

Calentamiento... 5 minutos

Conversa con tu compañero...

¿Cómo fue el fin de semana?

- ¿Tuviste fiesta o relax?
- ¿Qué vas a hacer el viernes / sábado / domingo?
- ¿Practicaste deporte?
- ¿Lo pasaste bien/mal?



Tus clases de hoy

- ¿Qué clases tomas hoy?
- ¿Tienes examen?
- ¿Estudiaste el fin de semana...?
- ¿Hiciste los deberes de español?

1. Don't forget to say:
HOLA! ¿Cómo estás?
2. Try to maintain the conversation asking questions: "¿y tu?"
3. Don't be afraid to make mistakes. You are learning how to be communicative, not how to be a perfect native. Just push yourself! ☺

At the beginning of the class, I always start with the same *modus operandi*: first, I always ask them how they are and if they are in a good or bad mood. After that, I present what we are going to review or practice on today's lesson. For this lesson, my students have to do a warm-up that consist in asking to their classmates five questions that are in the PPT's slice. This questions are a related with the vocabulary lesson and the grammar that they already know. For example: *¿Cómo estás?*, *¿Tienes mucho que estudiar hoy?*, *¿Dónde vas a ir después de clase?*, *¿Te gusta la temperatura de hoy?*, *¿Prefieres el verano o el invierno?*

I strongly believe that this warm-up activity is beneficial for my students because since the first day of class it allowed me to set the communicative tone in the class. So, they are prepared to speak in class, and also it allows me to interact with them if they are struggling with any vocabulary or grammar concept.

This activity allows me set the communicative tone during the class, and, at the same time, it allows students review all the grammar and vocabulary from previous chapters. On the other hand, my students had to work with their "compañero" and it is a good opportunity to establish a good relation based on "mutuality". Peer interaction can be incredibly useful in implementing comprehensible input in a classroom, especially in a communicative classroom where learners are constantly communicating with other learners. Also, the instructor takes on the role of architect, the one who designs and plans but is not responsible for the final product, then students become builders or coworkers, who put it together.