

TEACHER'S NOTES BOOKLET

FRANKENSTEIN

MARY SHELLEY

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GRADING SCHEME

LEVEL ONE (500 headwords)

present simple
present continuous (present)
going to (future)
past simple
imperative
can (ability and permission)
would like (requests and offers)
must (obligation)
let's, shall (suggestions)
gerunds
adverbs (time, manner and place)
adjectives (comparatives and superlatives)

LEVEL TWO (800 headwords)

all of the above, plus
present continuous (future)
going to (intentions)
present perfect
past continuous
past perfect
passive (simple forms)
will/shall (future, requests and offers)
must/can't (deduction)
have to (obligation)
should (advice)
gerund as subject
too/enough + adjective
reported speech (with *ask/tell/say*)
zero and first conditional
defining relative clauses

LEVEL THREE (1200 headwords)

all of the above, plus
present perfect continuous
passive (all tenses excluding modals)
was/were going to
used to
make/let
may/might (possibility)
reported speech

LEVEL FOUR (1800 headwords)

all of the above, plus
past perfect continuous
future perfect
future continuous
passive (modals)
had better/would rather
second and third conditionals

BACKGROUND INFORMATION

Mary Shelley's life

In the two centuries that separate us from Mary Shelley's birth, death has come to follow less closely on the heels of life. The story of Mary Shelley's life is almost unbearable to the modern reader, punctuated as it was with the deaths of those she loved.

Her famous feminist mother, Mary Wollstonecraft, who would have been Mary's soulmate, died as Mary was born. Mary had an unconventional upbringing with her father and stepmother. Their house was filled with radical talk and intellectual life. Among their many visitors were the poets Coleridge and the young Percy Shelley. Mary's relationship with Shelley began when she was 17 and they eloped to France.

Her first daughter, who was born when Mary was 18, died within eleven days of the birth. Mary had a second child, William, when she was 19. Her half-sister committed suicide in the same year.

When Mary and Shelley were staying with Lord Byron on Lake Geneva at this time, Byron set them all the task of writing a horror story. After a few days trying to come up with an idea, the story of Frankenstein apparently came to Mary in a dream.

Later that year, back in England, Mary and Shelley married. Frankenstein was finished and accepted for publication when Mary was still only 20. Mary gave birth to another daughter, Clara.

The following year, 1818, the Shelleys went to Italy. Within a few months, both their children died, Clara while they were travelling to Venice and William in Rome. Soon after, Mary had a fourth child, Percy. They remained in Italy, moving first to Pisa and then to Casa Magni, near La Spezzia.

Today Casa Magni is a large village. Then it was a tiny fishing community. Supplies came by boat or mountain path. Various friends of the Shelleys had joined them at the house. When the Hunts arrived in Genoa, Percy Shelley and Edward Williams, who was staying at Casa Magni, set out in Percy's boat to meet them. Percy wrote to Mary when he arrived. 'How are you, my best Mary?' he asked. 'Write especially how is your health and how your spirits are...' A few days later, on Monday 8th July, Shelley and Williams were due to return. The weather was so stormy that everyone at Casa Magni assumed they had not set out. On Tuesday and Wednesday it was calm, but there was no sign of the boat. On Friday Mary received a letter from the Hunts, asking

whether Percy had got home safely, because a storm had come up after they had left. Letters flew to and fro, filled with hope that the men had turned back and reached land safely. But on 19th July, the bodies of the two men were found washed ashore.

Mary faced the rest of her life with her one remaining child, Percy. She struggled financially, unable to get reasonable support for Percy from Shelley's family until Shelley's father died some 22 years later. She found comfort in writing, producing articles, stories and biographies, but she lived a difficult and lonely life in London. She died in 1851 of a brain tumour.

The introduction to the reader gives more information about Mary Shelley's life.

The modern Prometheus

Mary Shelley found her inspiration for Frankenstein in Greek mythology. She subtitled her story, *The Modern Prometheus*. Prometheus was a Titan, born to the Sky God and the Earth Mother. He is represented as the champion of mankind because he gives them the gift of fire against the wishes of the gods. His punishment is terrifying and eternal – he is chained to a cliff forever and every day has his liver pecked out by an eagle. His gift of fire is not all good, because it brings destruction and war as well as warmth.

When students have read the story, you might like to ask them to relate Mary Shelley's story of Frankenstein to the original Greek myth.

The Promethean myth was very popular among the Romantics, who saw Prometheus as a symbol of man's creativity, battling against the conventions of a repressive society. One of Percy Shelley's greatest poetic works is *Prometheus Unbound*, a long lyrical drama, in which Prometheus is presented as a heroic figure and is freed from his purgatory.

Film versions

Screen versions have tended to distort the original story, with film-makers intent on making a horror story rather than a faithful interpretation of Mary Shelley's work.

The 1931 classic starring Boris Karloff remains among the most famous films of all time. It proved to be a milestone in Hollywood history, setting the standard for a new genre. Despite its age, it is still a very watchable version.

A more serious attempt to interpret the original was made by Kenneth Branagh in 1994, starring Robert de Niro as the monster. Although Branagh's film is called *Mary Shelley's Frankenstein* and the treatment deals with ideas as well as horror, the text has been radically changed.

However much Mary Shelley's original tale is distorted, the myth of Frankenstein will always have a place in the popular consciousness. And the underlying theme of the novel – the dilemma of scientific inquiry – our desire for progress and our fear of what it may bring – is a timeless and universal theme.

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Frankenstein*. Here you will find a wide variety of activities based on Mary Shelley's novel. Materials for the students are given on the worksheets on pages 9 to 14.

There are six worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are all labelled as *whole class*, *group*, *pair* or *individual* tasks or a combination. You may want to assign the individual activities for homework.

Activities before reading the story

1 Discussion – the horror experience No WS *Whole class*

- Ask students what they already know about the story of Frankenstein. Do they realise that Frankenstein is the name of the creator of the monster and not the monster himself? Can reading the story still be a frightening experience when the reader knows what is going to happen?
- Discuss screen versions that students may have seen – see Background Information on page 3. Compare the experiences of watching a horror scene in the cinema or on television and reading a horror scene in a book. Which is more frightening? What different methods do the film maker and author have to frighten their audiences? The film maker has the power of visual shock, building suspense with sound and picture before producing the anticipated image. The author has to create sound and image in the reader's mind. The reader can spoil the impact by jumping ahead to see what happens. Watching a film is often a collective experience, particularly in a cinema, whereas reading a book is very much an individual activity.

2 Starting a new book No WS *Whole class*

- Give out copies of *Frankenstein* to your students. Ask them to flick through the book and find features that will help them to understand the story: for example the front cover, the blurb (the short piece about the book on the back cover),

the introduction, the list of characters in the story, the illustrations, the glossary and the comprehension exercises.

- Explain that the illustrations are carefully planned to support understanding of the new vocabulary.
- You may prefer to look at the introduction with students after they have read the story, so that they come to the story without preconceptions. When you come to use the introduction, you can feed in additional information about Mary Shelley's life and the inspiration for the book from the Background Information on page 3 above.

Activities while reading the story

3 A letter from the Arctic No WS Individual or pairs

- Do this activity when students have read Part I, *Captain Walton's Story*.
- Tell students to look at the illustration on page 8. They imagine they are one of the ship's crew, standing high up on the rigging, looking out at the sledge being pulled across the snow. Students write a letter home to their family, describing the situation of the ship, the weather, the feelings of the crew, the sighting of the strange sledge and then the rescue of the young man.

4 What now? No WS Whole class

- Do this activity when students have read Chapter 5.
- Ask students: *What should Frankenstein do now he has let loose his monster on the world? Should he tell the world? Should he keep quiet and go back to Geneva? Should he try to capture and kill the monster himself?*

5 Picture the monster WS 1 Individual

- Begin this activity when students have read Chapter 5.
- Students keep a running record of any mention of the monster's appearance from Chapter 5 until the end of the book – physical details are mentioned on the very last page of the book.
- They can complete the activity, drawing their version of the monster when they have finished the book.
- Give them an opportunity to compare drawings with their friends.

6 A news report WS 1 Individual

- Do this activity when students have read Chapter 9.

Answers in italics

BOY MURDERED

Last night, young William Frankenstein, aged 10, the son of *Mr* Alphonse Frankenstein of Geneva, was found murdered in a *wood* near his home beside Lake Geneva. He and his *older* brother, Ernest, aged 16, were playing hide and seek *yesterday* evening. William ran away to hide. But nobody could *find* him. They looked for him until it was dark. Then they went *back* to the house to fetch lamps *and* continued the search. His father found him at five *in* the morning, lying dead on the grass. There were *ten* round bruises around his neck. He had been wearing *a* miniature of his mother around his neck but it *was* gone. It seems likely that the murderer stole the *necklace*. The murderer has not been found.

7 Answer the questions WS 2 Individual or pairs

- Do this activity when students have read Chapter 16. It focuses on how the monster learns to look after himself and make his way in the world and his attempts to become part of human society.

Answers

- 1 He cannot speak.
- 2 An old coat.
- 3 A small fire.
- 4 They attack him.
- 5 Through a hole in the wall.
- 6 He collects wood for them and does other jobs.
- 7 Language and history.
- 8 Because the old man is blind.
- 9 Yes, he does.
- 10 He burns down their cottage.

8 Find the mistake WS 2 Individual

- Do this activity after students have read Chapter 23.
- If students find this task difficult, read the text aloud, pausing after each mistake. The purpose of the task can then be to correct the mistakes rather than to identify them.

Answers

Frankenstein has been washed up on the coast of (1) France in his boat. The sea is (2) very rough. He has drifted here from Scotland, where he (3) made a second creature, a wife for his monster. The monster said he would take his wife and live forever in (4) Africa, away from all human society.

The people on the shore are (5) friendly. They (6) welcome him to their land. They take him to Mr

Kirwin, the local (7) doctor. Here he is accused of the murder of an unknown (8) woman. The body turns out to be (9) his father's. Mr Kirwin is very (10) unsympathetic.

- 1 Ireland 2 calm 3 destroyed 4 South America
5 unfriendly 6 do not welcome 7 magistrate
8 man 9 Clerval's 10 sympathetic

9 The dead WS 3 *Pairs or groups*

- Do this activity when students have read Chapter 26.
- You might want to complete the details of the first death (William's) with the whole class. Write the headings on the board and elicit answers. If students cannot remember the details, direct them to the relevant chapter.

Answers

- Chapter 8: William, brother, in the woods near the Frankenstein home in Geneva, murdered by the monster
- Chapter 11: Justine, servant, Geneva, hanged for William's murder
- Chapter 23: Clerval, friend, Ireland, murdered by the monster
- Chapter 26: Elizabeth, wife, inn at Evian, murdered by the monster
- Chapter 26: Alphonse, father, at home, perhaps a heart attack

10 Stuck in the ice No WS *Groups of four*

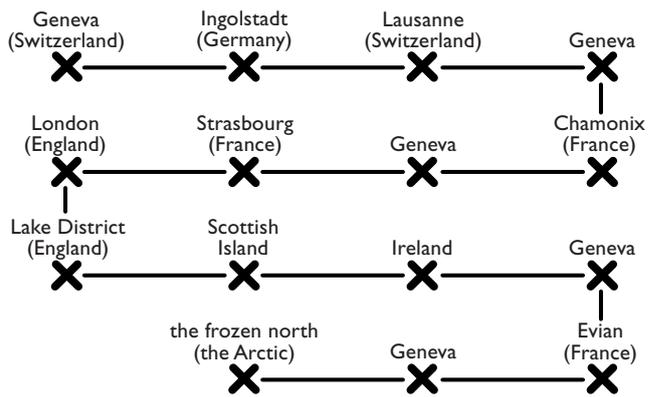
- Do this activity when students have read Chapter 29.
- On page 84, Captain Walton tells his sister in his letter that he will never fulfill his ambition and that his expedition has failed. His crew is refusing to go any further. Students work in groups and imagine the conversation between the crew and their captain.
- They allocate roles and work out their dialogue. Help with vocabulary as necessary. The crew are very frightened and probably near to mutiny, so there should be a lot of tension in the air.

11 Following Frankenstein's moves WS 3 *Individual*

- Here students record the various places that Frankenstein's tale takes him to, in chronological order. They write place names at each of the crosses. You could ask them to find out which country each place is in, where appropriate.

Answers

The completed journey should look like this:



Activities after reading the story

12 Reactions No WS *Whole class, then individual*

- Have a class discussion on reactions to various elements of the story. These questions might be useful to direct students' thoughts.
 - What are your feelings towards the monster at the end of the story? Did they change while you were reading? Did you feel horror, pity, sorrow, sympathy, revulsion?
 - Were you frightened? Is the story too familiar to create fear in the modern reader?
 - What are your feelings towards Dr Frankenstein?
 - Is it a horror story or a tragedy?
 - Mary Shelley wrote her story nearly two hundred years ago. Does it have any relevance to our own times? Are we on the verge of creating our own monsters with developments in genetic engineering and cloning? Do we have the same fears about science today as people did in Mary Shelley's time?
- Students write a short paragraph describing and explaining their reactions.

13 Make your own monster WS 4 *Individual or pairs*

- Students create a fantasy person, taking the best bits either from famous people, past or present, or from people they know.
- Help with vocabulary, particularly for any characteristics of their own that students want to add.
- If students enjoy the activity, build up a class fantasy person on the board.

14 Ordering events WS 4 *Individual or pairs*

- Students integrate the two stories so that the events are chronologically ordered. Where events happen simultaneously, for example the first event in each story, students should give them the same number.
- For extra writing practice, get students to rewrite the story according to their re-ordering. They will need to use sequencers to hold the sentences together, for example *while, after that, then, before, finally*.

Answers

The correct order is:

Monster's story 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15

Frankenstein's story 1, 2, 6, 12, 13, 14, 15

15 Find the words WS 5 *Individual or pairs***Answers**

The completed puzzle looks like this.

M	A	G	I	S	T	R	A	T	E
O	B	C	A	P	T	A	I	N	X
N	U	R	O	L	E	I	S	O	P
S	S	E	R	V	A	N	T	I	L
T	I	A	F	I	C	H	R	S	O
E	N	T	G	I	H	P	A	N	R
R	E	O	C	T	E	D	N	O	E
P	S	R	O	P	R	W	G	D	R
L	S	I	S	T	U	D	E	N	T
O	M	U	S	T	P	Q	R	I	T
N	A	M	U	R	D	E	R	E	R
G	N	S	I	E	K	A	N	D	L

- When students have located all the words, you could ask them to use two or three of the words in sentences that clearly show their meaning.

16 Picture prompts WS 5 *Individual or pairs*

- Students identify the five things and say what the significance of each one is in the story.
- They then locate each item in the text and write down a page reference. You could set this as a competition to see who can find all five things first.

Answers

- 1 the necklace with a miniature of Frankenstein's mother that was taken from William's murdered body – pages 26, 30, 31, 53, 54
- 2 Frankenstein's papers found in his coat pocket by the monster – page 47

- 3 the small hand gun which Frankenstein uses to shoot the monster – pages 75, 76
- 4 the small fire left by travellers in the wood, which the monster finds – page 39
- 5 the hole in the wall through which the monster watches the De Lacey family – page 40

17 Tell a story WS 6 *Pairs, then individual*

- This is quite a demanding writing exercise. Students can work in pairs in the early stages to make sure that weaker students do not get left behind. You might want to do the first few sentences with the whole class. You could set this activity for homework.

Answers

- 1 Captain Walton
- 2 Victor Frankenstein
- 3 the monster

18 Describe some illustrations WS 6 *Individual*

- Here students think how to illustrate the story they have written in Activity 17. This activity helps to highlight the key events in the story, providing a visual summary.
- If students are doing Activity 17 for homework, they can do this at the same time.

Extended writing**19 What if ...** No WS *Pairs, then individual*

- The turning point in the monster's story, when he rejects the good side of his character and begins a life of evil, comes at the end of Chapter 15. When he is rejected by the De Laceys, the monster runs screaming in despair into the woods.
- Imagine if Chapter 15 were different: Old man De Lacey listens sympathetically to the monster's story. Remember that he is blind and cannot see the monster. The monster returns to his hiding place before Felix and the others come back. The old man relates the monster's tale. There might be two or three more meetings between the monster and the old man, preparing them to expect and accept his horrific appearance, seeing the kind heart underneath.
- Write a paragraph describing how the monster might have turned out if he had been treated with kindness. Use the past tense.

20 Flashbacks No WS *Individual or pairs*

- The author tells most of the story of Frankenstein in flashbacks: the book opens almost at the end, as Frankenstein approaches death in the final days of his search for the monster. The monster tells his tale in flashback, when he finally catches up with his creator in Geneva. Only the very last pages of the story happen almost in real time, where Captain Walton describes in the last letter to his sister his extraordinary meeting with the monster which has just taken place.
- Tell students to think of a story that they know well – perhaps an episode from the story of King Arthur or the History of Don Quixote. It might be something that happened to them or someone they know or the plot of a television programme. It might be a story they have written for class or you might find a suitable text in their coursebook. Students choose two characters from the story. They then choose one or two points in time from which to tell the story.
- You might like to give a simple example. We jump straight into the middle of the story:

Little Red Riding Hood bumps into the woodcutter before she goes into her grandmother's cottage. She tells the woodcutter the story so far:

'When I left home this morning, my mother told me to stay on the path and not to talk to strangers. But when I saw some beautiful flowers in a clearing, I left the path and went to pick them. I met a wolf there who asked me where I was going...' and so on to the point where she is now.

We now jump forward to the end of the story. Grandmother tells the rest:

'I was just washing the dishes after breakfast, when there was a knock at the door. I opened the door and there was the wolf. He pushed me over and swallowed me whole. I could hear everything that happened from inside his stomach. My granddaughter, Little Red Riding Hood, arrived at the house. She came in. The wolf was in my bed with me inside him. I heard Little Red Riding Hood say, "What big ears you have, Grandmother!" And I heard the wolf reply, "All the better to hear you with, my dear!"' and so on.

Project**A trial** No WS *Groups*

- Explain that students are going to enact a trial based on the story. Write these three options on the board:

A

- After the death of Frankenstein's father and before the chase across the frozen north, Victor is arrested and charged as follows:

Defendant: Victor Frankenstein

Offence: Crimes against humanity
Playing God
Causing the deaths of five innocent victims

Witnesses: university professors, Ingolstadt
the monster
Justine Moritz's mother

B

- If you choose this option, read through Chapters 9 and 10 again before you begin.

Defendant: Justine Moritz

Offence: murder of William

Witnesses: Elizabeth Lavenza
other servants at the Frankenstein household
the police
Justine herself

C

Defendant: Victor Frankenstein

Offence: murder of Clerval

Witnesses: villagers who found Clerval's body and then watched Frankenstein drift to shore
the local police

- For each trial you will also need a judge or magistrate, a lawyer for the prosecution and a lawyer for the defence.
- Students allocate roles within their group. Each person spends time preparing what they are going to say. The prosecutor should not tell the witnesses what questions he/she is going to ask them. Some of the witnesses may need to agree the details of what they saw before the trial, for example the servants in Trial B and the villagers in Trial C.
- Groups who choose Trial A might need more time to prepare their arguments. They can allocate roles and then prepare their individual arguments at home, ready for the next lesson.
- When everyone is ready, groups act out their trials. After the judge delivers his/her verdict in each case, the rest of the class can comment on the case.

WORKSHEET

I

Do this activity while you are reading the story, after the chapters given.

ACTIVITY 5 Picture the monster

Begin this activity after reading Chapter 5. When you come across any physical characteristics in the story, write them down in the Notes box below. Add to your record as you read the rest of the book. Look at the illustration on page 20 and the description

just above it. Is this how you imagine him? Or should he be more like screen versions you have seen? Draw your own image of the monster in the box below. Incorporate the details you have noted from the text.

Notes

The Monster

ACTIVITY 6 A news report

Do this activity after reading Chapter 9. Use the words in the box to complete the newspaper report about the murder of Frankenstein's brother, William, published the following day.

and back was Mr yesterday necklace older find ten wood a in

BOY MURDERED

Last night, young William Frankenstein, aged 10, the son of Alphonse Frankenstein of Geneva, was found murdered in a near his home beside Lake Geneva. He and his brother, Ernest, aged 16, were playing hide and seek evening. William ran away to hide. But nobody could him. They looked for him

until it was dark. Then they went to the house to fetch lamps continued the search. His father found him at five the morning, lying dead on the grass. There were round bruises around his neck. He had been wearing miniature of his mother around his neck but it gone. It seems likely that the murderer stole the The murderer has not been found.

Do these activities while you are reading the story, after the chapters given.

ACTIVITY 7 Answer the questions

Do this activity after reading Chapter 16.

1 When the monster finds himself in the world, he can hear and see. What can he not do?

.....

2 What does he take from Frankenstein's room to wear?

.....

3 What does he find in the woods to help him eat and keep warm?

.....

4 When he arrives at a village, what do the villagers do?

.....

5 He finds an empty building beside a lonely cottage. How does he watch the family who live there?

.....

6 How does the monster help the family who live there?

.....

7 What does the monster learn together with Safie?

.....

8 Why does he decide to introduce himself to the old man first?

.....

9 Does he think he can make the family like him?

.....

10 What does he do when he is rejected by the De Lacey's?

.....

ACTIVITY 8 Find the mistake

Do this activity after reading Chapter 23.

Read the paragraph and look at the picture. There are ten mistakes in the text. Circle and number each mistake. Write the corrections below.



Frankenstein has been washed up on the coast of France in his boat. The sea is very rough. He has drifted here from Scotland, where he made a second creature, a wife for his monster. The monster said he would take his wife and live forever in Africa, away from all human society.

The people on the shore are friendly. They welcome him to their land. They take him to Mr Kirwin, the local doctor. Here he is accused of the murder of an unknown woman. The body turns out to be his father's. Mr Kirwin is very unsympathetic.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

WORKSHEET

3

Do these activities while you are reading the story, after the chapters given.

ACTIVITY 9 The dead

Do this activity after reading Chapter 26. Try to write the answers without looking at the book.

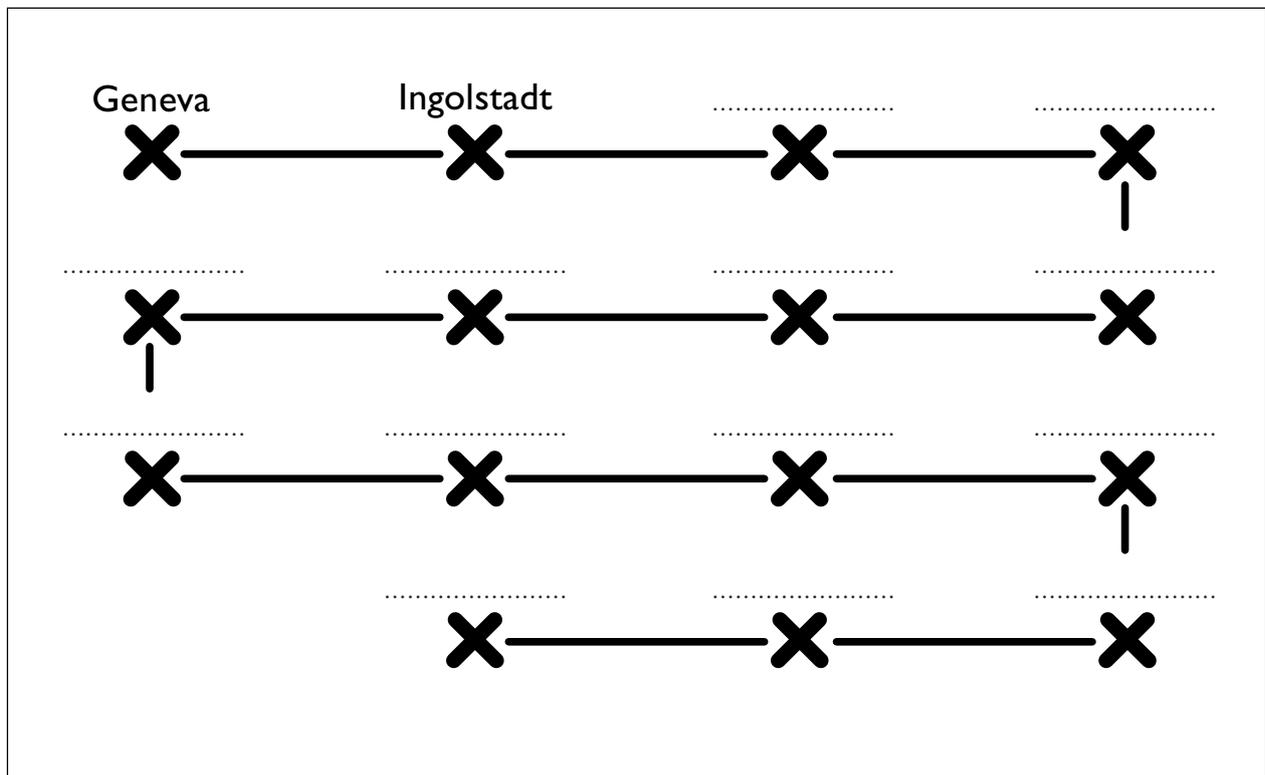
The monster has now caused the deaths of five people close to Frankenstein. For each death, write the name of the person, how they were related to Frankenstein, where they died and how.

- 1 Name
- Relation to Frankenstein
- Place of death
- Cause of death
- 2 Name
- Relation to Frankenstein
- Place of death
- Cause of death

- 3 Name
- Relation to Frankenstein
- Place of death
- Cause of death
- 4 Name
- Relation to Frankenstein
- Place of death
- Cause of death
- 5 Name
- Relation to Frankenstein
- Place of death
- Cause of death

ACTIVITY 11 Following Frankenstein's moves

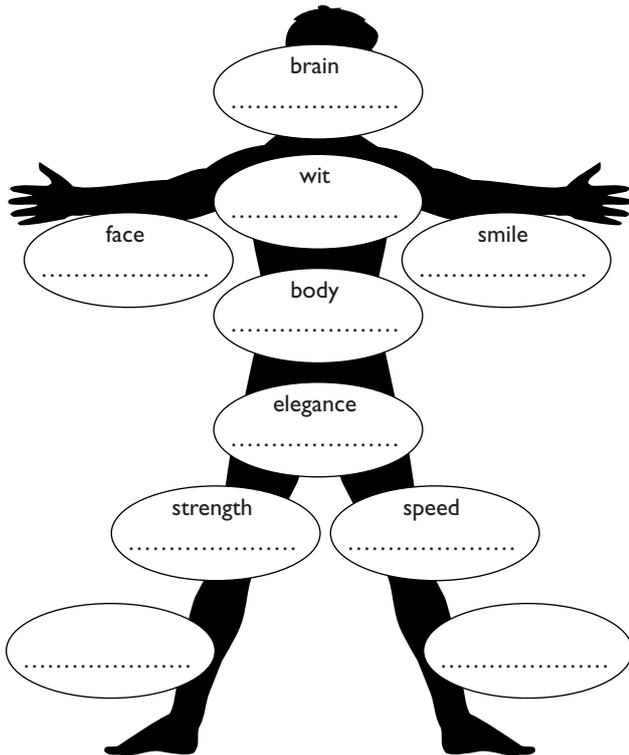
Begin this activity when you begin Part II, Frankenstein's Story. Write the names of the places Frankenstein goes to at each cross in chronological order. He returns to Geneva on several occasions.



Do these activities after reading the whole story.

ACTIVITY 13 Make your own monster

Put together the best bits from different people – famous people or people you know. Write their names in the bubbles. Choose two more characteristics that you think are important to complete the empty bubbles.



ACTIVITY 14 Ordering events

The first part of Frankenstein's story ends in Chapter 11 when Justine is put to death for William's murder. The monster's story ends at the same time in Chapter 17. From the point where Frankenstein runs away from his monster, the two stories run in parallel, but the author tells them consecutively. Below are the main events from the two stories. Make them into a continuous narrative, numbering them in the order they happen chronologically. Where two events happen at the same time, for example the first event in each story, give both events the same number.

The monster's tale

- 1 Nov 1752 – the monster is created
- Nov 1752 – the monster leaves Ingolstadt and spends several days in a wood

- December 1752 – the monster journeys across country, frightening a whole village
- winter 1752–3 – the monster lives in an empty building beside a cottage
- spring 1753 – Safie arrives at the cottage
- November 1753 – the monster decides to introduce himself to old Mr De Lacey – the move ends in disaster
- November 1753 – the monster burns down the cottage and journeys to Geneva, looking for Frankenstein
- April 1754 – the monster arrives in Geneva
- end of April 1754 – the monster murders William and incriminates Justine
- early May 1754 – the monster stays a few days near the Frankensteins' home and then walks into the mountains; he stays in the mountains
- June 1754 – the monster meets his creator

Frankenstein's story

- 1 November 1752 – Frankenstein creates his monster
- November 1752 – the next day Henry Clerval arrives in Ingolstadt and Frankenstein falls into a long nervous illness
- spring 1753 – Frankenstein recovers; he plans to return to Geneva in the autumn, but bad weather prevents him; he and Clerval spend the year studying languages together in Ingolstadt
- May 1754 – Frankenstein hears the news of William's murder and he leaves for Geneva
- May 1754 – he spends two days in Lausanne before the last stage of his journey; he goes to the place where William was murdered; he sees the shadow of the monster in the trees; the monster disappears into the mountains
- May 1754 – Frankenstein arrives home to hear that Justine has been arrested for William's murder
- June 1754 – after Justine's death, Frankenstein begins to fall ill; he goes to Chamonix for a change of air; a few days later he meets his creation

WORKSHEET 5

Do these activities after reading the whole story.

ACTIVITY 15 Find the words

There are eleven words related to the story of Frankenstein hidden in this wordsearch. As you find them, write them down. All the words describe what men/women might be, such as a physicist or a friend, all except one...

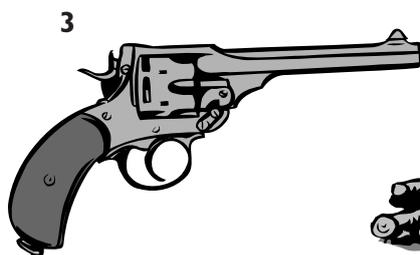
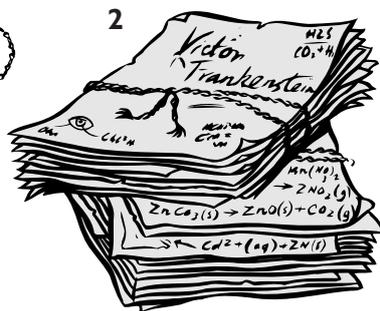
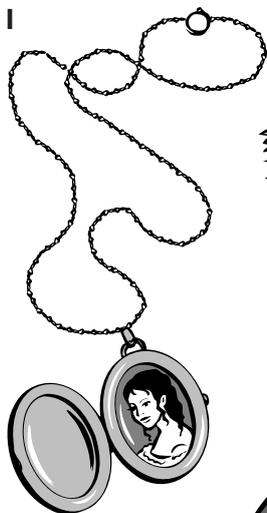
M	A	G	I	S	T	R	A	T	E
O	B	C	A	P	T	A	I	N	X
N	U	R	O	L	E	I	S	O	P
S	S	E	R	V	A	N	T	I	L
T	I	A	F	I	C	H	R	S	O
E	N	T	G	I	H	P	A	N	R
R	E	O	C	T	E	D	N	O	E
P	S	R	O	P	R	W	G	D	R
L	S	I	S	T	U	D	E	N	T
O	M	U	S	T	P	Q	R	I	T
N	A	M	U	R	D	E	R	E	R
G	N	S	I	E	K	A	N	D	L

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

When you have found all the words, copy them into your vocabulary notebooks. Write a definition and an example for each one.

ACTIVITY 16 Picture prompts

Identify the things illustrated below and connect each one to a particular event in the story. Find the event and write down the page number(s). Compare your answers with a partner.



- 1
- 2
- 3
- 4
- 5

Do these activities after you have read the whole story.

ACTIVITY 17 Tell a story

The story of Frankenstein is told by three different narrators, each using the first person. Who are they?

1 2 3

Read the story of Echo and Narcissus below. Think about the order of events.

You are Echo. Retell the story in the past, using the first person.

Echo and Narcissus

Narcissus, son of a river nymph, is a very handsome boy. He is 16. He is also very proud. Many boys and girls fall in love with him but they do not dare to touch him. He rejects anyone who comes near. One day a very talkative nymph called Echo sees him.

Echo cannot speak her own thoughts, however, because she angered Juno, a powerful goddess, who took away Echo's ability to talk in order to punish her.

When Echo sees Narcissus wandering through the woods, she falls in love with him. He hears her step. He calls out, 'Is anybody there? Come here and let me see you.' Echo can only reply, 'Let me see you.' She comes towards him, her arms open wide. But Narcissus turns away. 'Keep away,' he shouts. 'Don't touch me.'

Echo hides in the woods. From now on she lives in lonely caves. She becomes thin and wrinkled. All her beauty dissolves into the air. Finally, her bones turn to stone and only her voice remains. Though she is never seen on the mountains, she is heard there by everyone.

Narcissus continues to reject those who offer him love. One of them turns to heaven and prays, 'Make Narcissus fall in love with someone he cannot have, as we have fallen in love with him.' The god Nemesis hears and answers the prayer.

Narcissus, tired in the heat of the day, lies down beside a clear pool. He bends over to drink and falls in love with the beautiful reflection he sees in the water. He tries to touch the perfect body, but he cannot. He does not think about eating or sleeping. He calls out to the woods, 'Has anyone ever felt a more cruel love?' he cries. His tears fall in the water and his image disappears. Slowly, he is eaten up by the fire of his love. His beauty fades, his strength leaves his body. He dies and joins his reflection in the waters of the Styx.

ACTIVITY 18 Describe some illustrations

Look at your retelling of a story in Activity 17.

Suggest a series of four illustrations to go with it.

Choose dramatic moments in the story where the illustration can add information to the written text.

Try to have as much variety as possible – a variety of scenes, people, times of day, moods, and so on.

Roughly sketch each of your illustrations in the four boxes and write a caption to go with it. Look at the captions in *Frankenstein* for examples.

KEY TO BOOK EXERCISES

A Comprehension

I

- 1 An Arctic explorer.
- 2 Because they believed they were hundreds of miles from land.
- 3 Trying to find someone who had run away from him.
- 4 Because he wanted to discover the mystery of life itself.
- 5 He was murdered.
- 6 A miniature that William was wearing at the time of his death was found in Justine's pocket.
- 7 He found a small fire left by a group of travellers in the wood.
- 8 In an unused old building beside a lonely cottage.
- 9 When he saw his face in a pool of clear water for the first time.
- 10 Because he wanted to take her away from Felix and go back to Turkey.
- 11 By listening to the language and history lessons that Felix gave to Safie.
- 12 He found Frankenstein's diary in the pocket of a coat he took from Frankenstein's rooms in Ingolstadt.
- 13 Because the old man was blind and would not be frightened by the monster's appearance.
- 14 Make a female for him.
- 15 Because he did not want anyone to see the terrible work he had to do.
- 16 Because he went out in a small boat to throw the remains of the second monster into the sea and then he fell asleep in the boat.
- 17 Because witnesses had seen a small boat with one man in it near the point on the beach where Clerval's body was found.
- 18 He left his wife alone in their bedroom.
- 19 Because he was dying.
- 20 Although he had a loving and gentle heart, everyone was against him. Unhappiness forced him to be cruel and to destroy Frankenstein's happiness.

2

- 1 False. Henry Clerval's father would not let him go because he wanted him to work in the family business.
- 2 False. It was quicker and easier to work on a big one.
- 3 False. The monster killed William because he was related to Victor Frankenstein and the monster wanted to make Frankenstein pay for his suffering.
- 4 True.
- 5 True.

B Working with Language

I

- 1 about, at 2 in 3 by 4 without, for
- 5 between 6 beside 7 from 8 into

2

- 1 I asked why he had travelled so far on the sledge.
- 2 'I'd like to hear your story, sir.'
- 3 They were too poor to look after her.
- 4 Elizabeth was taken into Frankenstein's family by his parents.
- 5 It was several months since I had visited the university.

3

- 1 The monster went into a wood where he found water to drink.
- 2 Felix gave Safie lessons which helped the monster greatly.
- 3 Frankenstein lived in Geneva so the monster decided to go there.
- 4 Frankenstein heard of a scientist in England who had made useful discoveries.
- 5 Although I loved and respected my friend, I would never tell him my secret.

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