

UNIT 3

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UNIT 3

MEETINGS AND ARRANGEMENTS

1- PHONING TO CHANGE ARRANGEMENTS

- 1- Speaking: A- These days, a lot of business is done online. In pairs, look at the following situations and decide if it's better to phone or send an e-mail.



- 1 You want to invite a group of people to a teleconference.
- 2 You need to reschedule an appointment at the last minute.
- 3 You need to ask a colleague about some figures.
- 4 You just missed a call from an important client.
- 5 You're stuck in traffic on your way to a job interview.

B Look at the situations in Exercise 1A where you decided to phone. Do they have anything in common? Compare ideas with the rest of the class.

- 2- Listening 4.03: A- Listen to Lou calling her colleague, Ian, about an appointment she made with him last week. Answer:

- 1 What date did Lou and Ian have an arrangement to meet?
- 2 Why is that date now not possible?
- 3 Does Lou want to make the appointment sooner or later? Why?
- 4 Who's available on the following dates?
 - a Wed 10, morning: Lou / Ian
 - b Wed 10, afternoon: Lou / Ian
 - c Thu 11, afternoon: Lou / Ian
 - d Fri 12, afternoon: Lou / Ian
- 5 What does Ian offer to do to help?

B In their conversation, Lou apologises for changing the meeting time, while Ian tries to be helpful. Listen again and note down examples of what they say.

- ★ **3A** ▶ 4.04 Ian immediately calls his assistant, James. Listen and note down the changes they make to Ian's schedule.

Monday	8	AM	PM	15	AM	PM
	HR conference day 1 - London			Conference call with Paris @ 16.00		
Tuesday	9	AM	PM	16	AM	PM
	HR conference day 2 - London			Meeting with coach @ 10.00		
Wednesday	10	AM	PM	17	AM	PM
	Performance reviews @ 11.00 ← Staff training @ 14.30			Meeting with Lou & Sally @ 14.30		
Thursday	11	AM	PM	18	AM	PM
	Start L&D report!!!			Budget meeting @ 09.45 Fly to Seoul @ 17.50		
Friday	12	AM	PM	19	AM	PM
	Meeting with IT team @ 09.30					

B Ian is more direct with James than Lou. Why do you think that is?

- ★ **4** ▶ 4.05 Listen to Ian calling Lou back to confirm the details. Make brief notes.

MEETING PLANNER | Ian Henderson

Date: _____ Time: _____ Location: _____ Attending: _____

Arrangements: _____

Functional language

Rescheduling appointments on the phone

5A Match 1-5 with a-e and 6-10 with f-j to make expressions from the phone calls.

- | | |
|----------------------------|----------------------------------|
| ★ 1 I'm calling about our | a afternoon suit you? |
| 2 Do you mind if we fix | b on Wednesday morning. |
| 3 Let me just check | c meeting on Wednesday the 17th. |
| 4 I'm free | d another time to meet? |
| 5 How does the | e my schedule. |
| 6 How about | f day Thursday. |
| 7 Which is better for you: | g Thursday the 11th? |
| 8 I'm busy all | h morning or afternoon? |
| 9 Friday's out for | i bit short notice. |
| 10 I know it's a | j me, I'm afraid. |

B In pairs, find words or phrases in Exercise 5A which match meanings 1-8.

- | | |
|--------------------------|---|
| 1 it's impossible | 5 I have a lot to do |
| 2 is it convenient? | 6 a plan of what I'm going to do |
| 3 I'm not doing anything | 7 arrange |
| 4 look at | 8 I'm telling you only a short time before it happens |

6- Practice: Complete the dialogue between Pavel and Laila with the phrases in the box.

Check my schedule – do you mind if – I’m calling about – it forward – out for me – short notice – so flexible – to confirm – to postpone it – which is better

P: Pavel Orlov speaking.

L: Pavel, hi. It’s Laila.

P: Hi, Laila. What can I do for you?

L: Well, ¹ _____ our meeting on Tuesday next week.

P: You mean, the 12th? Do you want ² _____?

L: No, no. It’s just that I’ve got a bit of a problem. You see, there’s a training session at our head office on Tuesday and I really have to be there.

P: That’s OK. Don’t worry.

L: I know it’s a bit ³ _____.

P: No, that’s fine.

L: So ⁴ _____ we fix another time to meet?

P: Fine. Let me just ⁵ _____ ... I’m free on Friday the 15th. How does the morning suit you?

L: Oh sorry, Pavel. I’m busy all day on Friday. How about Thursday?

P: No, sorry, Thursday’s ⁶ _____, I’m afraid. All-day meeting ...

L: OK ... Um, can we bring ⁷ _____, maybe? How about Monday the 11th?

P: Yeah, Monday’s good.

L: Great. ⁸ _____ for you: morning or afternoon?

P: Morning’s fine.

L: Right. So just ⁹ _____: the meeting will be on Monday the 11th.

P: Yes, Monday morning. 9.30?

L: Perfect. Thanks for being ¹⁰ _____, Pavel. I appreciate it.

P: No problem. See you then.

7- ROLEPLAY: Work in pairs. Decide who is Student A and who is Student B. Read your information below. Take a few minutes to prepare. Then roleplay your phone call.

Student A

You work at your company’s Warsaw office. Today is Friday the 26th of February. On Wednesday the 10th of March you have an important strategy meeting with your partner at your company headquarters in Paris. You are just waiting for him/her to call and confirm your appointment.

Look at page 135 for a copy of your schedule.

Student B

You work at your company’s headquarters in Paris. Today is Friday the 26th of February. On Wednesday the 10th of March you have an important strategy meeting with your partner who is flying in from the Warsaw office. He/She is just waiting for you to call and confirm the appointment.

Look at page 131 for a copy of your schedule.

2-DEALING WITH TECHNICAL PROBLEMS DURING ONLINE MEETINGS

1- Speaking:



Lead-in 1A In pairs, look at the picture and discuss the questions.

ground rules (noun) – basic rules for behaviour during a meeting that everyone agrees to at the start

- 1 Are ground rules necessary during meetings? Why? / Why not?
- 2 Who should make the ground rules? Why?
- 3 Do you use ground rules in your meetings or during your English class? Are they successful? Why? / Why not?

B Write two or three ground rules for online meetings.

Speak clearly.

2- Listening: A: Label the pictures with the words in the box:

★
blank (screen) cut out echo hang up mute button volume settings



1 _____



2 _____



3 _____



4 _____



5 _____




6 _____

B 7.01 Sam's team are participating in a webinar. Before the Q&A (question and answer) session, Sam sets some ground rules. Listen and complete the rules. Compare them with your suggestions in Exercise 1B.

- 1 Give your _____ and division _____ you speak.
- 2 Keep your questions _____, so everyone has the chance to _____.
- 3 Help your colleagues by speaking _____ and _____.
- 4 Use the mute _____ to stop any background _____.

3A  7.02 Listen and match the participants (1–4) with the correct problem(s) (a–f).

 Use one of the problems twice.

- | | |
|---------|---------------------------|
| 1 Donna | a background noise |
| 2 Paul | b bad internet connection |
| 3 Karl | c blank screen |
| 4 Lena | d cutting out |
| | e echo |
| | f low volume |

B In pairs, note down the solution to each problem in Exercise 3A. Listen again and check.

4A Put the words in the correct order to make sentences or expressions from the audio.



- 1 your / switched on / webcam / have you / ?
Have you switched on your webcam?
- 2 is / your / blank / screen

- 3 you / out / cutting / keep

- 4 is / bad / the / connection

- 5 call you back / would you mind / hanging up / and I'll / ?

- 6 we can't / I'm afraid / very well / hear you / either

- 7 to the microphone / could you / move closer / ?

- 8 please / if you can / your volume settings / just check / ?

- 9 an echo / bit of / there's a

- 10 away from / your computer / mobile phone / can you move / your / ?

- 11 can hear / background noise / I / a lot of

- 12 the mute button / using / would you mind / ?

B Write S (*signalling a problem*) or D (*dealing with a problem*) next to each sentence in Exercise 4A.

4C- Choose the correct option in italics:

- 1 If you can just *check* / *checking* that your webcam is on, please?
- 2 I'm afraid we can't *hear* / *hearing* you very well.
- 3 Can you *switch* / *switching* off your webcam? We'll just use audio.
- 4 Could you *be* / *move* closer to the microphone?
- 5 I can hear a lot of background *noise* / *noises*.
- 6 Your screen is *black* / *blank*. Have you switched on your webcam?
- 7 There's a *bit* / *little* of an echo.
- 8 Would you mind *use* / *using* your headphones?
- 9 You keep *cut* / *cutting* out. The connection is bad.
- 10 Can you move your mobile phone away *of* / *from* your computer?

4D- Match the sentences and questions with the responses:

- | | | |
|---|--|---|
| a | Sorry, I'm on a train. It's quite noisy. I'll use the mute button. | — |
| b | Sorry, no, I haven't. I had to switch it off because my internet connection was very slow. | — |
| c | Sure. I'll switch it on now. Can you see me? | — |
| d | I'll check my volume settings. Is that better? | — |
| e | Good idea. The webcam was really slowing down my internet connection. | — |
| f | Yes, of course. I was a bit too far back. Can you hear me now? | — |
| g | Sure. Was there a lot of background noise? Is this better? | — |
| h | Yes, the connection's terrible. I'll hang up and call you back. | — |
| i | Sure. I'll just put it in my bag. | — |
| j | Oh. Sorry, that must be because my mobile phone's right next to my computer. I'll switch it off. | — |

5- Speaking: Work in groups of 3 students. You are going to hold an online meeting where you will have to deal with some technical problems. Choose a topic for your meeting from the list, and use your own ideas.

- 1 Organising the next office party.
- 2 Choosing a guest speaker for the next conference.
- 3 Ideas for your company's next team-building activity.

Student A

This is only the second time you have attended an online meeting. You don't have much experience of using the technology. The first time you attended a meeting like this there were a lot of technical problems.

Student B

You are leading the meeting. You hope it will be quick, as you have another meeting immediately afterwards. You know it's important to set some ground rules (you choose the rules) to make the meeting run smoothly. The technical equipment worked well when you checked it yesterday.

Student C

You have a lot of experience of online meetings. You understand how the technology works and aren't worried if there are technical problems. You don't have much patience with people who don't understand technology.

3- BUSINESS SKILLS: GIVING ORAL PRESENTATIONS: Presenting facts and figures

1- Speaking:

Lead-in



1A Look at three different ways of presenting the same information. Which, for you, is the most effective? Why?

- | | |
|--------------------------------------|-------------------------------------|
| 1 There are a lot of | } women business owners in the USA. |
| 2 There are 11.6 million | |
| 3 There are almost 12 million | |

B In pairs, look at the following statements. Are they more or less effective than the statements in Exercise 1A? Why?

- 1 **Approximately one out of every fourteen** American women is the owner of a business.
- 2 **The number of** women business owners in the USA **is greater than** the whole population of Sweden, Austria or Switzerland.

2A Match the exact figures (1-7) with the approximate figures (a-g).

- | | |
|----------|---|
| 1 0.95% | a roughly a quarter |
| 2 23.5% | b almost one in three |
| 3 52% | c around two out of (every) five |
| 4 39.4% | d nearly three quarters |
| 5 9.867% | e under one percent |
| 6 73.9% | f over half |
| 7 32.75% | g about ten percent |

B Label the expressions in bold in Exercise 2A according to their meaning using the following icons.

more than > less than < approximately ≈

Listening 5.02: Liz is a Marketing Consultant to the retail banking industry. Listen to the first part of her presentation to a group of clients and answer the questions:

1 Customer age groups

Generation _____
(b. 1964–79)
Generation _____
(b. 1980–94)
Generation _____
(b. 1995–2012)

2 Financial habits (16–21-year-olds)

• paid employment 26%
• own savings account _____%
• account-holders since age 10 _____%
• already saving for retirement _____%
• opposed to all forms of debt _____%

- 1 How does Liz get the attention of her audience at the start?
- 2 Which three generations does she talk about in her introduction? Complete the information in slide 1.
- 3 Which generation is the main subject of her presentation? Why?
- 4 How do the audience describe this generation in terms of:
• lifestyle? • technology? • work? • money?

B Liz used the approximate words *early*, *mid* and *late* to talk about ages and dates. Can you remember the phrases she used for the following? Listen and check.

- | | | |
|-------------------------------------|----------------|-----------------|
| 1 17–19-year-olds <u>late teens</u> | 3 1964–6 _____ | 5 1981–3 _____ |
| 2 21–23-year-olds _____ | 4 1977–9 _____ | 6 2011–13 _____ |

4A 5.03 Listen to Liz present the financial habits of young adults with approximate figures. What are the *exact* figures? Use the exact figures below and write them on slide 2.

12 21 29 64 76

B Listen again and answer the questions.

- 1 What do the employment figures for 16–21-year-olds show?
- 2 What does Liz say is the most surprising figure in the chart? Why?
- 3 What kind of debt are 16–21-year-olds against? Why?
- 4 What's the good news about 16–21-year-olds for the retail banking industry? What's the bad news?

3 Marketing to young savers

10.6 1bn 53% 42m

5A 5.04 Listen to the final part of the presentation. What do the figures in slide 3 show?

- | | |
|---------------------|----------------------|
| 1 10.6 = _____ | 3 53% = _____ |
| 2 1 billion = _____ | 4 42 million = _____ |

B What does Liz say about her client's marketing strategy?

6 What does Liz say to help the audience remember the number of hours spent online?

Quoting figures in presentations

7 Complete the expressions using the words in the box.

context figure idea look means see shows summary takeaway terms thing

- 1 Have a(n) _____ at this chart, which _____ the results of our survey of the financial habits of people aged sixteen to twenty-one.
- 2 As you can _____, roughly three-quarters of them are already earning their own money.
- 3 To put that in _____, that's almost the same as the _____ for Generation Y.
- 4 To give you a(n) _____ of just how much that is ... it comes to around a billion hours of online activity every day!
- 5 Perhaps the most surprising _____ is that over one in ten of them are already saving for retirement.
- 6 The key _____ here is that Generation Z likes to save, but doesn't like to borrow.
- 7 So, in _____, if we want to attract this new generation of customers, we need to make sure we connect with them on a personal level.
- 8 And, in _____ of selling banking services, this clearly _____ that we need to be doing a lot more than just social media marketing.

8 Approximate the following figures in as many ways as you can in under a minute. Compare your performance with a partner.

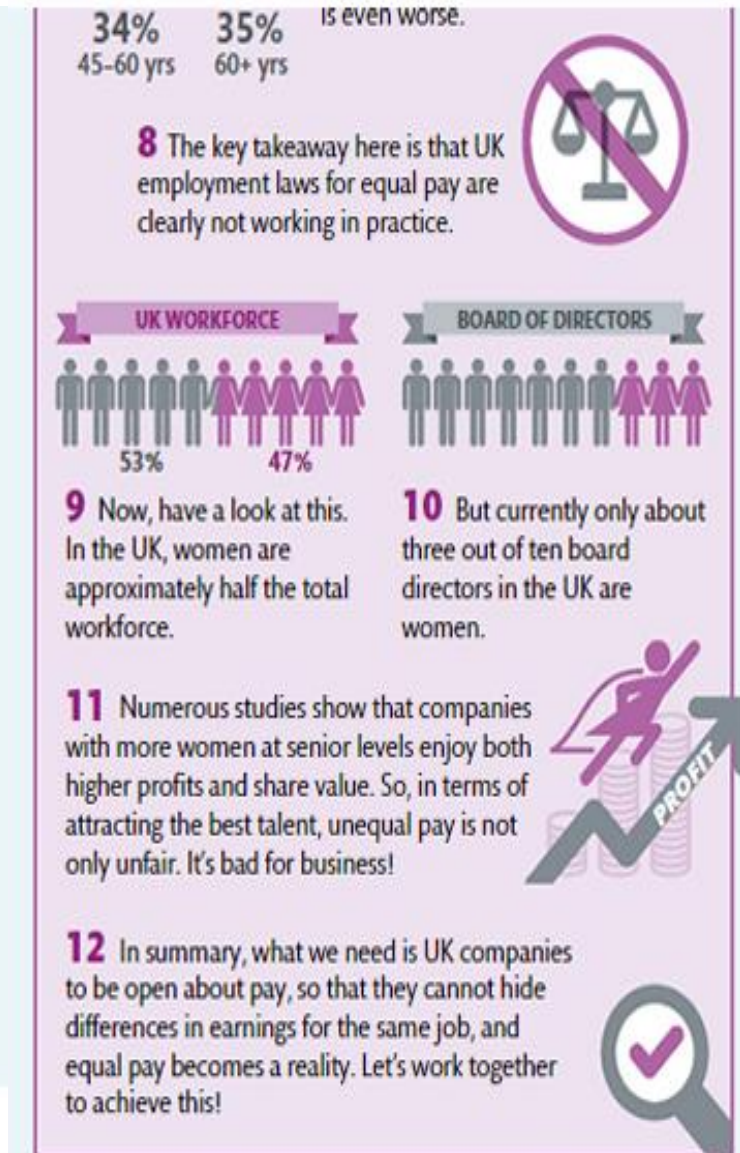
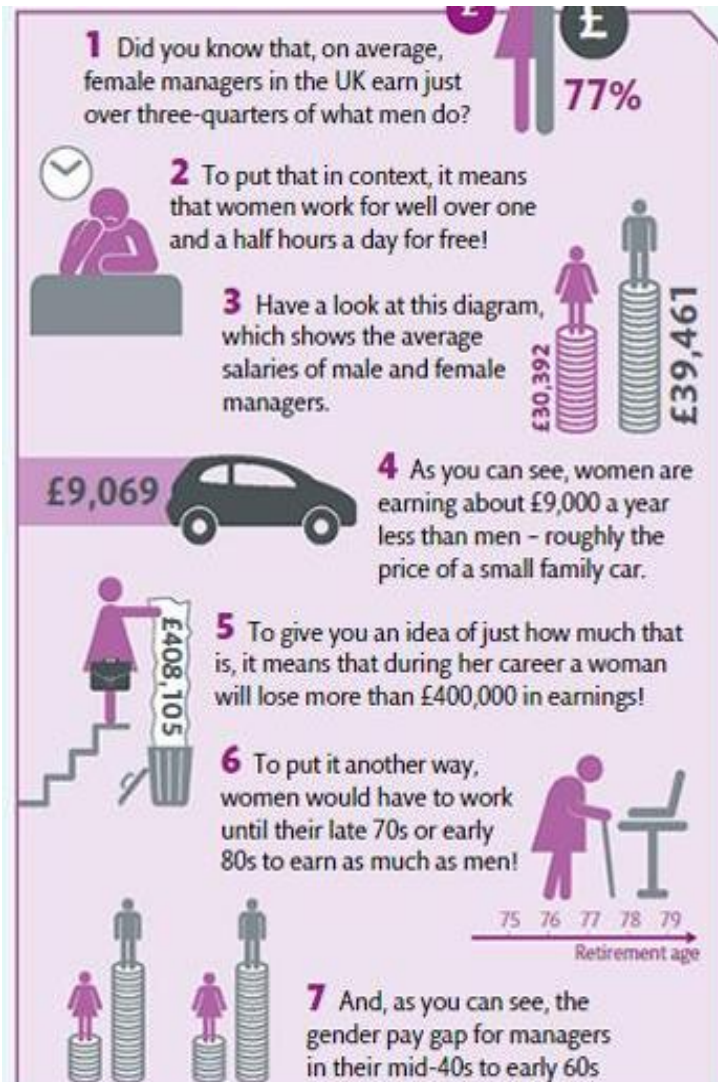
33.4% 27.8% 99.9 €21m 11% ¥497 48.9% £995bn

9- FINAL PROJECT: Work in pairs or in small groups.

Option 1: You are going to give a presentation on equal pay at an HR conference in London. Read the notes and decide who is going to present each slides.

When you are ready, give the presentation:

- 1- The first time, give the presentation by reading from the notes
- 2- Try again, but look down at the notes for each slide, then look up and speak
- 3- Present the information once more, this time without the notes. Your slides will help you remember what to say.



Option 2: You are going to give an oral presentation about an IT company. Include the following information: headquarters, founder/s, founded in, CEO, number of employees, annual revenue, products / services.