

Level: Intermediate

Age: Adults

Time: 60 minutes

Lesson aim:

To handle a question-and-answer (Q&A) session effectively

Skills: Listening, Speaking

Materials:

- Worksheet
- *Handling Q&As* video
- phone camera or video recorder

Before you watch

A

This activity introduces the topic of handling question-and-answer (Q&A) sessions during a lecture or discussion.

Students talk about their experience with Q&A sessions and whether they had experienced asking or answering the questions.

B

Have students tick the statements about Q&A sessions that they agree with. Have them give reasons for their answers, and if possible, share specific examples or experiences.

Video

For online classes, before playing the video, ensure you're sharing both the screen and the sound. Alternatively, upload the video to a shared drive before the class, ask students to download it, and watch it on their own devices.

A

This activity is designed to check students' comprehension of the main ideas from the video. Tell students to view the video and focus on the general

understanding of the questions they should consider before giving a talk. Ask students to work individually or in pairs to determine the answer to each statement: monitor and support. If you are using an interactive worksheet, you can check answers at the end of the practice, so answers to other activities are not revealed.

Key:

1. *c*
2. *a*
3. *b*
4. *c*
5. *a*

B

Have students watch the video again and listen for details. Ask students to work individually or in pairs to select *True* or *False*. If time permits, have them correct the false statements: monitor and support. Check answers with the class.

Key:

1. *True*
2. *False. You should also research the audience and the possible questions they might ask.*
3. *True*
4. *False. It can give you a brief pause to formulate your answers.*
5. *True*
6. *False. You don't have to know all the answers to all the questions.*

C

This activity requires students to use the concepts and vocabulary from the video in the context of different situations. Ask students to work individually or in pairs to choose the correct options. Encourage them to give reasons for their choices. Check answers with the class.

Key:

1. *b*
2. *a*
3. *a*
4. *a*
5. *b*

Digital skills focus

A

This activity helps students practise on a model Q&A session using some of the tips they've seen in the video. Ask students to work individually and check answers with the class. Then have them work in small groups and practise the dialogue. They can do it two or three times, taking turns to be the Speaker.

Key:

1. *Before*
2. *many*
3. *sensitive*
4. *mean*
5. *get*
6. *in check*

Language focus

A

This activity has two purposes. The sentences let students practice the collocations (words commonly used together) mentioned in the video that describe concepts about Q&A sessions. It also focuses students' attention on vocabulary they can use to complete the Digital Communicative Task.

Tell the students to select the correct option to complete the sentences: monitor and support. Finally, check answers with the class. Encourage students to give reasons for their choices.

Key:

1. *d*
2. *a*
3. *b*
4. *c*

B

This activity focuses students' attention on connectors that denote contrast or sequence. Have them complete the activity on their own or in pairs. If time permits, have them give their own examples of sentences with *however*, *then*, *but*, or *so*.

Key:

1. *so*
2. *However*
3. *but*
4. *so*
5. *However*

Digital communicative task

A

First, ask students to select and research a topic to give a short presentation (2-3 minutes). If you are running out of time, you can assign this part for homework and do the rest in the first minutes of your following session.

Get students into groups of three or four and ask them to take turns to talk about the topics they chose.

Once a student finishes their presentation, they can conduct a short Q&A session about it. Encourage them to use the tips from the video.