

NATIONAL UNIVERSITY OF CAJAMARCA

LEARNING SESSION

I. GENERAL INFORMATION

EDUCATIONAL INSTITUTION	: "Guillermo Urrelo"
AREA	: English
YEAR OF STUDY	: Fifth
GROUP	: "B"
CLASS DURATION	: 45 minutes (4:20 – 5:05)
DATE	: July 17 th , 2019
NUMBER OF STUDENTS	: 31
BACHELOR	: Iyari Medalit Orrillo Alcalde
MEMBERS OF THE JURY	: Dra. Isabel del Rocío Pantoja Alcántara Dra. Leticia Noemí Zavaleta González Mg. Teresa Muñoz Ramírez

II. DIDACTIC UNIT: Teenagers Stress

III. TITLE: Living without stress

IV. EXPECTED LEARNING:

Text Comprehension

COMPETENCE	CAPABILITIES
Text Comprehension (reading)	<ul style="list-style-type: none">• Infer and interpret information about teenagers stress.• Reflect and evaluate content and context about teenagers stress.

V. CROSS-CURRICULAR CONTENT

Education in values



VI. METHODOLOGICAL STRATEGIES

AREA CAPACITY TEXT COMPREHENSION	STAGES	DIDACTIC SEQUENCE	RESOURCES	EVALUATION			TIME
				INDICATORS	TECHNIQUES	INSTRUMENTS	
Infer and interpret information about teenagers stress	INPUT	<p>Teacher introduces herself.</p> <p>Teacher presents the vocabulary of the topic by flashcards.</p>	<p>✓ Flashcards</p>			10min	
	PROCESS	<p>Students look at the pictures and match with the correct words.</p> <p>Students read quickly the text, guess the correct title.</p> <p>Students read the text again and underline the vocabulary learned.</p> <p>Students read again to find specific information writing true (T) or false (F).</p> <p>Students complete the blanks according to the text.</p>	<p>✓ Paper Sheets</p> <p>✓ Markers</p> <p>✓ Visual Aids</p>	<p>Observation</p> <p>Explanation</p>	<p>Infer and interpret information about teenagers stress.</p>	25min	
	OUTPUT	<p>Students answer questions about their own information.</p>		<p>Observation guide</p>		10min	

VII. PHONETICAL TRANSCRIPTION

- | | |
|------------------------------|--------------------------|
| 1. Learning to say no | /ˈlɜːniŋg tuː sɑː nəʊ / |
| 2. Simplifying your schedule | /ˈsɪmplɪŋ jʊər ˈʃedʒəl / |
| 3. Listening music | /ˈlɪsən ˈmyʊʊzɪk / |
| 4. Reading a book | /ˈrediŋg ə bʊk / |
| 5. Have a blast | /hæv ə blɑːst / |

VIII. BIBLIOGRAPHY

✓ METHODOLOGICAL BOOKS

Jeremy Harmer. 2001. **How to teach English**. LOGMAN

Jim Scrivener. 2005. **Learning teaching**. Macmillan

✓ LANGUAGE BOOKS

Sheila Dignen and Emma Watkins. 2014. **Reach Out**. OXFORD

✓ WEB BOOKS

- <https://zenhabits.net/10-simple-ways-to-live-a-less-stressful-life/>
- <https://www.nytimes.com/2018/09/19/well/family/how-to-help-teengers-embrace-stress.html>

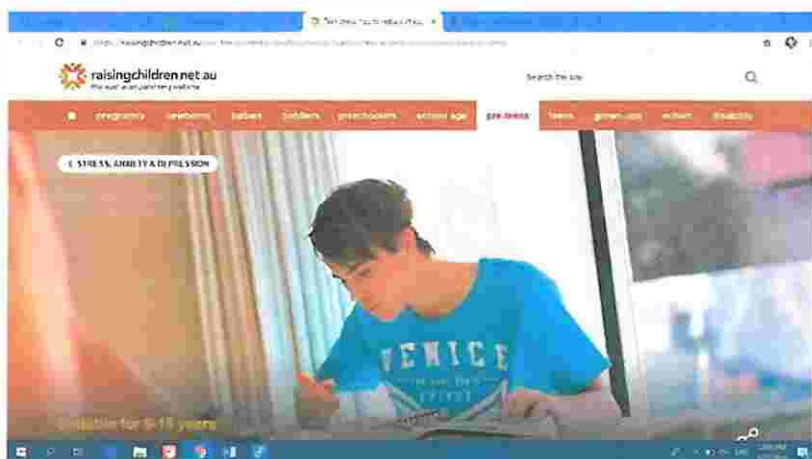
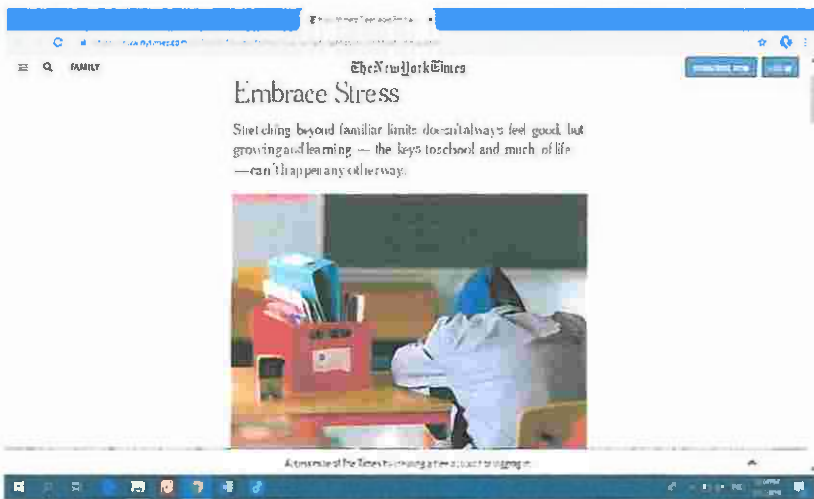


Dra. Isabel del Rocío Pantoja Alcántara



Bach. Iyari Medalit Orrillo Alcalde

IX. WEB PAGES



VI. TYPE OF TEXT

MY NEW LIFE WITH STRESS OUT

Stress is a major problem for teenagers for example: school, especially homework, exams and pressure to do well, relationships with friends, boyfriends and girlfriends, lack of sleep, etc. If your life is full of stress there are some simple things that you can do to get your life to a more manageable level. For example: Simplify your schedule, a schedule is a major cause of high stress.

Learn to say no to the rest and slowly get out of commitments that are not beneficial to you. Doing things that make you feel good for example, some people prefer reading a book, meditate, listen to music or take a

nature walk. Find ways to have blast each day, even if it's just for a few minutes, spending time connecting with your family and friends also if you like to do exercise, you can go jogging or practice some sport. How did I do all of this? One thing at a time. I changed one habit a month, and gradually over the course of a year or two changed many things in my life.

I will not guarantee that all of these will work perfectly, because each person is different. Pick and choose the ones that will work best for you, and give them a try. One at a time.

LIVING WITHOUT STRESS

1. Match the pictures with the correct word.

- a. Learning to say "NO"
- b. Simplifying your schedule
- c. Listening to music
- d. Reading a book
- e. Have a bias



2. Read the short text and underline the new vocabulary

Stress is a major problem for teenagers for example: school, especially homework, exams and pressure to do well, relationships with friends, boyfriends and girlfriends, lack of sleep, etc. If your life is full of stress there are some simple things that you can do to get your life to a more manageable level. For example: Simplify your schedule, a schedule is a major cause of high stress.

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I will not guarantee that all of these will work perfectly, because each person is different. Pick and choose the ones that will work best for you, and give them a try. One at a time.



3. Read the short text again and choose the best title for the text.

- a. Learning how to exercises
- b. How to choose a good book
- c. My new life with stress out
- d. How to learn to say no
- e. Let's go to have a biast



4. Read the short text again and write true (T) or false (F)

- a. Doing exercise is helpful when you have stress ()
- b. Have a stressful job is healthy ()
- c. A full schedule is a major cause of high stress. ()
- d. Don't spend time with your friends when you are stressed ()

5. Read the text and fill in the blanks.

- a. _____ is a major problem for teenagers
- b. Did things that make your child feel _____
- c. Find ways to have _____ each day
- d. You cango _____ or practice some _____

Now ... your opinion

For you, what is the best advice to avoid stress?

What do you think is the main stress factor in teenagers?

GRAMMAR!

Affirmative	Negative	Interrogative
I am late for work.	I am not late for work. (I'm not)	Am I late for work?
You are a student.	You are not a student. (aren't)	Are you a student?
He is Italian. (he/she/it)	He is not Italian. (isn't)	Is she Italian?
We are teachers.	We are not teachers. (aren't)	Are we teachers?
You are employees.	You are not employees. (aren't)	Are you employees?
They are on holiday.	They are not on holiday. (aren't)	Are they on holiday?

ANNEXES

ANSWER SHEET

LIVING WITHOUT STRESS

1. Match the pictures with the correct word.

- Learning to say no
- Simplifying your schedule
- Listening music
- Reading a book
- Have a blast



c



a



b

School timetable



2. Read the short text and underline the new vocabulary

My new live with stress out

Stress is a major problem for teenagers for example: school, especially homework, exams and pressure to do well, relationships with friends, boyfriends and girlfriends, lack of sleep, etc. If your life is full of stress there are some simple things that you can do to get your life to a more manageable level. For example: Simplify your schedule, a schedule is a major cause of high stress.

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naturewalk. Find ways to have blast each day, even if it's just for a few minutes, spending time connecting with your family and friends also if you like to do exercise, you can go running or practice some sport. How did I do all of this? One thing at a time. I changed one habit a month, and gradually over the course of a year or two changed many things in my life.

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4. Read the short text again and write true (T) or false (F)

- a. Doing exercise is helpful when you have stress (T)
- b. Have a stressful job is it healthy (F)
- c. A full schedule is a major cause of high stress. (T)
- d. Don't spend time with your friends when you are stress (F)

5. Read the text and fill in the blanks.

- a. stress is a major problem for teenagers
- b. Did things that make your child feel good
- c. Find ways to have blast each day
- d. You can go running or practice some sport

Now ... your opinion

For you, what is the best advice to avoid stress?

Answers will
vary

What do you think is the main stress factor in teenagers?

Answers will
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2. TEACHING VOCABULARY

The teaching of vocabulary can be done using presentation and discovery techniques.

PRESENTATION TECHNIQUES

These techniques involve the teacher presenting the meaning of the words as follows:
Realia. This technique means bringing the 'real' thing into the classroom. The teacher holds up the object, says the word, writes it on the board and then gets students to repeat it.

Pictures. These can be board drawings, wall pictures and charts, flashcards, magazine pictures and any other visual representation. They can illustrate concepts such as above and opposite as well as concrete nouns.

Mime, action and gesture. Actions are probably better explained by mime. Actions verbs or prepositions of movement are easy to present in this way.

Contrast. We can present the meaning of a word by contrasting it with its opposite. This technique can ensure students' understanding of a new word.

Enumeration. We can use a general word and explain it by enumerating or listing various items. We can say present the meaning of the 'appliance', 'clothes', 'vegetables', etc. using this technique.

Explanation. This can be used with intermediate students. The explanation of the meaning must include explaining any facts about its use or its register, too.

Translation. This technique could be useful when presenting the meaning of abstract words. However, its overuse could discourage students to from interacting with words.

Modelling. This can be used to present the pronunciation of a word. The teacher says the word and then gets both choral and individual repetition. He or she can use gesture, pictures or the board to indicate the main stress in a word.

DISCOVERY TECHNIQUES

Using these techniques require students working out the meaning by themselves.

Matching. Students can match words to pictures or definitions. To do so, they will have to use their dictionaries whether bilingual or monolingual ones depending on their language level.

Find out. Students are given pictures and they have to find out the meaning of the numbered items. They have to find the new words from their background knowledge or from their peers.

Mind map. This technique helps students to group words into areas; thus to expand the sense relations of the word. E.g. Write all the words related to family members.

Word formation. Students are asked to find out the meaning of new words by looking at the suffixes or prefixes. E.g. pro-American, undercook, dishonest, etc.

Guessing the meaning. Students have to guess the meaning of words which have been deleted by using the context. Individually or in pairs they have to think of as many words as possible to fill in the passage.

Unit 5 Reading

What is reading?

Reading is one of the four language **skills**: reading, writing, listening and speaking. It is a **receptive skill**, like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our knowledge of the world. Look at this sentence, for example:

The boy was surprised because the girl was much faster at running than he was.

To understand this sentence, we need to understand what the letters are, how the letters join together to make words, what the words ^{mean} and the grammar of the words and the sentence. But we also make sense of this sentence by knowing that, generally speaking, girls do not run as fast as boys. Our knowledge of the world helps us understand why the boy was surprised.

Key concepts

Can you think of reasons why learners may find reading difficult?

A text is usually longer than just a word or a sentence. It often contains a series of sentences, as in a letter or even a postcard. These sentences are connected to one another by grammar and vocabulary and/or knowledge of the world. Reading also involves understanding the connection between sentences. For example:

The boy was surprised because the girl was much faster at running than he was. Then he found out that her mother had won a medal for running at the Olympic Games.

The second sentence gives us a possible reason why the girl was so good at running. But we can only understand that this is a reason if we know that Olympic runners are very good. This means we need to use our knowledge of the world to see the connection between these two sentences (**coherence**). The grammatical links between the sentences (**cohesion**) also help us see the connection between them. For example, in the second example sentence 'he' refers to 'the boy' in the first sentence, and 'her' refers to 'the girl'.

When we read we do not necessarily read everything in a text. What we read depends on why and how we are reading. For example, we may read a travel website to find a single piece of information about prices. But we may read a novel in great detail because we like the story and the characters and want to know as much as we can about them.

These examples show us that we read different text types and we read for different reasons. Some examples of written text types are letters, articles, postcards, stories, information brochures, leaflets and poems. All these kinds of text types are different from one another. They have different lengths, layouts (the ways in which text is placed on the page), topics and kinds of language. Learning to read also involves learning how to handle these different text types.

lengths = longitudes
layouts = diseños, plan
handle = chequear
leaflets = folletos

chequear

b. Reinforce language

On the other hand, if you know that working on certain language structures or vocabulary is what your students need, this is the opportunity for you to work some language patterns presented in the listening or some related vocabulary. You can include some cloze or multiple choice exercises focusing either on grammar or vocabulary.

Example

Complete this text with one of the verbs from the box. Use the correct form of the verb.

5. TEACHING READING

Taking into account the nature of reading the following teaching stages for the teaching of reading are suggested:

Before reading

a. Arouse interest and help prediction

Encourage students to think about and discuss what they are going to read by using prompts such as realia, visuals, references to your students' experiences and questions.

Focus your students' attention on the text layout and format. Is it a magazine article, a letter, a brochure, etc? What can be predicted from the pictures or diagrams or tables accompanying the text?

At this stage, do not worry about the grammar mistakes since the aim is not accuracy but to interest and motivate students.

b. Teach any key words

Consider whether there are any words essential for the comprehension of the text that need to be pre-taught. Present these words through visuals, matching exercises, realia, translation, etc. Then, check if the meaning is clear for everyone. As students will encounter the new words in their written form, it is not necessary that they learn how they are pronounced.

c. Set a task to assist overall understanding

This can be in the form of two or three gist questions, or a task. It is also advisable to tell the students the type of strategies they might employ.

Example

Choose a headline from the three options given.

Don't try to read everything. Just read the first sentence in each paragraph and try to get a general idea of what it's about so that you can select the



Modals

Offers and suggestions

Making offers

- There are several ways of offering help to someone else:

Can I/we help you to cook dinner?

Shall I/we clean the car for you?

I can/I could/I'll lend you some money.

Why don't I carry that bag for you?

Suggestions

- Let's/ let's (not):
Let's take the a trip this summer.
Let's not take the ferry.
- Could:
(maybe) We could go to Costa Rica.
- Why don't...?/Why doesn't...?
Why doesn't Tom call her tonight.
- Why not...?:
Why not call her right now.
- How about...?
How about staying at youth hostels.
Yes, how about the hostel in the rain forest?

Order /Advice

To give orders and advice, we use:

Must had better ought to/should could

Strong

less strong

Order

- Must: when I tell you to do something
You really **must** start looking for a job.

Advice

- Should and ought to: to say that something is advisable.
They **should/ought to** go on some job interviews
- Could: it's only used to give a suggestion.
You **could** go to see a doctor
- Had better: when you believe that something bad will happen if the person does not follow the advice.
Kids, you'd **better** leave now, or you'll miss the school bus.

☺ The full form **had better** is very formal. We usually use the contraction: **'d better**

Preferences/ desires

Use **prefer, would prefer** and **would like** to talk about things or activities that better than other things or activities

- Prefer and would prefer: may be followed by a noun, a gerund, or an infinitive.

I usually **prefer** the newspaper. (no **to**)

Would Bill **prefer** reading a magazine?

He **would prefer** to watch TV.

- Would rather: can only be followed by the base form of the verb.

I'd **rather** cook dinner at home.

☺ The negative of *I'd rather* is *I'd rather not*

I'd **rather not** have dessert.

- A comparison with **to** may be followed by a noun/gerund.

Lani **prefers** comedies **to** action movies.

I **prefer** visiting friends **to** attending parties.

- A comparison with **than** may be followed by the base form of the verb.

They'd **rather** eat out **than** cook.

Necessity/ obligation/ prohibition

Obligation

- Must: (the authority comes from the speaker)
Your father says to you: "You **must** be home by 10 o'clock."
- Have to: (there's an external authority)
You remember what your father said: "I **have to** be home by 10 o'clock"

Prohibition

- Musn't: it means "don't do it"
You **musn't** open the door before the teacher stops.

Necessity

To talk about something which you want but it's not necessary.

- Needn't
- don't need to
- don't have to

You **needn't** pay me back the money until next week.

Practice

There's an area in the Atlantic called the Bermuda Triangle. A lot of boats and planes have mysteriously disappeared there. It must be a strange place. People must feel worried when they cross it. It can't be easy for them. A friend of mine is on a yacht in the Triangle at the moment. He must be feeling nervous. He can't be enjoying the trip. So, is he crazy? He must be. I wouldn't go there. Does he know the risks? He must do.

Strange place, mysterious, disappeared, must be a, worried, nervous, can't be, enjoying, risks, knows, wouldn't, must do.

Yacht: boat
Must: obligation
Mustn't: no choice
Don't have to: choice

Step 1 Deductions about the present: must/can't + infinitive

- We can use **must** + infinitive without *to* when we make a logical deduction from the information or evidence we have. We use **can't** + infinitive without *to* (not *mustn't*) when we talk about a logical impossibility.
- People **must feel amazed** (because of the disappearances.)
It can't be easy for them. (Because they're worried.)
- Note the continuous forms **must be + in the + -ing**
*He **must be feeling nervous**.*
(You're sure he's feeling nervous.)
*He **can't be enjoying the trip**.*
(You're sure he isn't enjoying the trip.)
- Note the short answers: **is he crazy? - He must be.**
Does he know the risks? - He must do.
(For other uses of **must** see Unit 27.)

Put in **must** or **can't**.

- People who cross the Triangle **must** be very happy about it.
- They **can't** know about the strange disappearances.
- The writer's friend **must** be feeling worried at the moment.

must = logical deduction, evidence, inference
can't = logical impossibility

Must and have to sometimes mean the same.
You **must** be fit if you want to go scuba-diving.
You **have to** be fit if you want to go scuba-diving.
But there is sometimes a difference.
Must: obligation coming from the speaker. *You must listen to me!*
Have to: obligation coming from outside. *He has to wear a suit at work.*
Mustn't: You have no choice. *You mustn't smoke in here.*
Don't have to: You have a choice. *You don't have to come. Stay here if you want.*

1 Match a sentence on the left with a sentence on the right.

- I've got a terrible toothache.
- My teeth aren't very good.
- I must phone my boss.
- I've got to go to work this afternoon.
- I must make an appointment at the dentist's.

2 What do these signs and notices mean? Write sentences with **must**, **mustn't** or **don't have to**.

- NO SMOKING: You mustn't smoke.
- HAIRDRESSERS NO APPOINTMENT NECESSARY: You mustn't have an appointment.
- FASTEN YOUR SEAT BELTS: You must fasten your seat belts.
- FREE EYE TESTS: You must have a free eye test.

3 Travelling by plane. Put each of the following into the correct column.

- | | You must/ you have to | You mustn't/ you don't have to |
|---|-----------------------|--------------------------------|
| a. watch the film | | |
| b. sit in the seat marked on your boarding card | | |
| c. try to open a door | | |
| d. take a gun on board the plane | | |
| e. show your boarding card to get on the plane | | |
| f. look out of the window | | |
| g. smoke in the non-smoking section | | |
| h. speak to the person next to you | | |
| i. sit in your seat during take-off and landing | | |

4 How to play tennis. Complete these sentences with **must**, **mustn't** or **don't have to**.

- You **must** wear white clothes.
- You **mustn't** hit the ball over the net.
- You **must** hold your racket in your right hand.
- You **mustn't** let the ball bounce twice.
- You **mustn't** serve from behind the baseline.
- You **mustn't** hit the ball twice in a row.

Competencia LEE DIVERSOS TIPOS DE TEXTOS EN INGLÉS COMO LENGUA EXTRANJERA: Se define como una interacción dinámica entre el lector, el texto y los contextos socioculturales que enmarcan la lectura. Se trata de una comprensión crítica porque supone un proceso activo de construcción del sentido de los diversos tipos de textos que lee a través de procesos de comprensión literal e inferencial, interpretación y reflexión. En tales procesos, el estudiante pone en juego habilidades, saberes y actitudes provenientes de su experiencia lectora y del mundo que lo rodea, tomando conciencia de las posibilidades y limitaciones que ofrece el lenguaje, la Comunicación y el sentido.

Esta competencia también implica que el estudiante sea consciente que la lectura de textos cumple propósitos específicos, como disfrutar, resolver un problema o una duda, seguir instrucciones, investigar, defender una posición, entre otros.

Asimismo, la competencia considera la lectura de diversos tipos de textos, es decir, estos textos pertenecen a diferentes géneros, épocas y autores, y están situados en espacios y tiempos determinados. Esta diversidad textual se presenta en diferentes formatos y soportes, como el impreso, digital y multimodal, cada cual con sus características y particularidades.

Para construir el sentido de los textos que lee, es indispensable que el estudiante participe en prácticas sociales de lectura en inglés que se presentan en distintos grupos o comunidades socioculturales. Al participar en tales prácticas de lectura, el estudiante contribuye con su desarrollo integral, así como el de su propia comunidad, además de conocer e interactuar con contextos socioculturales distintos al suyo.

Esta competencia implica la combinación de las siguientes capacidades:

- **Obtiene información del texto escrito:** el estudiante localiza y selecciona información explícita en textos escritos con un propósito específico.
- **Infiere e interpreta información del texto escrito:** el estudiante construye el sentido del texto. Para ello, establece relaciones entre la información explícita e implícita de éste para deducir una nueva información o completar los vacíos del texto escrito. A partir de estas deducciones, el estudiante interpreta la relación entre la información implícita y la información explícita, así como los recursos textuales, para construir el sentido global y profundo del texto, y explicar el propósito, el uso estético del lenguaje, las intenciones del autor, así como la relación con el contexto sociocultural del lector y del texto.
- **Reflexiona y evalúa la forma, el contenido y el contexto del texto escrito:** los procesos de reflexión y evaluación están relacionados porque ambos suponen que el estudiante se distancie de los textos escritos situados en épocas y lugares distintos, y que son presentados en diferentes soportes y formatos. Para ello, compara y contrasta aspectos formales y de contenido del texto con la experiencia, el conocimiento formal del lector y diversas fuentes de información. Asimismo, emite una opinión personal sobre aspectos formales, estéticos, contenidos de los textos considerando los efectos que producen, la relación con otros textos, y el contexto sociocultural del texto y del lector.



Estándares de aprendizaje de la competencia "Lee diversos tipos de textos en inglés como lengua extranjera"

Nivel	Descripción de los niveles del desarrollo de la competencia
Nivel destacado	Lee diversos tipos de texto en inglés con estructuras complejas y vocabulario variado y especializado. Integra información ambigua o contrapuesta ubicada en distintas partes del texto. Interpreta el texto para construir su sentido global a partir de información relevante y complementaria. Reflexiona sobre las formas y el contenido del texto asumiendo una posición; evalúa el uso del lenguaje, los recursos textuales, así como el efecto del texto a partir de su conocimiento y del contexto socio cultural en el que fue escrito.
Nivel esperado al final del ciclo VII	Lee diversos tipos de texto en inglés con algunas estructuras complejas y vocabulario variado y especializado. Integra información contrapuesta ubicada en distintas partes del texto. Interpreta el texto integrando la idea principal con información específica para construir su sentido global. Reflexiona sobre las formas y contenidos del texto. Evalúa el uso del lenguaje y los recursos textuales así como el efecto del texto en el lector a partir de su conocimiento y del contexto sociocultural.
Nivel esperado al final del ciclo VI	Lee diversos tipos de texto en inglés que presentan estructuras simples y algunos elementos complejos con vocabulario cotidiano. Obtiene información e integra datos que están en distintas partes del texto. Realiza inferencias locales partir de información explícita e implícita e interpreta el texto seleccionando información relevante y complementaria. Reflexiona sobre aspectos variados del texto evaluando el uso del lenguaje y la intención de los recursos textuales más comunes a partir de su conocimiento y experiencia.
Nivel esperado al final del ciclo V	Lee diversos tipos de texto en inglés que presentan estructura simple con vocabulario de uso frecuente. Obtiene información poco evidente distinguiéndola de otras próximas y semejantes. Realiza inferencias locales a partir de información explícita e implícita interpreta el texto relacionando información relevante para construir su sentido global. Opina sobre sucesos e ideas importantes del texto a partir de su propia experiencia.
Nivel esperado al final del ciclo IV	Lee diversos tipos de texto en inglés que presentan estructura simple en los que predominan expresiones conocidas e ilustraciones que apoyan las ideas centrales. Obtiene información explícita y relevante ubicada en lugares evidentes del texto. Realiza inferencias locales a partir de información explícita e interpreta el texto relacionando información recurrente. Opina sobre lo que más le gustó del texto leído.
Nivel esperado al final del ciclo III	<i>Este nivel tiene como base el nivel 3 de la competencia "Se comunica oralmente en inglés como lengua extranjera".</i>
Nivel esperado al final del ciclo II	<i>Este nivel tiene como base el nivel 2 de la competencia "Se comunica oralmente en su lengua materna".</i>
Nivel esperado al final del ciclo I	<i>Este nivel tiene como base el nivel 1 de la competencia "Se comunica oralmente en su lengua materna".</i>



Competencia "Lee diversos tipos de textos en inglés como lengua extranjera" ciclo VII

Cuando el estudiante lee diversos tipos de textos en inglés como lengua extranjera, combina las siguientes capacidades:

- Obtiene información del texto escrito.
- Infiere e interpreta información del texto escrito.
- Reflexiona y evalúa la forma, el contenido y el contexto del texto escrito.

Descripción del nivel de la competencia esperado al final del ciclo VII

Lee diversos tipos de texto en inglés con algunas estructuras complejas y vocabulario variado y especializado. Integra información contrapuesta ubicada en distintas partes del texto. Interpreta el texto integrando la idea principal con información específica para construir su sentido global. Reflexiona sobre las formas y contenidos del texto. Evalúa el uso del lenguaje y los recursos textuales, así como el efecto del texto en el lector a partir de su conocimiento y del contexto sociocultural.

DESEMPEÑOS TERCER GRADO DE SECUNDARIA

Cuando el estudiante lee diversos tipos de textos en inglés como lengua extranjera y se encuentra en proceso hacia el nivel esperado del ciclo VII, realiza desempeños como los siguientes:

- Identifica información explícita, relevante y complementaria integrando datos que se encuentran en distintas partes del texto que contienen varios elementos complejos en su estructura y vocabulario variado, en diversos tipos de textos escritos en inglés.
- Deduce diversas relaciones lógicas (adición, contraste, secuencia, semejanza-diferencia, causa y consecuencia) y jerárquicas (ideas principales y complementarias) en textos escritos en inglés a partir de información explícita e implícita. Señala las características de seres, objetos, lugares y hechos, y el significado de palabras, frases y expresiones en contexto.
- Explica el tema y el propósito comunicativo. Ejemplo: Intercambiar información personal al presentar a alguien y a sí mismo; hablar sobre personas, medios de transporte, deportes, entretenimiento; discutir acerca de costumbres, hábitos, noticias, viajes y experiencias; describir acontecimientos históricos, accidentes vehiculares, condiciones de viaje, noticias; intercambiar información personal; comparar estilos de vida; hacer planes; quejarse y disculparse. Distingue lo relevante de lo complementario clasificando y sintetizando la información, vinculando el texto con su experiencia para construir el sentido del texto escrito en inglés, y relacionándolo con su experiencia y sus conocimientos, y con otros textos y lenguajes.
- Opina en inglés de manera oral o escrita sobre el contenido y organización del texto escrito en inglés, así como sobre el propósito comunicativo y la intención del autor a partir de su experiencia y contexto. Compara textos entre sí para señalar características comunes de tipos textuales y géneros discursivos.

DESEMPEÑOS CUARTO GRADO DE SECUNDARIA

Cuando el estudiante lee diversos tipos de textos en inglés como lengua extranjera y se encuentra en proceso hacia el nivel esperado del ciclo VII, realiza desempeños como los siguientes:

- Identifica información explícita, relevante y complementaria integrando datos que se encuentran en distintas partes del texto o en distintos textos al realizar una lectura intertextual, que contienen varios elementos complejos en su estructura y vocabulario variado, en diversos tipos de textos escritos en inglés.
- Deduce diversas relaciones lógicas (adición, contraste, secuencia, semejanza-diferencia, causa y consecuencia) y jerárquicas (ideas principales y complementarias, y conclusiones) en textos escritos en inglés a partir de información explícita e implícita. Señala las características de seres, objetos, lugares y hechos, y el significado de palabras, frases y expresiones en contexto.
- Explica el tema y el propósito comunicativo. Ejemplo: Hablar acerca de actividades en curso, temporales y habituales; discutir acerca de situaciones imaginarias, obligaciones y reglas en la casa, actitudes y comportamientos, preferencias, hábitos pasados, problemas y soluciones, productos fabricados, inventos, planes y predicciones; expresar deducción, imposibilidad, posibilidad, obligación y necesidad; secuenciar eventos y compartir intereses personales. Distingue lo relevante de lo complementario clasificando y sintetizando la información vinculando el texto con su experiencia para construir el sentido del texto escrito en inglés, y relacionándolo con su experiencia y sus conocimientos, y con otros textos, lenguajes y contextos.
- Opina en inglés de manera oral o escrita sobre el contenido y organización del texto escrito en inglés, así como sobre el propósito comunicativo y la intención del autor a partir de su experiencia y contexto. Compara textos entre sí para señalar características comunes de tipos textuales y géneros discursivos.

