



Teaching Will-Future

Weak Attitude

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511.420 Communicative Grammar

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1 What is Grammar?

As everyone has his or her own approach to grammar, there is of course not only one single definition. Over the years several descriptions have been formulated by different grammarians. e.g.:

- Leech, Deuchar, Hoogenraad, *English grammar for today*. (1982:3)

“We shall use grammar in reference to the mechanisms according to which language works when it is used to communicate with other people. We cannot see this mechanism concretely because it is represented rather abstractly in the human mind. One way of describing this mechanism is a set of rules which allows us to put words together in certain ways, but which do not allow others.”

or

- Batstone, *Grammar* (1994:5)

“When we talk of grammar as process, we are thinking of the myriad of ways in which it is deployed from moment to moment in communication. Some understanding of grammar as process will be invaluable if we are to help learners to employ grammar effectively in their own grammar use.”

Considering this there are two important theoretical aspects of C+C (Cognitive and Communicative), namely *language description* and *language learning*.

Whereas *language description* tries to analyze and describe grammar in terms of mental (use of language) and dynamic (speakers perception of the world) process, *language learning* analyzes how new grammatical concepts are processed and stored in the long term memory.

All this aims to show that grammar **must** be seen as a process rather than a product and that language knowledge and language use are equally important. - Language has to be seen as a way of expressing meaning (which had to be encoded beforehand) into form.

The general explanation of what grammar is can be:

- The knowledge of a system of concepts (notions) stored in the mind of speakers of a given speech community.

- The knowledge of the shared system for forming the words and bringing them in ways that show their relation to each other.
- The process by which speakers apply this knowledge in situations to encode their perceptions into grammatical form.

In order to make all this work, we need grammar rules that can be defined as a generalization or regularity stored in the minds of speakers. Such rules must be valid or true, transparent, systematic and economic and these rules follow certain categories:

- Rules of meaning (what grammar means)
- Rules of patterning (e.g. how to form a question)
- Rules of forming
- Rules of relations/agreement between concepts (e.g. third person “s”)

1.1 What is Notional Grammar?

This takes a central place in grammatical description, as it represents the core of the system. It can be described as a theoretical framework for analyzing and explaining the system that underlies the grammatical meaning in a coherent way. Therefore, it tries to offer a specification of the grammatical meaning in a pedagogical and accessible way. (a concept is encoded into a form).

To make this idea work, a fix and systematic set of terminology to differentiate between different notions is needed. e.g.

Future Notions

Notion	Form
[arranged activity]	I'm playing tennis tonight
[expressing intention]	I'm going to use my new racket.
[interpreting signs]	It's going to be a tough match.

All this starts with an idea or a meaning that happens in a certain situation (predictable). This idea than has to be put into the most likely form. This process perfectly shows what is going on in a native speaker's mind. So the explanation of grammatical notions represents the

central task of pedagogical grammar. – The relation between notion and form needs to be exceptionalness clear.

As Notional Grammar belongs to “Speaker Grammar”, the difference to “Sentence Grammar” has to be clear:

Sentence-Grammar	Speaker-Grammar
grammar as a product	grammar as a process
what is grammar	how grammar works
how to form sentences	how to encode utterances
context unimportant	context important

Language use always takes place not only in a physical, external context but also in a mental context of language users. Therefore, the importance of grammatical frames has to be mentioned. This is a situation that is likely to occur and that has something to do with the speaker’s world. He or she has an idea behind it, which makes it a predictable language situation. An example would be the “coming home frame”. A child comes home from school and tells his parents what has happened. The child talks about an event or an activity that is real in his or her mind.

1.2 Learning Grammar

Being good at grammar does not only mean to be able to tell how to form e.g. the present perfect tense progressive in theory (unfortunately, traditional grammar teaching often only focuses on teaching declarative knowledge such as this). Being good at grammar means to be able to apply the right form (e.g. present perfect tense progressive) in the right context (e.g. when talking about the duration of an activity) automatically. This means that it is not only important to KNOW when a certain unit of grammar has to be applied but also to be able to actually APPLY it in real life. Communicative grammar teaching does not only focus on how to FORM grammar units but also on how to APPLY grammar.

1.3 Approaches to learning

As it is linguistically proofed that there are strong similarities between the first and second language acquisition, it is important to adapt teaching to this fact. Therefore, the focus on mere grammar should not be too extensive.

However, there is another approach to all that - the cognitive approach. Though there is no overall view of what cognitive learning entails, there are certain pedagogical implications:

At first it says that learning is meaning driven and goal directed which means that task-based activities should be used. Secondly, it says that language is embedded in a network of schematic constructions which means that grammar needs to be embedded in contexts and that the learners should bring in their own ideas. Another implication says that knowledge emerges from use, so the exercises should focus on the performance of the individual student. This leads to the next implication which says that learning is an active and dynamic process in which the student has to be as mentally active as possible. Lastly, it suggests that learning a language entails a stagewise and ongoing progression that must be taken into account by the teacher.

1.4 Learning stages

Whereas traditional grammar takes the teacher's perspective, the cognitive view will see stages from the learner's perspective and will focus on tasks that are needed to internalize the grammar in the student's mind. One way of showing the stagewise development would be:

Input (active initial), *Awareness* (item of grammar enters learner's consciousness), *Conceptualization* (internalization of rules), *Proceduralization* (links competence and performance), *Performance* (activities incorporate all processing demands) and *Output* (language used by the learner).

By following this order, the teacher is able to locate a specific exercise within a particular learning stage and will therefore be clearer about what the student should be able to do after reaching a certain stage. This way it can be avoided that the teacher uses exercises that

are not appropriate to the student's current learning stage which will support an easier and better approach for the learners.

(cf. Pölzleitner: Course Handout, p. 12-35).

2 Lesson 1

2.1. Warming up activity



Who is the woman on the picture? What do you think is her profession/job? What do you think of her job?

Space for your ideas:

→Teacher's notes:

Show this picture of Professor Trelawney (Fortune Teller at Hogwarts, Harry Potter) to your students, either print it out/hand it out or project it on the board. Ask them to discuss the questions first in pairs, then in class. Make sure every student gets the idea behind the picture (Professor Trelawney is a fortune teller) and also make sure that the students understand what a fortune teller is and what he or she does.

→Analysis:

The aim of this exercise is to introduce the students to the notion of prediction and expectation. The picture is supporting the grammatical frame and will help the students to remember the notion of prediction as the "fortune telling notion".

Learning Stage

Warming up/preparation; students are made familiar with the meaning of the notion of "fortune telling"; a strong image which they will remember is provided

Depth of processing	Students are highly mentally active although no new grammar unit is learnt yet; a problem is given to the students and they are asked to solve it themselves (discovery activity)- this leads to far deeper processing
Personalization	Students are asked to give/present/express their own ideas/opinions – this makes the task very personal
Commitment filter	Exercise encourages students to commit themselves because everyone has his/her opinion about the topic (fortune telling) and hopefully wants to express it; especially cognitive needs such as curiosity and problem solving are included- exercise produces AHA-effect
Peer/ social learning	Questions are discussed first in pairs, then in class, which integrates peer/social learning
Teaching vs. testing	Clearly a teaching activity as no skills have to be demonstrated

2.2. Awareness raising activity (awareness raising stage/hypothesis building)

Read the text once silently by yourself. Talk to your partner about the content. Do you know where this text comes from? Who do you think is the Dark Lord?

AND SO PROFESSOR TRELAWNEY SAID: “IT WILL HAPPEN TONIGHT. THE DARK LORD LIES ALONE AND FRIENDLESS, ABANDONED BY HIS FOLLOWERS. HIS SERVANT HAS BEEN CHAINED THESE TWELVE YEARS. TONIGHT, BEFORE MIDNIGHT... THE SERVANT WILL BREAK FREE AND SET OUT TO REJOIN HIS MASTER. THE DARK LORD WILL RISE AGAIN WITH HIS SERVANT’S AID, GREATER AND MORE TERRIBLE THAN EVER HE WAS. TONIGHT... BEFORE MIDNIGHT... THE SERVANT... WILL SET OUT... TO REJOIN... HIS MASTER...”

Read the text again and highlight every “WILL” and the word that follows (as shown in the first line). Can you detect a rule when we use the will- future? Try to draw a logo that reminds you of the rule you have found.

Your rule:

Your logo:

➔ **Teacher's Notes:**

Make sure the vocabulary is clear to all students. After the students have talked to their partners, discuss questions in class. Tell the students that the text is an extract from a Harry Potter book- it is the prophecy professor Trelawney has made about the comeback of Lord Voldemort.

Before the students draw their logos, discuss the rules, they came up with, in class to make sure that they get the concept (we use the will future when we talk about predictions) right. This could be done by asking the students to present the rules they have come up with to their fellow students. Now vote together with the students for the "best" (right!) rule and create a poster of the best rule including the best logo which you can hang on the wall in class to make sure they are constantly reminded of the notion.

➔ **Analysis:**

By highlighting all will+ verb combinations, the student's awareness to a new grammar unit is raised. By creating a rule students build a hypothesis about the use of the newly introduced grammar unit and engage actively in depth with the new concept. To be able to create a rule, students must have understood the concept of the notion fully.

Learning stage	Awareness raising/ hypothesis building; by asking the students to read the text and focus on the "will+verb" combinations, awareness to something new is raised; by asking them to find a rule, they build hypotheses about newly introduced grammar unit
Depth of processing	Students are highly mentally active because this is a discovery activity; asking students to create a rule/draw a logo strongly activates their mental energy. The exercise is difficult enough to leave an impact on the students and easy enough to include every student and encourage students to contribute with their ideas/ does not lead to frustration because task is too difficult
Dual processing	Knowledge of the world is activated (they think of what a prediction is); students combine this knowledge with the

	knowledge of language (a “will” is used to express a prediction)
Personalization	Students are allowed to create their own personal rule (do not have to learn a give rule by heart) and draw their own personal logo which will remind them of their own concept they build in their heads; they are also given the chance to talk about their experience with Harry Potter books/films
Commitment filter	Activity encourages students to commit themselves because it is a problem solving activity which may motivate the students with the “reward” of drawing a logo (which is supposed to be fun); students are also able to apply the previous learnt (what is a prediction?)
Peer/ social learning	Activity includes discussion with a partner= peer learning
Testing vs. teaching	This is a teaching activity; students do not demonstrate any knowledge; the aim is to help them understand not to see if they have understood

2.3. Follow-up task: Homework

Imagine you are a fortune teller like Professor Trelawney and you predict your partner’s future. Write down at least 7 positive predictions and bring them to tomorrow’s class as we will need them. Make sure you use the right form when building your sentences. (Possible predictions could be: You will marry at the age of 35. You will have 8 children. You will get an A on your next English exam. ...)

→ Teacher’s notes:

Ask the students to form pairs with their neighbor in order to save time. Make sure students don’t come up with frightening predictions! (e.g. You will die tomorrow etc). Make sure every student knows which form he/she has to use in order to make predictions!

→ Analysis:

The aim of this exercise is to keep thinking about the new grammar unit at home. The recently learnt is proceduralised in scaffolded conditions (examples are given) at home.

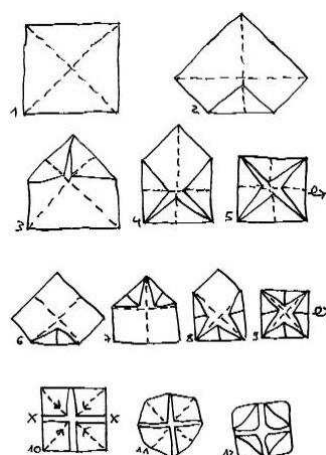
Learning stage	Procedualisation in scaffolded conditions; for the first time the students are asked to produce their own “will future notion: prediction” sentences; the conditions are scaffolded since examples are given in the instructions.
Depth of processing	Since examples are provided (You will marry at the age of 35), this exercise may not activate some students mental energy because they may only change some words to form their sentences (He will go shopping tomorrow) and do not

	think too much about what they are doing; There is the danger of this being an “in-on-ear-out-the-other- exercise”; However, this exercise is supposed to make students mentally active to a big extend since they independently form new sentences with the knowledge of the notion and the form.
Dual processing	Dual processing is given as the students combine their knowledge of the word (trying to make predictions about their partner’s future that make sense) with the knowledge of language (students are able to use the right form when talking about/making predictions)
Personalization	This is a personalization activity as the students can make their own predictions about a person they probably know quite well. They are allowed to express their own ideas.
Commitment filter	The students are motivated to commit themselves to this activity by making witty and fun predictions about their partner
Peer/social learning	no peer/social learning as this is a task that is done individually at home
Testing vs. teaching	This exercise has some aspects of a testing activity/could eventually be used as a (shallow) testing activity (if no examples were given!) as students are asked to individually apply a new grammar unit

3 Lesson 2

3.1. Tinker your own fortune teller! Yaaay! (adapted from epep.at)

Take the sheet of paper your teacher has handed out to you and tinker your paper fortune teller with your teacher’s instructions. To help you with tinkering, visual instructions are given below. Now take out the predictions you have made for your partner at home and nicely and write them into your fortune teller. Use different colors (adapted exercise taken from www.epep.at).



Now predict your partner's future and let your partner predict your future using your fortune tellers. Take notes about what your partner has predicted about your future. (e.g. I will have 8 children, I will marry at the age of 35. ...).

➔ **Teacher's notes:**

Make sure to bring enough sheets of paper for your students, cut them in advance in squares to save time. Give your students instructions on how to tinker the fortune teller, demonstrate it to them by tinkering your own fortune teller. Make sure the tinkering does not consume too much time!

Make sure students participate actively and take notes.

➔ **Analysis:**

Procedualisation in scaffolded conditions-exercise. The aim of this exercise is it to use the will future in a fun and game-like context.

Learning stage	Procedualisation in scaffolded conditions; in a game-like context the already acquired knowledge is practiced
Depth of processing	Might be low because there is the danger of too much noise in the classroom and a too relaxed atmosphere in the classroom (a game is played); However, this task will probably stick to the students minds and they will be able to recall that they have tinkered a fortune teller (notion: prediction) and have used a certain form (will- future) to predict their partners future.
Dual processing	Not really given as there is no knowledge of the world used in this activity. However, students use the "knowledge of the world" they had come up with in the previous activity
Personalization	Also not really given here as no new personal knowledge is used; however, student use the personal knowledge they had come up with in the previous activity
Commitment filter	Very high as this task is supposed to be lots of fun! However, some students might consider themselves as "too grown up" to play games in class...
Peer/ social learning	Students work with a partner
Testing vs. teaching	Definitely a teaching activity as no knowledge has to be demonstrated. The aim of this exercise is practicing.

3.2. Follow-up task: Homework

Write a short diary entry about what the fortune teller has predicted about your future using the space below. Begin your entry with:

“Dear Diary, today I’ve seen a fortune teller. He/she has told me that I will....”.

Don’t forget to include your feelings about your predictions (e.g. The fortune teller has told me that I will have 5 kids. I’m really excited about that because I love kids!) in order to make this a coherent text. Do you still remember the features of a diary entry? Before you start writing, briefly discuss with your partner the features of a diary entry. If you are unsure, ask your teacher!

Dear Diary,

*Today I’ve seen a fortune teller. He/She has told me that
I will....*

➔ **Teacher’s notes:**

Make sure the students know that they have to use the will future for this task, that they write a coherent text and that the features of the text type “diary entry” are clear to all students.

→ **Analysis:**
procedualisation stage

Learning stage	Procedualisation, the new knowledge is practiced with less scaffoldings (although examples and the beginning of the first sentence are given)
Depth of processing	Students are mentally active because the task is not too easy as to make them not concentrate enough and not too difficult as to frustrate them; the provided space on the worksheet, which looks like a page of a dairy, might motivate the students to the writing a diary entry
Personalization	Students write about what their fellow students have told them about their future- not about some impersonal and boring things written in a textbook. This makes this task more personal.
Commitment filter	Probably not too high as this is not a fun task
Peer/ social learning	This is not a peer learning task as the task should be done individually at home
Testing vs. teaching	Here it is used as a teaching task although the task includes some features of a testing activity: the student is able to present his/her knowledge about the will future and his/her ability to use it correctly

3.3. Another awareness raising activity (adapted from sample paper on Moodle by Andrea Taras)

Read the following dialogue. Try to answer the questions below with your partner!

Alex: I wonder what America will be like. Do you think it will be very hot?

Berty: Yes, I think it probably will. But I expect Laurie's house will have air conditioning.

Alex: Do you think the Americans will laugh at my English accent?

Berty: I don't think they will. In any case when you come home, you will probably be speaking like a Texan!

Alex: I hope you are right....

Questions:

What are Alex and Berty talking about? Think about the meanings of the underlined words. In which situations would you use them? Why do Alex and Berty use the same will-form, Professor Trelawney used in the prediction she has made about the comeback of Lord Voldemort?

Space for your answers:

➔ **Teacher's notes:**

In order to make students aware of the fact that the usage of the will-future is not limited to “paranormal” contexts such as fortune telling, we would like to do this exercise to show them that it is also used to express “normal” predictions and expectations. Therefore we would ask them to read this dialogue and have them talk about it.(adapted from Newby, pg. 93)When they think/talk about the meanings of the underlined words, we would make sure that the concepts of “Vermutungen”, “Erwartungen” and “Hoffnungen” come up!

➔ **Analysis:**

Learning Stage	Awareness raising and Conceptualization. This exercise combines both of them, because on the one hand it makes the students aware that there is another way of using the future and on the other hand they practice the structure they have already learned.
Depth of processing	In order to do this task the students need to use their acquired knowledge. This means that they internalize the structure and notion even more.
Dual processing	By connecting the knowledge of the first notion with this new aspect, the dual processing is fulfilled.
Personalization	This task is not personalized.
Commitment filter	The aim of this exercise is to make them aware that there is another way of using the future.
Peer/social learning	As the students can discuss their ideas with a partner, the task is to a certain extent interactive.
Teaching vs. Testing	This can mainly be used as a teaching exercise.

4 Lesson 3

4.1. Proceduralization activity (adapted from Newby, ex 138)

Write down three sentences (1 neutral, 1 positive, 1 negative) for each of the sentences (a-d) below. All together you will have to write 12 sentences.

Examples: I'm afraid I will fail the math test. I bet there will be lots of people at the party on Saturday.

NEUTRAL	POSITIVE	NEGATIVE
I (don't) think	I hope	I'm afraid
I (don't) expect	I'm confident	I'm worried
I bet		

- a) You and your best friend in class are talking about the awful math test you have just written.
- b) Mary and Lisa are thinking about the coming weekend and are talking about their plans.
- c) Robert is giving a speech and wants to convince his classmates to vote for him as their class representative.
- d) Alice is talking to her friends about her upcoming birthday party.

➔ **Teacher's notes:**

We think that this should be a written task because the level of concentration will be higher if the task is done written and individually. Doing this task orally and in pairs would distract the students from the main focus. We decided to not let them create their own sentences, as the focus is supposed to be on the new way of using this grammatical structure. Furthermore, we tried to come up with ideas that are likely to happen in the student's life.

➔ **Analysis:**

Learning Stage	Proceduralization. This exercise is supposed to practice the newly learned extension of the notion in scaffolded conditions. (predictions)
Depth of processing	As this task requires the use of the new grammatical structure and the student's world knowledge, the depth of processing is given.
Dual processing	In order to fulfill the task, the students need to combine the several aspects (new structure, world knowledge).
Personalization	By making the sentences positive, neutral or negative the students are able to personalize the given ideas individually.
Commitment filter	As the students are supposed to allocate the sentences to a category that suits them most, the commitment filter should be given.
Peer/social learning	This is a written exercise, so the peer learning is not given.
Teaching vs. Testing	This activity can mainly be used for testing.

4.2. Testing Activity

Write an article for your school newspaper/magazine with the title “*How the world will look like in 100 years*”. Think of people, fashion, jobs, houses, devices (mobile phones, video game consoles,...) vehicles, leisure time activities, In other words, make a prediction in which you express your hopes and fears about the future and the world you might live in. Make sure you have **at least 8** predictions and that you use the right tense.

→ Teacher’s notes:

We believe that this would be an ideal testing activity, as it combines the most important aspects for showing us whether the student is able to use the new grammar unit correctly or not. As this is supposed to be a fun and creative way of performing grammar, the student’s will not feel unable to cope with this task setting.

→ Analysis:

Learning Stage	This is performance. The students are asked to write a text completely on their own. (instructions are given)
Depth of processing	In order to produce a coherent text, the students have to use the new grammatical structure and their knowledge of the world, which leads to a very deep processing.
Dual processing	The task can be only completed by activating and using their world knowledge.
Personalization	As this activity asks about the ideas and creativity of the individual student, the personalization is fulfilled a hundred percent.
Commitment filter	By using their own ideas and by having the desire to succeed (testing activity), the commitment filter should be activated.
Peer/social learning	No peer or social learning.
Teaching vs. Testing	As the focus is on performance, this activity can be used best for testing.

5 Bibliography

- Newby, David (1998): Grammar for Communication, Exercises. Wien: Österreichischer Bundesverlag Schulbuch GmbH & Co. KG.
- Newby, D, Pölzleitner, E, Klamminger, G. (2013): Handout: Communicative Grammar.

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7 Worksheet will-future

- 1.) Who is the woman on the picture? What is her profession (job)? What do you think of her profession? (Discuss with a partner and write your ideas in the field below)

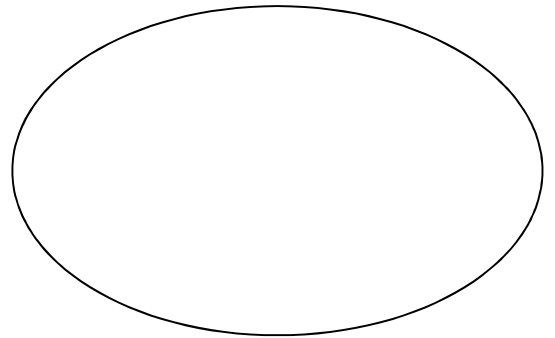
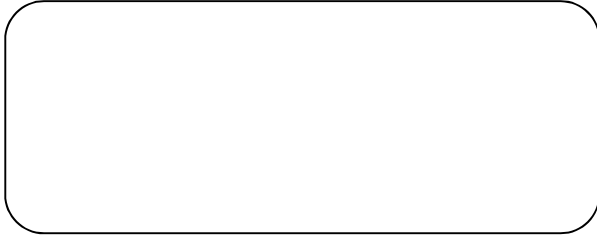


- 2.) Read the following text silently. Now discuss with your partner: The text is an extract from a famous book- do you know which book it is? Who do you think is the “Dark Lord”?

AND SO PROFESSOR TRELAWNEY SAID: “IT WILL HAPPEN TONIGHT. THE DARK LORD LIES ALONE AND FRIENDLESS, ABANDONED BY HIS FOLLOWERS. HIS SERVANT HAS BEEN CHAINED THESE TWELVE YEARS. TONIGHT, BEFORE MIDNIGHT... THE SERVANT WILL BREAK FREE AND SET OUT TO REJOIN HIS MASTER. THE DARK LORD WILL RISE AGAIN WITH HIS SERVANT’S AID, GREATER AND MORE TERRIBLE THAN EVER HE WAS. TONIGHT... BEFORE MIDNIGHT... THE SERVANT... WILL SET OUT... TO REJOIN... HIS MASTER...”

Now read the text again and highlight every will and the word that follows (as shown in the first line.) When is the will future used? Try to draw a logo that reminds you of the rule you have found. Your logo:

Your rule

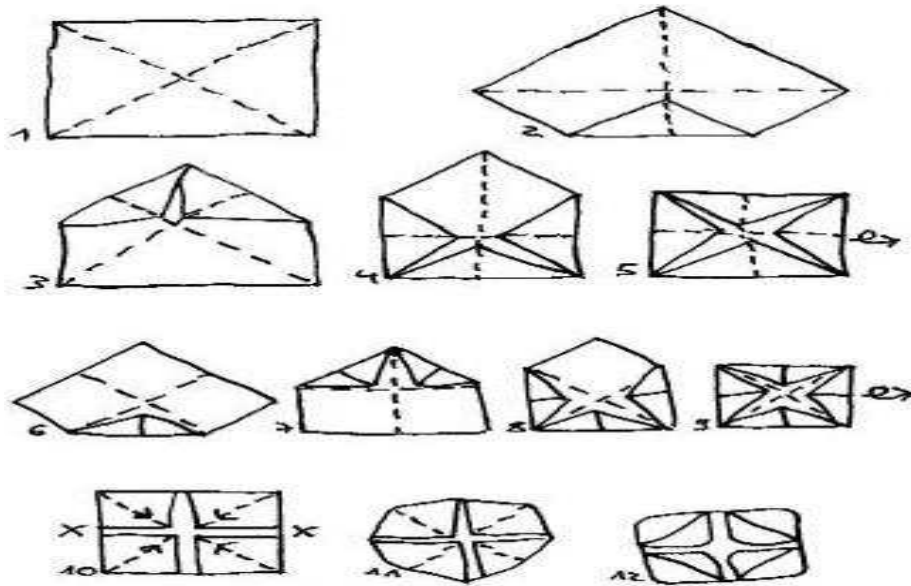


3.) Imagine you are a fortune teller like Professor Trelawney and you predict your partner's future. Write down at least 7 positive predictions. Make sure you use the right form when building your sentences. (Possible predictions could be: You will marry at the age of 35. You will have 8 children. You will get an A on your next English exam. ...)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

4.) Tinker your own fortune teller! Yaaay!

Take the sheet of paper your teacher has handed out to you and tinker your paper fortune teller. To help you with tinkering, visual instructions are given below (Ask your teacher if you need help). Now take out the predictions you have made for your partner and nicely and write them into your fortune teller. Use different colors (adapted exercise taken from www.epep.at). Now predict your partner's future and let your partner predict your future using your fortune tellers. Take notes about what your partner has predicted about your future. (e.g. I will have 8 children, I will marry at the age of 35. ...).



5.) Write a short diary entry about what the fortune teller has predicted about your future using the space below. Begin your entry with

“Dear Diary, today I’ve seen a fortune teller. He/she has told me that I will....”.

Don’t forget to include your feelings about your predictions (e.g. The fortune teller has told me that I will have 5 kids. I’m really excited about that because I love kids!) in order to make this a coherent text. Do you still remember the features of a diary entry? Before you start writing, briefly discuss with your partner the features of a diary entry. If you are unsure, ask your teacher!

Dear Diary,

Today I' ve seen a fortune teller. He/she has told me that I will...

6.) Read the following dialogue. Try to answer the questions below with your partner!

Alex: I wonder what America will be like. Do you think it will be very hot?

Berty: Yes, I think it probably will. But I expect Laurie's house will have air conditioning.

Alex: Do you think the Americans will laugh at my English accent?

Berty: I don't think they will. In any case when you come home, you will probably be speaking like a Texan!

Alex: I hope you are right....

Questions:

What are Alex and Bertie talking about? Think about the meanings of the underlined words. In which situations would you use them? Why do Alex and Bertie use the same will-form, Professor Trelawney used in the prediction she made about the comeback of Lord Voldemort?

7.) Write down three sentences (1 neutral, 1 positive, 1 negative) for each of the sentences (a-d) below. All together you have to write 12 sentences.

Examples: I'm afraid I will fail the math test. I bet there will be lots of people at the party on Saturday.

NEUTRAL	POSITIVE	NEGATIVE
I (don't) think	I hope	I'm afraid
I (don't) expect	I'm confident	I'm worried
I bet		

- a) You and your best friend in class are talking about the awful math test you have just written.
- b) Mary and Lisa are thinking about the coming weekend and are talking about their plans.
- c) Robert is giving a speech and wants to convince his classmates to vote for him as their class representative.
- d) Alice is talking to her friends about her upcoming birthday party.

a) _____

b) _____

c) _____

d) _____

8.) Write an article for your school newspaper/magazine with the title *“How the world will look like in 100 years”*. Think of people, fashion, jobs, houses, devices (mobile phones, video game consoles,...) vehicles, leisure time activities, In other words, make a prediction in which you express your hopes and fears about the future and the world you might live in. Make sure you have **at least 8** predictions. Structure your article nicely. (If you are unsure about the features of the text type “article” talk to your partner or ask your teacher!)