

Lesson outline – Jacques Prévert - Déjeuner du matin

Learning objectives:

- To understand and interpret the key messages of a poem in French
- To learn about the life and key themes of a French poet
- To develop understanding of how stylistic features can convey meaning and emotion
- To learn how two different tenses can be used to talk about the past

slides	activity	Time (mins)
2	Pre-reading: Pupils guess what sort of reading (offer choices where necessary e.g. une histoire, un roman, un poème etc.)	3
3	Read aloud while pupils follow bullet points about context and background (either on screen or on sheets) for gist. Ask some comprehension questions to check understanding	3
4	Pre-reading task: watch clip of poem but without sound (ie. no words). Pupils guess who the characters are and think of short dialogue between them. Could be done orally rather than written.	5
5	Provide learners with core vocab to enable them to access the poem.	3
6-8	Listen to the poem and watch the Youtube clip. As they listen they complete gaps. Feedback as a class. NB: Copyright restrictions do not allow us to reproduce the poem. Please access your own copy (it can be found in many places online) and insert the full text, leaving gaps as suggested above. Slide 8 should provide the answers (underlined) – again, please insert the full text yourself.	6
9-10	Guided, gap-fill translation to help learners understand the text fully. As before, please insert the missing lines onto slides 9 and 10 (10 = answers).	8
11-12	Pupils read text again and underline or write down words expressing communication and emotions. Read poem aloud or if you prefer play this version: https://www.youtube.com/watch?v=H9ZfhONl68s&t=20s As an optional task, ask students to try to identify the stylistic features that are used to convey indifference and sadness respectively. Suggested answers are given but students may also have other suggestions. Students then read out, in pairs, the phrases they have identified (or possibly the whole poem) trying to express the appropriate sentiments in their reading.	5
13-14	Focus on literary technique: explain enjambement and parallelism; can they then identify the features in the text? Emphasise how this adds to the musical nature of the poem.	10
15	Plenary- pupils give views on poem using prompts.	4
16-17	In pairs: answer comprehension questions slide 16, focusing on how the characters feel slide 17. Class feedback.	10
18-20	Focus on grammar: perfect tense. Go through formation then learners underline examples in text.	8
21-23	Focus on grammar: imperfect tense. Go through use then learners decide whether perfect or imperfect is required in sentences from poem.	8
24-25	Explain homework: Option 1: recording, or, Option 2: continuation of poem. Slide 25 helps with Option 2.	3