**UNIVERSIDAD SANTIAGO DE CALI**

**FACULTAD DE EDUCACION**

**LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS - FRANCÉS**

**Course:** Design of Didactic Strategies in Foreign Languages

**Teacher:** MARY YESENIA GARCIA VARGAS

**Students’ names:** ANGULO JULIAN, BOLAÑOS MARYI, GALVIS MAIRA, MOLINA YANINNE, TOVAR CAMILO

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| **Name of the class:** | Understanding and Practicing the Past Simple Tense |
| **Target audience:** | Secondary school students (grade 7) |
| **Communicative student-centred objective(s):** | 1. Participates in everyday communication situations such as asking for favors, apologizing and thanking. 2. Initiates, maintains and closes a simple conversation on a familiar topic. 3. • Completes basic personal information in simple formats and documents. |
| **Teacher-centred objective:** | 1. Planning and organization: The teacher must prepare classes that align with the Basic English Proficiency Standards and the Basic Learning Rights (BLR). 2. Facilitate communication in English: The teacher must provide students with an environment conducive to practicing English, encouraging the use of the language in everyday situations, both oral and written. 3. Continuous and adaptive assessment: It is important for the teacher to constantly assess students' progress through different types of assessment (quiz, assignments, exams) 4. Promote social and cultural interaction: A key aspect is teaching English in sociolinguistic contexts, helping students understand and respect different cultures |
| **Grammar content and vocabulary** | Grammar: Past Simple Tense (affirmative, negative, interrogative)  <https://www.gingersoftware.com/content/grammar-rules/verbs/the-past-simple-tense>  Vocabulary: Regular and irregular verbs in the past simple tense  <https://resources.aprendoencasa.pe/red/modality/ebr/level/secundaria/grade/5/speciality/eng/sub-speciality/a2/resources/s12-a2recursos12.pdf> |
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| **Class #1 Vocabulary Introduction (Quizlet)** | |
| **Description of activities:** | |
| **Warm- up (5 mins):**  The teacher introduces the idea of past actions by asking students about what they did yesterday or over the weekend. This prepares them for the use of past tense. | |
| **Introduction to App (5 mins):**  The teacher demonstrates how to use Quizlet, explaining the learning modes (flashcards, match, test, and write) to learn vocabulary related to the past simple tense (both regular and irregular verbs). | |
| **Follow up: Activity (20 mins):**  Students work through the Quizlet set that contains both regular and irregular verbs. They start with the flashcards, then play the matching game, and finish with the “Write” mode to reinforce their learning.  <https://quizlet.com/109395312/past-simple-verbs-english-list-flash-cards/>  <https://quizlet.com/8323170/past-simple-flash-cards/> | |
| **Mini Quiz (10 mins):**  Students complete a short, timed quiz in Quizlet to test their recall of the vocabulary. The teacher monitors their progress and provides support as needed.  <https://quizlet.com/116556373/write-past-simple-questions-for-the-answers-flash-cards/> | |
| **Wrap up (5 mins):**  The teacher asks students to share examples of sentences they can form using the verbs they practiced in Quizlet. Volunteers come up to the board to write their sentences. | |
| **Assessment:**  Quizlet Report: The teacher uses the results from the in-app quiz to evaluate the students' understanding of regular and irregular verbs in the past tense.  Classroom Feedback: After completing the Quizlet quiz, ask students to write 3-5 sentences using the verbs they learned. This will assess how well they can apply the vocabulary in meaningful contexts. | |

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| **Class #2:** Grammar Structure (Kahoot!) |
| **Description of activities:** |
| **Warm- up (5 mins):**  A quick recap of the vocabulary from Class #1. The teacher asks students to form basic affirmative sentences using regular and irregular verbs from the previous class (e.g., "She played soccer yesterday"). |
| **Introduction to Grammar (10 mins):**  The teacher explains the sentence structures for past simple:  Affirmative: Subject + past verb (e.g., "I walked").  Negative: Subject + did not + base verb (e.g., "I did not walk").  Interrogative: Did + subject + base verb (e.g., "Did you walk?"). The teacher writes examples on the board and asks students for additional examples. |
| **Kahoot! Grammar Quiz (20 mins):**  Students participate in a Kahoot! quiz with questions related to forming past simple sentences. The quiz includes multiple-choice questions where students identify correct sentence structures (affirmative, negative, and questions).  <https://embed.kahoot.it/6c60c086-6740-4a1f-9e07-c05914ce9d27>  <https://embed.kahoot.it/da53caff-86f9-42ce-b451-00484dfcc10c> |
| **Follow up: Discussion (5 mins)**  The teacher reviews the most common errors from the quiz and re-explains difficult concepts as needed. |
| **Wrap up (5 mins):**  Students, in pairs, come up with two sentences in the past simple—one affirmative and one negative—and share them with the class. |
| **Assessment:**  Kahoot! Results: The teacher can immediately see which students struggled with specific aspects of past simple sentence formation and can provide targeted help in future lessons.  Classroom Participation: By having students form sentences in pairs and share with the class, the teacher can assess each student's ability to construct sentences in real-time. |

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| **Class #3 Practice and Production (YouTube)** |
| **Description of activities:** |
| **Warm- up (5 mins):**  A review of past simple sentence structure (affirmative, negative, interrogative) using examples on the board. The teacher asks students to correct sentences as a group, reinforcing key rules. |
| **YouTube Video (10 mins):**  The teacher plays a YouTube video explaining the use of the past simple tense in everyday conversations. The video includes examples of sentences, as well as scenarios illustrating past actions (e.g., a person describing what they did on a trip).  <https://youtu.be/DQlzxDz5T0w?si=C9GSSogjnW6QKmQI>  <https://youtu.be/cPTbWMjQzR8?si=GOid9NEF_XHkjncG> |
| **Follow up (10 mins):**  In pairs, students discuss what they learned from the video and share additional sentences using the past simple tense. Each student comes up with 2 sentences describing their weekend, and their partner provides feedback. The teacher walks around the room to observe the discussions and offer further guidance. |
| **Production Activity (15 mins):**  After the pair discussion, students individually write a short paragraph about what they did last weekend, based on the structure and examples shown in the video. They are encouraged to use regular and irregular verbs correctly. The teacher provides real-time feedback, moving around the room to assist students |
| **Wrap up (5 mins):**  The teacher selects a few students to share their paragraphs. The class listens and provides constructive feedback on their use of the past simple tense. |
| **Assessment:**  Follow-up Discussion: The teacher observes pair discussions and checks how well students are able to apply the past simple in conversation. Peer feedback also serves as a formative assessment.  Written Paragraph: The teacher evaluates each student's paragraph to ensure accurate use of the past simple tense (regular and irregular verbs, correct sentence structure).  Classroom Participation: Feedback provided by classmates and the teacher helps reinforce the learning objectives. |