



Chapter 11

Expressing Future Time, Part 2

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to express degrees of certainty in the future. Students also learn to use future time clauses with main clauses as well as *if* conditional clause combinations. The chapter goes on to show the difference between *if* conditional sentences and *if*-clauses that introduce a habitual present. The chapter concludes with a presentation of *what + do* as used in ordinary speech and provides ample review of all the grammar presented in this chapter.

APPROACH: The text first introduces *may* and *might*, which are commonly used to show degrees of certainty with regard to future plans. The text continues to focus on usage rather than strict grammatical definitions in stressing the difference between *may be* and *maybe*. Students' prior study of time clauses is reinforced in the presentation of time clauses used for future time, which also paves the way for the use of *if*-clauses, for both future happenings and present habits. *What + do* also gives students more structures for expressing common ideas. Throughout this chapter, the emphasis is on teaching students structures that allow them to expand the kinds of conversations they can have; the introduction of *if*-clauses allows students to talk about things that happen only under certain circumstances.

TERMINOLOGY: Again, grammar terminology is used only to support students' ready comprehension of the material further. This chapter refers to the actual words that express degrees of certainty and show conditions instead of teaching modals, per se, or introducing the *if*-clause combinations as *conditionals*.

□ EXERCISE 1. Warm-up. Page 334

Time: 5 minutes

As was common with target structures in the previous chapter, many beginners have heard *might* or *may* to express uncertainty. Use the Warm-up to engage students with what they already know about *might* and *may*.

- Read the direction line.
- Ask students to read the items and decide which have the same meaning.
- Write additional pairs of sentences on the board and ask if students can describe the differences between them. For example:

It might rain later.

It will rain later.

We may go to the movies tonight.

We will go to the movies tonight.

Kiko might get a tattoo.

Kiko will get a tattoo.

CHART 11-1. *May / Might* vs. *Will*. Page 334

Time: 10–15 minutes

Give students opportunities to say what they *may / might* do throughout the exercise. Encourage students to think about what things they *will* do and why they *will* do them as opposed to things they *may* or *might* do.

- Write the chart title on the board.
- Have students read example sentences (a) and (b) aloud to the class.
- Invite students to give you a similar *may* example to write on the board. For example:
After class, we may get coffee.
- Emphasize that the possibility expressed in *may* can be either future or present.
- Underline the target grammar.
- Ask other students to read sentences (c) and (d) aloud.
- Invite students to create new sentences with *might*. Write these on the board and underline the target grammar. For example:
We might visit the Statue of Liberty in New York.
Yuri might work for his brother in Philadelphia after this course.
- Ask other students to read sentences (e) and (f) aloud.
- Explain the comparison in the notes on the right and invite students to tell you what they *may / might* do and what they *will* do.
- Review negative sentence (g) and the explanations of common mistakes with the target grammar at the bottom of the chart.

□ EXERCISE 2. Looking at grammar.

Page 335

Time: 5–10 minutes

- Lead this exercise from the center.
- Ask individual students to respond to different items.
- Correct structure and pronunciation immediately.

- If students choose to use *will* / *won't*, ask them why they are sure. If students use *may* / *might* or *may not* / *might not*, ask them why they are not sure.

□ **EXERCISE 3.** Let's talk: small groups.

Page 336

Time: 10–15 minutes

- Read the direction line aloud.
- Facilitate small-group arrangements.
- Ask students to look at the people / roles named in the list and discuss actual people who are movie stars, world leaders, and famous athletes.
- Circulate around the room, helping students produce grammatically accurate and sensible completions.
- Correct by having each group read the completed items aloud and compare responses.

□ **EXERCISE 4.** Writing and speaking.

Page 336

Time: 10–15 minutes

- Read the direction line aloud and explain that students should complete Paragraph 1 in the past and Paragraph 2 in the future.
- Have a few students read their completed paragraphs aloud.
- Correct structure and pronunciation immediately. Put any common errors on the board so that students can learn from one another's mistakes.

Optional Vocabulary

presence	cloudy
essentially	planets

□ **EXERCISE 5.** Warm-up. Page 337

Time: 5 minutes

- Read the direction line to your students.
- Ask students when they use *maybe*.
- Have students first answer which sentences are true or not true for them and then say what they will or may do the following morning and following night.
- Write students' contributions on the board and underline the verbs.

Atsuko will rent a car tomorrow morning.

Shan Yue may call his girlfriend tomorrow night.

Maybe Ahmed and Pablo will go to the movies tomorrow night.

CHART 11-2. *Maybe* (One Word) vs. *May Be* (Two Words). Page 337

Time: 10–15 minutes

Stress that *maybe* is not a verb. *Maybe* is an adverb that lets us know that the verb will *possibly* happen but not *certainly* happen. Many students will be familiar with *maybe* as a response to a yes / no question. Stress the connection. *Maybe* is an answer given when

we can't say yes and we can't say no. Similarly, when *maybe* is used as an adverb to modify a verb, it means "possibly"—neither yes nor no.

- Write the chart title on the board.
- Have students read the exchange in example (a) aloud.
- Explain that *maybe* is an adverb that changes the meaning of the verb.
- Elicit and write contrasting examples using *maybe* on the board and underline the verbs.

Ricardo will travel to Korea next week.

Maybe Ricardo will travel to Korea next week.

- Remind students that *maybe* comes in front of both the subject and the verb.
- Have a student read example sentence (b) aloud.
- Finally, ask a student to read example sentence (c) aloud and write it, or a similar student-generated sentence, on the board.
- Stress that when using *may + be* (two distinct words), *may* makes the main verb *be* less certain. For example:

Stephane may be at his mother's house tomorrow. He doesn't know yet.

□ **EXERCISE 6.** Looking at grammar.

Page 337

Time: 5–10 minutes

- Read the direction line to your students.
- Have a student read the completed examples aloud. Discuss how students know that *maybe* is an adverb in item 1. (For example, it comes before both the subject and the verb, it is one word, and the verb immediately before the base form is *will*.)
- Ask students to complete the exercise as seatwork and circulate while they work on it.
- Correct by having students explain which part of speech *may / maybe* is and have students explain how they determined this.

□ **EXERCISE 7.** Looking at grammar.

Page 338

Time: 5–10 minutes

- Read the direction line aloud.
- Ask two students to read the exchanges in completed items 1 and 2 aloud.
- Have two students read and complete the exchange in each item on sight, taking turns as a class.
- Provide immediate correction of pronunciation and grammar.

□ **EXERCISE 8.** Let's talk. Page 338

Time: 10–15 minutes

Though this exercise also lends itself to group work, it may be most effective to lead it from the center. In this way, you can ensure everyone participates by asking each class member at least one question.

- Write the following cues on the board to help students.

Maybe I will _____ . / I may _____ . / I might _____ .

□ **EXERCISE 9.** Looking at grammar.

Page 339

Time: 5–10 minutes

- Read the direction line.
- Have a student read the two completed examples aloud.
- Give students time to complete each item as seatwork.
- Review by having students read their completed sentences aloud and provide immediate correction.

□ **EXERCISE 10.** Listening. Page 339

Time: 5–10 minutes

- Have the CD player and track ready.
- Read the direction line to the students.
- Have a student read the example aloud.
- Tell students that they need to decide what form of *may* they hear in each item.
- Review by having students tell you their responses.
- If there are any questions or discrepancies, refer to the script.

□ **EXERCISE 11.** Looking at grammar.

Page 340

Time: 10 minutes

- Read the direction line aloud.
- Have students read the completed example aloud.
- Lead the rest of the exercise from the center, calling upon different students to complete each item.
- Correct pronunciation and usage right away.

□ **EXERCISE 12.** Let's talk: pairwork.

Page 340

Time: 10–15 minutes

- Put students into pairs.
- Read the direction lines to the students.
- With a student, model the Partner A–Partner B examples.
- While students work through the items in pairs, circulate and help students to formulate complete answers.
- Review by having students read their responses and their partner's responses aloud.
- Correct and put any challenging items on the board.

□ **EXERCISE 13.** Listening. Page 341

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Read the examples aloud and remind students that they will need to pick the sentence that best restates what they heard.

- Correct by having students provide the right answers.
- Refer to the script for any particularly challenging items.

□ **EXERCISE 14.** Let's talk: pairwork.

Page 341

Time: 10–15 minutes

- Read the direction line aloud.
- Put students into pairs.
- Have a student read the examples aloud to model possible sentences.
- Have students check off their own planned or possible activities for tomorrow and then show their answers to their partner.
- Then have students make sentences about their partner's activities and share them with the class.

Optional Vocabulary

get some exercise
take a nap
shop online
visit a social networking site
chat online

□ **EXERCISE 15.** Warm-up. Page 342

Time: 5–10 minutes

- Read the direction line to the students.
- Have students read the red clauses and discuss their meanings.
- Explain that while the verbs of the red clauses are in the present, their meanings are in the future.

CHART 11-3. Future Time Clauses with *Before*, *After*, and *When*. Page 342

Time: 10–15 minutes

The combination of clauses presented here is also called “the first conditional” in many grammars. The verb in the time clause is in the present tense, but the main clause is in the future tense. The meaning of the whole sentence is in the future, and the first clause shows the time when the main clause action will take place.

- Write the chart title on the board.
- Remind students that they have worked with time clauses when using the past tense.
- Ask a student to read sentence (a) aloud.
- Write the sentence from the chart (or one suggested by students) on the board and underline the verbs in both the time clause and the main clause. For example:
Before Ann goes to work tomorrow, she will eat breakfast.
Before Tatiana comes home, she will go to the grocery store.
- Review the *incorrect* examples given in the chart, and remind students that only the main clause (and *not* the time clause) is in the future tense.

- Have a student read sentence (b) aloud while you write it or a student-generated example on the board. Underline the verbs and stress that only the verb in the main clause is in the future. For example:

I'm going to finish my homework after I eat dinner tonight.

Britta will call her family after she gets home.

- Ask a student to read sentence (c) aloud while you write it or a student-generated example with *when* on the board.

When I go to New York next week, I'm going to stay at the Hilton Hotel.

When I finish university, I will apply for a job in my field.

- Emphasize that in a time clause, *before*, *after*, and *when* have future meanings when followed by a present tense verb.

□ EXERCISE 16. Looking at grammar.

Page 342

Time: 5–10 minutes

- Read the direction line to the students.
- Have students take turns telling you which is the time clause, on sight.
- Remind students that when the time clause is first, there must be a comma before the main clause.

□ EXERCISE 17. Looking at grammar.

Page 342

Time: 10–15 minutes

- Read the direction line to students and expand on it.
- Remind students to decide carefully which is the time clause (introduced by *before*, *after*, or *when*) and which is the main clause.
- Ask students to write two complete sentences, one that uses *after* and one that uses *before*.
- Remind students that in both cases, only the main clause should be in the future tense.
- Have a student read the example in item 1.
- Give students time to complete the items as seatwork.
- Review each completed item by calling on different students to share their sentences.
- Put any challenging items on the board for class correction.

□ EXERCISE 18. Looking at grammar.

Page 343

Time: 10–15 minutes

- Lead this activity from the center.
- Have a student read the direction line aloud.
- Discuss which action happened first (1) and which happened second (2) and have students write 1 and 2.
- Tell students that their responses must be complete sentences combining time clauses with main clauses.
- Remind them that only the main clauses will be in the future tense.
- Read through the example with one or two students.
- Instruct students to close their books.

- After completing the eight sentences with different students orally, invite other students to offer their completions.
- Write any particularly challenging items on the board for further discussion.

□ EXERCISE 19. Let's talk: class activity.

Page 344

Time: 10 minutes

- Read the direction line and example aloud, and then lead this activity from the center.
- Have students close their books and take turns answering your questions.
- Expand this conversation to include as many speakers as possible.

□ EXERCISE 20. Let's talk. Page 344

Time: 10 minutes

Expansion: Before beginning this exercise, have students come to a working definition of *fluently*. Put the words *fluency*, *fluent*, and *fluently* on the board, and ask students to tell you any words that they think are related. Put their ideas on the board and compare personal definitions of *fluently*. Examples of useful connotations are:

naturally

without mistakes

with a broad vocabulary

without translating

with no accent or almost no accent

so everyone who also speaks English can understand me

so people won't be able to guess my nationality

so people will think I am a native speaker

- Read the direction line to students.
- Have students get into small groups or pairs, or lead the exercise from the center.
- As students give you their sentences, write them on the board.
- Correct students' usage and pronunciation immediately.

□ EXERCISE 21. Speaking and writing:

pairwork. Page 345

Time: 10–15 minutes

- Put students with a partner or have them arrange themselves in pairs.
- Read the direction lines included in Part I and Part II aloud.
- Have one or two students read the paragraphs given as the writing sample aloud.
- Emphasize the various uses of the future tense and the time clauses.
- Have each pair member complete the chart with his or her plan and the years he or she plans to do these things.
- Have students trade plans and write about each other's plans, as explained in Part II.

- Ask a few students to share their writing with the class and use this as a springboard for the Expansion below.

Expansion: Distribute index cards. Ask students to write one future plan on the cards by using an *I* statement but instruct students not to write their names on the cards. Collect all the cards. Change the *I* statements to third person expressions (i.e., *this person, this student*) and read the plans aloud. Ask the class to guess *whose* plan each one is.

Optional Vocabulary

cheap airfares
spell-check
go through security
feel relaxed
to train
underwater

□ **EXERCISE 22.** Warm-up. Page 345

Time: 5 minutes

- Read the direction line.
- Have students select the correct verb forms.
- Help students hear that *If I will have* is incorrect. Explain that the *if*-clause uses the present tense to express the future in the same way that time clauses do.

CHART 11-4. Clauses with *If*. Page 346

Time: 10–15 minutes

This structure is often called the first conditional. The *if*-clause verb is in the present tense, and the main-clause verb is in the future. The meaning of the whole sentence is future, and the *if*-clause shows the condition under which the main-clause action will take place.

- Write the chart title on the board.
- Explain to students that *if*-clauses are very similar to the time clauses they just worked with. The main difference is that the *if*-clause gives the conditions under which the main-clause action will occur.
- Ask a student to read sentence (a) aloud.
- Write the sentence from the chart (or one suggested by students) on the board and underline the verbs in both the *if*-clause and the main clause. For example:

If it rains tomorrow, we will stay home.

If we finish the chapter, we will have time for more review.

- Have another student read sentence (b) aloud and write this or another student-generated example on the board.
- Explain that the comma is only used when the *if*-clause comes before the main clause.

We will stay home if it rains tomorrow.

We will have time for more review if we finish the chapter.

- Have a student read sentences (c) and (d) aloud while you write them on the board.

- Ask students to generate new *if*-sentences relating to the class and write these on the board.

If José completes all his homework, he will meet us at the beach on Saturday.

If Zara has time, she will make food for the picnic.

We will go bodysurfing if the waves are not too strong.

□ **EXERCISE 23.** Looking at grammar.

Page 346

Time: 5–10 minutes

- Read the direction line and the situation description.
- Lead this exercise from the center.
- Ask various students to read each sentence on sight, choosing the correct verb form.
- Correct students immediately and put examples on the board, as needed.
- Reiterate that the *if*-clause cannot use a future verb tense.

□ **EXERCISE 24.** Let's talk: pairwork.

Page 346

Time: 10–15 minutes

- Read the direction line and directions for Partner A and Partner B to the students.
- Model the example with a student by playing the role of Partner A.
- Have students pair up and begin working through the items orally.
- Circulate around the room and assist partners in responding to each other.
- Have partners change roles and continue assisting each pair.
- When students have worked through all the items, play the role of Partner A and call on random students to answer as Partner B.
- Correct immediately, and if students continue to struggle with the tenses, write notes and examples on the board again.

Expansion: Before class, write or type a number of *if*-sentences on index cards or strips of paper. Cut these sentences “in half,” separating the *if*-clauses from the main clauses. Hand out half sentences to everyone in the class so all parts are evenly distributed. Have students memorize what is on their cards and move around the classroom, searching for the appropriate beginnings or endings to go with their clauses. You can pick a particular topic for the sentences or make them random statements that students will understand. Once students have found their matches, have them read the completed sentences aloud. For example:

If you heat water to 212 degrees, it will boil.

If you don't put sunscreen on, you are going to get a sunburn.

You will get sick if you drink unclean water.

You are going to feel exhausted if you don't get enough sleep.

*If you put an egg in a microwave, it will explode.
Children will be happy if their parents love them.*

□ **EXERCISE 25.** Looking at grammar.

Page 347

Time: 10–12 minutes

- Read the direction line aloud.
- Ask a student to read the completed example aloud.
- Ask students to complete items 2–7 on their own as seatwork.
- When students have finished the exercise, ask them to read their completed sentences aloud.
- Provide immediate correction of usage and pronunciation.

□ **EXERCISE 26.** Listening. Page 347

Time: 10–12 minutes

- Have the CD player and track ready.
- Read the direction line to students and reiterate that they should answer each question in a complete sentence.
- Remind students that *going to* may sound more like *gonna* and that they should listen for that.

□ **EXERCISE 27.** Reading and speaking.

Page 348

Time: 15–20 minutes

Part I

- Read the direction line to your students.
- Preview the highlighted vocabulary with students.
- Have students take turns reading the paragraphs aloud.
- Ask students to paraphrase parts of the story to ensure understanding.
- Give students time to answer the questions and review them.

Part II

- Have students get into small groups.
- Have students write predictions using *will*, *maybe*, *may*, and *might*.
- Ask students to write some of their predictions on the board.
- Discuss them as a class.

Optional Vocabulary

loan
journal
article
streetcar

□ **EXERCISE 28.** Warm-up. Page 348

Time: 5 minutes

- Read the direction line to students.
- Have students discuss the difference between the two sentences.
- Discuss the correct time word choice for each sentence.

CHART 11-5. Expressing Future and Habitual Present with Time Clauses and *If*-Clauses.

Page 349

Time: 10–15 minutes

Remind students that the simple present is used to show everyday habits and practices.

- Write the chart title on the board.
- Ask a student to read sentences (a) and (b) aloud and write a student-generated version on the board. For example:

After students take their tests, they are going to meet with their tutors. (a specific date)

After students take their tests, they meet with their tutors. (as a habit, regularly)

- Have other students read sentences (c) and (d) aloud and write student-generated versions on the board.

If it is sunny tomorrow, we are going to run outside. (a specific date)

If it is sunny, we run outside. (as a habit, regularly)

- Review the notes on the right of the chart with students and discuss particular future conditions and habitual-present practices with them.

□ **EXERCISE 29.** Looking at grammar.

Page 349

Time: 10 minutes

- Read the direction line.
- Have students decide whether each sentence is a present habit or future activity.
- Review any sentences by using the board.

□ **EXERCISE 30.** Looking at grammar.

Page 349

Time: 10–15 minutes

- Read the direction line.
- Give students time to complete the items as seatwork.
- When most students have completed the exercise, ask individual students to read the items aloud.
- Correct immediately and put any challenging items on the board.

□ **EXERCISE 31.** Looking at grammar:

small groups. Page 351

Time: 10–12 minutes

- Read the direction line aloud to students.
- Put students into small groups.
- Have a student read the completed item aloud.
- Walk around the room, helping groups match the phrases in Column A with those in Column B and clarifying any vocabulary questions.
- When groups have worked through the items, have various members write their combinations on the board.
- Students at their seats can correct the sentences produced.

□ **EXERCISE 32.** Listening. Page 351

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to the students.
- Ask a student to read the completed example aloud.
- Stress that students need to determine whether the clauses they hear introduce specific future situations or habitual present ones.
- Play the track.
- After students have completed the exercise, correct by having students read the correct choices.
- If there are any questions, refer to the script and read the clauses aloud so students can easily hear which main clauses provide correct completions.

□ **EXERCISE 33.** Looking at grammar.

Page 352

Time: 10–15 minutes

- Read the direction line aloud.
- Encourage students to respond as completely and specifically as they can.
- Give students time to complete each item in their own words.
- Ask various students to read their completions aloud.
- Other students should listen carefully to correct the sentences produced.

Optional Vocabulary

in-laws	skips breakfast
yawn	oversleeps
stretch	sore throat
ferry	scratch

□ **EXERCISE 34.** Warm-up. Page 352

Time: 5 minutes

- Read the direction line.
- Have students take turns reading the items aloud.
- Discuss which conversation asks, “What is your job?”

Expansion: Ask students if this is a typical question asked in their countries. Discuss typical introductory questions and their appropriateness in different countries / cultures. Ask if it is okay to ask questions about a person’s profession, marital status, history, and age as “small talk.” In the United States, “What do you do?” is a very common question asked to begin a conversation around someone’s profession.

CHART 11-6. Using *What + a Form of Do*.

Page 353

Time: 10–15 minutes

- Write the chart title on the board.
- Remind students how to form *what*-questions with auxiliaries.
- Ask various students to read questions and answers (a)–(c) aloud.

- Compare the types of present tenses used among these first three sentences, and ask students to explain in what context these questions would be heard.
- Have students read question and answer (d) aloud.
- Have students read questions and answers (e) and (f) aloud.

□ **EXERCISE 35.** Let’s talk: class activity.

Page 353

Time: 10–12 minutes

- Have a student read the direction line aloud.
- Lead this exercise from the center.
- Work through the example with two students before having students close their books.
- Ask the same questions to a few students and remind them to give sentences in complete answers, including repetition of the original time clause.

□ **EXERCISE 36.** Looking at grammar.

Page 353

Time: 10–12 minutes

- Read the direction line aloud to students.
- Have a student read the question and answer in item 1.
- Ask students to formulate questions using *what* with various forms of *do* for each sentence in the exercise.
- Give students time to do this as seatwork.
- Correct by having students read their questions aloud. Write any particularly challenging question forms on the board for clarification.

□ **EXERCISE 37.** Let’s talk: pairwork.

Page 354

Time: 10–15 minutes

- Read the direction line aloud.
- Have students get into pairs.
- Take the role of Partner A and have a student be Partner B.
- Ask students to look at their books first for the time cues and to formulate their questions.
- Have students work through the first set of items before changing roles.
- Circulate and help students correct their use of *What + do* for the particular contexts needed.
- When students have worked through all the items in the exercise, ask students a few of the Partner A questions to compare the verb tenses they chose with Partner B responses.

□ **EXERCISE 38.** Looking at grammar.

Page 354

Time: 10–15 minutes

- Read the direction line to students.
- Ask two students to read A and B in the completed item 1 aloud.

- Give students time to complete the remaining items as seatwork. You may want to have them work in pairs to complete the exchanges.
- Correct and review by having students (or pairs of students) read their completions aloud.
- Provide immediate correction of usage and pronunciation and write particularly challenging items on the board.

□ **EXERCISE 39.** Listening. Page 356

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Have students listen for the missing words in each item.
- Play the track for students while they fill in the missing words.
- Correct the exercise by having students read their completed items.
- Review the script as needed to resolve any disputed completions.

□ **EXERCISE 40.** Looking at grammar.

Page 356

Time: 10 minutes

- Read the direction line aloud.
- Lead this review from the center.
- Have students read sentences aloud and complete with the appropriate words or phrases.
- Correct as you work through the items with the class.

□ **EXERCISE 41.** Looking at grammar: past, present, future. Page 357

Time: 10–15 minutes

- Have a student read the direction line aloud.
- Remind students that this review covers Chapters 3, 4, and 8–11.
- Give students time to complete each item as seatwork.
- Review by having pairs read their completed exchanges and give explanations for their completions.

□ **EXERCISE 42.** Check your knowledge.

Page 358

Time: 10 minutes

- Read the direction line aloud.
- Give students time to correct the mistakes as seatwork.
- Correct by having students write their corrected versions on the board.
- Those who aren't writing the answers can check for errors.

□ **EXERCISE 43.** Reading and writing.

Page 359

Time: 15–20 minutes

Part I

- Read the direction line to your students.
- Preview the highlighted vocabulary with students.
- Have students take turns reading paragraphs aloud.
- Ask students to paraphrase parts of the story to ensure understanding.

Part II

- Read the direction line to your students.
- Have students model their writing on the five-paragraph comparative model given in the exercise.
- Ask students to get started on the writing in class, and if they need more time, the writing can be completed as homework.

Part III

- Read and discuss the editing check.
- Depending on students' comfort with other students reading their work, have them exchange papers and check the items in the editing checklist.

Optional Vocabulary

accountant
 janitor
 server
 plumber
 sales manager
 deposit
 cash machine
 account
 dormitory
 snorkeling
 penguins
 details