

Meetings

Level: Advanced

Age: Adults

Time: Up to 90 minutes

Lesson aim:

- To explain how to hold efficient meetings at work

Skills: Listening, Speaking

Materials:

- Worksheet
- Live from London: Business “Meetings” video
- Transcript

Before you watch

A

The aim of this activity is to enable students to briefly share their experience of meetings, initially with a partner and then with the class. There is no need for specific details at this stage. However, encourage free discussion if students are keen to expand on their participation.

Video

A

Students watch the first part of the video from 0:00–1:18. This activity checks students’ comprehension of Prad and Tolani’s reasons for saying that meetings are very important. Students work individually and then share their answers with a partner.

Key:

Possible answers:

Colleagues need to interact, get to know each other.

Colleagues need to work very closely in order to be part of a close-knit team.

Meetings are how colleagues collaborate, connect and work towards the same goal. Meetings bring the team together, energise and motivate them.

B

Students watch the next part of the video from 1:18–1:57. This activity checks students’ comprehension of specific fragments of information and vocabulary.

Students could do some dictionary work before to check the meaning of unknown vocabulary.

Ask students to work individually and then share their answers with the class.

Key:

1. he works in a small team
2. all based in the same office
3. an unnecessary formality
4. you can communicate
5. you are working on
6. might be affecting/affect

C

Students watch the next part of the video from 1:57–2:57. This might be a challenging activity, therefore, it might be useful to brainstorm possible answers before they complete the chart. Ask students to compare their answers with a partner and then share their ideas with the class.

Key:

Objectives: Make sure that meetings have a clear objective of what is to be achieved.

Decision-making: Ensure that the people attending a meeting are empowered to make decisions.

Stopping a meeting from becoming a social event: Have meetings where everybody stands up to stop the meeting from becoming a social event.

Refreshments: Order some food so that people can eat during the meeting.

Language focus

A

This activity has two purposes. Firstly, it is designed to allow strong students to demonstrate their prior knowledge of different types of meetings and secondly, it offers an opportunity to present and practise the key vocabulary.

Clarify that the task is to match the meetings and the descriptions. Ask students to work independently and to look up unknown vocabulary if necessary. Finally, ask students to share their answers with the class. Elicit students' examples and experience of each type of meeting.

Key:

1. f
2. d
3. e
4. a
5. b
6. c

B

This activity focuses students' attention on the key vocabulary and structures needed to talk about meetings. More confident students should be able to complete the activity independently. Ask for volunteers to read out their answers in front of the class for consolidation. Elicit students' reasons and encourage them to search for meanings in the dictionary.

For further practice, ask students to write down four extra sentences using the meaning of the words and have their partner guess the word they are referring to. Elicit some examples to share with the class.

Key:

1. agenda
2. collaborate
3. close-knit team
4. goal
5. motivate
6. communicate

Communication focus

This activity is designed to give students the opportunity to personalise the topic and consolidate the language relating to meetings. Students consolidate the topic orally by making a presentation to the class.