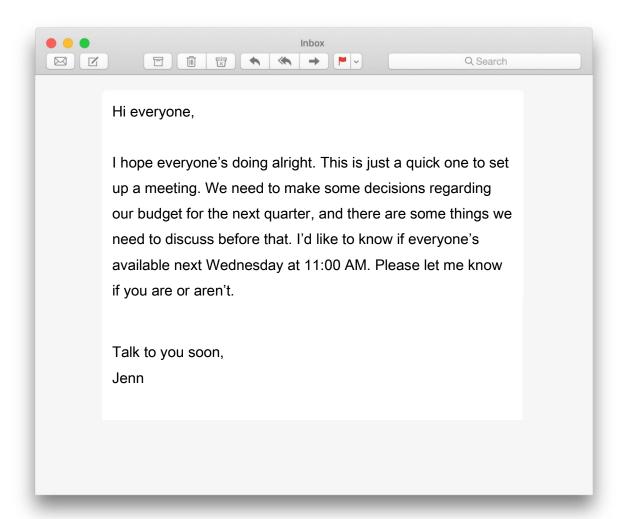
# GIRAMONDO lesson plan





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# Online Meetings business English online lesson

level: intermediate (B1)+ class: one-to-one

time: 60 min. skills: speaking, listening, vocabulary

## Warm up

1. To begin with, play this video to your student and let them guess the lesson's topic.

### **Pros and cons**

- 2. Ask your student: 'How many online meetings have you had over the past two months? What were they about? How comfortable are you having your business meetings online?' Encourage them to explain what makes them feel like that.
- 3. Using the arguments from the previous point as a trigger, make a **list of pros and cons** of online meetings together, ideally drawing a chart on a virtual whiteboard.

#### **Email invite**

- 4. Every online meeting starts with an invite. Scan the **email** in worksheet 1 and ask: 'How formal is it? (friendly but not very formal) How do you know?' If you want to make the student really scan, not read, give them a time limit of 10 sec to look at the email.
- 5. Now take more time to read the email and have the student **underline phrases** (on a virtual whiteboard again?) to:
  - 1. start the email (I hope everyone's doing alright./This is just a quick one to...)
  - 2. suggest a time (I'd like to know if everyone's available...)
  - 3. invite a response (Please let me know if you are or aren't.)
- 6. Finally, ask: 'What does one in This is just a quick one to... mean?' (email/message)

### **Useful phrases**

- 7. Move the **infographic** from worksheet 2 to a virtual whiteboard and ask the student to put the phrases into 3 categories:
  - I know this one./I didn't know this one but I understand./I don't understand. Explain anything the student isn't familiar with.
- 8. Play an online game of jeopardy to practise the phrases.

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- 9. Watch this <u>video</u> and ask the student to write a **list of problems** they're having. (Paul can't hear the others; Tayler's picture is blurred because he has a bad connection; there's an echo; Beth is late because she had to download a new version of the platform; Beth's camera is tilted upwards; John is calling in from his car; Tayler's picture and sound are asynchronous, then he's frozen; Beth's notifications are not set to mute; Tripp's kid bursts in; Beth is busy doing other stuff; Paul accidentally turns on his iTunes; John doesn't know which platform the meeting's on; John's picture is over-lit; David's been in the meeting without the others knowing; Tripp's not wearing his pants)
- 10. Ask: 'What's a good English phrase to use in each situation? Could any phrases from worksheet 2 work?' Then watch again and compare with what they actually say.
- 11. Ask: 'Have you ever had similar problems? How did you solve them?'

## Role-play

- 12. Explain that you're going to **role-play** a business video call. First of all, the student decides what the meeting is about and what role you're going to play.
- 13. While you role-play, **draw a line** on the virtual whiteboard for each phrase from worksheet 2 that the student uses (pretend a number of technical issues so that the student has to use as many of the phrases as possible). How many lines are there by the end of the activity?

#### Cooler

14. Say a technical problem that might occur during an online meeting, the student comes up with an appropriate reaction.