

Unit 2: Meetings

By the end of this unit, students will be able to:

- ❖ Call for meeting
- ❖ Accept and attend various meetings
- ❖ Deny individual and team meeting
- ❖ Activate effective listening at work
- ❖ Express opinions
- ❖ Express agreement /disagreement
- ❖ Make and ask for suggestion



Activity 1: Work with a partner. Match different types of meetings (1 to 6) with the definitions (a to f).



a	People who work in the same department have this type of meeting regularly.
b	This is a meeting of a company's most senior manager
c	If you need new ideas, you have this type of meeting
d	This is a meeting for a company's investors
e	At this type of meeting, you talk about what has been accomplished on a project.
f	This type of meeting is held at the beginning of a project

Activity 2: Now ask your partner the questions below and make a note of the answers. Then tell the class what you have found out.

1. How often do you have meetings? Which of the meetings above do you attend? What other types of meeting do you have?
2. Are your meetings with colleagues from your company or with contacts from other companies (customers, suppliers, clients, ...)?

4/26/2024-----end



Activity 3: Listen to the dialogue and complete the table.

a	What will the meeting be about?	Contract meeting
b	When will the meeting take place?	Monday at 2:00 PM
c	How long will the meeting last?	Let's leave the length of the meeting open

Activity 4: Listen again and complete the sentences from the dialogues

1	Could we <u>change</u> a time to meet next week?
2	How <u>about</u> Monday at nine?
3	Sorry, I can't <u>make</u> it then.
4	How <u>about</u> sometime after lunch?
5	Should we <u>plan</u> for the whole afternoon?
6	Let's leave the length of the meeting <u>open</u> for now.
7	So, I'll <u>see</u> you on Monday at two.

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Activity 5: Which sentences (1 to 13) can be used:

a) To arrange a meeting?



b) To discuss the length of a meeting?



c) To arrange the time of a meeting?



d) To say that a suggested time for a meeting is not convenient?



e) To confirm the time of a meeting?



Activity 6: Put the words in the right order to make typical sentences for making arrangement.



1	let's	soon	meeting	a	sometimes	have	
➡	Let's have a meeting sometime soon						
2	like	to	you	when	meet	would	?
➡	When would you like to meet?						
3	at	Thursday	how	11:30	about	morning?	
➡	How about Thursday at 11:30 AM?						
4	would	for	next	be	Tuesday	you	how ?
➡	How would next Tuesday for be you?						
5	fine	would	yes,	that	be		
➡	Yes, that would be fine.						
6	to	forward	you	I	look	then	meeting
➡	I look forward to meeting you then.						

USEFUL PHRASES

Asking for a meeting

Could we schedule a time to meet next week?
I'd like to schedule a meeting as soon as possible.
Can we meet and go over this together?
Perhaps we could meet and go over the details in person?

Suggesting a meeting time

How about Monday at nine?
How about sometime after lunch?
Could we meet next week?
Can I suggest 7.30 on Thursday evening?
Would half past five suit you?

Saying that you aren't able to attend

Sorry, I can't make it then.
I'm afraid I have another appointment then.
I'm a bit tied up then. How about another time?

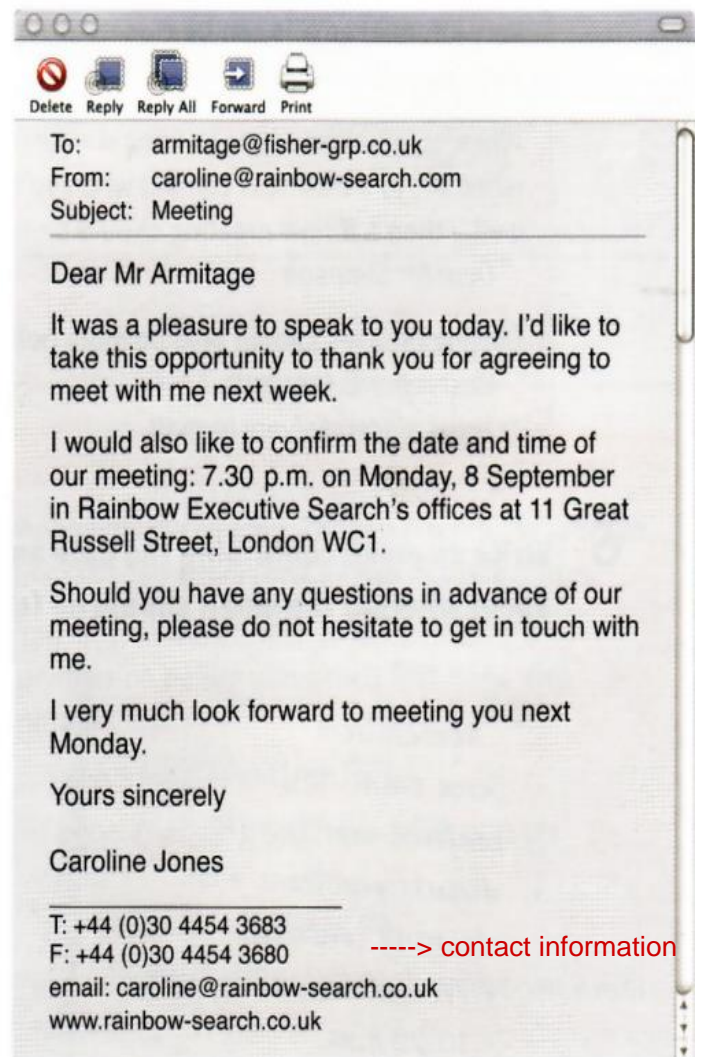
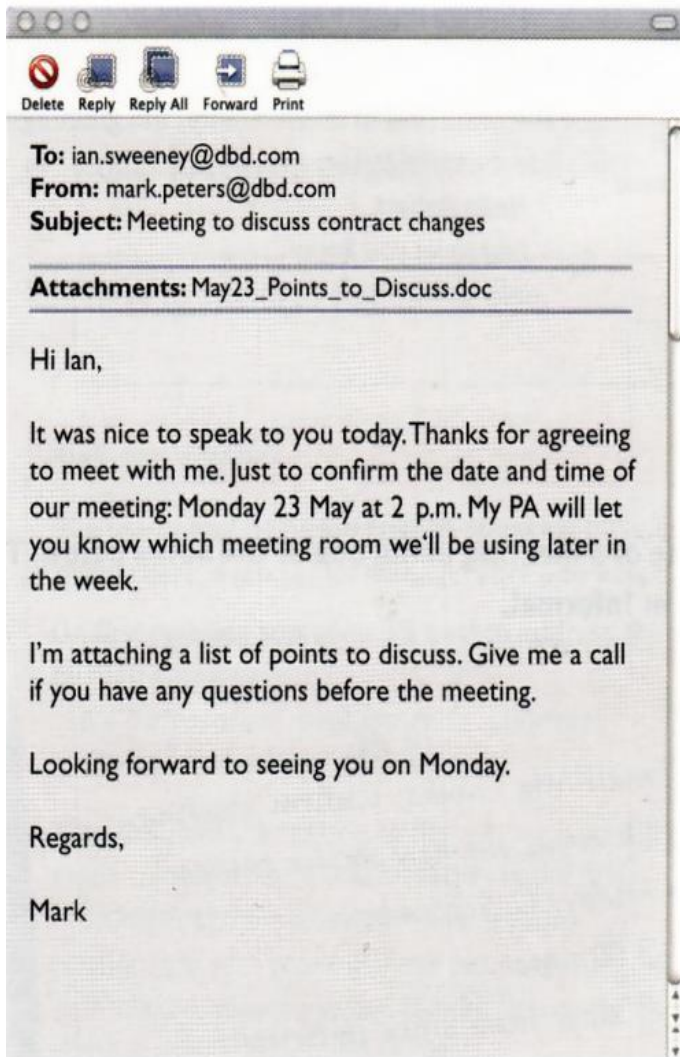
Saying that you can attend

Sounds good.
Yes, that works for me.
Yes, that would be fine.

Confirming the day and time

See you on Monday at seven.
So, I look forward to seeing you on Tuesday at four.

Activity 7: Read these two emails confirming meetings. Which email is formal and which is informal? Why?



Activity 8: Read and match phrases with the definitions

1. Write a concise subject line **E**
2. Explain your meeting's purpose **D**
3. Create a meeting agenda **F**
4. Share the meeting agenda in advance **G**
5. Be flexible about your meeting's time and location **B**
6. Ask for a reply or confirmation **C**
7. Send a reminder email **A**

- A. Sending a reminder email to your invitees can help prompt them to add the meeting to their calendar. These emails can also serve as regular reminders for recurring meetings.
- B. If your meeting will be in person, allow your invitees to have a say in your meeting's location. Whether you're meeting in person or virtually, have



everyone respond with their preference for a meeting start time.

- C. Place a note in your meeting memo or the body of your email asking your invitees to confirm their attendance. These confirmations can help you keep an accurate tally of who will attend so you can adequately prepare.
- D. help them understand your meeting's importance, consider starting the body of your email with a meeting purpose statement.
- E. To start crafting your invite, create a direct and engaging email subject line. This way, your invitees will clearly know your meeting's topic.
- F. A meeting agenda is an ordered list of all the topics, action items, and talking points you'll discuss during the meeting.
- G. You should share your meeting agenda with your attendees well in advance. This way, everyone can come prepared to contribute to the discussion.

Activity 9: Complete the sentences with words from the box.

accept	bring	agenda	forward	postpone	invitation	cancel
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I sent an(.1) ...**agenda**..... with the topics for the meeting. Could we(2) ...**postpone**..... the meeting to a later date? 3. Could we (3).....**bring**..... the meeting ...**forward**..... to an earlier? The project has been stopped. So we need to(4)**cancel**..... the meeting. I'll send a meeting(5) ...**invitation**..... with the time and place. I'll(6) ...**accept**..... the invitation when I get it.

Discussion: What meetings do you have to go to? How do you arrange them?

Activity 10: Time phrases: Put the phrases in the right group.

At the weekend	Next time you come	When you are free	Last month	In 2009	Tomorrow
Yesterday	Three days ago	Next week	On Monday	In October	After work

Past	future	past and future
<p>Yesterday Three days ago Last month</p>	<p>Tomorrow Next week When you are free Next time you come</p>	<p>At the weekend On Monday In 2009 In October After work</p>

Activity 11: Complete an email below.

at	the evening	get	I'm coming	Monday	week
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Dear Nadia,(1).....**I'm coming**.....to the 'Teaching for Change' conference next(2).....**week**..... I'm glad you are going, too. I'm arriving on(3).....**Monday**..... Afternoon. I'll text you when I(4).....**get**.....to the hotel. Perhaps we can meet in(5).....**the evening**..... ? Are you free to go out for a meal(6).....**at**..... about 7:30?

Hope to see you soon.

Lisa

5/2/2024-----End

Activity 12: Read and choose the correctly punctuated email.

1.dear mr.chan thank you for your last email are you free to talk about it on the phone tomorrow at about3:30 I can call you then if it is convenient could you please let me know I look forward to hearing from you soon

with best wishes

Soun Sereyphallykar

Head Teacher – Cambodia International School

2. Dear Mr Chan

Thank you for your last email Are you free to talk about it on the phone tomorrow at about 3:30 I can call you then if it is convenient Could you please let me know

I look forward to hearing from you soon

With best wishes

Soun Sereyphallykar Head Teacher – Cambodia International School

3. Dear Mr. Chan,

Thank you for your last email. Are you free to talk about it on the phone tomorrow at about 3:30? I can call you then if it is convenient. Could you please let me know?

I look forward to hearing from you soon.

With best wishes,

Soun Sereyphallykar

Head Teacher – Cambodia International School

5/2/2024-----End

Activity 13: Write your own email by choosing the correct punctuated:

Grammar Review:

1. To speak about a **timetable**, use the present simple: Next term **runs** from 1 September until 16 December.
2. To speak about a **future arrangement**, use the present continuous: Mr. Toshiko **is coming** to our next meeting.
3. To speak about a **plan**, use 'be going to': Next term we **are going to** learn about pollution.

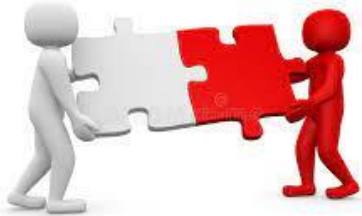
Note: Use the **present simple** after **when**, **if** and **next time** in future time clauses:

- I will call you when I **get** to the station.
- I'm going to work with my dad when I **finish** school.
- Let's go for a walk if the weather **is** good.
- Will you visit the Eiffel Tower next time you **are** in Paris?

Activity 14: Match the vocabulary in column A with the correct definitions in B.

A	B
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1. minutes
2. to acknowledge
3. to dominate
4. underlying
5. efficient
6. vocal
7. clarification
8. to put someone on the spot



- a. to be the loudest or most noticeable part of something
- b. being productive with the least use of time or effort
- c. to accept or recognize the importance of someone or something
- d. a written record of what is said at a meeting
- e. often expressing opinions by talking
- f. to force someone to answer a difficult question
- g. under the surface or not immediately obvious
- h. a clear and easy-to-understand explanation of something confusing

1	2	3	4	5	6	7	8
d	c	a	g	b	e	h	f

Activity 15: Circle the three correct answers for each question.

1. Which of these are examples of badly managed meetings?

- ☒ a. Meetings that don't finish when they are supposed to
- ☒ b. Meetings where only the loudest people get to give their opinions
- ☐ c. Meetings where no decisions are needed
- ☒ d. Meetings where discussions go off-topic

2. Which of these are true?

- ☒ a. The average European office worker spends nearly 200 of their annual working hours in meetings.
- ☐ b. According to the survey report, the majority of meetings were productive.
- ☐ c. A meeting with ten participants would cost a UK company about £385.
- ☒ d. Unproductive meetings are a waste of time and money.

3. Which of these should you do when creating an agenda for a meeting?



- a. Consider which of the items are more important.
 - b. Create subheadings or a list of smaller points for each topic.
 - c. Show which items need to be resolved during the meeting.
 - d. Send the prepared agenda to the participants an hour before the meeting.
4. Who should be invited to the meeting?
5. What should you do when someone goes off-topic?
- a. Tell them they've gone off-topic and they should be quiet
 - b. Suggest they 'park' their thoughts in the 'parking lot'
 - c. Record their thoughts or ideas in the minutes
 - d. Follow up on their thoughts or ideas at a different time
6. What should you do during a meeting?
- a. Insist that everyone speaks
 - b. Remember that some people might be unhappy about certain discussions
 - c. Clarify and summarize each point
 - d. End the meeting on time

Activity 16: Put the following steps in the correct order.

- a. Go through the points of the agenda.
- b. Start the meeting.
- c. Prepare the agenda and consider who needs to be invited to the meeting.
- d. Send out the agenda to the participants.
- e. End the meeting.
- f. Redirect participants when they go off-topic and summarize each point.
- g. Follow up on 'parked' topics and issues.
- h. Send out the minutes of the meeting

c
d
b
a
f
g
e
h

Discussion: Have you ever been in any good/badly managed meetings? Why?

Activity 17: Match the phrases with the correct definition provided on "How to become an effective listener at workplace."

A

B

1. Pay attention
2. Show the speaker that you're interested **A**
3. Clarify your understanding **B**
4. Don't interrupt or redirect the conversation **D**
5. Provide a suitable response **C E**

- A. Look at them directly and maintain eye contact and try to avoid being distracted by what's happening around you.
- B. Use your body language to highlight your engagement, such as, nodding, smiling, maintaining an open posture etc.
- C. Before saying anything ensure that the speaker has finished a point.
- D. Reflect on what you have heard by summarizing and paraphrasing or asking for specific examples.
- E. Be honest when you respond but avoid attacking or making the speaker feel bad because this is unhelpful.

Activity 18: listen to the audio and fill in the gaps.

Gemma: Hi Jack!

Jack: Oh, hi Gemma!

Gemma: How was your summer holiday?

Jack: Yeah, good thanks ... and yours?

Gemma: Yeah, great! How's your first day back at school going?

Jack: Oh ... OK. Just had French. It was a wful.

Gemma: Oh, yeah? Who's your teacher?

Jack: Madame Martin.

Gemma: Oh, she's really good! I like Madame Martin.

Jack: No ay! Really? She akes us speak French all the ime.

Gemma: Yeah! She's strict but you learn loads in her classes.

Jack: Hmmm, I see what you ean, but it's so embarrassing! And I odn't understand er.

Gemma: That's because she's speaking French, Jack! And who's your maths teacher?

Jack: Mr Thomas. He's my favourite.

Gemma: Really?! I've got Mr Greenwood. He explains everything really well.

Jack: Yeah, Mr Greenwood is OK, but he gives o much homework! I refer Mr Thomas.

Gemma: Well, Mr Greenwood's my favourite.

Jack: OK, let's agree to disagree. Who have you got for science?



Gemma: Miss McCloud. She's an amazing teacher and she's really nice.

Jack: Yeah, I agree with you there.

Gemma: I can't believe it! Finally you agree with me!

Jack: Whatever.

Activity 19: listen again to the audio and choose True or False.

1. Gemma and Jack both had good holidays.

- True
- **False**

2. Jack enjoyed his French lesson.

- True
- **False**

3. Gemma thinks Madame Martin is a good teacher.

- **True**
- False

4. Jack doesn't like speaking French.

- **True**
- False

5. Jack is happy with his maths teacher.

- **True**
- False

6. Jack hates Mr Greenwood.

- **True**
- False

7. Jack changes his mind about Mr Greenwood when he talks to Gemma.

- True
- **False**

8. Jack and Gemma both like Miss McCloud.

- **True**
- False



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Activity: 20 Which replies are possible? For each question, choose five possible answers.

1. How was your summer holiday?

- Yeah, definitely.
- **Good, thanks.**
- **Mmm, it was all right.**
- **Amazing!**



- Great, thanks.
 - Not really.
 - He was nice.
 - Awful.
2. He's my favorite.
- Really?!
 - Yeah, mine too.
 - I don't think so.
 - No way!
 - Is he?!
 - Me neither.
 - Yeah! I like him too.
 - When?
3. She's strict but you learn loads in her classes.
- Why not?
 - No.
 - Yeah, I see your point.
 - Let's agree.
 - Yeah, I see what you mean.
 - But she makes you speak French all the time!
 - Yeah, but it's so embarrassing!
 - That's true.
4. Miss McCloud's a brilliant teacher.
- I know! I love her!
 - It's OK.
 - Yeah, I agree with you there.
 - It was awful.
 - Do you like her? I'm not sure.
 - Yes, she is!
 - Finally, we agree about something!
 - Don't worry.

Read The level of expressing agreements and disagreements

Expressing agreement	Expressing disagreement
Strong Absolutely. Exactly. I totally agree with you. I have exactly the same opinion as you.	Strong I totally disagree. I'm afraid I can't agree with you there. With respect, I have to say I don't agree. I disagree entirely.

You have hit the nail on the head. (idiom)

Medium

I agree to a certain extent.

I am with you up to a point.

I agree partly.

I guess you're right.



I can't go along with that at all.

It's out of the question.

I understand what you are saying, but I have a different opinion.

Medium

I agree with you to a point but I disagree about...

I know what you mean but...

I don't really agree with you.

I think it might be better to...

I'd be inclined to think the opposite

Activity 21: Write five sentences about degree of agreement or disagreement.

1. I wholeheartedly agree with your viewpoint
2. I mostly agree, but there are a few points I'd like to discuss.
3. It's good idea, but I have difference idea from you.
4. I agree with you that we should have a meeting about our project club this afternoon.
5. I concur with the plan for the HTML training to juniors.

1. They neither agree nor disagree with the claim that learning individually is better, as they think the best approach depends on the subject and learning style of the person.
2. I completely agree with the notion that learning individually is better than learning in a group, as it allows for personalized pacing and focus.
3. Learning individually isn't better than learning in group because many people are many idea to combine to find the best idea.
4. Learning individually can lead to misunderstandings and a lack of knowing whom to ask for help.

Activity 22: Use the phrases above to agree and disagree with the topic below.

- a. Learning individually is better than learning in group.

Activity 23: Complete the dialogue with words or phrases from the box.

convinced	definitely	get me wrong	got a point
I disagree	not so sure	right	what you mean

A: Here's my design for the new advertising campaign. What do you think?

B: I'm not convinced that this is what the client wants.

A: But they asked for bright colors.

B: I think..... **I disagree** They said they wanted the design to be fresh and fun.

A: But this design IS fresh and fun.

B: I'm..... **not so sure**

A: Really?

B: Don't..... **get me wrong**, I like your design but it doesn't fit the brief.

A: I see..... **what you mean** I guess it's a bit too flashy.

B: What about changing the red and the stars?

A: Maybe you've..... **got a point**there. I think you're..... **right** Is that better?

B: Yes, **definitely**

Activity24: Put the words in the correct order.

1. idea/ I' m / convince / not/ by/ that. I'm not convinced that idea	2. a bit empty./ but/ you mean, / it looks/ I see I see you mean, but it looks a bit empty.
3. so /sure./ not/ I'm I'm not so sure.	4. point/ Ok/ got/ maybe you've/there./a Ok maybe you've got a point there.
5. I / disagree./ I/think I think I disagree.	6. / think/ you're/ right/I I think you're right
7. Don't get me / wrong but,/ I don't / think that/ they fit. ..Don't get me wrong but, I don't think that they fit.	8. looks/we/it/ looks/ like/we/ agree! so it looks like we agree!

Activity 25: Put the phrases (a-h) in the correct group (1-2). Groups Phrases

1. Agreeing e g h c	a. I think I disagree. b. I'm not so sure. c. Maybe you've got a point there. d. Don't get me wrong, but I don't think so. e. I agree. f. I'm not convinced.
2. Disagreeing a b d f	g. I think you're right. h. Yes, definitely.

Activity 26: Do you know what to say when you agree and disagree? Listen out for useful language for agreeing and disagreeing.

Paul: So?

Emir: I'm not convinced by that idea.

Paul: Why?

Emir: Well, this design is just too simple.

Paul: It's not simple, it's minimal. Plus, it's what the client asked for.

Emir: I'm not so sure. Look ... Look at these designs here. I think this is the style that the client wants.

Paul: Hmmm ... I think I disagree. They said they wanted it clean and minimal.

Emir: These designs are clean and minimal.

Paul: Look, don't get me wrong, Emir. I like them, but I don't think they fit the brief. For example, here, there's just a bit too much going on.

Emir: OK, I see what you mean, but without all the color, it would look a bit ... empty.

Paul: True. OK, how about taking that and that away? So it still looks interesting, but less busy.

Emir: OK ... maybe you've got a point there. Actually, that has given me an idea

Emir: So we remove the blue. I think that creates a nice balance.

Paul: Yeah, yeah. I think you're right. Changing the circles helped too.

Emir: I agree. So we're happy with this now?

Paul: Yes, definitely.

Emir: So it looks like we can agree!

Paul: Occasionally.

Activity 27: Debate — Agreeing and Disagreeing

1. Children should not be allowed to watch movies.
2. Students should study English by themselves rather than with a teacher.
3. Students should not be allowed to use mobile phones at PNC.

Activity 28: Decide which five sentences are suggestions.

- a. Shall we go to Italy this summer?
- b. Why don't you ask Jack to help you?
- c. How about starting the meeting with coffee and cakes?
- d. Let's finish this project first.
- e. You must do that today.

f. He works four days a week.

g. It's important to enjoy your job.

h. Do you want to help me finish this project?

Do you know what to say when you make suggestions?

Yuna: OK, this time let's focus. Phones off.

Noelia: Yes, and in my bag!

Yuna: Ready?

Noelia: I'm ready.

Yuna: We have half an hour.

Noelia: OK, let's go!

Yuna: How about starting with social media?

Noelia: Sure. Engagement is up 15 per cent this month.

Yuna: Good. So let's go for 20 per cent for next month.

Noelia: Yeah, sure. I'll tell the team. We'll need some extra help to make it work.

Yuna: Agreed. Good idea. ...

Yuna: Why don't you ask Vanya to help you create a new social media plan?

Noelia: OK, no problem. Shall we present it at the next team meeting together?

Yuna: Good plan. Can you let Paul see it first?

Noelia: Sure, I'll do that.

Yuna: Anything else?

Noelia: No, that's it.

Yuna: And that's half an hour! We did it!

Noelia: We're really good at this!



Activity 29: Decide which sentence gives the best summary of the video.

- a. Yuna and Noelia have a long meeting and don't make any decisions.
- b. Yuna and Noelia share lots of ideas and work very well in a short meeting.
- c. Yuna and Noelia both get phone calls during the meeting.

Activity 30: Put the phrases (a–h) into the correct groups (1–2).

1 Positive	a d e g f
2 Negative	b c h

- a. Agreed, good idea.
b. No, I don't think so.
c. It's going to be difficult.
d. Yeah, sure.
e. Good plan.
f. No, I don't think that's a good idea.
g. OK, no problem.
h. I'm not really sure.

Grammar Review:

Look at the difference between "should" and "could".

You **should** try yoga.

(=I think that yoga is the best for you.)

You **could** try yoga.

(=Yoga is one possibility for you.)



The most common way to make a suggestion is to use the modal "**should**".

Subject + **should** + verb...

- a. You **should** study listening more if you want to improve your English.
- b. He **should** quit his job.
- c. You **should** get your mom a scarf for her birthday.

Subject + **could** + verb...

- You could do yoga if you want to be healthier.
- We could go to Thailand for the next vacation.
- They could come to our house for Christmas dinner.

Why don't/doesn't + subject + verb...?

- Why don't you try Jujitsu?
- Why doesn't she break up with her boyfriend?
- If you hate your job, then why don't you quit?



How about + gerund/noun...?

- How about trying this restaurant?
- How about going back to school to get your master's degree?
- How about this movie?

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I suggest/recommend that + sentence



- I suggest that you study grammar more.
- I suggest that he **think** more about it before he makes a decision.
- I recommend that she **focus** on improving her speaking.
- I recommend that you go to Thailand for your honeymoon.

Activity 31: Choose the correct answers.

1. You **shouldn't** / **mustn't** drink coffee after six in the evening.
2. I'm sure your dad **will** / **would** give us a lift if you ask him.
3. Pete **should** / **could** see a doctor about those headaches of his.
4. You **could** / **must** order a pizza if you're hungry.
5. If you cut onions under water, they **won't** / **mustn't** sting your eyes.
6. You **shouldn't** / **couldn't** come back to work until after the funeral.
7. If you wanted to do some sightseeing, Sunday **would** / **can** be a good day.
8. We **should** / **must** definitely think about moving to a new flat.
9. You **would** / **need** to pay much less for those shoes if you waited until the January sales.
10. We **could** / **would** ask your parents to look after the kids for the weekend.

Activity: 32: Put the words and expressions in the correct order to make suggestions.

1. If /could/ you hungry./ you're/ order/ a pizza You could order a pizza If you're hungry.
2. come/They /party/ with/ us./ should / to /the / They should come to the party with us.
3. more if you/You should /English./study listening/ /want to /improve/ your/ If you want to improve your listening, you should study more.
4. his job./He /quit /should He should quit his job.



5. /birthday. get your/ mom/ a scarf/ for/ her/You/ should

You should get your mom a scarf for her birthday.

6. We/ should/next week./ try /that/ restaurant

We should try that restaurant next week.

7. You /really/ good./should/ watch /that/ movie. It is/

You should watch that movie. it is really good.

8. she/ going/ to be/ late./She /needs /to /tell /us/ if// is/

She needs to tell us If she is going to be late.

9. about it/ before /I suggesthe/ makes/ a decision./ that he think/ more

I suggest that he think more about it before he makes a decision.

10. necklace/How/her/ birthday? your/ mom/ a / for/ about/ getting

How about getting your mom a necklace for her birthday?

16/5/2024-----End

Activity 33: Write a suggestion letter to someone about something in a paragraph form about 150 words. (30 minutes)