

Lesson Plan: Marie Curie

Learning objectives:

To appreciate the life and work of Marie Curie, the sacrifice she made for science, and thus gain some understanding of the proximity of life and death

To understand how stylistic features can convey key messages in a text

To learn some facts about Marie Curie and her life

To understand and learn how to use important relative pronouns

Slide	Activity	Timings
2	Pre-reading: Pupils match pictures to key events that feature in the text, to prepare them for reading it. They can do this in pairs/individually/as a whole class. NB. Some words could be matched to the same picture, e.g. (d) – un accident; une mort	4 mins
3	Pupils match pictures to key emotions that feature in the text, to prepare them for reading it on a more emotional level. They can do this in pairs/individually/as a whole class. As before, more than one correct answer in some instances	4 mins
4	Present pupils with some background information about Marie Curie – read out/clarify/check understanding.	4 mins
5	Presentation of key vocabulary to enable learners to access the text. (NB: Renverser – this is used in the text to mean ‘overturn’ in the sense of change, revolutionise, subvert etc. You may need to point out to pupils that it has that meaning in this text).	3 mins
6-8	Pupils listen to text read out by the teacher [see slide 9]. Pupils complete a gap fill activity to familiarise them with it. Answers on slide 8.	8 mins
9-10	Pupils complete a scrambled translation activity to ensure they understand the literal meaning of the text. Answers on slide 10.	8 mins
11-12	Focus on understanding the main facts about Marie Curie: Pupils answer true/false questions. Could be done as a pair activity. Answers on slide 12.	5 mins
13-14	Focus on understanding the main messages given in the text about Marie Curie. Pupils match pictures to sentences. Ask them to focus on what is conveyed by the images (for example, ‘opening the door to the discovery...’). Could be done as a pair activity. Answers on slide 14.	8 mins
15	Introduction to some relative pronouns – make sure learners know the meaning of qui, que and où.	3 mins
16	Focus on grammar: agreement of past participles after the relative pronoun “que”. Read out examples to pupils and ask them to work out why there is a difference between the first and second set of sentences is/what the rule might be, in pairs.	3 mins
17-19	Read through rules/explain to pupils, including non-agreement with où (slide 17). Then pupils find examples in the poem of masculine/feminine usage. Answers on slide 19.	8 mins
20-21	Practice sentences to use the relative pronoun. Answers on slide 21.	5 mins
22	Further practice sentences, linked to key facts about Marie Curie.	5 mins
23	Focus on emotions: either in pairs or individually, pupils spot the odd one out from emotions that could be linked to each phrase.	4 mins
24	Pupils choose an image to best sum up the text and the message it conveys, giving a reason.	4 mins
25-26	Focus on style: juxtaposition. Read through/explain the stylistic feature. (slide 25). Then pupils find examples in the text. Answers on slide 26. A key line is <u>Mais Marie est tuée par la science qu’elle a révolutionnée</u> . Read out the juxtaposed sentences with emphasis to show pupils what effect the stylistic feature has.	8 mins
27	Plenary: pupils express their views on Marie Curie.	4 mins
28-29	Explain homework: Option 1: Pupils record themselves reading the text aloud, bringing out the emphases in the juxtapositions. Option 2: write an imagined interview with Marie Curie. Slide 29 gives help for Option 2.	4 mins

