

Lesson Plan



Victor Frankenstein was a brilliant scientist. He wanted to create something beautiful, but he created something terrible—a monster!

CEFR Level A2+

YLE Flyers

Text type: traditional tales

Word count: 2097

Lexile measure: 610L

Lesson objectives

Vocabulary focus

Places: *Arctic, cemetery, cottage, hut, laboratory, lake, North Pole, university*

Verbs: *adopt, agree, arrest, breathe, create, execute, faint, forgive, persuade, promise, regret, scream, search, study, tear*

Adjectives: *awful, enormous, blind, female, guilty, horrible, innocent, terrible, terrified, ugly, weak*

General: *bruise, chemistry, creature, experiment, exhaustion, flash of lightning, judge, locket, message, monster, revenge, science, shock, sled, trial, wedding*

Grammar focus

Questions beginning *What? Where? When? Why? Who? How?*

Reading skills

Making predictions

Cross-curricular connections

Science (experiments)

Social Studies (family, being an outsider)

Resources

Reader

Audio download (UK/US) tracks 1–13

Flashcard download 1–6

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader. Ask:

What can you see?

Elicit that the character is a monster. Ask:

What does he look like?

and elicit a description of his features.

Show the children the title and explain that Frankenstein is not the name of the monster, but of the scientist who created him. Ask:

Have you seen any films about monsters or read any stories about them? Do you like stories about monsters?

Explain that the author, Mary Shelley, (1797–1851), wrote *Frankenstein* two hundred years ago when she was only twenty years old. It was one of the first horror stories ever written and the forerunner of many modern horror stories and movies.

Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader. Ask questions about the chapter headings on Reader page 4. Make sure the children understand the meaning of experiment, refer them back to the cover picture and ask if they

can predict what the experiment in the story is. Show them the Character page (Reader page 5) and ask them to point to the characters which appear in the chapter headings.

Contents	Characters
Characters	5
CHAPTER ONE The Arctic	6
CHAPTER TWO The Experiment	10
CHAPTER THREE The Day After	14
CHAPTER FOUR William and Justine	18
CHAPTER FIVE Frankenstein Meets His Creature	23
CHAPTER SIX The Creature's First Months	27
CHAPTER SEVEN Revenge	30
CHAPTER EIGHT The Creature's Wife	34
CHAPTER NINE Henry Clerval	39
CHAPTER TEN The Wedding Night	42
CHAPTER ELEVEN The End	46
Activities	50
Project	62
Glossary	63

During reading

Read out or play the recording of Chapters 1–6 (Audio tracks 2–7) and ask the children to follow in their Reader. After each chapter, stop and ask the children to look at the title and pictures in the next chapter, and predict what is going to happen next. For example, before they read Chapter Two, show them the chapter title on Reader page 10 and the picture on page 11 and ask: *What do you think Victor is going to create?* Before they read Chapter Three, show them the picture on page 15 and ask: *Who/what is in the doorway? Do you think he is going to kill Victor?*



Read out or play the recording of Chapters 7–11 (Audio tracks 8–12). Continue asking questions about the title of the chapters, and pictures, using a variety of question words. For example, before they read Chapter Eight, show the children the title on Reader page 34

and the picture on page 35, and ask: *What is Victor doing? Why is he doing this? Who is at the window?*



Encourage the children to make predictions about what happens after the story ends, for example:

Where will the monster go now? Will the people catch him? What do you think they will do to him?

After reading

Divide the class into two teams and tell them to imagine they are the police. Tell one team to write down six questions to ask Victor Frankenstein, and the other team six questions to ask the monster. Each set of questions should begin with one of the question words: *Who? When? Where? What? Why? How?* For example, to Victor: *Why did you create the monster?* Each team asks the other team their questions. Award points for each correct question and answer.

The children can do the following activities to focus on questions:

- Reader activities: 7, 8, 14, 15, 18, 20

Encourage the children to think more deeply about Victor and the monster. Ask:

What promise did Victor break to the monster? How did the monster become bad? Who was the real killer, Victor or the monster? Who do you feel most sorry for, Victor or the monster?

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–6 one by one. Ask them to find a page in the Reader where that character or characters appear, and briefly tell you what happened.

Extension

Fast-finishers can choose a scene from the story and write a play script in groups, using their own words as much as possible. For example, the scene at Justine's trial between the judge, Justine and Elizabeth. The judge is asking Justine questions about William's death: *Where were you last night? Why was William's locket in your pocket?* Elizabeth says good things about Justine, but the judge doesn't believe her. The children can act out their play script for the class.