

Meeting Word Partnerships – Verbs

1. Find five words that do not form a strong word partnership with the word **meeting**.

skip interrupt call off conduct
 have organize
 arrange open put off wind up
 adjourn call fix cancel close
 bring ~ forward manage postpone hold
 tell jump attend
 chair form

a meeting

2. Replace the underlined word with another word meaning the same from above.

A: Look, I can't make Friday's meeting, we'll have to cancel it. _____

B: It's a key meeting, don't you think we'd better postpone it? _____

A: Ok then, why don't you arrange another time? _____

D: It's been a long meeting; I hope she'll close it soon! _____

3. Work in a group of three or four and organize the words from 1 into different categories.

4. Using your diaries, discuss with a partner the upcoming meetings you will have.

Teacher's notes

Target: Adult business English students of an intermediate level or above.

Goal: Introduce students to the collocations of the word 'meeting' and give them practice using them.

Time: About 30 minutes.

This exercise would be one of a series of lessons about meetings.

Warmer: Start with a general discussion about meetings and how they are arranged. Who sets them up and why? What procedures do they have to go through to set up a meeting? How are time changes handled? Etc. This can be used to elicit some of the vocabulary.

Give out the handout. Ask the students in pairs to identify the five words that do not have a strong collocation with meeting (form, tell, manage, put on, jump). It might be necessary to go over some of the vocabulary. Special attention should be paid to the difference between 'bring forward' and 'put off', where 'bring forward' means to hold earlier and 'put off' means to hold later. Attention can also be given to how the phrasal verbs work.

Exercise two is a fill-in the blank replacement exercise (call off, put off, fix, adjourn/wind up).

Exercise three is an organizing activity to get the students to work with the words in a structured way to help retention. The words can be organized in several ways, but the two most interesting would be either based upon a time scheme, where the words are put in order in which they would occur, and/or they could be organized into formal versus informal. In the latter case, additional words could be added, such as address, convene and preside over.

Exercise four is a simple personalization exercise where the students compare diaries and discuss their meeting.

I would suggest that the teacher then adopts this vocabulary when talking about his/her own classes.