

CAN WE RESCHEDULE?

A: Good morning. Scranton Paper Works. Liz Schue speaking.

B: Hello, Ms. Schue. This is Peter Mitchel. We have an appointment this afternoon.

A: Yes. Hello Mr. Mitchel. How are you?

B: I'm alright, thank you. Ms. Schue, can we reschedule our meeting for another time?

A: When would you like to reschedule the meeting for?

B: Can we move the meeting to the same time tomorrow?

A: Sure. That shouldn't be a problem.

B: Thank you so much. I really appreciate it.



Can we	reschedule?
Is it possible to	change the meeting time?
Would it be possible to	move the meeting back?
Is there any way we can	bump the meeting up?



A: Thank you for calling Bonny Electronics. This is Robert Dee.

B: Hello, Mr. Dee. This is Steven Aooni. We have an appointment tomorrow morning.

A: Yes. Hello Mr. Aooni. How are you?

B: I'm good, thank you. I'm sorry to inconvenience you but my flight has been cancelled. Is it possible to reschedule our meeting for another time?

A: Oh, I'm sorry to hear that. When would you like to reschedule the meeting for?

B: Can we move the meeting to the same time next week?

A: I'm not sure. Can I message you about it later today?

B: Yes of course. Again, I am sorry for the trouble.

A: No, no. I understand. And we'll be in touch.

When	are you available next?
	do you want to reschedule for?
	would you like to reschedule for?
What	day is good for you?
	time can you be here?

Can We Reschedule?

These two simple conversations are examples of phone conversations in which people need to change the time of a prearranged meeting. The first gives a smooth conversation sample of the language with no reasons given or questions asked. It's simple and easy to practice. The second gives some complication, with a reason given and an uncertain outcome.

Either conversation can be used to great effect.

Using the worksheet

I've used this with a wide variety of students.

1. Students discuss meetings and schedules
2. Use the first conversation as a listening and comprehension exercise.
3. Students identify the key language and practice.
- 4a. Students can now get back to conversation talking about previous experience with scheduling problems or success stories.
- or
- 4b. Students role play the situation and practice the language functions at hand.

As the second conversation is a little harder you may wish to use it with more capable students and the first with less capable ones. You could use both but that would be a text-heavy class. You could also spread it out by using the two conversations on different days or by using one as a preparation sample and the other as a review sheet.

Like what you see? Want more? Spot a mistake or have a suggestion for making it better?

I want to hear from you so get in touch.

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