

UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

COORDINACIÓN GENERAL DE FORMACIÓN PROFESIONAL

LEARNING MODULE

I. GENERAL INFORMATION

- 1. School:** : Instituto de Ciencias Agrícolas, Mexicali; Facultad de Ingeniería y Negocios, San Quintín.
- 2. Major:** Ingeniero Agrónomo, Ingeniero Agrónomo Zootecnista, Ingeniero Biotecnólogo Agropecuario e Ingeniero en Agronegocios.
- 3. Study Program:** 2021-2
- 4. Learning Module Name:** Inglés Básico
- 5. Number:** 39166
- 6. CH:** 02 **WH:** 02 **LH:** 00 **FPH:** 00 **CLH:** 00 **EH:** 02 **CR:** 06
- 7. Stage:** Basic
- 8. Module Type:** Compulsory
- 9. Course Enrollment Requirements:** None



Learning Module Design Team

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Approval of Assistant Dean (s)

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II. PURPOSE OF LEARNING MODULE

The student will learn to manage vocabulary, grammatical structures, communication and reading comprehension skills to perform the necessary practices such as the presentation of topics of real and daily situations in the English language, so that he acquires confidence and trust when communicating, which contributes to enrich his training as a biotechnological engineer, animal husbandry or agronomist. The learning unit is located in the basic stage, it is compulsory and there is no previous requirement.

III. COMPETENCE OF THE LEARNING MODULE

To manage the basic grammatical structures of the English language, through theoretical and practical exercises, to increase their vocabulary and to understand articles and readings that help in their academic and professional training, with a proactive attitude, teamwork and respect for other people and the environment.

IV. EVIDENCES OF LEARNING/ACHIEVEMENT

Elaboration of a portfolio that includes grammar exercises solved in class, homework, vocabulary list, as well as the team presentations evidence.

V. UNIT DESCRIPTION
UNIT I. First interactions

Competency:

To use basic words and expressions, through the new vocabulary and meaning, to communicate effectively, with a positive and respectful attitude.

Content:

Time Allotted: 6 hours

- 1.1 Grammar: Simple present Affirmative, negative and interrogative sentences with be
 - 1.1.1 English alphabet and spelling names
 - 1.1.2 Different kinds of pronouns and articles
 - 1.1.3 Affirmative statements
 - 1.1.4 Negative sentences
 - 1.1.5 Yes/no and Wh questions
- 1.2 Vocabulary: personal nouns and occupations
 - 1.2.1 Foreign language names
 - 1.2.2 Occupations
 - 1.2.3 The days of the week and numbers
 - 1.2.4 The weather
- 1.3 Pronunciation: basic forms of intonation and stress
 - 1.3.1 Kinds of intonation
 - 1.3.2 Voiced and voiceless consonants phonetic / Vowels' pronunciation
- 1.4 Learning strategies: Identify the foreign language by speaking and listening
 - 1.4.1 Identify personal information in texts
 - 1.4.2 Refer to previous knowledge to use the new language

UNIT II. Simple present with auxiliary verbs

Competency:

To use the simple present to ask for and to give information about friends and family members, in a written and oral form, describing someone's typical day, with a critical, analytical and respectful attitude.

Content:

Time Allotted: 10 hours

2.1 Grammar: Regular and irregular verbs

2.1.1 Affirmative statements

2.1.2 "S" rules

2.1.3 Negative statements

2.1.4 Interrogatives (Yes/No and Wh)

2.1.5 Possessive nouns and pronouns

2.2 Vocabulary: Family members

2.2.1 Adverbs of frequency

2.2.2 Different kinds of families

2.3 Pronunciation: Rhythm

2.3.1 Stressed and non-stressed syllables

2.4 Learning Strategies: Handling situations

2.4.1 Identification of voices and subjects

2.4.2 Recognizing relationships

2.4.3 Creating dialogues

2.4.4 Use the vocabulary of the course and put it into practice for improvement

UNIT III. Describing technology

Competency:

To discuss the features of the technological devices, identifying and describing the characteristics and functions of brands and models, to make decisions when getting a new one, with a critical, analytical and respectful attitude.

Content:

Time Allotted: 6 hours

- 3.1 Grammar: present continuous
 - 3.1.1 With present meaning
 - 3.1.2 With future meaning
 - 3.1.3 Present progressive verbs rules
 - 3.1.4 Future adverbs
- 3.2 Vocabulary
 - 3.2.1 Names of electronic gadgets and machines
 - 3.2.2 Give and receive advice about brands or models
 - 3.2.3 Complaints in future
 - 3.2.4 Questions in present progressive
 - 3.2.5 Positive adjectives
- 3.3 Pronunciation
 - 3.3.1 The use of linking sounds
 - 3.3.2 How to pronounce the -ing ending
 - 3.3.3 Pronunciation of rising and falling intonation
- 3.4 Learning Strategies
 - 3.4.1 Look up for new words in English dictionaries
 - 3.4.2 Choosing information from texts

UNIT IV. Getting away

Competency:

To give oral presentations about past vacation trips, by encouraging dialogue, openness and communication using the simple past tense, to provide information about the experience, with an open and respectful attitude.

Content:

Time Allotted: 10 hours

4.1 Grammar simple past

- 4.1.1 Affirmative, negative and interrogative sentences with be
- 4.1.2 Regular verbs
- 4.1.3 Irregular verbs
- 4.1.4 Spelling rules for regular verbs
- 4.1.5 Use of did

4.2 Vocabulary

- 4.2.1 Vacation preferences
- 4.2.2 Places for traveling
- 4.2.3 Means of transportation

4.3 Pronunciation

- 4.3.1 Idioms for vacations
- 4.3.2 Pronunciation of regular past tense verbs

4.4 Learning Strategies

- 4.4.1 Review and mark consistently
- 4.4.2 Write about their favorite vacation they had

VI. STRUCTURE OF WORKSHOP PRACTICES

No.	Practice Name	Procedure	Support resources	Time
UNIT I				
1	Self-introduction	<ol style="list-style-type: none"> 1. The student follows the given instructions, introducing himself by describing his job and its characteristics in a written way. 2. Hands it in for the professor to review it. 3. Rewrites the text following the professor's observations. 4. Makes a video and hands it in to the professor. 	<ul style="list-style-type: none"> • Computer • Smartphone • Video edition apps • Texts • Work sheets 	6 hours
UNIT II				
2	Daily routine	<ol style="list-style-type: none"> 1. In teams of four people, each one writes daily activities about three people and a pet, and writes his name on it. 2. Shares the sentences orally among them. 3. Makes corrections, if necessary. 4. Hands them in to the professor. 	<ul style="list-style-type: none"> • Worksheets • Notebook • Pencil • Eraser 	10 hours
UNIT III				
3	My dream gadget	<ol style="list-style-type: none"> 1. The student chooses his favorite gadget or machine. 2. Writes a description of it, based on notes, using as many adjectives as possible. 3. Prepares chats using the new vocabulary, grammatical structures, ideas and tasks 	<ul style="list-style-type: none"> • Gadget or picture • Notes • Pencil • Eraser 	10 hours

		carried out in class. 4. Gives the presentation to the group.		
UNIT IV				
4	Sharing my vacation	<ol style="list-style-type: none"> 1. The student observes the postcard format structure shown by the professor. 2. Makes a postcard by using a collage or drawings about last vacation. 3. Writes and edits sentences to write on the postcard. 4. Writes on the postcard and then drops it in the mailbox. 	<ul style="list-style-type: none"> • Glue • Scissors • Pictures • Cutouts • Pencil • Markers • Notebook • Worksheets • Paper 	6 hours

VII. METHODOLOGY AND STRATEGIES

Course framework: The first day of class the teacher must establish the form of work, evaluation criteria, quality of academic work, rights and obligations for teacher and students.

Teaching strategies (teacher):

- Acts as a guide and facilitator of learning, explaining both the vocabulary and grammar to understand written texts.
- Guides and coordinates team presentations
- Applies different methodological techniques of teaching the English language.

Learning strategies (student):

- Analyzes the readings and the topics presented by the professor, participating actively.
- Elaborates oral and written activities both individually and as a team.
- Shows attitudes of respect and collaboration towards the work of others.

VIII. EVALUATION CRITERIA

The evaluation will be carried out permanently during the development of the course as follows:

Accreditation criteria

To be entitled to ordinary and extraordinary exam, the student must meet the attendance percentages established in the current School Statute.

Scaled from 0 to 100, with a minimum approval of 60.

Assessment criteria

- Written exams..... 30%
- Speaking tests..... 20%
- Participation..... 10%

Portfolio contents:

- Grammar exercises..... 10%
- Homework..... 10%
- Vocabulary list..... 10%
- Team presentations evidences..... 10%
- Total.....100%**

IX. BIBLIOGRAPHY

Required

- Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.
- Richards, J.C. (2017). *Interchange level 1 student book with online self-study* (5th ed.). Cambridge University Press.
- Saslow, J., Ascher A. (2015). *Top notch fundamentals* (3rd ed.). Pearson Education. (Teacher, student book, workbook).
- Saslow, J., Ascher A. (2015). *Top notch workbook level 1 workbook* (3rd ed.). Pearson Education. (Teacher, student book, workbook).
- Saslow, J., Ascher A. (2015). *Top notch level 2 student book w/active book & MyEnglishLab* (3rd ed.). Pearson Education.

Suggested

- Woodward, S.W. (1997). *Fun with grammar communicative activities for the azar grammar series*. Prentice Hall Regents.

X. TEACHER PROFILE

The instructor must have a bachelor's degree related to the field of language teaching or in education with a TKT certification, preferably with a master's degree in language teaching or education, with at least two years of teaching experience and preferably with a C1 level of English. Must be proactive, creative, analytical and teamwork promoter.