

UNIT 14

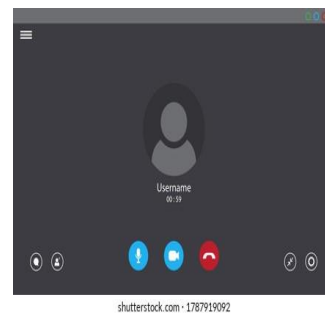
VIDEOCONFERENCING

Objectives: at the end of the lesson, students will be able to:

1. use key vocabulary related to videoconferencing effectively in spoken communication;
2. construct polite requests and offers using modal verbs ("can" and "could") in the context of videoconferencing interactions;
3. identify the correct use of modal verbs can and could in sentences related to videoconferencing scenarios.

Lead-in: Guess the Technology

Guess what each picture represents and how it might be used.
(Write down their guesses on the whiteboard)



After guessing each technology, reveal the correct answer and briefly explain how each one relates to **videoconferencing** which is the topic of the lesson.

Class Discussion:

1. Have you ever used videoconferencing before? Where and why?
2. What do you think are the advantages of videoconferencing compared to other forms of communication?
3. Can you think of any situations where videoconferencing might be especially useful?

Vocabulary Building

Key Terms

Dedicated system – it includes all the necessary components of videoconferencing together as a set

Example: A dedicated system allows us to do multipoint videoconferences.

Document sharing – is a feature of some videoconferencing systems. It allows everyone participating in the videoconference to

look at and edit the same document. It is a situation in which two or more people use the internet or a piece of software to access a document at the same time:

Example: *The software package includes fax, electronic mail, document sharing, and easy access to the internet computer network.*

Echo-cancellation – is a process that reduces the amount of echo heard by participants of a videoconference

Example: *Echo cancellation is used in telecom and telephony applications to improve the quality of voice communication.*

Video bridge – is a device that allows you to hold multipoint videoconferences. It connects calls from several different locations

Example: *Jitsi Videobridge is a video conferencing solution supporting WebRTC that allows multiuser video communication.*

Bandwidth – is a measurement of the amount of information that a computer network can send and receive. High bandwidth allows images and websites to load quickly on the Internet

Example: *The modem has a bandwidth of 56 kilobits per second. Graphics use more bandwidth than text does.*

Multipoint videoconference – is a videoconference among people in three or more different locations

Example: *A multipoint videoconference is a communication technology that enables multiple participants to engage in a virtual meeting simultaneously, usually through the use of video and audio.*

Codec – is a piece of videoconferencing equipment. It codes signals that go out and reads signals that come in. The word "codec" is an abbreviation of Coder-Decoder.

Example: *The phone contained an audio codec chip.*

Grammar Focus: Can and Could

Can and could modal verbs are used to discuss abilities, permissions, suggestions, and polite requests. Here are some examples:

Using “Can”:

1. Ability:

"With a stable internet connection, we can conduct videoconferences with clients worldwide."

"You can share your screen during the video call to give everyone a visual reference."

2. Permission:

"Participants can join the meeting at any time using the provided link."

"Can I record this meeting for future reference?"

3. Possibility:

"We can schedule regular videoconferences to keep everyone updated."

"You can use virtual backgrounds to maintain professionalism during the call."

4. Offering Help:

"I can assist you with setting up the video conferencing software if needed."

"Can I help troubleshoot any issues you're having with your webcam?"

Using “Could”:

1. Polite Request:

"Could you please mute your microphone when you're not speaking to reduce background noise?"

"Could we start the meeting a few minutes later? I'm waiting for one more participant to join."

2. Suggestion:

"We could use breakout rooms for smaller group discussions during the videoconference."

"You could try adjusting the lighting in your room to improve the video quality."

3. Past Ability or Permission:

"Last month, we could only have audio calls, but now we can do video calls as well."

"In the previous system, we could only host up to 10 participants in a videoconference."

4. Hypothetical Situation:

"If we could improve our bandwidth, our videoconferences would be much clearer."

"Could we consider using a different platform if this one continues to have connectivity issues?"

Activity 1: Choose the correct modal verb ("can" or "could") to complete each sentence.

1. ____ you please share your screen so we can see the presentation?

- A) Can
- B) Could

2. Last week, we ____ only have audio calls, but now we have upgraded to video calls as well.

- A) can
- B) could

3. ____ we use breakout rooms for smaller group discussions during the videoconference?

- A) Can
- B) Could

4. If we ____ improve our internet connection, our video calls would be much clearer.

- A) can
- B) could

5. I ____ assist you with setting up the video conferencing software if needed.

- A) can
- B) could

6. ____ you please mute your microphone when you're not speaking to reduce background noise?

- A) Can
- B) Could

7. We ____ schedule regular videoconferences to keep everyone updated.

- A) can
- B) could

8. ____ I help troubleshoot any issues you're having with your webcam?

- A) Can
- B) Could

Activity 2: Try to turn the following statements from impolite to polite.

Impolite: "Can you speak up? I can't hear you."

Polite: *"I'm sorry, could you please speak a bit louder? It's a bit difficult to hear you."*

Impolite: "Stop interrupting me! Let me finish."

Polite: *"I appreciate your input. Could I finish my thought before we move on?"*

Impolite: "You're wrong about that. Let me explain it to you."

Polite: *"I understand your perspective. Here's how I see it."*

Impolite: "That's a terrible idea."

Polite: *"I see where you're coming from, but I'm not sure that idea aligns with our current goals."*

Impolite: "You never follow through on your commitments."

Polite: *"I've noticed some challenges with completing tasks. Is there anything I can do to support you?"*

Impolite: "This meeting is dragging on. Can we wrap it up?"

Polite: *"I appreciate the discussion. Could we consider wrapping up soon so we can stay on schedule?"*

Impolite: "I don't have time for this. Can we hurry up?"

Polite: *"I have a tight schedule today. Could we move through this agenda item efficiently?"*

Impolite: "You need to figure this out yourself."

Polite: *"I encourage you to explore possible solutions independently. If you need guidance, feel free to ask."*

Impolite: "Your presentation was confusing."

Polite: *"I found some parts of your presentation challenging to follow. Could you clarify those points?"*

Impolite: "Why are you always late to these calls?"

Polite: *"I've noticed that you've occasionally arrived a bit late to our calls. Is there anything I can do to help you be on time?"*

Activity 3: Put in order the following sentences to form a coherent dialogue that might occur during a teleconference. Number them from 1 to 5 in the correct order.

1. Speaker A: "Let's set up a follow-up meeting for next week to finalize the details."

2. Speaker B: "Sure, that works for me. How about Tuesday afternoon?"

3. Speaker A: "I think we need to consider how this will impact our timeline."

4. Speaker B: "I agree. It's important to assess all potential risks."

5. Speaker A: "Before we proceed, I'd like to discuss the potential challenges."

Home assignment

Write about the advantages and disadvantages of videoconferencing, and how videoconferencing is used in different industries.