, been*

*J. Has, Se went*

### **2. Select the vest option to complete each sentence**

b. caught

b. for ten years

c. has/read

d. have known

c. since

b. did the accident happen

b. has she?

### **3. Complete the story**

a) met, b) have been , have gone, c) went, d) didn't like, e) have gone, f) saw, didn't, g) went, h) saw, i) didn't, j) have returned, k) have visited, l) went, m) climbed.

### **4. Reorder the words in these sentences.**

- a. I have already started the movie
- b. She hasn't done her homework yet.
- c. They haven't got their divorce yet.
- d. Has Peter come to the hospital?
- e. I have already sent my Christmas cards.

## **ANSWERS UNIT 3**

### **LISTENING**

2.

- a. He was born in a good family
- b. He was always interested in science
- c. He was more interested in theory than in observation
- d. He got married to Jane Wilde in 1965
- e. He was elected one of the youngest Fellows of the Royal Society
- f. He got divorced from his first wife
- g. In 2007 he went into a zero gravity flight

### **PRACTICE**

1.

- a) Paintings are made in that studio
- b) that building was built last year
- c) The classes will be finished by April
- d) The houses are painted this week

e) These toys are made of different materials

f) His office was painted last month

g) The three last matches were won

**2. Look at the following sentences and write questions using the passive form**

b) Where are tickets for Juanes' Concert sold?

c) Where is Spanish learned as a foreign language?

d) Why was Pele recognized as the best football player?

e) What was directed by Tarantino?

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