

Meet, discuss and agree

BEM1 | B1-B2 | Adults and older teens | Fictional workplace meetings

What makes a meeting useful? Think of one decision people make at work. You can use a fictional example. Then read this short meeting.

1. Read an example

Lee: We need a twenty-minute welcome break for eighteen people. What could we do?

Mo: What about going to the cafe?

Lee: It sounds friendly. Kim, what do we need to check?

Kim: The cafe has only fifteen seats. Our office room has twenty seats and is available on Thursday at eleven.

Mo: Then I suggest the office room. Everyone would have a seat.

Lee: Agreed. Mo, can you reserve it by Tuesday at twelve?

Mo: Yes. Kim, could you send the invitation by Wednesday at twelve, after I confirm the room?

Kim: Yes. So our break is Thursday, eleven to eleven twenty. Mo reserves the room first, then I send the invitation.

Why do they change the first idea? Who will do what? What are the two deadlines? Which action must happen first?

2. Choose words for your own meeting

Suggest: Could we choose ...? / What about choosing ...?

Give a reason: That would work because ...

Check: Do you mean ... in total? / Can you confirm ...?

Offer another view: I can see the advantage, but ...

Invite someone: What do you think? / What do we need to know?

Check an action: Who will ...? By when?

Sum up: So we have agreed ... A will ... by ...

3. Try a short exchange

Practise a suggestion and a reply. Add a reason or a useful question. Cover the example and try again in your own words.

One thing I want to practise in the meeting:

Could we + verb: Could we choose the office room?

What about + -ing: What about choosing the office room?

By gives a deadline: reserve it by Tuesday.

On gives the event day: the event is on Thursday.

Plan a welcome event

BEM1 | First meeting | Imagine it is Monday at 09:00

Plan an event for 12 new staff and three organisers: **15 people in total**. The budget is £200. Choose the activity, day and start time. Agree the next actions. Each person has different information.

1. Read the options together

Option	Price / people	Duration / availability
Office challenge	£120 total Maximum 18	Team puzzles in your office. 60 minutes. Tuesday 10:00 or Thursday 14:00.
Outdoor walking tour	£60 total Maximum 20	Guided outdoor route near the office. 60 minutes. Tuesday 10:00 or Thursday 14:00.
Creative workshop	£180 total Maximum 16	Facilitator visits your office. 75 minutes. Thursday 14:00 only.

These are fictional current quotes. Nothing has been booked. Other facts are on the private role cards. Keep your card private and share its information by speaking.

2. Hold the meeting

1. A opens the meeting and asks for a suggestion.
2. Everyone shares their information. Ask about missing details.
3. Compare the choices. Agree a workable option, or say what still needs checking.
4. Agree who will do each action and by when.
5. C reads back the plan. Everyone confirms or corrects it.

3. Check the plan

Activity, day, start and finish time, and a reason:

Action	Person	Deadline
Check / reserve room or route	_____	_____
Confirm quote / book activity	_____	_____
Send invitation after confirmation	_____	_____

Before looking at this shared record, each person writes their own short summary on their private sheet. Then compare. Correct any different plans before finishing.

Open the meeting

BEM1 | First meeting | Organiser and chair

Read this with the shared agenda. Do not show it to your partners. Ask for everyone's information before choosing.

1. Read your information

Your aim: everyone attends the welcome event.

The trainer: one of the 15 people. They cannot attend on Tuesday. They can attend on Thursday at 14:00.

Time limit: the event must finish within 60 minutes. The creative workshop cannot be shortened.

Your action: send the invitation by Wednesday at 12:00, after B and C confirm the practical arrangements and booking.

2. Prepare and speak

An important fact to share and a question to ask:

We need to choose ... What do you suggest?
B, what do we need to check?
C, does that fit the budget?
I can see the advantage, but ...
Before I send the invitation, who will confirm ...?

Invite both partners to speak. Give your own view too. You can ask for repetition or take a short pause. A good meeting is a shared decision, not a speech from the chair.

3. Write before comparing

Our activity, day, time and reason:

Who does what, by when, and what still needs checking:

Compare with your partners. Confirm or correct the plan. Keep this page for the supported retry. Your teacher will give new role information later.

Check the practical details

BEM1 | First meeting | Logistics

Read this with the shared agenda. Keep it private. You have information the others need, so share it during the meeting.

1. Read your information

Access: one person needs a step-free route.

Your office room: step-free and available Thursday 14:00-15:00.

The outdoor tour: you do not know if its route is step-free.

Weather: the fictional forecast for Thursday is wet. The organisers require an indoor event in wet weather.

Your action: check and reserve the chosen room or confirm the chosen route by Tuesday at 11:00. Tell C, so C can book; tell A when confirmed.

2. Prepare and speak

An important fact to share and a question to ask:

We need a step-free route.
The office room is available ...
We do not know ... yet.
How long does it take? Can everyone attend?
I can check ... by Tuesday at eleven.

Ask about attendance and duration. Do not invent access arrangements or a new indoor tour. If something needs checking, say what it is and who will check it.

3. Write before comparing

Our activity, day, time and reason:

Who does what, by when, and what still needs checking:

Compare with your partners and correct any differences. Keep this page for the supported retry; the teacher will give new role information later.

Check the cost and sum up

BEM1 | First meeting | Budget and summary

Read this with the shared agenda. Keep it private. Share your information and your view, not just the final summary.

1. Read your information

The budget: £200 maximum for all 15 people.

Prices: the agenda shows total prices, not prices for each person. There are no extra charges.

Your action: confirm the quote and book the agreed activity by Tuesday at 12:00, after B confirms the room or route by 11:00. Tell A when the booking is confirmed.

At the end: read back the choice, reason, day, time, actions and deadlines. Ask both partners to check it.

2. Prepare and speak

An important fact to share and a question to ask:

That price is for all fifteen people.
Does it fit our time limit and group size?
I suggest ... because ...
I can book by ... after B confirms ...
So we have agreed ... Have I got that right?

Do not increase the budget or invent a discount. Check the practical limits as well as the price. A cheap option is not useful if people cannot attend.

3. Write before comparing

Our activity, day, time and reason:

Who does what, by when, and what still needs checking:

Compare summaries before closing. Keep this page for the supported retry. Later, rotate to a new role when the teacher gives the new information.

Suggest, clarify and agree

BEM1 | B1-B2 | Workplace learners | Core 60 min + later 15 min

Outcome: contribute a suggestion/reason, share or clarify a constraint and confirm an action plan others understand. Retains the original 15-person welcome-event decision and changed round. All prices, procedures and results are fictional. No recording required.

Distribute only the intended pages

Share pages 1-2 with all three learners. Give page 3 only to A, page 4 only to B, page 5 only to C. Keep pages 6-8 with the teacher. Use the separate role PDFs online; do not share the full pack with learners. Each learner has private notes for an independent final summary. All first-round facts needed are supplied. Keep second-round information on page 7 private until the first meeting and feedback/retry are complete. Rotate roles and privately read/copy the full replacement message to each new role. Do not give a learner all three messages.

Core route: about 60 minutes

0-8: ask which workplace meetings learners attend and what makes joining in difficult. Read the short different-case model and check who does what/by when. Choose one useful language focus.

8-15: read the shared agenda, then distribute A/B/C privately. Explain quote, step-free, reserve and invitation. Allow keyword preparation; avoid revealing hidden constraints.

15-23: first meeting. Each contributes; then everyone writes their own summary before comparing. Record an example and one listener misunderstanding if present.

23-31: select one or two useful targets: asking before deciding, linking reason to need, inviting a contribution or confirming an action. Elicit repair, model if needed, then rehearse a short exchange.

31-39: keep roles and repeat the first meeting with the chosen target. Compare separate summaries and support used. This is a supported retry of known facts.

39-44: rotate A to B, B to C, C to A. Give each their full private round-two message from page 7. Shared agenda remains; role messages replace conflicting facts.

44-54: changed meeting, independent summaries, read-back and correction. Attend to individual contributions, not only the group result.

54-60: name a success, a useful change and a next step. Save language examples and support. Agree the supplied page 8 later check.

Adapt the format

One-to-one: learner chairs; teacher holds the other roles and shares their facts as part of a natural meeting. Do not force repeated guessing before a crucial fact is shared. Change learner responsibility in the next task.

Pairs: one holds A; the other holds B+C. Swap later. This practises a two-person meeting; it is not evidence of managing three separate voices.

Online: send shared pages plus one private role file. **Four learners:** fourth observes without fact cards, noting choice, constraints and action plan; include them as a speaker in another task.

Support: visible phrase bank, oral rehearsal, readable text, repetition and extra time. More challenge: cover the bank and summarise for an absent colleague. Avoid compulsory quotas, accent/eye-contact scores or acting out hierarchy.

Change the plan with reasons

BEM1 | Reveal round two only after first-meeting feedback and retry

Model and first-round keys

Model: cafe has 15 seats for 18 people, so office room with 20 seats is suitable for Thursday 11:00-11:20. Mo reserves it by Tuesday 12:00; Kim invites by Wednesday 12:00 after Mo confirms. No claim that it has already been booked.

First task: office challenge Thursday 14:00-15:00, £120 total, 15 within capacity 18, step-free office room. Tuesday excludes trainer; workshop takes 75 minutes and cannot be shortened; outdoor route has unconfirmed access and fails the stated indoor requirement under wet forecast. A tour could only become a confirmed alternative if new required facts were established; learners may identify a pending enquiry, not invent confirmation.

Actions: B checks/reserves room by Tuesday 11:00; C confirms quote/books by Tuesday 12:00 after B; A sends invitation by Wednesday 12:00 after confirmation. All actions are agreements for future work, not completed bookings.

Full replacement messages: send separately

New A | Chair: You want all 15 people to attend. Trainer is available only Thursday at 14:00. Event must finish within 60 minutes; workshop cannot be shortened. Ask both partners for updates. Send the invitation by Wednesday 12:00 after the booking and meeting point are confirmed.

New B | Logistics: One participant needs step-free access. The provider now confirms an **indoor, step-free tour** for all 15 people, Thursday 14:00, lasting 60 minutes. Wet weather will not affect it. Office room remains available 14:00-15:00. Confirm the chosen tour meeting point or office room by Tuesday 11:00 and tell C and A.

New C | Budget and summary: Budget stays £200; no increase or discount is allowed. Office challenge now costs **£220 total**. Indoor tour costs £60 total; workshop £180 and 75 minutes. Confirm quote/book by Tuesday 12:00 after B confirms practical arrangements. Tell A, then summarise the decision, actions and deadlines.

Round-two key and short rehearsal

Indoor tour Thursday 14:00-15:00 fits duration, all 15 people, access/weather and £60 price. Office challenge exceeds budget by £20; workshop exceeds time by 15 minutes. B confirms meeting point by Tuesday 11:00; C quote/books by Tuesday 12:00; A invites by Wednesday 12:00 after confirmation. Preserve the distinction between a selected option and a booking that still needs doing.

A: Could we keep the office challenge?

C: I can see the advantage, but the new quote is £220 and we can only spend £200.

B: The provider has now confirmed an indoor, step-free tour.

A: That could work. Can you confirm the time, capacity and meeting point?

B: The time and capacity are confirmed. I'll confirm the meeting point by Tuesday at eleven.

A new meeting next lesson

BEM1 | About 15 minutes | Keep these messages until the later check

Choose new chair/logistics/summary roles. Privately give each person the common brief plus only their own message below. They can write keywords on plain paper. All materials and possible outcomes are supplied; no workplace research is needed.

Common brief: how will everyone get the update?

It is Monday. Twelve staff must receive the same approved policy update by Friday. Budget: £100. Choose one method, or combine methods within budget. All versions contain the same approved core information.

Live briefing: Wednesday 10:00-10:30, free, capacity 16.

Recorded video: £80 total, ten minutes, available to watch any time Tuesday-Friday.

Printed guide: £40 total for twelve copies, ready Tuesday at 10:00. People can read it any time before Friday. Prices include all charges.

Separate private messages

Only A | Chair: Four of the twelve cannot attend Wednesday's live briefing. Everyone still needs the core information by Friday. After the plan is confirmed, tell all staff how to get the update by Tuesday 16:00. Ask about access and cost.

Only B | Access: Two staff can use only paper materials this week; they cannot attend the live briefing or access the video. All twelve can receive and read a printed guide before Friday. You can arrange paper distribution or confirm an alternative access plan by Tuesday 12:00. Ask who would miss the chosen method.

Only C | Budget and summary: The £100 cap cannot increase and prices cannot be reduced. Video plus guides costs £120. You can order the agreed paid materials by Monday 16:00, then tell B when ready. Summarise method(s), total cost, coverage, owners and deadlines.

Later key and timing

Guides for all twelve cost £40 and meet supplied access/coverage/deadline needs. Guides plus free live briefing also cost £40; live attendance remains optional, and the guide supplies core information to absentees. Video alone and live alone exclude people; video+guides exceeds budget by £20. No invented extra session or access route is confirmed. C orders guides Monday 16:00; B distributes by Tuesday 12:00; A informs everyone by Tuesday 16:00; everyone receives the update by Friday. Other coherent plans must satisfy every supplied fact.

Allow three minutes preparation, six for the meeting, three for separate summaries/read-back and three for selective feedback and one repair. Start without the model where suitable; retain agreed access support and record it.

Keep useful evidence

For each learner record: **task/role; exact contribution and listener response; support used; one target; repair; next task/role to sample.** Group agreement alone does not show each person's independent speaking. A supported retry is not lasting learning or a CEFR level. Timing, interest, retention and effectiveness remain untested in class.