Mother of Frankenstein Teacher's Notes A2+

2018 marks the two hundredth anniversary of the publication of *Frankenstein*, a novel which has gone on to occupy a unique place in the collective imagination. In this A2+ article, your pupils will discover Mary Shelley, the teenage author who lived an exceptional life.

For more about the story of the novel, and the science behind it, see "Going Further".

Culture, language and structures
- Mary Shelley
- *Frankenstein*
- expressing the past
- making hypotheses
- time markers *(ago)*
- passive voice *(was published/was written)*
- describing book covers
- expressing similarities and differences *(both, whereas, but)*
- creating a front and a back cover

We suggest working on this sequence over two sessions, so we've provided two worksheets, with a recap activity at the beginning of the second one.

Worksheet 1
■ A. Introducing the topic
Project Mary Shelley's portrait and the film still of Dr Frankenstein and the daemon. and let students react. You'll find them on the last page of this document. Don't correct if they say Frankenstein is the daemon/ monster. Introduce or have them re-use: *I think, I suppose, may, might, in my opinion…*

■ B. Reading and taking notes
Place students in groups of four (either random ones or chosen ones) and give a text to each student and an A3 sheet of paper to each group as a "placemat"
Ask them to read the text and write key words in their square. They are not allowed to communicate at this stage.


- Leave the pictures on the board/screen. After reading the text for the first time and writing keywords, they are allowed to share about what they understand. (As it is a comprehension task they can speak in French.)
- Ask students again about the two pictures. Their answers should be different and more precise now.
- After discussing with their group, students

read the text again and write, in the middle square, 10 important words (or dates or numbers) about Mary Shelley's life.

C. Speaking
■ The teacher asks each group in turn to give a few important words and writes them on the board. (15 or 20 in total for the class). Students should write down these keywords in their notebooks and then close them.
■ The teacher can either write the words at random or organise them as a mind map.
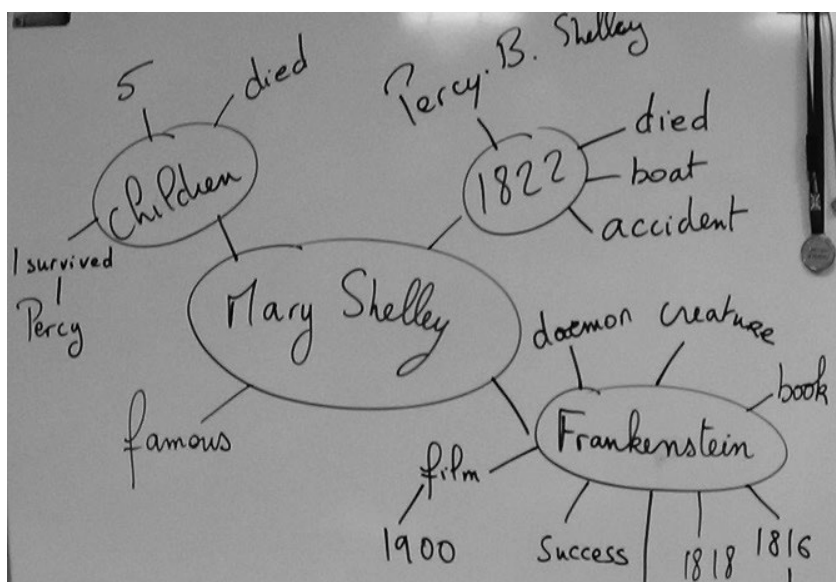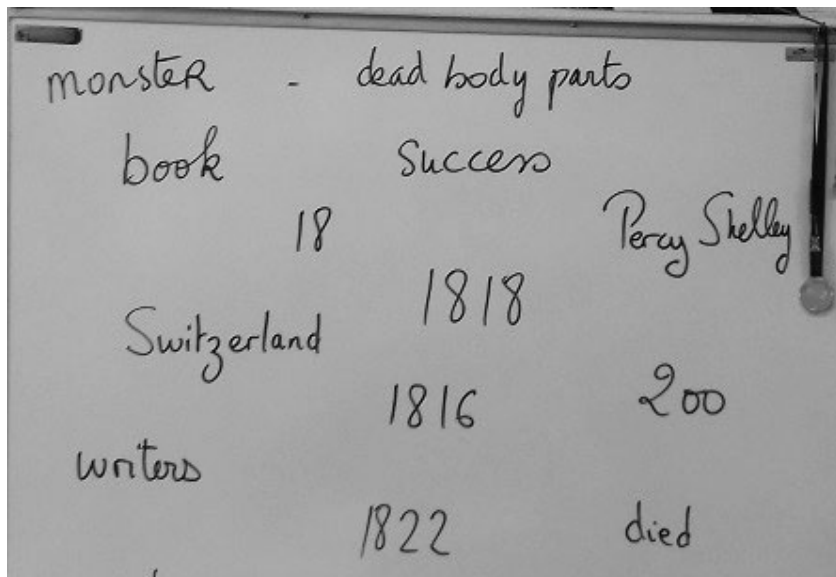
■ Students should now be able to make short sentences using the keywords written on the board. The sentences must recap the different pieces of information of the text but mustn't be "pasted" from the it. One sentence per piece of information.

For example :
Mary Shelley married Percy Shelley. They had five children. Only one survived.....
■ The idea is to get students make short, simple sentences and to encourage them to speak without reading.
■ When a word/piece of information has been used, the teacher erases it from the board.
■ If pupils are confused about the date 1797 for Mary's birth in the timeline, explain that although she was 18 when she wrote Frankenstein in 1816, she turned 19 on 30 August.

D. Writing
■ Ask the students to write 5 sentences on their worksheets to recap.

Homework
Read the text again, look for the words you still don't understand and prepare five sentences to say about Mary Shelley. You should be able to say them without reading, just looking at the keywords you have written in your notebook.

Worksheet 1
A. Lesson Review
■ You can ask some volunteers to say what they remember about Mary Shelley
■ You can ask a few of them to say five sentences about Mary Shelley (grade them or not).
■ You can also play Noughts and crosses/Tic Tac Toe:

1797	Frankenstein	18
5	feminist	1818
Percy	1822	scientist

• Divide the class into two teams (noughts 0/ crosses X).
• Each team in turn makes a sentence to get a cross or a nought. The aim of the game is to make a line of noughts or crosses (vertical, horizontal or diagonal).
• You can play the game two or three times with the same or different words.
• You can also print these grids and have the students play in groups of four.

Here is another example to put the stress on active and passive voice.

written	born	committed
died	had	survived
published	married	wrote

B. Groupwork
■ Give each table/group of four a different front cover (you can laminate them to be able to re-use them) and the help box from the worksheet. You'll find the covers at the end of this document.
■ Ask students to prepare an oral presentation of their picture. You can either ask for one speaker per group or ask each student in the group to say one sentence.

C Speaking and Sharing
■ Each group presents a book cover. The students take notes on the worksheet.

D. Guessing Game
■ A student gives information about one of the book covers, the other must guess which one.

E. Comparing: oral and/or written expression
■ The teacher projects two of the covers. The students must compare them using *both*, or *whereas.*

Extra activity: Expressing opinion
■ Ask your students which cover they prefer, which one corresponds best to what they imagine about the story.

Homework
Learn the vocabulary (Activity B)
Make your own cover for *Frankenstein* with the title and a catch phrase.

■ If this work is part of a bigger sequence about detective stories in general, the final task could be to create a front and a back cover for a detective story.

Going Further
These documents about Mary Shelley could be part of a larger sequence dealing with detective stories, which would include other famous writers:
- Agatha Christie and Hercule Poirot
- Conan Doyle and Sherlock Holmes
- Robert Louis Stevenson and Jekyll and Hyde
- Bram Stoker and Dracula

Frankenscience
The box on the scientific inspiration behind *Frankenstein* lets you explore this aspect further.
■ Show your students the picture and ask them to read the text about Galvani and answer a few questions:
• What was Galvani's occupation?
physicist/scientist
• What was Galvani's nationality?
Italian
• How did they inspire Mary Shelley?
Shelley knew about galvanism. She dreamed about a scientist who reanimated bodies.
■ See our **Webpicks** for an online Frankenstein laboratory game to continue this theme. **http://www.speakeasy-news. com/frankenstein-online**

You'll also find useful sites there for further exploring the story of the novel.

Solutions

Worksheet 1

A. Examples: I think that is Frankenstein. It's a film. Maybe the woman is an actress. I don't recognise her. Perhaps she is Frankenstein's girlfriend…

B. Mary Shelley:

Parents: William Godwin and Mary Wollstonecraft, writers and political thinkers. Her mother died when Mary was a small baby.

Personality: Unconventional

Marriage: She ran away with poet Percy Bysshe Shelley. He was married. They married but he died in an accident.

Children: She had five children but only one survived.

Frankenstein:

Written: 1816

Published: 1818

Plot: a scientist creates a creature like a human but can't control it. The creature is rejected and becomes violent.

Characters: Dr Victor Frankenstein, the daemon

C. 1797: Mary Shelley (Godwin) was born.

1816: Mary Shelley wrote a scary/ghost story about Frankenstein. It was a competition with other writers on holiday.

1818: *Frankenstein* was published and became a success.

1822: Percy Bysshe Shelley, Mary's husband died (in a boat accident).

1851: Mary Shelley died. (Information not in the text but pupils should be able to deduce it from the fact that it's the last date on a biographical timeline.)

D. Examples:

1. *Frankenstein* was published in 1818. / Mary Shelley wrote *Frankenstein* in 1816.

2. *Frankenstein* was published two hundred years ago.

3. *Frankenstein* was written by Mary Shelley. / *Frankenstein* was adapted for the early cinema.

4. Mary fell in love with Percy, who was already married.

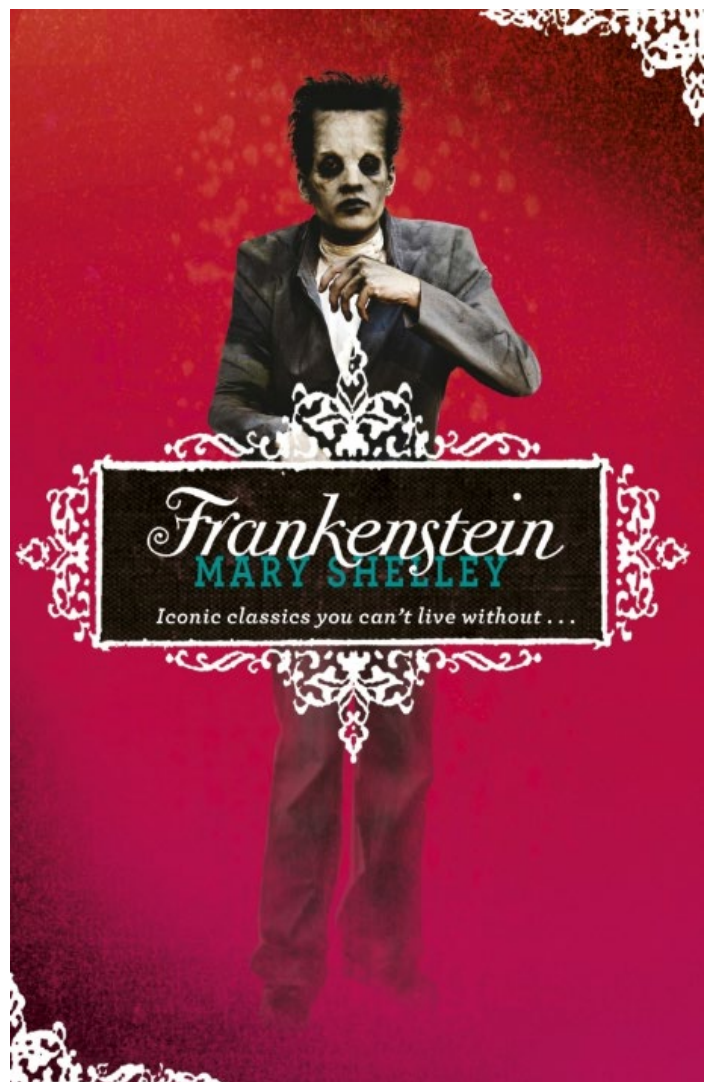**5.** Percy Bysshe Shelley died in a boat accident.