

### Before you watch

#### A

Discuss the questions with a partner and then share your answers with the class.

When was the last time you participated in a Q&A session? Were you the one answering the questions or part of the audience asking the questions? Were your questions answered well?

#### B

Tick the statements that you agree with and say why.

Asking questions is easier than answering them.

All questions in a Q&A session need to be answered even if you don't know the answer.

You must research and predict questions to prepare for a Q&A.

### Video

#### A

Watch the video and choose the correct option.

- Question-and-answer sessions are usually part of \_\_\_\_\_.
  - presentations
  - discussions
  - all of the above
- It is \_\_\_\_\_ to research and prepare for your audience and what they may ask.
  - necessary
  - not important
  - difficult
- Reframing the question can help you ensure you heard the question \_\_\_\_\_.
  - loudly
  - correctly
  - confidently
- Answering questions \_\_\_\_\_ can help you answer as many questions as possible.
  - intelligently
  - honestly
  - briefly and concisely
- Be \_\_\_\_\_ when you don't know the answer because this reflects your credibility.
  - honest
  - informative
  - creative

### B

Read and tick *True* or *False*.

	True	False
1. Many presentations end with a question-and-answer session.	<input type="checkbox"/>	<input type="checkbox"/>
2. Before your discussions, research only about your topic.	<input type="checkbox"/>	<input type="checkbox"/>
3. When someone is asking a question, give them your undivided attention.	<input type="checkbox"/>	<input type="checkbox"/>
4. Repeating and reframing questions can help you have a brief pause to avoid the questions you don't know.	<input type="checkbox"/>	<input type="checkbox"/>
5. Answering questions briefly and concisely can help you answer as many questions as possible.	<input type="checkbox"/>	<input type="checkbox"/>
6. You should know all the answers to all the questions.	<input type="checkbox"/>	<input type="checkbox"/>

### C

Read the situations below. Choose which of the tips of the video matches each situation.

- Chris will give a webinar about gender equality in the workplace. A few days before, he checked who confirmed to attend his talk. He also checked online what are the most important issues in the workplace that people usually ask about.
  - Stay focused and listen
  - Research and prepare
- Jana started the Q&A session after her lecture. One participant asked a very long question, and she saw that some people were a bit confused. She rephrased the question to make sure she understood it correctly.
  - Repeat or reframe the question
  - Answer the question
- Tony just finished his talk about the benefits of distance learning for working professionals. One participant asked a difficult question. He knows the answer, but he is not completely sure. He told the participant he would like to get back to the question once he's done more research and confirmed the facts.
  - Be truthful
  - Research and prepare
- Susan does many Q&A sessions for her lectures. No matter what question is asked—whether it's simple or complicated—she always maintains good eye contact and answers the questions with interest.
  - Stay focused and listen
  - Answer the question
- Todd finished a lecture and has about 10 minutes to do a quick Q&A session. He keeps his answers short and to the point to stay within the time limit.
  - Be truthful
  - Answer as many questions as possible

### Digital skills focus

#### A

Choose the correct option to complete the conversation.

**Speaker:** (1) **After** / **Before** we wrap up this webinar, we have twenty minutes to do a Q&A session. I'll try to answer as (2) **many** / **much** questions as possible within that time frame.

**Participant A:** Why do you think professionals like us are uncomfortable discussing mental health?

**Speaker:** Mental health can be a (3) **simple** / **sensitive** topic, and many factors affect a person's ability to talk about it. Some elements could be cultural, some may be about competitiveness in the workplace, or some because people are unaware that there's such a thing as mental health.

**Participant B:** When should people start thinking about their mental health?

**Speaker:** Do you (4) **mean** / **talk** at what age should they start?

**Participant B:** Yes, that's right.

**Speaker:** As early as possible! I'm not quite sure at what specific age, but let me do a bit more research about this, and I'll (5) **talk** / **get** back to you once I've confirmed the facts.

**Participant C:** Is it the employee's responsibility to evaluate their mental health in the workplace, or is it the company's responsibility to keep track of their employees' mental health?

**Speaker:** It is the responsibility of the employees to keep their mental health (6) **in check** / **in line**, but employers should also create an environment where their workers can talk about their mental issues openly and freely, especially those related to their jobs. So, basically, both should work together.

**Participant D:** Last question. What about...

### Language focus

#### A

Write the letter of the words or phrases that complete the sentences.

- |                                                                                                            |                        |
|------------------------------------------------------------------------------------------------------------|------------------------|
| 1. Reframing a complicated question can give you a _____ to think about your answer.                       | a. move on             |
| 2. We don't have much time left for our Q&A session, so please let's _____ to the next question.           | b. stay focused        |
| 3. Make sure to _____ on the topic. Keep to the main topics and reserve the extra discussions for the Q&A. | c. undivided attention |
| 4. During your webinar, give your audience your _____ and keep good eye contact by looking at the webcam.  | d. brief pause         |

### B

Complete the sentences with *however*, *but*, or *so*.

1. Engaging with your audience is important, \_\_\_\_\_ listen attentively to their questions and give them honest answers.
2. That was a very interesting session, and I want to answer more questions. \_\_\_\_\_, we don't have any time left.
3. Your ideas about continuing education are great, \_\_\_\_\_ without the support of the management, we will not be able to implement them.
4. Try to keep your questions short, \_\_\_\_\_ we can answer as many questions as possible for the next thirty minutes.
5. The virtual conference was supposed to be in February. \_\_\_\_\_, there weren't enough participants, so they cancelled it.

### Digital communicative task

#### A

Work in small groups and run quick Q&A sessions on topics of your choice.

- Select and research a to give a 2-3 minute presentation about it. Consider what questions your audience may ask.
- Take turns to give your presentations and conduct a short Q&A session about the topic. Try to put the tips of the video in use.