

# HANDOUT 2

## THINKING ABOUT MY FUTURE



### INDICADORES DE LOGRO

- Utiliza diferentes medios de comunicación para ampliar información y para comunicarse con otras personas
- Amplía información referente al uso de algunos two-word verbs
- Mejora la comprensión de lectura a través de lecturas informativas
- Identifica algunas pautas que brindan ayuda a estudiantes y trabajadores en su respectivo campo
- Comprende, interpreta, analiza y produce diferentes tipos de textos según sus necesidades (**COMUNICACIÓN**)
- Expresa con autonomía lo que quiere y lo que piensa en forma verbal y no verbal
- Demuestra respeto por los conceptos emitidos por los otros
- Reconoce la diferencia entre procesos de información y comunicación



I read the following text with my classmates.

En nuestro mundo globalizado estamos en contacto permanente con diferentes idiomas, hecho que implica que seamos más competentes en todos los campos en los que nos desenvolvemos. Específicamente el Inglés se ha convertido en el idioma internacional ya que la gran mayoría de los negocios y las comunicaciones se hacen en dicho idioma.

Hoy en día cualquier persona tiene acceso a estudiar en otros países, y el primer requisito solicitado en la mayoría de los casos es tener los conocimientos básicos en el Inglés, para poder acceder a estas becas.

En el campo laboral, nuestras expectativas frente al posible mercadeo de nuestros productos o servicios debe ir más allá de nuestras fronteras regionales. Debemos pensar en la demanda internacional que pueda alcanzar nuestra empresa, por lo tanto es vital el aprendizaje de otros idiomas, para satisfacer los diferentes clientes que puedan interesarse en lo que ofertamos.

Para una adecuada interacción bien sea en Inglés o en cualquier idioma, es fundamental mantener un buen proceso de comunicación, saber transmitir adecuadamente los mensajes, a la vez que comprender bien las ideas y saber interpretar los símbolos. En el desarrollo de esta guía vamos a profundizar en el aprendizaje de los two-word verbs, tema que requiere especial cuidado para evitar malos entendidos y confusiones a la hora de comunicarnos con los demás.



I am going to read this dialogue with my partner trying to understand the general meaning of it. If I have some doubts I can look at the dictionary the meaning of the



words paying special attention to the words **in bold**.

**Teacher:** Congratulations! You have obtained your diploma. I wish you the best!

**Sandy:** Thanks teacher. Now it's time to **carry out** all my knowledge.

**Teacher:** What about your family?

**Sandy:** My Mom and Dad are happy to see me as a bachelor.

**Teacher:** What are you going to study Sandy?

**Sandy:** I am going to **think over** it, because my parents have to **pay all of** all my expenses and the situation in Colombia is not very good.



**Teacher:** Don't you know about ICETEX programs? They can lend you some money or you can **ask for** a scholarship.

**Sandy:** Oh, Yes. I have written there but I drew **a blank**. (Have no answer).

**Teacher:** **Don't lose heart** (to lose one's courage or confidence) And what would you like to study?

**Sandy:** I have some doubts yet. I am finding out and studying about the different careers such as: Publicity, Modern Languages and Visual Design.

**Teacher:** And what will you do if you don't obtain good results at the ICFES exam?

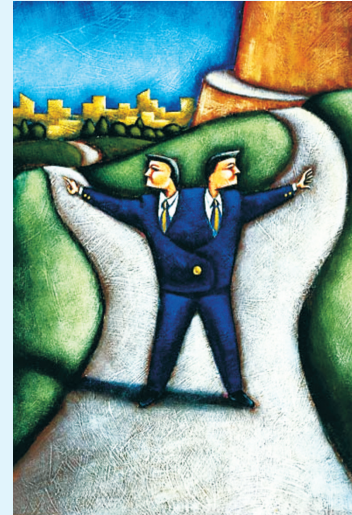
**Sandy:** That's a good question. I am studying the possibility to present at SENA or another career in a technical Institute.

**Teacher:** O.K good luck! And don't **shake in your boots** (to be afraid).



I read this information carefully, writing down the key words on my notebook, including the words in bold.

A medida que vamos avanzando en el conocimiento de una lengua extranjera, vamos obteniendo elementos suficientes para interpretar, analizar y producir diferentes textos; a través de las diferentes estrategias de lectura para abordar un texto determinado. Es por ello muy importante tener presente las estructuras gramaticales estudiadas para hacer aplicación de ellas tanto en la habilidad oral como escrita.



## **FUTURE OPTIONS : CAREER MANAGMENT**

What are your future plans? Will you go to College? Will you go to vocational or technical school? Will you start work? Will you change jobs. How can you **find out** what is the best type of career for you? Once, you've decided, how do you find more information about what the job involves and what is the way to make a decision, you are ready to **carry out** your future plans.

Read this career planning document for some ideas. Which ones **appeal**<sup>1</sup> to you?

- a. **Assess your strengths:** make a list of your strongest skills and abilities. Ask your family and friends for their **input**.<sup>2</sup> Remember there are many kinds of intelligence. Are you good with word or figures? Are you skillful at building or fixing things? It is very important to **think over** it.
- b. **Gather career data:** try to **find out** information about different types of job, their pay, training and skill requirements, working conditions, schedules,

<sup>1</sup> Appeal: the power of attracting or of arousing interest.

<sup>2</sup> Input: information put into a communications system.



advancement opportunities and projected growth. This is a very important step for making a decision.

- c. **Tap into your network:** find out about the day-to-day realities of different occupations, and **make up** an schedule Consider **scheduling**<sup>3</sup> an “informational interview” with a professional in your field of interest. Discuss working conditions; the best and worst parts of the job. If you are not sure, you will **do it over**.
- d. **Research your labor market:** sometimes the students will get a degree, only to discover their community is already saturated with qualified workers in their field to see how many people they employ in your area, possible openings, and expected growth or decline.
- e. **Take career tests:** many schools, universities and companies offer career guidance tests. Aptitude, interest and personality-style tests help you discover which careers would be more satisfying for you.
- f. **Job shadow or volunteer:** get first hand knowledge by seeing the job in action. Thorough **job shadowing**<sup>4</sup> you can spend a day observing someone working in a job you are interested in. Or get actual work experience through voluntary work. Volunteering looks well on your **résumé**<sup>5</sup> and is often a way into a job.
- g. **Your current situation:** now you’ve thought about your possibilities, it’s time to make a career plan. A career plan identifies the most appropriate career direction for you and highlights<sup>6</sup> the required skills and training. A career plan should help you make informed decisions on the action you should take next and will set out the steps for you to take to achieve your goals.

[Taking from: Magazine “Think in English” 2005]

## **FUTURE OPTIONS: GETTING A JOB**

**The right job: good pay and conditions, ongoing training. Job security, good working environment, and opportunities for promotion.**



<sup>3</sup> **Scheduling:** to make up a schedule for transmission or into a data processing system for processing.

<sup>4</sup> **Job shadowing:** Observe other people’s performance or carry out a voluntary work.

<sup>5</sup> **Résumé:** to take on or take back again.

<sup>6</sup> **Highlights:** to give prominence to.



It's important to choose occupations that are likely to offer the best opportunities. Here are some factors you need to take into account:  
Decide on the most important for you personally:

- a. **Job satisfaction:** it's very important to be a very optimistic person at your job, because in that way you are going to obtain good results. If you are happy, people who are around you are going to work in a very optimistic way.
- b. **Good pay and conditions:** if you have good conditions and you do the best to get the best conditions in your group work or enterprise, you will obtain automatically good payment. It is not necessary to ask for a better payment, because your manager is going to give it without asking for it.



c. **Ongoing training:** remember that freedom is a value that every person builds up constantly and with this aspect, man has the choice to select which are the best options in order to be updated. Qualifications are important, but so are personal qualities such as patience or an ability to make on-the-spot-decisions.

- d. **Job security:** if you realize that each person himself / herself is the one who decides to follow the proper conditions, you will be a responsible person in all the senses.
- e. **Good working environment:** if you take care of your environment you will have good conditions and all the people around you, are going to learn from you.



- f. **Opportunities for promotion:** in the way you practice these previous aspects, you will have good opportunities for promotion. To be promoted means to be a very skillful person, to do the best at every moment and to think about the enterprise or company you are working at.

(Taking from Magazine Thinking in English 2005).



En Inglés cuando abordamos la lectura de un texto determinado, es muy importante analizar el verdadero objetivo del texto ya que la gran mayoría de ellos nos aportan información básica para nuestra formación académica. Específicamente en nuestro rol de estudiantes, debemos responder por el desarrollo de unas actividades, las cuales permiten evaluar el alcance de los logros y el desempeño de las diferentes competencias.

### Activity one

I am going to complete the career plan and compare it with another's student's. I should write down this chart on my notebook.

PLANNING STEPS	PERSONAL DATA
• Your current career situation (School, college, job)	
• Your interests	
• Your values	
• Your skills	
• Your personality	
• Current labor market opportunities (Where there are most jobs available)	
• Taking into account salaries, benefits, training)	
• Opportunities for your education	
• Trained and work experience	

### Activity two

First, I am going to translate into Spanish the six steps referring to “Future options”: career planning and getting a job”, Then, I am going to meet with my team group to discuss each one of these steps and finally each one is going to create an Identity Card (ID) to show your personal data in order to get a job. Taking into account the previous exercise. I look at the example and I can add more items.



• Name:	
• Abilities:	
• Interest	
• Personality characteristics	

## GRAMMAR REVIEW: IDIOMS

Let's remember some information about some basic idioms in American English. I copy on my notebook this information, translating the examples in order to understand better the meaning.

- **A number of:** several  
A number of decisions must be made everyday.
- **At the end of:** at the terminal point, at the finish of  
At the end of the meeting, Frank read through the list of accomplishments.
- **Be absent from:** to be missing, not present  
When I have the flu, I was absent from school for one week.
- **Be proud of:** to feel good about  
I'm very proud of my son's decision to be a doctor.
- **Bring about:** to cause, to cause to happen  
our meeting brought about a change in company policy.
- **Come up to:** to get close to, to approach closely  
Michelle tried hard to come up to the teacher's standards.
- **Cut down on:** to reduce  
Robert wants to cut down candy and desserts.
- **Get the idea for:** to conceive, to come up with  
Where did you get the idea for this poem?







- **Think up** : to invent, to discover, to devise.  
The boy tried to think up an excuse for being late.
- **Work out**: to develop, to solve, to plan  
We were able to work out all the details for our vacation.

**Activity three**

I am going to meet with my team group in order to complete this interview, writing down the idioms that are missing.

George Taylor, Frank Brunetti, and Alice Young are senior managers at Bond Textile Company. They meet each Friday to discuss company problems.

**Interviewer:** thank you all for allowing me to sit in on this meeting  
Frank, what problems are you ..... these days?

**Frank:** I ..... last week’s meeting, so I am not sure. We had been talking about .....things.

**Alice:** Basically, we were trying to ..... ways to .....on Production by making the best use of our new cutting machines.

**Interviewer:** do you think that these meetings are useful?

**George:** Yes, definitely. We’ve been able to ..... some important changes. For example, last month our problem was safety procedures for the cutting machines. We solved that problem by ..... safety standards for all equipment, not just for cutting machines.

**Frank:** Those were some meetings! They went on and on, but .....  
Those meetings we had a very good set of standards.

**Alice:** We are very ..... those standards. Without these meetings we would never have .....those safety standards.  
None of our competitors can ..... our new safety record.





Cuando compartimos en grupo las diferentes actividades de tipo académico es básico demostrar respeto por los conceptos de los otros. Si en algún momento no estoy de acuerdo con el concepto de un compañero debo expresarlo sin hacerlo sentir mal y es él quien debe concluir si cambia el concepto o lo sustenta.

### Activity one

Here you have some sentences and ideas taken from the reading. You are going to copy them on your notebook choosing the best verb. I am going to solve this exercise in an individual way, after that I compare my answers with my classmates.

1. How can you **find out** what is the best type of career for you?
  - a. Discover
  - b. Write
  - c. Create
  - d. Analyze
  
2. You are ready to **carry out** your future plans.
  - a. Begin
  - b. Perform
  - c. Put
  - d. Stop
  
3. It is very important to **think over** it.
  - a. Consider
  - b. Discuss
  - c. Order
  - d. Choose





4. It is necessary to **make up** a plan.
  - a. Finish
  - b. Reflect
  - c. Repeat
  - d. Organize
  
5. You **set out** the steps to achieve your goals.
  - a. Establish
  - b. Write
  - c. Erase
  - d. Cancel



Es básico estar muy atentos cada vez que tengamos la necesidad de diligenciar información a través de formularios o diferentes formas que requieren la interpretación de tablas y gráficos; leer detenidamente las instrucciones para no cometer errores o si es del caso, sacarle una fotocopia al original y diligenciar dicho borrador para estar más seguros del diligenciamiento en forma correcta.

Por ejemplo, cuando vamos a presentar una entrevista debemos estar atentos a interpretar las instrucciones y planteamientos que aparecen en los formularios de inscripción bien sea entrevista laboral o académica. El éxito de la actividad dependerá de la destreza que se tenga con las indicaciones que se reciben. Recordemos que la entrevista es un buen ejemplo de ello; ya que en ella se vive un proceso muy importante de comunicación oral y escrita tanto para el entrevistado como para el entrevistador.

## Activity two

What have you decided about a future career?

1. Working in pairs, I am going to use the given information that we collected in activity one.



2. Each one is going to suppose that he or she is an interviewer, who is the owner of an enterprise, and the other one is the person who is applying for a job.

3. At the end the owner is going to decide if the other one is accepted or not for the job.

4. After that, the pair is going to switch the information (change the roles).

En una entrevista como la que acabamos de simular se da una información que debe ser real y verídica, ya que de esta manera estoy comprometiendo mis opiniones y conceptos, lo que se puede evidenciar cuando esté actuando en un campo determinado. De la veracidad con la que emita mis conceptos me veré beneficiado, así como la organización con la cual esté comprometido.

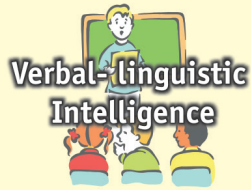


Everyone has different ways to develop our abilities. The following article gives us an important information referring to the possibility of developing our potential, where we realize that all people are different and learn differently. We should respect, value and nurture that diversity.

### THE MULTIPLE INTELLIGENCES

“What makes a person intelligent?” In traditional intelligence theory when one is asked about this question, the most common responses will often note a persons ability to solve problems, utilize logic, and think critically Out intelligence is our individual, collective ability to act in a continually changing environment.

In this chart you are going to find the eight major intelligences and their relative traits: Taking from ASOCOPI newsletter. Article written by Gardner, Howard.



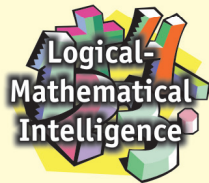
The capacity to use words effectively, either orally or in writing.  
**Highly developed in:** story tellers, orators, politicians, poets, playwrights, editors, language teachers and journalists.  
**Students with a high degree of this intelligence:** think in words; learn by listening, reading and verbalizing; enjoy writing, like book, records and tapes; have a good memory for verse, lyrics or trivia.



The ability to perceive the world accurately and to perform transformations upon one perceptions.  
**Highly developed in:** guides, interior designers, architects, artists, fashion designers and inventors.  
**Students with a high degree of spatial intelligence:** think in images and pictures; like mazes and jigsaw puzzles; like to draw and design things; like films, slides, videos, diagrams, maps, charts.



The capacity to perceive discriminates, transform and express musical forms.  
**Highly developed in:** musical performers, music aficionados, and music critics.  
**Students with a high degree of musical intelligence:** learn by rhythm and melody; play a musical instrument; may need music to study; notice nonverbal sounds in the environment; learn things more easily.



The capacity to use numbers effectively and to reason well.  
**Highly developed in:** mathematicians, tax accountants, statisticians, scientists, computer programmers and logicians.  
**Students with a high degree of this intelligence:** reason things out logically and clearly; look for abstract patterns and relationships; like brain teasers, logical puzzles and strategy games; like to use computers; like to classify and categorize.



Expertise in using one's whole body to express ideas and feelings, and facility in using ones hands to produce or transform things.  
**Highly developed in:** actors, mimes, athletes, dancers, sculptors, and surgeons.  
**Students with a high degree of bodily-kinesthetic intelligence:** process knowlegde through bodily sensations; move, twitch, tap, learn by touching, manipulating, and moving; like role-playing, creative movement.



The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people.  
**This kind of intelligence can include** sensitivity to facial expressions, voice and gestures, as well as the ability to respond effectively to such clues.  
**Students with a high degree** of interpersonal intelligence; understand and care about people; like to socialize; learn more easily by relating and cooperating; are good at teaching other students.



Self-knowledge and the ability to act adaptively on the basis of that knowledge.  
**Intelligence can include:** having an accurate picture of one's strengths and limitations, awareness of one's moods and motivations, and the capacity fort self-discipline.  
**Students with a high degree of this intelligence:** seem to self-motivating; need their own quiet space; march to the beat of a different drummer; learn more easily with independent study, self paced instruction, and individualized projects and games.



Environmental knowledge and the ability to identify and categorize plants, animals and nature on the basis of that knowledge.  
**Highly developed in:** archeologists, animal handlers, animal trainers, veterinarians, biologists, zoologists and environmentalists.  
**Students with a high degree of the naturalistic intelligence:** seem to be nature oriented; need to be outdoors or in the elements, learn more the nature-related study and environmental projects and activities.



# ESTUDIO Y ADAPTACIÓN DE LA GUÍA

