

ENGLISH GAMES & ACTIVITIES

11th GRADE

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**ENGLISH
GAMES & ACTIVITIES**

**THEME 1
FUTURE JOBS**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

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ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



THEME 1 FUTURE JOBS

FUNCTIONS

F1 Making plans and predictions

F2 Making an appointment

F3 Talking on the phone

1 In the Future ...



This activity aims at using the correct future form to make plans and predictions. It also encourages students to improve their reading, speaking and listening skills.

Materials and Preparation

Make copies of the game board on page 20 for each group of students. Then, provide each group with a dice and three counters. Erasers or pencil sharpeners can be used as counters as well.

Procedure

- 1 Divide students in groups of three.
- 2 Give out a copy of the game board, a dice and counters.
- 3 Have students place their counters on the start square. Tell them that they have 30 seconds to answer the questions on each square using the correct future form. Assign a student in each group to keep the time.
- 4 Have students take it in turns to roll the dice and move their counters on the game board.
- 5 If a student fails to use the correct future form or speaks on the topic for less than 30 seconds, s/he misses a turn.
- 6 The first student to reach the finish square is the winner.

2 Find Someone Who ...



This activity aims at using the correct future form to make plans and predictions. It also enables students to improve all four language skills by interacting with each other.

Materials and Preparation

Photocopy one worksheet on page 21 for each student.

Procedure

- 1 Give each student a copy of the worksheet.
- 2 Demonstrate the activity. Take a worksheet and ask a student the first question: "Are you going to take up a new hobby soon?" If the student answers "No, I'm not", say "Thank you" and ask another student. If the student answers "Yes, I am", write his/her name in the corresponding column. Then, ask the follow-up questions: "What hobby are you going to take up?" "Why would you like to do it?" Once the students understand how they are going to use the worksheet, start the game.
- 3 Get students to find and write a different name for each question.
- 4 Tell them to stand up and mingle to ask the questions on their copies.
- 5 Set a time limit, e.g. 15 minutes.
- 6 Have students give feedback to the class on the plans and predictions of their classmates.



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FUNCTIONS

F1 Making plans and predictions

F2 Making an appointment

F3 Talking on the phone

3 Jumbled Dialog



This activity aims to practice making an appointment. It also encourages students to improve their reading, listening and speaking skills by communicating with each other.

Materials and Preparation

Copy and cut out the worksheet on page 22 for each pair of students.

Procedure

- 1 Have students work in pairs. Assign their roles. Student A is the secretary, and Student B is the job applicant who is making an appointment.
- 2 Give out the copies to the corresponding students. Student A and Student B sit in a way that they can't see each other's paper.
- 3 Tell students that each of them has the half of a dialog, but the sentences are in the wrong order.
- 4 Tell students not to look at each other's papers. Have them put the conversation in the correct order by reading out the sentences and writing numbers in the blanks.
- 5 Student A starts the dialog by reading out the first sentence. Student B listens, looks for a convenient answer in his/her paper and then reads it out to Student A. If they both agree on the correct answer, Student B writes number 2 next to the sentence. The activity goes on like this until the whole conversation is put in the correct order.
- 6 When the task is completed by all the pairs, elicit the answers.
- 7 As an extension, you may ask students to prepare a similar dialog.

4 On the Phone



The aim of this activity is to practice talking on the phone. Students will be able to improve their reading, speaking and listening skills by using their role cards.

Materials and Preparation

Copy and cut out the worksheet on page 23.

Procedure

- 1 Have students work in pairs.
- 2 Give each pair three sets of role-play cards (Student A and Student B).
- 3 Get them to have telephone conversations following the prompts on their cards.
- 4 Encourage students to follow up their partners' answers with further questions.
- 5 When students have completed the task, ask a few pairs to role-play their telephone conversations in front of the class.
- 6 Give feedback.



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F1 Making plans and predictions

F2 Making an appointment

F3 Talking on the phone

5 Dictogloss



This activity enables students to reconstruct a short text about predictions for the future by listening and noting down key words, which are then used as a base for reconstruction. Students will be able to practice listening, writing and speaking using the required vocabulary and grammar in order to complete the task.

Materials and Preparation

Show some intriguing and interesting photos to have students predict the future. Use also the photos on page 24. Read a short text about someone's predictions for the future. You can also use the given sample text below.

Procedure

- 1 Ask your students some warm-up questions about their predictions for the future. (What do you think will happen in the future? Will life in the future be amazing or awful?, etc.)
- 2 Use visuals to stimulate inquiry and to reach your visual learners.
- 3 Find a short text (or write your own) about someone's predictions for the future.
- 4 Read it out at a slightly faster pace than normal to your students, who just listen.
- 5 Read it again at normal speed. Students work in pairs and take notes. Not full sentences, just a few words.
- 6 Read the text for the last time at normal speed. Make groups of four students to produce a final written version of the text trying to remember the details of the predictions.
- 7 Finally, the groups compare their written version with the original. They correct their mistakes. The group that writes the closest version of the text wins this challenging memory game.
- 8 Vary your speaking speed to make this activity easier or harder. This dictogloss activity works well as a speaking activity, too.

Sample Text

Can you guess what will happen in 2050? We'll discover thousands of planets. We've already identified 2400 planets outside our solar system so far, but this number will jump to nearly 4800 in 2050. Is there life on any of those planets? Will we ever find the planet we're looking for? We'll find out soon, but I'm so sure about one thing; there will be a galactic Internet on the other planets. What will driving be like in 2050? There will be driverless cars everywhere because driving your car will be out of date, and it will be considered unsafe. Moreover, there will be flying cars as well as flying bicycles on air-conditioned highways. What I want to say is artificial intelligence will replace human intelligence. Will AI replace creativity as well? I think it will. Computers will be able to write, paint and compose better than artists ever will. Do you think you will check your emails using your fingers? No, not at all. You'll go online with your contact lenses. You'll read your emails and your favorite websites without lifting a finger. In addition, while you're watching videos or TV shows, you'll be able to smell them. I think it will be so much better if you could smell the sea you watch.



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6 Get It Well



This activity enables students to hear a dialog about making an appointment. It also helps them to improve their speaking, listening and writing skills.

Materials and Preparation

Tell students that they need a pen and paper to write down. Make sure you have the Internet in class. Scan the QR code.

Procedure

- 1 Ask students to work in pairs and tell them that they are going to hear a dialog three times.
- 2 While listening, students are supposed to write the dialog in the correct form.
- 3 When they finish, make them act out the dialog.
- 4 The pair who gets the most correct sentences wins the game.

7 Define Me!



This activity enables students to hear people talking on the phone and helps students to guess the meanings of the words used in the context. It also encourages students to improve their listening, reading and writing skills.

Materials and Preparation

Make sure you have the Internet connection. Scan the QR code.

Procedure

- 1 Ask students to make groups in four.
- 2 Tell them that they are going to hear a dialog three times to find the correct words for the given definitions. (If needed, the recording can be played once more.)
- 3 Remind students that each correct answer takes 5 points and the group with the highest point wins the game.
- 4 Ask students to prepare a similar phone conversation using at least four new vocabulary with a partner.

- a _____ : a document which shows how much a customer has to pay, for what and by when
- b _____ : to show someone you are grateful for something they have done
- c _____ : proof that a delivery has been made
- d _____ : the conditions of when a customer should make payment
- e _____ : when more time is allowed for something
- f _____ : an official or organizational rule
- g _____ : when something doesn't follow the usual rule
- h _____ : the timing and amount of money coming in and going out of a company



FUNCTIONS

F1 Making plans and predictions

F2 Making an appointment

F3 Talking on the phone

8 What's in the Bag?



The aim of this activity is to support speaking and listening skills as a part of language development in class. The goal is to help your students think quickly and talk about their plans for the imaginary objects in the bag.

Materials and Preparation

You will need an empty bag or a backpack.

Procedure

- 1 Arrange students in a circle, and give one of them an empty bag or a backpack.
- 2 The student who receives the bag looks inside the bag and thinks of an object that would fit inside it.
- 3 He/She then asks the person to his/her right, e.g., "Why do you have a/an _____ in your bag?"
- 4 That student then has to think of an appropriate reason quickly to explain his/her plan for the object using *be going to*. For example, an exchange might go like this; "Why do you have a poetry book in your bag?" "I'm going to read poems in my poetry club. I'm sure I will be the poet of the week."
- 5 If a student cannot answer a question appropriately or cannot think of a use for the object, he/she is out of the game and must leave the circle. The last student remained in the game wins.
- 6 Students are out of the game as well if they repeat an answer given by another student or take too long to reply.
- 7 If you want this game funnier or harder, ask your students to invent something unusual or bizarre that could be inside the bag.

E.g.

May: *Why do you have a hamster in your bag?*

Joe: *I'm going to give it to my little brother as a present. He's crazy about hamsters.*

9 Just One Question



This activity aims at using the correct future form to make plans and predictions. It also encourages students to improve their listening and speaking skills.

Materials and Preparation

Tell each student to take a blank paper for taking notes.

Procedure

- 1 Just One Question is a survey activity for getting students to talk about the future.
- 2 Students have to think of some interesting questions they could ask their classmates about the future.
- 3 Then, students choose the best question and survey at least 10 of their classmates, taking notes about what they find out.
- 4 After that, give students some time to analyze their results and prepare a few sentences to share with the class about what they have found.



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10 Let's Meet Up!



This activity enables students to review the phrases for making an appointment and negotiate for meeting up. It also helps them to improve their speaking and writing skills.

Materials and Preparation

Remind students how to speak about dates and times, and write some examples on the board.

E.g.

Andy: Are you free on June 18th from 9 a.m. to 11 a.m.? **Borris:** Yes, I am. / No, I am not.

Dennis: Are you available on the 19th for dinner? **Alicia:** Yes, I am. / No, I am not.

Nick: Do you have free time next Thursday, the 24th? **Alex:** Yes, I do. / No, I don't.

Continue the review as a warm-up for the rest of the lesson, but if they don't remember the details or they have any trouble, continue the review process. You may begin negotiating once they have refreshed their memory on the specifics of dates, numbers, and times. Negotiation is all about establishing a mutually agreed date, time, and location for all parties. You may start by describing how it works with two friends and providing some negotiation phrases.

E.g.

- I'm not free at that time. How about 2 p.m. instead? Does that work for you?
- I can't make it on the 20th. Are you available on the 21st?
- I'm not free that day. I'll be studying. How about two weeks after Sunday?
- Sure, Wednesday works for me. Where would you like to go?
- Yes, I'm free on the 16th. Could we/do you want to meet at 11 a.m. for brunch?
- Looks like I'm available that day. What time is the best for you?
- Sounds good. See you on the 15th at 4 p.m.

Photocopy and hand out the empty weekly calendars on page 25 for each student.

Procedure

- 1 Have each student put down seven appointments on their empty weekly calendars for the next week. They might be actual or fictional plans. This part of the activity should last about 10 minutes.
- 2 Let each student wander around the class to find a friend to do each activity with and negotiate a mutually suitable time and date. This part of the activity should last about 20 minutes.
- 3 Give feedback.



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11 Listening Chairs



This activity enables students to listen to and understand people talking on the phone while also answering comprehension questions about what they have heard. It also helps them to improve their listening and speaking skills.

Materials and Preparation

The game is similar to “Musical Chairs,” but instead of a song, students will listen to the audio. Before starting the game, form a circle with the chairs. There should be one fewer chair than the total number of students in the class. To start the game, ask the students a comprehension question based on the audio conversation. Make sure you have the Internet connection. Scan the QR code to listen to the phone conversation.

Procedure

- 1 Start playing the audio. Tell students to walk around the circle of chairs while listening to the conversation. When a student hears the answer to the question, he/she sits down. There may be one or several students who sit down.
- 2 Pause the audio. If there is only one student who sits down, ask him/her to answer the question. If there are more students who sit down, ask them to whisper the answer to you one by one. If a student's answer is correct, he/she remains seated. Students who give a wrong answer, stand back.
- 3 Next, ask another question from the next part of the audio conversation. Let the students who have remained standing start walking around the chairs again until they hear the answer to the new question in the audio. Continue like this until there is one student left standing. That student is out of the game. Remove a chair from the circle.
- 4 All the students stand up and the game goes on until there are only two students competing for one chair to become the winner.

Sample Comprehension Questions

- 1 For whom are they doing some research?
- 2 What is Steve Vance interested in?
- 3 How will the woman send the statistical reports on the towns?
- 4 Who will they meet from CNT?
- 5 How is Bracknell spelled?
- 6 What is Steve Vance's telephone number?
- 7 Does he have an email?
- 8 How and when will the woman send the information?



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12 Game of Questions



This activity aims at using the correct future form to make plans and predictions by asking and answering questions. It also helps students to improve their listening and speaking skills.

Materials and Preparation

Make copies of the game on page 26 for each group and cut out the worksheet. Then put the shuffled cards on the table.

Procedure

- 1 Write a random future time expression on the board such as this summer, in 2050, etc, and ask your students to make some meaningful questions with future tenses using the written time expressions. (What are you going to do this summer?/Will there be flying cars in 2050?, etc.)
- 2 Divide your students into two teams and ask for any volunteers from both groups to start the game by picking a time expression card.
- 3 Set a time limit, e.g. 30 seconds for each player to prepare one single question about a certain time expression that they pick.
- 4 Student A asks his/her question, and the other player answers. Then Student B asks, and Student A answers.
- 5 Have students take turns and continue the game. The ones who ask and answer correctly get 2 points.
- 6 The group with the highest point wins the game.

13 Guess and Write



This activity enables students to listen and understand people talking on the phone and review the phrases about making an appointment. Students will be able to improve their listening, reading and writing skills by guessing the meanings of the words given in the context.

Materials and Preparation

Make copies of the definitions of word groups on page 27 for each group of students.

Procedure

- 1 Divide the students in groups of four.
- 2 Give out a copy of the definitions of word groups.
- 3 Tell the students that they are going to hear a dialog three times.
- 4 Have students write the correct word groups next to the given definitions.
- 5 Each correct word takes one point.
- 6 The group with the highest point wins the game.



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FUNCTIONS

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Write It Down



This activity aims at comprehending the correct future form while making plans and predictions. It also encourages students to improve their reading and writing skills.

Materials and Preparation

Photocopy the sample text up to half the number of students in the classroom.

Procedure

- 1 Have students pair up. Hand out the sample text to each group.
- 2 Each team should have one student to read the sample text. The other student must write down everything.
- 3 Have students swap roles at the end of the reading.
- 4 Now, have them check each other's writing.
- 5 The team that finishes its dictation in the shortest amount of time wins.

Sample Text

Have you ever thought about your future? I have. When I think about my future, I see myself as a nurse. In order to achieve my dream, there is a path I have to follow. First, I'm planning to take classes in nursing assistance. When I graduate from the nursing assistant program, there are going to be lots of job opportunities for me. I'll be working as a nursing assistant in a retirement home or in-home care. Second, I'll apply to and will be accepted to volunteer at Community Memorial Hospital in the maternity section. Third, I'm going to apply to Indiana State University. I will be studying for a bachelor of science in nursing, which will take up to four or five years. Fourth, after my schooling, in order to become a registered nurse, I will have to take the National Council Licensure Exam and then become a registered nurse, which means recording patients' medical history and symptoms, maintaining a safe environment for them, and establishing a compassionate connection by providing emotional support. After becoming a registered nurse, I will move on to become a pediatric nurse to specialize in children's diseases.



Answer Key

3 Jumbled Dialog

STUDENT A

- 7 Thank you, Mr. Milan. And what did you study at university?
- 13 OK, then. 2.00 p.m. is available. Will it suit your program?
- 9 Great! These are the qualifications we're looking for. What's your phone number and email address?
- 1 Hello, Galaxy Games. How may I help you?
- 3 Mr. Akami is responsible of the Human Resources Department. I'll check if he is in his office. Please hold the line.
- 17 Not at all. Have a nice day.
- 11 Now, I'm checking the program of Mr. Akami... Well, he is taking the applications on June 10. What time is suitable for you on this date?
- 5 Hello again. I'm afraid he is not available right now. I will try to make an appointment for you. I have to get some information to fill in the form. Can you please say your full name and date of birth?
- 15 Please don't forget to send your CV to our company's email address. Do you have it?
-

STUDENT B

- 12 You mean next Monday. I have to hand in a project in the morning, so some time in the afternoon will be better for me.
- 16 Yes, madam. I have noted it from the vacancy announcement. I'll send it before Monday. Thank you.
- 6 Jeffrey Milan. February 3, 1997.
- 10 It's 123654852, and my email is j.mln@gnet.com.
- 2 Good afternoon. This is Jeffrey. I'm calling to make a job appointment for the position of space game designing.
- 14 That's perfect! I'll be there.
- 8 I have a degree in program designing and a master's degree in business management.
- 4 Sure, I'm waiting.



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Answer Keys & Audio Scripts

Answer Key

7 Define Me!

- 1 **an invoice:** a document which shows how much a customer has to pay, for what and by when
- 2 **to appreciate:** to show someone you are grateful for something they have done
- 3 **delivery confirmation:** proof that a delivery has been made
- 4 **payment terms:** the conditions of when a customer should make payment
- 5 **an extension:** when more time is allowed for something
- 6 **a regulation:** an official or organizational rule
- 7 **an exception:** when something doesn't follow the usual rule
- 8 **cash flow:** the timing and amount of money coming in and going out of a company

Answer Key

11 Listening Chairs

- 1 **For a Japanese company**
- 2 **General information about the towns**
- 3 **With the information packs**
- 4 **Paul Smith**
- 5 **B-R-A-C-K-N-E-L-L**
- 6 **544-878723**
- 7 **No**
- 8 **By courier this afternoon**



THEME 1 FUTURE JOBS

11th GRADE

Answer Keys & Audio Scripts

Answer Key

13 Guess and Write

- 1 to squeeze someone/something in: to manage to find time for someone or something
- 2 to have an opening: to have an available space in a schedule
- 3 hang on: wait
- 4 booked solid: unavailable, having all appointments taken
- 5 luckily: because of good luck
- 6 short-staffed: not having the usual or necessary number of workers
- 7 come down with: to start to suffer from an illness

Audio Script 1

6 Get It Well

Receptionist: Good morning! Can I help you?

Marta: Yes, please. I'd like to make an appointment for an eye test.

Receptionist: Have you had a test before?

Marta: No, I haven't.

Receptionist: Ok, can you come in at 3 p.m. on Tuesday?

Marta: I'm sorry, I can't. I have to pick up my children from school.

Receptionist: Ok, how about 10 o'clock on Wednesday morning?

Marta: Let me think - yes, that's fine, thank you.

Receptionist: I'll book you in. Can I take your name?

Marta: Yes, it's Marta Rodriguez.

Receptionist: Ok, and a phone number?

Marta: It's 020 7845 1123

Receptionist: Ok, that's booked for you. We'll see you on Wednesday.

Marta: Great! Is the test free or do I have to pay?

Receptionist: That depends. The optician will tell you when you come in on Wednesday.

Marta: Ok, great, thanks again, bye.

Receptionist: Bye.



THEME 1 FUTURE JOBS

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Answer Keys & Audio Scripts

Audio Script 2

7 Define Me!

Junko: Hello, Junko Mori speaking. How can I help you?

Andrea: Hi, Junko, it's Andrea here from Red Band. I'm calling about our latest order.

Junko: Everything arrived OK, right? We got the delivery confirmation at our end.

Andrea: Yes, everything's fine with the order. I'm calling about the invoice and the payment terms. I need a favor.

Junko: A favor? What do you need?

Andrea: This is a little, er ... difficult, but I need an extension on the payment terms. I know they're usually 30 days, but we're having some cash flow problems. You'd really be helping us out if you could extend it to 60 days.

Junko: I'm not sure if I can do that, Andrea. We've got regulations at our end, and also have to manage our own cash flow.

Andrea: I promise this won't become the norm, Junko. Actually, I also want to place another new order. The same size order as last time. It's for an important customer and they pay on delivery.

Junko: I see. So, your cash flow problem will be solved after this new order is delivered.

Andrea: Exactly.

Junko: That sounds good. Hold on, Andrea. Let me see what I can do. Yes, I think we can make an exception this time.

Andrea: That's great, Junko. I appreciate your help.

Junko: And we appreciate your business, Andrea. It works both ways.

Andrea: Thanks again, Junko. Can you send me a quick email confirmation of the payment terms extension?

Junko: Sure, no problem. We're happy to help you.

Andrea: Great. And I'll email you the new order.

Junko: Thanks. I'll keep an eye out for it. Talk to you soon.

Andrea: You too. Goodbye.

Audio Script 3

11 Listening Chairs

Heather Horner: Extract 8 - Steve Vance calls the Commission for New Towns.

Veronika Hyks: Good morning. CNT. How can I help?

Stuart Fox (employee at CNT): Ah, good morning. Steve Vance here from Reloc in London. We're doing some research for a Japanese company looking at sites for a new plant and I need some information.

Veronika Hyks: Right. What are you interested in?

Stuart Fox: Well, at the moment I need general information about the towns. Could you send me some information packs?

Veronika Hyks: Yes. We've got packs about each town and they come with a video.

Stuart Fox: That sounds fine. Could you send me three or four of each pack?

Veronika Hyks: Mmm... Certainly.

Stuart Fox: And I'd like some more detailed material facts and figures, statistics on population, distances... That sort of thing...

Veronika Hyks: Hmm... Well, we have statistical reports on the towns. Would you like me to send them with the information packs?

Stuart Fox: Great. One thing - it's rather urgent...

Veronika Hyks: No problem. I'll send them by courier. Is there anything else I can help with?

Stuart Fox: Well, we'll need to study one location in detail. Could we meet someone from CNT to discuss that?



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Answer Keys & Audio Scripts

Veronika Hyks: Sure, that's Paul Smith in Development. Shall I arrange for him to contact you?

Stuart Fox: Yes, please.

Veronika Hyks: Err... Could I take some contact details?

Stuart Fox: Sure. The name's Steve Vance, V-A-N-C-E, from Reloc, and the address is 34 Bracknell Park, London W64 8JT.

Veronika Hyks: Err... Could you spell Bracknell, please?

Stuart Fox: It's B-R-A-C-K-N-E-L-L.

Veronika Hyks: Number 34?

Stuart Fox: That's right.

Veronika Hyks: And your telephone and fax numbers?

Stuart Fox: The telephone is London, 544-878723

Veronika Hyks: 544-878723

Stuart Fox: And the fax is the same code and then 400004.

Veronika Hyks: 400004. Do you have an email, please?

Stuart Fox: No.

Veronika Hyks: Fine, Mr Vance. I'll send the information by courier this afternoon and I'll ask Paul Smith to contact you about arranging a meeting.

Stuart Fox: Great. Thanks for your help. Goodbye.

Veronika Hyks: It's a pleasure. Goodbye.

Audio Script 4

13 Guess and Write

Receptionist: Hello, Trust Care Clinic, how can I help you?

Laura: I need to make an appointment with Dr. Jefferson.

Receptionist: Your name, please?

Laura: Laura Lewis.

Receptionist: Why do you need to see the doctor?

Laura: I have had a fever and cough for three days. I think I've come down with the flu.

Receptionist: Dr. Jefferson is only available tomorrow at six p.m.

Laura: I can't wait that long. Is there any way you can squeeze me in today?

Receptionist: Unfortunately not, Dr. Jefferson is booked solid today.

Laura: Can anybody else see me?

Receptionist: Hang on. Let me have a look... Luckily, Dr. Wills has an opening at five o'clock this afternoon.

Laura: Do you have anything before five?

Receptionist: No, I'm afraid not. We are short-staffed this week.

Laura: Okay. I'll take it.

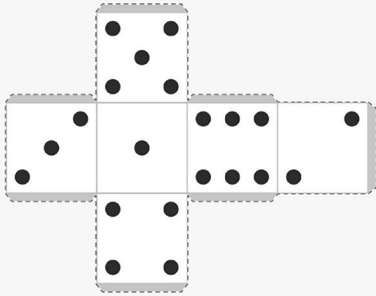
THEME 1 APPENDIX



1 In the Future ...

11th GRADE

BOARD GAME



<div>Finish</div> <div>How will video games change in 20 years?</div> <div>What are your plans for this summer?</div> <div>Which countries will you visit in 10 years?</div> <div>What are your goals for self-improvement?</div> <div>Oops! Go back 2 spaces!</div> <div>What will education be like in the future?</div>	<div>Will robots rule the world in the future?</div> <div>Will robots rule the world in the future?</div> <div>Will robots rule the world in the future?</div> <div>Will robots rule the world in the future?</div> <div>Will robots rule the world in the future?</div> <div>Will robots rule the world in the future?</div>	<div>What are your goals for next school year?</div>	<div>What inventions will we see in 100 years?</div>	<div>What will you be doing in 10 years?</div>	<div>Move forward 5 spaces!</div>
		<div>What are your plans for higher education?</div>	<div>What are you doing next weekend?</div>	<div>What will fashion be like 200 years later?</div>	
		<div>How will your life change in three years?</div>	<div>What will be the energy sources of the future?</div>	<div>What will your life be like when you are old?</div>	
		<div>What house chores are you doing this week?</div>	<div>Miss a turn!</div>	<div>What will future be like in 2521?</div>	
		<div>Miss a turn!</div>	<div>Will humans colonize Mars?</div>	<div>What are your plans after school?</div>	
		<div>What will be the biggest environmental problems in 50 years?</div>	<div>Start</div>		
<div>Will life be easier or more difficult for your children? How?</div>	<div>How will transportation change in the future?</div>				



THEME 1 APPENDIX

2 Find Someone Who ...

11th GRADE

Find someone who ...	Student's name	More information
1. is going to take up a new hobby soon.		What? Why?
2. will probably travel abroad next year.		Where? With whom?
3. is going to get a haircut this weekend.		Why? How short?
4. will be studying abroad in 3 years.		Where? On which subject?
5. is meeting someone after school.		With whom? Where?
6. will have read 10 books by the end of the year.		What kind?
7. is going to move house this year.		Where? Why?
8. will work during summer vacation.		Where? What job?
9. will have achieved all their goals in 10 years.		What goals?
10. is going shopping after school.		Why? With whom?
11. will be studying another language at university.		What language? How well?
12. will invent something in twenty years.		What? Why?



Find someone who ...	Student's name	More information
1. is going to take up a new hobby soon.		What? Why?
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11. will be studying another language at university.		What language? How well?
12. will invent something in twenty years.		What? Why?



THEME 1 APPENDIX

3 Jumbled Dialog

11th GRADE

Student A

You are a secretary. You have the half of the conversation that is in the wrong order. Read your sentences to your partner to put the conversation in the correct order.

- _____ Thank you, Mr. Milan. And what did you study at university?
- _____ OK, then. 2.00 p.m. is available. Will it suit your program?
- _____ Great! These are the qualifications we're looking for. What's your phone number and email address?
- 1 _____ Hello, Galaxy Games. How may I help you?
- _____ Mr. Akami is responsible of the Human Resources Department. I'll check if he's in his office. Please hold the line.
- _____ Not at all. Have a nice day.
- _____ Now, I'm checking the program of Mr. Akami... Well, he's taking the applications on June 10. What time is suitable for you on this date?
- _____ Hello again. I'm afraid he's not available right now. I'll try to make an appointment for you. I have to get some information to fill in the form. Can you please say your full name and date of birth?
- _____ Please don't forget to send your CV to our company's email address. Do you have it?



Student B

You are a job applicant. You have the half of the conversation that is in the wrong order. Read your sentences to your partner to put the conversation in the correct order.

- _____ You mean next Monday. I have to hand in a project in the morning, so some time in the afternoon will be better for me.
- _____ Yes, madam. I've noted it from the vacancy announcement. I'll send it before Monday. Thank you.
- _____ Jeffrey Milan. February 3, 1997.
- _____ It's 123654852, and my email is j.mln@gnet.com.
- _____ Good afternoon. This is Jeffrey. I'm calling to make a job appointment for the position of space game designing.
- _____ That's perfect! I'll be there.
- _____ I have a degree in program designing and a master's degree in business management.
- _____ Sure, I'm waiting.



THEME 1 APPENDIX

4 On the Phone

11th GRADE

Student A Call 1

- Call the sports center in your town.
- Tell Student B that you want to talk to the manager about the new training program.
- Leave your phone number to be called back.
- Repeat your number and remind the secretary that you'll be waiting for the call.

Student B Call 1

- You are a secretary at the sports center.
- Explain that the manager is not available and offer him/her to leave a phone number.
- Note down Student A's number.
- Ask him/her to repeat the number.
- Confirm that the manager will call back as soon as he is available.

Student A Call 2

- Call the reception of the hotel you're staying at.
- Tell Student B that you need to change your room because the air conditioner isn't working properly, and there is a problem with the lights, too.
- Tell him/her that you want to change the room.
- Thank Student B and tell him/her that you'll be there after packing your suitcase.

Student B Call 2

- You are the receptionist.
- Listen and note down Student A's problems. Then, offer to send the technical service to check the problem.
- Ask him/her to come to the reception after 11 a.m. to get a new room.

Student A Call 3

- You are Ted. Call your friend, Melissa.
- Ask her to join you for the concert of your favorite band on the weekend.
- Explain that you have two spare tickets and offer to invite Andy, too.
- Arrange the time and the place to meet before the concert.

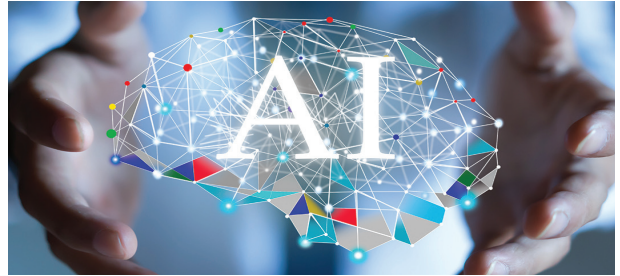
Student B Call 3

- You are Melissa. Your friend Ted calls you.
- Tell him that your cousin Andy is visiting you for the weekend.
- Accept the offer. Ask the time and the place where you will meet.
- Confirm your meeting time and place.

11th GRADE

Look at the pictures and make predictions about the future answering the questions below.

- What do you think will happen in the future?
- Will life in the future be amazing or awful?





THEME 1 APPENDIX

10 Let's Meet Up!

11th GRADE



...Weekly Planner...

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10 a.m.							
11 a.m.							
12 p.m.							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							



THEME 1 APPENDIX

12 Game of Questions

11th GRADE

Time Expression Cards

After the school	This afternoon	This evening	Tonight	Tomorrow morning
Tomorrow afternoon	Tomorrow evening	This weekend	The day after tomorrow	
On Monday	On Tuesday	On Wednesday	On Thursday	On Friday
Next Saturday	Next weekend	Next week	Next month	Next year
In 2025	In 2050	In 2100	When you are 30 years old	



After the school	This afternoon	This evening	Tonight	Tomorrow morning
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THEME 1 APPENDIX

13 Guess and Write

11th GRADE

- 1 _____ : to manage to find time for someone or something
- 2 _____ : to have an available space in a schedule
- 3 _____ : to wait
- 4 _____ : unavailable, having all appointments taken
- 5 _____ : because of good luck
- 6 _____ : not having the usual or necessary number of workers
- 7 _____ : to start to suffer from an illness



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