Purpose and requirements:
The lesson introduces the expression of the future with the grammatical tense called \textit{futur simple}. At this point, students generally have reached the DELF level A1 and are not true beginners anymore. They can already express the idea of the future using \textit{aller} (\textit{futur proche}). They also have learned other tenses: \textit{conditionnel} and \textit{passé composé}.

Lesson objectives:

- \textit{Communication}: Talk about the future, plan projects, make promises, etc.
- \textit{Grammar focus}: \textit{Futur simple} and the difference between \textit{futur simple} and \textit{futur proche}
- \textit{Vocabulary}: Time/time length expressions

Learning outcome(s):
By the end of this lesson, students will:

- be able to use a new tense called \textit{futur simple}.
- know the rules for all verbs in the \textit{futur simple} including irregular ones.
- be able to plan projects or make promises.

Material:

- a picture of a fortune-teller
- a list of verbs with irregular forms

Bridge-in:

1. **Confidence**: Teacher shows students they already know many grammar tenses, through a text using several tenses, but mostly *indicatif présent* and *conditionnel présent*. The text also uses the *futur simple*. Task consists of classifying the various verbs in different columns, depending on their tenses. Teacher can use the text provided or another text.

2. **Correction triggers introduction of the futur simple**: The first part of *futur simple* introduction should focus only on the verbs ending in -er and -ir. Explaining this rule is easy on the board. Highlight *futur* tense endings for each person. Allow sufficient time so students understand they just have to add the *futur simple* endings after the infinitive form. Beware of the different pronunciations for some verbs like *étudier*.

   **-er / -ir**

   | Manger - Finir | Je mangerai – Je finirai |
   | Changer - Partir | Tu changeras – Tu partiras |
   | Étudier – Choisir | Il/Elle étudiera – Il/elle choisira |
   | Regarder - Mentir | Nous regarderons – Nous mentirons |
   | Aimer - Ouvrir | Vous aimerez – Vous ouvrirez |
   | Habiter - Sortir | Ils/elles habiteront – Ils/elles sortiront |

**TEXT**

Classé les verbes en caractères gras dans 3 colonnes selon leur temps.

*Google X, le laboratoire secret de Google où on imagine le futur*


Avec Google, le futur *changer* la vie quotidienne. Les concepts développés *dépassent* le métier de Google : ampoules électriques commandables à distance, robots et autres ascenseurs spatiaux *seraient* quelques-uns des casse-têtes des ingénieurs de Google X. Les scientifiques parmi les plus brillants au monde dans des domaines comme la robotique, l’intelligence artificielle, la domotique ou les relations humains-ordinateurs *travaillent* dans ce laboratoire. Beaucoup de ces projets ne *sortiront* pas avant plusieurs années.

L’article nous *apprend* également que Google *se lancera* dans la fabrication industrielle de sa voiture sans pilote.

Source: www.rue89.com from the NY Times article Google’s Lab of Wildest Dreams. Article has been both simplified and adapted for the French class.

**ANSWERS**

*Présent*

rêve

est

confie

dépassent

travaillent

apprend

*Conditionnel*

seraient

*Futur*

changer

sortiront

se lancera

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**Test**

Teacher can ask students when they think the different inventions mentioned in the text could be launched. A very short discussion on whether this is possible or not could take place so students try to use the **futur simple**.

**Activity**

The activity will introduce other verb endings for the **futur simple**, based on a simple short list of sentences. Students have to find the infinitive form of each verb.

Bertrand is 29 years old and still lives at home with his parents. He uses all his salary to buy clothes and go out, without looking for an apartment. He owes money to his parents and they threaten to kick him out. He asks his parents to let him stay for one more year and promises to change his behavior:

Je **partirai** l’année prochaine, c’est promis. Je ne **prendrai** plus votre voiture pour sortir et **j’achèterai** une voiture pour moi, le mois prochain. À partir de maintenant, je **ferai** ma lessive. Je **nettoierai** ma chambre aussi et je **serai** toujours à l’heure pour le dîner. Je **vendrai** ma télévision et après, je **pourrai** vous rembourser.

**Tips**

Teacher could provide a list of verbs for the discussion with only -er and -ir endings:
- fabriquer
- inventer
- développer
- créer
- sortir
- finir

**The rules**

Teacher can write the rules again in a simple way on the board, but should distribute a document with the exceptions to the rules.

**Verbs in -re**

prendre = je **prendrai**

**Verbs in oyer/uyer/ayéer**

nettoyer = i = je **nettoierai**

**Exceptions**

- The six verbs with double R (envoyer, voir, acquérir, courir, pouvoir, mourir)
- The verbs with DR in the **futur simple** (venir and others, tenir and others, valoir, falloir, vouloir)
- The verbs with VR in the **futur simple** (devoir, recevoir, pleuvoir)
- Irregular verbs (avoir, savoir, faire, être)
French Lesson Plan

The Future

Role Play: The fortune-teller

Part 1  Teacher shows the picture of the fortune-teller. In pairs, students should prepare a short dialogue before presenting their work to the others. The client asks questions, and the fortune-teller answers. The role play ends with the fortune-teller noticing something great and informing the client.

Part 2  While students present their dialogues, teacher can take notes to correct any mistakes about the futur simple and any time expressions used, to create a list of expressions, and add some new ones, such as: la semaine prochaine, le mois prochain, dans quelques jours, un jour, en 2015, dans 3 jours, à partir d ’ aujourd'hui etc.

Tips

Teacher should check the role play preparation because students will most likely need time expressions.

Assessment

The worksheet is necessary to assess the use of the futur simple. Exercises go from easy to difficult, depending on verb endings.

Tips

Teacher should make sure that students understand the difference between futur proche and futur simple. Assessment can be done with exercise 2, Quiz 1, but could also be done by asking students what they will do tonight/this weekend/for the next holidays, etc.

Closure

By pairs, groups, or as homework corrected in class, teacher asks students to pick up one or several themes they would like to think of to imagine the future (politics, environment, fashion, everyday life, computers, etc.) and give them a time period to work on (around 2030, around 2500...).

Tips

This activity could also be done by giving each student a different theme and creating a global vision of the future by the class.

A debate could be set up after this activity, for example, by taking the most pessimistic visions and asking students if they agree.