



École de la fonction
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Canada School
of Public Service

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Introduction

PURPOSE

The purpose of *Interaction Canada: Phase 3 Level C* is to provide you with many opportunities to practise the functions, grammar and strategies you learned in the first two phases of the program.

DESCRIPTION

This book is divided into five sections, one for each Second Language Exam (SLE) objective:

- Explaining/Describing
- Supporting Opinions / Defending Points of View
- Counselling/Advising
- Handling Hypothetical Questions
- Handling Complex Work-Related Situations

In addition, an appendix lists exponents for each of the functions mentioned in the sections.

Each activity section consists of an introductory page and 20 independent activities. Each activity contains four boxes.

The first box presents a situation, drawn from work or personal life, which will allow you to practise one of the SLE objectives. The next two boxes present functions and grammar to use in each activity. The functions are also found in the appendix. The fourth box presents vocabulary.

In separate files you will find Templates, a Feedback sheet and a Self-Performance Checklist that should be adapted to your needs, then printed or copied and used with each of the activities. The templates allow you and your teacher to set target language for each practice of a situation. Feedback sheets are used to monitor your progress and help you to focus on areas to improve. The checklist is provided to help you assess how well you believe you have mastered the functions, grammar and vocabulary focussed on in each activity.

Interaction Canada: Phase 3 Level C is designed for maximum flexibility. You can use it in many different ways. Each SLE objective section and each activity is independent; you can work on any one without having completed work on any of the others. This means that you can choose your own route through the materials; for example, you might want to focus only on those sections dealing with the SLE objectives which are difficult for you; within those sections you could work on any or all of the situations in the order they are presented or in any order you choose.

In addition, you are encouraged to adapt any situation to bring it closer to your own experience.

The activities are designed for use with a *partner*. In each activity, you could be either the major or the minor speaker. Specific instructions for the major speaker appear in each situation; general instructions for the minor speaker appear only in the introductory part to each section (see note later for more detail).



To get the most out of each activity, you may wish to tape the interaction and later review the tape to pin point where you need improvement.

PERFORMANCE OBJECTIVES

The activities are designed to give you practice speaking with the proficiency and fluency consistent with the performance standards for Level C. In specific terms, this level of performance requires you to:

- use precise vocabulary to convey exact meaning;
- link sequences of events in time;
- link facts in logical sequence;
- link sentences effectively to convey complex ideas;
- discuss a broad variety of topics;
- expand on topics with ease.

At the same time, you are expected to:

- hesitate rarely, except for ideas;
- have natural delivery;
- understand readily and accurately what is said to you;
- be easily understood.

Since all the activities could be performed at a B level of proficiency, it is up to you to make the extra effort required to bring your performance up to a C level. Use the above information to guide your planning, performance and subsequent self-evaluation of each activity you tackle.

A reminder of Level C performance standards appears on the introductory page of each section.

HOW TO PROCEED

Find a partner. With your partner choose a situation and decide who will be the major and minor speakers. Partners can be a native speaker or your teacher during one-on-one oral interaction practice sessions.

MAJOR SPEAKER:

The approach you choose at this point depends on your learning style.

1. To begin you may prefer to prepare each step carefully, following these steps:

- think about the situation;
- discuss the possibilities with your partner;
- study the functions listed:
 - decide which functions you will focus on and set them as targets on your template;
 - check the appendix for exponents and add them to your template;
- study the grammar listed:
 - decide which structures you will need and note them on your template;
 - review these structures, if necessary;

- study the vocabulary listed:
 - decide which words you will use and set targets on your template;
 - think of any other words you might need or want to use and add them to the template;
- if you decide to record, turn on your tape recorder;
- do the activity with your partner.

When you are finished:

- if you recorded the activity, listen to your recording;
- analyze your performance, using the evaluation checklist to determine your strengths and weaknesses;
- (if you have done the activity as a one-on-one with your teacher, he or she should give you feedback using the Feedback sheets);
- try to improve any weaknesses:
 - check the appendix for additional exponents for the functions you need;
 - review any necessary grammar;
 - review any necessary vocabulary.

You can redo each activity as many times as you feel you need to. Modify the situation to make it more interesting. Change your language targets on your template. Add functions and vocabulary to help you improve your performance and keep the activity interesting and challenging.

Now REPEAT the activity and see if you can do better this time.

2. You may also want to deep-end an activity from time to time (i.e. attempt the activity without preparing first), follow these steps:
 - think about the situation;
 - glance at the functions, grammar and vocabulary;
 - if you decide to record the activity, turn on your tape recorder;
 - do the activity with your partner.

Again, repeat the activity until you feel you are comfortable and happy with the result.

Minor speaker:

You will take the part of the secondary person in the situation. This person may be the boss, a colleague, a friend, an interviewer or a workshop participant.

Your job is to help your partner speak English at the Level C standard.

The introductory page for each SLE section provides suggestions for eliciting more language from your partner.

Study this page while your partner prepares. If you need to review exponents for the functions listed on this page, turn to the appendix pages for those functions.

TEMPLATES AND FEEDBACK SHEETS FOR STUDENTS AND TEACHERS

Situations can be used as they are presented in Phase 3 or adapted using a template to better reflect the students' realities. The templates for Phase 3 are intended to give students and teachers the opportunity to customize each suggested situation for oral interaction practice to each student's real-life situation and language needs. Students and teachers should select target functions, grammar and vocabulary to practise rather than try to do everything suggested in each situation in Phase 3. Situations can be used several times by readapting them and by adding to or changing the target language for each additional practice.

For a first practice, students and teachers should both have a copy of the template of the situation and the targeted language. Students use their sheet as a “cheat sheet” to remind them to include the language they have targeted. For a second practice, perhaps on another day, another sheet could be developed including some of the original targets that need the most practice plus a few new ones. For a third or any subsequent practices, only the teacher would have a copy of the template; the student would now rely on memory and knowledge.

Feedback sheets are intended to give students an idea of how well they did during their practices and to point out areas for improvement. Space is provided for general comment as well as for targeted functions, grammar and vocabulary.

On the next few pages you will find examples of two templates and one feedback sheet for a situation from EXPLAINING AND DESCRIBING.

Students and teachers are encouraged to adapt templates and feedback sheets to fit student's needs. Print the sheets for use during one-on-one oral interaction practice sessions.

Student: _____

Date: ____/____/____

SITUATION: (WRITE YOUR OWN SITUATION OR COPY AN ADAPTED SITUATION HERE):

FUNCTIONS YOU MAY WISH TO USE: CHOOSE THE FUNCTIONS YOU WANT TO FOCUS ON FOR DESCRIBING PRESENT REPEATED ACTIONS.

GRAMMAR: CHOOSE THE GRAMMAR YOU WANT TO TARGET FOR THIS PRACTICE.

VOCABULARY: CHOOSE VOCABULARY YOU WISH TO PRACTISE.

MEETINGS

Think about the meetings you have either attended or chaired both in your work and in your personal life. For what purposes have these meetings been called (progress reports, planning, problem-solving, decision making,...?) In what ways should the purpose of the meeting affect how it is run? Under what circumstances is an e-mail, a memo or a one-on-one talk more useful than a meeting? How frequently should meetings be held? What characterizes a good meeting? What factors contribute to the downfall of a meeting?

FUNCTIONS TO PRACTISE

Express opinions

Support opinions

Explain/describe

Express: advisability, possibility, necessity, ability

Compare

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Present perfect continuous and present perfect tenses

I've been working for a long time and, over the years, I've attended many unfocused meetings.

Modals: can, may, might, should, ought to, have to

I think you have to decide first what the purpose of a meeting is and then you can structure the meeting accordingly.

Passive

Before a meeting is called, it's necessary to decide if an e-mail to everyone could really serve the purpose better.

Comparison

As far as I'm concerned, the biggest factor in the success of a meeting is the strength of the chairperson.

Noun clauses

What makes a meeting fall apart is disruptive participants and a weak leader.

Indirect and direct questions

Could you tell me how often a team leader should schedule team meetings?

How often should a team leader schedule team meetings?

VOCABULARY TO PRACTISE

Verbs

attend
chair (a meeting)
disrupt
dominate
focus
run (a meeting)

Nouns

attendance
decision-making
frequency
leadership
punctuality

Adjectives

argumentative
disruptive
focused
unfocused
well-attended

Idioms

come down to
fall apart
take control of

MEETINGS

Some people think meetings are a waste of valuable time; others think that meetings are very important, not so much for the problems solved or decisions made, but for the establishment of group identity and the morale building that occurs at a good meeting. What do you think? Explain your views.

FUNCTIONS TO PRACTISE

Express opinions

Support opinions: give examples, reasons, causes, results

Explain

Express: possibility, necessity, obligation

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Infinitive

As far as I'm concerned, meetings are a good way for people to stay in touch with everything that's going on.

Gerund

Meetings are valuable for clarifying issues that concern all the participants, but they're deadly if the issues matter to only a few people.

Modals: can, have to, should

With the right kind of work group, you can solve problems at meetings, but the leader has to make sure everyone stays focussed.

Causative: get someone to do something

Meetings can be morale building if the leader gets everyone to co-operate and focus on the work at hand.

Wish + subjunctive

I wish more meetings did build morale.

Indirect and direct questions

Can you tell me if, on the whole, the meetings you go to are useful.

On the whole, are the meetings you go to useful?

VOCABULARY TO PRACTISE

Verbs

clarify
establish
focus (on something)
matter to someone
stay (remain)

Nouns

establishment
identity
morale

Adjectives

Idioms

go on (occur)
make sure
(the work) at hand
stay in touch with

MEETINGS

How important is the chairperson to the success of a meeting? What are the roles and responsibilities of the chairperson? Is the chairperson the ruler of the group or its servant? What do you think?

FUNCTIONS TO PRACTISE

Express opinions

Support opinions: give examples, reasons, causes, results

Explain

Express: possibility, necessity, obligation

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Infinitive

It's the responsibility of the chairperson to keep discussion moving and to make sure people don't get bogged down in trivialities.

Gerunds

The chairperson has many responsibilities: deciding on the need for a meeting, calling it, preparing and distributing a good agenda and then following it at the meeting,...

Modals: have to, can, should, may, might

The chairperson has to elicit participation from everyone while also keeping the discussion on track.

Relative clauses

In my opinion, it's the chairperson who can make or break a meeting; in fact, the chairperson is the key to the success or failure of a meeting.

Present real conditions

Unless the people chairing meetings have the good will of the group, they're doomed to failure.

Indirect and direct questions

Could you clarify what the responsibilities of meeting participants are.

What are the responsibilities of meeting participants?

VOCABULARY TO PRACTISE

Verbs

decide on
distribute
doom
elicit
ensure
participate

Nouns

(the) key to
participant
participation
triviality
will (intention)

Adjectives

petty
trivial

Idioms

bog down
call a meeting
keep the discussion moving
keep (the discussion) on track
make or break (something)
make sure

MEETINGS

A colleague is very upset about the ineffectiveness of the meetings he/she has been chairing. Based on your own experience, give this person advice about how to lead a successful meeting. (Consider: Is a meeting really necessary? Does everyone invited really need to be there? Has the meeting been scheduled at a time everyone can attend? Is there an agenda? Is the agenda distributed before the meeting to ensure everyone is prepared? What room configuration best encourages participation – seating theatre style, around a rectangular table, around an oval/circular table? How is equal participation encouraged? For relevant items, is a record kept of what action is to be taken and who is responsible for taking it?,...)

FUNCTIONS TO PRACTISE

Counsel/advise

Express: advisability, possibility, necessity

Explain: give examples, details

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Modals: should, have to, can, could, may, might

You have to take into consideration who is invited, for how long and for what reasons.

Present perfect tense

I've attended and chaired a lot of meetings in my day; the best advice I can give is to think before you meet.

Imperative

Don't forget to watch body language; for example, people's posture during a meeting tells you a lot about their attitude to what is going on.

Causative: get someone to do something

Try to get the group to share responsibility for the success of a meeting.

Connectors: before, during, after

Get participants' input before and during the meeting and ask for feedback afterward.

Indirect and direct questions

Can you explain what you mean by participants sharing responsibility for the success of a meeting?

What do you mean by participants sharing responsibility for the success of a meeting?

VOCABULARY TO PRACTISE

Verbs

consider
ensure
forget (to do something)
schedule

Nouns

configuration
consideration
feedback
input
item
schedule

Adjectives

effective
ineffective
relevant
irrelevant

Idioms

in my day
take into consideration
take over

MEETINGS

What behaviours have you observed or encountered which are most disruptive to the progress of meetings (e.g. the person who knows everything, tries to dominate, splits hairs, talks too much, goes off-topic, jokes about everything, is negative, is indecisive,...)? What tips can you offer for handling these people?

FUNCTIONS YOU MAY WISH TO USE

Express opinion

Support opinion: give examples, causes, results, reasons

Counsel/advise

Express: possibility, necessity, obligation

Compare

Hypothesize

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR WHICH MAY ARISE

Comparison

The most disruptive behaviour is cross talk because no one can hear what is going on.

Modals: have to, must, should, can

The chairperson has to nip disruptive behaviour in the bud before it gets out of hand.

Present real conditions

Sometimes you can get off the hook, if you turn the problem back to the group; for example, if you think "the expert" has offered a terrible idea, ask the others what they think.

Present perfect tense

I've found it helpful to talk to the difficult person privately to explain why the behaviour is problematic.

Causative: let someone do something

Don't let people get away with constant complaints because complaining can be contagious.

Indirect and direct questions

Could you tell me what other techniques you use with difficult people?

What other techniques do you use with difficult people?

VOCABULARY TO PRACTISE

Verbs

complain
disrupt
dominate
domineer
encounter
joke
observe
whine

Nouns

behaviour
complainer
complaint
disruption
expert
joker
pessimist
whiner

Adjectives

contagious
disruptive
domineering
indecisive
problematic

Idioms

find (something/someone) helpful
get away with
get off the hook
get out of hand
go off topic
go on (transpire)
nitpicker
nip something
split hairs

MEETINGS

A team member did not contribute anything to discussions during team meetings. She felt that certain people always dominated and that the others did nothing to stop this behaviour. She also felt that whenever she tried to contribute, the domineering team members either discounted her comments or put her down. She decided to attend meetings but refrain from participating. In this situation, what would you have done if you had been:

- a. the team member who felt ignored
- b. the person chairing the meeting

For each case, explain your choice of behaviour/action.

FUNCTIONS TO PRACTISE

Hypothesize

Explain: give reasons, causes, results

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Past unreal condition: past perfect + perfect modal

If I had been the team member, I would have spoken to my team leader long before things had gotten out of hand.

Provided that I had managed to get support from my team leader, I would have continued to participate.

If I had been the chair person, I wouldn't have let other team members get away with belittling her.

Past unreal condition: past perfect continuous + perfect modal

Had I been chairing the meeting, I would have encouraged this person to speak up.

Connectors: nevertheless, nonetheless

I think the team member should have been pro-active; nevertheless, I can see why it would have been difficult for her.

Indirect and direct questions

I was wondering what the chairperson could have done to prevent the problem from mushrooming.

What could the chairperson have done to prevent the problem from mushrooming?

VOCABULARY TO PRACTISE

Verbs

belittle
continue to (do something)
discount
refrain from

Nouns

contribution
participation
support

Adjectives

assertive
ignored
pro-active

Idioms

get away with (doing) something
get out of hand
get support (from)
put (someone) down
speak up

MEETINGS

Give advice to a colleague who does not contribute to the discussion during team meetings because she feels that certain people always dominate and whenever she tries to contribute, these people either discount her comments or put her down. She attends meetings but does not participate. Although the team member appears calm, she is simmering with resentment.

FUNCTIONS TO PRACTISE

Counsel/advise

Express: possibility, necessity

Make suggestions

Explain: give reasons, results

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Modals: can, may, might, have to

You might want to consider some assertiveness training.

Imperative

Don't let them get the better of you. Remember that you are as much a member of the team as they are.

Present unreal condition

If I were you, I would talk it over with someone on the team that you trust.

Gerunds

Have you considered bringing the team leader in on the problem?

Perfect modals

The team leader should have been more tuned in and picked up on how you are feeling.

Connectors: since, because

Since the team leader seems oblivious to the problem, I think you'd better let her know what is going on for you.

Indirect and direct questions

Can you explain what you learn in assertiveness training?

What do you learn in assertiveness training?

VOCABULARY TO PRACTISE

Verbs

contribute
discount
dominate
participate
resent
simmer

Nouns

assertiveness
calm
oblivious (to something)
resentment

Adjectives

assertive
tuned in

Idioms

bring (someone) in on (something)
get the better of
go on
let (someone) know something
pick up on
talk (something) over with
stand (one's) ground
stand up for (oneself)

MEETINGS

Towards the end of a meeting which had gone on for far too long, a team member suddenly packed up his notes, shoved them into his briefcase, stood up and walked out. He was fed up; he felt there were too many such meetings which seemed to serve no purpose other than to allow certain members of the team to brag. What would you have done in this situation, if you had been:

- a. the team member who got fed up
- b. another member of the team
- c. the team leader, chairing the meeting

For each case, explain your choice of behaviour/action. What should the team leader do now?

FUNCTIONS TO PRACTISE

Hypothesize

Express: possibility, necessity, ability, past advisability

Confirm/clarify: Ask questions to elicit information/details

GRAMMAR POSSIBILITIES

Past unreal conditions: past perfect + perfect modal

If I had been as angry as that person was, I might have blown up right at the meeting.

Had I been in that situation, I couldn't have kept all that resentment bottled up inside me.

Modals, modal passive

The chairperson has to prevent situations like that from happening; the situation shouldn't have been allowed to deteriorate to that extent.

Causative: let someone do something

Now the chairperson should let the meeting reach its natural conclusion and then talk to the person who walked out in order to get to the bottom of the matter.

Indirect and direct questions

Can you explain what you would have done, if you had been a team member who witnessed the scene.

What would you have done, if you had been a team member who witnessed the scene?

VOCABULARY TO PRACTISE

Verbs

bother
brag
deteriorate
find out
pack up
prevent something (from happening)
stand up

Nouns

prevention
resentment
scene

Adjectives

considerate
domineering
inconsiderate
resentful

Idioms

blow up
bottled up
fed up
get to the bottom of something
serve no purpose
set limits
take over
walk out

MEETINGS

ROLEPLAY: PARTICIPATING IN MEETINGS

You are a **team leader**. One team member has many good ideas but tends to domineer in meetings. You have already tried several strategies to curb this behaviour: you sit next to her so that it is harder for her to get your attention; you try to elicit the group's responses to her ideas. Nevertheless, the attempts to dominate continue. You want this person to help rather than hinder the progress of meetings. You have scheduled a private meeting with her.

FUNCTIONS

Be diplomatic

Discuss sensitive topics

Give negative feedback

Persuade

Express: necessity, possibility, obligation

GRAMMAR

Simple past / present habitual tenses

I wanted to talk to you because there seems to be an ongoing problem with your participation at meetings.

Present perfect continuous / present habitual tenses

I've been trying to get junior people to join in more but they can't, if you jump in before they have a chance.

Connectors: although, even though, despite

Although you're very generous in sharing your ideas, I still need to hear input from the others.

Modals: have to, can, could, should

You have to agree that everyone should contribute. Can I count on you to help me encourage the others?

VOCABULARY

Verbs

curb
domineer
dominate
hinder
tend to

Idioms

get someone's attention
jump in
join in

MEETINGS

ROLEPLAY: PARTICIPATING IN MEETINGS

You are a **team member**. You are confident, outspoken and enjoy sharing your ideas. You think it is the responsibility of every team member to contribute fully in meetings. You don't know why your team leader has asked to meet with you.

FUNCTIONS

Express opinion

Justify: explain, give reasons, examples, results

Express: necessity, ability, certainty

GRAMMAR

Past continuous tense

I was only trying to save us time by getting a lot of ideas on the table as quickly as possible.

Present perfect continuous / simple past tenses

I've been trying to do my share; I didn't intend to dominate.

Present real condition

I certainly don't want to be a burden; if you want me to keep quiet, just say so.

Modals: have to, can, should

You know I believe everyone has to pitch in.

Causative: let someone do something

Of course, I can curb my enthusiasm and let the others get their two cents worth in too!

VOCABULARY

Verbs

dominate
hinder
tend to

Adverbs

just
only

Idioms

be a burden
do one's share
get/ put something on the table
get one's two cents worth in
keep quiet
pitch in
save (someone) time

MEETINGS

ROLEPLAY: THE NEED FOR MEETINGS

You are a **manager**. One of your teams is having communication problems. According to what you have heard, team members have no sense of what others are doing nor of how their projects relate to the work of the division. The team leader rarely holds meetings. You have scheduled a meeting with the team leader to encourage him/her to hold meetings regularly and keep the team up to date.

FUNCTIONS

Be diplomatic

Give negative feedback

Persuade

Counsel

Express: necessity, possibility, obligation, certainty

GRAMMAR

Impersonal subject

It seems the team has no idea of the big picture and of where they fit in to the work of this division.

Passive

It's been pointed out to me that people on your team feel as if they are operating in a vacuum.

Modals: should, have to, can

You should give them a chance to tune in and co-operate; I'm sure you can all pull together.

Indirect question

I have to question what the real issue is. Do you really think it's the meetings themselves?

Gerunds

How about giving regular meetings another try?

VOCABULARY

Verbs

co-operate
relate
schedule

Idioms

fit in (to something)
keep someone up to date
operate in a vacuum
pull together
tune in

MEETINGS

ROLEPLAY: THE NEED FOR MEETINGS

You are a **team leader**. You have sat through many meetings which were a waste of time and promised yourself never to inflict meetings on others when you became a team leader. Besides, at the meetings you did hold, people argued with you and with each other. When you don't have meetings, you feel more in control. Your manager has asked to talk to you.

FUNCTIONS

Express opinion

Justify: give reasons, explanations, examples, results

Express: necessity, obligation, possibility, certainty, uncertainty

Hypothesize

GRAMMAR

Present perfect / present habitual tenses

I've tried holding meetings but they don't work; everyone just argues.

Causative: get someone to do something

I can't get these people to co-operate with each other.

Noun clauses

As I see it, none of them cares how our work fits into the big picture. What they care about is their piece of the pie.

Modals: have to, may, might, could

If you say I have to, then I'll try meetings again. They may work but I doubt it.

VOCABULARY

Verbs

argue (with)
care (about something)
co-operate

Idioms

a piece of the pie
a waste of time
be in control
call a meeting
can't stand (doing something)
fit in (to something)
hold a meeting
the big picture

MEETINGS

GROUP ACTIVITY

Your work group has more and more meetings which have become less and less productive. What can be done to remedy the situation? Work with your team to establish priorities and guidelines for running meetings more effectively.

PREPARATION FOR THE MEETING

The questions below will help you start brainstorming on your own or with a partner.

- How can you make the purpose for the meeting clear? Under what circumstances would a fax, a memo, e-mail, or phone be more effective?
- How often is often enough?
- What time of day is most effective? At what time of day can most people attend?
- What is the maximum effective length of a meeting?
- What kind of room and seating arrangements facilitate meetings?
- Is it important to begin and end on schedule?
- Does everyone need to attend the whole meeting? Can people be present only for the parts of the meeting relevant to them?
- What preparation should the leader do? What preparation should participants do?
- Are agendas always necessary? What constitutes a good agenda?
- How can discussion be kept focused?
- What should the leader do to ensure the success of a meeting?
- What should participants do to ensure the success of a meeting?
- How can problem personalities and behaviour be best handled?
- How should decisions be made, by consensus, majority vote, the chairperson?
- Is it necessary to keep a record of each meeting? What kind of record is useful?

Consider priorities: What are the most important changes and principles to establish?

Review the functions, grammar and vocabulary.

Select someone to chair the meeting and someone to take minutes.

CHAIRPERSON:

Establish a date and time which is convenient for all.

Decide if a formal agenda is necessary. If it is, compose and circulate the agenda.

Review the language of meetings: Chairperson (informal / formal), in the Appendix.

PARTICIPANTS:

If an agenda has been distributed, read the agenda and think about each of the agenda items.

Jot down your ideas from your brainstorming (above). Bring your notes with you to the meeting.

Review the language of meetings: Participant (informal / formal), in the Appendix.

RECORDING SECRETARY:

Review the language of meetings: Recording Secretary (informal / formal), in the Appendix.

PARTICIPATION IN THE MEETING

CHAIRPERSON:

State the purpose of the meeting (to establish priorities and guidelines for more efficient and productive meetings) and how you plan to proceed.

Elicit participation from everyone.

Keep discussion on track.

Clarify/summarize decisions made on each topic.

Close the meeting

PARTICIPANTS:

Present your ideas.

Consider/discuss the ideas of others.

Reach consensus, make decisions, establish priorities.

RECORDING SECRETARY:

Keep notes on the topics of discussion, the decisions reached, who is to take action, follow-up,

Ask for clarification whenever necessary

Write up and distribute minutes.

FUNCTIONS

Express opinions

Support opinions: give examples, reasons, causes, results

Explain

Express: possibility, obligation, necessity

Make suggestions

Agree/disagree

State your position: for/against

Concede/reach consensus

Chair/participate in a meeting

GRAMMAR

Modals: should, have to, can, could, may, might

As far as I'm concerned, meetings have to have a clear purpose; if you can't articulate why you're calling the meeting, you shouldn't have one.

Infinitives

I think it's a good idea to have regular meetings to keep everyone up to date on what's going on.

Gerunds

No way! Having a meeting just for the sake of meeting is a waste of time.

Present real conditions

If you give me a chance, I'll explain what I mean.

Present perfect tense

I've always felt that consensus is the way to go.

Causative: get someone to do something, let someone do something

The only way to get people to attend is to make the meeting worth their while. Once they've come, you've got to let them have their say.

Noun clauses

What you need to keep in mind is that every one of us thinks our own time is the most valuable.

VOCABULARY

Verbs

articulate
attend
disrupt
dominate
ensure
focus (on something)
matter (to someone)

Nouns

configuration
feedback
frequency
input
leadership
punctuality

Adjectives

disruptive
focussed/unfocussed
petty
trivial

Idioms

bog down
come down to
fall apart
for the sake of
have a/one's say
keep discussion moving/ on track
keep in mind
keep (everyone) up to date (on)
make or break
make sure
take control
what's going on
worth your/their while