

Writing file 2 | Teacher's notes

Learning objectives in this lesson

To get students thinking about how to go about taking minutes in a meeting and how to write these up after the meeting.

- 1 Ask students to work in pairs and talk about their own experiences of taking or writing minutes. After a couple of minutes take some feedback and then ask them to look at the minutes and see if what they would include is in the minutes here.
- 2 Ask students to decide if the statements of advice should be prefaced with *Do* or *Don't*. Give them a couple of minutes working in pairs to decide and then check answers with the class.

Answers

1 Do 2 Don't 3 Do 4 Don't 5 Do
6 Do 7 Do 8 Don't 9 Do

Now ask students to decide if these pieces of advice are for before the meeting, while taking the minutes, or when writing up the minutes. Give students a couple of minutes to think about this in pairs before taking feedback.

Answers

1 after 2 during 3 before 4 after 5 during
6 during 7 after 8 after 9 during / after

- 3 Students look at the three examples from the memo and decide together why the infinitive is used.

Answer

It shows an intention or the purpose of something. It is shorter than having fully constructed sentences.

Now get the students to work in pairs and rewrite the sentences as if they were in an email, this shows the different styles needed in the different genres. You could try to elicit in what other writing they might use the shortened version, e.g. memos and SMS (text messaging).

Answers

GN is going to collect the ...
EC will be ...
PG will organize ...

- 4 This exercise shows students that there are different ways of writing minutes but there are usually constants. Get students to discuss the minutes in exercise 1 and compare them to minutes they have seen in their jobs. Ask them to draw up a list of differences and similarities and things that should go into minutes in general.

Answers

Typical things in minutes: name of organization; place; time and date; people present and absent; the agenda; discussion; decisions and assignments; follow-up action with assigned roles; dates of subsequent meetings

- 5 You will need a copy of the CD that accompanies the Student's Book. Before you play audio 08▶, remind students that Jamie, Bruno, Josie, and Samira, are finishing the decoration of a community centre and are having a meeting to decide who is doing what. Play the audio and ask students to make a note of the items the four people discuss, i.e. what the items would have been on the agenda. Ask them to check their lists in pairs. Then ask them to take notes as you play the audio again. They will need to use these notes to write up minutes for the meeting.
- 6 Instruct students to write the minutes from the meeting they have just heard. This can be done collaboratively in class or as homework.

Evaluation tips

Look for appropriate layout and concise language. Remember to comment on content as well as accurate language use.

Note that the minutes in the sample answer are in a different format to those in exercise 1.

Sample answer

Minutes of Chicago Volunteer Group Meeting

Date and time: 10 am Wednesday 27 September

Venue: Meeting room

Present: Bruno Lewis (BL), Josie Lawrence (JL), Samira Khan, (SK) Jamie Ortega (JO)

1 Community centre

Community centre developing well and on schedule for reopening.

2 To do list

What	Action
Carpet layers	BL to be in community centre to open up.
Buy paint	JL and BL to collect this afternoon.
Finish decorating	Team to get painting finished before carpet people arrive.
Cleaners	JO to organize once work has been completed. BL to send JO cleaners' contact details.

3 Other issues

Bruno will be away from work on the afternoon of the 27th due to dental appointment.