

EL FUTURO
Thomas Baxter
Auburn University - Winter 1998

Objectives:

Students will:

1. Recognize the difference between the present time frame and the future time frame.
2. Recognize the difference between the 1st person singular of the present tense and the 1st person of the future tense.
3. Use the first person of the future tense with some regular verbs.

Materials:

Illustrations, activity sheets, and a recorded narration

Input procedures:

Activity 1. Placing the pictures on the blackboard, the instructor will reenter the first person singular form of the present tense of previously acquired vocabulary items that represent activities. After the instructor has entered and reentered the activities in the first person present tense, the instructor will introduce the concept of now and mañana using today's date and tomorrow's. The same illustrations will be used to present the ideas in the first person future tense. Stressing the difference between the endings of the words in the present and future tense. Then students will be asked to comment on the differences they heard, and instructor will write those differences on the board. The instructor will perform comprehension checks during the entire process.

Activity 2. Students will listen to a list of statements regarding what the teacher will do the next day. As they listen and read along, the students will decide if it is *probable* or *improbable* that the teacher will perform these tasks. After allowing time for their answers, the teacher will perform these tasks. After allowing time for their answers, the teacher will ask for student response, tallying their answers and comparing them to his actual agenda.

Student form: Input Activity 2.

¿Ustedes me creen?

Yo tengo mucho que hacer mañana. Cuando escuchen lo que les digo, escojan si es probable o no es probable.

	Es probable	No es probable
1. Lavaré mi ropa.	_____	_____
2. Tomaré mucha cerveza.	_____	_____
3. Barreré el piso.	_____	_____
4. Cocinaré la cena para mis compañeros.	_____	_____
5. Nadaré en el mar.	_____	_____

6. Estudiaré mucho.

7. Limpiaré el apartamento.

Activity 3a. The students will listen to the teacher tell what he will do when he goes to the beach. Then each student will decide whether he/she will do the same thing or not. If the teacher's statement is affirmative, the student will either check the box that says *Yo también* or *Yo no*; however if the teacher's statement is negative the student will check the box that says *Yo sí* or *Yo tampoco*.

Student form: Input activity 3.

Escuchen las frases dadas a continuación. Decidan si va a hacer lo mismo o no. Pongan una flecha en la cajita apropiada.

Cuando vaya a la playa ...

Nadaré en el mar

pero no tomaré el sol.

Yo también ☐ *Yo no* ☐

Yo tampoco ☐ *Yo sí* ☐

Comeré papitas

y beberé coca-cola.

Yo también ☐ *Yo no* ☐

Yo también ☐ *Yo no* ☐

Pero no compraré nada en las tiendas.

Yo tampoco ☐ *Yo sí* ☐

En la noche, cenaré pizza

y bailaré en la discoteca .

Yo también ☐ *Yo no* ☐

Yo también ☐ *Yo no* ☐

Output procedures:

Activity 1. Students will receive a sheet on which they will write ten things they will do tomorrow. Afterwards they will rotate around the room sharing that list with their classmates. As they listen to each statement, they must respond "Yo también" or "Yo no," signing their classmate's paper if they also will perform that task. The student with the most signatures at the end of 10 minutes is the winner.

Student form: Output activity 1.

Make a list of ten things that you will do tomorrow. Afterwards, you will rotate around the room sharing that list with your classmates. As they listen to each statement, they must respond "Yo también" or "Yo no," signing your paper if they also perform that task. The student with the most signatures after ten minutes is the winner.

Yo también

- | | |
|-----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |

Activity 2. The teacher will ask different students to write one activity on the board that they will do tomorrow. Then the teacher will survey the class to see how many other students will do this activity. From this survey activity the teacher can develop a list of activities to use tomorrow for the third person forms of the future.

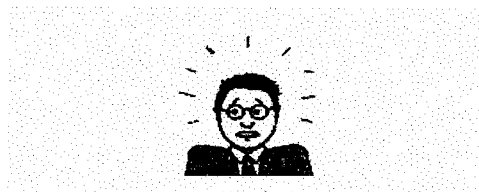
Summary activity. Give the students a paragraph skeleton made of only blanks and connectors. Have students “flesh out” the handout with statements about what they “will do” to create their own future tense paragraph.

Student form: Input Activity 2.

¿Ustedes me creen?

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	Es probable	No es probable
1. Lavaré mi ropa.	_____	_____
2. Tomaré mucha cerveza.	_____	_____
3. Barreré el piso.	_____	_____
4. Cocinaré la cena para mis compañeros.	_____	_____
5. Nadaré en el mar.	_____	_____
6. Estudiaré mucho.	_____	_____
7. Limpiaré el apartamento.	_____	_____



Student form: Input activity 3.

Escuchen las frases dadas a continuación. Decidan si va a hacer lo mismo o no. Pongan una flecha en la cajita apropiada.

Cuando yo vaya a la playa ...

Nadaré en el mar

pero no tomaré el sol.

Yo también ☐ *Yo no* ☐

Yo tampoco ☐ *Yo sí* ☐

Comeré papitas

y beberé coca-cola.

Yo también ☐ *Yo no* ☐

Yo también ☐ *Yo no* ☐

Pero no compraré nada en las tiendas.

Yo tampoco ☐ *Yo sí* ☐

En la noche, cenaré pizza

y bailaré en la discoteca .

Yo también ☐ *Yo no* ☐

Yo también ☐ *Yo no* ☐

Student form: Output activity 1.

Make a list of ten things that you will do tomorrow. Afterwards, you will rotate around the room sharing that list with your classmates. As they listen to each statement, they must respond “Yo también” or Yo no,” signing your paper if they also perform that task. The student with the most signatures after ten minutes is the winner.

	Yo también
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Student form: Summary activity.

Mis planes para mañana

Mañana yo _____ y _____
_____. También, en la tarde yo _____,
pero _____. Luego, en la noche, _____
_____. Finalmente, _____
_____.