

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

TASK 1: USING ANNOTATE FUNCTION TO MONITOR

Share your screen with a specific teaching material/handout in Zoom. Using the Annotate function, type/highlight/draw something in the material or make some other graphic adjustment which you normally use in your online lessons. Make and save a printscreen depicting your adjustment as in the example below. Be ready to share and work with the printscreen in the Live Session.

The screenshot shows a Zoom interface with a document titled "Who can see what you share here?" being shared. The document contains a list of multiple-choice questions and a section titled "1.10 Language in context". A red circle highlights the "1.10 Language in context" section. The document also includes a box titled "Talking about advice you were given" with sample sentences. A woman with red curly hair is visible in the bottom right corner of the screen.

Zoom interface showing the Annotate function being used to highlight text in a document. The document content includes:

bad advice, and how you would answer questions 1–3 in 6g.

b In small groups, talk about your experiences of being given advice. What do you think of the advice other people were given? What would you have said to them if they had asked you?

1.10 Language in context Look at some extracts from the podcast containing **verb collocations** with advice. Complete the missing verbs. Then listen and check.

1 ...be wary of anyone **o ffering** you solid gold pieces of **advice**.

2 ...middle-school pupils were much more enthusiastic about doing their homework after **d** **advice** on the topic...

3 ...than after **r** **advice** from teachers.

4 ...when you consider how flattering it feels to be invited to **g** **advice**.

5 ...we tend to assume we need to **s** **advice** in order to obtain more knowledge...

6 ...there are few bigger compliments you can pay another person than to **a** **advice**, preferably sincerely, **f** **advice**.

Talking about advice you were given

Try to use some of these sophisticated expressions to talk about advice:

He / She convinced me that it was the right thing to do.

It turned out to be really sound / practical advice.

I've remembered that piece of advice all my life.

I got rather conflicting advice.

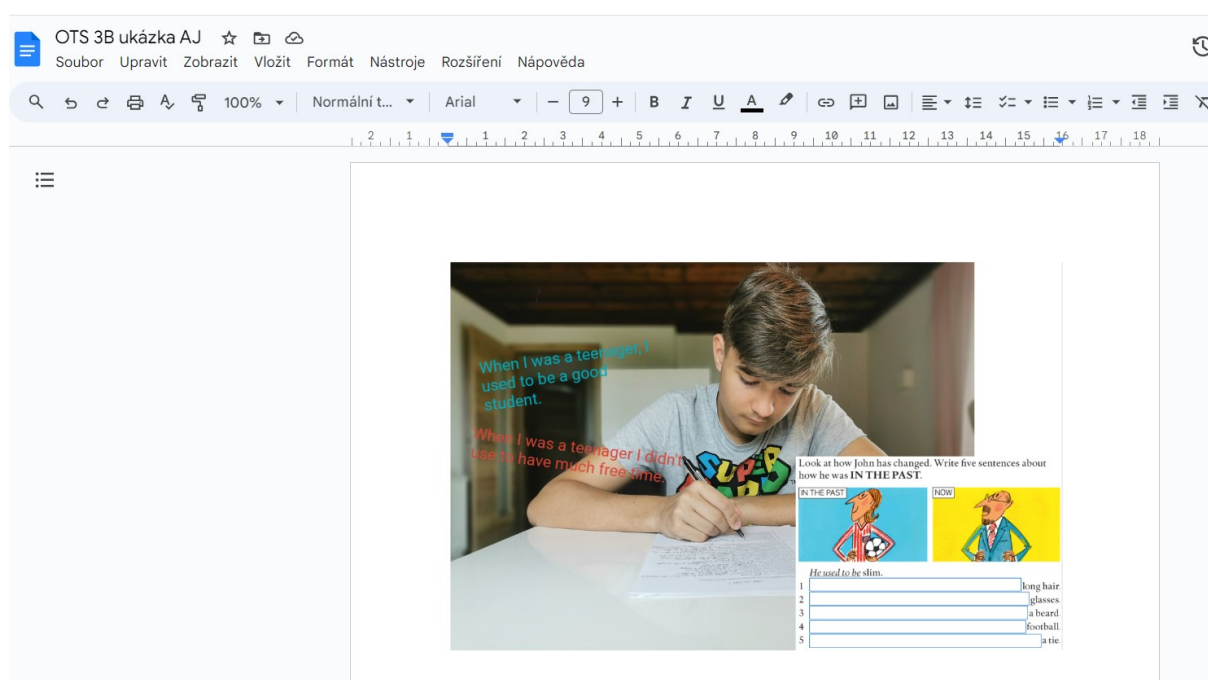
It wasn't great advice, and I really regret following it.

TASK 2: USING SHARED DOCUMENTS TO MONITOR

Prepare one of Google tools (e.g., a shared document, presentation slide, or Jamboard), insert some notes/exercises that you normally use in the lesson. In the Share function, opt for sharing via a link and make sure to assign all the recipients the editor (not just viewer) status. Be ready to share the link in the chat box in the Live Session.

Example:

<https://docs.google.com/document/d/1UsZ9N6oJOVS1TgDgiX8G4q6ceW8DMDBMPiRdnG2PcQg/edit?usp=sharing>



TASK 3: MONITORING IN BREAKOUT ROOMS

Using breakout rooms enables you to do the following (and more). Decide which of the points is most relevant to you and why. Be ready to discuss your choice in the Live Session.

1. Assigning students to breakout rooms automatically or manually
2. Students using the Ask for help function
3. The chance to change members in already existing groups
4. Encouraging the feeling that students work really independently (you can enter each room for a limited period of time and with your camera and microphone off)
5. Students can select and enter breakout rooms as they please

TASK 4: WORK WITH CLASSROOMSCREEN

Imagine you teach File 4B from English File 3rd edition Pre-intermediate. Go to www.classroomscreen.com and create a screen whose background will relate to the topic of the unit. Familiarize yourself with the Timer tool, set the time your students will need to deal with activity 1c/p.30 and choose a sound that will announce the end of the activity. Make and save a printscreen of your classroom screen which you will share in the Live Session.

Explore the other Classroomscreen tools and choose another one that you find useful for your lessons.

