

Total English

Elementary

What are we going to do on...?

1 Fill in the gaps in the following conversation using the words below.

let's about later free how afraid because can

A: _____(1) you meet me on Wednesday?

B: I'm _____(2) I can't meet you then _____(3) I'm working.

A: _____(4) about Thursday morning for coffee?

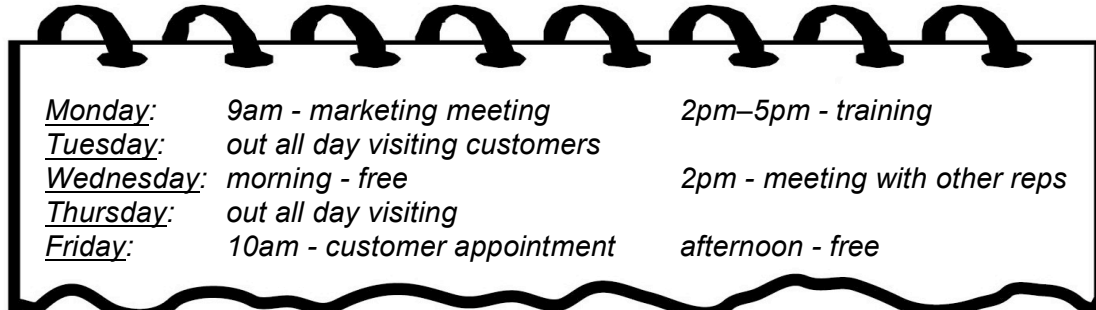
B: Er, I'm having a driving lesson at 10am, but I'm _____(5) after that.

A: How _____(6) _____(7) in the morning then?

B: OK! 8)_____ meet at 11.30am.

2 **Roleplay.** *Make that appointment!*

Student A: You are a sales representative trying to arrange 2 one-hour meetings with your manager next week using your weekly schedule below:



<u>Monday:</u>	9am - marketing meeting	2pm-5pm - training
<u>Tuesday:</u>	out all day visiting customers	
<u>Wednesday:</u>	morning - free	2pm - meeting with other reps
<u>Thursday:</u>	out all day visiting	
<u>Friday:</u>	10am - customer appointment	afternoon - free

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Student B: You are the manager. One of your employees needs to have two meetings with you next week. This is your schedule for next week:

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<i>Monday:</i>	<i>out all morning at a meeting</i>	<i>afternoon - free</i>
<i>Tuesday:</i>	<i>in the office all day - free</i>	
<i>Wednesday:</i>	<i>10–11am - meeting</i>	<i>afternoon - free</i>
<i>Thursday:</i>	<i>in the office all day - free</i>	
<i>Friday:</i>	<i>morning - free</i>	<i>2–3pm - meeting</i>

TEACHER'S NOTES:

What are we going to do on...?

Aim: to provide further controlled practice and freer practice of the can do statement in unit 11.3 and/or the communication page - making arrangements and appointments

Time: 40 minutes

Materials: photocopies of the worksheet for each student.

- 1 Monitor the activity whilst students complete the phrases. Elicit answers from the class.

Answers: 1 can 2 afraid 3 because 4 how 5 free 6 about 7 later
8 let's

- 2 Ex. 1 should have helped revise the language to be used in Ex. 2. Allow students to use the Students' Book, page 110–112 if they need to for planning phrases to use in their dialogue. Using phrases from unit 11, student A suggests times for the meeting to student B, who refuses politely if appropriate and suggests alternatives. Monitor as they work to check they are actively using new phrases, and give guidance if necessary.

If there's time, ask students to perform their roleplays. Listen in on the exchanges, and make notes of interesting viewpoints, that you can later put as questions to the class for a general discussion.