FASE: EJECUCIÓN 2025

RAP: PRESENTAR UN PROCESO PARA LA REALIZACIÓN DE UNA ACTIVIDAD EN SU QUEHACER LABORAL DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS DESDE SU PROGRAMA DE FORMACIÓN.

ADSO

Activity: Presentation of a Software Development Process

Objective: Students will describe in detail a typical process they follow in their software development work. During the presentation, they must use the appropriate verb tenses, conditionals, and comparative adjectives.

Instructions:

Preparation:

Students should think of a process they follow to create their software. It can be from the initial idea, requirements analysis, design, coding, to testing and final delivery.

They will prepare a 5-10 minute presentation in which they describe this process. During their presentation, they should integrate:

Present Simple to describe routine or general actions.

Past Simple to talk about actions that have already happened in their experience.

Conditionals to talk about hypothetical or possible situations.

Comparative Adjectives to compare methods, tools, or results.

Example Structure for the Presentation:

Introduction: (Use Present Simple)

“In software development, we usually start by understanding the requirements. We work with clients to define the scope.”

Process Development: (Use Past Simple to describe past steps and Present Simple to describe habitual actions)

“In my last project, we used Agile methodology. We worked in sprints and held daily meetings. We also created a system architecture before starting to write code.”

Conditionals: (Use Conditionals to talk about what would happen in other situations)

“If we had more time, we would improve the UI design. If we were to choose a different programming language, we could make the process faster.”

Comparison: (Use Comparative Adjectives to compare different tools, languages, or processes)

“JavaScript is faster than Python when it comes to front-end development. However, Python is easier for rapid prototyping.”

During the Presentation:

Students should use a visual presentation (slides, board, etc.) to support their talk.

Classmates should listen carefully and, at the end, ask questions related to the development experience, also in English.

Evaluation:

The use of correct verb tenses, conditionals, and comparative adjectives in context will be evaluated.

The clarity of the process explanation and the ability to interact in English will also be assessed.