



Folleto GAI1-240202501-AA2-EV01

- ❖ **Elaboración de un folleto.** A partir de los datos, conceptos, e investigación obtenida de su programa de formación deberá realizar un folleto en inglés con la información y características de su programa de formación.
Para realizar el folleto puede utilizar alguna herramienta digital como Canva, Crello, Word, PowerPoint o cualquier otra que conozca y le permita trabajar de forma creativa.

Estructura: datos personales del aprendiz, mensaje inicial, información básica del programa, expectativas e intereses que se vinculen a su interés particular por estudiar el programa de formación.

Describa de manera sencilla y clara utilizando frases, vocabulario e imágenes relacionadas con temas de interés y características de su programa de formación. Incluya fotos y describa lo que están haciendo en las imágenes. Haga preguntas sobre el manejo del programa y respóndalas.

"Labor Technician in Microfinance Services and Operations"

» **Total Hours: 2256 hours**

» **Duration: 15 months**

» **Modality: Virtual**

This is a modular program which offers to the country the possibility of improving the quality of life of several communities that comprise it, and the creative development of the different sectors of the economy, including in its realization the participation of companies and guilds.

It has an inclusive training model that also provides real job performance opportunities to those who like the microfinance world.

In this training apprentices are trained in an educational center and acquire their learning through practice in the company.

This training is aimed at people who are interested in the microfinance topic to apply in their jobs and personal lives.

The term "microfinance" stems from the fact that people receive services on a small scale.

Possible job positions:

Portfolio and collections assistant

Banking insurance assistant

Commercial advisor

Job Objective:

Contribute integrally to the commercial function of the business.

Assist the Commercial Manager and business in various commercial related tasks in support of the business commercial needs.

Assist Business Development in business winning activities.

Lead and co-ordinate the proposal function.

Ensure compliance with policies, procedures and contractual provisions.

Interface with various departments, affiliates, clients on commercial matters and in proposal preparation.

Assist with business pricing and estimating models.



**Personal attributes:**

Analytical thinker and problem solver
 Strong commercial and financial acumen
 Technical understanding
 Positive thinker and quick decision maker
 Thrives under dead-line and multi-tasking pressure
 Exceptional grasp of English - verbal and written
 Excellent communicator (verbal and written) and listener
 Ability to work alone and within a team
 Flair for marketing and attention to detail

2. Para empezar con su folleto, debe decir lo que ha generado que en Colombia haya necesidad para su programa de formación. Debe usar presente continuo para decir lo que los Colombianos están haciendo o viviendo para que se requiera este programa.

Background information: Need for the program

Nowadays/ Lately/Today

Para dirigirse a la comunidad colombiana puede usar las siguientes expresiones:

Plurales: Colombian people

Most people in Colombia

The people of Colombia

Singular:

Everybody

Everyone

Every person in Colombia

<i>Subject</i>	<i>Auxiliary</i>	<i>Present participle</i>	<i>complement</i>
<i>I</i>	<i>am</i>	<i>carrying</i>	<i>some things.</i>
<i>You</i>	<i>are</i>	<i>travelling</i>	<i>to Paris.</i>
<i>Marcus and Peter (they)</i>	<i>are</i>	<i>cooking</i>	<i>now.</i>
<i>Martha and I (we)</i>	<i>are</i>	<i>buying</i>	<i>a vase.</i>





Sarah (she)

is

running

in Paris.

Elliot (he)

is

tying

his shoes.

The dog (it)

is

drying

its hair.

As seen in the examples “is” is the auxiliary used with **singular nouns**, when we refer to only **one**, . In contrast, “are” is the auxiliary used with **plural nouns**. The auxiliary for the subject “I” is “am”

On the other hand, the verbs must go in present participle, that is: the original form of the verb (infinitive) plus “ing”./ Como se observa en el ejemplo “is” es el auxiliar que se usa con sustantivos **singulares**, cuando nos referimos solo a **uno**. En contraste “are” es el auxiliar que se usa con sustantivos **plurales**. El auxiliar para el sujeto “I” es “am”. Por otra parte, los verbos deben ir la forma presente participio, que es: la forma original del verbo (infinitivo) más “ing”.

Rules to make the present participle

1. Add **ing** to most verbs.

1. watch	watch ing	2. eat	eat ing	3. clean	clean ing	4. talk	talk ing
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2. Erase **e** to add “ing” when the verb finishes in “e”. Except when there is a vowel before “e”.

1. dance	danc ing	2. write	writ ing	3. give	giv ing	4. compile	compil ing
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3. Always keep **y** to add **ing**. Never erase it.

1. try	try ing	2. pray	pray ing	3. dry	dry ing	4. study	stud ing
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4. Transform “ie” to **y** and add **ing**

1. lie	li ying
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5. Double the last **consonant** when the verb has only one syllable, one **vowel** in the middle of two consonants. The last consonant must be one. Except when the verb finishes in x.

1. jog	jog ging	2. swim	swim ming
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Key information about the program

3. Para continuar con su folleto, debe dar información clave de su programa, referente a los siguientes aspectos entre otros:

Weekly study suggested hours:

Associated Project:

Months to carry out the project:

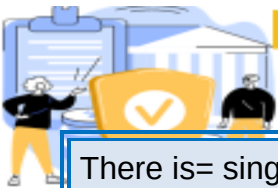
Program Learning results:

Project phases:

Key subjects:

Debe introducir estos aspectos a través de preguntas guía sobre cantidad:





There is= singular	there are= plural
There is one sofá	There are two plants
There is one picture	There are three cushions
There is one window	There are two curtains
There is one bookshelf	There are four Light bulbs
There is one televisión	There are eight books

As seen in the examples “there is” is used with **singular nouns**, when we refer to only **one**, . In contrast, “there are” is used with **plural nouns**, to refer to **two or more** nouns. / Como se observa en el ejemplo “there is” se usa con sustantivos **singulares**, cuando nos referimos solo a **uno**. En contraste “there are” se usa con sustantivos **plurales**, cuando nos referimos a **dos o más**.

You can make questions with the quantifier “**many**”. As seen in the table, **many** is used in questions with **plural countable nouns**. This quantifier is never used with singular uncountable nouns or singular countable nouns. / Puede hacer preguntas con el cuantificador “**many**”. Como se ve en la tabla, **many** se usa en preguntas con **sustantivos contables plurales**. Este cuantificador nunca se usa con sustantivos singulares no contables o sustantivos contables singulares.

How many= plural, countable nouns	
Questions	Answers
How many balconies are there? ¿Cuántos balcones hay?	There are too many. There are ten. Hay demasiados.
How many trees are there? ¿Cuántos árboles hay?	There are a lot. Hay muchos.
13. How many basements are there?	There are some. Hay algunos.
14. How many rooms are there? ¿Cuántas habitaciones hay?	There are few. Hay pocas.
15. How many baths are there?	There are none. No hay ninguna.

Ejemplo:





How many Weekly study suggested hours are there in the program?

3. Para continuar con su folleto, debe dar información sobre las actividades que un técnico de su área puede hacer haciendo uso del verbo modal can. Debe responder la pregunta dada con 10 oraciones.

Positive sentences Can=ability, permission			
Subject	Modal verb	Infinitive verb	complement
I	can	cook	deliciously.
You	can	sing	nicely.
Marcus and Peter (they)	can	write	poems.
Martha and I (we)	can	fly	a plane.
Sarah (she)	can	climb	mountains.
Elliot (he)	can	speak	Japanese.
The dog (it)	can	bark	Loudly.

Negative sentences Can't= lack of ability, prohibition			
Subject	Modal verb	Infinitive verb	complement
I	can't (cannot)	cook	deliciously.
You	can't (cannot)	sing	nicely.
Marcus and Peter (they)	can't (cannot)	write	poems.
Martha and I (we)	can't (cannot)	fly	a plane.
Sarah (she)	can't (cannot)	climb	mountains.
Elliot (he)	can't (cannot)	speak	Japanese.
The dog (it)	can't (cannot)	play	the piano.

Reglas del uso de verbos modales

- The modal verb is followed by a verb in _infinitive_ form. / *El verbo modal va seguido de un verbo en forma _infinitiva_.*
- The modal verb doesn't _change_ depending on the subject. It always remains the same. / *El verbo modal _no _cambia_ dependiendo del sujeto. Siempre permanece igual.*
- The modal verb acts as an __auxiliary__ itself so there is no need to use do, does, did to make negative or interrogative sentences. / *El verbo modal actúa como un _auxiliar_ en sí mismo, por lo que no hay necesidad de usar do, does, did para hacer oraciones negativas o interrogativas.*

What can technicians in the area do?

Technicians in the area can

They can

-Collaborates effectively to get things done, building and nurturing strong relationships.





Ejemplo:

What can technicians in the area do?

Technicians in the area can collaborates effectively to get things done

They can building and nurturing strong relationships.

Technicians in the area can collaborate effectively to get things done

They can build and nurture strong relationships.

Lineamientos para la entrega de la evidencia:

- **Producto a entregar:** folleto. Haga uso de las normas gramaticales y redacción utilizando el idioma inglés, además, aplique las normas APA para las referencias y citación de información obtenida de diferentes recursos digitales.
- **Extensión:** folleto tríptico entre 70 y 150 palabras.
- **Formato:** El folleto deberá exportarlo a PDF.

Para hacer el envío del documento remítase al área de la actividad correspondiente y acceda al espacio para el envío de la evidencia **Folleto GAI1-240202501-AA2-EV01**.

Criterios de evaluación

Intercambia información personal sobre familiares con la estructura y el vocabulario requerido.

Pronuncia adecuadamente vocabulario de información personal.

Modified from:

https://www.rigzone.com/oil/jobs/postings/1106601_Paralegal?s=7&tid=833

