



# CHAPTER 11

## Expressing Future Time, Part 2

### Overview

The chapter opens by contrasting *may*, *might*, and *maybe* with *will*. Sections on clauses with *before*, *after*, *when*, and *if* follow. There is an explanation of how these clauses are used to express habitual present actions. The use of *do* as a main verb is taught in the present, past, and future tenses. The chapter concludes by providing a variety of exercises on all of the verb forms introduced in the student book thus far.

#### CHART 11-1: *MAY/MIGHT* vs. *WILL*

- *May*, *might*, and *will* are some of the many modal auxiliaries in English. By focusing on just these few, learners should not become confused. Modals add special qualities (such as possibility, necessity, or advisability) to the meaning of main verbs.
- Stress that *might* and *may* have the same meaning here. Sometimes students have been taught that *might* is the past tense of *may*. *Might* is used this way only in noun clauses introduced by a past tense verb (e.g., *He said, "I may come"* can become *He said he might come* in reported speech). *May* has additional meanings that are not presented in this lesson.
- For an explanation of *may be* (verb) and *maybe* (adverb), see Chart 11-2.
- **WORKBOOK:** For additional exercises based on Chart 11-1, see *Workbook* Practices 1 and 2.

#### □ EXERCISE 1, p. 325. Sentence practice. (Chart 11-1)

These modals add meaning to the main verbs. They express the speaker's opinion as to degree of certainty or uncertainty.

*TEACHING SUGGESTIONS:* Students should complete these sentences with real information. Item 13 is included more as a good topic for spontaneous classroom discussion involving the target structures than as a clear example of the use of *will* vs. *may/might*. Downplay the grammar and engage the class in expressing their opinions about the possibility of beings in the universe besides ourselves.

#### □ EXERCISE 2, p. 326. Let's write and talk. (Chart 11-1)

*TEACHING SUGGESTIONS:* Have students use their own paper to complete this exercise. The blanks in the student book are purposely too small. When the students are done, they will have two complete paragraphs — one about past activities and the other about future activities. They should write their own paragraphs but share them with partners when they're finished.

□ EXERCISE 3, p. 327. Let's talk: pairwork. (Chart 11-1)

*TEACHING SUGGESTION:* Before students begin this pairwork activity, have them think about a specific person for the people in the list (e.g., *a famous athlete* = Tiger Woods). They can then complete their sentences using the list either in order or at random.

**CHART 11-2: *MAYBE* (ONE WORD) vs. *MAY BE* (TWO WORDS)**

- The historical development of English has produced these two forms with similar meanings. *Maybe* is an adverb written as a single word and placed only at the beginning of a sentence. *May be* (two words) = a modal auxiliary + a main verb.
- In speaking, *maybe* is stressed on the first syllable: /meybi/. *May be* is longer with two equally stressed syllables.
- **WORKBOOK:** For additional exercises based on Chart 11-2, see *Workbook* Practices 3–7.

□ EXERCISE 4, p. 328. Sentence practice. (Chart 11-2)

Point out that items 1 and 2 have exactly the same meaning whereas items 4 and 5 have almost the same meaning.

**ANSWERS:** 3. may go = a verb; **may** is part of the verb    4. Maybe = an adverb  
5. may like = a verb; **may** is part of the verb    6. may be = a verb; **may** is part of the verb; Maybe = an adverb

□ EXERCISE 5, p. 328. Sentence practice. (Chart 11-2)

Students should practice pronouncing these two forms. (See the notes in Chart 11-2.)

**ANSWERS:** 3. may be    4. may be    5. Maybe    6. may be . . . Maybe

□ EXERCISE 6, p. 329. Listening. (Chart 11-2)

*Maybe + will* can be hard to hear, especially in the contracted form. Review the pronunciation of these forms before playing the examples and continuing with the exercise.

**ANSWERS:** 1. may + verb    2. may + verb    3. maybe    4. may + verb  
5. Maybe    6. Maybe    7. may + verb    8. Maybe

□ EXERCISE 7, p. 329. Sentence practice. (Chart 11-2)

*TEACHING SUGGESTION:* Students can give the answers orally in class (perhaps with a partner) and write them later for homework.

**ANSWERS:** 2. Maybe the teacher will give a test. The teacher may give a test.  
3. Janet may be home early. Janet might be home early.    4. She may be late. Maybe she will be late.    5. Maybe it will rain tomorrow. It might rain tomorrow.

□ EXERCISE 8, p. 330. Sentence practice. (Chart 11-2)

The adverb *maybe* can be a complete short answer, as in item 1. *May/might* must follow a subject in a short answer: *I don't know. I might.*

Items 2 and 3 (as well as 4 and 5) show the use of different forms with the same meanings.

ANSWERS: 3. Maybe 4. may/might 5. Maybe 6. Maybe  
7. may/might 8. Maybe . . . may/might 9. Maybe . . . maybe . . . may/might . . .  
may/might

□ EXERCISE 9, p. 331. Let's talk. (Charts 11-1 and 11-2)

TEACHING SUGGESTION: Keep the pace moving from one student to another, giving them just enough time to think of a truthful answer.

□ EXERCISE 10, p. 331. Let's talk: pairwork. (Charts 11-1 and 11-2)

TEACHING SUGGESTION: Have students share a few of their partner's answers with the class.

□ EXERCISE 11, p. 332. Listening. (Chart 11-2)

The contracted form of *will* might be hard to hear. Students may need to listen to the sentences two or more times.

ANSWERS: 2. b 3. a 4. a 5. a 6. b

□ EXERCISE 12, p. 332. Let's talk: class activity. (Chart 11-2)

This is intended to be a fun and challenging exercise. Don't rush through it. Slowly and gently encourage your students to express their opinions.

You could use this as a quiz for grading or simply for checking the progress of the class.

□ EXERCISE 13, p. 333. Let's talk: pairwork. (Chart 11-2)

EXPANSION: Ask students to add some of their own activities not listed in the chart, perhaps three to five, that they can write on the board to share with the class.

**CHART 11-3: FUTURE TIME CLAUSES WITH *BEFORE*, *AFTER*, AND *WHEN***

- This feature of English seems completely illogical — a future time clause does not permit the use of *will* or *be going to* with its verb.
- Emphasize that both examples below sentence (a) are incorrect. Make sure the students understand which parts of the sentences are wrong. These examples represent extremely common (and logical) errors made by all levels of learners.  
NOTE: When corrected, both sentences should read: *Before Ann goes to work tomorrow, she will eat breakfast.*
- WORKBOOK: For additional exercises based on Chart 11-3, see *Workbook* Practices 8–10.

□ EXERCISE 14, p. 334. Sentence practice. (Chart 11-3)

*TEACHING SUGGESTION:* After students identify the time clauses, you could review word order in sentences with time clauses and the use of commas, as presented in Chart 9-7, page 273, in the student book. Change the positions of the adverb clauses (i.e., time clauses) and note the difference in punctuation of the new sentence.

*ANSWERS (time clauses):* 2. After I get home tonight 3. before he leaves the office today 4. when I go to the grocery store tomorrow 5. Before I go to bed tonight 6. after I graduate next year

□ EXERCISE 15, p. 334. Sentence practice. (Chart 11-3)

This exercise forces students to pay attention to the differences in verb forms in the main clause and the future time clause. Give them time to see and discuss these differences.

*ANSWERS:* 2. am going to buy / will buy . . . go 3. finish . . . am going to take / will take 4. see . . . am going to ask / will ask 5. go . . . am going to meet / will meet 6. is going to change / will change . . . works

□ EXERCISE 16, p. 335. Let's talk: class activity. (Chart 11-3)

*TEACHING SUGGESTIONS:* You should lead this exercise as a conversation. Keep a lively pace, but pay attention to the students' verb forms, especially in future time clauses. You might want to photocopy the exercise so you don't have to hold the heavy student book as you interact with your class.

**CHART 11-4: CLAUSES WITH *IF***

- An *if*-clause states a condition, and its main clause states the effect or result of that condition.
- Point out the use of commas, which is the same for other adverb clauses. (See the footnote below Chart 9-7, p. 273, in the student book.)
- In (c) and (d) students learn that *if*-clauses are like future time clauses — they do not permit the use of *will* or *be going to*.
- **WORKBOOK:** For additional exercises based on Chart 11-4, see *Workbook* Practices 11–13.

□ EXERCISE 17, p. 336. Sentence practice. (Chart 11-4)

*TEACHING SUGGESTION:* Give students time to think about verb tenses, singular/plural forms, helping verbs, etc., before they answer. This exercise is intended to clarify the information in Chart 11-4 and let you know if your students have understood it. In this way, this exercise is typical of every other exercise that immediately follows a chart. It can be done in class or as homework.

*NOTE:* The body of water illustrated on page 337 of the student book is a large lake or freshwater inland sea, not an ocean; hence, the sign about not drinking the water. The purpose of the illustration is to generate a brief, spontaneous discussion with *if*-clauses about what will happen to our world if we continue to pollute it.

ANSWERS: 2. is . . . am going to go / will go 3. am not going to stay / will not stay . . . is 4. don't feel . . . am not going to go / will not go 5. is going to stay / will stay . . . doesn't feel 6. am going to stay / will stay . . . go 7. are . . . am going to go / will go 8. continue . . . are going to suffer / will suffer

EXERCISE 18, p. 337. Let's talk: pairwork. (Chart 11-4)

Make sure students use the *if*-clause in their answers.

EXERCISE 19, p. 338. Listening. (Chart 11-4)

*TEACHING SUGGESTION:* Give students plenty of time to respond to each question. After they complete all four questions, ask for volunteers to write their answers on the board.

EXERCISE 20, p. 338. Let's talk: pairwork. (Chart 11-4)

Both students should fill out the calendar in their books on page 339. Then one student plays Partner B and asks Partner A questions based on Partner A's datebook entries. Afterward, partners switch roles and continue the exercise.

*TEACHING SUGGESTIONS:* Lead everyone carefully through the instructions; then walk around as students work. Clarify the instructions as needed so that every student produces a written paragraph based on an interview with his/her partner. If time permits, some of the paragraphs can be shared with the class.

**CHART 11-5: EXPRESSING HABITUAL PRESENT WITH TIME CLAUSES AND IF-CLAUSES**

- *Habitual* means “repeated frequently as part of a routine.” In words that beginning students understand, you could say that *habitual* means “something you do again and again and again” or “something you usually do Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.”
- Lead students through the examples so they see the differences between (a) and (b) and between (c) and (d). This idea will help them understand the idea of habitual activity.
- In (d), it may be helpful to add the word *always* or *usually* before *wear*.
- The grammar of present vs. future verb forms in the result clause of a factual conditional sentence may be too difficult for students at this level. Use your own judgment as to how much emphasis you place on this chart. Keep in mind that much of the grammar in this text is revisited in other texts in the *Azar* series. If your students don't understand this grammar right now, they'll have another chance in other texts.
- **WORKBOOK:** For additional exercises based on Chart 11-5, see *Workbook* Practices 14–17.

EXERCISE 21, p. 340. Sentence practice. (Chart 11-5)

*TEACHING SUGGESTION:* You might lead the class in doing the first three items. Assign the others for your students to finish in class or for homework.

ANSWERS: 1. go . . . usually stay 2. go . . . am going to stay / will stay 3. go . . . am going to have / will have 4. go . . . usually have 5. am . . . usually stay . . . go 6. am . . . am going to stay / will stay . . . (am going to/will) go 7. get . . . usually sit . . . read 8. get . . . am going to sit / will sit . . . (am going to/will) read 9. often yawn . . . stretch . . . wake 10. walks . . . is 11. go . . . am going to stay / will stay . . . leave . . . am going to go / will go 12. goes . . . is . . . likes . . . takes . . . is

EXERCISE 22, p. 341. Let's talk: class activity. (Chart 11-5)

This exercise suggests topics for teacher–student interaction; it's not intended as a script to be read verbatim. The idea is to get students talking about their lives and interests — using present and future time clauses.

EXERCISE 23, p. 341. Sentence practice. (Chart 11-5)

*TEACHING SUGGESTION:* This exercise can be done in class or as homework. If you want to collect it, ask students to write their answers on a separate piece of paper.

*EXPANSION:* Make a worksheet that contains your students' most common errors. The next day, give students the worksheet to correct in class.

EXERCISE 24, p. 342. Listening. (Charts 11-3 → 11-5)

This exercise reviews *before*, *after*, *when* and *if* with future and habitual present time clauses. Students have to differentiate between the two clauses in order to choose the correct completion.

ANSWERS: 2. I'll get a good night's sleep. 3. I do my homework. 4. I'll go shopping. 5. I exercise. 6. I'll call my parents. 7. I'll be happy. 8. I'll know a lot of grammar.

### CHART 11-6: USING *WHAT* + A FORM OF *DO*

- Questions with *what* + a form of *do* are common and useful, especially in everyday conversation.
- Examples (a) and (c) show the use of *do* as both main verb and helping (auxiliary) verb.
- **WORKBOOK:** For additional exercises based on Chart 11-6, see *Workbook* Practices 18 and 19.

EXERCISE 25, p. 343. Question practice. (Chart 11-6)

This exercise gives learners practice in using the verb *do* in the present, past, and future.

*TEACHING SUGGESTIONS:* Give students time to work out the verb tense, the word order, and the singular or plural forms. If done in class, they could work in pairs and change roles after item 6. This exercise could also be assigned as homework.

ANSWERS:

- |  |  |
|--|--|
| 2. A: did you do<br>B: came  | 7. A: are you doing<br>B: am doing   |
| 3. A: are you going to do /<br>will you do<br>B: am going to come /<br>will come   | 8. A: does Maria do<br>B: goes   |
| 4. A: did you do<br>B: watched   | 9. A: are the students doing<br>B: are working                                       |
| 5. A: do you do<br>B: watch  | 10. A: are they going to do /<br>will they do<br>B: are going to take /<br>will take |
| 6. A: are you going to do /<br>will you do<br>B: am going to watch /<br>will watch | 11. A: did Boris do<br>B: went   |
|  | 12. A: does the teacher do<br>B: puts . . . looks . . . says                         |

□ EXERCISE 26, p. 344. Let's talk: pairwork. (Chart 11-6)

*EXPANSION:* For homework, you could have students write the questions they asked their partners. This will help them pay attention to the verb tenses used with various time words.

□ EXERCISE 27, p. 344. Review: verb forms. (Chapters 1 → 11)

Some of these items contain idioms and cultural information that may need to be discussed.

ANSWERS:

- |  |   |
|--|---|
| 1. am going to skip /<br>will skip   | 8. A: Are you going to stay /<br>Will you stay<br>B: am going to take / will<br>take . . . am going to visit /<br>will visit<br>A: are you going to be /<br>will you be |
| 2. took . . . flew   | 9. A: are you wearing<br>B: broke . . . stepped   |
| 3. usually walk . . . take   | 10. A: Did you see<br>B: spoke . . . called   |
| 4. A: stole<br>B: is   | 11. B: isn't . . . left<br>A: Is she going to be /<br>Will she be . . . did she go<br>B: went   |
| 5. A: did you meet<br>B: met   |   |
| 6. A: did the movie begin . . .<br>Were you<br>B: made                         |   |
| 7. A: lost<br>B: forgot . . . gave . . . lost<br>. . . stole . . . didn't have |   |

□ EXERCISE 28, p. 347. Listening. (Chapter 11)

This exercise may be challenging for your students. Once again, they have to supply longer portions of the sentence as they learn to form thought groups rather than listen to discourse as individual, separate words.

ANSWERS:

- |   |   |
|---|---|
| 1. A: Did you see . . . hit<br>B: Are you<br>A: I watched | 3. A: Do you hear<br>B: I hear . . . Is . . . coming  |
| 2. A: Were you<br>B: began . . . we got                   | 4. A: Do you want to go<br>B: I'd like . . . I need to . . .<br>Are you going to go<br>A: is . . . I want to get . . . enjoy it |

□ EXERCISE 29, p. 347. Review. (Chapter 11)

*TEACHING SUGGESTION:* It's a good idea to lead the class through a discussion of these items because some of them contain adverbs and other signals that learners often overlook.

ANSWERS: 2. B 3. C 4. B 5. A 6. B 7. C 8. C 9. A  
10. D

□ EXERCISE 30, p. 348. Chapter review: error analysis. (Chapter 11)

ANSWERS: 1. If it is cold tomorrow morning, my car won't start. 2. We may be late for the concert tonight. 3. What time are you going to come tomorrow?  
4. Fatima will call us tonight when she arrives home safely. 5. Emily ~~may~~ will be at the party. OR Maybe Emily will be at the party. 6. When I see you tomorrow, I'll return your book to you. 7. I may not be in class tomorrow. 8. Ahmed puts his books on his desk when he walks into his apartment. OR Ahmed put his books on his desk when he walked into his apartment. 9. I'll see my parents when I return home for a visit next July. 10. What do you do all day at work?

□ EXERCISE 31, p. 349. Review. (Chapter 11)

*TEACHING SUGGESTIONS:* This is a long exercise in the form of a story. It's divided into four parts for easier assignment. You may want to have the class complete the first part together, have pairs or small groups do the second part, and assign the last two for homework. Be sure to check the spelling of some of the more problematic verb forms.

PART I ANSWERS: 1. are 2. are staying 3. like 4. always makes  
5. tells 6. go 7. went 8. asked 9. agreed 10. put 11. brushed  
12. sat

PART II ANSWERS: 13. are you going to tell / will you tell 14. begin 15. am going to give / will give  
16. love 17. am going to tell / will tell 18. was  
19. was 20. saw 21. was 22. ran 23. stayed 24. was 25. got  
26. stayed 27. found 28. needed 29. to eat 30. put 31. didn't smell  
32. didn't see 33. hopped 34. found 35. saw 36. looked

PART III ANSWERS: 37. heard 38. didn't see 39. decided 40. wanted  
41. to rest 42. said 43. heard 44. spotted 45. flew 46. picked  
47. didn't know 48. ate



*PART IV ANSWERS:* 49. are    50. expect    51. Do you understand    52. have  
53. am going to go / will go    54. to get    55. is going to be / will be    56. are we  
going to do / will we do    57. have    58. are going to go / will go    59. are  
60. are going to see / will see    61. are going to see / will see    62. see  
63. are going to have / will have    64. are going to have / will have

□ EXERCISE 32, p. 353. Let's talk: small groups. (Chapter 11)

As a follow-up to Exercise 31, this exercise offers students the chance to test their reading comprehension and encourages free discussion.

Discuss the moral of the story with your students. Do our fears bring about our own misfortunes? Do we call down bad luck on ourselves?

*NOTE:* This exercise was misnumbered in the original printing of the student book. It will be corrected in subsequent printings.