

## TRAINER NOTES

### MEETINGS

## BEP 189 – Getting Your Ideas Across (1)



**This is the first 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 focus of this lesson is on helping the learners to develop their awareness of functions clustered around the idea of giving an opinion.**

### CONTENTS

- **The context of the lesson**
- **Lesson Map**
- **Lesson Plan-slide by slide procedures with answers**
- **A full script of the dialog for this lesson**
- **Language notes for further exploration**

## Context

In the first lesson of the series, Alison the chairperson, Stewart from sales, Pat from HR and Nate from marketing begin their meeting by focusing on the issue of travel expenses.

## Lesson Map

SLIDE NUMBER	CONTENT/AIMS
<b>1 - Opening Slide</b>	Quick chat-switch on to English
<b>2/3- Vocabulary Review</b>	Key lexical items recycled/pre-taught
<b>4 - Lesson Objectives</b>	The 4 Objectives framed as 'can do' statements
<b>5 - Before you start</b>	Effective meetings
<b>6 - Pre-task</b>	An informal meeting
<b>7/8 - Pre-task</b>	Language focus-Collocation
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<b>12/13-TASK</b>	Expressing opinions in meetings (1)
<b>14/15</b>	TASK REPORT
<b>16</b>	Self study suggestions

## FAST TRACK OPTIONS

You could half the number of collocations used on Slide 7 if you wish-or possibly give a few comprehension questions in place of the activity on this slide. This area is not the main focus of the lesson but useful if you are concerned with your learner's overall development. If really pressed for time, give the learners the answers to the matching exercises on 8 and 9 and simply get them to practice them, after clarifying meaning and register issues.

### Slide One

### Title Slide

Get the learner(s) to tell you if they've listened to BEP 189 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, any meetings the learners have attended, what were the objectives, were they well organized etc.

### Slide Two

### Language Review

The language provided here has been taken from the main script and supporting listening material. You may wish to pre-teach this as presented on the slide or leave it to be picked up in context.

Alternatively, you could, after each lesson, transfer lexical phrases and other useful language you've collected to this slide by copying and pasting it. By doing this, you can use this language to provide topical and linguistic links between lessons.

### Slide Three /Four

### Lesson Objectives

It is important to make sure the learners are clear about the meaning of the objectives for the lesson. Ask if there are any particular areas they need to focus on and perhaps adapt the material towards this if you think this is really going to help them. Refer to the objectives at the end of the session and include them in written feedback you might send after it.

### Slide Five

### Before you start-Effective meetings

**The lesson opens with some lexis used to talk about meetings and discussion of factors which could make meetings successful or otherwise.**

- Use the photograph to open discussion. What does it show? At what stage of the meeting was it taken? Does the meeting look as if it was a successful one?
- Ask the question-'What makes a meeting effective?' Elicit some ideas and make a note of them on the whiteboard. Discuss and float in the prompts. Compare the learner's ideas with the prompts. See if they can add any more and make a note of these.
- Dictate the first items in the box and either get the learners to memorize without writing them down and then check or get them to write them as you say them. Repeat each item and don't allow interruption. Check pronunciation-especially word stress.
- Float in the second question. Allow learners some time to see if they can make some collocations themselves. Float in the phrases and check meaning and pronunciation. Check to see if the learners can relate any experiences of their own and note any relevant language they use.



**Slide Six**

Pre-Task- An informal meeting

**Learners further explore the general topic area by being given the opportunity to role play a meeting themselves. The activity is set up in such a way as to allow you to check their competence at doing this as a skill and to highlight language issues while they are engaging in real-time spoken English.**

- Ask if the learners have ever been called to an emergency meeting or have received news of a dramatic change in policy or other work related areas. How did they react? Was a meeting called to discuss the change? How did it go?
- Tell them that they are going to read a short e-mail about a dramatic change. Show the mail and ask them what exactly the change is going to be.
- Tell them that they are going to hold an informal meeting with a close colleague to discuss the repercussions of this change and to come up with an objective for a later meeting with the entire management team. Tell them that although the mail seems to suggest so a final decision has not yet been reached.
- Float in the instructions and chart and check they understand what they have to do.
- Give a few minutes preparation time before speaking. Keep the meeting on track by referring to the chart and make a note of any issues while the learners are doing the activity itself.

**Slide Seven/Eight**

Pre-Task- Language focus-collocation

**Using this slide you can clarify and meaning and explore word combinations with the learners. Its main aim though is to set up the listening in the next sage of the lesson. This will provide you with an opportunity to check comprehension of the text overall.**

- Dictate the first list before revealing it and ask learners to a) listen and remember the items b) tell you what they remember-write their ideas on the whiteboard and then reveal the items on the slide for comparison. Ask them to check spelling and drill the items.
- For the next set, ask if they can think of any words which go with the prompts to make phrases. Do the first one as an example if necessary. Check for word-stress- correct and model this if needs be. Note particularly **employee** and contrast this with **employer-employment-unemployment**
- Reveal the words in the second column one-by-one and quickly drill them to check for any pronunciation issues. Each time ask 'Which word does this go with?' You can also ask 'What kind of word is it?'

See if the learners can match the words. With weaker learners use the whiteboard to make a note of their suggestions. Play the recording and float in the list of collocations. Finally, float in the two prompts. Listen carefully to the learner's language when they are summarizing the beginning of the meeting and make a note of anything interesting for later reference and feedback.

## **ANSWER**

**'make a decision' is not used-you could point out that this noun also collocates with 'take' and explore the issue of how, and why, the meaning differs between them.**

### **Slide Nine**

### Pre-Task- Meeting openings

**The learners hear the opening part of the meeting after working on a number of alternative models showing how this can be done. They can adapt the language on this slide for use in the lesson task.**

- Float in the prompts one-by-one and give a minute or so for the learners to try and rearrange them. You can assist them by giving them the first phrase in each case if necessary. When you have checked the answers get them to say the sentences and model them yourself. See if they can identify which words are stressed in each case. Point out that these are content words as opposed to grammatical markers.
- Ask if they can remember which of 1-5 Alison uses on the recording before floating in her complete turn and then give the learners a minute to order the items a-e. Play the recording and then show the text. Again check word stress and perhaps get them to deliver the text.

## **ANSWERS**

- 1. In the next half hour we need to make a clear list of all priorities.**
- 2. This meeting has been called to update everyone on the recent policy changes.**
- 3. So let's review what we need to get done today.**
- 4. As you know, our meeting here is part of a larger overhaul of employee benefits [\*used in the dialog]**
- 5. I just need some input on this project and then we can all get back to work.**



**Slide Ten**

Pre-Task-Asking and being tactful

**The learners work on useful language they can use in the task.**

- Float in 1-10 and see if the learners can suggest some ending before doing the matching exercise.
- Learners then decide the function and register of each item.
- Get them to make a note of one or two for later use.

**ANSWERS**

**1-b I think both options are pretty good.**

**2-h I'd like to hear your thoughts on that.**

**3-d Well, I can see advantages to both choices.**

**4-c It's a tough call, so either way.**

**5-f If you could just give us your thoughts on the budget cuts.**

**6-e It's a tough choice. There's lots to think about.**

**7-g What's your take on the changes to the website?**

**8-a Let's have some input on this issue.**

**Asking- 2, 5, 7, 8**

**Giving- 1, 3, 4, 6**

**Slide Eleven**

Pre-Task-Doubt or support

**The learners work on useful language they can use in the task.**

- As with the last slide, float in 1-10 and see if the learners can suggest some ending before doing the matching exercise.
- Learners then decide the function of each item.

**ANSWERS**

**1-b Are you sure about that'**

**2-h OK. Is this really true in this situation?**

**3-a That's how I see things too.**

**4-c I can't really agree with you on that.**

**5-e I've seen plenty of examples to support the point being made.**

**6-g That makes a lot of sense to me too.**

**7-f I see your point but aren't you missing something important.**

**8-d Wait a sec. Aren't we forgetting something?**

**Asking- 2, 5, 7, 8**

**Giving- 1, 3, 4, 6**

## Slide Twelve/Thirteen

## TASK

**This task aims to provide a structure in which the learners can put into practice the language they have engaged with in the lesson. The context is set and learners can work in pairs, or in the case of 1-2- 1, the trainer can take role B so as to give the learner the chance to practice opening a meeting. With more than this, the roles should be reversed and the task done a second time.**

- This is the culminating phase of the lesson and other elements and phases need to be seen in this light.
- Give plenty of time for preparation and be on hand for input and correction, if you decide this is appropriate. However, it is recommended that this should be minimal as an aim of TBL is to be able to get access to learner interlanguage during real-time interaction. Too much assistance might obscure your view of where their problems lie.
- Help can be given to contextualise the task by discussion of the problems raised and it can, of course, be adapted to fit the learner's context more closely.
- Check that lexical items are understood and that instructions are clear. This is vital as what these tasks aim to do is to set up a situation in which learners have longer runs when they speak. Asking for clarification of instructions in mid-task would have a negative impact on your ability to judge learner fluency, as well as their accuracy while producing longer stretches of spoken language.
- There is no harm, and in fact it should be encouraged if time allows, for learners to repeat the same task at a later date. Research has shown that this can be beneficial both in terms of improving accuracy and on enhancing motivation.
- If at all possible, tasks should be recorded and choice language isolated for feedback.
- Marks could be given for accuracy, clarity, economy of language and relevance, as well as for each of the four language systems if this suits the learning style of the learners.

## LANGUAGE NOTES

These notes are selective. They highlight some points that you may wish to follow up on, or to refer to, in your lesson preparation and have been written to help encourage you, and your learners, to notice major patterns and features of the language, particularly in the often neglected areas of the relationships between words and language as it operates at text level. Features of spoken discourse, in particular, are highlighted, as well as factors determining the speaker's choice of form or lexical chunk under given circumstances.

## Functions

### Identifying the purpose of a meeting

- This meeting has been called to update everyone on the recent policy changes.
- In the next half hour, we need to make a clear list of all priorities.
- So, let's review what we need to get done today.
- I just need some input on this project and then we can all get back to work.

### Asking for opinions

- I'd like your opinion here.
- What do you think about this situation?
- What's your take on the changes to the website?
- Could we have your thoughts on the budget cuts?

### Giving a neutral opinion

- I think both options are pretty good.
- Well, I can see advantages to both choices.
- It's a tough call, so either way.
- It's a tough choice. There's lots to think about.
- We could go either on this.
- I think there's some good points and bad points.
- It's pretty difficult and there many things to think about.

### Casting doubt on an opinion

- Are you sure about that?
- OK, is this really true in this situation?
- Wait a sec... aren't we forgetting something?

### Supporting an opinion

- I think there's a lot of support for that idea.
- That's how I see things too.
- With you 100% on this one, and here's a few reasons why....
- That makes a lot of sense to me too.
- I've seen plenty of examples to support the point Jill's making.
- I think there's a lot of support for that idea.
- That makes a lot of sense to me too.



## Lexis

be tasked with-start (stg/sby.) off-per diem-mileage-subsidy-perks-overhaul

transit pass-parking subsidy-employee benefits-policy changes, mileage rate, travel expenses, (compound nouns)- an overhaul-overhaul (v)- direct cuts- an important difference - initial thoughts (adj + n) , a lot to consider, be more specific, the fewer the better, above/below average

## Discourse Management

All right everyone...

But

Well...

As you know...

All right

I mean...

Okay.

## Listing

Per diem rates, mileage, transit passes, parking subsidies...

## Spoken Features-structural

### Body-Head

Maybe we should focus on the travel expenses. The per diem and mileage.

And our mileage rate is, what, 55 cents a mile?