**ANEXO 1**

**Dynamic model of the socio-economical costs of the all-american canal lining as an impact for agriculture of the Mexicali valley in Baja California**

Executive Summary

# 1. INTRODUCTION

Throughout history the waters of the Colorado River have been a motive of control regarding their availability and to avoid the damage surpluses could cause to neighboring communities by constructing water management facilities. However, their spatial and temporal distribution poses an essential problem, because shortage of water has been disturbing the fragile equilibrium of the ecosystems in the Colorado River. The new circumstances affecting water distribution highlight the need to define new approaches and new solutions to allow us to face the great challenge present in Baja California, mainly affecting the rural area of the municipality of Mexicali.

The purpose of this study is to analyze, from an economical perspective, the definition of parameters to design the scenarios suffering an economical impact, derived from the project to line the All-American Canal (AAC), expecting water gradual decrease from the aquifer of the influencing zone. The analysis will contribute to focus on the water problem from a perspective of impact indexes on production, income and employment in the northeaster area of the Mexicali Valley, constituted basically by five communities (Benito Juarez, Vicente Guerrero, Ciudad Morelos, Paredones and Ejido Hermosillo) with an approximate population of 25 thousand residents representing 7, 143 families or households. Additionally, the zone encloses 158 wells administered by irrigation modules No. 4, 5, 6 and 7 from the Irrigation District No. 014 in the Colorado River.

# 2. ANTECEDENTS

At the end of its length, the Colorado River runs across sandy and desert plains, converted into relevant agricultural areas by using the river’s water for cultivar irrigation, as an example the Imperial Valley in California and the Mexicali Valley in Baja California could be considered, forming a trans-bordering physiographical unit situated at the end of the river’s basin. On the Mexican side, the Mexicali Valley communities are highly dependent on the superficial waters of the Colorado River; the river supplies approximately 62% of the total annual water resources in the region, which is complemented by subterranean waters, which also receive significant contributions from the Colorado River seepage.

**ANEXO 2 Pág. 1**

CEDULA DE OBSERVACIÓN FECHA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_FOLIO\_\_\_\_\_\_\_\_\_\_

**FACULTAD DE IDIOMAS (UNIDAD MEXICALI)**

UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

**LICENCIATURA EN TRADUCCIÓN DEL IDIOMA INGLES**

SEMESTRE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GRUPO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SALÓN\_\_\_\_\_\_\_\_\_\_

**TURNO MATUTINO** HORA: INICIO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_FINAL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TUTOR (ES) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CICLO LECTIVO 2005-1 NRO. DE ALUMNOS OBSERVADO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOMBRE DE LA TRADUCCIÓN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TIPO DE TRADUCCIÓN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CARACTERES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CUARTILLAS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OBSERVACIONES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROCESO**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PRIMER LECTURA | SEGUNDALECTURA | BÚSQUEDA DE PALABRAS CLAVE | PROBLEMAS DE TRADUCCIÓN | PROBLEMASCON MODISMOS |
| SINO | SINO | SINO | SINO | SINO |
| OBSERVACIONES | TIEMPO DE PAUSAS | TIEMPO DE DESCANSO |
| TIEMPOEMPLEADOPOR PÁRRAFO |  | TIEMPOPOR CUARTILLA |  | TIEMPOTOTAL |
| **PROCEDIMIENTO**HAY PROTOCOLOUSO DE DICCIONARIOS EN LÍNEA |  NO HAY PROTOCOLO | SE SALTAN LAS TÉCNICAS | USAN TÉCNICAS DETRADUCCIÓN | OTRO |
| USO DE CORRECTORESEN LÍNEA | **PALABRAS MAS FRECUENTES** |
| USO DE DICCIONARIO INGLES--ESPAÑOL | **ACTITUD ANTE LA TRADUCCIÓN**LES GUSTA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NO LES GUSTA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| USO DE DICCIONARIOS EN ESPAÑOL | **PROBLEMAS ESPECÍFICOS DE TRADUCCIÓN** |
| PREGUNTAS ALTUTOR O MAESTRO | **NRO. DE ALUMNOS QUE PRESENTAN EL MISMO PROBLEMA DE TRADUCCIÓN** |
| TERMINOLOGÍA PUNTUAL BIBLIOGRÁFICA | TERMINOLOGÍA PUNTUAL EN LÍNEA |

**AMBIENTE**

|  |
| --- |
| PROBLEMAS TÉCNICOS |
| INSTRUCCIONES CLARAS A LOS ALUMNOS |
| COMODIDAD DE LOS ALUMNOS A LA HORA DE TRADUCIR |
| OTROS |

OTRAS OBSERVACIONES:

|  |
| --- |
|  |

 ELABORO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ANEXO 3 CUESTIONARIO I**

UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

**FACULTAD DE IDIOMAS**

MEXICALI, B. C. A ­­­­­­­\_\_\_\_\_\_\_\_ DE MARZO DEL 2005

1.- NOMBRE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRUPO\_\_\_\_\_\_\_\_\_\_\_\_\_

2.- TIPO DE TEXTO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.- A QUIEN VA DIRIGIDO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.- QUE FUNCIÓN TIENE EL LENGUAJE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.- ¿COMO DESCRIBIRÍA LA TRADUCCIÓN?

A\_\_\_\_ **MUY INTERESANTE** B\_\_\_\_ **INTERESANTE**

C \_\_\_**DE REGULAR INTERÉS** D\_\_\_**POCO INTERESANTE** E\_\_\_\_**ABURRIDA**

6.- ¿QUE TIPO DE TRADUCCIÓN ES?

**A\_\_\_DIRECTA B\_\_\_INVERSA C \_\_\_NO SE**

7.- ¿INDIQUE CON UNA X QUE TIPO DE TRADUCCIONES SON DE SU PREDILECCIÓN?

I.- LITERATURA ( )

II.- POESÍA ( )

III.- TEXTOS CIENTÍFICOS ( )

IV.- REVISTAS TÉCNICAS ( )

V.- MANUALES DE PROCEDIMIENTOS ( )

VI.- REVISTAS MEDICAS ( )

VII.- PERIÓDICOS ( )

VIII- TEXTOS JURÍDICOS ( )

IX.- RECETAS DE COCINA ( )

X.- VIDEOJUEGOS ( )

XI.- COMICS ( )

XII.- OTRAS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.- Piensa usted que el texto es

A.- Un texto original\_\_\_\_\_ B.- Un texto traducido\_\_\_\_\_\_ C.- Otro ( ).

D.- ¿Por qué? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APLICADOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**