

**Básica Regular – Nivel Secundaria – Inglés**

Tenga en cuenta que los temas presentados a continuación serán abordados principalmente desde el punto de vista de su aplicación en la práctica pedagógica. En este sentido, la prueba demanda una adecuada comprensión de los mismos de tal forma que posibiliten su puesta en uso en la actividad docente de aula y el quehacer pedagógico en general.

**DESARROLLO DE LAS COMPETENCIAS Y CAPACIDADES DEL ÁREA CURRICULAR Didáctica de la comprensión de textos escritos: Reading**

📌 Pre-reading stage

- Brainstorming to activate schemata
- Anticipation / Prediction of content and vocabulary e.g. questioning, graphic organisers, visual / audio aids
- Purpose-setting, e.g. questions, statements to be confirmed or rejected

📌 While-reading stage

- Skimming to extract the general idea of the whole text
- Scanning to extract detailed information
- Distinguishing between literal and implied meaning
- Recognising grammatical word classes (e.g., nouns and verbs), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms
- Recognising cohesive devices in written discourse and their role in signalling the relationship between and among clauses
- Inferring meanings of unknown words

📌 Post-reading stage

- Recognising the author's intention
- Inferring context that is not explicit by using world knowledge
- Distinguishing between literal and implied meaning
- Recognising the communicative function of written text, according to its purpose

**Didáctica de la comprensión de textos orales:**

📌 Pre- stage

- Brainstorming to activate schemata
- Anticipation / Prediction of content and vocabulary, e.g. questioning, graphic organisers, visual / audio aids
- Purpose-setting, e.g. questions, statements to be confirmed or rejected

📌 While- stage

- Listening for gist to extract the general idea of the whole text
- Listening to extract specific information
- Distinguishing between explicit and implicit meaning
- Recognising features of connected speech (e.g. word and sentence stress, rhythm, intonation) and their role in signalling the speakers' attitudes
- Inferring meanings of unknown words

## Post- stage

- Recognising the speaker's intention through the recognition of the features of connected speech, e.g. word and sentence stress, rhythm, intonation
- Inferring context that is not explicit by using world knowledge
- Distinguishing between literal and implied meaning
- Recognising the communicative function of audio text, according to its purpose

## Didáctica de la producción de textos orales: *Speaking*

### Pre-speaking stage

- Brainstorming to activate schemata
- Retrieving of vocabulary, e.g. questioning, graphic organisers, visual / audio aids

### While-speaking stage

- Controlled practice, e.g. meaningful drilling
- Less-controlled practice e.g. information gap tasks
- Freer practice e.g. role-plays, simulations, discussions, debates
- Teacher's roles during learners' interactions
- Teacher intervention to provide feedback when aiming at accuracy and fluency

## Didáctica de la producción de textos escritos:

### *Writing*

### Didáctica de las distintas etapas de la escritura

- Pre-writing stage
- While-writing stage

### Enfoques didácticos en la producción escrita

- process
- product

### Estrategias didácticas previas a la producción escrita

- Retrieval of related vocabulary through, for example, questioning, graphic organisers, visual / audio aids
- Planning, e.g. brainstorming, outlining.

### Estrategias didácticas durante la producción escrita

- Writing a first draft prioritising content from form
- Writing successive drafts
- Editing based on provided feedback
- Peer evaluation
- Revision aiming at form: spelling, punctuation, capitalisation

## Didáctica de la gramática y vocabulario del inglés

### Enfoques para la enseñanza de nuevas estructuras gramaticales

- PPP: Presentation – Practice – Production
- TBL: Task-based Learning

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📌 Técnicas para la enseñanza de vocabulario

- Recognition
- Production

📌 Estrategias didácticas en la presentación de la nueva estructura gramatical o vocabulario

- Brainstorming to activate schemata
- Contextualisation of target structure / vocabulary
- Lead-in & warmers

📌 Actividades empleadas durante la práctica de la nueva estructura gramatical / vocabulario

- Meaningful drills
- Dictation techniques
- Problem-solving & information gap tasks
- Discussions & debates
- Role-plays & discussions

📌 Preguntas de Cultura General