

Enfrentar

Introducción

La actividad está diseñada con el fin de ayudar a los estudiantes de una nueva clase remota a sentirse más cómodos entre sí y con el uso de la cámara.



La actividad exige que utilicen la cámara para responder una serie de frases.

Esta se puede adaptar fácilmente a cualquier nivel y también se puede utilizar en el aula de clase para romper el hielo o para estimular a los estudiantes.

Referencia de duración del seminario web: 02:40 – 03:50

Nivel: Cualquier nivel o grupo de edad

Duración: De 10 a 20 minutos

Objetivo: Ayudar a los estudiantes a conocerse y motivarlos a utilizar la cámara web en el aula de clase remota.

Preparation:

- Prepare a list of 8 – 10 suitable sentences that your students will be able to understand. e.g. I love ice-cream, I prefer books to films, etc. Note: We have included some examples in the materials section, but you should change these to suit the level of your students.

Procedure

- Make sure your students have their cameras on.
- Tell the students that you are going to say a sentence. If the sentence is true about them, they should lean into the camera and say, “Yes. That’s me!” enthusiastically. Note: You could demonstrate this yourself, as that will help to break the ice.

- If it's not true, they should move back away from the camera and say, "Oh No! – Not me!" Note: You can also demonstrate this.
- Demonstrate with the first sentence, e.g. I love ice-cream.
- If you are sure the students understand, continue with the other sentences.
- Once you have finished, you could ask students to take turns saying sentences and seeing who agrees and doesn't agree.
- At the end of the activity, ask the students to try to remember which sentences were true about themselves and others in the class, and which of the students had the most true sentences.

Materials:

Face up sentences

1. I love ice-cream.
2. Blue is my favourite colour.
3. I don't like dogs.
4. I love the beach.
5. I always tell the truth.
6. I love sunshine.
7. I prefer the book to the film.
8. I want to go to America.
9. I don't like chocolate.
10. I've seen the Statue of Liberty.

Additional resources

Activities for first lessons 1

- The activities that you use in your first lessons are very important and are likely to set the tone for the rest of your classes. In your first lessons, it's a good idea to focus on getting to know each other, developing rapport and getting an idea of the learners' interests and language level.

<https://www.teachingenglish.org.uk/article/activities-first-lessons-1>

Activities for first lessons 2

- The following activities focus primarily on fluency and are suitable for intermediate level and up. They will give you a chance to get to know the class, break the ice and estimate their language level.

<https://www.teachingenglish.org.uk/article/activities-first-lessons-2>

Remote teaching tips

- These tips provide new ideas for teachers less familiar with remote teaching, and provide fresh insights for teachers who already teach remotely. This publication offers a range of practical tips and advice for remote teaching in all contexts.

<https://www.teachingenglish.org.uk/article/remote-teaching-tips>

Teaching pathways: Skills for remote teaching

- In this practical five-week course, you will develop the skills you need for remote teaching and reflect on how they relate to your learners' learning. You will learn about different approaches to remote teaching and consider what factors make the transition from the physical to online classroom successful.

<https://www.teachingenglish.org.uk/article/teaching-pathways-skills-remote-teaching>