**FORMATO PARA EL DESARROLLO DE COMPONENTE FORMATIVO**

| PROGRAMA DE FORMACIÓN | English Does Work - Level 8 |
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| COMPETENCIA | 240201050- Interactuar con otros en idioma extranjero según estipulaciones del marco común europeo de referencia para idiomas. | RESULTADOS DE APRENDIZAJE | 240201050 -01 - Transmitir la información recibida de situaciones cotidianas y laborales teniendo en cuenta las funciones y formas del lenguaje. |
| --- | --- | --- | --- |

| NÚMERO DEL COMPONENTE FORMATIVO | CF003 |
| --- | --- |
| NOMBRE DEL COMPONENTE FORMATIVO | *Things that were done /* Cosas que fueron realizadas … |
| BREVE DESCRIPCIÓN | *This component is going to be about reported speech, job’s vocabulary and phrases, work and social routines I used to have. There is going to be the chance to clarify doubts in terms of present, past, and future structures.*  Este componente va a tratar sobre el estilo indirecto, el vocabulario y las frases del trabajo, las rutinas laborales y sociales que se solían tener. Habrá la oportunidad de aclarar dudas en cuanto a estructuras presentes, pasadas y futuras. |
| PALABRAS CLAVE | *future, job, past perfect, present, reported speech, vocabulary, will* |

| ÁREA OCUPACIONAL | 4 - Ciencias sociales, educación, servicios gubernamentales y religión. |
| --- | --- |
| IDIOMA | Inglés / Español |

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**4. *Let's talk about the work and social routines I used to have* (Hablemos de las rutinas laborales y sociales que solía tener)**

1. **INTRODUCCIÓN**

Le damos la bienvenida al componente formativo denominado “***Things that were done /* Cosas que fueron realizadas …”,** en el cual se desarrollan temáticas sobre *reported speech*, estructuras afirmativas, negativas e interrogativas y rutinas laborales, lo cual brindará un conocimiento de la manera ideal para el aprendizaje de un segundo idioma. Comencemos con la siguiente información:

| **CF03\_video introduccion** |
| --- |

Puede repasar el contenido visto en el video a través de la siguiente ventana:

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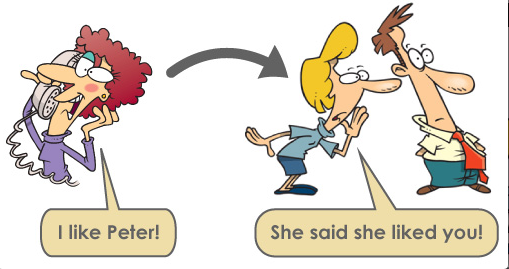
1. **DESARROLLO DE CONTENIDOS**
   * + 1. ***Reported speech* (Reporte de frases)**

*The reported speech is used to report something somebody has said, it can be done in two different ways, the first one is called direct and it implies we must say what the speaker said in highlights. That sentence does not suffer any change, so the only thing that needs to be added is the expression* ***somebody said, somebody told*** *…*

El *reported speech* se utiliza para informar algo que alguien ha dicho, se puede hacer de dos maneras diferentes, la primera se llama directa e implica que debemos resaltar lo que dijo el hablante. Esa oración no sufre ningún cambio, por lo que solo falta agregar la expresión “**alguien dijo…**”.

**Figure 1**

*Reported speech direct*



*Direct speech is a representation of the real words someone said; it usually has a reporting verb in the past simple and the most common reporting verb is “said”. The reporting clause may come first or second. Let's practice with some examples:*

El estilo directo es una representación de las palabras reales que alguien dijo; por lo general, tiene un verbo informador en pasado simple, y el verbo informador más común es “*said*”. La cláusula de informe puede ir primera o segunda. Vamos a practicar con algunos ejemplos:

| **CF03\_carrusel\_tarjetas\_direct reported speech** |
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*Now we are going to read this text in which direct speech is used. Bear in mind that in all circumstances, as we said before, it is important to keep the highlights and the words as the speaker spoke. Do not change the tense of the verb nor the pronoun:*

Ahora, vamos a leer el siguiente texto, en el que se utiliza el estilo directo. Tenga en cuenta que en todas las circunstancias, como dijimos antes, es importante mantener los puntos destacados y las palabras tal como habló el orador. No cambie el tiempo del verbo ni el pronombre.

| ***A terrible situation with my sister!***  *I remember when my sister lost her job,* ***she said:******“I do not know what to do****” and* ***I said: “we are going to find something to do”.*** *That was when the business started.*  *At the beginning, a bunch of ideas came to my mind. I wanted to have a café but that was not a choice, as my* ***mom says: a business like a restaurant or related to food needs too much time”.*** *Then it came to my mind the idea of opening a language center and* ***I said to myself: “I am going to do it”*** *and that was when the difficult times came.*  *At the beginning, we had to do every single task, we did not have time, and there was no chance to hire someone because there was no money. My sister used to repeat: “There is no money”.* |
| --- |

*Now, let's answer some questions, based on the story. Try to write in your notebook the correct answer and then check:*

Ahora, respondamos algunas preguntas, con base en la historia. Trate de escribir en su cuaderno la respuesta correcta y luego verifique:

| *When the sister said “I do not know what to do”, what did she mean?*   1. *She was lost.* 2. *She was fired.* 3. *She did not know where to live.* 4. *She had money.* | *When the person who writes the story said: “we are going to find something to do”, what happened?*   1. *A new business started.* 2. *They closed the previous store.* 3. *A new written project began.* 4. *The mobile rang.* |
| --- | --- |
| Click to check the correct. | |

* 1. ***Job* (Empleo)**

To talk about jobs, it is important to know the name of the job, the meaning of it along with the place and the activity the person does. Please, see how the meaning is articulated in here:

Para hablar de trabajos, es importante saber el nombre del trabajo, el significado del mismo, junto con el lugar y la actividad que realiza la persona. Por favor, vea cómo se articula el significado:

| **CF03\_1.1\_tarjetas\_jobs** |
| --- |

*Trying to continue working with the direct speech and the vocabulary learned about jobs, please, see the images and read the sentences to be able to select one of the options that shows the direct speech.*

Intentando seguir trabajando con el estilo directo y el vocabulario aprendido sobre los trabajos, por favor, observe las imágenes y lea las frases, para luego seleccionar una de las opciones que muestra el estilo directo.

| . | . |
| --- | --- |
| *A male dancer said after the show they danced with two girls.* | *He says he always does his homework.* |
| 1. *They said they danced with two girls.* 2. *We said we danced with two girls.* 3. *We danced with two girls.* 4. *He said: "We danced with two girls."* | 1. *A student said: "I always do my homework."* 2. *A student said: "They always do my homework."* 3. *A student said: "She always does my homework."* 4. *A student said: "I always did my homework."* |
| Click to check the correct | |

**1.2 *Affirmative, negative, and interrogative structures* (Estructuras afirmativas, negativas e interrogativas)**

*We can report every single thing somebody says, we just need to identify whether that is a question, an affirmative or a negative sentence. In the following examples, we are going to see how to report every single speech.*

*Look at the examples and the changes that need to be done. Also, take into account that if it is direct speech, just write it down with highlights. The following verbs can be used: advised, assured, convinced, informed, notified, persuaded, promised, reassured, reminded, and warned:*

Podemos reportar cada cosa que alguien dice, solo necesitamos identificar si es una pregunta, una oración afirmativa o negativa. En los siguientes ejemplos, vamos a ver cómo reportar cada uno de los discursos.

Mire los ejemplos y los cambios que deben hacerse. Además, tome en cuenta que si es un discurso directo, solo anótelo con resaltados. Se pueden utilizar los siguientes verbos: aconsejado, asegurado, convencido, informado, notificado, persuadido, prometido, tranquilizado, recordado y advertido.

| **CF03\_1.2 \_tarjetas\_Affirmative, negative and interrogative structures** |
| --- |

*Now listen and complete with the missing words.* Ahora escuche y complete con las palabras faltantes.

| **CF03\_1\_actividad\_didactica\_completar\_espacios\_direct speech** |
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* + - 1. ***Verb tenses* (Tiempos verbales)**

*A verb tense shows a time reference, or when and how a verb occurred. We conjugate verbs differently depending on the verb tense and the time reference we need to explain. When reporting an action, it is mandatory to know the verb tense of the sentence that was said originally.*

*There are in total 12 English verb tenses. Simple definitions and examples of the different sentences can help you make sense of using verbs properly. So listen and read:*

Un tiempo verbal muestra una referencia de tiempo, o cuándo y cómo ocurrió un verbo. Conjugamos los verbos de forma diferente según el tiempo verbal y la referencia temporal que necesitemos explicar. Al informar una acción, es obligatorio conocer el tiempo verbal de la oración que se dijo originalmente.

Hay un total de 12 tiempos verbales en inglés. Las definiciones simples y los ejemplos de los diferentes tiempos pueden ayudarlo a comprender el uso correcto de los verbos. Escuche y lea:

**Table 1**

*Verb tenses*

| ***VERBS TENSES CONSIDERING PAST, PRESENT, AND FUTURE*** | | | |
| --- | --- | --- | --- |
| ***ENGLISH VERB TENSE*** | ***PAST*** | ***PRESENT*** | ***FUTURE*** |
| ***SIMPLE*** | *I worked there in 1990.* | *I work in a factory.* | *I will work when I turn 18.* |
| ***CONTINUOUS*** | *I was working when you came.* | *I am working right now.* | *I will be working in December.* |
| ***PERFECT*** | *I had worked with him before.* | *I have worked on several projects.* | *I will have worked on that by the time you get here.* |
| ***PERFECT CONTINUOUS*** | *I had been working with him for a long time.* | *I have been working on several projects.* | *I will have been working with several people in 2028.* |

*The three main verb tenses can each be further broken down to include the four aspects of verb tenses: simple, progressive, perfect, and perfect progressive:*

1. *Simple tenses are the basic versions of past, present, and future tense verbs. They describe either one event or all events of one action.*
2. *Progressive tenses discuss an ongoing (or progressing) action.*
3. *Perfect tenses discuss a future action that will be completed (or perfected).*
4. *Perfect progressive tenses discuss a future action that will be ongoing.*

*Now check each tense and then practice:*

Los tres tiempos verbales principales se pueden dividir para incluir los cuatro aspectos de los tiempos verbales: simple, progresivo, perfecto y perfecto progresivo.

1. Los tiempos simples son las versiones básicas de los verbos en tiempo pasado, presente y futuro. Describen un evento o todos los eventos de una acción.
2. Los tiempos progresivos hablan de una acción en curso (o progresiva).
3. Los tiempos perfectos hablan de una acción futura que será completada (o perfeccionada).
4. Los tiempos progresivos perfectos hablan de una acción futura que estará en curso.

Ahora, revise cada tiempo y, luego, practique:

| **CF03\_2\_tabs\_horizontales\_Verb tenses** |
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*After seeing the tenses in detail, on your notebook, put the correct answer, then check:*

Después de ver los tiempos en detalle, en su cuaderno, coloque la respuesta correcta y verifique:

| The doctor said: “I have been working there for years.”   1. past perfect 2. present perfect progressive | She said: “I will work.”   1. simple future 2. perfect progressive | They said: “I will have been walking around the store.”   1. future perfect progressive 2. present perfect progressive |
| --- | --- | --- |
| Click to check the correct | | |

* + - 1. ***Reported speech* (Discurso indirecto)**

*Indirect speech focuses more on the content of what someone said rather than their exact words. In indirect speech, the structure of the reported clause depends on whether the speaker is reporting a statement, a question, or a command. First, check the next video, then check the chart:*

El estilo indirecto se enfoca más en el contenido de lo que alguien dijo que en sus palabras exactas. En el estilo indirecto, la estructura de la cláusula informada depende de si el hablante informa una oración, una pregunta o un mandato. Primero revise el siguiente video y, luego, la gráfica.

<https://youtu.be/K3B4LsxubB0>

**Table 2**

*Direct and indirect speech*

|  | ***DIRECT*** | ***INDIRECT*** | ***REPORTED CLAUSE*** |
| --- | --- | --- | --- |
| ***Statement*** | *‘I’m tired’, I said.* | *I told them (that) I was tired.* | *that-clause* |
| ***Question*** | *‘Are you ready?’, the nurse asked Joel.*  *‘Who are you?’, she asked.* | *The nurse asked Joel if/whether he was ready.*  *She asked me who I was.* | *if-clause/whether-clause*  *wh-clause* |
| ***Command*** | *‘Leave at once!’, they ordered.* | *They ordered us to leave at once.* | *to-infinitive clause* |

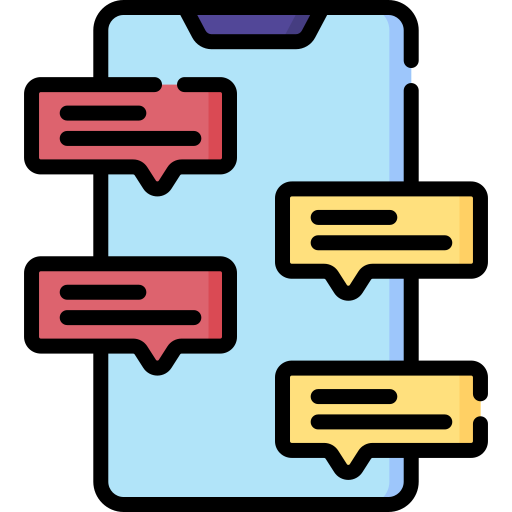
*According to the direct reported speech, we have two reports for statements and questions. Listen and read:*

De acuerdo con el estilo de reporte directo, tenemos dos reportes para oraciones y preguntas. Escuche y lea:

| **CF03\_3\_slide\_diapositivas\_titulos\_indirect speech** |
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*Let’s practice: speaking*

| *Ask your partner the following questions making sure to take good notes. After you have finished the questions, find a new partner and* ***report what you have learned about your first partner using reported speech.***  Realice a su compañero las siguientes preguntas, asegurándose de tomar buenas notas. Una vez haya terminado las preguntas, busque un nuevo compañero e informe lo que ha aprendido sobre su primer compañero utilizando el estilo indirecto. |
| --- |
| * *What is your favorite sport and how long have you been playing/doing it?* * *What kind of music do you like? Have you always listened to that kind of music?* * *What did you use to do when you were younger that you don't do anymore?* * *What were you doing yesterday at this time?* * *Which two promises will you make concerning learning English?* |

*Remember to use different virtual channels, such as Messenger, WhatsApp, Telegram, or if you have the possibility to practice with a member of your family or a friend, it will be nice. ¡****Let's do it!***

Recuerde usar diferentes canales virtuales, como Messenger, WhatsApp, Telegram, o si tiene la posibilidad de practicar con un familiar o un amigo, será lindo. ¡Vamos a hacerlo!

* + - 1. ***Let's talk about the work and social routines I used to have* (Hablemos de las rutinas laborales y sociales que solía tener)**

*When we use expressions to talk about routines or repeated actions in the past which we don't do in the present or we talk about states in the past which are no longer true, it is necessary to refer to “used to”:*

* *I* ***used to*** *have long hair (but now I have short hair).*
* *He* ***used to*** *smoke (but now he doesn't smoke).*
* *They* ***used to*** *live in Medellin (but now they live in Bogota).*

*We use used to + infinitive to talk about a past situation that is no longer true. It tells us that there was a repeated action or state in the past which has now changed. So check the grammar:*

| *Used to + infinitive and be/get used to + -ing look similar but they have very different uses.* |
| --- |

*For example:*

* *She used to work in a bank but she left and got a job as a gardener.*
* *When we were at university, we used to have to write an essay a week.*

*Let’s watch the next video. Listen, practice, and remember:*

<https://youtu.be/hQZcRq22IFw>

Cuando usamos expresiones para hablar de rutinas o acciones repetidas en el pasado que no hacemos en el presente o hablamos de estados del pasado que ya no son ciertos, es necesario referirse a “*used to*”:

*• I used to have long hair (but now I have short hair).*

*• He used to smoke (but now he doesn't smoke).*

*• They used to live in Medellin (but now they live in Bogota).*

Usamos *used to* + infinitivo para hablar de una situación pasada que ya no es cierta. Nos dice que hubo una acción o estado repetido en el pasado que ahora ha cambiado. Así que revise la gramática:

| *Used to* + infinitivo y *be/get used to* + -*ing* parecen similares pero tienen usos muy diferentes. |
| --- |

Por ejemplo:

• *She used to work in a bank but she left and got a job as a gardener.*

*• When we were at university, we used to have to write an essay a week.*

Observe el siguiente video. Escuche, practique y recuerde.

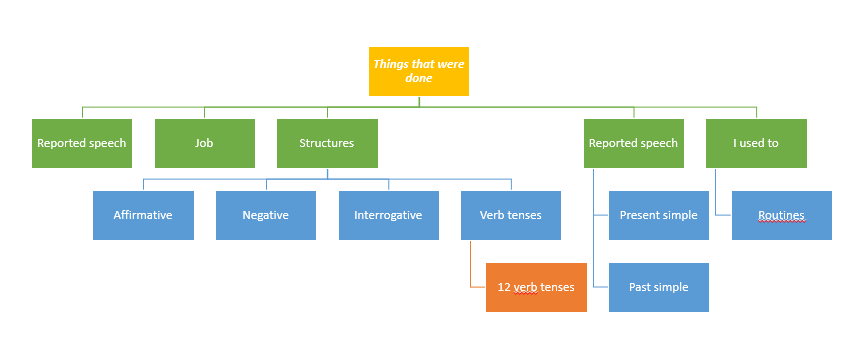
*Now, we are going to practice. Listen each audio and complete:*

| **CF03\_4\_actividad\_didactica\_completar\_espacios\_dialogo\_used to** |
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1. **SÍNTESIS**

*Up to this point, we have been able to review the twelve verb tenses that are present, present simple, present continuous, present perfect, present perfect continuous, past simple, past continuous, past perfect, and past perfect continuous, future with will, going to and -ing. We have also worked with reporting phrases, regular and irregular verbs, phrase verbs and some work vocabulary.*

Hasta este punto, hemos podido repasar los doce tiempos verbales, que son: presente, presente simple, presente continuo, presente perfecto, presente perfecto continuo, pasado simple, pasado continuo, pasado perfecto y pasado perfecto continuo, futuro con *will, going to* e -*ing*. También hemos trabajado con reporte de frases, verbos regulares e irregulares, verbos frase y vocabulario del trabajo:



1. **ACTIVIDAD DIDÁCTICA**

| **CF03\_actividad didactica final\_completar espacios** |
| --- |

1. **MATERIAL COMPLEMENTARIO**

| Tema | Referencia APA del Material | Tipo de material  (Video, capítulo de libro, artículo, otro) | Enlace del Recurso o  Archivo del documento o material |
| --- | --- | --- | --- |
| *Reported speech* (Discurso directo) | Coulmas, F. (1986). Reported speech: Some general issues. *Direct and indirect speech, 31*, p. 1-28. | Artículo web | <https://www.degruyter.com/document/doi/10.1515/9783110871968/pdf#page=11> |
| *Job* (Empleo) | Maxwell, N. (2010). English Language and Low‐Skilled Jobs: The Structure of Employment. *Industrial Relations: A Journal of Economy and Society, 49*(3), p. 457-465. | Libro | <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-232X.2010.00609.x> |
| *Affirmative, negative and interrogative structures* (Estructuras afirmativas, negativas e interrogativas) | Bellugi, U. (1965). *The Development of Interrogative Structures in Children's Speech.* ERIC. | Artículo web | <https://eric.ed.gov/?id=ED025333> |
| *Verb tenses* (Tiempos verbales) | Collins, L. (2007). L1 differences and L2 similarities: Teaching verb tenses in English. *ELT journal, 61*(4), p. 295-303. | Libro | <https://academic.oup.com/eltj/article-abstract/61/4/295/371001?login=false> |
| *Let's talk about the work and social routines I used to have* (Hablemos de las rutinas laborales y sociales que solía tener) | Englishing. (2020). *ESL - Used to (Difference between Past Simple)* [Video]. YouTube. | Video | <https://www.youtube.com/watch?v=hQZcRq22IFw> |

1. **GLOSARIO**

| TÉRMINO | SIGNIFICADO |
| --- | --- |
| *Field:* | relacionado con el campo de acción en el que alguien se desempeña, relacionado con un perfil laboral. |
| *Jobs / Empleos:* | vocabulario relacionado con el trabajo, frases usadas y palabras conocidas. |
| *Reported speech /* Discurso indirecto: | consiste en el reporte que se hace de una frase original dicha por alguien, puede ser en forma directa o indirecta. En Inglés, se denomina *reported speech*. |
| *Speech:* | relacionado con las palabras que alguien ofrece para un público en general. |
| *Verb tenses* / Tiempos verbales: | los tiempos verbales en la escritura son conjuntos de formas verbales que se utilizan para transmitir el momento en que ocurre una acción: pasado, presente o futuro. |

1. **REFERENCIAS BIBLIOGRÁFICAS**

Bellugi, U. (1965). *The Development of Interrogative Structures in Children's Speech.* ERIC. <https://eric.ed.gov/?id=ED025333>

Cambridge University Press. (2022). *Reported speech: indirect speech*. Cambridge Dictionary. <https://dictionary.cambridge.org/us/grammar/british-grammar/reported-speech-indirect-speech>

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Coulmas, F. (1986). Reported speech: Some general issues. *Direct and indirect speech, 31*, p. 1-28. <https://www.degruyter.com/document/doi/10.1515/9783110871968.1/html>

Maxwell, N. (2010). English Language and Low‐Skilled Jobs: The Structure of Employment. *Industrial Relations: A Journal of Economy and Society, 49*(3), p. 457-465. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-232X.2010.00609.x>

Raynier, L. (2017). *How to Get a Job With No Experience* [Video]. YouTube. <https://www.youtube.com/watch?v=OF8nx8Pt0tI>

1. **CONTROL DEL DOCUMENTO**

|  | Nombre | Cargo | Dependencia | Fecha |
| --- | --- | --- | --- | --- |
| Autor(es) | Edith Grande | Experta Temática | Regional Distrito Capital - Centro para la Industria de la Comunicación Gráfica. | Septiembre de 2022 |
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| Darío González | Corrector de Estilo | Regional Distrito Capital – Centro de Diseño y Metrología. | Septiembre de 2022 |

1. **CONTROL DE CAMBIOS**

**(Diligenciar únicamente si realiza ajustes a la Unidad Temática)**

|  | Nombre | Cargo | Dependencia | Fecha | Razón del cambio |
| --- | --- | --- | --- | --- | --- |
| Autor(es) |  |  |  |  |  |

**Nota:**Para la propuesta instruccional se deben tener en cuenta las métricas desarrolladas en el equipo:

<https://drive.google.com/drive/u/1/folders/1UiJvaklSCICR4BaQ7ga_q04JFa53h_u_>