

July 9th., 2024



TECNOLOGÍA EN ANÁLISIS Y DESARROLLO DE SOFTWARE



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AGENDA: ONLINE SESSION – TUESDAY 9TH., JULY, 2024

- 1. Greeting and Welcome**
- 2. Cognitive Activator**
- 3. General Aspects of the Evidence to present**
- 4. Assessment Instrument**
- 5. Evidence Development**
- 6. Material**
- 7. Questions, Suggestions or Comments**
- 8. Deadline and Farewell**

- Change only one letter to make a new word. You cannot add new letters.

For example: live – love / line (You can have several variants.)

- | | |
|----------|---------------------|
| 1) sing | song, ring, ding |
| 2) cat | rat, car, fat |
| 3) big | bag, pig, bin |
| 4) take | lake, make, rake |
| 5) right | night, light, sight |
| 6) red | bed, led, rod |

3. GENERAL ASPECTS OF THE EVIDENCE– DATE OF PRESENTATION

AP (Project Activity) : To determine the functional specifications of the software and methodology to be used.

Phase 1 : Analysis.

GA1-240202501-AA1: To identify future and everyday situations through oral social interaction.

Product Evidence: GA1-240202501-AA1-EV03. Brochure

240202501-01 To understand information about current work and daily situations through oral and written social interactions.

3. GENERAL ASPECTS OF THE EVIDENCE



✓ FASE 1 ANÁLISIS

✓ Actividad de proyecto 1

 Guía de aprendizaje 01

✓ Actividad de aprendizaje GA1-240202501-AA1



Cuestionario. GA1-240202501-AA1-EV01.

Abrió: martes, 2 de julio de 2024, 00:00 **Cierra:** miércoles, 17 de julio de 2024, 23:59



Video presentación. GA1-240202501-AA1-EV02

Apertura: martes, 2 de julio de 2024, 00:00 **Cierre:** miércoles, 17 de julio de 2024, 23:59



Folleto. GA1-240202501-AA1-EV03

Apertura: martes, 2 de julio de 2024, 00:00 **Cierre:** miércoles, 17 de julio de 2024, 23:59

3. GENERAL ASPECTS OF THE EVIDENCE



Accede a SOFIA Área Personal



JENY PAOLA HERNANDEZ LOPEZ



Modo de edición

Mis cursos / Cursos / (oculto/s) / P_228118_V_2977419_R_73_C_9226 / FASE 1 ANÁLISIS / Actividad de proyecto 1 / Guía de aprendizaje 01 / Actividad de aprendizaje GA1-240202501-AA1 / Folleto. GA1-240202501-AA1-EV03

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↑ [Volver a 'Actividad de aprendizaje GA1-240202501-AA1'](#)

Folleto. GA1-240202501-AA1-EV03

Apertura: martes, 2 de julio de 2024, 00:00

Cierre: miércoles, 17 de julio de 2024, 23:59

TECNOLOGÍA EN ANÁLISIS Y DESARROLLO DE SOFTWARE

GA1-240202501-AA1. Identificar situaciones cotidianas y futuras a través de una interacción social oral y escrita.

- Folleto. GA1-240202501-AA1-EV03.

[Clic aquí para acceder al instrumento de evaluación y/o anexo](#)



3.1. ASSESSMENT



2. Lista de chequeo

	Variables/Indicadores de logro	Cumple		Observaciones
		Sí	No	
No. 1.	Contenido escrito del documento			
	Escribe textos de diferentes géneros, utilizando un léxico adecuado, convenciones ortográficas, de puntuación y formato correctos y bien estructurados sobre el programa de formación.			30%
	Muestra un buen control gramatical e intenta hacer uso de estructuras básicas en el uso de inglés.			15%
	Muestra el vocabulario abordado en el material de estudio que le permite hacer descripciones claras y expresar puntos de vista sobre el tema tratado.			15%
	Aplica estrategias de producción para la redacción de textos sencillos en inglés.			5%
	La información del reporte está claramente diferenciada con los tiempos verbales en presente simple y continuo.			10%
	Se construyen mensajes claros y concisos.			15%
2.	Presentación técnica del documento			
	El folleto presenta párrafos estructurados que guardan cohesión y coherencia, manteniendo el hilo conductor del eje temático e idea expuesta.			5%
	El folleto mantiene buena ortografía y redacción de forma que permite una lectura fluida y comprensible.			5%

3. GENERAL ASPECTS OF THE EVIDENCE



3.4 Actividades de aprendizaje de la competencia clave 240202501 - Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas.

El inglés como una de las habilidades contemporáneas más importantes y de mayor impacto en el mundo laboral y social se plantean actividades generales y específicas para el desarrollo de la competencia, teniendo en cuenta el aprendizaje articulado de las 4 habilidades de la lengua (leer, escribir, hablar y escuchar) alineado al MCERL (Marco Común Europeo de Referencia para Lenguas) como estándar del nivel de conocimiento de lengua y categorización de los conocimientos en niveles de competencia en un idioma.



3. GENERAL ASPECTS OF THE EVIDENCE



3.4.1 Actividad de aprendizaje GA1-240202501-AA1. Identificar situaciones cotidianas y futuras a través de una interacción social oral y escrita.

El aprendizaje de una segunda lengua se facilita cuando se comienza a estudiar desde temas conocidos como son las situaciones de la cotidianidad ya sea abordándolas desde el momento actual. Es importante seguir las indicaciones del instructor en cuanto a la mejor manera de apropiar el material del curso y la correlación que tiene este con el programa de formación.

Duración: 48 horas.

Material de formación: los contenidos de soporte para el desarrollo de la actividad son **“LEVEL 1 - MCER A1.1”**.



4. EVIDENCE DEVELOPMENT



DESCRIPCIÓN DE LA EVIDENCIA.

Evidencia de producto: GA1-240202501-AA1-EV03. 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.**



4. EVIDENCE DEVELOPMENT



DESCRIPCIÓN DE LA EVIDENCIA.

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 GA1-240202501-AA1-EV03.

5. MATERIAL



- ✓ FASE 1 ANÁLISIS

- ✓ Actividad de proyecto 1

- ✓ Material de formación



English Level 1 MCER A1.1



5. MATERIAL



Accede a SOFIA Área Personal

JENY PAOLA HERNANDEZ LOPEZ Aprendiz

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↑ [Volver a 'Material de formación'](#)

English Level 1 MCER A1.1

TECNOLOGÍA EN ANÁLISIS Y DESARROLLO DE SOFTWARE

Welcome

How often do you study english?

The place where I live

What are you doing?



5. MATERIAL



What are you doing? / *¿Qué estás haciendo?*

In this last learning activity of the English Dot Works 1 training program, you will learn about useful language related to the description of events and situations that happen at the present time. / *En la última actividad de aprendizaje del programa de formación English Dot Works 1, usted aprenderá sobre temas importantes que se relacionan con la descripción de eventos y situaciones que ocurren en el tiempo presente.*



Next

5. MATERIAL



Introductory material / *Material introductorio*

Dear learner, / *Estimado aprendiz:*

This material will help you study the topics related to learning activity 4. / *Este material le permitirá estudiar los temas relacionados con la actividad de aprendizaje 4.*

You will learn about: / *Los temas a tratar son:*

1. **Present continuous.** / *Presente continuo.*
2. **Weather and climate.** / *Estado del tiempo y clima.*
3. **Body parts, clothes and accessories.** / *Partes del cuerpo, atuendos y accesorios.*

5. MATERIAL

When do I use present simple?

Present simple: To talk about

- Daily routines
- Facts / General truths
- Likes and dislikes



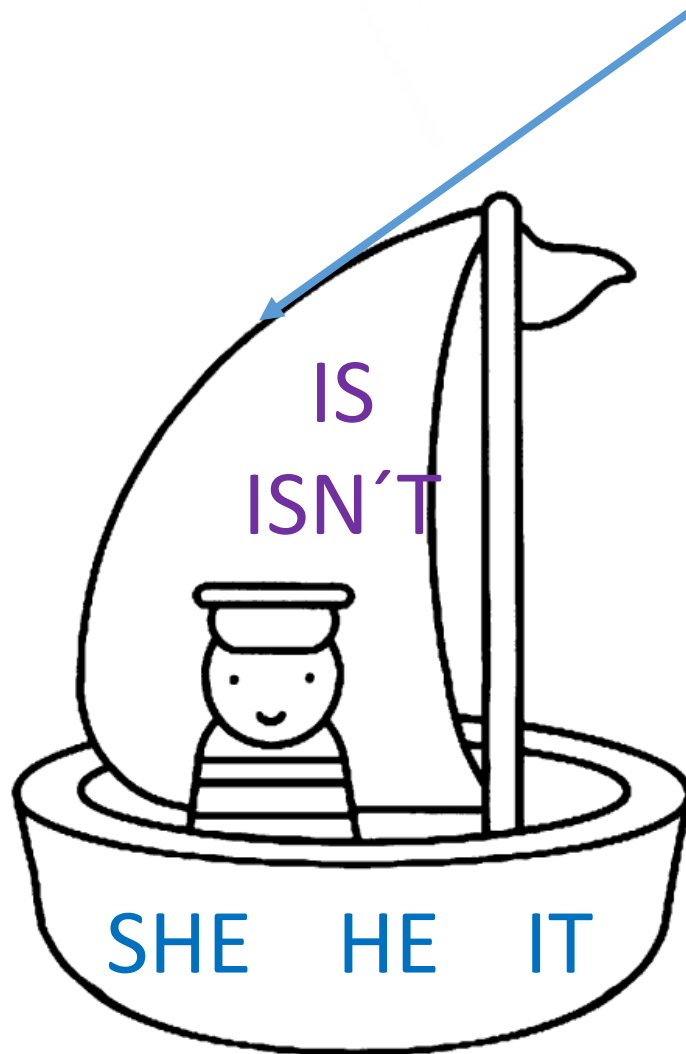
5. MATERIAL



**OKAY, I ARE COME
TOMORROW**



VERB TO BE



5. MATERIAL



Who **is** she?

She **is** Jennifer López

She **isn't** from Puerto Rico

She **is** 53 years old

She **is** a famous Singer

She **is** married



5. MATERIAL



Who **is** she?

She **is** Jennifer López

Information /
WH Question

How old **is** she?

She **is** 53 years old

Information /
WH Question

Is she from Puerto Rico?

No, she **isn't**

Yes / no
Question

5. MATERIAL



Who **is** he?

He **is** Will Smith

He **isn't** British

He **is** an actor

He **is** handsome

What do you think about Will?



What **is** it?

It **is** an Iphone

It's **not** a cheap phone

It's **very** useful

Is it a good phone?



5. MATERIAL



Who **are** they?

They **are** James and Falcao

They **are** Colombian

They **are** soccer players

A vibrant comic book illustration featuring a man and a woman in a dynamic, expressive pose. The woman, on the left, has long brown hair and is wearing a yellow shirt under a brown jacket, with her hands raised behind her head. The man, on the right, has short brown hair and a beard, wearing a blue denim jacket over a red and white striped shirt, also with his hands behind his head. Between them is a large, jagged yellow and white speech bubble containing the text "LET'S GOSSIP". The background is a solid pink color, decorated with various comic book elements like stars, clouds, and a halftone dot pattern.

**LET'S
GOSSIP**

5. MATERIAL



Alice, Spanish teacher



Bryan, house builder



5. MATERIAL



Miranda, photographer



Alan, lorry driver



5. MATERIAL



Mary and Jackie, dressmakers



5. MATERIAL



Alice is a Spanish teacher, she works at a public school near her neighborhood. She's married and has 2 children, their names are July and Jake. Alice loves **teaching** and **sharing** time with her students. Nevertheless, she's not happy in her marriage. Her husband doesn't spend time with her and he's sometimes rude. She starts **feeling** a pretty much attraction for her brother-in-law, Bryan and now they **are having** an affair. They are in love. She really **wants to have** a nice life. Annie **is swimming** and Bryan **is washing** his car in this moment.

5. MATERIAL

GERUND or INFINITIVE ?

Andrés enjoys **drinking** coffee

We wanted **To change** our car



GERUND or INFINITIVE ?

What is a gerund?

A *gerund* is the noun form of a verb that ends in *-ing*.

For example, *playing*, *dancing*, *eating*.

However, a gerund is a noun, and could be a subject or object of the sentence. Examples:

“**Travelling** around the world has brought many problems” (subject), or

“Alice loves **teaching** and **sharing** time with her students” (object)

5. MATERIAL



Brian **is** a house builder
He **works** independently.
He **has** his own company

Brian **is washing** his car
at home

5. MATERIAL



Alice **is** a Spanish teacher

Alice **has** two children

Alice **is swimming** in
this moment

5. MATERIAL



Miranda is Alice's sister and photography is her passion. She earns a lot of money because she works for Vogue magazine. **Traveling** around the world makes her not being part of any place. Unfortunately, she doesn't have a good relationship with Alice. They argued in the past because Miranda always had feelings for Alan who is Alice's husband. Alan is a British lorry driver. He really enjoys **having** a good life with no concerns at all. But he has a secret, he is a drug dealer and it seems that Miranda know everything about it, but she **refused to tell** Alice anything. Now Miranda **is riding** a horse and Alan **is lying** on the beach.

5. MATERIAL



Miranda **is** a photographer

Miranda **is** married but she
doesn't have children

She **loves** horses and in this
moment, Miranda **is riding** her
own horse



Alan **is** a lorry driver

He **has** his own truck and
travels around the country

Alan **is lying** on the beach
now.

5. MATERIAL



Mary and Jackie, dressmakers

Working as dressmakers has given a status to Mary and Jackie in the town. They are very famous and well-known for their work. They're not married nor do they have children. They are Alice's friends from school. But, there's something what Alice and many people **do not know**, they are strippers in a town near theirs. Money is the main reason and they **choose to get** something extra wearing their own outfits. Now they **are playing** tennis in the club.

Mary and Jackie, dressmakers



They **are** dressmakers

They **have** their own business

They **live** together

They **don't have** children

Mary and Jackie **are playing**
tennis at club now

5. MATERIAL



When do I use present continuous?

Present continuous or proogressive: To talk about

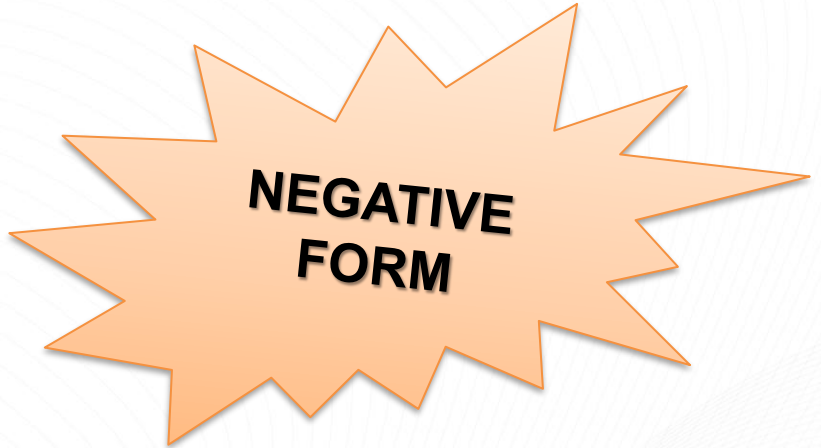
- Events are happening at the moment of speaking. (Unfinished actions)
- Temporary situations (for a few weeks / for a couple of months)
- Temporary habits.
- Annoying habits.

5. MATERIAL

PRESENT CONTINUOUS

BRAYN **ISN'T EATING** A SNACK TODAY

ALICE AND ALAN **AREN'T HAVING**
A GOOD RELATIONSHIP.

An orange starburst graphic with a black outline, containing the text "NEGATIVE FORM".

**NEGATIVE
FORM**

GERUNG RULES - ING

Brian is washing his car
at home

Mary and Jackie aren't
playing soccer at club now

1. Add **ING**

More examples:
working, sleeping,
eating, going

GERUNG RULES - ING

Alice is swimming in this
moment

Mary and Jackie are
running near their homes

Robert is fixing his car

2. When the verb has 1
syllable and ends in
CONSONANT+ VOWEL +
CONSONANT, you DOUBLE
the last consonant and add
ING

Exceptions: FIX,
SNOW, ENJOY

GERUNG RULES - ING

Miranda is riding her
horse

More examples: write,
drive, make

3. When the verb ends in **E**,
you **OMIT IT** and add **ING**

GERUNG RULES - ING

Alan is lying on the beach now.

More examples: lie, die, tie

4. When the verb ends in **IE**,
you **OMIT IT** and add **Y +**
ING

GERUNG RULES - ING

Carlos is opening his
b-day present.

We are beginning our
class right now.

OPEN

BEGIN

5. If a **two-syllable verb** ends in a **consonant + vowel + consonant**, we **do not** double the final consonant when the **stress is on the first syllable**.

If a **two-syllable verb** ends in a **consonant + vowel + consonant**, we **double** the final consonant when the **stress is on the second syllable**.

5. MATERIAL



iHello!



My name is Yuranis Blanco Yopez. I am 34 years old, I work in the administrative area of an educational institution and I live in the municipality of Arboletes Antioquia.

It is a pleasure to greet you, I am currently a student of collection development for the fashion industry, at SENA.



This is a career that really catches my attention, since some day not too far away I want to be independent in my work, and this career is a great platform, because today fashion has practically become a necessity and it is clear that to survive we must focus on what the consumer society seeks more; In addition, it is something that I like since it allows me to exploit my creative capacity.



5. MATERIAL



1____.pdf

WRITTEN REPORT

My name is Eliana Tamara Franco

I am 19 years old

And i live in Colombia bogota

interested in fashion design?

since i was a little girl my dream was to be just like my great-grandmother and great-aunts because they created their beautiful dresses, at age 15 they gave me my first sewing machine for christmas

From there began my love of fashion and creating my own clothes, as soon as i graduated from high school i had a gap year, but then i found this technician i thought i would like to try this course

in this technician i hope to consolidate my skills and knowledge about fashion and the creation of clothing

SENA

my expectations in this technologist is to be able to expand my knowledge and to be able to work abroad and specialize more in the field of fashion

i hope i can fulfill all my dreams and be the person i've always wanted to be

in developing collections for the fashion industry i have been able to learn about the history of fashion and about the types of patters that exits, in this curse i am going to learn about fashion trends

Página 1 de 1

5. MATERIAL



"Elegance is the only beauty
that never disappears"

What is it ?

The development of
collections for the
fashion industry is a
training program that
consists of the
interpretation and
materialization of
designs by a design
group.



What happen if I study this ?

With this program Im
gonna learn
about how I can
materialize
the designs from
companys and I will be
able to be on a
differents section of the
industry.

6. QUESTIONS, SUGGESTIONS OR COMMENTS





July 17, 2024



THANK YOU



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Líneas de atención al ciudadano, empresarios y PQRS:

Bogotá: +(57) 601 736 60 60

Línea gratuita resto del país: 018000 91 02 70

Línea nacional: +(57) 601 546 15 00