

**GRADE**

**UNIT**

**8**

**10**



## **Functions**

**\* Making predictions about the future**

**(Giving reasons and results)**



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## GÖRSEL TASARIM

Serkan UTLU





<b>Grade</b>	8.10
<b>Function</b>	Making predictions about the future (Giving reasons and results)
<b>Skills</b>	Listening Speaking : Free speaking for lead in Listening : For specific information Speaking : Focus on fluency
<b>Duration</b>	20mins.
<b>Materials required</b>	Track 1 for listening Picture and forecast text for listening activity in Appendix A Photos and words table for reading activity in Appendix B
<b>Aims</b>	To identify the main points of TV news about forces and disasters To understand utterances about predictions about the future
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. The teacher asks the lead in question.</li> <li>2. The teacher asks the students to listen to track 1 ( the forecast news )and fill in the blanks in Appendix A.</li> <li>3. The teacher asks the students to listen to track again and answer the comprehension questions in Appendix A.</li> <li>4. The teacher asks the students to discuss the questions in Appendix A .</li> <li>5.The teacher asks the students to match the photos with their definitions.</li> </ol>



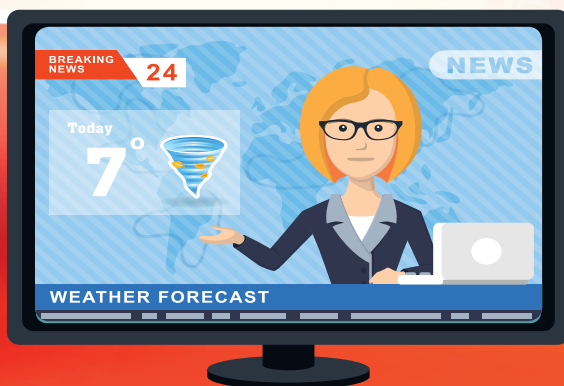
## Lead in

Read the situation and answer the question.

\* In the morning you listen to the weather forecast on the radio. It gives bad news about today's weather but you aren't ready for this bad weather condition. What do you do then?

## Appendix A

### A. Listen to the weather forecast and fill in the blanks.



coast houses disaster flood heavy rain thunderstorms hurricane

Good morning ladies and gentlemen. We want to start happily to this week but I can't give you good news. Because we will have <sup>1</sup>..... in the afternoon. But, in the evening you must be careful for the strong wind with <sup>2</sup>..... I am afraid, tomorrow, we will see hurricane on the <sup>3</sup>....., so you must be ready for this disaster. This <sup>4</sup>..... will give harm to the boats, trees or <sup>5</sup>..... So you must be away from the coast this week. At the end of this week, this <sup>6</sup>..... will leave our country but you should be careful for the flood too. There will be <sup>7</sup>..... in the southern part of the country. We will give you more details in our next news. Have a good day.

### B. Listen the weather forecast again. Then choose True (T), False (F) or No Information (NI).

	T	F	NI
1. This week will be sunny and hot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It will start to rain in the afternoon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The rain will stop at the weekend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The hurricane will cause damage on the coast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The flood will be at the northern part of the country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### C. Discuss these questions.

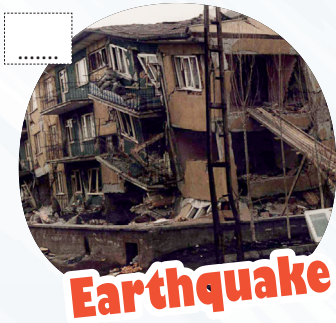
- What will you do when you see dark clouds in the sky?
- What will you do when it snows a lot?



## Appendix B

## D. Match the photos with their definitions.

- a. a storm with thunder and lightning with heavy rain
- b. movement of a mass of rock and earth
- c. to cause to fill or become covered with water
- d. an event that results in great harm, damage
- e. a very strong wind





<b>Grade</b>	8.10
<b>Function</b>	Making predictions about the future (Giving reasons and results)
<b>Skills</b>	Speaking Listening : For specific information Speaking : Focus on fluency
<b>Duration</b>	25 mins.
<b>Materials required</b>	Track 2 for listening Dialogue and words table for listening activities in Appendix A Speaking cards for speaking activity in Appendix B
<b>Aims</b>	To talk about predictions concerning future of the Earth To negotiate reasons and results to support their predictions about natural forces and disasters
<b>Procedures</b>	<ol style="list-style-type: none"><li>1. The teacher asks the students to listen to track 2 to fill in the blanks with the words/phrases in the table in Appendix A.</li><li>2. The teacher asks the students to listen to the dialogue again and answer the comprehension questions in Appendix A.</li><li>3. The teacher asks the students to choose three cards and ask questions to their friends and discuss their friends' answers together in Appendix B.</li></ol>



## Appendix A

A. Listen to the dialogue and fill in the blanks with the words/phrases in the table.



damage

tsunami

earthquake

volcanic eruption

**Sally** : Hi! Have you watched the news today?

**Nancy** : No, I didn't have time for it. Anything new?

**Sally** : A big <sup>1</sup>..... has occurred in Japan recently and experts say it will cause lots of environmental <sup>2</sup>.....

**Nancy** : I think this disaster will cause another ones.

**Sally** : Unfortunately it is true. <sup>3</sup>..... has already hit many countries at Pacific Ocean.

**Nancy** : This is the second disaster after the big <sup>4</sup>..... in January this year.

**Sally** : It was so terrible but it didn't cause too much damage. People left their houses and the precautions worked.

**Nancy** : Hopefully, the scientists will predict these natural disasters in the future.

**Sally** : I hope so. Also, scientists will do some researches to take some precautions before the disasters.

B. Listen to the dialogue again and answer the questions.

1. Where did the earthquake occur?

.....

2. Did the tsunami give damage only to Japan?

.....



Appendix B

C. Choose three cards and answer the questions as in the example.

**Do you think there will be water shortage in the world or in our country?**

**Example:**



I don't think there is water shortage now but in the future there will be droughts because we waste water too much.

**Which disasters do you think will occur in the future? Why?**

**What should you do to reduce the harmful effects of lightning?**

**What must we do to protect the world from drought?**

**Do you think that early warning systems will save people from the disasters?**

**How will we predict the disasters in the future?**

**Are we ready for a flood, drought, erosion and hurricane?**





<b>Grade</b>	8.10
<b>Function</b>	Making predictions about the future (Giving reasons and results)
<b>Skills</b>	<p>Reading</p> <p>Speaking : Free speaking for lead in</p> <p>Reading sub-skill : Skimming and Scanning</p> <p>Writing Genre : Paragraph , Audience : Peers, Purpose : to write a simple paragraph about reasons and results of disaster</p>
<b>Duration</b>	25 mins.
<b>Materials required</b>	Clapperboard and a text for reading and writing activities in Appendix A
<b>Aims</b>	<p>To identify specific information in simple texts about natural forces and disasters</p> <p>To understand various short and simple texts about future prediction</p>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. The teacher asks the lead in questions.</li> <li>2. The teacher asks the students to read the clapperboard and choose the best title for the movie in Appendix A.</li> <li>3. The teacher asks the students to read the clapperboard again and write two of the disasters in the screenplay in Appendix A.</li> <li>4. The teacher asks the students to read the screenplay on the clapperboard again and answer the comprehension questions in Appendix A.</li> <li>5. The teacher asks the students to write their predictions about the rest of the movie in Appendix A.</li> </ol>



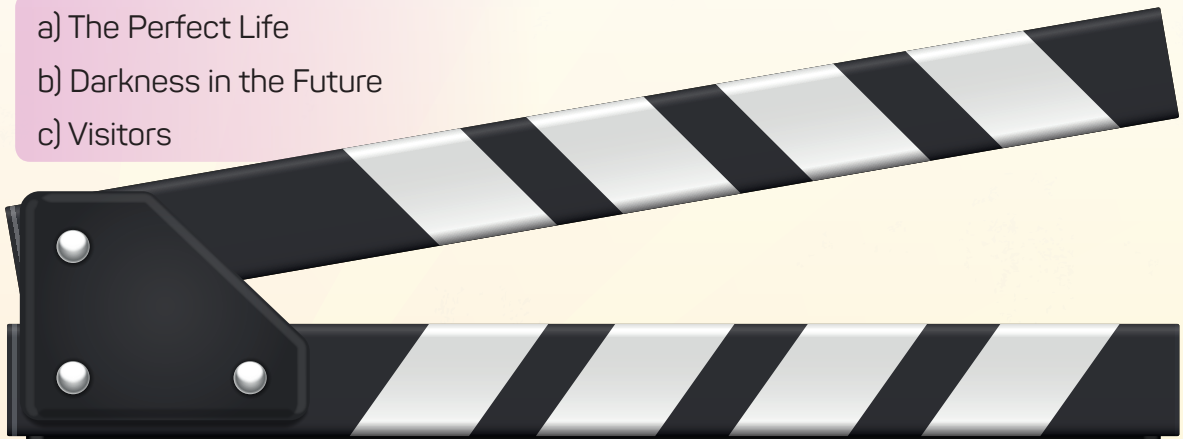
Lead in

- \* Have you watched the movies '2012', 'Geostorm' and 'The Day After Tomorrow'?
  - If yes, what do you think about them? Will the stories of the films become real in the future?
  - If no, what do you think these films are about?

Appendix A

A. Read the clapperboard and choose the best title for the movie.

- a) The Perfect Life
- b) Darkness in the Future
- c) Visitors



**PRODUCTION:** .....

**DIRECTOR: Karius Durham**

After a sudden explosion, there will be a bright light up in the sky for a while. There will be no water or trees around. The sky will be covered with dark clouds, the temperature will drop too low and there won't be electricity at all. People will feel shocked and scared when they see their neighbourhood. After a while, there will be a huge earthquake and it will destroy most of the city. People won't communicate with their friends and relatives because there won't be internet or network. People will have to pay a lot of money for a little water because there will be water shortage and drought all over the city so they will have to use less water.

B. Read the clapperboard again then write two of the disasters in the screenplay.

\* .....

\* .....



**C. Read the screenplay on the clapperboard and answer the questions.**

1. What will the explosion cause?

.....

2. How will people feel after the explosion?

.....

3. Why won't people communicate with each other?

.....

4. Why will people pay a lot of money for a little water?

.....

**D. Read the screenplay again and write your predictions about the rest of the movie. You can answer the following questions.**

1. Where will people live?

*I think people will build underground cities and live in them.*

2. What will happen next?

.....

.....

3. Will the people in the city survive?

.....

.....

4. How will the movie end? Why?

.....

.....



<b>Grade</b>	8.10
<b>Function</b>	Making predictions about the future (Giving reasons and results)
<b>Skills</b>	Writing Reading sub-skills : Skimming Writing Genre : Paragraph, Audience : Peers, Purpose : Writing a simple paragraph about predictions about the future
<b>Duration</b>	30 mins.
<b>Materials required</b>	Text for reading activity in Appendix A Exercise for writing activity in Appendix B Project in Appendix C
<b>Aims</b>	To write short and simple paragraph about reasons and results of natural forces and disasters
<b>Procedures</b>	<ol style="list-style-type: none"><li>1. The teacher asks the students to read the text and write three precautions mentioned in it in Appendix A.</li><li>3. The teacher asks the students to read the situations and write what will happen in Appendix B.</li><li>4. The teacher asks the students to look at the idioms about natural disasters and guess what they can mean in Appendix C.</li></ol>



Appendix A

A. Read the text and write three precautions mentioned in it.



Jenny

I just remember the earthquakes in the past. We didn't know other disasters. For example I have just heard the word "Tsunami". In the southern part of Asia, big tsunamis and earthquakes occur at times. It also rains a lot and people often see floods and landslides there. Nobody knows there will be more tsunamis and earthquakes in the future or not but people will take more precautions such as constructing solid buildings and using intelligent earthquake sensors to be safer. I guess people will plant more trees to prevent landslides or erosions. They will also reduce water waste not to have drought or water shortage in the future.

People will .....

.....

.....



Appendix B

B. Read the situations and write what will happen.



Pedro

Today, I woke up with the noise outside. It was dark but it wasn't so early. The sky was full of dark clouds. I always feel scared of dark clouds. My mom was nervous and she turned on the TV to watch the weather forecast. They said that a strong hurricane was arriving to our coast. One of our neighbours knocked our door to warn us about the hurricane.

...  
It is one pm now. I am in front of the our house. I see the big waves in the sea. I can also see some flying objects in the air. I think we are in a serious danger. The hurricane is here to destroy everything. I feel really scared and run into the house.

The wind will blow very fast and .....

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Sofie

Can you hear the siren?" asks my sister. It is for the flood. We heard this siren 3 years ago. I think it is a serious situation because it is a very long siren. We have to protect everything from the flood. I think this flood will give damage to us, so we must do something to prevent the flood from our house. "Do you think we should leave here?" asks my sister. The flood is approaching. It will rain a lot and

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## Appendix C

**Project Time**

Look at the idioms about natural disasters and guess what they may mean. Then check them in your dictionaries.

**1. The calm before the storm**

*"I prepared everything ready before the children arrive and relax for a moment in the calm before the storm."*

- A peaceful and quiet period before a period of activity or trouble.
- Feeling sick.

**2. Chasing rainbows**

*"You can't chase rainbows your whole life, you have to decide your career."*

- Raining heavily.
- Following unrealistic goals or dreams.

**3. To steal someone's thunder**

*"Sandy stole my thunder when she told me that she was the new manager of the company."*

- To take credit or praise for something which someone else did.
- To make a small problem seem like a big problem.

**4. A walking disaster**

*"First, I broke my glasses then I deleted my files on the computer accidentally. I'm just a walking disaster today."*

- Feeling fine and healthy.
- A person who can't do anything correctly, a clumsy person.

**5. Quake in your boots**

*"Bats make me quake in my boots."*

- There is going to be trouble.
- To shake from fear.

**6. To be snowed under**

*"I'm snowed under with new task at the moment."*

- To have so much work that you can't do anything else. You have to finish the work.
- Extremely happy.

**7. Where there's smoke, there's fire.**

*"In this story, everything is not true, but I have to say that where there's smoke there's fire."*

- Part of what's said must be true because a rumour must start from somewhere.
- Do something quickly

**8. Flood out**

*"All of the students flooded out of the school at the sound of the fire alarm."*

- To survive a difficult situation
- Many people moving in or out of something



## LISTENING - (Track 1)

### Appendix A

A. Listen to the weather forecast and fill in the blanks.

**Track 1:** *Good morning ladies and gentlemen. We want to start happily to this week but I can't give you good news. Because we will have a heavy rain in the afternoon. But in the evening you must be careful for the strong wind with thunderstorms. I am afraid, tomorrow, we will see hurricane on the coast, so you must be ready for this disaster. This hurricane will give harm to the boats, trees or houses. So you must be away from the coast this week. At the end of this week, this disaster will leave our country but you should be careful for the flood too. There will be flood in the southern part of the country. We will give you more details in our next news. Have a good day.*

1. heavy rain
2. thunderstorms
3. coast
4. hurricane
5. houses
6. disaster
7. flood

B. Listen the weather forecast again. Then choose True (T), False (F) or no information (NI)

- 1.F 2.T 3.NI 4.T 5.F

C. Discuss these questions.

- Students' own answers.

### Appendix B

D. Match the photos with the definitions.

Earthquake: d, Hurricane: e, Flood: c, Thunderstorm: a, Landslide: b

## SPEAKING - (Track 2)

### Appendix A

A.Listen to the dialogue and fill in the blanks with the words/phrases in the table.

#### Track 2:

Sally : Hi! Have you watched the news today?

Nancy : No, I didn't have time for it. Anything new?

Sally : A big earthquake has occurred in Japan recently and experts say it will cause lots of environmental damage.

Nancy : I think this disaster will cause another ones.

Sally : Unfortunately it is true. Tsunami has already hit many countries at Pacific Ocean.

Nancy : This is the second disaster after the big volcanic eruption in January this year.

Sally : It was so terrible but it didn't cause too much damage. People left their houses and the precautions worked.

Nancy : Hopefully, the scientists will predict these natural disasters in the future.

Sally : I hope so. Also, scientists will do some researches to take some precautions before the disasters.

1- earthquake 2- damage 3- tsunami 4- volcanic eruption





B. Listen to the dialogue again and answer the questions.

1. It occurred in Japan.

2. No, it didn't.

### Appendix B

C. Work in pairs. Choose 3 question cards and the questions to your friends. Let them ask you another questions.

Discuss your and their answers together.

-Students' own answers.

## READING

### Appendix A

A. Read the clapperboard and choose the best title for the movie.

"Darkness in the Future"

B. Read the clapperboard again then write two of the disasters in the screenplay.

\*earthquake \*drought

C. Read the screenplay on the clapperboard and answer the questions.

-Students' own answers.

D. Read the screenplay again and write your predictions about the rest of the movie. You can answer the following questions.

-Students' own answers.

## WRITING

### Appendix A

A. Read the text and write 3 precautions mentioned in it.

1. People will take more precautions such as constructing solid buildings and using intelligent earthquake sensors to be safer.
2. People will plant more trees to prevent landslides or erosions.
3. They will also reduce water waste not to have drought or water shortage in the future.

### Appendix B

B. Read the situations write what will happen.

-Students' own answers.

**-----References-----**

(2018) İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. sınıflar). Ankara: MEB.

**----- Visual References-----**

WEB SITE	ID	DATE	TIME	PAGE
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