

## OTS 3A: PRE-LIVE-SESSION TASKS (ENGLISH)

### TASK 1: WARMER

Imagine you are planning a lesson on 'music'. Design an online warmer which will activate your students and maximise their STT (Student Talking Time), using one of these tools:

- Emojis
- Images
- A short video
- Wordcloud
- Wordsearch
- Answergarden
- Wordwall
- Other favourite apps

Be ready to **present the activity** to the other participants **in the Live Session**.

### TASK 2: VISUALS

Choose a unit from a GLLS textbook. To complement or enhance the unit's main communicative activity, create visuals using applications such as StoryboardThat, Canva, Classroomscreen, or similar.

Make a screenshot of the resulting image. **Be ready to present the screenshot** and describe the activity the other participants in the Live session.

Example:

Textbook:	English File 4th edition Pre-intermediate, p. 15, exc. 5 c, d, e
Application:	StoryboardThat
Topic:	Holiday
Instructions:	Imagine the pictures describe your last holiday. Use the pictures to answer the questions from exercise 5c



c Look at Your last holiday. What are the questions?



d Think about your answers to the questions.


e Work in pairs. Ask your partner about his / her last holiday. Show interest in what he / she says, and try to ask more questions. Then swap roles.

### TASK 3: PRE-TEACHING VOCABULARY

Have a look at the transcript of a listening about the weather in London on p. 120 of English File 4<sup>th</sup> edition Elementary. Focus on the highlighted expressions and plan how you will pre-teach them before the listening using one of these online applications:

- Wordwall
- LearningApps
- MapKit
- Monolingual dictionaries, such as [www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com) or <https://dictionary.cambridge.org>

Try to make the students as active as possible and reduce your TTT (Teacher Talking Time). Be ready to **present the activity** to the other participants **in the Live session**.

 5.19

The best thing about the weather in London is that it's never extreme. It isn't usually very hot or very cold. In the summer, it's sometimes sunny and sometimes cloudy, with **temperatures** of about 22 **degrees**. And of course, it sometimes rains. In winter the temperature is usually between zero and 10 degrees. It can be windy and cold, but it hardly ever snows.

In spring and in autumn the weather is very **changeable** – you can have all the four **seasons** in one day! It can be sunny in the morning, cloudy at lunchtime, raining in the afternoon, and then cold and windy in the evening. I always tell tourists to take their sunglasses and their umbrellas when they go out! But one thing you don't often see these days in London is fog. A lot of tourists come to London and say, 'Where's the fog? London is always **foggy** in films!' Well, it's true that, in the past, that is, until the 1950s, London was a very foggy city because the air was really dirty. But today the air is clean and it's hardly ever foggy.

## TASK 4: GRAMMAR PRESENTATION

Prepare a presentation of the **present perfect** to A2 students, using one of these online tools:

- E-book
- Pdf editor
- Word, Office 365
- Miro, Mural, Canva
- Collaborative whiteboard

If possible, use a GLLS textbook (example 1), and/or create your own presentation (example 2). Make sure the students are engaged, activated and your TTT (Teacher Talking Time) is minimized.

Make a screenshot of the resulting image. **Be ready to screen share the screenshot** of the presentation to the other participants in the Live session.

### Example 1: Presentation based on a GLLS textbook

English File 4th edition Pre-Intermediate, Unit 9A

**9A second conditional: if + ... would / wouldn't + ...**

1 If a cow attacked me, I'd run away.  
If she didn't have a dog, she wouldn't do any exercise.  
Would you go for a swim if there were sharks in the sea?

2 If I had more time, I'd do more exercise.  
I'd do more exercise if I had more time.

3 If we went by car, we could stop at places on the way.

1 We use **if + past** to talk about an unlikely situation or a future situation and **would / wouldn't + infinitive** to talk about the consequence.

**be in second conditionals**  
With the verb **be** we can use **were** (instead of **was**) after **I / he / she / it**, e.g.  
If Jack **was** / **were** here, he'd know what to do.  
Use **were** (not **was**) in the expression **If I were you**,...  
We often use this expression for advice, e.g.  
**If I were you**, I wouldn't take that job.

first or second conditional?

### Example 2: Teacher's own presentation

**PAST SIMPLE**

I **played** golf.  
I **liked** animals.  
I **lived** in Prague.

Did you **play** golf?  
Did you **live** in Prague?

I **didn't play** golf.  
I **didn't live** in Prague.

**Irregular verbs**  
go - **went**  
write - **wrote**  
sleep - **slept**

**PLAY + ED**  
**LIKE + D**