

4 April: That's a great idea!



Listen and practice

1 Describe the picture. What are the people doing?

2 1.17 Amy and other new employees are discussing how to improve Seatec's recruiting process. Listen and circle the correct answer.

- a Are they discussing ideas from an earlier meeting? Yes, they are. No, they aren't.
- b Does everyone agree on one idea? Yes, they do. No, they don't.
- c Does Amy ask Ken for his opinion? Yes, she does. No, she doesn't.

3 Sample marketing text © Macmillan Publishers Ltd. Listen again and complete the conversation. Then take turns reading it in groups.

Sacha: OK, _____ – we could make a TV commercial.

Amy: Well, _____ that will work, and it's difficult to do. What do the rest of you think?

Ken: Mm, let's _____ this later. Any other ideas?

Joe: Well, off the top of my head, why don't we use our website?

Sacha: I like that idea. Then, _____ ask people to email us.


Joe: Yes, that's a great idea!

Amy: I think so, too. _____, Ken?

Ken: I agree. Excellent!

4 Now practice the conversation again. Change the information in blue using the information below.

open a new office	use the cafeteria space	buy some new tables
hire more staff	improve our training programs	reduce our costs
ask people for money	organize a charity run	lose some weight
reduce salaries	move more people to sales	visit more customers


- 5  **1.18** What do you think Ken will say next? Check (✓) your guesses. Then listen to see if you are correct.

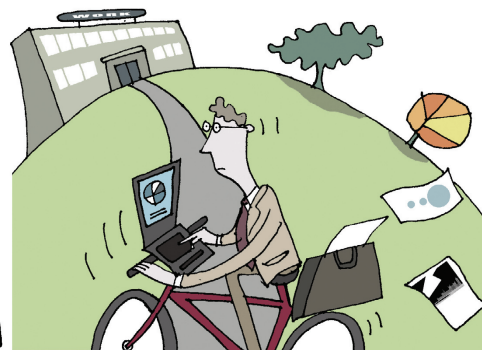
- a ☐ Let's take a vote. c ☐ Shall we take a break now?
b ☐ Let's move on to the next topic. d ☐ Does everyone agree?

Meeting and discussions

agreeing and disagreeing



- 1  **1.19** Jim is listening to staff suggestions for reducing costs. How much does he like their ideas? Listen to the conversation and write down his responses.



a Move our office

b Cut salaries by 15%

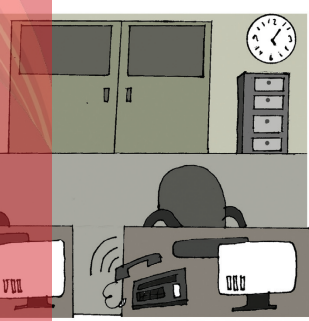
c Reduce travel expenses

Jim: "That's possible, I guess."

Jim: "

Jim: "

"



d Turn off heating / air conditioning


e Reduce overtime work

Jim: "

" W

Jim: "

"

- 2  **1.19** Listen again. How much does he like their ideas? Mark each response S (strong) or W (weak). Pay attention to the intonation of his response. Compare your answers with a partner.

- 3 Work with a partner. Complete the chart by adding agreeing and disagreeing language from exercise 2.

	Positive	Negative
Strong — — — Weak	I agree. Excellent!	No, that's a bad idea.
	I like that idea.	I don't think that's a good idea.
	That's possible I guess.	I'm not sure that will work.
	We could do that, I guess.	

- 4  1.20 Listen to these people responding to suggestions. Mark their responses as strong or weak. Pay attention to the intonation.

a strong ☐ weak ☐ c strong ☐ weak ☐
b strong ☐ weak ☐ d strong ☐ weak ☐

- 5 Practice with a partner. Make and respond to the suggestions in exercise 2 on page 25 (you can change the response). Pay attention to your intonation.

- 6 Work in groups of three. Make some suggestions for these questions. Use the language in exercise 3 on page 25 to respond to the suggestions. Begin like this:

A: *Where should we eat dinner?*

B: *Well, we could ...*

a Where should we eat dinner? d How can we improve our English?
b Which movie should we go and see? e What kind of music should we
c What should we do this weekend? listen to?

- 1 Omar is learning English for meetings. Work with a partner. Write the number of the language in the correct box.

Meetings and discussions

moving through a meeting

What can I say....?

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... to start a meeting?

... to change the topic?

... to ask for opinions?

... to focus the discussion?

1 Shall we take a short break?

5 What do you think (Amy)?

9 We have to discuss ...

13 I think that's everything. Thank you.

... if the discussion is too slow or takes too much time?

... to take a break?

2 Does everyone agree?

6 OK. To sum up, (we agreed ...)

10 We need to decide ...

14 Is everybody here?

... if someone hasn't spoken?

3 We haven't heard from (Peter) yet.

7 Let's move on to ...

11 Let's get started.

15 We are running out of time here.

... to end a meeting?


4 Let's focus on ...

8 Can we come back to this later?

12 We're short of time.

16 Let me summarize (today's meeting).

... to ask if people agree?

- 2  1.21 Write the phrases from exercise 1 into the game board below. Write one phrase in each box, in any order. Then listen to the meeting. If you hear one of the phrases, check (✓) the box. If you complete a row or column, say "Bingo!" You win!

Business Meeting Bingo

Is there anything else?				It's difficult to explain, but ...
	That's a difficult question.		Does anyone have any ideas?	
		FREE square!		
	Thank you for your time today.		As you know, ...	
I think we should talk about ...				Can I say something?

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EDUCATION

- 3 Work in small groups. Use these topics to practice language for meetings. Take turns being the leader of the meeting.

Sample marketing text © Macmillan Publishers LTD

Class party

- a Location
- b Time
- c Cost per person
- d Food & drink

Class trip

- a Where to go?
- b How to get there?
- c When to go?
- d How much will it cost?

Extra English study

- a Focus: Listening? Writing? Other?
- b Cost of textbook / materials
- c Time (per week)
- d Type of homework



Viewpoints: Meeting styles

1 Discuss these questions in a small group.

- In your culture, is it easy to disagree with someone who is older than you or in a higher position?
- In your culture, is it important to be punctual (on time) for an appointment or a meeting?
- Do you enjoy meetings or class discussions? Do you usually speak a lot?

2 1.22 You will hear two people talking about meetings. Jun-ha Kim works for a Korean company. Steve Weller works for an American company. Before you listen, try to match the phrases to the speaker. Then listen to see if you are correct.



	Jun-ha	Steve
a After we make the decision, we sometimes find a lot of problems.	<input type="checkbox"/>	<input type="checkbox"/>
b Punctuality is really important.	<input type="checkbox"/>	<input type="checkbox"/>
c Face-to-face communication is important.	<input type="checkbox"/>	<input type="checkbox"/>
d I guess it's a kind of ceremony.	<input type="checkbox"/>	<input type="checkbox"/>
e Sometimes people are late.	<input type="checkbox"/>	<input type="checkbox"/>
f It's important that everyone gives their ideas freely.	<input type="checkbox"/>	<input type="checkbox"/>
g I have to think carefully about what I want to say.	<input type="checkbox"/>	<input type="checkbox"/>
h It takes us a long time to make a decision, but after the decision is made we can move very quickly.	<input type="checkbox"/>	<input type="checkbox"/>

3 Discuss these questions in a group.

- Is it better to make a decision quickly and work out the details later, or is better to take a long time making a decision and then act quickly?
- Some companies say that meetings should not be longer than 30 minutes. Is this a good idea? What are the advantages and disadvantages of this?
- In most cultures, it is important to spend time in meetings on “small talk” before discussing business. In your culture, what kind of topics would be suitable for this kind of small talk?

Business task: A French hypermarket

Scenario

A French supermarket chain is planning to expand into Asia. They will start with large “hypermarkets” in two cities, and if these are successful they will expand to other cities later. You are part of a team that has been asked to help plan the new hypermarket.

- The first floor of the hypermarket will be a food floor – this will be managed and supplied by the French chain.
- The second floor of the hypermarket will be shops and restaurants.
- The third floor will be a multiplex movie theater.

Task 1

Divide into two groups, Planning Team A and Planning Team B. Read the background information for your team in the Business task files.

Planning team A	page 86	Planning team B	page 95
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Task 2

In small groups, hold a meeting to brainstorm some ideas (one of you should be the leader of the meeting). Write your ideas on a separate sheet of paper.

Task 3

Change your group members (stay with people from your planning team). Hold a meeting to exchange information on your ideas and then hold another meeting to decide the best ideas. You should choose two leaders, one for each meeting.

Task 4

Make new groups with members from Team A and Team B in the same group. Hold a meeting to explain and share information on your ideas.

Follow-up

Each group from task 4 should present their ideas to the class. Decide by consensus or voting which are the best plans.

