

Activity: Managing meetings

Getting organised when managing a meeting is an important business skill. Try this meeting-related activity with your students.

Level: Upper Intermediate / CEFR B2

Time: Approx 20-30 minutes

How to use this activity:

The lesson can be done in class or in a one-to-one situation. Give students a copy of the photocopiable Student's worksheet. The answers are below.

- Write these six stages of a meeting on the board or refer students to the first part of their worksheet.

Managing the discussion	Closing the meeting	Assigning follow-up tasks
Opening the meeting	Managing other speakers	Setting the agenda

- Check students' understanding of the language and ask them to rank the stages in the order they would occur.
- Check the answers and students' pronunciation by asking them to read their answers aloud.
- If necessary for your class, pre-teach any of the vocabulary or phrases for the next section, such as: *side-tracked, summarize, calm down, position*. Using their worksheet, ask them to complete the next section in pairs to fill in the missing vowels for the useful expressions for each stage of the meeting.
- Check their answers by asking them to read them out aloud.
- Give further practice by calling out different language functions and eliciting the correct expression(s), e.g. opening the meeting, moving the discussion on, coming back to the main point, asking someone to wait their turn, etc.

Answers:

1. Opening the meeting

- a Okay, let's get started, then, shall we?
- b Thanks for coming, everybody.

2. Setting the agenda

- c As I said in my email, the purpose of today's meeting is to ...
- d By the end of this meeting I'd like some kind of decision on this ...

3. Managing the discussion

- e We seem to be getting side-tracked here.
- f Can we go back to what we were discussing earlier?
- g Okay, so just to summarize what we've said so far ...

4. Managing other speakers

- h Jack, could Pieter just finish what he was saying?
- i Okay, okay! Let's all just calm down, shall we?
- j Tania, what's your position on this?

5. Assigning follow-up tasks

- k Pieter, can I leave that with you?
- l Tania, can you get back to me on that?

6. Closing the meeting

- m I think that's about as far as we can go at this stage.
- n I'm afraid we'll have to stop it there.

Adapted lesson extract taken from *In Company 3.0* Upper Intermediate, unit 6.

For more information and to download sample units from *In Company 3.0* visit www.macmillanincompany3.com

Activity: Managing meetings

1. Look at the following stages in a meeting and put them in the right order by ranking them 1–6.

- | | | |
|--|--|--|
| <input type="checkbox"/> Managing the discussion | <input type="checkbox"/> Closing the meeting | <input type="checkbox"/> Assigning follow-up tasks |
| <input type="checkbox"/> Opening the meeting | <input type="checkbox"/> Managing other speakers | <input type="checkbox"/> Setting the agenda |

2. The following expressions can be useful when chairing a meeting. Complete them by filling in the missing vowels. The first expression has been completed as an example.

1. Opening the meeting

- a. Okay, let's get started, then, shall we ?
 b. Th_nks f_r c_m_ng, _v_ryb_dy.

2. Setting the agenda

- c. _s _ s_d _n my _m_l, th_ p_rp_s_ of t_d_y's m_t_ng _s t_ ...
 d. By th_ _nd _f th_s m_t_ng _'d l_k_ s_m_ k_nd _f d_c_s_n _n th_s.

3. Managing the discussion

- e. W_ s_ _m t_ b_ g_tt_ng s_d _-tr_ck_d h_r_.
 f. C_n w_ g_ b_ck t_ wh_t w_ wer_ d_sc_ssing e_rli_r?
 g. _kay, s_ j_st t_ s_mm_r_z_ wh_t w_'v_ s_d s_ f_r.

4. Managing other speakers

- h. Jack, c_ld Pieter j_st f_n_sh wh_t h_ w_s s_y_ng?
 i. _kay, _kay! L_t's _ll j_st c_lm d_wn, sh_ll w_?
 j. Tania, wh_t's y_r p_s_t_n _n th_s?

5. Assigning follow-up tasks

- k. Pieter, c_n I l_v_ th_t w_th y_?
 l. Tania, c_n y_ g_t b_ck t_ m_ _n th_t?

6. Closing the meeting

- m. I th_nk th_t's _bo_t as f_r _s we c_n g_ _t th_s st_ge.
 n. _'m _fr_d w_ 'll h_v_ t_ st_p _t th_r_.

Adapted lesson extract taken from *In Company 3.0* Upper Intermediate, unit 6.