

WEEK 11 — SCHEDULE COORDINATION BUILDER

Managing Schedules and Appointments: Language for Organization

Week 11 develops students' ability to coordinate professional schedules and appointments clearly, politely, and efficiently. The source emphasizes four major capabilities: asking for and giving availability, making/confirming/rescheduling appointments, adapting language for telephone and email communication, and applying these skills through realistic scheduling scenarios.

Capability Statement

"I can arrange, confirm, and adjust professional schedules clearly, politely, and efficiently."

Student-Friendly Capability

"I can find, agree on, and confirm a time that works for everyone."

The central idea is that scheduling is not simply about knowing vocabulary for dates and times. It is a **professional coordination capability** involving clarity, politeness, negotiation, flexibility, confirmation, and appropriate channel choice.

1. WEEK 11 LEARNING LOGIC

The entire week can be organized around one memorable sequence:

 **PURPOSE** →  **AVAILABILITY** →  **PROPOSE** →  **NEGOTIATE**
→  **ARRANGE** →  **CONFIRM** →  **RESCHEDULE** →  
COMMUNICATE →  **COORDINATE**

Students move from asking a simple question such as:

"Are you free?"

toward managing a complete professional scheduling interaction:

Why do we need to meet? → When are you available? → Would this time work? → What alternative works? → Let's agree → Let's confirm.

The source supports this progression by emphasizing polite availability inquiries, specific time proposals, alternative options, and professional handling of scheduling conflicts.

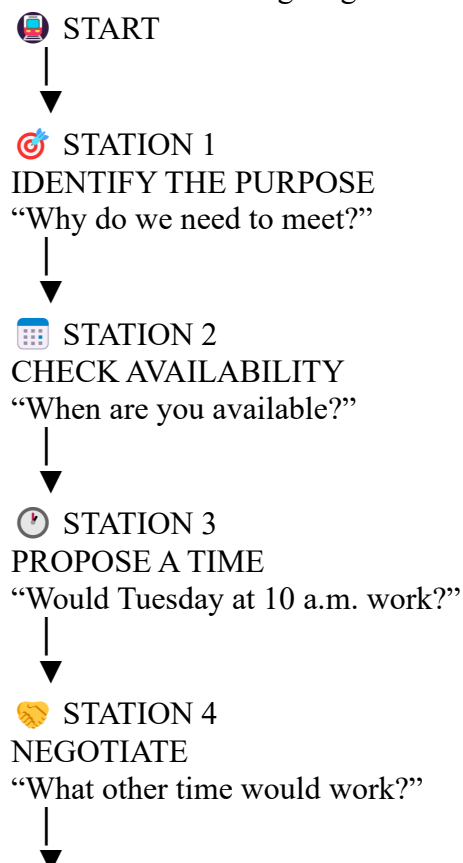
Learning Message

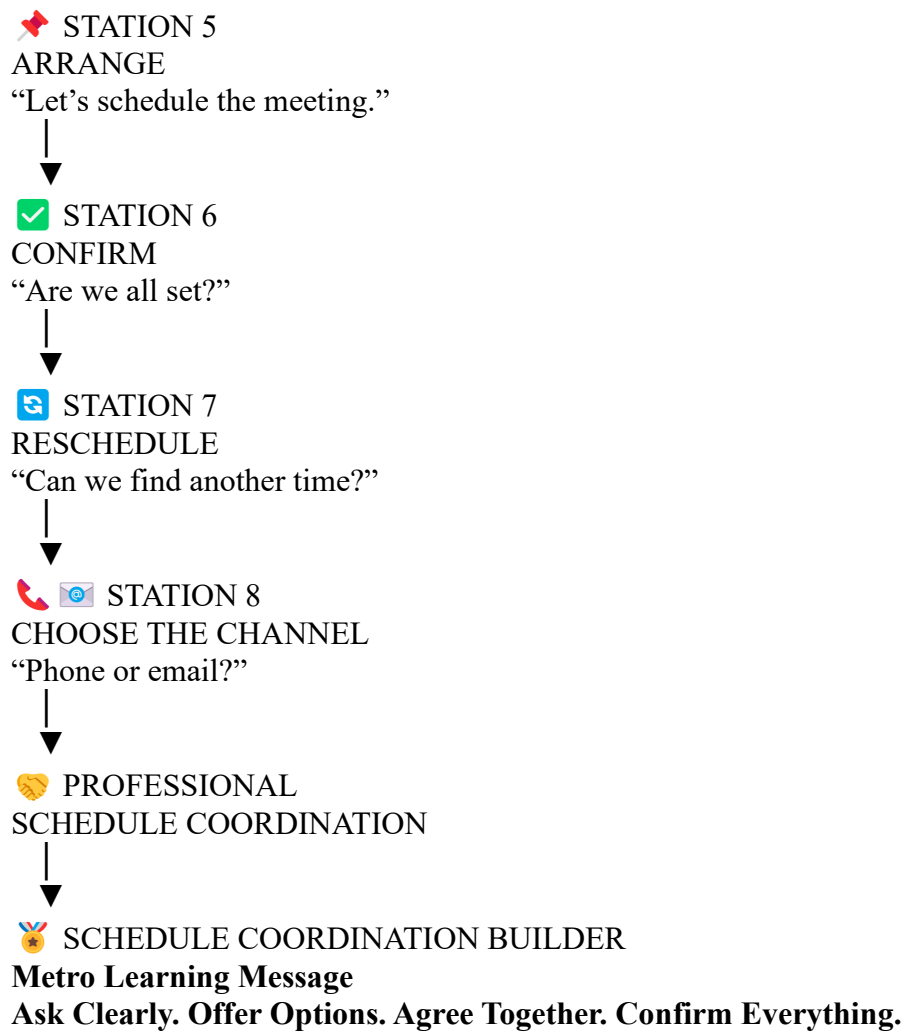
Professional scheduling is not just about finding a time. It is about finding, agreeing on, and confirming a time that works for everyone.



2. The Schedule Coordination Metro Journey

Students travel through eight learning stations.







3. Four-Hour Learning Journey

Time	Learning Activity	Student Output
10 min	 Enter Metro Station 11	Scheduling Mission
20 min	 Scheduling Detective	Scheduling Problem Card
25 min	 Availability Finder	Availability Card
25 min	 Time Proposal Challenge	Time Option Card
25 min	 Schedule Negotiator	Negotiation Card
10 min	 Break	—
25 min	 Appointment Builder	Appointment Card
25 min	 Confirmation Check	Confirmation Message
25 min	 Reschedule Rescue	Rescheduling Card
25 min	  Phone or Email?	Channel Decision Card
30 min	 Professional Scheduling Mission	Scheduling Performance
10 min	 Peer Feedback	2 Stars + 1 Fix
5 min	 Exit Ticket	Metro Passport
240 min	Total Learning Journey	Professional Scheduling Portfolio

This performance-oriented structure reflects the source's recommendation that students practice telephone scheduling, appointment emails, scheduling conflicts, and negotiation of mutually convenient meeting times.



FOUR-HOUR LEARNING JOURNEY

WEEK 11 SCHEDULE COORDINATION BUILDER



TOTAL TIME
 **240**
MINUTES



This journey helps you ask, arrange, confirm, and adjust appointments professionally through real-life practice.

TIME	LEARNING ACTIVITY	STUDENT OUTPUT	FOCUS
10 min	 Enter Metro Station 11 Welcome to Week 11! Understand the mission and learning goals.	 Scheduling Mission	 Set purpose and get ready.
20 min	 Scheduling Detective Identify what makes a scheduling message unclear or unprofessional.	 Scheduling Problem Card	 Spot problems before fixing them.
25 min	 Availability Finder Ask for and give availability clearly and politely.	 Availability Card	 Communicate availability effectively.
25 min	 Time Proposal Challenge Propose specific times and offer options.	 Time Option Card	 Suggest times that work.
25 min	 Schedule Negotiator Negotiate and find a time that works for everyone.	 Negotiation Card	 Listen, negotiate, and agree.
10 min	 Break Take a short break, refresh and recharge.	—	 Rest and refresh.
25 min	 Appointment Builder Include purpose, date, time, duration, and place/link.	 Appointment Card	 Build complete appointment details.
25 min	 Confirmation Check Confirm details to avoid misunderstandings.	 Confirmation Message	 Confirm and make it clear.
25 min	 Reschedule Rescue Reschedule professionally with alternatives.	 Rescheduling Card	 Change plans with respect.
25 min	 Phone or Email? Choose the right channel for the situation.	 Channel Decision Card	 Use the right channel wisely.
30 min	 Professional Scheduling Mission Complete a real-world scenario using all skills.	 Scheduling Performance	 Apply skills in a real context.
10 min	 Peer Feedback Give and receive feedback: 2 Stars + 1 Fix.	 2 Stars + 1 Fix	 Learn from and support others.
5 min	 Exit Ticket Reflect on learning and complete your Metro Passport.	 Metro Passport	 Reflect and close the journey.
240 min	 Total Learning Journey All skills completed. Great job!	 Professional Scheduling Portfolio	 You can coordinate schedules and get work done together!



LEARNING MESSAGE

Professional scheduling is not just about finding a time.
It is about finding, agreeing on, and confirming
a time that works for everyone.



4. Activity 0 — Scheduling Detective

Mission

Discover what makes a scheduling message **unclear, inefficient, or unprofessional**.

Students receive:

“Can we meet sometime next week?”

Students become **Scheduling Detectives**.

 SCHEDULING MESSAGE



 WHAT IS MISSING?



-  No clear purpose
-  No specific date
-  No suggested time
-  No duration
-  No alternative
-  No request for confirmation



 REPAIR



 PROFESSIONAL
MEETING REQUEST

Possible Repair

Could we meet for 30 minutes next Tuesday at 10 a.m. to discuss the project proposal? If that time is not convenient, please let me know your availability.

Mini Challenge

Teams have three minutes to improve an unclear scheduling message.

Then they answer:

What did you change—and why?

Learning Message

A meeting request should make scheduling easier—not create another scheduling problem.

WEEK 11

ACTIVITY 0 — SCHEDULING DETECTIVE

MISSION: Discover what makes a scheduling message unclear, inefficient, or unprofessional.

Students receive:

“ Can we meet sometime next week? ”

Students become **Scheduling Detectives!**

SCHEDULING MESSAGE

↓

WHAT IS MISSING?

- ✗ No clear purpose
- ✗ No specific date
- ✗ No suggested time
- ✗ No duration
- ✗ No alternative
- ✗ No request for confirmation

↓

REPAIR

↓

PROFESSIONAL MEETING REQUEST

Possible Repair

✓

Could we meet for **30 minutes next Tuesday at 10 a.m.** to discuss the project proposal? If that time is not convenient, please let me know your availability.

MINI CHALLENGE

Teams have **three minutes** to improve an unclear scheduling message.

Identify the problems

→

Improve the message

→

Share your repair

Then they answer:
What did you change—and why?

LEARNING MESSAGE

“ A meeting request should make scheduling **easier**—not create **another scheduling problem**. ”

Be clear and specific.

Offer options and flexibility.

Confirm the details.

Make it easy for everyone.

Detect the problem. Repair the message. Make scheduling better!

5. Activity 1 — Availability Finder

Mission

Learn how to **ask for and provide availability clearly and politely**.

The source presents both open-ended availability questions and more specific questions involving days and time ranges.

Each student receives a different **Calendar Card**.

Student A

Would you be available on Tuesday afternoon?

Student B

Unfortunately, I'm not available then, but I'm free on Wednesday between 10 a.m. and noon.

Students practice four moves:

 **ASK**

"When are you available?"



 **ANSWER**

"I'm available..."



 **ALTERNATIVE**

"How about...?"



 **CHECK**

"Would that work for you?"

Availability Formula

ASK → ANSWER → ALTERNATIVE → CHECK

Learning Message

Good scheduling begins with clear availability.

WEEK 11


ACTIVITY 1 — AVAILABILITY FINDER


MISSION: Learn how to **ask** for and **provide** availability clearly and politely.


 The source presents both open-ended availability questions and more specific questions involving days and time ranges.



EACH STUDENT RECEIVES A DIFFERENT CALENDAR CARD

STUDENT A


 Would you be available on Tuesday afternoon?

	MON	TUE	WED	THU	FRI
9 AM					
10 AM					
11 AM					
1 PM		Busy			
2 PM		Busy			
3 PM		Busy			
4 PM		Busy			
5 PM					

Available Busy Not Available

STUDENT B


 "Unfortunately, I'm not available then, but I'm free on Wednesday between 10 a.m. and noon."

	MON	TUE	WED	THU	FRI
9 AM					
10 AM					
11 AM					
1 PM					
2 PM					
3 PM					
4 PM					
5 PM					

Available Busy Not Available

STUDENTS PRACTICE FOUR MOVES


1 ASK
 "When are you available?"

↓


2 ANSWER
 "I'm available..."

↓


3 ALTERNATIVE
 "How about...?"

↓


4 CHECK
 "Would that work for you?"

AVAILABILITY FORMULA


 →
 
 →
 
 →
 

ASK **ANSWER** **ALTERNATIVE** **CHECK**

LEARNING MESSAGE


Good scheduling begins with clear availability.

USEFUL LANGUAGE EXAMPLES

• When are you available?
 • Would Tuesday afternoon work for you?
 • Are you free sometime next week?

• I'm available on...
 • I'm free between...
 • That doesn't work for me, but how about...?
 • Would that work for you?




BIG DISCOVERY:
 Clear availability questions and answers make scheduling faster, easier, and more professional.




6. Activity 2 — Time Proposal Challenge

Mission

Turn vague time suggestions into **specific, useful scheduling options**.

Students receive a vague proposal.

 **TOO VAGUE**

Let's meet next week.



● **BETTER**
Let's meet on Tuesday.



● **SPECIFIC**

Would Tuesday afternoon work?



● **CLEAR**

Would Tuesday at 2 p.m. work for you?



🏆 **PROFESSIONAL**

Would either Tuesday at 2 p.m. or Wednesday at 10 a.m. work for you?

Time Proposal Formula

DAY + TIME + OPTION + CHECK

Mini Challenge

Improve:

Can we meet sometime tomorrow?

Students must provide at least two specific options.

Golden Rule

Specific times create faster decisions.

WEEK 11

ACTIVITY 2 — TIME PROPOSAL CHALLENGE

Let's find a time that works for everyone!

MISSION: Turn vague time suggestions into specific, useful scheduling options.

Students receive a vague proposal.

✗ TOO VAGUE

"Let's meet next week."

● BETTER

"Let's meet on Tuesday."

● SPECIFIC

"Would Tuesday afternoon work?"

● CLEAR

"Would Tuesday at 2 p.m. work for you?"

🏆 PROFESSIONAL

"Would either Tuesday at 2 p.m. or Wednesday at 10 a.m. work for you?"

TIME PROPOSAL FORMULA

DAY

+

TIME

+

OPTION

+

CHECK

DAY + TIME + OPTION + CHECK
= A PROFESSIONAL TIME PROPOSAL

MINI CHALLENGE

Improve:

"Can we meet sometime tomorrow?"

Option 1:

Option 2:

YOUR TURN!

- ✓
Offer at least **TWO** specific options.
- ✓
Use polite and professional language.

TIP: The more specific your time proposal, the easier it is for others to decide.

Clear

Specific

Respectful

GOLDEN RULE:

Specific times create faster decisions.

→

Clear time = Smooth scheduling!

7. Activity 3 — Schedule Negotiator

Mission

Find a meeting time that works for **everyone**.

Three students receive different calendars.

Student A: Available Tuesday, 10 a.m.–12 p.m.

Student B: Available Tuesday, 11 a.m.–2 p.m.

Student C: Available Tuesday, 12 p.m.–3 p.m.

Team Mission

Find a 30-minute meeting time that everyone can attend.

Students cannot simply point to their calendars. They must **negotiate in English**.

Useful language:

Would 12 p.m. work for everyone?

I'm afraid I can't make that time.

How about 12:30 p.m.?

That works for me.

Is everyone available then?

The source emphasizes tact, professionalism, brief explanations, and alternatives when handling scheduling conflicts.

Negotiation Formula

PROPOSE → CHECK → CONFLICT → ALTERNATIVE → AGREEMENT

Learning Message

Scheduling is a negotiation, not a command.

WEEK 11

ACTIVITY 3 – SCHEDULE NEGOTIATOR

THREE STUDENTS, DIFFERENT CALENDARS

MISSION: Find a meeting time that works for everyone.

STUDENT A
Available Tuesday, 10 a.m.–12 p.m.

TUE
9 AM
10 AM
11 AM
12 PM
1 PM
2 PM
3 PM

STUDENT B
Available Tuesday, 11 a.m.–2 p.m.

TUE
9 AM
10 AM
11 AM
12 PM
1 PM
2 PM
3 PM

STUDENT C
Available Tuesday, 12 p.m.–3 p.m.

TUE
9 AM
10 AM
11 AM
12 PM
1 PM
2 PM
3 PM

TEAM MISSION

Find a 30-minute meeting time that everyone can attend.

Students cannot simply point to their calendars. They must negotiate in English.

USEFUL LANGUAGE

Would 12 p.m. work for everyone?

I'm afraid I can't make that time.

How about 12:30 p.m.?

That works for me.

Is everyone available then?

Be polite, brief, and offer alternatives.

NEGOTIATION FORMULA

PROPOSE

Suggest a time.

CHECK

Ask if it works.

CONFLICT

Someone has a conflict.

ALTERNATIVE

Offer another option.

AGREEMENT

Everyone agrees on a time.

EXAMPLE NEGOTIATION

PROPOSE

Would 12 p.m. work for everyone?

CONFLICT

I'm afraid I can't make that time.

ALTERNATIVE

How about 12:30 p.m.?

AGREEMENT

That works for me.

CHECK & CONFIRM

Is everyone available then?

FINAL AGREEMENT

Great! Let's schedule the meeting on Tuesday at 12:30 p.m. for 30 minutes.

LEARNING MESSAGE

Scheduling is a negotiation, not a command.

Be respectful

Be clear

Be flexible

Reach agreement

8. Activity 4 — Appointment Builder

Mission

Build a **complete professional appointment**.

Students receive incomplete appointment information and must identify what is missing.

The 5-Part Appointment Formula

PURPOSE

Why are we meeting?

DATE

What day?

TIME

What time?

DURATION

How long?

PLACE / LINK

Where?

Therefore:

PURPOSE + DATE + TIME + DURATION + PLACE/LINK = COMPLETE APPOINTMENT

Example

Let's schedule a **30-minute** meeting to review the marketing proposal on **Wednesday, 16 September**, at **2 p.m.** via **Microsoft Teams**.

The source identifies purpose, proposed time, confirmation, duration, and location as important components when making professional appointments.

Learning Message

A complete appointment leaves no important detail unanswered.

WEEK 11

ACTIVITY 4 — APPOINTMENT BUILDER 



MISSION: Build a **complete professional appointment**.
 Students receive incomplete appointment information and must identify what is missing.



INCOMPLETE APPOINTMENT – WHAT'S MISSING?

Let's meet next week to talk about the project.

 Thanks,
 Alex


 A complete appointment needs all the **key details!**

IDENTIFY WHAT IS MISSING

- ✗ No clear purpose
- ✗ No specific date
- ✗ No exact time
- ✗ No duration
- ✗ No place / link
- ✗ No request for confirmation

THE 5-PART APPOINTMENT FORMULA

1 PURPOSE

Why are we meeting?

2 DATE

What day?

3 TIME

What time?

4 DURATION

How long?

5 PLACE / LINK

Where?

PURPOSE + DATE + TIME + DURATION + PLACE/LINK = COMPLETE APPOINTMENT

EXAMPLE OF A COMPLETE APPOINTMENT


 Let's schedule a **30-minute** meeting to review the marketing proposal on **Wednesday, 16 September**, at **2 p.m.** via **Microsoft Teams**.



 PURPOSE Review the marketing proposal

 DATE Wednesday, 16 September

 TIME 2 p.m.

 DURATION 30 minutes

 PLACE / LINK Microsoft Teams

BUILD IT YOURSELF!

Complete the appointment by adding the missing information.

 PURPOSE _____

 DATE _____

 TIME _____

 DURATION _____

 PLACE / LINK _____

 **CONFIRMATION:** Please confirm if this works for you.

LEARNING MESSAGE

A complete appointment leaves no important detail unanswered.

 Clear purpose

 Specific date

 Exact time

 Duration

 Place or link

 Confirm everything

9. Activity 5 — Confirmation Check

Mission

Prevent misunderstandings by confirming **exactly what everyone has agreed to**.

Introduce the:

5D Confirmation Check

DATE

Is the date clear?

DESIGNATED TIME

Is the exact time clear?

DESTINATION / LINK

Does everyone know where to meet?

DURATION

Does everyone know how long it will take?

DISCUSSION PURPOSE

Does everyone know why they are meeting?

Example

Just confirming our project meeting on Wednesday at 2 p.m. via Microsoft Teams. We will meet for approximately 30 minutes to review the campaign proposal.

The source explains that confirmation ensures mutual understanding of the agreed date, time, and location.

Learning Message

If it matters, confirm it.


WEEK 11

ACTIVITY 5 – CONFIRMATION CHECK 


MISSION:
Prevent misunderstandings by confirming exactly what everyone has agreed to.



A quick confirmation avoids problems later!

INTRODUCE THE: 5D CONFIRMATION CHECK



1 DATE

Is the date clear?



2 DESIGNATED TIME

Is the exact time clear?



3 DESTINATION / LINK

Does everyone know where to meet?



4 DURATION

Does everyone know how long it will take?



5 DISCUSSION PURPOSE

Does everyone know why they are meeting?

WHY CONFIRMATION MATTERS

 Builds clarity and trust

 Prevents misunderstandings

 Saves time and effort

 Shows professionalism


LEARNING MESSAGE

If it matters, confirm it.








DATE → TIME → DESTINATION / LINK → DURATION → PURPOSE → **Everyone is on the same page!**

EXAMPLE: PROFESSIONAL CONFIRMATION MESSAGE

“ Just confirming our project meeting on **Wednesday at 2 p.m.** via **Microsoft Teams**. We will meet for approximately **30 minutes** to review the campaign proposal. ”



QUICK SELF-CHECK BEFORE YOU SEND

☒	 DATE	Is the date clear?	
☒	 DESIGNATED TIME	Is the exact time clear?	
☒	 DESTINATION / LINK	Does everyone know where to meet?	
☒	 DURATION	Does everyone know how long it will take?	
☒	 DISCUSSION PURPOSE	Does everyone know why we are meeting?	

10. Activity 6 — Reschedule Rescue

Mission

Learn how to change an appointment **without damaging the professional relationship**.

Students receive:

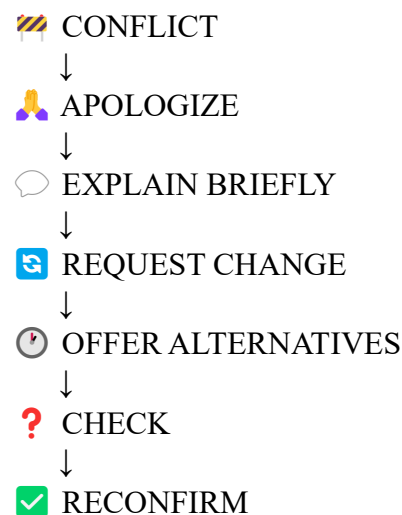
 **I can't come tomorrow. Change the meeting.**

Ask:

What is wrong with this message?

Then introduce:

The Reschedule Rescue Process



Professional Repair

I apologize, but due to an unexpected conflict, I won't be able to attend our meeting tomorrow at 2 p.m. Would Wednesday at 10 a.m. or Thursday at 1 p.m. work for you instead?

The source recommends acknowledging the change, apologizing, briefly explaining the conflict where appropriate, proposing alternatives, and remaining flexible.

Learning Message

Professional rescheduling changes the time—not the relationship.

WEEK 11 **ACTIVITY 6 — RESCHEDULE RESCUE** 

MISSION: Learn how to change an appointment **without damaging** the professional relationship.

1 STUDENTS RECEIVE:

 I can't come tomorrow. Change the meeting.

2 ASK:

 What is wrong with this message?

WHAT'S WRONG?

- ✗ It is too direct.
- ✗ There is no apology.
- ✗ There is no explanation.
- ✗ There are no alternative options.
- ✗ It is not professional.
- ✗ It may damage the relationship.

3 THE RESCHEDULE RESCUE PROCESS

- 1 CONFLICT** A problem happens.
- 2 APOLOGIZE** Express sincere apology.
- 3 EXPLAIN BRIEFLY** Give a short, honest reason.
- 4 REQUEST CHANGE** Ask to change the appointment.
- 5 OFFER ALTERNATIVES** Propose specific options.
- 6 CHECK** Check if the options work.
- 7 RECONFIRM** Confirm the new plan together.

4 PROFESSIONAL REPAIR

"I apologize, but due to an unexpected conflict, I won't be able to attend our meeting tomorrow at 2 p.m. Would Wednesday at 10 a.m. or Thursday at 1 p.m. work for you instead?"

KEY PRINCIPLES

- ✓ Acknowledge the change.
- ✓ Apologize sincerely.
- ✓ Explain briefly and honestly (when appropriate).
- ✓ Propose specific alternatives.
- ✓ Stay flexible and solution-focused.
- ✓ Keep the relationship positive.

LEARNING MESSAGE

Professional rescheduling **changes the time— not the relationship.**

CONFLICT → **APOLOGIZE** → **EXPLAIN BRIEFLY** → **REQUEST CHANGE** → **OFFER ALTERNATIVES** → **CHECK** → **RECONFIRM** → **NEW PLAN CONFIRMED!**

11. Activity 7 — Phone or Email?

Mission

Choose the **right communication channel** for the scheduling situation.

Students receive Situation Cards.

Situation	Recommended Channel
 Meeting starts in 30 minutes	 Phone
 Request a meeting next week	 Email
 Urgent schedule change	 Phone
 Need a written confirmation	 Email
 Complex scheduling negotiation	 Phone / Video Call
 Send final meeting details	 Email

Students complete:

We would use _____ because _____.

Channel Choice Formula

Urgency + Complexity + Need for Record + Relationship → CHANNEL

The source explains that phone calls may be preferable for urgent changes or complex negotiations, while email provides a written record and supports asynchronous communication.

Learning Message

Choose the channel that makes coordination easier.

WEEK 11 **ACTIVITY 7 – PHONE OR EMAIL?**

MISSION: Choose the right communication channel for the scheduling situation.

1 STUDENTS RECEIVE SITUATION CARDS

SITUATION	RECOMMENDED CHANNEL
Meeting starts in 30 minutes	Phone
Request a meeting next week	Email
Urgent schedule change	Phone
Need a written confirmation	Email
Complex scheduling negotiation	Phone / Video Call
Send final meeting details	Email

2 STUDENTS COMPLETE

We would use _____ because _____.

3 CHANNEL CHOICE FORMULA

URGENCY + COMPLEXITY + NEED FOR RECORD + RELATIONSHIP → CHANNEL

Urgency + Complexity + Need for Record + Relationship → CHANNEL

4 WHEN TO USE EACH CHANNEL

PHONE / VIDEO CALL	EMAIL
- Urgent changes or time-sensitive issues - Complex discussions or negotiations - We need quick clarification - Tone, tact, and relationship matter - Real-time problem solving	- Routine meeting requests - Details that need a written record - Confirmations and summaries - Multiple people in the loop - Information that isn't time-sensitive

Best for speed, flexibility, and building understanding.

Best for documentation, clarity, and asynchronous communication.

LEARNING MESSAGE

Choose the channel that makes coordination easier.

Consider urgency | Consider complexity | Consider record | Consider relationship → Choose the best channel

12. Activity 8 — Calendar Conflict Challenge

Mission

Solve a realistic **multi-person scheduling problem**.

Each group receives four calendars:

Project Manager

Designer

Developer

Client

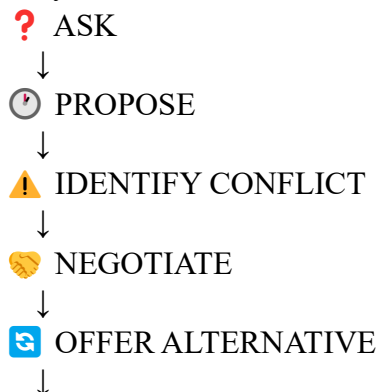
Everyone has different availability.

Team Challenge

Find one 45-minute time slot that works for everyone.

Students are **not allowed** simply to compare calendars silently.

They must communicate.



✓ AGREE



✚ CONFIRM

Big Discovery

Professional English is not only something we study. It is a tool for coordinating work with other people.

WEEK 11

ACTIVITY 8 – CALENDAR CONFLICT CHALLENGE

MISSION: Solve a realistic multi-person scheduling problem.

1 FOUR CALENDARS – DIFFERENT AVAILABILITY

PROJECT MANAGER

	MON	TUE	WED	THU	FRI
9 AM					
10 AM					
11 AM					
12 PM					
1 PM					
2 PM					
3 PM					
4 PM					
5 PM					

DESIGNER

	MON	TUE	WED	THU	FRI
9 AM					
10 AM					
11 AM					
12 PM					
1 PM					
2 PM					
3 PM					
4 PM					
5 PM					

DEVELOPER

	MON	TUE	WED	THU	FRI
9 AM					
10 AM					
11 AM					
12 PM					
1 PM					
2 PM					
3 PM					
4 PM					
5 PM					

CLIENT

	MON	TUE	WED	THU	FRI
9 AM					
10 AM					
11 AM					
12 PM					
1 PM					
2 PM					
3 PM					
4 PM					
5 PM					

■ Available ■ Busy / Not Available Out of Office

2 TEAM CHALLENGE

Find one **45-minute** time slot that works for everyone.

Students are not allowed simply to compare calendars silently.

They must communicate.

3 EXAMPLE SOLUTION

Everyone agrees:
Tuesday 1:30 p.m. – 2:15 p.m.

WHY IT WORKS?

- ✓ All four calendars show availability.
- ✓ 45 minutes fits within everyone's available block.
- ✓ No conflicts with other commitments.

4 THE SCHEDULING COMMUNICATION PROCESS

ASK

Ask for availability.
"When are you available?"

PROPOSE

Suggest a time.
"How about Tuesday at 1:30?"

IDENTIFY CONFLICT

Check for conflicts.
"There's a conflict at that time."

NEGOTIATE

Discuss and listen.
"Let's look at other options."

OFFER ALTERNATIVE

Propose another time.
"How about Wednesday at 10 a.m.?"

AGREE

Everyone agrees.
"That works for me."

CONFIRM

Confirm all the details.
"Great! I'll send a confirmation email."

BIG DISCOVERY

Professional English is not only something we study.
It is a tool for **coordinating work with other people.**

Communicate

Coordinate

Collaborate

Succeed Together

13. Activity 9 — Professional Scheduling Mission

Final Team Challenge

Each team draws one **Professional Scheduling Scenario Card**.

Scenario A — CLIENT MEETING

Arrange a meeting with a new client.

Scenario B — PROJECT TEAM

Find a time when four team members can meet.

Scenario C — URGENT CHANGE

Tomorrow's meeting must be moved to another time.

Scenario D — MEETING CONFIRMATION

Confirm the details of a meeting arranged yesterday.

Scenario E — SCHEDULE CONFLICT

Two important appointments overlap.

Scenario F — ONLINE MEETING

Arrange a 30-minute online meeting.

Students must demonstrate the complete process.

The 7-Step Professional Scheduling Process

1 PURPOSE

Why do we need to meet?



2 ASK

When are you available?



3 PROPOSE

Would this time work?



4 NEGOTIATE

What alternative works?



5 AGREE

Let's schedule it.



6 CONFIRM

Date + Time + Place/Link



7 FOLLOW THROUGH

Attend / Update / Reschedule

WEEK 11

ACTIVITY 9 – PROFESSIONAL SCHEDULING MISSION

FINAL TEAM CHALLENGE
 Each team draws one Professional Scheduling Scenario Card.

1 SCENARIO CARDS – CHOOSE ONE

SCENARIO A
CLIENT MEETING

 Arrange a meeting with a new client.

SCENARIO B
PROJECT TEAM

 Find a time when four team members can meet.

SCENARIO C
URGENT CHANGE

 Tomorrow's meeting must be moved to another time.

SCENARIO D
MEETING CONFIRMATION

 Confirm the details of a meeting arranged yesterday.

SCENARIO E
SCHEDULE CONFLICT

 Two important appointments overlap.

SCENARIO F
ONLINE MEETING

 Arrange a 30-minute online meeting.

Each team must demonstrate the complete scheduling process using professional English.

2 HOW YOUR TEAM WILL WORK

Communicate clearly and professionally.

Listen to others and show respect.

Work together to find the best time.

Confirm all details before closing.

Present your final schedule confidently!

Let's find the best time together!

TEAMWORK = SUCCESS

3 THE 7-STEP PROFESSIONAL SCHEDULING PROCESS

1 PURPOSE
 Why do we need to meet?

2 ASK
 When are you available?

3 PROPOSE
 Would this time work?

4 NEGOTIATE
 What alternative works?

5 AGREE
 Let's schedule it.

6 CONFIRM
 Date + Time + Place/Link

7 FOLLOW THROUGH
 Attend / Update / Reschedule

A great meeting is the result of great scheduling. Use the process. Be professional. Get results.

BIG DISCOVERY

Professional English is not only something we study. It is a tool for coordinating work with other people.

CLEAR
 in communication

CONSIDERATE
 of others

FLEXIBLE
 with options

ORGANIZED
 in details

RELIABLE
 in follow-through

REMEMBER:
 Good scheduling saves time, prevents stress, and builds trust.

14. The 60-Second Scheduling Challenge

Final Individual Mission

The instructor displays a workplace scheduling situation.

Students receive:

30 seconds to think

and

60 seconds to respond

Students must demonstrate:

1 — **PURPOSE** 🎯

We need to...

2 — **ASK** 📅

Are you available...?

3 — **PROPOSE** ⌚

Would ... work for you?

4 — **ALTERNATIVE** 🔄

If not, how about...?

5 — **CONFIRM** ✅

Great. Let's confirm...

Performance Rules

Students should demonstrate:

🎯 Clear Purpose · 📅 Clear Availability · ⌚ Precise Time · 🤝 Politeness · 🔄

Flexibility · ✅ Confirmation

WEEK 11

THE 60-SECOND SCHEDULING CHALLENGE

FINAL INDIVIDUAL MISSION

The instructor displays a workplace scheduling situation.

SITUATION

Your client wants to reschedule tomorrow's meeting.

Students receive:

30 SECS
30 SECONDS TO THINK
 Plan your response.

60 SECS
60 SECONDS TO RESPOND
 Speak your complete scheduling response.

★ Use all five steps to show your scheduling skills!

THE 5-STEP SCHEDULING RESPONSE

1 PURPOSE "We need to..."
State why you want to meet.

2 ASK "Are you available...?"
Find out availability.

3 PROPOSE "Would ... work for you?"
Suggest a specific time.

4 ALTERNATIVE "If not, how about...?"
Offer another option.

5 CONFIRM "Great. Let's confirm..."
Confirm the final details.

THE 60-SECOND CHALLENGE

→ →

THINK → SPEAK → RESPONSE

EXAMPLE: WORKPLACE SCHEDULING RESPONSE

1 PURPOSE We need to review the marketing proposal with our client."

2 ASK Are you available tomorrow afternoon?"

3 PROPOSE Would 2 p.m. work for you?"

4 ALTERNATIVE If not, how about Wednesday at 10 a.m.?"

5 CONFIRM Great. Let's confirm Wednesday at 10 a.m. via Microsoft Teams for 45 minutes."

PERFORMANCE RULES

Students should demonstrate:

CLEAR PURPOSE

CLEAR AVAILABILITY

PRECISE TIME

POLITENESS

FLEXIBILITY

CONFIRMATION

PRO TIP
 Be confident, concise, and professional. Every second counts!

15. Peer Feedback — 2 Stars + 1 Fix ★

★ **STAR 1 — CLARITY**

One part of your scheduling communication that was very clear was...

★ **STAR 2 — PROFESSIONALISM**

One phrase that sounded professional was...

🔧 **ONE FIX**

One thing that could make the scheduling process easier is...

Feedback Rule

Clear. Specific. Helpful. Respectful.

WEEK 11

PEER FEEDBACK – 2 STARS + 1 FIX

Give feedback that helps your partner become a better professional scheduler.

STAR 1 – CLARITY
 One part of your scheduling communication that was **very clear** was...

STAR 2 – PROFESSIONALISM
 One phrase that sounded **professional** was...

ONE FIX
 One thing that could make the scheduling process **easier** is...

HOW TO GIVE GREAT FEEDBACK

- Focus on **specific** examples.
- Be kind, respectful, and supportive.
- Help your partner **improve** their scheduling skills.

Our goal:
 Better communication
 → Better coordination
 → Better results!

FEEDBACK RULE

CLEAR.

SPECIFIC.

HELPFUL.

RESPECTFUL.

16. Think Before You CONFIRM

Before finalizing an appointment, students perform the:

6C Scheduling Check

Check	Student Question
Clear	Is the purpose clear?
Complete	Do we have all necessary details?
Concrete	Are the date and time specific?
Courteous	Is the language polite and professional?
Cooperative	Have alternatives been offered when necessary?
Confirmed	Does everyone share the same understanding?

Golden Rule

Never assume that an appointment is clear until the important details are confirmed.

WEEK 11

THINK BEFORE YOU CONFIRM

Before finalizing an appointment, students perform the:

6C SCHEDULING CHECK

A few seconds now saves problems later!

CHECK	STUDENT QUESTION
1 Clear	? Is the purpose clear?
2 Complete	? Do we have all necessary details ?
3 Concrete	? Are the date and time specific?
4 Courteous	? Is the language polite and professional ?
5 Cooperative	? Have alternatives been offered when necessary?
6 Confirmed	? Does everyone share the same understanding ?

HOW TO USE THE 6C CHECK

STOP and review before confirming.
CHECK each item carefully.
ASK if anything is unclear.
MAKE SURE everyone agrees.
CONFIRM with confidence.

GOLDEN RULE

Never assume that an appointment is clear until the important details are **confirmed**.

Good scheduling is not just about finding time. It's about clear communication, respect, and teamwork.

Be clear

Be complete

Be precise

Be respectful

Be flexible

Be aligned

17. Metro Passport — Station 11

Self-Check: I CAN...

Capability	Not Yet	Almost	Yes!
Ask about availability politely	☐	☐	☒
Give my availability clearly	☐	☐	☒
Suggest a specific meeting time	☐	☐	☒
Offer alternative times	☐	☐	☒
Negotiate a meeting time	☐	☐	☒
Arrange an appointment	☐	☐	☒
Confirm appointment details	☐	☐	☒
Reschedule professionally	☐	☐	☒
Choose phone or email appropriately	☐	☐	☒
Handle a scheduling conflict	☐	☐	☒
Coordinate a professional schedule	☐	☐	☒

Capability Badge

SCHEDULE COORDINATION BUILDER

WEEK 11

METRO PASSPORT — STATION 11

YOU PRACTICE. YOU IMPROVE. YOU CAN!

NEXT STOP:
CONFIDENCE
 →

Self-Check: I CAN...

Capability	Not Yet	Almost	Yes!
Ask about availability politely	☐	☐	★
Give my availability clearly	☐	☐	★
Suggest a specific meeting time	☐	☐	★
Offer alternative times	☐	☐	★
Negotiate a meeting time	☐	☐	★
Arrange an appointment	☐	☐	★
Confirm appointment details	☐	☐	★
Reschedule professionally	☐	☐	★
Choose phone or email appropriately	☐	☐	★
Handle a scheduling conflict	☐	☐	★
Coordinate a professional schedule	☐	☐	★

★ CAPABILITY BADGE ★

I PLAN. I COMMUNICATE.
 I COORDINATE. I SUCCEED.

Every great professional knows how to coordinate time and get things done *together*.

----- Your skills take you places. -----

18. Evidence of Learning

Week 11 should **not be assessed through a quiz alone**.

Students should leave Metro Station 11 with visible evidence of what they can actually do.

Evidence	Capability Demonstrated
Scheduling Problem Card	Identify Scheduling Problems
Availability Card	Ask for and Give Availability
Time Option Card	Propose Specific Meeting Times
Negotiation Card	Negotiate a Mutually Convenient Time
Appointment Card	Arrange a Complete Appointment
Confirmation Message	Confirm Details Accurately
Rescheduling Card	Reschedule Professionally
Channel Decision Card	Select an Appropriate Communication Channel
Scheduling Performance	Coordinate a Professional Schedule

When the nine pieces come together, each student creates:

MY PROFESSIONAL SCHEDULING PORTFOLIO

This performance-oriented approach is consistent with the source's emphasis on role-playing, practical scenarios, feedback, clarity, politeness, and effectiveness.

WEEK 11

METRO STATION 11

EVIDENCE OF LEARNING

Week 11 should not be assessed through a quiz alone.
Students should leave Metro Station 11 with **visible evidence** of what they can **actually do**.

11



NEXT STOP:
REAL-WORLD CONFIDENCE


EVIDENCE	CAPABILITY DEMONSTRATED
 1. Scheduling Problem Card	 Identify Scheduling Problems
 2. Availability Card	 Ask for and Give Availability
 3. Time Option Card	 Propose Specific Meeting Times
 4. Negotiation Card	 Negotiate a Mutually Convenient Time
 5. Appointment Card	 Arrange a Complete Appointment
 6. Confirmation Message	 Confirm Details Accurately
 7. Rescheduling Card	 Reschedule Professionally
 8. Channel Decision Card	 Select an Appropriate Communication Channel
 9. Scheduling Performance	 Coordinate a Professional Schedule

WHEN THE **NINE PIECES** COME TOGETHER, EACH STUDENT **CREATES**:



MY PROFESSIONAL SCHEDULING PORTFOLIO

1

Scheduling Problem Card

2

Availability Card

3

Time Option Card

4

Negotiation Card

5

Appointment Card

6

Confirmation Message

7

Rescheduling Card

8

Channel Decision Card

9

Scheduling Performance

REAL SKILLS • REAL CONFIDENCE • REAL RESULTS

★ WHY THIS MATTERS

✓ Performance over multiple scenarios

✓ Communicate clearly

✓ Use polite and professional language

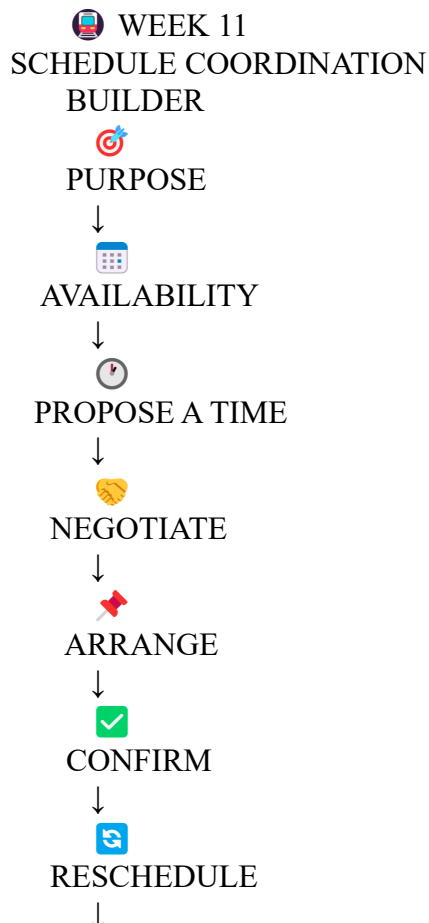
✓ Be flexible and effective

✓ Work with others professionally

 Evidence you can show.
Skills you can use.
Professional you can **become**.

 **PRACTICE TODAY. PERFORM TOMORROW. LEAD YOUR FUTURE.**

19. Week 11 Capability Map





Final Message

“Professional scheduling means finding, agreeing on, and confirming a time that works for everyone.”

Metro Station 11

Ask Clearly. Offer Options. Agree Together. Confirm Everything.

🏆 Station 11 Completed — SCHEDULE COORDINATION BUILDER



20. Capability Bridge: Week 10 → Week 11

The progression should be clearly visible to first-year students.

WEEK 10

BUSINESS EMAIL BUILDER

“I can write clear and professional business emails that lead to action.”

PURPOSE



SUBJECT



MESSAGE



TONE



ACTION



CHECK



SEND



INTERCHANGE



WEEK 11

SCHEDULE COORDINATION BUILDER

“I can coordinate time and appointments professionally.”

PURPOSE



AVAILABILITY



PROPOSE



NEGOTIATE



ARRANGE



CONFIRM



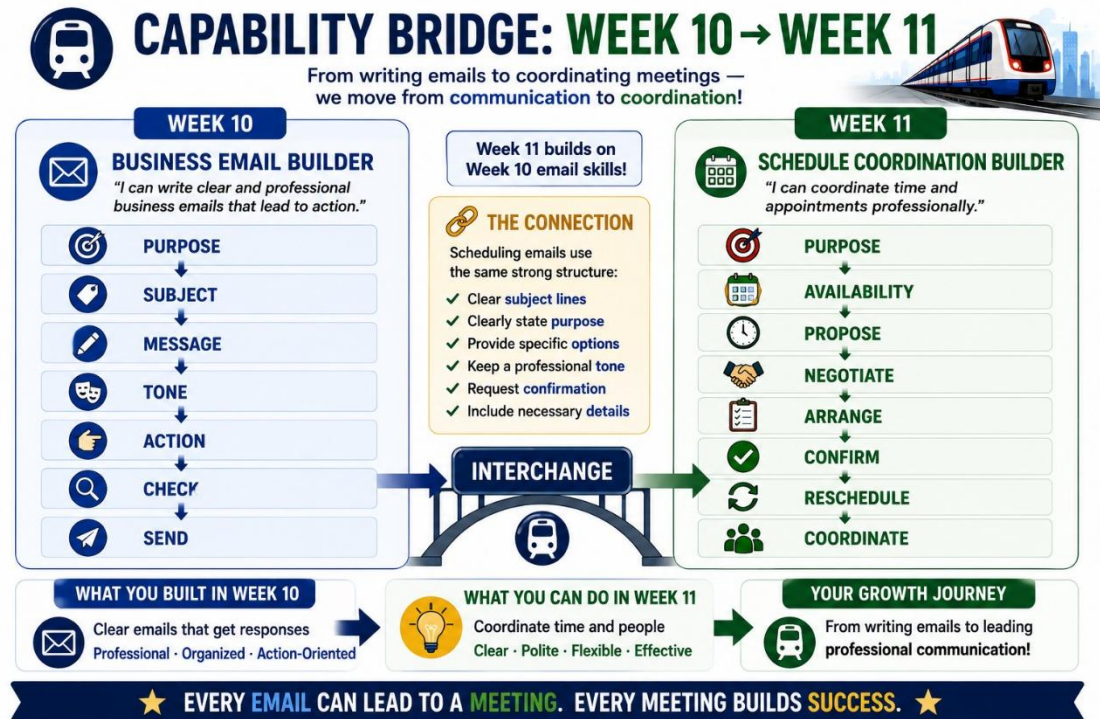
RESCHEDULE



COORDINATE

The connection is particularly strong because the Week 11 source explicitly builds on Week 10 email skills: scheduling emails should use clear subject lines, clearly state

their purpose, provide specific time options, maintain a professional tone, request confirmation, and include necessary details.



21. Capability Progression: Week 6 → Week 11

WEEK 6 — 🏆 PURPOSE & DRIVE BUILDER

"I know what I want to achieve and can communicate my determination."



WEEK 7 — 🌱 BUSINESS PLAN BUILDER

"I can turn my goal into a business plan and explain it."



WEEK 8 — 🤝 INFORMATION EXCHANGE BUILDER

"I can ask, answer, clarify, and confirm information with other people."



WEEK 9 — 💻 DIGITAL COMMUNICATION BUILDER

"I can communicate professionally in digital environments."



WEEK 10 — 📧 BUSINESS EMAIL BUILDER

"I can write clear and professional business emails that lead to action."



WEEK 11 — 📅 SCHEDULE COORDINATION BUILDER

"I can coordinate time and appointments professionally."

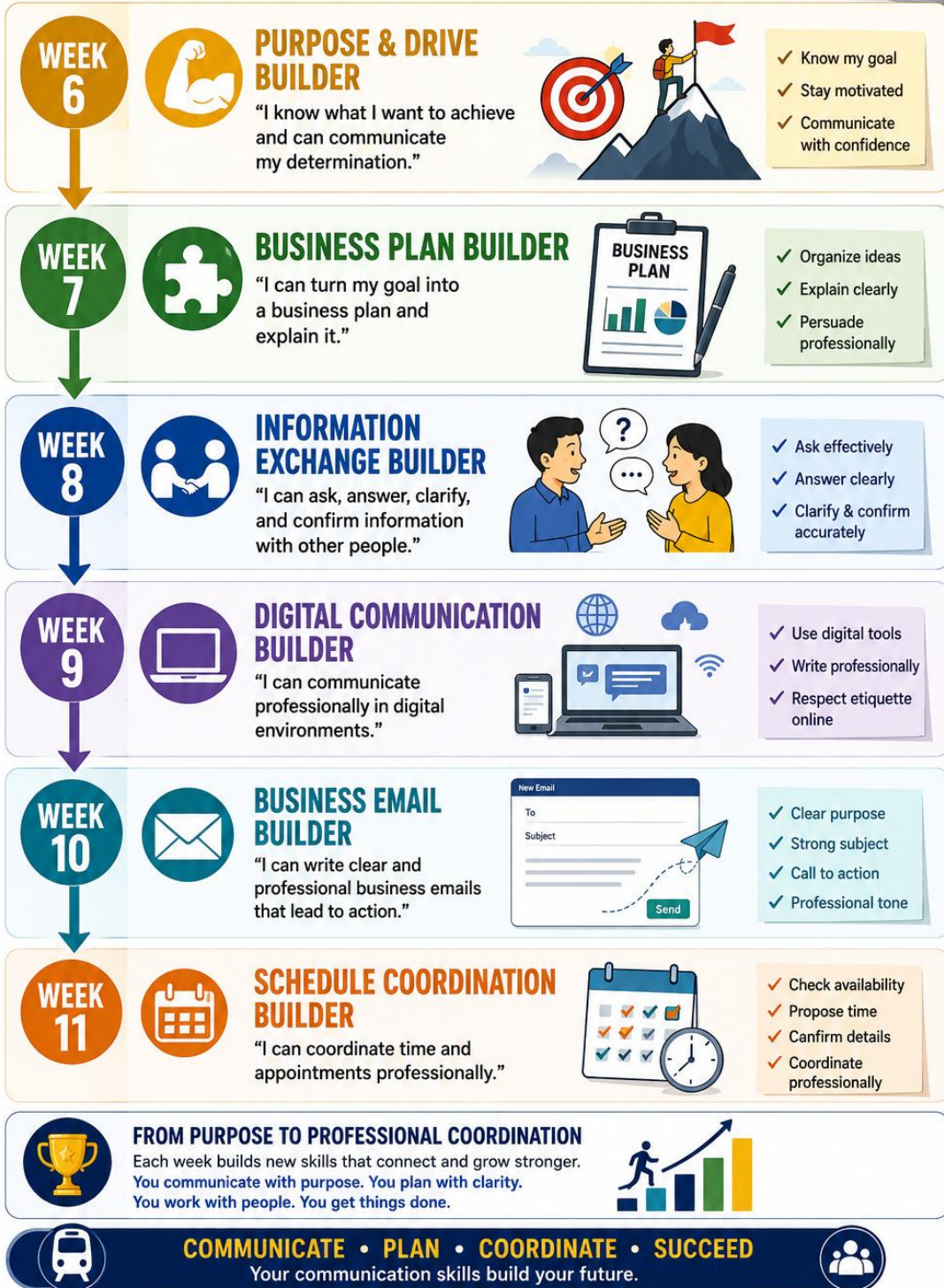
This creates a continuous **capability-development narrative** rather than presenting each week as an isolated English lesson.



CAPABILITY PROGRESSION: WEEK 6 → WEEK 11



★ BUILDING YOUR PROFESSIONAL COMMUNICATION JOURNEY ★



22. WEEK 11 LEARNING LOGIC

The entire week can therefore be summarized in one student-friendly sequence:

🎯 **PURPOSE** → 📅 **AVAILABILITY** → ⌚ **PROPOSE** → 🤝 **NEGOTIATE**
 → 📌 **ARRANGE** → ✅ **CONFIRM** → 🔄 **ADJUST** → 📞 **COMMUNICATE** → 🤝 **PROFESSIONAL COORDINATION**

The Week 11 source ultimately expects learners to use appropriate language for asking about availability, making appointments, confirming arrangements, rescheduling, and communicating through both telephone and email in professional contexts.

And the most important message is:

“A professional does not simply ask, ‘When are you free?’ A professional helps everyone find, agree on, and confirm a time that works.”

This gives **Metro Station 11** its own clear identity:

📅 **ASK AVAILABILITY** → ⌚ **PROPOSE** → 🤝 **NEGOTIATE** → 📌 **ARRANGE** → ✅ **CONFIRM** → 🔄 **ADJUST** → 🤝 **COORDINATE**

and creates a natural bridge from communication that leads to action in Week 10 to communication that coordinates people and time in Week 11.

