

# AREA INGLÉS COMO LENGUA EXTRANJERA

**Competencia *SE COMUNICA ORALMENTE EN INGLÉS COMO LENGUA EXTRANJERA*:** Se define como una interacción dinámica entre uno o más interlocutores para comunicar sus ideas y emociones. Se trata de una comprensión y producción eficaz porque supone un proceso activo de construcción del sentido de los diversos tipos de textos que expresa o escucha, para lograr sus propósitos. En este proceso, el estudiante pone en juego habilidades, conocimientos y actitudes provenientes del lenguaje oral y del mundo que lo rodea.

(Programa curricular Educación Secundaria pg 130)

## RESALTANDO QUE:

- **Obtiene información de textos orales:** consiste en recuperar y extraer información explícita expresada por los interlocutores.
- **Infiere e interpreta información de textos orales:** el estudiante construye el sentido del texto a partir de relacionar información explícita e implícita para deducir una nueva información o completar los vacíos del texto oral. A partir de estas inferencias, el estudiante interpreta el sentido del texto, los recursos verbales, no verbales y gestos, el uso estético del lenguaje y las intenciones de los interlocutores con los que se relaciona en un contexto sociocultural determinado.
- **Adecúa, organiza y desarrolla las ideas de forma coherente y cohesionada:** consiste en desarrollar ideas adecuándolas al propósito, destinatario, características del tipo de texto, registro y contexto, considerando las normas y modos de cortesía. Organiza la información en torno a un tema y usa diversos recursos cohesivos para relacionar las ideas del texto oral.
- **Utiliza recursos no verbales y paraverbales de forma estratégica:** el estudiante emplea variados recursos no verbales (como gestos o movimientos corporales) o paraverbales (como el tono de la voz o silencios) según la situación comunicativa para enfatizar o matizar significados y producir determinados efectos en los interlocutores.
- **Interactúa estratégicamente con distintos interlocutores:** el estudiante intercambia los roles de hablante y oyente alternada y dinámicamente, participando de forma pertinente, oportuna y relevante para lograr su propósito comunicativo.

# **1. "INTRODUCTION" - ATAHUALPA BOOK**

Below are various activities to be used in class when reading the INTRODUCTION of ATAHUALPA'S BOOK:

The purpose is to motivate students to search for new historical sources that are complementary to those that are already being presented.

Likewise, it is up to the teacher to use the questions according to the characteristics or diversity of the group. In the same way, use the technological resources available in your school.

1. I listen to the audio book and extract the explicit and implicit information from the political context before the arrival of the Spanish in 1532.
2. They watch and listen to the "questions and answers" video and reflect on the content by linking it to their life experiences.
3. Make an infographic with the events that happened before the capture of the Inca in Cajamarca.
4. Make a dramatization using verbal and non-verbal resources showing the moment in which the Inca Atahualpa finds out about the arrival of "the bearded ones" to the coast of Tumbes.
5. Form groups of 4 students. Share your expectations, questions, and background knowledge after reading the introduction to the book.
6. Answer the following questions:

-Where was the Inca Atahualpa when the Spaniards arrived in Tumbes in 1532?

-What is your opinion about the political context at the arrival of the Spaniards in Tahuantisuyo? Do you think it was a good time for the conquest? Why?

-What strategies would you have devised compared to the strategies used by Atahualpa to discover the enemy's weaknesses?

-What do you think Atahualpa thought when he learned that some strange men had come from the sea? What emotions do you think he might have had?

-Imagine your reaction when you see a horse for the first time. Describe your reactions or play "charades" so that your classmates can recognize the emotion you want to represent.

-What would have happened if these two brothers reconciled? In your opinion, what direction would the conquest have taken if this had happened? Write it first in a mental map and then structure the ideas in an argumentative text taking into account the conventions of the language.

## CHAPTER 1: THE CAPTURE OF THE INCA.

a) Write a **literary criticism** on the first pages of the book. You can use these questions to help:

- Do you think it is an easy to understand text? Give your reasons and examples.
- Do you think that the places or characters are described in a way that leads you to easily imagine them?
- Do you think the illustrations complement the narration?
- From what you have read in other texts, do you consider that the information in the book is truthful and relevant?
- What would you ask the author?

b) Conduct a **Socratic Seminar** with questions relevant to:

- The Inca's confidence
- The justified vision of the conquest by the Spaniards.
- The difference in mentalities of both groups in the 16th century.
- The causes that could help the conquest of Tahuantinsuyo.

**a) Conduct a debate:**

- Have a discussion in two groups. Craft your discussion question following these suggestions.
- Keep the question concise. Avoid long and complicated ones.
- Elaborate a question that contains two defined positions.
- The jury, the opponents and the audience must understand the question general.

Questions during the debate should:

- Clarify a little understood point of the subject and be able to channel the subject when it is due.
- Highlight weaknesses in the opposing team's arguments.
- Anticipate own refutations or to be able to include new evidence and use it as a sample to highlight the weaknesses of the other group.
- The relevant information should be used to formulate new questions.
- The answers must be clear, effective and spontaneous.

Responses during discussion should:

- Respond kindly. Keep in mind with the tone of voice, calm and firmly.
- Be concise. Explain adequately without being detailed.
- Answer using evidence, giving precise facts so as not to lead to distractions or the questions depart from the topic.
- Try to reinforce your own arguments when answering the opponent's questions.

**b) Literary gathering:**

The literary gathering is a cultural and educational activity. It usually generates stimuli for reading, and participation as students choose a book to read and after a few weeks (when everyone has already read it) one person chooses a paragraph from the book and comments on it.

Follow these steps to help:

- Each one must make the commitment to select the parts or phrases that they liked the most and then be able to share them with others.
- When everyone is ready, sit somewhere in a semicircle. This way everyone will be able to see the book and it will be more interesting if it has illustrations.
- Take turns so that all opinions and comments are heard. Remember that although the author has had an intention when writing his work, each reader is free to interpret it in a different way.
- One of the most important rules of the literary gathering is that there are no wrong answers: all comments are valid and must be accepted.

## **¿HERO OR VILLAIN?**

Choose a character from the reading. It can be Francisco Pizarro, Atahualpa, Huáscar or even Felipillo.

Each team is assigned a supposed demand for the chosen character. For example:  
“Atahualpa is accused of having murdered his brother Huáscar”

A brief explanation is given of the possible roles that can be played by the judge, the prosecutor, the lawyer (defense and prosecutor) of each team.

They are provided with a brief list of pages where they can consult the facts and gather information.

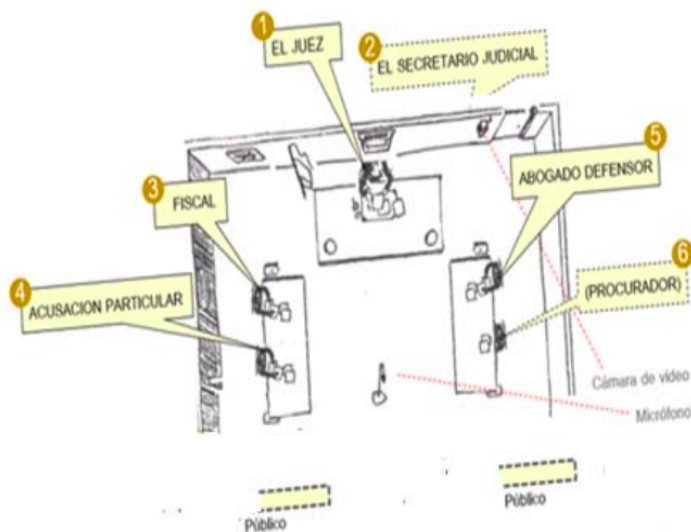
The distribution of roles takes place.

The role that each one plays will be explained to the students, being that of the Prosecutor to defend the law, that of the defense attorney to represent the rights of the party that makes the request and that of the judge to resolve the case by issuing a sentence. Arguments will begin to be prepared.

Development of presentations through the technique of debate. The exposure of each of the components of the group will not exceed two minutes. In the teams of five students there will be a judge, two prosecutors and two defense attorneys.

In groups of four students there will be two lawyers and defenders. Prosecutor 1 or 1 and 2 will begin, depending on the number of members of each team, presenting the arguments in favor of the case. Once finished, lawyers 1 and 2 or 1 will answer. Once the arguments of both parties have been presented, the judge may direct questions to either party.

Classroom can be arranged like this:



The aim is that students discuss based on evidence if the character chosen is innocent or guilty. The audience is the one who votes through the rubric elaborated according to the learning objectives teachers want to develop.