

UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

COORDINACIÓN GENERAL DE FORMACIÓN PROFESIONAL

LEARNING MODULE

I. GENERAL INFORMATION

- 1. School:** Instituto de Ciencias Agrícolas, Mexicali; y 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 Técnico
- 5. Number:** 39172
- 6. CH:** 02 **WH:** 02 **LH:** 00 **FPH:** 00 **CLH:** 00 **EH:** 02 **CR:** 06
- 7. Stage:** Básica
- 8. Module Type:** Obligatoria
- 9. Course Enrollment Requirements:** None



Learning Module Design Team

Belém Guadalupe Pacheco Bazán
Janny Lovera Ortega
Cindy Roxana Lovera Ortega

Approval of Assistant Dean (s)

Rubén Encinas Fregoso
Ana Cecilia Bustamante Valenzuela

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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

The student will be able to communicate at a B1 level according to the standards set by the Common European Framework of Reference for Languages.

To explain the main ideas of technical texts of the English language in the area of Biotechnological Engineering, Animal Science and Agriculture, through theoretical and practical exercises through dialogues, readings and writing of articles that help in their academic and professional training with a prepositive attitude, teamwork and respect.

IV. EVIDENCES OF LEARNING/ACHIEVEMENT

Elaboration of a portfolio that includes the exercises solved in class, the tasks, reading summaries and technical glossary.

Teams presentations during the semester that integrate and apply the technical language.

V. UNIT DESCRIPTION
UNIT I. The parts of the plants and their functions

Competency:

To talk about the different parts of the plants, by analyzing them on a fieldtrip, to talk about the plant processes: pollination, fertilization and photosynthesis; with a reflective and responsible attitude.

Content:

Time Allotted: 10 hours

1.1 Grammar:

- 1.1.1 Definite and indefinite articles
- 1.1.2 Countable and uncountable nouns

1.2 Vocabulary:

- 1.2.1 Parts of the plants
- 1.2.2 Parts of the flower
- 1.2.3 The functions of the parts of a flower
- 1.2.4 Plant processes

1.3 Pronunciation:

- 1.3.1 Kinds of intonation
- 1.3.2 Words stressing
- 1.3.3 Plural nouns endings

1.4 Learning strategies:

- 1.4.1 Repetition and memorization

UNIT II. Soil science

Competency:

To analyze the different layers of the soil by digging a 50 cm hole to distinguish the different colors, texture and components of each horizon and its advantages and disadvantages on crops, with an honest and analytical attitude.

Content:

Time Allotted: 6 hours

2.1 Grammar:

2.1.1 Adjectives

2.1.2 Connectors

2.2 Vocabulary:

2.2.1 Types of soils

2.2.2 Horizons

2.2.3 Climate and seasons

2.3 Pronunciation: Rhythm

2.3.1 Word stress

2.3.2 Adjective pronunciation

2.4 Learning Strategies:

2.4.1 Identifying the most important information in readings

2.4.2 Recognizing the characteristics of the horizons in a hole

UNIT III. Zootechnology

Competency:

To discuss topics about animal physiology, their breeding, as well as the different machinery used on the field and farm, visiting the corrals and the field, to describe how farm animals reproduce, how their digestive system works and the insects physiology and morphology, with respect and care.

Content:

Time Allotted: 4 hours

3.1 Grammar:

- 3.1.1 Different kinds of pronouns
- 3.1.2 Possessives

3.2 Vocabulary:

- 3.2.1 Kinds of farm animals
- 3.2.2 The digestive systems of farm animals
- 3.2.3 Entomology
- 3.2.4 More adjectives

3.3 Pronunciation:

- 3.3.1 The use of linking sounds
- 3.3.2 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. Biotechnology

Competency:

To distinguish the Chemistry laboratory instruments, by tagging them, to explain their elemental functions, with responsible and careful handling.

Content:**Time Allotted:** 6 hours

4.1 Grammar:

4.1.1 Usage of different nouns and pronouns related to laboratory

4.1.2 Possessives

4.2 Vocabulary:

4.2.1 Different lab sections

4.2.2 Lab utensils

4.2.3 Lab studies

4.3 Identifying laboratory equipment:

4.3.1 Use of glass instruments

4.3.2 Accidents in lab

4.3.3 Storage of instruments

UNIT V. Gribusiness

Competency:

To explain a product cycle, based on agribusiness schemes, to improve his own business, with an honest, analytical and respectful attitude.

Content:

Time Allotted: 6 hours

5.1 Grammar:

5.1.1 Usage of proper nouns related to agribusiness

5.1.2 Modal verbs

5.2 Vocabulary:

5.2.1 Agribusiness vocabulary

5.2.2 Abilities

5.2.3 Basic parts in agribusiness. people, technology and process

5.3 Pronunciation:

5.3.1 Modals

5.4 Learning strategies:

5.4.1 Looking up for new words in English dictionaries and apps online

5.4.2 Reading articles and choosing main ideas from texts

VI. STRUCTURE OF WORKSHOP PRACTICES

No.	Practice Name	Procedure	Support resources	Time
UNIT I				
1	Plant physiology presentation	<ol style="list-style-type: none"> 1. The student brings a flower to class. 2. Explains the parts of a flower and the plant processes in groups of 4. 3. Asks questions to his classmates; while the professor monitors and evaluates them. <p>Note: In winter, the student explains the topic on a PPT presentation.</p>	<ul style="list-style-type: none"> ● Computer ● Smartphone ● Texts ● Worksheets ● Flower 	10 hours
UNIT II				
2	Soil Horizons	<ol style="list-style-type: none"> 1. In pairs, students dig a 50 cm hole. 2. Pay attention to the characteristics of the horizons. 3. Take a picture of them in the hole. 4. Write a report about their findings. 5. Edit the writing, hand it in to the professor. 	<ul style="list-style-type: none"> ● Notebook ● Pencil ● Eraser ● Computer ● Smartphone ● Shovel ● Tape measure ● Worksheets 	6 hours

UNIT III				
3	Farm animals presentation	<ol style="list-style-type: none"> 1. Students work in pairs and choose a topic of the unit. 2. The couple writes the information to present and shows it to the professor for reviewing it. 3. Prepares a PPT presentation. 4. Gives the presentation to the group. 	<ul style="list-style-type: none"> • Computer • Notes • Pencil • Eraser 	4 hours
UNIT IV				
4	Pictionary	<ol style="list-style-type: none"> 1. The student reviews the laboratory glassware. 2. Makes a glassware album with drawings or cutouts labeled. 3. Writes his name on it and hands it in to the professor. 	<ul style="list-style-type: none"> • Glue • Scissors • Pictures • Cutouts • Pencil • Markers • Notebook • Worksheets • Paper 	6 hours
UNIT V				
5	My product cycle clip	<ol style="list-style-type: none"> 1. The student works in groups of 3 and receives the information about farming cycle and post-harvest schemes activity. 2. The team chooses a plant/fruit for their imaginary business. 3. Writes the necessary sentences to explain the process (using the modal verbs) 4. Illustrates the sentences with cutouts or drawings. 5. Explains in a short video their product cycle. 	<ul style="list-style-type: none"> • Poster cycles • Fruit/plant articles • Modal verb list • Glue • Scissors • Cutouts • Video editing app • Smartphone • Computer 	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 (professor):

- Acts as a guide and facilitator of learning, explaining the technical 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:

- Reading summaries..... 10%
- Homework..... 10%
- Technical glossaries..... 10%
- Team presentations evidences..... 10%
- Total.....100%**

IX. BIBLIOGRAPHY

Required

- Badgett, R. (2005). *Soil biology of soil-A community and ecosystem approach (biology of habitats series)*. Oxford University Press.
- Beck, C. (2010). *An introduction to plant structure and development (plant anatomy for the Twenty-Century)* (2nd ed.). University Press.
- Bryceson, K.P. (2015). *E' Issues in agribusiness: The what, why and how*. CABI.
- Hampton J.G. (1998). Forage seed production. *R.M. SULC*, 110-115. <https://www.scielo.br/pdf/sa/v55nspe/3159.pdf>
- Hopkins, W., Hüner, N. (2008). *Introduction to plant physiology* (4th ed). John Wiley & Sons, Inc.
- Mountford, A. (1977). *English in agriculture*. Oxford University Press.

Suggested

- 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.
- 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.