

Lesson Plan:

Rescheduling an appointment politely

LEVEL	TIME	TOPIC
Beginner-Intermediate (A2/B1)	60 minutes	Rescheduling an appointment politely

Objectives

By the end of the lesson, students will be able to request a new appointment time and confirm the change. They will also use the target phrases to ask a relevant question and confirm the key information.

Materials

Whiteboard, pens, and paper. Copy or display the supplied model and practice details; hide partner-only details until checking. All sample data are fictional.

Warm-Up Activity (8 minutes)

Activity: Ask whether the client wants no appointment or a different appointment.

Presentation (15 minutes)

Model an apology, the original booking, a clear request, two possible new slots, and final confirmation. Contrast canceling with rescheduling.

Language support: reschedule versus cancel; original appointment, alternative, confirmation; Would...work? Let me confirm...

Worked model / source: Client: I need to move my Tuesday appointment. Would Thursday at three work? Scheduler: Yes, Thursday June 11 at three.

Booking	Day / date	Time
Original	Tuesday, June 9	10:00
New option 1	Wednesday, June 10	2:00 p.m.
New option 2	Thursday, June 11	3:00 p.m.

Guided Practice (15 minutes)

Activity: Repair a dialogue ending Okay, see you then by adding explicit day/date/time. Client can attend only after 2:30.

Suggested answers / teacher notes: Thursday June 11, 3:00 is feasible; Wednesday 2:00 is not. Confirm removal of the original booking.

Procedure: Complete the first item together. Partners attempt the remaining items before seeing the notes. Ask them to explain a correction, then rehearse the corrected version.

Independent Practice (17 minutes)

Task: A client is free Wednesday after 1:00 but not Thursday. Scheduler uses the same slots. Agree on Wednesday June 10 at 2:00 and write a brief confirmation.

Success check: Check original booking identified, feasible alternative, exact confirmation. Correct on Thursday at three, not in Thursday.

Support and challenge: Allow learners to rehearse with the language support visible, then try without it. Confident learners add one related question or change one detail; their partner must respond accurately.

Wrap-Up / Review (5 minutes)

Review: Ask students to correct a confirmation with the wrong date.

Ask learners to explain their response using the model or practice material. Revisit one shared difficulty before collecting the final work.

Homework (Optional)

Write a brief message requesting a change and proposing two possible times.

Follow-up: Use the supplied model as a reference. Bring the response back for a brief partner check against the lesson objective; correct one detail or language choice before submitting it.