

level
B2.2

LESSON PLAN 1/5



FRANKENSTEIN

Aim:

- to develop reading skills and expand vocabulary
- to predict the continuation of a story
- to identify a literary genre
- to encourage the pleasure of reading

Expansive Reading Theme: Science

This cross-curricular feature allows students to explore the historical background, cultural connections and other topics of the story.

Level:

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Time:

60 minutes

Materials:

1. front cover illustration of the graded reader: *FRANKENSTEIN*
2. worksheet – Parts 1 and 2

INTRODUCTION

This lesson plan introduces *FRANKENSTEIN*, by the British author Mary Shelley (1797-1851), one of the most well known Gothic stories of all time and one of the first science fiction stories! The short extracts chosen will draw students into the plot, encourage them to ask questions, develop their vocabulary, delve into the complex character of the scientist Victor Frankenstein, and predict what will happen next.

With the Expansive Reading Theme, students will enjoy exploring the topics of the text, with the cross-curricular approach. All of this with the aim of increasing their pleasure in reading an all-time classic.

BACKGROUND NOTES ON THE STORY

The story is set in the late 1700s and it is told by the three important protagonists of the book: Robert Walton, the sea captain; Victor Frankenstein, the scientist; and the monster or creature.

Victor Frankenstein, a brilliant and ambitious scientist, creates a monster and gives it life. However, he is horrified by his own creation and he rejects it brutally. The monster, or creature, that Frankenstein created is initially good, but as he is rejected by everyone because of his horrible appearance, he becomes evil and wants revenge. One day the creature meets his creator, Frankenstein, and he makes a request that will influence the lives of both of them. Frankenstein intends to pursue the monster all over the world.

DISCUSSION AND PREDICTION

At this point there are some questions that need to be answered.

1. Why did Victor Frankenstein decide to create a living being?
2. Will Frankenstein regret his decision, and, if so, why?
3. What will happen to the monster as he is rejected by everyone?
4. Will Frankenstein finally accept his own creation?



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LESSON PLAN 2/5



PROCEDURE

Before the lesson:

- make a copy of the worksheet, Parts 1 and 2 (one for each student)
- tell your students you're going to be speaking about a book called *FRANKENSTEIN*
 - read the background notes on the story to the class

PART ONE

Step One (10 minutes)

Ask the students to comment on their first impressions and ask them these questions:

- What genre do you think it is?
- Have you read any other book by Mary Shelley?
- Show the students the cover illustration and ask them these questions.
- Who are the two men on the cover?
- How does the creature on the cover feel and why?

Step Two (30 minutes)

Give students the **Worksheet, Part 1**, and explain that the extract comes from *FRANKENSTEIN*, Part Two, *Frankenstein's Narrative*.

- Ask the students to read the extract alone or in pairs. You could read it out loud to make the story more dramatic.
- Then ask them to do *Exercise 1, Multiple Choice*, to check comprehension. They can check their answers in pairs. (KEY: 1c, 2b, 3b, 4a, 5c)
- Ask students to comment with their opinions, predictions, feelings and observations.

PART TWO– THEME (20 minutes) :

Science

- Tell your students that the purpose of this theme is to have them experience “cross-curricular learning”; to connect the topics and ideas of the story to the reality of today's world. Their comments and opinions are the backbone of this kind of learning.
- Ask them to look at the picture of **Part 2** of the worksheet and work in pairs. Then ask them to read the short paragraph and to prepare for a debate.

