

CHECK!

Participating in a video-call in English

LEVEL

Intermediate (B1)

NUMBER

EN_B1_1014C

LANGUAGE

English

Let's check!

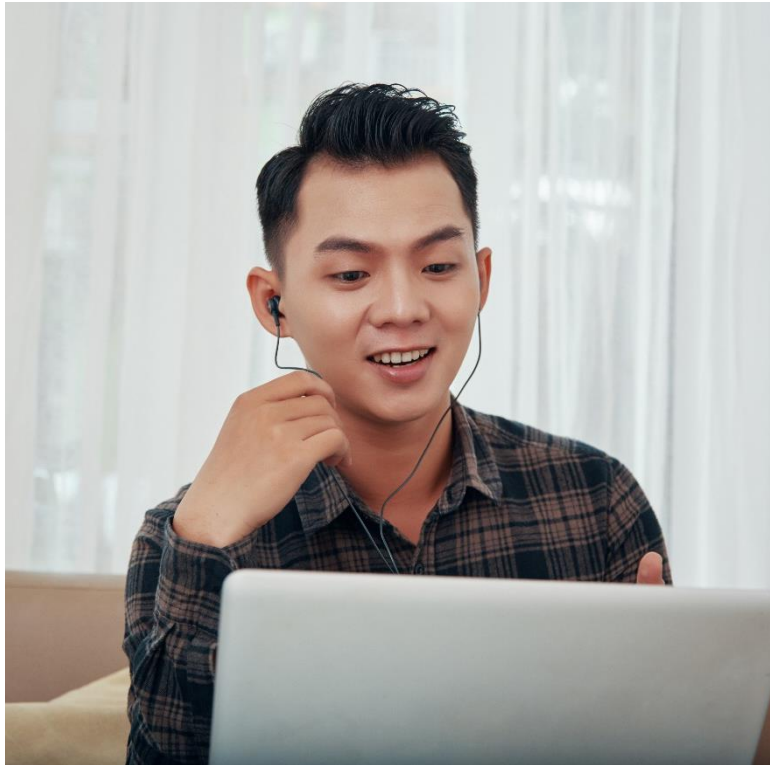
Can I participate in a video-call in English?

- Can I use common phrases to have an organised video-call?
- Can I use the present continuous to make future arrangements?
- Can I describe and give advice about a technical problem?



Warm-up

Discuss the following questions.



Are video-calls a regular part of your working day? What about your free time?

What are some advantages and disadvantages of video-calls?

no face-to-face

How do you spend your free time? Do you like to make lots of plans?

attend lessons

What devices do you own? Do you always like to have the latest version?



Learning outcome 1

Can I use common phrases to have an organised video-call?

Have an organised video-call

Your company is planning a weekend team-building trip this year. You and your colleagues are **meeting to decide on a location and date**. Your teacher will be the host. Read the steps below and take two minutes to make some notes before you start the activity.

1



Discuss your ideas for possible locations and dates.

What's the best time of year for this kind of trip?

What kind of activities would be the most fun for everyone?

places - at production hall 100 employees - spend cost saving on food.

beach- volleyball, waterballoon fight,

beer and football - football outing, obstacle course - needs help from team members

mountain hike - see sunrise together - meal together -

2



Take turns making your arguments for the best location and date.

3



Decide on the best location and date as a team – and keep an eye on the time!



Let's check! Feedback round

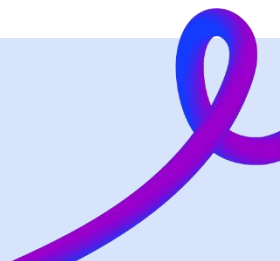
Your teacher will now highlight what was done well some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake!





Learning outcome 2

Can I use the present continuous to make future arrangements?



Are you available to meet?

Do table and then p. 17

Your teacher will assign you one of the schedules below. Feel free to add more details to it!

Arrange to meet your classmate(s) for a coffee.

You can do this activity **in the main group or in breakout rooms**.



Student 1

Monday: free after work

Thursday: meeting with client in the afternoon

Friday: leaving work early for appointment



Student 2

Monday: in meetings all day

Tuesday: Gym after work

Friday and Saturday: Free until evening



Student 3

Wednesday: out of the office

Thursday: collecting your child from school

Sunday: Unavailable – family time



Student 4

Monday and Wednesday: on holidays

Thursday: in meetings all day

Weekend: camping trip



Student 5

Tuesday: Working on a deadline

Friday: Free after 6PM

Saturday: Family dinner



Let's check! Feedback round

Your teacher will now highlight what was done well some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake!





Learning outcome 3

Can I describe and give advice about a technical problem?

Describing and solving technical problems

Role-play a conversation between a tech support agent and a caller who needs urgent help. Each student should take 2 minutes to think of a technical problem and make some notes (share it with your teacher first to make sure there are a variety of problems!)



Tech support: Introduce yourself and prepare to help the caller.

Caller: Describe your technical problem(s). Let them know that you need urgent help because... (explain your situation).

Tech support: Ask questions to find out more information. Try to identify the problem and then give advice.

Caller: Answer the tech support agent's questions. Respond to their advice.

Caller: The problem hasn't been solved and you don't have much time. Try to get an answer!

Tech support: Do your best to help the caller.



Let's check! Feedback round

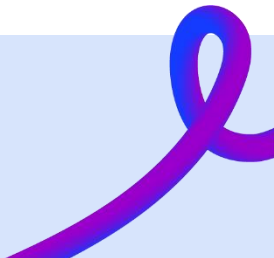
Your teacher will now highlight what was done well some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake!





- Can I use common phrases to have an organised video-call?
- Can I use the present continuous to make future arrangements?
- Can I describe and give advice about a technical problem?

Your teacher will now recommend whether you should move on to the next chapter or repeat some of the lessons of this chapter.

End of the lesson

Idiom

He doesn't beat around the bush

Meaning: He says what he thinks.



Additional practice



To interrupt or not to interrupt?

Look at these situations. Decide whether it would be appropriate to interrupt the meeting. Why or why not? Share similar stories.



A colleague gets excited and starts talking for ages about something unrelated to the topic of the meeting.

A colleague has a malfunctioning microphone but doesn't realise it.

A colleague comes late to the meeting and starts to talk about a point that was already discussed.

A colleague's dog has entered the picture and is about to knock down an expensive vase.





Discussing plans

Do you often meet friends during the week?

No, I don't.
In the past I met with friends

When was the last time you planned to meet someone?

Was 4 days ago when I met my friend.

What are you doing this weekend?

I go shopping on weekends.
I cycle on weekends.
I am visiting to my brother.
I think I will visit.

What are your holiday plans for this year?

Maybe I will go home and visit my parents.
We are visiting a little town.



Discussion

What are some challenges of video-calls that don't happen during in-person meetings?



What are some tips to make sure a video-call runs smoothly?



Your schedule

Speak about your schedule using the present simple and present continuous. Use the phrases to help you. What do you do regularly? What are your plans this week/month?



On Thursdays, I...

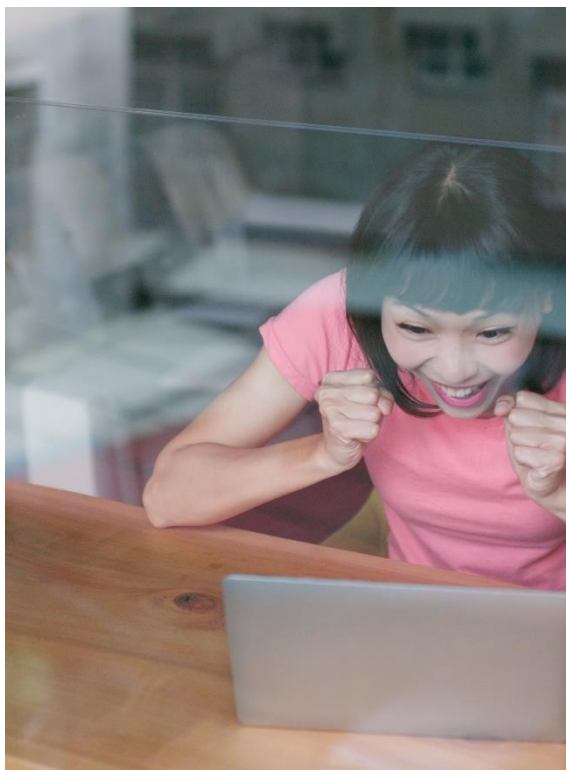
This Thursday, I...

- Most Mondays
- Next Tuesday
- This Wednesday
- Every Thursday
- Some Fridays
- Most Saturdays
- On Sundays



Discussion

Choose a situation. Has anything similar ever happened to you? How did you respond?



You leave your video camera on after the meeting is finished.

You are having an important video conference and your mother calls.

You are going to start a job interview and can't turn on your video.

You forget to turn off your microphone and say something embarrassing.



Discuss

What are some personal qualities you need to work well from home?



What are some possible interruptions you could have there?



Check summary

Phrases for video-calls

Phrases for video-calls:

- Starting a call: Have we got everyone?
- Interrupting and taking turns: Can I jump in here? No, go ahead.
- Managing time: Let's keep it short and sweet. Let's stick to the topic.
- Ending a call: That's all we have time for today, I'm afraid.

Using *Let's* to make suggestions:

- *Let's* + infinitive (positive); *Let's* + *not* + infinitive (negative)

Key real life language phrases:

- Now, where were we? Can you take the lead on this? Let's leave this here for today.

Having an organised video-call:

- Requires taking turns, managing time and trying to stick to the topic!



Check summary

Present continuous for future arrangements

Future arrangements

- We use the present continuous to talk about what we are doing in the future, for example, when we are **meeting somebody** or **have an appointment**, or a **planned event**. This is often at a specific time; it has been arranged in advance.

Present continuous: form

- Use *is/are* + **verb(-ing)**

Active and stative verbs

- Active verbs describe an activity: She's **walking** to the shops
- Stative verbs describe a state: I **love** hot chocolate

Stative verbs and the present continuous

- Stative verbs are only used in the present continuous when we are describing an activity.
- **I see** a bird through the window (stative – this refers to my perception of the bird)
- **I am seeing** my friend on Friday (active – this refers to the activity of meeting my friend).



Check summary

Solving technical problems

Vocabulary for describing and solving technical problems

- Verbs: crash, (dis)connect, cut out, go blank, to freeze
- Phrases: How's that? Give it a moment... Hang on a sec... Happy to help!

keep + -ing and try + -ing

- Use *keep + -ing* to talk about something that happens again and again: My audio **keeps cutting out**
- Use *try + -ing* to make suggestions: **Try disconnecting** and connecting again.

(It) looks like...

- We use this phrase to say that something *seems* to be the case (but we aren't fully sure): **Looks like** your screen is broken – you'll probably have to replace it.

Modals can and could

- Are useful for discussing problems and solutions: offering help, asking for help, expressing ability



Vocabulary

to take turns

Have we got everybody?

I'll keep it short and sweet

Can I jump in here?

No, go ahead

Let's stick to the topic

Who's missing?

host

to interrupt

Let's...

Now, where were we?

Let's leave it here

to take the lead

topic of conversation

to run out of time

to wait (your) turn

basic rules



Vocabulary

deadline

to schedule

touch base

organise our workflow

deliverables

Thoughts?

I can do...

... works (best) for me

to plan

to arrange

to remember

to know

to yawn

to prefer

flexible

Absolutely!

overworked

to organise

upcoming

this month, this week(end)



Vocabulary

device

the latest version (of)

technical problem

tech support

How can I help you?

the Wi-Fi is down

(The software) keeps crashing

(The screen) is frozen

can/could

(It) looks like... / Looks like...

to restart

to cut out

to keep +ing

(The screen) went blank

How about now? / How's that?

Try + ing

Give it a moment

Hang on a sec

to (dis)connect

internet provider

