

## Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMA _____
Mata Pelajaran	: Bahasa Inggris
Kelas	: XII (Dua belas)
Topik	: Biographical Recount Text: <i>Discover the Incredible Life and Work of Marie Curie</i>

### **Tujuan Pembelajaran:**

Peserta didik terampil menanggapi dan menganalisa teks *biographical recount* secara lisan dan tulis dengan guru dan teman, dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

### **I. Persiapan:**

1. Guru mempersiapkan materi dan mengirimkannya ke edmodo (atau platform KBM daring yang lain) sehingga peserta diri dapat mengaksesnya.
2. Guru menyiapkan lembar kerja
3. Guru menyiapkan rubrik penilaian
4. Meminta siswa untuk bergabung di Zoom meeting untuk mendiskusikan kesulitan yang dihadapi.

## **II. Langkah-langkah Pembelajaran**

### **A. Pembukaan**

1. Memastikan siswa terakses dengan internet
2. Meminta siswa mengakses materi di edmodo (atau platform KBM daring yang lain) sebelum bergabung di Zoom meeting
3. Memberikan beberapa aturan selama Zoom meeting berlangsung seperti:
  1. Meminta siswa mempersiapkan buku dan pena untuk mencatat hal-hal yang dirasa penting.
  2. Memastikan *Mute* speaker agar tidak mengganggu kecuali diminta guru untuk menjawab pertanyaan.
  3. “*Raise hand*” apabila ada yang dinyatakan atau boleh menuliskan di dalam kolom chat.
  4. Siswa yang tidak dituntut untuk menjawab pertanyaan dipersilahkan menulis jawaban di kolom chat.
  5. Zoom meeting hanya berlangsung selama 45 menit
  6. Siswa dapat menghubungi guru apabila ada kendala di nomor *whats app*.

### **B. Kegiatan Inti**

1. Membagikan slide kepada siswa selama zoom meeting (atau *platform* konferensi daring yang lain) tentang teks biografi: *Discover the Incredible Life and Work of Marie Curie* dan juga struktur kebahasaan.
2. Membuka sesi tanya jawab tentang *teks biographical recount* : *Discover the Incredible Life and Work of Marie Curie* dan juga struktur kebahasaan.
3. Membuka sesi tanya jawab tentang tugas siswa dalam membuat teks biografi baru.

### **C. Kegiatan Penutup**

1. Feedback  
Meminta siswa membaca kembali PPT penjelasan tentang text di edmodo (atau platform KBM daring yang lain).
2. Meminta siswa mengumpulkan tugasnya minggu berikutnya di edmodo (atau platform KBM daring yang lain).
3. Meminta siswa mengumpulkan tugas di edmodo (atau platform KBM daring yang lain).
4. Meminta siswa mempelajari *possible answers* yang sudah disediakan.

### III. Rubrik Penilaian

#### I. Reading comprehension

Category	4	3	2	1
<b>Interpretation</b>	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
<b>Detail</b>	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details.	Answers lack the required detail or are incomplete.
<b>Use of Information</b>	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
<b>Clarity</b>	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
<b>Mechanics</b>	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct.	Work contained several spelling and grammar errors.	Work contains many spelling and grammar errors.

#### II. Writing

Traits	4	3	2	1
<b>Focus &amp; Details</b>	There is one clear, well-focused topic. Main ideas are clear and well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
<b>Organization</b>	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
<b>Voice</b>	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
<b>Word Choice</b>	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

**Comments:**

#### IV. Sumber Belajar

Teacher's Power point

Marian Barry, 2016. Success International English Skills, Fourth Edition. Cambridge: Cambridge University Press.

<https://www.mariecurie.org.uk/who/our-history/marie-curie-the-scientist>

## Students' Worksheet

### Discover the Incredible Life and Work of Marie Curie



#### I. Before You read



1. What do you know of their background and personal life?
2. Why do you think this person should be admired?
3. Do you imagine a happy home life or one dominated by struggle and conflict?

1. Extraordinary: /ik 'strôrd(ə)n, erē, ekstrə 'ôrdn, erē/

*Very unusual or remarkable.*

Sentence: My parents were **extraordinary** people.

2. Treatment : /'trētmtnt/

*medical care given to a patient for an illness or injury.*

Sentence: I need a **treatment** plan to combat this illness

3. Governess: 'gəvərnəs

*a woman employed to teach children in a private household.*

Sentence: Their daughters might have a private **governess** to teach them at home.

4. Insatiable: /in 'sāSHəb(ə)/

*of an appetite or desire impossible to satisfy.*

Sentence:



#### II. While You Read

##### A. Read the text carefully and match each paragraph with one of these headings.

1. Marie met her husband
2. Marie works during and after work
3. The technology Marie Curie development
4. Marie's family background
5. Marie and Pierre achievement
6. Marie's education background

Marie Skłodowska-Curie, an *extraordinary* woman, a Polish scientist who lived and worked in France, led to the development of nuclear energy and the treatment of cancer. Born Maria Skłodowska on 7 November 1867 in Warsaw, Poland, she was the youngest of five children of poor school teachers. After her mother died and her father could no longer support her. She became a *governess*. She read and studied in her own time to quench her thirst for knowledge. She never lost this passion.

To become a teacher – the only alternative which would allow her to be independent – was never a possibility because a lack of money prevented her from a formal higher education. However, when her sister offered her lodgings in Paris with a view to going to university, she grasped the opportunity and moved to France in 1891. She immediately entered Sorbonne University in Paris where she read physics and mathematics – she had naturally discovered a love of the subjects through her insatiable appetite for learning.

It was in Paris, in 1894, that she met Pierre Curie – a scientist working in the city – and who she married a year later. It was also around this time that she adopted the French spelling of her name – Marie. It is of course this version of her name that our charity uses, along with our hospices, Marie Curie Nursing Service and our Marie Curie Helper service.

In 1903 Marie and Pierre were awarded the Nobel Prize for Physics jointly with Henri Becquerel for their combined, though separate, work on radioactivity. In Marie Curie's time, first cancers treated using radium was easily accessible surface and body cavity tumors. Of the latter, cancer of the cervix was the most frequently treated. In the mid-1930s, cancers in many sites were considered to be incurable. But with time the situation changed, owing to, among others, many female scientists faithful to Marie Curie's idea of fight against cancer. Their achievements increased the understanding of cell-killing mechanisms, normal tissue toxicity, effect of dose fractionation and tumor biology and influenced progress in RT.

During the First World War, Marie Curie worked to develop small, mobile X-ray units that could be used to diagnose injuries near the battlefield. As Director of the Red Cross Radiological Service, she toured Paris, asking for money, supplies and vehicles which could be converted. In October 1914, the first machines, known as "Petits Curies", were ready, and Marie set off to the front. She worked with her daughter Irene, then aged 17, at casualty clearing stations close to the front line, X-raying wounded men to locate fractures, bullets and shrapnel. After the war, Marie continued her work as a researcher, teacher and head of a laboratory and received many awards and prizes. Among them were the Ellan Richards Research Prize (1921), the Grand Prix du Marquis d'Argenteuil (1923) and the Cameron Prize from Edinburgh University (1931). She was also the recipient of many honorary degrees from universities around the world.

Marie Curie died in 1934, aged 66, at a sanatorium in Sancellemoz (Haute-Savoie), France, of aplastic anaemia from exposure to radiation in the course of her scientific research and in the course of her radiological work at field hospitals during World War. The technology Marie Curie developed for the "Petits Curies" is similar to that used today in the fluoroscopy machine at our Hampstead hospice. A powerful X-ray machine, it allows doctors to examine moving images in the body, such as pumping action of the heart or the motion of swallowing.

### B. Comprehension Check

1. Why did Marie become a governess?
2. How did she finally go to a university?
3. What did the text tell us about Marie's husband?
4. Why was she awarded the Nobel Prize?
5. What was Marie's idea to fight cancer?
6. What does the text tell us about Petits Curies?

### III. After you read

A. Please learn the detail explanation of Biographical recount text of Marie Curie!

#### ❖ Function of Biography

1. To know a person's story about his/her life outside of any accomplishments this person may be known for.
2. To inspire the readers.



The writer wants to educate the readers about the Marie Curie's accomplishment for leading to the development of nuclear energy and the treatment of cancer

#### ❖ Generic Structure

##### 1. Orientation (Introduction)

it is the opening paragraph, gives the readers the background information of the person.

Noteworthy and should have a biography written about the. The opening paragraph should answer the questions: who, what, where, when, and how.



Marie Sklodowska-Curie, an extraordinary woman, a Polish scientist who lived and worked in France, led to the development of nuclear energy and the treatment of cancer. Born Maria Sklodowska on 7 November 1867 in Warsaw, Poland, she was the youngest of five children of poor school teachers. After her mother died and her father could no longer support her. She became a governess. She read and studied in her own time to quench her thirst for knowledge. She never lost this passion.

##### 2. Events

The events should be in chronological order.

- ✓ She grasped the opportunity and moved to France in 1891
- ✓ It was in Paris, in 1894, that she met Pierre Curie
- ✓ In 1903 Marie and Pierre were awarded the Nobel Prize for Physics
- ✓ In October 1914, the first machines, known as "Petits Curies", were ready
- ✓ In 1921 Marie received the Ellan Richards Research Prize.
- ✓ In 1923 received the Grand Prix du Marquis d'Argenteuil
- ✓ In 1931 received the Cameron Prize from Edinburgh University
- ✓ Marie Curie died in 1934, aged 66
- ✓ The technology Marie Curie developed for the "Petits Curies" is similar to that used today in the fluoroscopy machine at our Hampstead hospice.



#### ❖ Language Features

a) A biographical recount uses specific names of the people involved in the biography.



**Marie Curie**

b) It is mainly written in simple past tense (the final paragraph could also include the present tense)



- ✓ She was the youngest of five children of poor school teachers
- ✓ Marie Curie worked to develop small
- ✓ (last paragraph)The technology Marie Curie developed for the "Petits Curies" is similar to that used today in the fluoroscopy machine at our Hampstead hospice.

c) A biographical recount also uses linking word to do with time.



- ✓ It was in Paris, in 1894, that she met Pierre Curie
- ✓ In 1903 Marie and Pierre were awarded the Nobel Prize for Physics
- ✓ After the war, Marie continued her work as a researcher, teacher and head of a laboratory and received many awards and prizes.
- ✓

d) A biographical recount describes events, so it uses many verb or action verb.



- ✓ She read and studied in her own time to quench her thirst for knowledge.
- ✓ In 1903 Marie and Pierre were awarded the Nobel Prize
- ✓ Marie continued her work as a researcher

***That is the end of detail explanation of Biographical recount***

### B. Writing Biographical Recount Text

Read these following instructions carefully:

1. Choose one of these inspiring people or others.
2. The opening paragraph is provided for you but you may make yours.
3. Write the text with the correct generic structure and language features (Learn the writing rubric before you write).
4. The biography template will help you to write the biographical recount.
5. Please consult the internet and other sources.

Malala Yousafzai (1997– ) Pakistani schoolgirl who defied threats of the Taliban to campaign for the right to education for girls. She survived being shot in the head by the Taliban and has become a global advocate for human rights, women's rights and the right to education. She is the youngest Nobel Prize laureate.



Greta Tintin Eleonora Ernman Thunberg is a Swedish environmental activist who has gained international recognition for promoting the view that humanity is facing an existential crisis arising from climate.



**Emma Charlotte Duerre Watson** (born 15 April 1990)<sup>[3]</sup> is an English actress, model, and activist. Born in Paris and brought up in Oxfordshire, Watson attended the Dragon School and trained as an actress at the Oxford branch of Stagecoach Theatre Arts. As a child, she rose to prominence with her first professional acting role as Hermione Granger in the *Harry Potter* film series, having acted only in school plays previously.



6. ***Other inspiring youth biography you want to write!***

	Title	<u>Picture</u>
		Opening Paragraph
		A series of events
		A series of events
		Closing

Good Luck