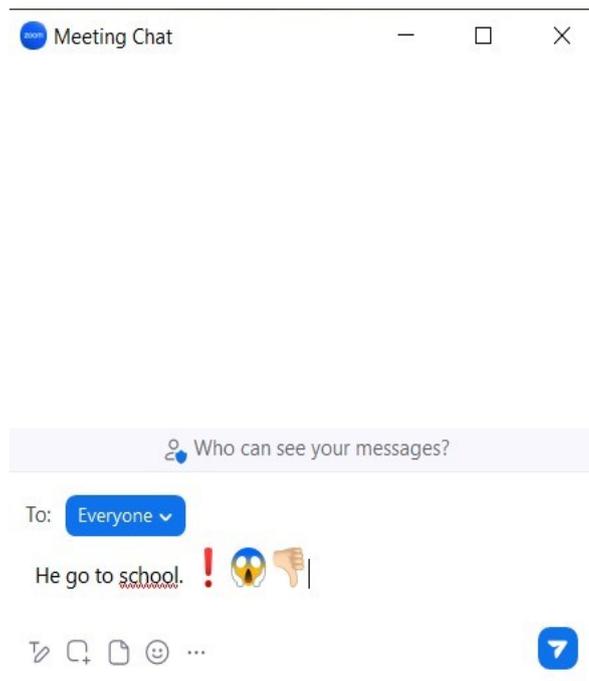


## OTS 5B: PRE-LIVE-SESSION TASKS (ENGLISH)

### TASK 1: IMMEDIATE CORRECTION IN THE CHATBOX

In one of your lessons, try immediate non-verbal correction using the chatbox. Write the errors in the chatbox and mark them with punctuation marks, capital letters, or emoticons to guide the students to immediate self-correction. Take a screenshot of the chatbox and share it here: [Google Docs](#)



### TASK 2: DELAYED CORRECTION IN A WORD DOCUMENT

In one of your lessons, use exercise 6a from English File 4<sup>th</sup> edition Intermediate, File 6A, p. 59, as the main communication activity. Give students time to prepare answers to Part 3. Then ask them to discuss the questions. In larger groups, assign students to Breakout Rooms. While monitoring, take notes in a Word document and visually highlight the errors to guide the students to **delayed** self- or peer correction. Share the document in the Live Session and let the others correct the errors.

**6 SPEAKING**

a Read the cinema interview. Think about your answers and reasons.

**THE  
CINEMA  
INTERVIEW**

**1 Can you think of a film you've seen which...?**

- ★ was incredibly funny
- ★ made you feel good
- ★ had a very sad ending
- ★ you've seen several times
- ★ sent you to sleep
- ★ had a memorable soundtrack

**2 Do you prefer...?**

- ★ seeing films at home or in the cinema
- ★ seeing
  - a American films
  - b other foreign films
  - c films from your country
- ★ seeing foreign films dubbed or with subtitles

**3 Tell me about a really good film you've seen in the last year.**

- ★ What kind of film is it?
- ★ Is it based on a book or on a real event?
- ★ Where and when is it set?
- ★ Who stars in it? Who is it directed by?
- ★ Does it have a good plot?
- ★ Does it have a good soundtrack?
- ★ Why do you like it?

b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

### TASK 3: PEER & SELF-CORRECTION ON A SHARED BOARD

In one of your group courses, use exercise 6b from English File 4<sup>th</sup> edition Intermediate, File 6A, p. 59. This time, focus on Part 2. Send the students a link to a pre-prepared shared whiteboard, for example:

- [docs.google.com](https://docs.google.com)
- [Miro.com](https://miro.com)
- [App.mural.com](https://app.mural.com)
- [Office.com](https://office.com)

Ask the students to write as many additional questions as possible and express agreement/disagreement with their partners. After finishing the activity, visually highlight the errors in their contributions and encourage peer correction.

In one-to-one courses adjust the activity and guide the student to self-correction.

Make a screenshot of the shared whiteboard and share it here: [Google Docs](#)

**6 SPEAKING**

a Read the cinema interview. Think about your answers and reasons.

**THE  
★★ CINEMA ★★  
INTERVIEW**

**1 Can you think of a film you've seen which...?**

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★

b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

#### TASK 4: CORRECTION WITH THE ANNOTATE FUNCTION

Using the Annotate function in Zoom, highlight the errors in the following text to guide the students to self-correction.

I would **like tell** you about **your** weekend because teachers often **asks** what **did students do** in the weekend. So, **next** weekend I **go** to Moravia **for** visit my **fathers**.

Make a printscreen and share it here: [Google Docs](#).

If you teach only in MS Teams or other platforms without the Annotate function, skip this task.