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Notes for Teachers

BEP 190 Meetings

These notes have been written to assist in the delivery of lessons. They provide a step-by-step guide to how the slides and associated podcasts can be used either for live online lessons or in the classroom. They also include language notes and the script for each lesson. For further guidance and a detailed view of their background, please refer to 'BEP-Synchronous Online Lessons, Guidelines for Trainers'.

Trainer Notes 190

Lesson Plan

Overview

This is the second in a series of three lessons based around a meeting in which four managers discuss the pros and cons of implementing cuts either directly or through policy changes. The participants are;

Alison the chairperson

Stewart from sales

Pat from HR

Nate from marketing

The focus of this lesson is on developing a sense of the factors that affect which language we choose to use depending on context and who we are talking to. It aims to widen the choice of language learners have at their disposal to agree and disgree, as well as look at how conversation is managed, a theme developed further in BEP191. To do this they will be asked to state whether items are of formal, informal or neutral register after having listed to this section of the meeting. They also look at language for recommending and suggesting and make a connection between language used to be forceful and their work on register. Further work on developing awareness of language patterns is encouraged and the learners engage in a task where they decide between options for making cuts.

Slide One-Opening Slide

Get the learner(s) to tell you if they've listened to BEP 190 and completed any of the associated work. If so, review this briefly and ask if they have any questions.

Use this slide for giving a generalized opening to the session by asking about, in this case, how they feel about disagreeing with people at meetings, do they find it difficult to take the floor, have they ever had a heated discussion in a meeting etc.

Slide Two-Language Review

After each live lesson you should transfer lexis and other language collected to this slide by copying and pasting it to this slide. Items can include;

- Useful language from the PowerPoint slides themselves-this is a useful way of both recycling language, making links between lessons so that they do not stand as isolated events and providing an opening to the lesson.
- Learner language picked up during the lesson, particularly that used in tasks. It's a good idea not to focus on errors alone. If learners use an item which is

particularly appropriate in the right context, this can be highlighted. Praise can really help learner motiviation.

- At this stage any work you have asked learners to do, preparing a short presentation, reporting on their performance in the last lesson or re-doing a task for example, can be dealt with here.

Slide Three-Objectives

Quickly check that the learners are clear about the meaning of written objectives for the session Ask if there are any particular areas they need to focus on. If so, keep this in mind as you progress through the slides.

Slide Four

1. Ask the learners to look at the photo and then ask 'At what stage to fhe meeting do you think this is?', 'Do the participants seem to be postive?'
2. Float the quotations in one by one and use them as a basis for a short discussion. Find out whether the learners have generally positive or negative feelings about the usefulness of meetings in their expereince/context.
3. Make a note of any notable language they use for inclusion in feedback.

Slide Five-Agreeing and Disagreeing

1. Ask for some suggestions for expressions the learners might use to agree and disagee in English. Make a note of these-perhaps on the whiteboard and then float in the table.
2. Get them to say the expressions and ask them if any them are new to them. Compare with their own ideas.
3. Check and comment as necessary. Note that formality is an important issue here. The use of *I suppose, perhaps* and *maybe* can be used to be more tactful but not necessarliy lessen the impact of what we want to say.
4. You could give learners time to note any expressions they might like to.

	Agreement	Disagreement	Neutral
That's simply not the case.		√ strong	
I'm not sure I can agree with you on that one.		√ weak	
I suppose you're right about that.	√ weak		
You've got to be kidding.		√ strong-informal	
Absolutely!	√ strong		
Maybe you're right…but…		√	√
Perhaps you've got a point.	√		√
That's right.	√	√	√
True. I think it's a great point.	√ strong		

Slide Six

1. Float in the instructions and check they have understood what to do. As you reveal each prompt allow the learners a short time to formulate what they want

to say and encourage them to extend their turns by saying things like 'Really?', 'Can you say why?, 'Could you say a little more about that?'

2. Reveal the last instructional prompt and wident the discussion. As should now be common practice, make a note of language use for feedback.

3. Give the learners a minute to choose one topic to speak at more length about and follow the above procedure as they do so.

Slide Seven

1. Get the learners to remind you of what the role of a chairperson is. Ask who is chairing the meeting on the recording and who else is attending.

2. Dictate the list of lexical items and ask the learner to try and remember as many as they can. Write those they remember on the whiteboard and float them in. Practice pronunciation and listen for word stress. Ask if the notice anything about the words-many of them are **noun + noun** combinations. Give an example and ask them to identify the others.

Answers

transit pass-parking subsidy-policy change-lucheon voucher-travel expenses-mileage rate-sales department-company employee

3. Tell them that they are going to listen to the first part of the meeting again. Get them to summarize what they can remember. Now play the recording. The learners tell you which item is not used. Play again if necessary.

Answer

sales department

Slide Eight

1. Tell them that they are going to listen to the second part of the meeting now. What do they think will happen? Float in the prompts and check for meaning and pronunciation.

2. They now liten and put the prompts in the order they were used by the speakers.

Answers

1. **I don't know. (N)**
2. **I see what you're saying. (N)**
3. **Yeah, maybe you're right. (I)**
4. **I think it's a great point. (I/N)**
5. **Yeah, thanks Alison. (I)**
6. **You've got to be kidding. (I-very informal!)**
7. **I don't think that should be the case at all. (F)**

3. The learners now decide if the above have been used formally, informally or neutrally in the context of the meeting. Lead them to notive that the last one is an example of formal language helping to impose authority and get the meeting back on track.

Slides Nine and Ten

1. Show the text and give a few minutes to make gueses. Take suggestions. You could write these on the whiteboard.
2. Play the recording as many times as necessary and then float in Slide 10. Show the answers and give a few minutes to see if they can add or change any of their answers. Play the recording again and then get the learners to summarize its content orally and predict what might happen in the next part of the meeting. You'll need to hide the script for this.

Slides Eleven and Twelve

Let the learners listen and read but be careful they don't distract you from the focus of the slide. Point out that *should/shouldn't* can be used for giving suggestions and see if they can guess the functions of the other items before floating Slide 12. Follow the suggested procedure for this slide.

Answers

shouldn't mess with	**recommending that its better not to do something**
are meant to be	**reminding us that something should be the case**
don't need to choose	**saying that something isn't necessary**
don't think that should be	**suggesting that it's better NOT to do something**
should be	**recommending something be done**

Slide Thirteen

1. Check the meaning of the word **blunt**. ('**You've got to be kidding'.** is a good example). Ask why using this kind of language with someone you don't know very well could be a problem. See if the learners can come up with any other examples they know and record tem on the whiteboard if appropriate.
2. Float in the examples and get them to repeat them. Encourage them to exaggerate! You could get them to memorize the items and then 'disappear' them before asking the te learners to recall them. Point out that 'Are you serious?' is a rhetorical question and that this is quite blunt. Make sure they understand that the use of this type of language can be seen as aggressive or confrontational.
3. Ask for the meaning **broaden/widen the scope** of a discussion or meeting. See if they can remember which expression was used at the meeting.

Answer

Let's back up for a moment and look at the big picture.

4. Float in the prompts and check for pronunciation issues.

Answers

Okay, let's broaden our focus here. (broaden)
Can we zoom in on that idea for a moment? (narrow)
How about we pull back a bit and take a look at the big picture. (broaden)
Let's connect these ideas to our more general situation. (broaden)
That sounds pretty general. How about some specific examples? (narrow)

Slides Fourteen and Fifteen TASK

1. Ask where the learners shop, do they buy any specific brands of products, do they buy supermarket own brand products? Do they like the labels? What is the advantage of buying own brand products? Are they as good as more recognized brands?
2. Establish the context for the task and give one minute for the learners to read the email and ask a few comprehension questions quickly. Tell them to imagine that the email is addressed to them and that they are going to attend the meeting.
3. Go to Slide 15 and follow the instructions there.
4. Give the learners silent preparation time and be on hand to help with any language queries. Remind them that they should try to include language from the lesson in the meeting.
5. When ready role play the meeting. Make notes of a) anything which prevents the message the learner wants to get across being made difficult to understand, c) any errors which impeed communication b) anything language which was particularly good for its purpose.

Slide Sixteen and Seventeen-TASK REPORT

1. Take the learners through the prompts and note their comments. Compare this with your own feedback and remind them they will receive a feedback form shortly after the lesson.
2. Ask if they woud like the opportunity to try again at the beginning of the next lesson. Encourage them to do this and say they can use the feedback form to help them. Emphasize the positive rather than the negative and try to end the lesson on a high note.

Slide Eighteen-Self Study Guide

As the slide or your own ideas.

Language Notes

BEP 190 Meetings-Getting Your Ideas Across (2)

Script

Nate: I don't know Stewart. I think Pat's right. And our mileage rate is…what…55 cents a mile? That's above average. And those sales guys get a pretty generous per diem.

Stewart: I see what you're saying Nate. Our rates on business travel are higher than average. But the CEO has asked HR to focus more on recruiting and retention in sales. That's where the competition for employees is greatest. And that's why we shouldn't mess with their travel rates too much.

Pat: Yeah, maybe you're right. We are meant to be supporting sales…

Alison: True, I think it's a great point Stewart. You've reminded us of an important factor to keep in mind.

Stewart: Yeah, thanks Alison. Keeping sales happy should be our number one priority.

Nate: You've got to be kidding, right? What you're saying is that we're going to claw back benefits from all of our employees just to sustain higher than average travel reimbursements for sales? That's crazy.

Alison: Okay easy does it, I think things are getting a little too polarized here. Let's back up for a moment and look at the big picture. We're looking for a 15% reduction through cuts and policy changes. We don't need to choose the sales department over the rest of the staff, do we Nate?

Nate: No, I don't think that should be the case at all….

Functions

Agreeing and Disagreeing

agree hesitantly-perhaps, maybe + clause

disagree strongly/ bluntly

absolutely

That's not true

That's not the case

Definitely

I don't know

I don't agree with that

That's right

I'm afraid I disagree completely

I agree up to a point

Yes, but…

You've got to be kidding

Not necessarily

Recommending action

Should-shouldn't

Need to-don't need to

Lexis

present ideas-get/become engaged in-the decision making process-develop skills- a range of- express an opinion/ideas clearly/tactfully/forcefully (v + np +adv.)-keep (sby) happy, propose + …ing

give/ support/contradict ideas-a follow-up meeting-polarize,- a great point-a heated discussion/exchange-praise widen/change the scope of- recruit-recruitment

retain-retention-sustain-reimburse-reimbursement

MWVs

back up-step back- claw back-mess with, choose over, back (sby) up/ back off/ back up

Fixed/semi-fixed expressions

Easy does it.-keep in mind-That's crazy-a worthy opinion- number one priority, the big picture,

Discourse Management

be the case that

but

…right?

Don't….do we?

Okay

So…

As a result…

Spoken Features-structural

Yeah

maybe-true