Student A

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Making an Appointment

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Work with a partner.

- What is your next appointment?
- **2** Conversation Read and fill in the spaces.
 - Scene: Pam and Bob work in different departments of ABC incorporated. Bob is calling Pam.

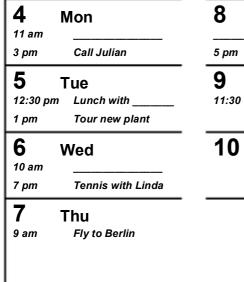


	Pam:	Hello - Pam Robertson	
• are you free	Bob:	Oh hello, Pam, it's Bob here.	
• fine	Pam:	Hello Bob. How can I help you?	
• speaking	Bob:	the new advertising budget meeting on Tuesday afternoon?	
• I'll see you	Pam:	Let me see. Sorry I'm the new factory all day on Tuesday. How about Wednesday at two p.m.?	
 I'm calling about visiting 	Bob:	Yes - I'm meeting a customer in the morning, but the afternoon is	
• visiting	Pam:	Good. So Good bye.	
	Bob:	Good bye.	

B

Pair Work

Read Peter's diary and the instructions on the right.



8	Fri Meeting at Berlin Office
5 pm	
9	Sat
11:30 an	n Golf with Tom and Harry





Peter's Diary

- Your partner has the missing information.
- Use the Present Continuous to ask questions. Fill in the blanks.
- Your partner will also ask questions. Answer them using the Present Continuous.

Student B

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Making an Appointment

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Work with a partner.

• What is your next appointment?

Conversation Read and fill in the spaces.

Scene: Pam and Bob work in different departments of ABC incorporated. Bob is calling Pam.

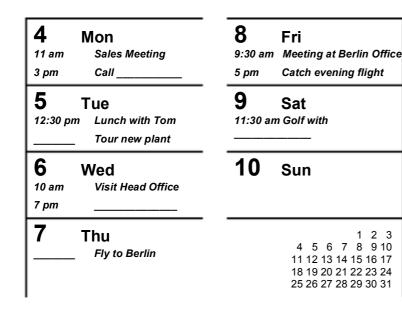


	Pam:	Hello - Pam Robertson	
 are you free 	Bob:	Oh hello, Pam, it's Bob here.	
• fine	Pam:	Hello Bob. How can I help you?	
• speaking	Bob:	the new advertising budget meeting on Tuesday afternoon?	
• I'll see you	Pam:	Let me see. Sorry I'm the new factory all day on Tuesday. How about Wednesday at two p.m.?	
 I'm calling about 	Bob:	Yes - I'm meeting a customer in the morning, but the afternoon is	
• visiting	Pam:	Good. So on Wednesday, then. Good bye.	
	Bob:	Good bye.	

Pair Work

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Read Peter's diary and the instructions on the right.





Peter's Diary

- Your partner has the missing information.
- Use the Present Continuous to ask questions. Fill in the blanks.
- Your partner will also ask questions. Answer them using the Present Continuous.

Student A & B

Vour portportuo	nte te errenge e meeting nevt week. Hewever, veu're very huevl
rour partner wa	nts to arrange a meeting next week. However, you're very busy!
Think of three re	easons why you are busy.
1)	
2)	
3)	
•)	

- Your partner will suggest a time. Say you are busy, and use one of the above reasons.
- Your partner will then suggest a different time. Accept the second time.

b Discussion Ask and answer these questions. Ask follow-up questions too.

- Are you busy nowadays?
- What are you doing tonight?
- Where are you having lunch tomorrow?
- What plans do you have over the next seven days?
- Your Ideas!

Making and Appointment: Teaching Notes

Target Structure:	Present Continuous (Progressive)
Vocabulary:	Business and Telephone
Level:	Elementary / Lower-Intermediate
Time:	40 minutes
Preparation:	None

Suggested Teaching Method

This worksheet teaches basic phrases used in telephone English. It also provides intensive practice of the Present Continuous (with future meaning) for appointments and schedules.

There are two versions to the first page. One is for student A and the other for student B. Exercise three is an information gap activity, where each student has different data. All the other exercises are the same.

- Pair students off as A and B. Give one set of worksheets to each student. The first page is different for A and B. Students should ask a partner the opening question. Don't spend too long on this exercise, since there is discussion at the end. This exercise gives you a chance to assess your students' ability of the Present Continuous.
- Pollow the instructions. You may want to pre-teach *advertising, budget* and *factory*. Students should work alone, and then check in pairs. After going through the answers with the group, students can practice the conversation once, and then change roles.
- Before beginning this exercise, you may wish to make a presentation on the Present Continuous on the board. Emphasize how it can be used when talking about schedules. Check that students can produce the question form.

Ask students to read the diary and the instructions on the right. Tell the students that they must not look at their partner's worksheet.

Demonstrate with a confident student. You could write an example on the board with a gap, and elicit the question.

This exercise allows students to use telephone English expressions from exercise two in a natural business conversation.

Explain that the conversations will follow the format of exercise two. For some variety, students need to think of three excuses for being busy. Write an example on the board, if your students lack imagination.

After changing roles once, students should team up with a different partner, so they can practice speaking to as many different people as possible.

6 This final exercise gives students the chance to personalize the language.

Students should work in pairs or small groups. Monitor and make notes, but try not to join in. After the conversation comes to a close, go through some relevant errors your students made.

The answer key can be found on the next page.

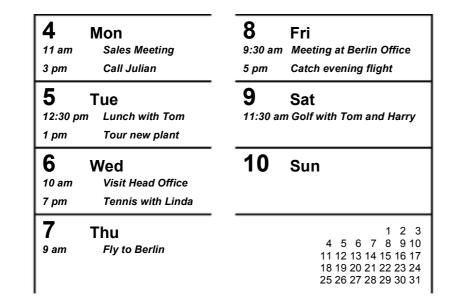
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Answer Key (Other answers may be possible.)

Pam:	Hello - Pam Robertson speaking.
Bob:	Oh hello, Pam, it's Bob here.
Pam:	Hello Bob. How can I help you?
Bob:	I'm calling about the new advertising budget meeting. Are you free on Tuesday afternoon?
Pam:	Let me see. Sorry I'm visiting the new factory all day on Tuesday. How about Wednesday at two p.m.?
Bob:	Yes - I'm meeting a customer in the morning, but the afternoon is fine .
Pam:	Good. So I'll see you on Wednesday, then. Good bye.
Bob:	Good bye.



Additional Ideas

You can follow this worksheet up with 'Changing an Appointment'. This provides additional practice of the Present Continuous and business telephone English.

How are we doing?



Have you taught this lesson? We would be pleased to hear your comments! Send your feedback to editor@handoutsonline.com.

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