October 15th., 2024

TECNOLOGÍA EN ANÁLISIS Y DESARROLLO DE SOFTWARE



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AGENDA: ONLINE SESSION – TUESDAY 15TH., OCTOBER, 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

2. WARM UP



ENGLISH IS FUN

2. WARM UP

Black sheep

- Which word is the odd one out and why?

1)grass, cucumber, fir-tree, tomato **TOMATO**

2)milk, banana, snow, cloud **BANANA**

3)football, hockey, golf, tennis **HOCKEY**

4)floor, mop, window, carpet **WINDOW**

5)glasses, ring, eyes, make-up **RING**

6)fire, snow, ice, ice-cream **FIRE**

7)novelist, playwright, manager, poet **MANAGER**

3. GENERAL ASPECTS OF THE EVIDENCE– DATE OF PRESENTATION

AP (Project Activity) : To structure logical processes for the constructions of algorithms.

Phase 2: Planning.

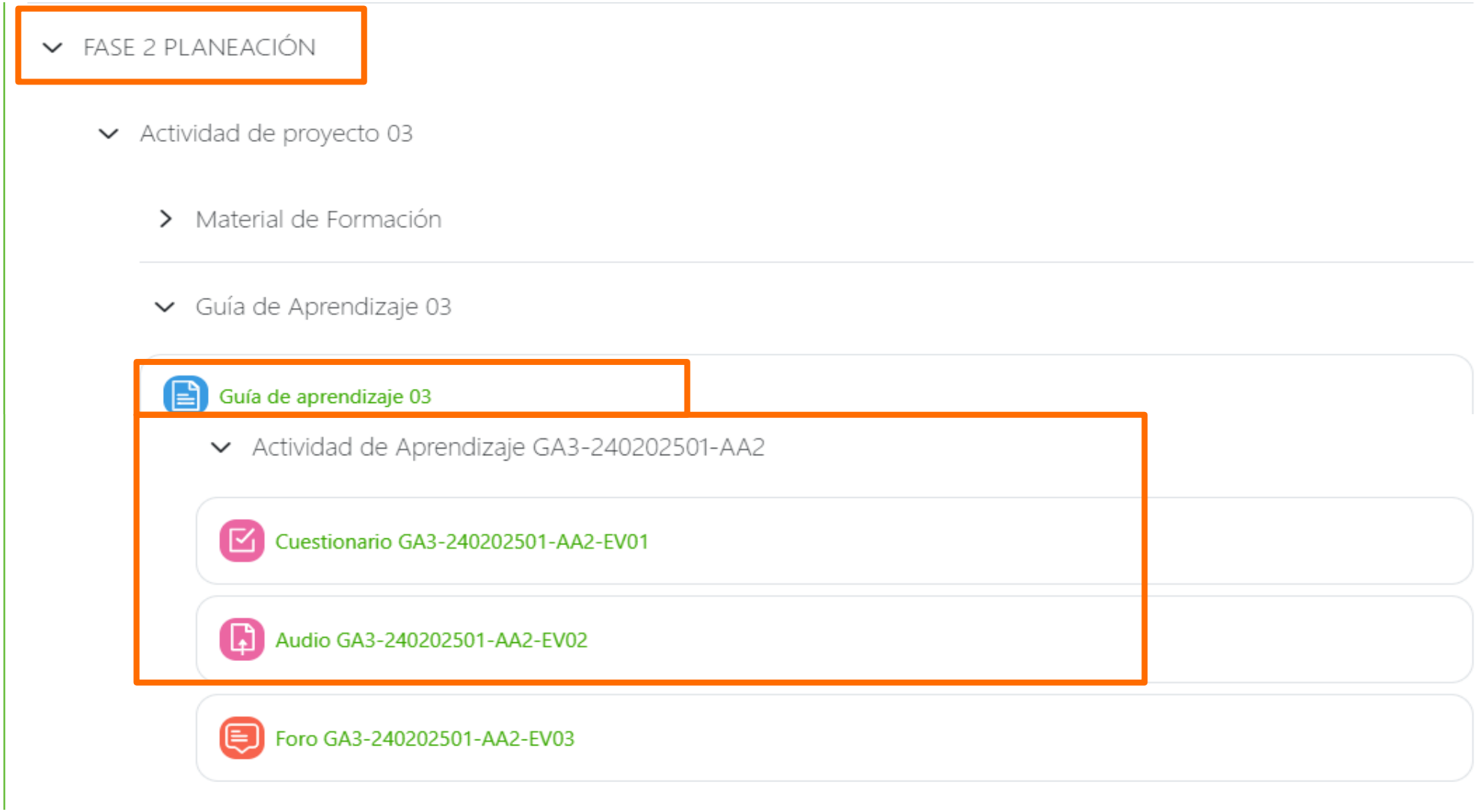
Competence: 240202501: To interact in English in written and oral form within social and work contexts.

Knowledge Evidence: **GA3-240202501-AA1-EV01** Evaluation

Product Evidence: GA3-240202501-AA1-EV02 Audio

240202501-03 To discuss about possible solutions to problems within a varied social and labor contexts.

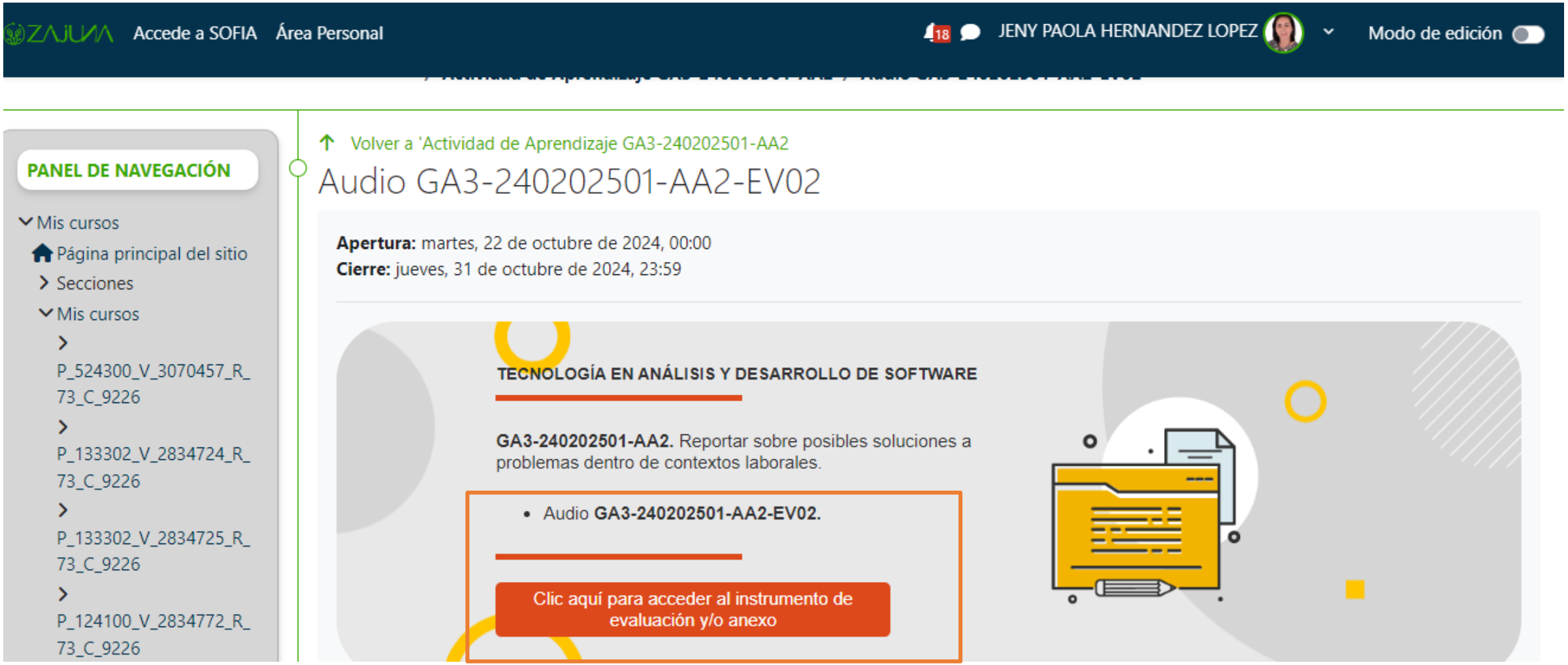
3. GENERAL ASPECTS OF THE EVIDENCE



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3. GENERAL ASPECTS OF THE EVIDENCE



3.1. ASSESSMENT

2. Lista de chequeo

No.	Variables/Indicadores de logro	Cumple		Observaciones
		Sí	No	
1	El audio presenta actitudes, creencias y obligaciones en el contexto laboral haciendo uso de verbos modales en inglés (*have to / must / should + infinitive*).			30 %
2	Durante el desarrollo del audio realiza la presentación del aprendiz con sus datos básicos como ID, nombres y ficha en inglés.			20 %
3	El aprendiz ha asimilado el sistema fonológico del inglés, fonemas, ritmo y entonación, y es evidente durante la reproducción del audio.			15 %
4	La pronunciación es clara y formula frases de acuerdo con lo propuesto al material de estudio y uso de verbos modales y expresiones de opiniones.			15%
5	La presentación del audio da cuenta de la coherencia y cohesión entre los conceptos y uso del vocabulario.			5%
6	Cumple con todos los requisitos de la estructura y formato.			5 %
7	La entrega se realiza en las fechas establecidas por el instructor.			5 %
8	Desarrolla la evidencia según indicaciones del instructor y la envía a través de la plataforma virtual de aprendizaje.			5 %

3. GENERAL ASPECTS OF THE EVIDENCE

3.3. Actividades de aprendizaje de la competencia 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 (240202501)

Durante el desarrollo de las actividades de esta competencia se debe comprender el vocabulario y las expresiones en inglés en contextos personales, acorde con el nivel principiante e intermedio A2.2 y B1.1 de acuerdo con el MCERL (la construcción de los diferentes programas de la formación en inglés emplea el MCERL como instrumento de referencia para proveer los conocimientos requeridos para alcanzar el nivel).

3. GENERAL ASPECTS OF THE EVIDENCE

3.3.1 Actividad de aprendizaje GA3-240202501-AA1. Dialogar sobre posibles soluciones a problemas dentro de contextos sociales.



Dentro de los contextos laborales es necesario tener en cuenta las diferentes situaciones en la que se pueden poner en práctica los conocimientos adquiridos, dentro de estos se destacan las recomendaciones, sugerencias e indicaciones. Ya que es importante comprenderlas y ponerlas en práctica, así como el poder emitirlas dando soluciones a diferentes situaciones problemáticas que puedan darse. En idiomas es bastante útil este conocimiento, ya que permite ese intercambio conversacional con otros hablantes estableciendo actos comunicativos eficientes y provechosos.

Duración: 48 horas.

Materiales de formación a consultar: el contenido de soporte para el desarrollo de la actividad es “Level 4 - MCE A2.2”

4. EVIDENCE DEVELOPMENT

GA3-240202501-AA1-EV01. Cuestionario

Presente un cuestionario (evaluación en línea) para evaluar comprensión lectora y gramatical del nivel, el cual consta de quince preguntas (15) y un tiempo aproximado de 45 minutos.



Lineamientos para la entrega de la evidencia:

- **Producto a entregar:** cuestionario con preguntas de acuerdo a los temas relacionados del cuarto nivel “LEVEL 4 - MCE A2.2”.

- Para responder el cuestionario (evaluación en línea) remítase al área de la actividad correspondiente y acceda al espacio **Cuestionario GA3 - 240202501-AA1-EV01.**

4. EVIDENCE DEVELOPMENT

DESCRIPCIÓN DE LA EVIDENCIA.

Evidencia GA3-240202501-AA1-EV02. Audio

De acuerdo con la temática estudiada en el material del cuarto nivel, elabore un audio en inglés con el fin de identificar sus actitudes, creencias y obligaciones en el contexto laboral y académico. Para la elaboración del audio, tenga en cuenta el desarrollo de un guion o estructura, a través de un documento de Word.

Parte 1. Durante el desarrollo del audio, no olvide realizar una corta presentación de los datos básicos del aprendiz (nombre completo, ID, ficha, instructor y nombre de la actividad).



4. EVIDENCE DEVELOPMENT

Parte 2. En la siguiente parte del audio, brinde una corta opinión sobre sus actitudes, creencias y obligaciones en su contexto laboral y académico, donde mencione las cosas que son necesarias (have to / must / should + infinitive).

Para la realización del audio, puede utilizar su dispositivo móvil, o existen páginas web que, a través del uso del micrófono, le permiten grabar su audio.

Una vez finalizado el audio, puede cargarlo a Spreaker o Podbean, registrándose de forma gratuita con su cuenta de correo personal o institucional, y generar la URL del podcast, comprobando que no tenga restricciones de reproducción para que pueda compartir el enlace con el guion elaborado.



4. EVIDENCE DEVELOPMENT



Lineamientos para la entrega de la evidencia:

- **Producto a entregar:** archivo del audio o documento con el guion y el enlace del audio.
- **Formato:** mp3 o archivo con el enlace del audio.
- **Extensión:** De 2 a 5 minutos.
- Para hacer el envío de la evidencia, remítase al área de la actividad correspondiente y acceda al espacio: **Audio. GA3-240202501-AA1-EV02.**

5. MATERIAL


Actividad de proyecto 03
Material de Formación
Introducción a la algoritmia
Análisis y solución de problemas aplicando algoritmos
Codificación de algoritmos
La ciencia de las cosas
ENGLISH LEVEL 4 MCER A2.2
ENGLISH LEVEL 5 MCER B1.1

PANEL DE NAVEGACIÓN

Mis cursos
Página principal del sitio
Secciones
Mis cursos
P_524300_V_3070457_R_73_C_9226
P_133302_V_2834724_R_73_C_9226
P_133302_V_2834725_R_73_C_9226
P_124100_V_2834772_R_73_C_9226

Volver a 'Material de Formación

ENGLISH LEVEL 4 MCER A2.2

TECNOLOGÍA EN ANÁLISIS Y DESARROLLO DE SOFTWARE

- Going on vacation
- What should I do?
- Talking about the future
- Play safe!
- Environmental consciousness



What should I do? / *¿Qué debo hacer?*

In this second learning activity you will learn about should - must as modal verbs, the use of have to, do's and dont's regarding environment and vocabulary related to health. / *En esta segunda actividad de aprendizaje usted aprenderá los verbos modales* should - must, *el uso de* have to, do's *y* dont's *con respecto al medio ambiente y vocabulario relacionado a la salud.*



WHAT IS A MODAL VERB?

Modal verbs are used to express certain hypothetical conditions, such as advice, capability, or requests. They're in the category of NON ACTION VERBS and you can use them alongside a main verb to change its meaning slightly. Because they're auxiliary verbs, they can't necessarily be used on their own. (A modal verb should only appear alone if it's clear from context what the main verb is.)



https://www.grammarly.com/blog/modalverbs/?gclid=CjwKCAjw_MqgBhAGEiwAnYOAenpqNF1qVBDLZHYdatDWKcc6uQA_EjDFtSPigDG4gMPdylIp0rCYBoCcs8QAvD_BwE&gclsrc=aw.ds

Modal verbs

can	shall
could	should
may	ought to
might	must / have to
will	would

Horation - Canada

This is a story about an incredibly busy Canadian businessman! His name is Horatio. Horatio works at HSEQ Solutions DZG Company. This company provides professional advice to other companies about integrated management system, Quality Management ISO, Occupational Health and Safety Management Systems and Environmental Management.

During this week he **must call** his partner in Bangkok at 7am to have some meetings every day. Also, his boss demands an especial task and he **has to meet** three new clients for coffee. After that, he and his secretary are going to write the annual report. Today, he´ll finish work at 12 and after that he'll just spend the whole afternoon meditating. Later, **he must be** in a video conference with Delhi. **Finally, he can´t have** dinner with his girlfriend at night because he has a business dinner.

MODAL VERBS



Horatio must call his partner every day.

He must be in a video conference with Delhi

MUST

OBLIGATION

Maggie – USA- England

I am Maggie, I am an American architect and for a long time I have been planning my trip to London. It´s incredible to be here. Driving in London has been difficult, because I come from Boston and the rules are very different. For instance, you **can´t** drive on the left, that is not possible. On the other hand, when you are not from England, after six months living there, it´s important to have a British license. So, you **have to have** one. To be honest they are as strict as we are in America. Regarding the buildings, there are many options but my favorite ones to visit are the British Museum, which is magnificent but we **mustn´t take** pictures there. The other one is the newcomer to London´s cityscape, the Shard. This 2012 skyscraper is the tallest in the city and you **can see** 40 miles in every direction.

Maggie – USA- England



You can´t drive on the left

You have to have a driving license after 6 months.



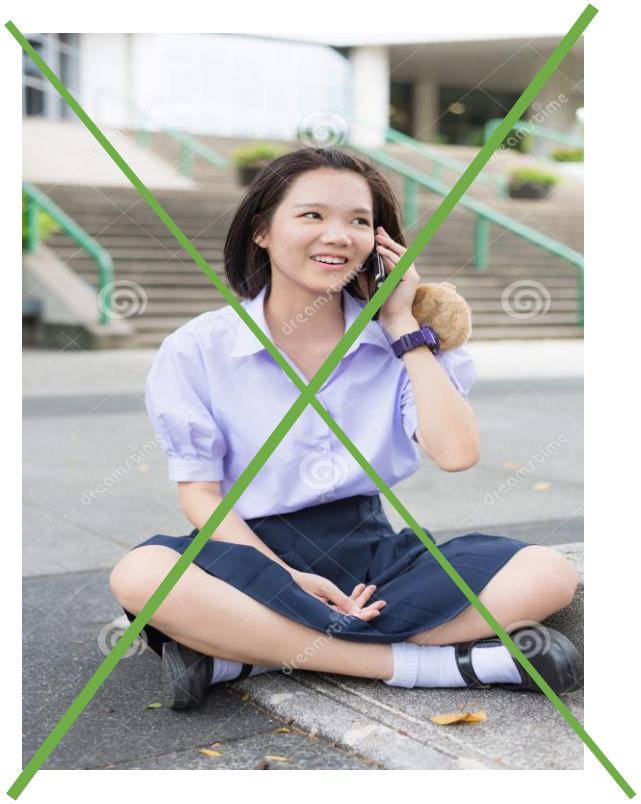
We mustn´t take pictures in the museum.

You can see 40 miles in every direction.

Melanie – Great Britain

Hello! My name is Melanie, I´m 15. I study at British school in the mornings. I´m in 10th grade. Something that I really hate about school is the rules. We **must do** many things without any complain. For example, we **have to wear** uniforms because it´s not allowed wearing informal clothing. My sister **doesn´t have to wear** one because she is at college. That´s awesome. Besides, that, we **can´t** listen to music in class, and we **mustn´t bring** our cellphones or tablets at school. Also, students **must study** so hard if they want to have great marks. Why? I don´t know. We can learn many important things without having grades.

Melanie – Great Britain



She mustn´t bring her cellphone to class

Melanie and her classmates can´t listen to music in class

Her sister doesn´t have to wear uniforms

5. MATERIAL

MODAL VERBS

We mustn´t take pictures inside the British Museum.

She mustn´t bring her cellphone to class

MUSTN´T



PROHIBITION

5. MATERIAL

MODAL VERBS

Melany has to wear uniforms.

Her sister doesn´t have to wear uniforms

You have to have a driving license after 6 months.

HAVE TO
DON´T HAVE TO
HAS TO
DOESN´T HAVE TO



OBLIGATION / NECESSARY

5. MATERIAL

MODAL VERBS

Melanie and her classmates can´t listen to music in class

You can´t drive on the left

CAN
CAN´T



POSSIBILITY

Daniel, Australia

Hi! I´m Daniel and I´m from Australia. My wife, Helen and I got married two years ago. Then I started working on a contract as a coordinator at a new hydrocarbon company. The manager's secretary helped me a lot, and we spent time together. The attraction was pretty much instant. We started an affair, and now I fall in love with her. I want to leave my wife, but Eddy a friend of mine has told me that I **should leave** my lover and not my wife. I´m so confused, because Helen confirmed she is two months pregnant. I don´t know what to do, maybe I **shouldn´t talk** to her, but I really want to be with Fiona, my lover. Besides that, Fiona pressures about the divorce.

5. MATERIAL

MODAL VERBS



Daniel should leave his lover

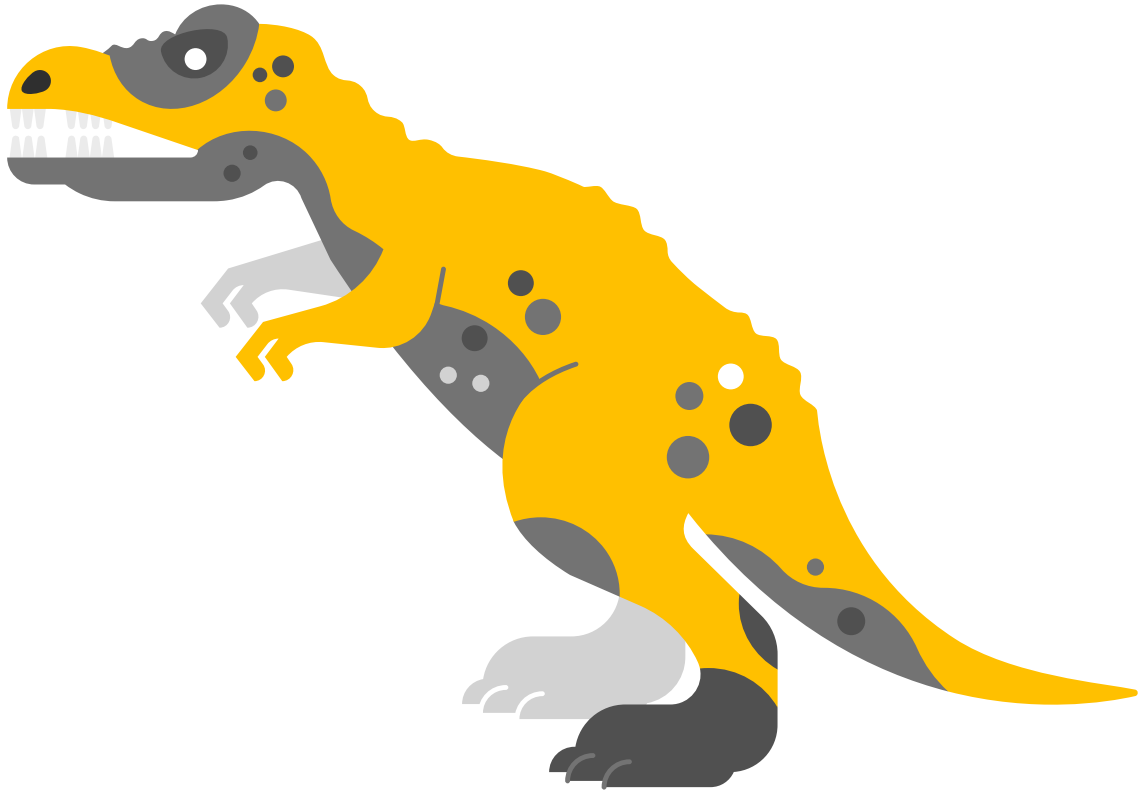
He shouldn´t talk to his wife

SHOULD
SHOULDN´T

ADVICE
RECOMMENDATION

5. MATERIAL

Let´s practice



5. MATERIAL – EXERCISES

a. If Laura wants to work in the USA, she **has to** have visa and good English.

b. Joseph is very ill. He **shouldn´t** go to work today.

c. Mike **can´t / mustn´t** forget the lunch with our neighbors! He **must** bring the dessert

d. You **have to** book a hotel room and demonstrate a place to stay or you **can´t** pass migration

e. Tomorrow is Sunday! So my son **doesn´t have to** go to school!

Attitudes of a software tester

To be a software developer and tester, you have to know about programming logic, in addition to having knowledge in programming languages, web design and other software tools especially those that have to do with software application testing.

In addition to the above, you should have skills in the use of tools that help carry out the respective tests.

Conviction of a software tester

Having knowledge and skills are not enough, whoever claims to be a software application tester must also have the capacity to execute collaborative and cooperative actions that contribute to the project and the work team formed for the development of the same project.

Obligations of a software tester

It is very important to manage values, responsibilities and compliance with deliveries in the responsibilities assigned in teamwork activities on the software project in question, since the tester is responsible for the quality of the software product or service that companies offer to their clients.





Labor Attitudes:

A Software Tester must have analytical skills to evaluate the conditions of software, communication skills because this person must explain the ideas to the whole team, an organization to prioritize the things that must go before, time management to meet established deadlines, a positive attitude to motivate others when everything seems impossible and passion for their work to give the best.

Laboral Obligations:

Identify business needs. Plan projects. Monitor software applications and systems. Perform stress tests, performance tests, functional tests, and scalability tests.

Labor Beliefs:

It is believed that an atmosphere of camaraderie and solidarity makes teamwork beneficial for projects and the performance of workers.

Virtual Academic Attitudes:

Actively learn, know well what the educational institution offers, manage time well, develop reading habits, and autonomous learning.

Virtual Academic Obligations:

Comply with the coexistence manual, respect all students and teachers, comply with the dates established for the delivery of evidence, and communicate facts that prevent you from fulfilling your obligations on time, use the platforms appropriately and follow the appropriate behaviors for the resolution of conflicts.

Virtual Academic Beliefs:

Virtual education allows the student to be more autonomous in their learning, but at the same time makes it difficult for them to have direct contact with the teacher, which in some cases is very important to understand a particular subject.

https://mcdn.podbean.com/mf/web/tr53su/Audio_27-11-2022.mp3

6. QUESTIONS, SUGGESTIONS OR COMMENTS







October 31,2024

THANK YOU

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