

Learning objectives in this lesson

Reading and understanding a basic schedule or itinerary for a business trip. Raising awareness of basic conventions and typical language features used in a schedule, including prepositions of time and place. By the end of the lesson, students will be able to plan and write a schedule.

- 1 Discuss the questions as a class. If students often deal with schedules ask them to bring real examples to the next lesson.
- 2 Ask students to read the email quickly and decide what the schedule is for.

Answer

It's a schedule for a business trip including a trade fair.

- 3 Ask students to read the email again in more detail and answer the questions. They can then check their answers in pairs, before feeding back to the rest of the class. During feedback, you might want to draw students' attention to the fact that we often miss out articles in this kind of schedule. So instead of saying *at the hotel* we shorten it to *at hotel*. This is a typical feature of information that contains times and places.

Answers

- 1 Dubai
- 2 export manager, sales team, local business people (presumably he will also meet lots of people at the trade fair)
- 3 a presentation, buffet reception, trade fair
- 4 yes, she has sent a brochure and map as an attachment to the email

- 4 Allow time for students to study the table before they complete the sentences. Ask students to check their answers in pairs before feeding back to the rest of the class.

Answers

1 at, at 2 in 3 on 4 in*, in 5 on
(*Note that the first answer could be also *at*, but in this case we can assume the meeting is inside the conference room, so *in the conference room* sounds more natural in this case.)

Extension

Ask students to read through the schedule in **2** again and underline all the examples of the prepositions *in*, *on*, and *at*. Then ask students to write three sentences about their schedules in the next few weeks using the prepositions.

- 5 Ask students to work in pairs. They should read the information and discuss the schedule together. They should only make notes at this stage because they will need to move things around before finalizing the best schedule for Robert.
- 6 When they are ready, students can write the email in pairs with the final version of the schedule. Afterwards pairs can exchange emails and give each other feedback.

Evaluation tips

Make sure you check each email. Give feedback on the content and language used in the schedule. Give positive feedback on the correct use of prepositions.

Sample answer

Hi Robert

Here's your schedule for next week.

May 14th

0315 Check in at airport.

0515 Flight BA325 from London Heathrow.

0905 Arrive at JFK New York.

Take taxi to Hotel Manhattan (Booking ref. GOU1102).

1930 Dinner with Sophie Richards from Analab in hotel restaurant.

May 15th

All day – Regency Conference Centre on 10th Street.

First presentation at 10.00 a.m.

2000 Formal dinner.

May 16th

0800 Check out of hotel.

All day – Regency Conference Centre.

2115 Check in at airport.

2315 Flight BA326 from JFK.

May 17th

0635 Land at London Heathrow.

I'll email again if there are any changes. Hope it all goes well.

Best wishes