

FRANKENSTEIN

BACHILLERATO & CICLOS FORMATIVOS



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1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he/she has learned.
- The plays present social content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also help to develop communicative functions, vocabulary and grammatical structures. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the Ministry of Education

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to carry out specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings, with the help of templates and models.
- Reading a variety of texts in order to understand them, extracting general and specific information for a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding between people with different places of origin, culture and languages.
- Acquiring knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

Specific:

- Fostering an interest in taking part in oral exchanges about routines and situations from daily life in the foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarising the student, from the start, with the plot and different characters in the play, in order to facilitate comprehension of the performance at the theatre.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the said functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to develop in order to communicate optimally will also be worked on: listening and reading comprehension (L.C. - R.C.) and written and oral expression (W.E. - O.E).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four **60 minute sessions**. The idea behind this is for the worksheets to be integrated into the class routine, reinforcing or applying previous knowledge or introducing new but simple content for a specific level.

Material Structure:

The objective of the **first, second and third sessions** is to give the students the necessary preparation in order for them to be able to watch the play without any comprehension problems on the day of the performance.

The **fourth session** will be focus on expression. After having seen the play, the students will be allowed to express their opinions on the performance (comparing the actual ending with the ending they had previously imagined; comparing the behaviour of the actors with their own).

BEFORE THE PERFORMANCE

The sessions are structured as follows:

		OBJECTIVES	SKILL
SESSION 1	Activity 1	<ul style="list-style-type: none"> Familiarisation with the plot 	<ul style="list-style-type: none"> R.C. W.E.
	Activity 2	<ul style="list-style-type: none"> Familiarisation with the characters 	<ul style="list-style-type: none"> W.E.
SESSION 2	Activity 1	<ul style="list-style-type: none"> Discriminating sounds 	<ul style="list-style-type: none"> R.C.
	Activity 2	<ul style="list-style-type: none"> Testing knowledge 	<ul style="list-style-type: none"> L.C.
SESSION 3	Activity 1	<ul style="list-style-type: none"> Verb Tenses 	<ul style="list-style-type: none"> R.C.
	Activity 2	<ul style="list-style-type: none"> Giving opinions 	<ul style="list-style-type: none"> O.C.

AFTER THE PERFORMANCE

		OBJECTIVES	SKILL
SESSION 4	Activity 1	<ul style="list-style-type: none">Talking about the play	<ul style="list-style-type: none">O.E.

SELECTED APPROACH:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be entertaining, visual and communication-based. Indeed, on these worksheets, we can find many activities presented in the form of games, which also provide moments of fun in class. Finally, all sessions require the students to express themselves, with activities focusing on situations from daily life, or even role play. As such, our goal is to offer activities as an alternative to the routine of the classroom routine and to make learning a second language more appealing. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have a copy of the play in order to go on to read it. Similarly, given that there are many activities requiring useful and modern resources. All this material (play, worksheets) is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. It is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as all the correct answers to the questions.

The activities on the didactic worksheets are designed to train the four basic skills in foreign language acquisition.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are developed in order to acquire a series of communicative functions that we consider to be key for understanding the play as well for applying them to real situations.

In addition to working on the four basic skills, the sessions follow a sequential order. It is important to complete every session, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. It is therefore necessary to complete the didactic worksheets before going to see the play in order to reinforce overall comprehension and, at the same time, create a sense of anticipation of what students may feel upon leaving the theatre.



SESSION 1: **SYNOPSIS AND CHARACTERS**

Activity 1. Synopsis



Before you read the synopsis of the play, match the correct word to the correct definition. Two of the words have the same definition.

WORDS	DEFINITIONS
1. CORPSES	6 <i>to do something unintentionally</i>
2. CEMETERY	7 <i>a woman who is going to get married</i>
3. GROTESQUE-LOOKING	1 <i>dead bodies</i>
4. HIDEOUS	5 <i>extremely scared</i>
5. TERRIFIED	8 <i>problem</i>
6. ACCIDENTALLY	3-4 <i>very ugly</i>
7. WIFE-TO-BE	2 <i>a place where dead people are buried</i>
8. A CATCH	



SESSION 1: **SYNOPSIS AND CHARACTERS**



• Synopsis

The play begins in the 18th century, when Victor Frankenstein, a passionate and eccentric scientist, defies the laws of life and death. In the shadows of his laboratory, using materials collected from the cemetery, Victor brings a creature to life that soon becomes his worst nightmare. Although he initially celebrates his success, reality turns darker when the grotesque being, rejected for its appearance, begins a desperate search for its place in the world.

The monster, filled with resentment over being abandoned by its creator and rejected by humanity, demands that Victor build him a companion to ease the loneliness consuming him. But the tragedies don't stop: his demand becomes a direct threat to those Victor loves most. Amid betrayals, deaths, and moral dilemmas, the scientist confronts the consequences of his actions, while the creature seeks vengeance and justice in a duel that drags them both toward ruin.

What is the price of playing God? Is the creator the real monster, or is it the creation? Between love, loneliness, and obsession, Frankenstein leaves us with a question that continues to resonate through time.



Can you use the high-lighted words to make your own sentences?

corpses _____

cemetery _____

grotesque-looking _____

hideous _____

terrified _____

accidentally _____

wife-to-be _____

catch _____



SESSION 1: **SYNOPSIS AND CHARACTERS**

Activity 2. The Characters



After reading the synopsis, you already know about three of the main characters from the play – Victor Frankenstein, the Creature and Elizabeth. Below is a list of all the main characters:

VICTOR FRANKENSTEIN: a scientist obsessed with defeating death.

THE CREATURE: Victor's grotesque creation seeking acceptance.

WILMA FRANKENSTEIN: Victor's sister and Henry's fiancée.

HENRY CLERVAL: Victor's friend and Wilma's future husband.

JUSTINE MORITZ: Wilma's helper, accused of murder.

PROMETHEUS: Wilma's dog, key to Victor's experiments.

MARY SHELLEY: narrator and author of the story.

R. WALTON: publisher reflecting Mary's struggles.

The following sentences provide information about each character.



- Write questions using the sentences as the answers. The information you need to ask for is highlighted in bold. Use the words - who, what, how, etc. Sometimes there is more than one possible answer. The first example has been done for you.

VICTOR FRANKENSTEIN: A young scientist
Victor Frankenstein has done a fateful experiment.

e.g. **Who has done a fateful experiment?**



SESSION 1: **SYNOPSIS AND CHARACTERS**

THE CREATURE: Victor's creation

The Creature **feels rejected** because of its grotesque appearance.

How does the Creature feel?

WILMA FRANKENSTEIN: Victor's sister and Henry's fiancée

Wilma **finds the engagement ring in Victor's laboratory.**

What does Wilma find in the laboratory?

HENRY CLERVAL: Victor's friend

Henry is a romantic **who loves poetry and dreams.**

What does Henry love?

JUSTINE MORITZ: Wilma's helper

Justine **is accused of murdering Victor's brother.**

What is Justine accused of?

PROMETHEUS: Wilma's dog

Prometheus **dies in an accident during Victor's experiments.**

How does Prometheus die?

MARY SHELLEY: narrator and author

Mary Shelley **writes the story of Frankenstein inspired by her visions and personal losses.**

What inspires Mary Shelley to write Frankenstein?

R. WALTON: editor

R. Walton **is surprised to discover that the author of the book is a woman.**

What surprises R. Walton about the author of the book?

SESSION 2: **UNDERSTANDING THE PLAY****Activity 1. What is happening?**

• Read to the dialogue between Victor Frankenstein and the Creature and answer the following questions:

1. Why does the Creature confront Victor?

- He wants Victor to leave the house.
- He demands Victor create a companion for him.
- He accuses Victor of stealing from him.

2. What does Wilma do when she meets the Creature?

- She screams and runs away.
- She tries to calm him and talk to him.
- She warns Victor about the Creature.

3. What does Victor say when Wilma suggests helping the Creature?

- "I will never help this monster!"
- "Maybe we should listen to him."
- "Wilma, stay out of this!"

4. How does the Creature explain his loneliness?

- "I am alone because I am different."
- "You abandoned me, Victor, and now everyone else does too."
- "It is better to be alone than hated."

SESSION 2: **UNDERSTANDING THE PLAY**

5. What does Wilma realize about the Creature?

- He is dangerous and must be destroyed.
- He feels pain and longs for connection.
- He is a machine incapable of emotion.

6. How does the Creature describe humans?

- "They are kind and understanding."
- "They hate what they don't understand."
- "They are all like Victor."

7. What does Victor blame the Creature for?

- "You killed William and destroyed my family."
- "You ruined my experiment."
- "You lied to me."

8. What does the Creature want Victor to do?

- Leave him alone forever.
- Create a companion for him.
- Let him live in the laboratory.



SESSION 2: UNDERSTANDING THE PLAY

Activity 2. Choose the correct tense



- In the following extract complete the sentences using the verb in brackets. You must choose between the following tenses - Present Simple / Present Continuous / Future Simple. The first example has been done for you.

(The Creature watches as Victor works tirelessly on the lifeless body lying on the table.)

CREATURE: You (1. *promise*) *promised* me she would be ready weeks ago. How much longer (2. *it take*) *will it take*?

VICTOR: I (3. *work*) *am working* as fast as I can, but I need silence. This process (4. *require*) *requires* precision.

CREATURE: Silence? Do you think silence (5. *fix*) *will fix* your failure? You (6. *waste*) *are wasting* time while I remain alone.

(Victor pauses, glancing at the Creature, his frustration growing.)

VICTOR: She (7. *be*) *will be* perfect, but perfection (8. *take*) *takes* time. If you (9. *want*) *want* me to finish, let me work!

(The Creature steps closer, its voice trembling.)

CREATURE: And if she (10. *not love*) *does not love* me? If she (11. *hate*) *hates* me as much as the rest of the world? What (12. *happen*) *will happen* to me then?

(Victor sets his tools down, his hands shaking slightly.)

VICTOR: Then we (13. *find*) *will find* a way to make it work. But you (14. *need*) *need* to trust me.

CREATURE: Trust you? The last time I trusted you, you (15. *abandon*) *abandoned* me.

(Victor sighs deeply and resumes working.)

1. promised; 2. will it take; 3. am working; 4. requires; 5. will fix; 6. are wasting; 7. will be; 8. takes; 9. want; 10. does not love; 11. hates; will happen; 13. will find; 14. need; 15. abandoned



SESSION 3: THE ENDING

Activity 1. What do you think?



- As a class, read this dialogue between the Creature and Victor. The dialogue takes place after the Creature sees the wife that Victor has created for him.

(The CREATURE approaches the unfinished body Victor is working on, his anger barely contained.)

CREATURE: Is this what you promised me? A pile of bones and half-finished work?

VICTOR: It's not ready. Perfection takes time.

CREATURE: Perfection? You think this is perfection? She doesn't even look like me. How do you expect her to understand me?

VICTOR: You asked for a companion. That's what I'm giving you. What more do you want?

CREATURE: I want someone who won't hate me. Someone who will see me as an equal. But you don't care about that, do you?

VICTOR: You've gone too far, Creature. If you can't accept my work, perhaps you don't deserve a companion at all.

(The CREATURE steps closer, his voice trembling with anger.)

CREATURE: If I cannot have love, I will bring you misery. You will pay for what you've done.

(VICTOR hesitates, then looks away as the CREATURE storms out of the room.)



- Who do you feel more sympathy for in this scene? Victor or the Creature? Why?
- Who do you see as the victim in their relationship? Victor, the Creature, or both?
- Do you think the Creature's anger is justified? Why or why not?
- If you were Victor, how would you handle the Creature's demands?
- Do you think Victor's creation of the companion is an act of responsibility or guilt?

Discuss your ideas as a class, giving reasons for your opinions.

Use the following phrases to help you...

In my opinion...

From my point of view...

I believe that...

The way I see it...



SESSION 3: THE ENDING

Activity 2. Fill in the Gap



In the following scene, the Creature confronts Victor in the lab after discovering his creation is incomplete. Complete the gaps by using the words below.

Tip: First decide what type of word you need to fill each gap — for example, a noun, a verb, or an adjective.

TRUST - ANGER - COMPLETED - SORROW - REGRET - DANGER -
FEAR - ESCAPE - GUILT - PROMISE

(The Creature storms into Victor's lab, furious at the incomplete companion on the table.)

CREATURE: You (1) _____ me, Victor. You said you would finish her.

VICTOR: I didn't (2) _____ this. I only wanted to create something beautiful.

CREATURE: Beautiful? Look at her! She is not (3) _____. She is nothing more than a shadow of what I need.

VICTOR: You don't understand. If I continue, it could put us all in (4) _____.

CREATURE: You don't care about my (5) _____, Victor. You care only about yourself.

(Victor turns away, his face filled with (6) _____.)

VICTOR: I thought I was doing what was right. But now... now I feel only (7) _____.

CREATURE: I will not wait any longer. If you will not help me, I will find a way to (8) _____ this pain myself.

VICTOR: I (9) _____ you, Creature, I will fix this. Just give me time.

CREATURE: Time? Time will not heal this. Time will only make my (10) _____ grow.



SESSION 4: Express Yourself!

Activity 1. Write your own review!



• Imagine you are a journalist for your local newspaper. You need to write a review of the play giving your opinion about the following ...

- The plot
- The actors
- The script
- The costumes
- The scenery
- The music

Below is the opening paragraph of the review. Continue with your own thoughts and ideas.

Last night I was lucky enough to be invited to the premier of "Frankenstein". The theatre was buzzing with excitement as the curtain went up, the audience ready to be entertained! ...

OTHER SHOWS

Bachillerato & Ciclos Formativos de Grado Medio

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El Quijote

Tres sombreros de copa

Frankenstein

Didactic Project elaborated by
Elena Valero Bellé



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