VICTOR HUGO LESSON PLAN

1. FRAMEWORK

Lesson	**Love, Mourning and Creation - Victor Hugo**
Teaching unit	Icons of French Literature
Level	FLE, B2 level - Common European Framework of Reference for Languages

2. OBJECTIVES

Linguistic objectives	Cultural objectives	Pragmatic objectives
• Mastering past tenses in narrative • Using chronological and logical connectors • Enriching vocabulary related to literature and social engagement	• Discover Victor Hugo, a major figure in French literature • Understand the role of the politically engaged writer in the 19th century	• Give a reasoned opinion • Understand a long and complex text (CEFR B2) • Produce a clear and structured speech and written discourse

3. PROCEDURE

TIMING	ACTIVITY	STAGES OF THE LESSON	INSTRUCTIONS
10'	**Speaking**	1. Register, Warm up. Mobilizing prior knowledge. (class group)	Hello. What is an icon? Which French writers do you know?
15'	**Reading** **Speaking**	2. Text comprehension. (Individual followed by group discussion) Students do an initial reading to understand: 1. What is the main theme of the text? 2. Who is the text about? 3. What is the purpose of this text? Then, they read again and match titles to each part: 1. Childhood and vocation 2. Literary success 3. Personal tragedies 4. Political engagement 5. Exile and recognition	Read the text once to understand the general idea. Don't try to understand every word. You are going to read the text a second time silently and match each title to a section of the text.
20'	**Reading** **Writing** **Speaking**	3. Detailed comprehension. Each group works on one paragraph: A: Childhood and vocation B: Literary success C: Personal tragedies D: Political engagement E: Exile and recognition Each group identifies: • key events • important quotes • dominant emotion Each group shares answers with the class.	In groups, you are going to read an excerpt from the text and identify a key element, a quotation, and the dominant emotion.

TIMING	ACTIVITY	LESSON PLAN	INSTRUCTIONS
15'	**Writing**	4. Grammar Students identify the verb tenses used in the text, highlight them in red, and the connectives in green. The teacher can write four columns on the board: simple past, imperfect, past perfect, and connectives. Reformulation exercise.	Read the text again to identify the verb tenses used and the connectors. Rephrase the following sentences by changing the verb tense, without changing the meaning.
—	**Reading** **Writing**	5. Homework Students log in to the Learning Apps website using the QR code and complete the exercises focusing on listening comprehension and practicing verbs in the past simple and imperfect tenses.	

5. GROUP WORKSHEET

	KEY EVENTS	QUOTES	DOMINANT EMOTIONS
Group A: Childhood and vocation			
Group B: Literary success			
Group C: Personal dramas			
Group D: Political involvement			
Group E: Exile & recognition			