Universidad Autónoma del Estado de México
Facultad de Ciencias Agrícolas
Licenciatura de Ingeniero Agrónomo Industrial

Guía Pedagógica:

Inglés 7

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I. Datos de identificación

Espacio educativo donde se imparte	**Facultad de Ciencias Agrícolas**			
Licenciatura	**Licenciatura de Ingeniero Agrónomo Industrial**			
Unidad de aprendizaje	**Inglés 7**	**Clave**	**LMU404**	
Carga académica	**2** Horas teóricas	**2** Horas prácticas	**4** Total de horas	**6** Créditos
Período escolar en que se ubica	**4**			
Seriación	Inglés 6 UA Antecedente		Inglés 8 UA Consecuente	

Tipo de Unidad de Aprendizaje

Curso		Curso taller	X
Seminario		Taller	
Laboratorio		Práctica profesional	
Otro tipo (especificar)	Tipo de UA: Curso-Taller		

Modalidad educativa

Escolarizada. Sistema rígido		No escolarizada. Sistema virtual	
Escolarizada. Sistema flexible	X	No escolarizada. Sistema a distancia	
No escolarizada. Sistema abierto		Mixta (especificar)	

Formación común

Ingeniero Agrónomo Fitotecnista 2015	X	Ingeniero Agrónomo en Floricultura 2015	X
Ingeniero Agrónomo Industrial 2015	X		

Formación equivalente	**Unidad de Aprendizaje**

II. Presentación de la guía pedagógica

El diseño de esta guía pedagógica responde al Modelo Educativo de la Facultad de Ciencias Agrícolas, en el sentido de ofrecer un modelo de enseñanza centrado en el aprendizaje y en el desarrollo de habilidades, actitudes y valores que brinde a los estudiantes la posibilidad de desarrollar sus capacidades de entendimiento de lecturas específicas del área, así como tener la capacidad de comunicarse correctamente en Inglés.

El enfoque y los principios pedagógicos que guían el proceso de enseñanza aprendizaje de esta guía, tiene como referente el desarrollo de las competencias de enseñanza aprendizaje, que el alumno aprende a partir de su actividad interna y externa, por intermediación del profesor, como facilitador en seleccionar diversos métodos, estrategias y recursos educativos que considere más apropiados para el logro del aprendizaje significativo, contextualizando el conocimiento.

Los diferentes métodos, estrategias y recursos sugeridos en esta Guía Pedagógica, se enfocan en el desarrollo de habilidades para que los alumnos recuerden, reafirmen y apliquen no solamente las estructuras gramaticales, sino vocabulario cotidiano y técnico, así como, facilitar la investigación y la interpretación de los contenidos de aprendizaje, mediante la organización de actividades colaborativas.

Realizar búsqueda de información, en bases de datos especializadas para favorecer la comunicación con sus pares en inglés, a través de estrategias de exposición de temas específicos del área Agronómica.

Reforzar habilidades académicas a través del uso de las TIC tales como organización, presentación de temas en público, redacción de documentos académicos (resumen, cuadros sinópticos, mapas mentales y ensayos).

En cuanto a los escenarios, se propone trabajar no solamente en el salón de clases, sino en el Centro de Auto Acceso, sala de Cómputo y Biblioteca, para desarrollar habilidades de búsqueda, interpretación, análisis y síntesis de información específica relacionada con algún tema de Agronomía.

III. Ubicación de la unidad de aprendizaje en el mapa curricular

Núcleo de formación:	Básico
Área Curricular:	Ciencias Sociales
Carácter de la UA:	Obligatorio

IV. Objetivos de la formación profesional.

Objetivos del programa educativo:

- Implementar sistemas de acondicionamiento de la producción agrícola y pecuaria para su destino hacia las agroindustrias o su comercialización en fresco.
- Organizar procesos industriales de conservación y transformación de los productos agrícolas y pecuarios.
- Diseñar procesos agroindustriales innovadores para la conservación y transformación de los productos agrícolas y pecuarios.
- Contribuir en los procesos financieros y administrativos de las empresas agroindustriales.
- Proveer asistencia técnica a productores agropecuarios y a empresarios agroindustriales.
- Realizar investigación tendiente a la mejora e implementación de sistemas agroindustriales más productivos.
- Difundir la cultura agrícola y agroindustrial en diferentes niveles de la sociedad.
- Revisar la normatividad específica a los productos agrícolas y agroindustriales con el fin de mejorar la calidad de insumos y producto terminado.

Objetivos del núcleo de formación:

BÁSICO: Promover en el alumno/a el aprendizaje de las bases contextuales, teóricas y filosóficas de sus estudios, la adquisición de una cultura universitaria en las ciencias y las humanidades y el desarrollo de las capacidades intelectuales indispensables para la preparación y ejercicio profesional o para diversas situaciones de la vida personal y social.

Objetivos del área curricular o disciplinaria:

Analizar la diversidad social y cultural que el hombre ha creado a través de su desarrollo histórico a partir de la relación Hombre-Naturaleza.

Analizar los problemas socioeconómicos más relevantes de México así como los retos y oportunidades que implica la sustentabilidad como modelo de desarrollo.

Fomentar el cuidando el medio ambiente con ética y responsabilidad social en el desempeño profesional.

V. Objetivos de la unidad de aprendizaje.

Aplicar la estructura y función de tiempos verbales con el fin de comunicar eventos, hábitos, opiniones, planes y expectativas dando a su discurso matices de modo y aspecto tanto en lo oral como en lo escrito.

VI. Contenidos de la unidad de aprendizaje, y su organización.

Unidad 1. Conversaciones y entrevistas

Objetivo: Intercambiar información personal, preferencias y opiniones; describir y dar información acerca de hábitos, situaciones pasadas y en progreso con la fluidez necesaria para comenzar y mantener una conversación en la que la comprensión de ideas generales y detalles permitan argumentar con una intención determinada.

Contenidos:

1.1 Situaciones que acontecen

1.1.1 Hábitos, hechos y eventos en progreso

1.1.2 Conectores aditivos, disyuntivos, causales, concesivos y temporales

1.1.3 Entonación enfática

1.1.4 Fórmulas para tomar y ceder turnos en la conversación, *tag question* y entonación

1.2 Eventos concluidos

1.2.1 Narraciones secuenciadas de acontecimientos pasados

1.2.2 Hábitos pasados expresados con *used to* y *would*

1.3 Entrevistas

1.3.1 Formulación de preguntas y respuestas

1.3.2 Confirmación de la información recibida

1.3.3 Experiencia laboral y académica

1.3.4 Requerimientos y habilidades para el empleo o estudios de posgrado

1.3.5 Escribir *emails* y cartas solicitando empleo o ingreso a una universidad

1.4 Uso de la lengua en el ámbito académico y laboral en el presente.

Métodos, estrategias y recursos educativos

Para el desarrollo de los contenidos esta unidad se aplican las diferentes habilidades que conforman el estudio del idioma Inglés que a continuación se mencionan

Oral skills:

- Compare what people usually do with what they are doing now.

- Talking about their past habits and activities that were in progress for a period of time.
- Discussing how students feel in different situations
- Reacting and showing interest

Reading skills:

- Identify the main Argument.
- An article about the lottery

Writing skills:

- Text type: An email applying for a job
- Following a simple structure for narrating events.

Listening:

- Listening for specific and general information
- A radio interview
- Conversations about events over the summer

Reading comprehension strategies for specific academic purposes.

- Improving reading speed.
- Learning specific vocabulary.
- Using a monolingual dictionary.
- Understanding vocabulary from context.

The purpose of each strategy is to improve student interaction with a text.

Estrategias Didácticas:

- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways.
- Students will be asked to memorize important specific vocabulary.
- Students will be presented some communicative activities to improve their communicative skills.
- Self and peer correction and evaluation

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Unidad 1. Conversaciones y entrevistas

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1.1.1 Hábitos, hechos y eventos en progreso

1.1.2 Conectores aditivos, disyuntivos, causales, concesivos y temporales

1.1.3 Entonación enfática

1.1.4 Fórmulas para tomar y ceder turnos en la conversación, *tag question* y entonación

1.2 Eventos concluidos

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1.2.2 Hábitos pasados expresados con *used to* y *would*

1.3 Entrevistas

1.3.1 Formulación de preguntas y respuestas

1.3.2 Confirmación de la información recibida

1.3.3 Experiencia laboral y académica

1.3.4 Requerimientos y habilidades para el empleo o estudios de posgrado

1.3.5 Escribir *emails* y cartas solicitando empleo o ingreso a una universidad

1.4 Uso de la lengua en el ámbito académico y laboral en el presente.

Métodos, estrategias y recursos educativos

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Actividades de enseñanza y de aprendizaje		
Inicio	**Desarrollo**	**Cierre**
Teacher will write Positive and negative emotions on the board. And Ask:	Teacher will ask students to think about situations in their lives for example when looking for a job and take turns to tell each other about	Results: Interview: in pairs students will represent a job interview, one of them should be the candidate and

What situations would make you feel a positive emotion? What situations would make you feel a negative emotion? Can you name the emotion? Connectors are introduced so students can express their opinions (contrasting ideas) Students will be presented a set of pictures and in pairs, they will describe how the people are feeling in different situations. (a job interview, first day at work, etc) Individually, students read a text and add a suitable adjective in the missing spaces. Tell students they do not have to understand every word. They then compare their answers in pairs. Check answers as a class. If students have different answers, ask them to give reasons for their choice	their feeling. Remind them to use modifying connectors where possible, Students are reminded about the use of the past simple to describe events that started and finished in the past. Grammatical rules to form the past simple are explained and practiced. Some common verbs are introduced for students to practice pronunciation of "ed" endings. Students are given a text about the lottery, they do not have to understand every word. Students read the text and find the past simple verbs. They then match the verbs with the rules Students will be asked to imagine they won the lottery. They should write an imaginary account of what happened when they won it. In pairs, students tell each other what they did. Elicit a few answers from individual students. Students will read a given dialogue and find examples of Wh- questions and a question with a preposition at the end. Students will use the questions in the dialog as an example to write their questions for a job interview.	the other will be the employer. They should ask follow up questions to each answer. Email: Students should write an email applying for a job in their specialized field. Following the appropriate format given in class.

	In pairs, students will practice asking and answering the questions. Teacher will monitor and check that students are using the correct grammar and intonation. Students will be presented an example of a letter applying for a job. They will identify the main elements and the information included in each paragraph. They will brainstorm some ideas of the personal information required to write a letter of their own.	
(2 Hrs.)	**(7Hrs.)**	**(3Hrs.)**

Escenarios y recursos para el aprendizaje (uso del alumno).

Escenarios	**Recursos**
• Classroom. • Self Access Center • Virtual room • Internet sites • Conversation workshops • Different academic events	1. Authentic texts adapted for level as necessary, which use the target language. 2. Websites 3. Self-access center 4. Specialized bibliography 5. Specialized software and/or multimedia packages.

Unidad 2. Situaciones condicionadas
Objetivo: Expresar condiciones reales e irreales, con el fin de prevenir, sugerir, cuestionar y emitir opiniones sobre situaciones probables e improbables.
2.**1 Condiciones reales** 2.1.1 Hechos y consecuencias lógicas 2.1.2 Cuestionar posibles consecuencias de un acto **2.2 Condiciones irreales** 2.2.1 Opiniones acerca de situaciones futuras hipotéticas 2.2.2 Situaciones improbables o imposibles en el futuro 2.2.3 Consecuencia o resultado de una situación imaginaria **2.3 Uso de la lengua en el ámbito académico y laboral**
Métodos, estrategias y recursos educativos
Oral skills ➢ Using language for describing photos ➢ Using set phrases to give opinions, justify them and structure a speech ➢ Describing how you would live if you were a millionaire. **Reading skills** ➢ Looking for words suggesting connections to missing sentences in a gapped sentences task. ➢ Reading between lines to get detailed information from the text **Writing skills** ➢ Text type: an opinion essay ➢ Starting sentences with a variety of expressions ➢ Writing an opinion essay on how you would spend a million euros to help other people **Listening skills** ➢ Listening to get specific details. ➢ Listening to a conversation about the importance of money **Reading comprehension strategies for specific academic purposes** ➢ Word building: word forms

- Using a dictionary to find verb patterns
- Analyzing how dictionaries show verb patterns

Estrategias didácticas

- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways.
- Summarizing key points to make learning easier.
- Make students interact with different classmates.
- Use peer assessment so students can learn from each other.

Actividades de enseñanza y de aprendizaje

Inicio	Desarrollo	Cierre
Teacher will ask: What's the most expensive thing you've ever bought? And give students its own example, e.g. I bought a car a few years ago. Elicit students' answers Students will be given two photos, in pair they should analyze them and, describe what they can see, think about the contrasts and discuss the differences for the rich and poor in Mexico. Students will listen a dialog about the contrast between rich and poor is Sao Paolo, Brazil. In pairs, students discuss who they agree with more and give reasons for their opinions.	Teacher will ask students: Is there a big contrast between rich and poor in your country? What is life like for them? Students discuss the questions in pairs. Revise the structure of the second conditional: if + past simple, would + verb. Ask students to read some imaginary situations and make notes about the things they would do. Ask a student what they would do in different given the situations e.g. If there were no shops in my town, I would travel to the nearest city to go shopping The teacher will write the following true situations on the board:	Results Debate: Students will have a debate in class where they are going to talk about how different is the economic situation in their country and in other countries in Latin America. Team 1: they will talk about Mexico. Team 2 will talk about Brazil. Team 3 and 4 can choose any other Latin America county. Essay: students will rate an essay on "how you would spend a million euros to help other people" *They should:*

	• We can speak English. We can communicate with other English speakers. • I have a car. I drive to work every day. • Favelas have terrible conditions. Their inhabitants have difficult lives. • We use money. We don't have to swap things with other people. Students will discuss if the sentences express real or unreal situations. Now students will imagine what would happen if things were different. Start the first sentence: If we couldn't speak English, … and ask a student to complete the sentence.	• *Use the second conditional to describe imaginary actions.* • *Use the present simple to state facts.* • *Start your sentences with a variety of phrases.* • *Start second conditional phrases with the if clause or the main clause.*
(2 Hrs.)	**(7 Hrs.)**	**(3 Hrs.)**

Escenarios y recursos para el aprendizaje (uso del alumno)

Escenarios	Recursos
• Classroom. • Self Access Center • Virtual room • Internet sites • Conversation workshops • Different academic events	1. Authentic texts adapted for level as necessary, which use the target language. 2. Websites 3. Self-access center 4. Specialized bibliography 5. Specialized software and/or multimedia packages.

Unidad 3. Narración

Objetivo: Narrar eventos dando precisión a la secuencia y el grado de desarrollo de acontecimientos y a la descripción de lugares, objetos y personas.

3.1 Historias y anécdotas

3.1.1 Acciones concluidas y reiterativas

3.1.2 Acciones que se anticipan a otras

3.1.3 Eventos desarrollados en un tiempo indefinido

3.1.4 Énfasis en la duración de un evento concluido o aún en progreso

3.1.5 Conectores

3.2 Uso de tiempos perfectos y perfectos continuos

3.2.1 Experiencias reiterativas

3.2.2 Experiencias concluidas

3.2.3 Énfasis en la duración de un evento concluido o aún en progreso

3.2.3 Elementos que dan pauta otra acción

3.3 Descripciones

3.3.1 Adjetivos y adverbios

3.3.2 Comparativos y superlativos

3.3.3 Similitud

3.4 Uso de la lengua en el ámbito académico y laboral

Métodos, estrategias y recursos educativos

Oral skills

- Discussing if students would enjoy different activities.
- Speculating on what happened next in a story.
- Using a simple structure to describe a photo.

Reading skills

- Guessing the meaning of new vocabulary in a text
- An article about a man lost in the Australian outback

Writing skills

- Writing type: invitations and replies
- Making invitations for different activities.
- Replying to an invitation.

Listening skills

- Synonyms in listening exercises
- Listening to an advert about bread; four dialogues about advertising and products.

Reading comprehension strategies for specific academic purposes

- Getting clues about a listening text from instructions and questions.
- Negative prefixes
- Using a dictionary
- Finding synonyms and antonyms in a dictionary
- Understanding words from context

  The purpose of each strategy is to improve student interaction with a text.

Estrategias didácticas

- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways.
- Summarizing key points to make learning easier.
- Making students interact with different classmates.
- Using peer assessment so students can learn from each other.
- Correction for language errors will be provided through modeling.

Actividades de enseñanza y de aprendizaje

Inicio	Desarrollo	Cierre
The teacher will write "landscape" on the board and explain its meaning (everything you can see when you look across a large area of land). Teacher describes the landscape of a place he went to on holiday using target vocabulary: "Last year when I went on holiday, I stayed in a beautiful village by a river.	Teacher will remind students of the basic structure for telling a story or describing an event: • Set the scene • Describe the event • Describe your feelings about it. Ask students to look at the scene in a photo in their books. Ask: *Where is it?*	Results Telling a story: Students will be given an image of people arguing, they would create a dialog from what they can see in the picture. The conversation must end with both students agreeing.

The village lay at the foot of steep green hills and the shallow river ran through the village." Students will be asked to describe a landscape. Ask students to describe the photos in their books in pairs and take turns to describe the landscape in photos Students are going to listen to four holiday adverts. They must match three of them with three of the photos they describes in the previous exercise. Teacher will play the recording again for students to complete some sentences. In pairs, students discuss their ideal activity holiday. They should think of different activities they could do and describe their perfect landscape(s) for the holiday.	*What are the people doing?* Ask a student to read out the text in their books and and answer some comprehension questions. Revise the structure of past continuous and past simple to describe past events. Then the teacher will describe something that happened in the morning e.g. *It was raining this morning and I was running to the bus stop. But I was too late and the bus left without me. I was really annoyed!* Ask a few students to describe something that happened to them this morning. In pairs students make questions about the story. The teacher Monitors and checks that students are asking and answering correctly. Students use their own ideas and their partner's questions and answers from the previous exercise to write the opening paragraph of a story. Students read each other's paragraphs in	Invitations and replies: Ask students to read the two invitations and the reply together, then they match the reply to the correct invitation Students write their own invitation and swap them with another student. They write a reply making sure that they include all of the points. Students swap their replies and check that their partner has included all of the information. .

	groups and decide on the best paragraph in the group	
(2 Hrs.)	**(7 Hrs.)**	**(3 Hrs.)**

Escenarios y recursos para el aprendizaje (uso del alumno)

Escenarios	Recursos
• Classroom. • Self Access Center • Virtual room • Internet sites • Conversation workshops • Different academic events	1. Authentic texts adapted for level as necessary, which use the target language. 2. Websites 3. Self-access center 4. Specialized bibliography 5. Specialized software and/or multimedia packages.

Unidad 4. Negociación y restricción

Objetivo: Exponer ideas, aclarar y confirmar información para llegar a acuerdos, establecer diferentes grados de restricción y especular con respecto a eventos que acontecen o acontecerán.

4.1 Negociación

4.1.1 Expresiones corteses de acuerdo y desacuerdo

4.1.2 Preguntas y respuestas para aclarar información

4.1.3 Estrategias de persuasión

4.2 Obligación, permiso y prohibición

4.2.1 Verbos modales que expresan obligación y permiso

4.2.2 Expresiones de no obligación

4.2.3 Verbos y perífrasis verbales que expresan obligación y permiso

4.3 Especulación

4.3.1 Verbos modales que expresan distintos grados de certeza

4.3.2 Especulación de acciones en progreso

4.3.3 Adverbios para expresar distintos grados de certeza

4.3.4 Formas de entonación para denotar grados de certeza

4.4 Uso de la lengua en el ámbito académico y laboral

Métodos, estrategias y recursos educativos

Oral skills

- Talking about the consequences of actions.
- Using time effectively to think in English before a speaking activity
- Performing your own TV advert.

Reading skills

- Reading between lines to get detailed information from the text.
- Finding specific piece of information.
- Negative prefixes
- Finding synonyms and antonyms in a dictionary.

Writing skills

- Text type: An advertisement
- Writing your own TV advert.
- Self-assessment on writing using a check list.

Listening skills

- Getting clues about a listening text from instructions and questions.
- Finding out who spends the most time in front of a screen

Reading comprehension strategies for specific academic purposes

- Using complex sentences and making contrasts
- Word formation
- Understanding words from context
- Collocations

  The purpose of each strategy is to improve student interaction with text.

Estrategias didácticas

- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways.

- Summarizing key points to make learning easier.
- Making students interact with different classmates.
- Using peer assessment so students can learn from each other.
- Correction for language errors will be provided through modeling.

Actividades de enseñanza y de aprendizaje

Inicio	Desarrollo	Cierre
The teacher will write advertisement and slogan on the board. And then Ask students the following questions: What's your favorite advert? What product does it sell? Why do you like it? Does it have a slogan? Is the slogan right for the product? Are slogans important in advertising? Students will mention some famous slogans and products in their own language. In pairs, students match some slogan slogans with the products Answers will be checked as a class. Students then discuss which slogan is	Teacher will ask students to call out as many types of TV program and film as they can remember. Students will be asked to read a dialogue. Then go through the modal verbs in bold and elicit their meaning. Teacher will explain the uses of different modal verbs to express certainty. Teacher will write the following sentences on the board and underline the main verbs in the sentences and ask what they have in common. (They are all in the base form without to.) Ask which modals take the third person 's'. (have to / has to) Point out that must / mustn't and needn't never take the third person 's'	Results: Students will be given a random item (e.g. Toilet paper, coffee, a cd, etc.) they will write an advertisement. Taking into consideration the audience, the characteristics of the product, the uses, etc. Advertisement: students will present their products in front of the class and receive feedback from their partners.

the best and give their opinions and reasons Tell students they are going to listen to an advert for bread. Then ask: What kind of language do you use when you want someone to do something? Play the recording for students to listen and complete the phrases in their notebooks Check answers as a class • . Ask students how we know the advert is directed at adults. (It focuses on the fact that the bread is wholemeal and organic; this is not something children are interested in.)	- I have to do my homework. - He has to help his grandpa. - She doesn't have to do any homework. You must leave now. - She must answer the question correctly. - They mustn't make so much noise. .Students then complete the rules to use modal verbs in their books. Teacher will ask some questions: - Do you bring a mobile phone into school? - Do you choose to bring one, or do your parents want you to have one? - How is a mobile phone useful during the school day? Teacher and students will go through the phrases together and students will be asked to write sentences using must, mustn't; teacher will monitor and check that they are using correct grammar. Students compare their sentences in pairs. To see	

	if any students disagree about what the rules are? Students think of a game show they know well and make notes about the rules. In pairs, students take turns to describe the rules to their partner using modal verbs Their partner guesses the game show. Monitor and help with grammar and vocabulary where necessary.	
(2Hrs.)	**(7Hrs.)**	**(3Hrs.)**

Escenarios y recursos para el aprendizaje (uso del alumno)

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Unidad 5. Planes futuros
Objetivo: Expresar acuerdos y planes a futuro, así como eventos imprevistos.
5.1 Planes 5.1.1 Planes y acuerdos 5.1.2 Acciones concluidas en el futuro, aspecto perfectivo 5.1.3 Acciones en progreso en el futuro, aspecto progresivo **5.2 Eventos imprevistos** 5.2.1 Ofrecimientos

5.2.2 Promesas

5.2.3 Predicciones

5.3 Uso de la lengua en el ámbito académico y laboral

Métodos, estrategias y recursos educativos

Oral skills

- Talking about future plans and predictions
- Talking about the consequences of actions
- Discussing jobs you would like to try for one week

Reading skills

- Reading between lines to get detailed information from the text.
- Finding specific piece of information.
- Reading an article about a teenager who has been given money not to go to university.

Writing skills

- Text type: Writing an article
- Self-assessment on writing using a check list.

Listening skills

- Using questions to predict content in a listening exercise.
- Listening to an interview with a man who did 52 jobs in one year

Reading comprehension strategies for specific academic purposes

- Using complex sentences and making contrasts
- Word formation
- Understanding words from context

The purpose of each strategy is to improve student interaction with text.

Estrategias didácticas

- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways.
- Summarizing key points to make learning easier.
- Making students interact with different classmates.
- Using peer assessment so students can learn from each other.
- Correction for language errors will be provided through modeling.

Actividades de enseñanza y de aprendizaje

Inicio	Desarrollo	Cierre
Students look at some photos and guess the people's jobs Students and Teacher will go through the job titles together. Then teacher will ask students to scan the texts and match each text with one of the photos and one of the job titles. Check answers as a class. Teacher will ask: What other things do you think these people do in their jobs every day? Students discuss in pairs Teacher will encourage students' ideas and write them on the board. Teacher and Students will go through the strategy and the instructions of a reading activity together. Students will work individually or in pairs to find the synonyms and paraphrases. Students will rate some jobs according to fun and difficulty. Encourage them to think about different	Teacher will write I want to … on the board. Then ask: Does 'I want to', refer to the past, the present or the future? (future) Teacher will explain that we can use (don't) want to + base form of verb to talk about our future hopes and intentions, e.g. When I retire, I want to live by the sea. I don't want to live in a city. Teacher will ask students to think about their future plans and careers and tell a partner what they want to do in the future. Students should start each sentence with When … , e.g. When I leave school, I want to go to university. Teacher will ask a few students to share their ideas with the class. Students will be asked to read a dialogue in their books and ask: Which future tenses are in the dialogue? (will and going to) Teacher will give students another example of each	Results: Role play: In teams, students write their questions to make an interview. They will ask each other and answer them using future structures. Teacher will monitor and check that students are forming their questions and answers correctly. An article: Students will use the information obtained in the previous exercise to help them plan their article. Students write their article and use the Check your work box to edit it.

aspects of the jobs, e.g. dealing with the public, travelling a lot. Teacher will ask a few students to share their ideas with the class. In pairs, students practise making sentences with the collocations. Teacher will write sentences with the collocations with deliberate mistakes on the board and ask students to correct them. Tell students that they are going to look for their dream job online. Teacher will ask: How are you going to do this? elicit answers, e.g. look in job sections of news websites, type key words into Google, e.g. 'sales assistant', search for job websites online and then type in key words. Students should find a job advert that suits them best and study the requirements of the job. Students plan a description of the offer.. They then tell the class about their job.	use of will and going to, e.g. Sara's parents are both tall. Sara is going to be tall too. (prediction based on evidence) - I don't think I'll watch the film tonight. (You aren't sure.) - I'm going to buy some new trainers after school. I've got money with me to buy them. (You planned this earlier.) - It starts to rain. You say, 'I'll close the window.' (You decide to do this as you speak.) - Your grandma can't carry all the shopping bags. You say, 'I'll carry them for you.' (offer to help) - Your mum is worried because you aren't doing your homework. You say, 'I'll do it later.' (a promise) Students find examples of will and going to in a dialogue in their books. Teacher will ask: What form of the verb do we use after 'will' and 'going to'? (base form)	

	Teacher will write the following sentences on the board, so students can discuss with a partner: - I'm thirsty. (Make an offer.) - Your room is a mess. (Make a promise.) - You're talking about your future job. (Say what you have decided to do.) - You're talking about your future husband or wife. (Make a prediction that is just a guess.) - You got a bad mark in a test. (Make a prediction based on your parents' reactions in the past.) With their partner students will practise making plans and predictions	
(2 Hrs.)	**(7 Hrs.)**	**(3 Hrs.)**

Escenarios y recursos para el aprendizaje (uso del alumno)

Escenarios	Recursos
• Classroom. • Self Access Center • Virtual room • Internet sites • Conversation workshops • Different academic events	1. Authentic texts adapted for level as necessary, which use the target language. 2. Websites 3. Self-access center 4. Specialized bibliography 5. Specialized software and/or multimedia packages.

VII. Acervo bibliográfico

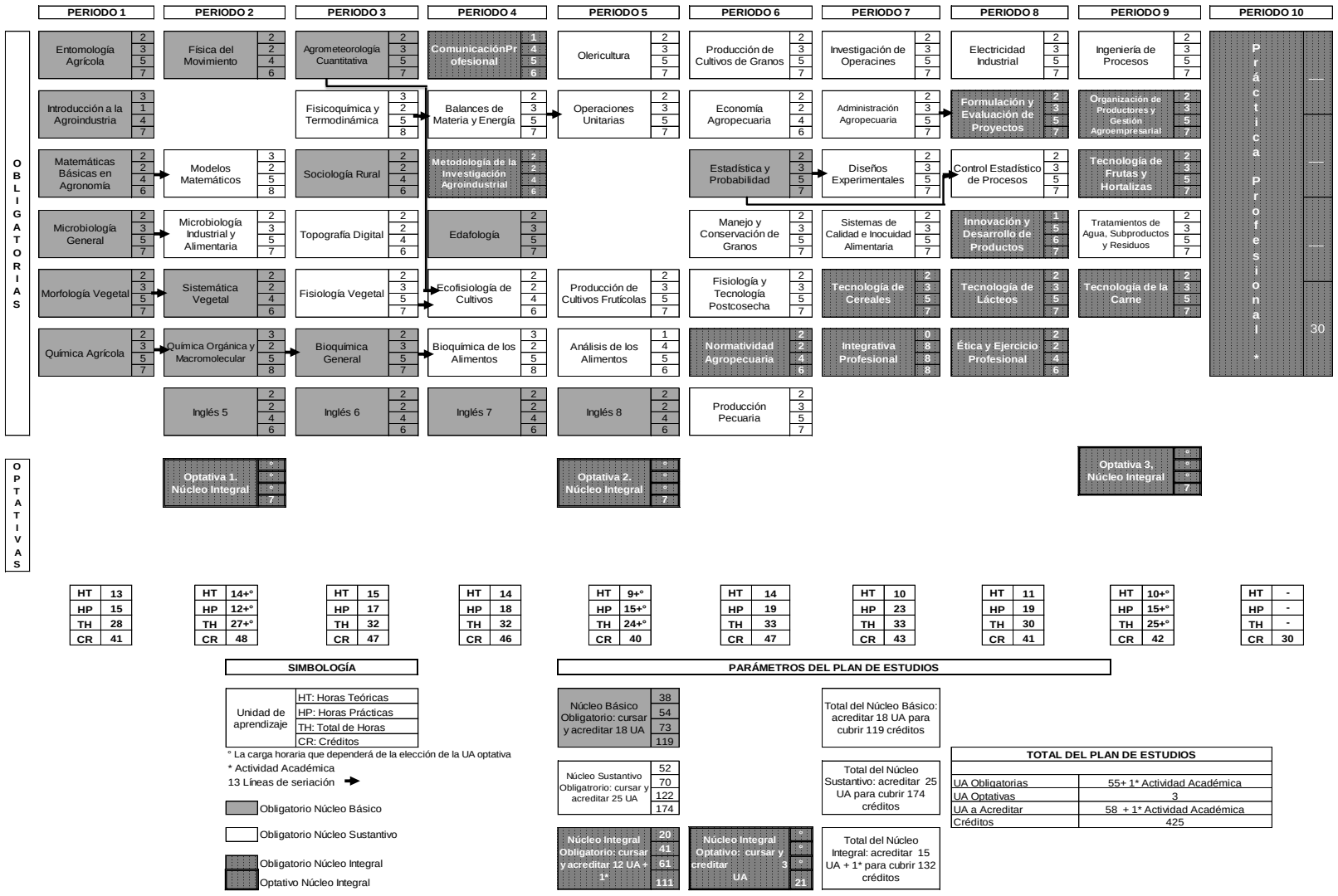
Básica

- Clare, Antonia & JJ Wilson, 2011: *Speak Out Pre-Intermediate.* England: Pearson Education Limited.
- Goldstein, Ben, 2012: *The BIG Picture Pre-Intermediate.* United Kingdom: Richmond.
- Hancock, Mark & Annie McDonald, 2009: *English Result Intermediate.* United Kingdom: Oxford University Press.
- Kerr, Philip & Ceri Jones, 2006: Straightforward *Intermediate.* Thailand: MACMILLAN.
- Oxenden, Clive & Christina Latham-Koenig, 2012: *English File Intermediate.* United Kingdom: Oxford University Press.
- Clare, Antonia, Et. All. 2011: *New Total English Pre-Intermediate.* United Kingdom: Pearson.
- Tilbury, Alex, Et. Al. 2010: *English Unlimited Pre-intermediate.* United Kingdom: Cambridge University Press.
- MCER

Complementaria

- Stephenson, Helen, Et. Al. 2013: *Life Pre-Intermediate.* China: National Geographic Learning.
- Falla, Tim &Paul A Davies, 2008: *Solutions Pre-Intermediate*. United Kingdom: Oxford University Press.
- Fuscoe, Kate, Et. All. 2006: Attitude 4. Thailand: Macmillan Publishers.
- Goldstein, Ben & Leanne Gray, 2009: NEW FRAMEWORK *INTERMEDIATE.* United Kingdom: Santillana Educación/Richmond Publishing.
- Redston, Chris & Gillie Cunningham, 2003: *Face2face Pre-intermediate.* United Kingdom: Cambridge University Press

3.9 Mapa curricular de la Licenciatura en Ingeniero Agrónomo Industrial, 2015



HT 13	HT 14+°	HT 15	HT 14	HT 9+°	HT 14	HT 10	HT 11	HT 10+°	HT -
HP 15	HP 12+°	HP 17	HP 18	HP 15+°	HP 19	HP 23	HP 19	HP 15+°	HP -
TH 28	TH 27+°	TH 32	TH 32	TH 24+°	TH 33	TH 33	TH 30	TH 25+°	TH -
CR 41	CR 48	CR 47	CR 46	CR 40	CR 47	CR 43	CR 41	CR 42	CR 30

SIMBOLOGÍA

Unidad de aprendizaje	HT: Horas Teóricas
	HP: Horas Prácticas
	TH: Total de Horas
	CR: Créditos

° La carga horaria que dependerá de la elección de la UA optativa

* Actividad Académica

13 Líneas de seriación →

Obligatorio Núcleo Básico

Obligatorio Núcleo Sustantivo

Obligatorio Núcleo Integral

Optativo Núcleo Integral

PARÁMETROS DEL PLAN DE ESTUDIOS

Núcleo Básico Obligatorio: cursar y acreditar 18 UA	38 54 73 119	Total del Núcleo Básico: acreditar 18 UA para cubrir 119 créditos
Núcleo Sustantivo Obligatrorio: cursar y acreditar 25 UA	52 70 122 174	Total del Núcleo Sustantivo: acreditar 25 UA para cubrir 174 créditos
Núcleo Integral Obligatorio: cursar y acreditar 12 UA + 1*	20 41 61 111	Total del Núcleo Integral: acreditar 15 UA + 1* para cubrir 132 créditos
Núcleo Integral Optativo: cursar y creditar 3 UA	° ° ° 21	

TOTAL DEL PLAN DE ESTUDIOS

UA Obligatorias	55+ 1* Actividad Académica
UA Optativas	3
UA a Acreditar	58 + 1* Actividad Académica
Créditos	425

GUÍA DEL PROFESOR

Universidad Autónoma del Estado de México
Facultad de Ciencias Agrícolas
Licenciatura de Ingeniero Agrónomo Industrial

Guía del Profesor:

Inglés 7

Elaboró: ARACELI OROZCO POBLANO
RICARDO ÁLVAREZ MERCADO
MARGARITA AMNERIS BECERRIL HURTADO

Fecha: MAYO 2018

Fecha de aprobación	H. Consejo Académico	H. Consejo de Gobierno
	27/Junio/2018	27/Junio/2018

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I. Datos de identificación

Espacio educativo donde se imparte	**Facultad de Ciencias Agrícolas**			
Licenciatura	**Licenciatura de Ingeniero Agrónomo Industrial**			
Unidad de aprendizaje	**Inglés 7**	**Clave**		
Carga académica	**2** Horas teóricas	**2** Horas prácticas	**4** Total de horas	**6** Créditos
Período escolar en que se ubica	**4**			
Seriación	Inglés 6 UA Antecedente		Inglés 8 UA Consecuente	

Tipo de Unidad de Aprendizaje

Curso		Curso taller	**X**
Seminario		Taller	
Laboratorio		Práctica profesional	
Otro tipo (especificar)	Tipo de UA: Curso-Taller		

Modalidad educativa

Escolarizada. Sistema rígido		No escolarizada. Sistema virtual	
Escolarizada. Sistema flexible	**X**	No escolarizada. Sistema a distancia	
No escolarizada. Sistema abierto		Mixta (especificar)	

Formación común

Ingeniero Agrónomo Fitotecnista 2015	**X**	Ingeniero Agrónomo en Floricultura 2015	**X**
Ingeniero Agrónomo Industrial 2015	**X**		

Formación equivalente	**Unidad de Aprendizaje**

II. Presentación de la guía del profesor

La responsabilidad del profesor dentro de una cátedra, consiente a visualizarse como facilitador, mediador y promotor de actividades para el desarrollo de competencias.

Por lo tanto, la presente guía del profesor tiene la función de orientar al docente en el desarrollo de las competencias utilizando las estrategias y técnicas más adecuadas, con el fin de aplicar la función del docente que deberá promover la participación en el proceso de aprendizaje del estudiante para el logro de las competencias.

En esta Guía, se establecerán estrategias teórico-prácticas en la aplicación de funciones lingüísticas (Reading, Writing, Listening, Use of English and Speaking) a través de situaciones comunicativas de un contexto real que le permita intercambiar información, expresar una opinión, describir experiencias, hábitos presentes y acontecimientos pasados que le permitirán al estudiante desarrollar competencias comunicativas.

III. Ubicación de la unidad de aprendizaje en el mapa curricular

Núcleo de formación:	Básico
Área Curricular:	Ciencias Sociales
Carácter de la UA:	Obligatorio

IV. Objetivos de la formación profesional.

Objetivos del programa educativo:

- Implementar sistemas de acondicionamiento de la producción agrícola y pecuaria para su destino hacia las agroindustrias o su comercialización en fresco.
- Organizar procesos industriales de conservación y transformación de los productos agrícolas y pecuarios.
- Diseñar procesos agroindustriales innovadores para la conservación y transformación de los productos agrícolas y pecuarios.
- Contribuir en los procesos financieros y administrativos de las empresas agroindustriales.

- Proveer asistencia técnica a productores agropecuarios y a empresarios agroindustriales.
- Realizar investigación tendiente a la mejora e implementación de sistemas agroindustriales más productivos.
- Difundir la cultura agrícola y agroindustrial en diferentes niveles de la sociedad.
- Revisar la normatividad específica a los productos agrícolas y agroindustriales con el fin de mejorar la calidad de insumos y producto terminado.

Objetivos del núcleo de formación:

BÁSICO: Promover en el alumno/a el aprendizaje de las bases contextuales, teóricas y filosóficas de sus estudios, la adquisición de una cultura universitaria en las ciencias y las humanidades y el desarrollo de las capacidades intelectuales indispensables para la preparación y ejercicio profesional o para diversas situaciones de la vida personal y social.

Objetivos del área curricular o disciplinaria:

Analizar la diversidad social y cultural que el hombre ha creado a través de su desarrollo histórico a partir de la relación Hombre-Naturaleza.

Analizar los problemas socioeconómicos más relevantes de México así como los retos y oportunidades que implica la sustentabilidad como modelo de desarrollo.

Fomentar el cuidando el medio ambiente con ética y responsabilidad social en el desempeño profesional.

V. Objetivos de la unidad de aprendizaje.

Aplicar la estructura y función de tiempos verbales con el fin de comunicar eventos, hábitos, opiniones, planes y expectativas dando a su discurso matices de modo y aspecto tanto en lo oral como en lo escrito.

VI. Orientación Pedagógica

Unidad de competencia	Competencia a desarrollar	Métodos y estrategias	Actividades del profesor	Recursos	Escenarios
1. Conversaciones y entrevistas	Exchanging personal information, giving opinions and preferences Describing past events in detail. Being able to ask and answer questions to keep a conversation.	- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways. - Summarizing key points to make learning easier. - Making students interact with different classmates. - Using peer assessment so students can learn from each other. - Correction for language errors will be provided through modeling.	Teacher will write Positive and negative emotions on the board. And Ask: some questions about them. Grammatical rules to form the past simple are explained and practiced. Some common verbs are introduced for students to practice pronunciation of "ed" endings. The teacher give students a text about the lottery, they do not have to understand every word. Students read the text and find the past simple verbs. They then match the verbs with the rules	- Authentic texts adapted for level as necessary, which use the target language. - Websites -Self-access center -Specialized bibliography. -Specialized software	- Classroom. - Self-Access Center - Virtual room - Internet sites - Conversation workshops - Different academic events

Unidad de competencia	Competencia a desarrollar	Métodos y estrategias	Actividades del profesor	Recursos	Escenarios
2. Situaciones condicionadas	Talking about real and unreal situations. Using set phrases to give opinions, justify them and structure a speech Starting sentences with a variety of expressions	- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways. - Summarizing key points to make learning easier. - Making students interact with different classmates. - Using peer assessment so students can learn from each other. - Correction for language errors will be provided through modeling.	Teacher will ask students: Is there a big contrast between rich and poor in your country? Teacher will Revise the structure of the second conditional: if + past simple, would + verb The teacher will write the some situations on the board and students will discuss if the sentences express real or unreal situations. Students will imagine what would happen if things were different. Start the first sentence: If we couldn't speak English, … and ask a student to complete the sentence.	- Authentic texts adapted for level as necessary, which use the target language. - Websites -Self-access center - Specialized bibliography. -Specialized software	- Classroom. - Self Access Center - Virtual room - Internet sites - Conversation workshops - Different academic events

Unidad de competencia	Competencia a desarrollar	Métodos y estrategias	Actividades del profesor	Recursos	Escenarios
3. Narraciones	Being able to tell a story following a coherent sequence of events. Speculating about what happened next in a story. Using a simple structure to describe a photo.	- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways. - Summarizing key points to make learning easier. - Making students interact with different classmates. - Using peer assessment so students can learn from each other. - Correction for language errors will be provided through modeling.	Teacher will remind students of the basic structure for telling a story or describing an event: •Set the scene •Describe the event •Describe your feelings about it. Revise the structure of past continuous and past simple to describe past events. Then the teacher will describe something that happened in the morning Ask a few students to describe something that happened to them this morning. In pairs students make questions about the story.	- Authentic texts adapted for level as necessary, which use the target language. - Websites -Self-access center - Specialized bibliography. -Specialized software	- Classroom. - Self Access Center - Virtual room - Internet sites - Conversation workshops - Different academic events

Unidad de competencia	Competencia a desarrollar	Métodos y estrategias	Actividades del profesor	Recursos	Escenarios
			Students read each other's stories in groups and decide on the best paragraph in the group		

Unidad de competencia	Competencia a desarrollar	Métodos y estrategias	Actividades del profesor	Recursos	Escenarios
4. Negociación y restricción	Being able to express their opinion	- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways. - Summarizing key points to make learning easier. - Making students interact with different classmates. - Using peer assessment so students can learn from each other. - Correction for language errors will be provided through modeling.	Teacher will ask students to call out as many types of TV program and film as they can remember. Teacher will explain the uses of different modal verbs to express certainty Teacher will write some sentences on the board and underline the main verbs in the sentences and ask what they have in common. (They are all in the base form without to.) Students then complete the rules to use modal verbs in their books. Students think of a game show they know well and make notes about the rules. In pairs, students take turns to describe the rules to their partner using modal verbs	- Authentic texts adapted for level as necessary, which use the target language. - Websites -Self-access center - Specialized bibliography. -Specialized software	- Classroom. - Self Access Center - Virtual room - Internet sites - Conversation workshops - Different academic events

Unidad de competencia	Competencia a desarrollar	Métodos y estrategias	Actividades del profesor	Recursos	Escenarios
5. Planes futuros	Expressing future arrangements. Being able to express future events.	- Teacher will take advantage of student's previous knowledge to introduce new topics in varied ways. - Summarizing key points to make learning easier. - Making students interact with different classmates. - Using peer assessment so students can learn from each other. - Correction for language errors will be provided through modeling.	Teacher will ask students to think about their future plans and careers and tell a partner what they want to do in the future Teacher will explain that we can use (don't) want to + base form of verb to talk about our future hopes and intentions, Teacher will ask a few students to share their ideas with the class. Teacher will give students another example of each use of will and going to. Students find examples of will and going to in a dialogue in their books.	- Authentic texts adapted for level as necessary, which use the target language. - Websites -Self-access center - Specialized bibliography. -Specialized software	- Classroom. - Self Access Center - Virtual room - Internet sites - Conversation workshops - Different academic events

VII. Acervo bibliográfico

Bibliografía

Básica

- Clare, Antonia & JJ Wilson, 2011: *Speak Out Pre-Intermediate.* England: Pearson Education Limited.
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- Hancock, Mark & Annie McDonald, 2009: *English Result Intermediate.* United Kingdom: Oxford University Press.
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Complementaria

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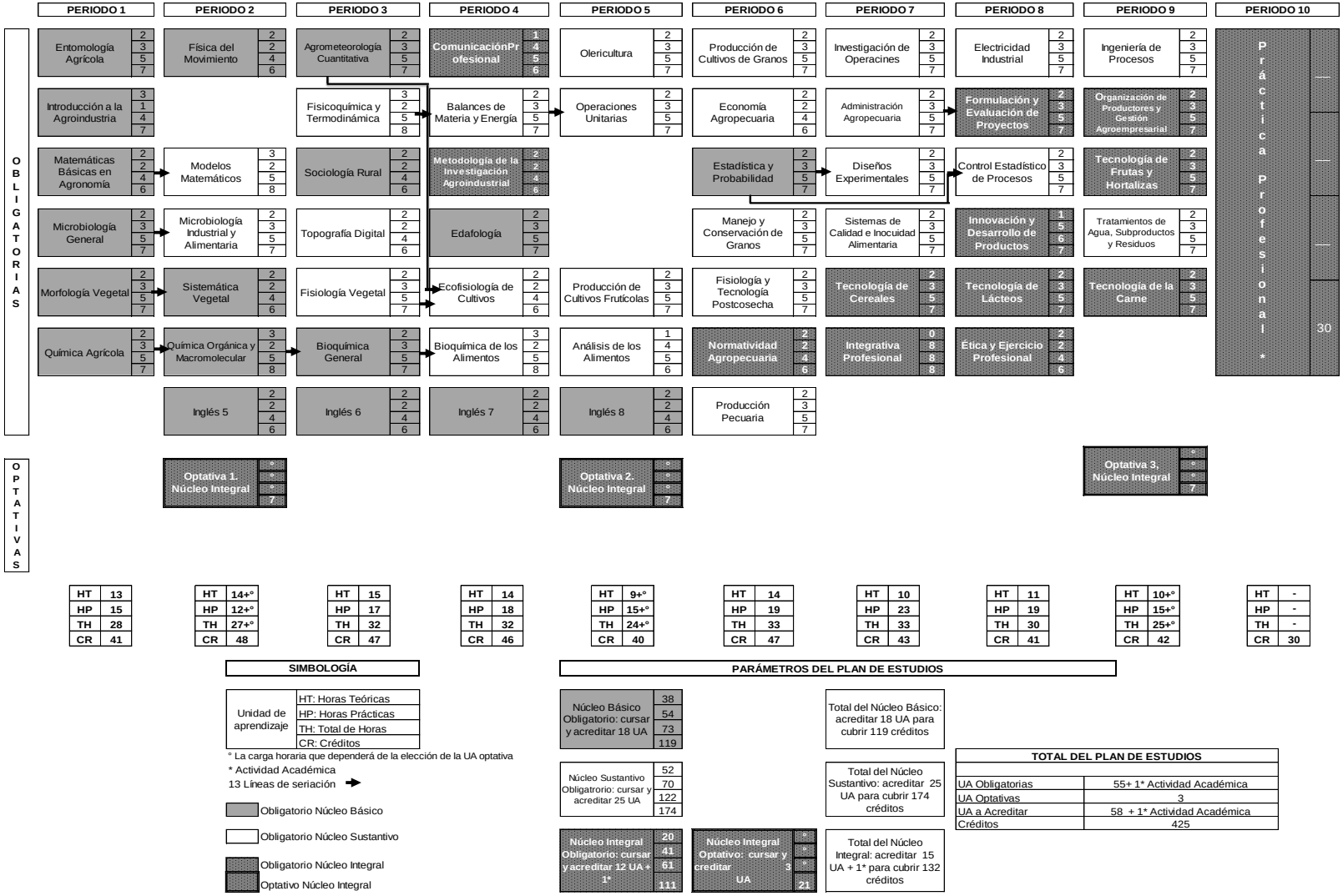
- Redston, Chris & Gillie Cunningham, 2003: *Face2face Pre-intermediate.* United Kingdom: Cambridge University Pres

VIII. Mapa Curricular

3.9 Mapa curricular de la Licenciatura en Ingeniero Agrónomo Industrial, 2015



HT 13	HT 14+°	HT 15	HT 14	HT 9+°	HT 14	HT 10	HT 11	HT 10+°	HT -
HP 15	HP 12+°	HP 17	HP 18	HP 15+°	HP 19	HP 23	HP 19	HP 15+°	HP -
TH 28	TH 27+°	TH 32	TH 32	TH 24+°	TH 33	TH 33	TH 30	TH 25+°	TH -
CR 41	CR 48	CR 47	CR 46	CR 40	CR 47	CR 43	CR 41	CR 42	CR 30

SIMBOLOGÍA

Unidad de aprendizaje	HT: Horas Teóricas
	HP: Horas Prácticas
	TH: Total de Horas
	CR: Créditos

° La carga horaria que dependerá de la elección de la UA optativa

* Actividad Académica

13 Líneas de seriación →

Obligatorio Núcleo Básico

Obligatorio Núcleo Sustantivo

Obligatorio Núcleo Integral

Optativo Núcleo Integral

PARÁMETROS DEL PLAN DE ESTUDIOS

Núcleo Básico Obligatorio: cursar y acreditar 18 UA	38 54 73 119	Total del Núcleo Básico: acreditar 18 UA para cubrir 119 créditos
Núcleo Sustantivo Obligatrorio: cursar y acreditar 25 UA	52 70 122 174	Total del Núcleo Sustantivo: acreditar 25 UA para cubrir 174 créditos
Núcleo Integral Obligatorio: cursar y acreditar 12 UA + 1*	20 41 61 111	Total del Núcleo Integral: acreditar 15 UA + 1* para cubrir 132 créditos
Núcleo Integral Optativo: cursar y creditar 3 UA	° ° ° 21	

TOTAL DEL PLAN DE ESTUDIOS

UA Obligatorias	55+ 1* Actividad Académica
UA Optativas	3
UA a Acreditar	58 + 1* Actividad Académica
Créditos	425

GUÍA DEL ESTUDIANTE

Universidad Autónoma del Estado de México
Facultad de Ciencias Agrícolas
Licenciatura de Ingeniero Agrónomo Industrial

Guía del Estudiante:

Inglés 7

Elaboró: ARACELI OROZCO POBLANO
RICARDO ÁLVAREZ MERCADO
MARGARITA AMNERIS BECERRIL HURTADO

Fecha: MAYO 2018

Fecha de aprobación	H. Consejo Académico	H. Consejo de Gobierno
	27/Junio/2018	27/Junio/2018

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I. Datos de identificación

Espacio educativo donde se imparte	**Facultad de Ciencias Agrícolas**			
Licenciatura	**Licenciatura de Ingeniero Agrónomo Industrial**			
Unidad de aprendizaje	**Inglés 7**	**Clave**		
Carga académica	**2** Horas teóricas	**2** Horas prácticas	**4** Total de horas	**6** Créditos
Período escolar en que se ubica	**4**			
Seriación	Inglés 6 UA Antecedente		Inglés 8 UA Consecuente	

Tipo de Unidad de Aprendizaje

Curso		Curso taller	X
Seminario		Taller	
Laboratorio		Práctica profesional	
Otro tipo (especificar)	Tipo de UA: Curso-Taller		

Modalidad educativa

Escolarizada. Sistema rígido		No escolarizada. Sistema virtual	
Escolarizada. Sistema flexible	X	No escolarizada. Sistema a distancia	
No escolarizada. Sistema abierto		Mixta (especificar)	

Formación común

Ingeniero Agrónomo Fitotecnista 2015	X	Ingeniero Agrónomo en Floricultura 2015	X
Ingeniero Agrónomo Industrial 2015	X		

Formación equivalente	**Unidad de Aprendizaje**

II. Presentación de la guía del alumno

La presente guía del estudiante fue estructurada para servir de consulta al alumno respecto a los temas, competencias, actividades y evaluaciones que se tendrán a lo largo del curso.

Con la finalidad, de sus acciones, reflexiones, que le permitirán lograr el aprendizaje de las competencias.

La responsabilidad del profesor dentro de una cátedra, consiente a visualizarse como facilitador, mediador y promotor de actividades para el desarrollo de competencias.

III. Ubicación de la unidad de aprendizaje en el mapa curricular

Núcleo de formación:	Básico
Área Curricular:	Ciencias Sociales
Carácter de la UA:	Obligatorio

IV. Objetivos de la formación profesional.

Objetivos del programa educativo:

- Implementar sistemas de acondicionamiento de la producción agrícola y pecuaria para su destino hacia las agroindustrias o su comercialización en fresco.
- Organizar procesos industriales de conservación y transformación de los productos agrícolas y pecuarios.
- Diseñar procesos agroindustriales innovadores para la conservación y transformación de los productos agrícolas y pecuarios.
- Contribuir en los procesos financieros y administrativos de las empresas agroindustriales.
- Proveer asistencia técnica a productores agropecuarios y a empresarios agroindustriales.

- Realizar investigación tendiente a la mejora e implementación de sistemas agroindustriales más productivos.
- Difundir la cultura agrícola y agroindustrial en diferentes niveles de la sociedad.
- Revisar la normatividad específica a los productos agrícolas y agroindustriales con el fin de mejorar la calidad de insumos y producto terminado.

Objetivos del núcleo de formación:

BÁSICO: Promover en el alumno/a el aprendizaje de las bases contextuales, teóricas y filosóficas de sus estudios, la adquisición de una cultura universitaria en las ciencias y las humanidades y el desarrollo de las capacidades intelectuales indispensables para la preparación y ejercicio profesional o para diversas situaciones de la vida personal y social.

Objetivos del área curricular o disciplinaria:

Analizar la diversidad social y cultural que el hombre ha creado a través de su desarrollo histórico a partir de la relación Hombre-Naturaleza.

Analizar los problemas socioeconómicos más relevantes de México así como los retos y oportunidades que implica la sustentabilidad como modelo de desarrollo.

Fomentar el cuidando el medio ambiente con ética y responsabilidad social en el desempeño profesional.

V. Objetivos de la unidad de aprendizaje.

Aplicar la estructura y función de tiempos verbales con el fin de comunicar eventos, hábitos, opiniones, planes y expectativas dando a su discurso matices de modo y aspecto tanto en lo oral como en lo escrito.

VI. Competencias por unidad de aprendizaje y actividades de evaluación.

Temas	Competencia	Actividad del Alumno	Evaluación	Evidencia
2. Situaciones condicionadas	Talking about real and unreal situations. Using set phrases to give opinions, justify them and structure a speech Starting sentences with a variety of expressions	Students will be asked: Is there a big contrast between rich and poor in your country? Teacher and students will Revise the structure of the second conditional: if + past simple, would + verb Students will discuss if the sentences express written on the board are real or unreal situations. Students will imagine what would happen if things were different. Start the first sentence: If we couldn't speak English, … and ask a student to complete the sentence.	Debate: Students will have a debate in class where they are going to talk about how different is the economic situation in their country and in other countries in Latin America. Essay: students will write an essay on "how you would spend a million euros to help other people"	- Research on the information for the essay - Essay - Speaking rubric - Writing rubric

Temas	Competencia	Actividad del Alumno	Evaluación	Evidencia
3. Narraciones	Being able to tell a story following a coherent sequence of events. Speculating about what happened next in a story. Using a simple structure to describe a photo.	Students will be reminded of the basic structure for telling a story or describing an event: •Set the scene •Describe the event •Describe your feelings about it. Teacher and students will revise the structure of past continuous and past simple to describe past events. The teacher will describe something that happened in the morning Students will be asked a to describe something that happened to them this morning. In pairs students make questions about the story.	Telling a story: Students will be given an image of people arguing, they would create a dialog from what they can see in the picture. The conversation must end with both students agreeing. Invitations and replies: Students write their own invitation to an important event and swap them with another student. They write a reply making sure that they include all of the points.	- Speaking rubric - Writing rubric - Invitation and reply

Temas	Competencia	Actividad del Alumno	Evaluación	Evidencia
		Students read each other's stories in groups and decide on the best paragraph in the group		
4. Negociación y restricción	Being able to express their opinion	Students will be asked to call out as many types of TV programme and film as they can remember. Teacher will explain the uses of different modal verbs to express certainty Some sentences will be written on the board with the main verbs underlined teacher will ask what they have in common. (They are all in the base form without to.) Students then complete the rules to use modal verbs in their books. Students think of a game show they know well and make notes about the rules.	Students will be given a random item (e.g. Toilet paper, coffee, a cd, etc.) they will write an advertisement. Taking into consideration the audience, the characteristics of the product, the uses, etc. Advertisement: students will present their products in front of the class and receive feedback from their partners.	- Speaking rubric - Writing rubric - Advertisement

Temas	Competencia	Actividad del Alumno	Evaluación	Evidencia
		In pairs, students take turns to describe the rules to their partner using modal verbs		
5. Planes futuros	Expressing future arrangements. Being able to express future events.	Students will be asked to think about their future plans and careers and tell a partner what they want to do in the future Teacher will explain that we can use (don't) want to + base form of verb to talk about our future hopes and intentions, Students will be asked to share their ideas with the class. Teacher will give students another example of each use of will and going to. Students find examples of will and going to in a dialogue in their books.	Role play: In teams, students write their questions to make an interview. They sill ask each other and answer them using future structures. Teacher will monitor and check that students are forming their questions and answers correctly. An article: Students will use the information obtained in the previous exercise to help them plan their article. Students write their article and	- Speaking rubric - Writing rubric -

Temas	Competencia	Actividad del Alumno	Evaluación	Evidencia
			use the Check your work box to edit it.	

Primera evaluación parcial

Evidencia	Instrumento	Porcentaje
3 Visitas al centro de auto acceso	Portafolio de evidencias del CAA	10%
Proyecto relacionado con el área disciplinar de los estudiantes	Rúbrica de evaluación del proyecto	10%
Examen departamental Uso de la lengua: 16% Lectura: 16% Escritura: 16% Expresión oral: 16% Comprensión auditiva: 16%	Examen Clave de respuestas del examen Rúbricas de evaluación de las habilidades productivas Tabla de contenidos del examen	80 %

Segunda evaluación parcial

Evidencia	Instrumento	Porcentaje
3 Visitas al centro de auto acceso	Portafolio de evidencias del CAA	10%
Proyecto relacionado con el área disciplinar de los estudiantes	Rúbrica de evaluación del proyecto	10%
Examen departamental Uso de la lengua: 16% Lectura: 16% Escritura: 16% Expresión oral: 16% Comprensión auditiva: 16%	Examen Clave de respuestas del examen Rúbricas de evaluación de las habilidades productivas Tabla de contenidos del examen	80 %

Evaluación ordinaria final

Evidencia	Instrumento	Porcentaje
Examen Uso de la lengua: 20% Lectura: 20% Escritura: 20% Expresión oral: 20% Comprensión auditiva: 20%	Examen Clave de respuestas del examen Rúbricas de evaluación de las habilidades productivas Tabla de contenidos del examen	100%

Evaluación extraordinaria

Evidencia	Instrumento	Porcentaje
Examen Uso de la lengua: 20% Lectura: 20% Escritura: 20% Expresión oral: 20% Comprensión auditiva: 20%	Examen Clave de respuestas del examen Rúbricas de evaluación de las habilidades productivas Tabla de contenidos del examen	100%

Evaluación a título de suficiencia

Evidencia	Instrumento	Porcentaje
Examen Uso de la lengua: 20% Lectura: 20% Escritura: 20% Expresión oral: 20% Comprensión auditiva: 20%	Examen Clave de respuestas del examen Rúbricas de evaluación de las habilidades productivas Tabla de contenidos del examen	100%

Rúbrica para evaluar la habilidad de escritura

RUBRICA PARA WRITING

	STYLE	LANGUAGE USE	ORGANISATION	MECHANICS
5	Choice of structures and vocabulary consistently appropriate	Few noticeable errors of grammar or word order	Organised; clear progression of ideas well linked.	Few noticeable lapses in punctuation or spelling
4	Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication	Some errors of grammar or word order which do not, however, interfere with comprehension.	Material well organised;links could occasionally be clear but communication not impaired	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension
3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.	Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part	Little or no attempt at connectivity, though reader can reduce some organisation	Frequent errors in spelling or punctuation; lead sometimes to obscurity
2	Communication often impaired by completely inappropriate or misused structures or vocabulary items	Errors of grammar or word order very frequent; reader often has to rely on interpretation.	Individual ideas may be clear, but very difficult to reduce connection between them.	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1	A half-learned misused structures and vocabulary items rendering communication almost impossible.	Errors of grammar or word order so severe as to make comprehension virtually impossible	Lack of organisation so severe that communication is seriously impaired	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Rúbrica para evaluar la habilidad oral

RUBRICA PARA SPEAKING

	PRONUNCIATION	GRAMMAR	FLUENCY	COMPREHENSION
5	Pronunciation is only very slightly influenced by the mother tongue.	Few errors, with accurate phrases	Speech on general topics	Understands everything in normal speech., without repetition
4	Pronunciation is slightly influenced by the mother tongue	Occasional errors showing inaccurate phrases but no weakness that causes misunderstanding	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.	Understands quiet well normal speech, but requires occasional repetition.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors	Frequent errors showing some major patterns uncontrolled and causing misunderstanding	Speech is frequently hesitant, sentences may be left uncompleted	Understand careful, somehow simplified speech, but may require considerable repetition
2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication	Constant errors showing control of very few major patterns and frequently preventing communication	Speech is very slow and uneven except for short or routine sentences.	Understands only slow, requires constant repetition.
1	Serious pronunciation errors.	Grammar almost entirely inaccurate phrases.	Speech is so halting and fragmentary that conversation is virtually impossible	Understands too little

VII. Acervo bibliográfico

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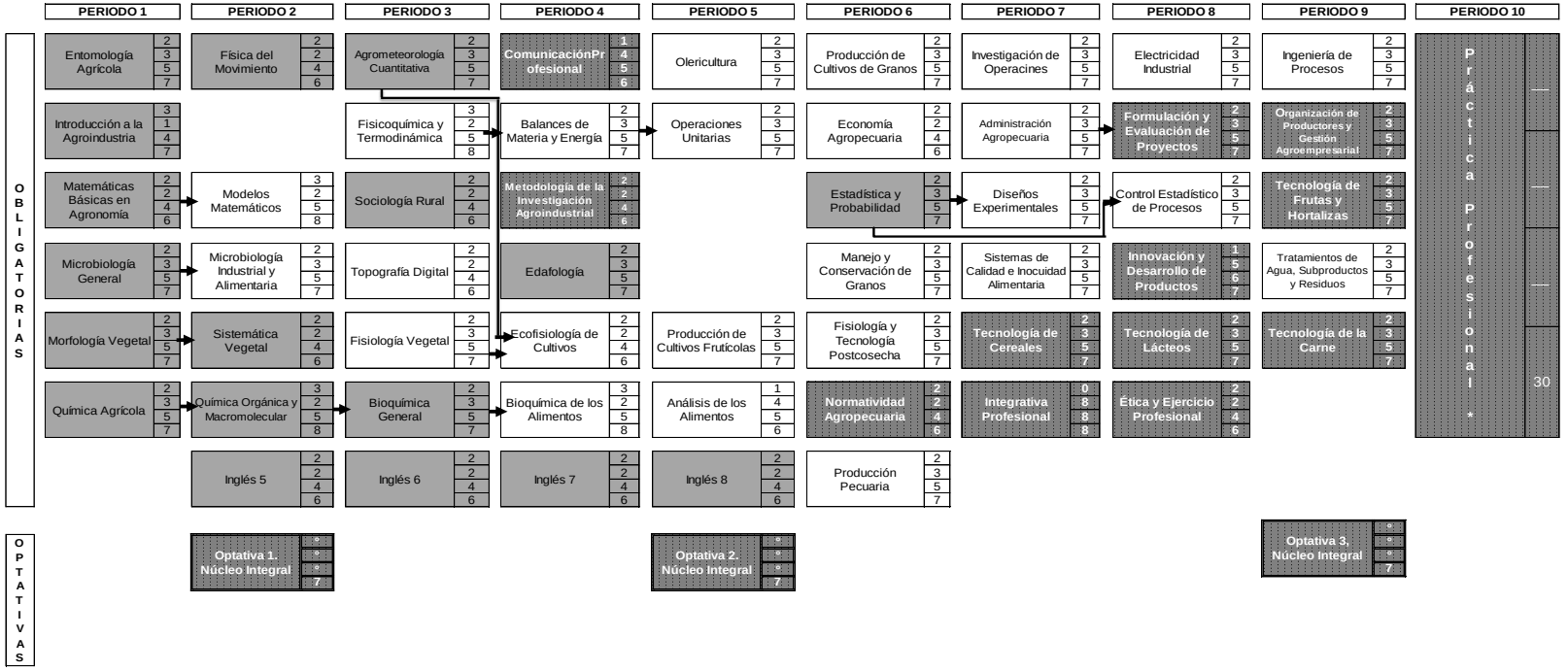
3.9 Mapa curricular de la Licenciatura en Ingeniero Agrónomo Industrial, 2015



	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
HT	13	14+°	15	14	9+°	14	10	11	10+°	-
HP	15	12+°	17	18	15+°	19	23	19	15+°	-
TH	28	27+°	32	32	24+°	33	33	30	25+°	-
CR	41	48	47	46	40	47	43	41	42	30

SIMBOLOGÍA

Unidad de aprendizaje
HT: Horas Teóricas
HP: Horas Prácticas
TH: Total de Horas
CR: Créditos

° La carga horaria que dependerá de la elección de la UA optativa
* Actividad Académica
13 Líneas de seriación →

Obligatorio Núcleo Básico
Obligatorio Núcleo Sustantivo
Obligatorio Núcleo Integral
Optativo Núcleo Integral

PARÁMETROS DEL PLAN DE ESTUDIOS

Núcleo Básico Obligatorio: cursar y acreditar 18 UA	38 / 54 / 73 / 119	Total del Núcleo Básico: acreditar 18 UA para cubrir 119 créditos
Núcleo Sustantivo Obligatrorio: cursar y acreditar 25 UA	52 / 70 / 122 / 174	Total del Núcleo Sustantivo: acreditar 25 UA para cubrir 174 créditos
Núcleo Integral Obligatorio: cursar y acreditar 12 UA + 1*	20 / 41 / 61 / 111	Total del Núcleo Integral: acreditar 15 UA + 1* para cubrir 132 créditos
Núcleo Integral Optativo: cursar y creditar 3 UA	° / ° / ° / 21	

TOTAL DEL PLAN DE ESTUDIOS

UA Obligatorias	55+ 1* Actividad Académica
UA Optativas	3
UA a Acreditar	58 + 1* Actividad Académica
Créditos	425