Frankenstein

1a) The Story of Frankenstein

Read the first part of the story of Frankenstein and fill in the spaces using the 3rd person singular of the verbs in the box. Then listen to the story to see if your answers are correct. Then do the same with the second half of the story. What do you think Dr. Frankenstein’s idea is? How do you think it will end?

Doctor Frankenstein (1)________ a doctor of medicine.
He (2)________ in a laboratory with his assistant, where he teaches
anatomy, the science of the human body. He is very interested in his work
and he (3)________ it very much. Dr. Frankenstein also (4)________
a secret, a secret book ‘How To Make A Monster’. Dr. Frankenstein
(5)________ the book and (6)________ the instructions.
He (7)________ the feet and the knees and the hips. Then he connects
the hands and the elbows and the shoulders. Then he connects the hips to the backbone and then the
shoulders to the backbone. Finally, he (8)________ a brain. He puts the brain in the head and connects
the head to the rest of the body. Suddenly, the telephone (9)________. It is Elizabeth,
Dr. Frankenstein’s girlfriend. Elizabeth is very pretty and she (10)________ Dr. Frankenstein very much
but Dr. Frankenstein does not love Elizabeth. He does not want Elizabeth to know about his monster.
His monster is a secret.

Dr. Frankenstein (11)________ to Elizabeth on the telephone.
He (12)________ “Hello, Elizabeth”. She tells him that she loves him
but he does not tell her that he loves her. He (13)________ her that
he is very busy. He says goodbye to her and (14)________ to finish
his monster. Dr. Frankenstein has a special machine that he connects
to the monster with cables. He (15)________ the machine on.
There is a very loud noise and then silence. Slowly the monster (16)________
to move. It is alive! It is not very pretty but it is very big and very strong. Dr. Frankenstein is very happy.
Dr. Frankenstein teaches his monster how to walk and how to talk. Suddenly, Elizabeth (17)________.
She is very angry with Dr. Frankenstein. Then she (18)________ the monster. She is very frightened.
“Help, help!” she (19)________, “a monster, a monster!” She (20)________ away from
the laboratory. The monster is sad. Dr. Frankenstein is sad. Then Dr. Frankenstein has an idea.
It is a very good idea. It will make Dr. Frankenstein, Elizabeth and the monster very, very happy...
1b) The Story of Frankenstein

Read the story of Frankenstein and fill in the spaces using the verbs – in the third person singular – that you think are correct. Now listen to the story to see if your answers are correct.

Doctor Frankenstein (1)__________ a doctor of medicine. He (2)__________ in a laboratory with his assistant, where he teaches anatomy, the science of the human body. He is very interested in his work and he (3)__________ it very much. Dr. Frankenstein also (4)__________ a secret, a secret book ‘How To Make A Monster’. Dr. Frankenstein (5)__________ the book and (6)__________ the instructions.

He (7)__________ the feet and the knees and the hips. Then he connects the hands and the elbows and the shoulders. Then he connects the hips to the backbone and then the shoulders to the backbone. Finally, he (8)__________ a brain. He puts the brain in the head and connects the head to the rest of the body. Suddenly, the telephone (9)__________. It is Elizabeth, Dr. Frankenstein’s girlfriend. Elizabeth is very pretty and she (10)__________ Dr. Frankenstein very much but Dr. Frankenstein does not love Elizabeth. He does not want Elizabeth to know about his monster. His monster is a secret.

Dr. Frankenstein (11)__________ to Elizabeth on the telephone. He (12)__________ “Hello, Elizabeth”. She tells him that she loves him but he does not tell her that he loves her. He (13)__________ her that he is very busy. He says goodbye to her and (14)__________ to finish his monster. Dr. Frankenstein has a special machine that he connects to the monster with cables. He (15)__________ the machine on.

There is a very loud noise and then silence. Slowly the monster (16)__________ to move. It is alive! It is not very pretty but it is very big and very strong. Dr. Frankenstein is very happy. Dr. Frankenstein teaches his monster how to walk and how to talk. Suddenly, Elizabeth (17)__________.

She is very angry with Dr. Frankenstein. Then she (18)__________ the monster. She is very frightened. “Help, help!” she (19)__________, “a monster, a monster!”. She (20)__________ away from the laboratory. The monster is sad. Dr. Frankenstein is sad. Then Dr. Frankenstein has an idea.

It is a very good idea. It will make Dr. Frankenstein, Elizabeth and the monster very, very happy…
1a-b) The Story of Frankenstein

Teaching notes

Time
30–40 minutes

Level
Medium/Difficult

Skills Focus
Vocabulary, reading and writing.

Aim
To familiarise the students with the story of Frankenstein and the vocabulary used in the story.

Instructions
Ask the students what they know about the story of Frankenstein. Now give the students Worksheet A, and ask them to read through the text underlining any difficult vocabulary. Present the difficult vocabulary on the board and the students can help each other with the meaning of the words. Then listen to the story.

Alternative activity
For students of a higher level use Worksheet B and give the students time to decide what the missing words could be from the list. This activity could be done in pairs. Ask the students for suggestions to what the words could be. Listen to see if they are correct.

Answer key
1. is
2. works
3. likes
4. has
5. reads
6. follows
7. connects
8. gets
9. rings
10. loves
11. speaks
12. says
13. tells
14. returns
15. turns
16. starts
17. arrives
18. sees
19. shouts
20. runs
2) Introducing a Friend

Here is Dr. Frankenstein’s assistant, Fritz, talking about Dr. Frankenstein. Draw a picture below of yourself and a friend. Write about your friend.

His name is Henry Frankenstein

He doesn’t go to school.

He likes reading books.

He works in a laboratory.

He has a girlfriend.
Her name is Elizabeth.

He has a book called “How to make a monster”

He is very intelligent.

He likes making monsters!
Teaching notes

Time
20–30 minutes

Level
Medium

Skills Focus
Speaking, writing.

Aim
To practice the third person singular, using the student's own personal information.

Instructions
Ask the students to choose a classmate to write about. Using Fritz as an example, the students should write eight sentences about their friend. When they have finished they should introduce their classmate to the rest of the class. Encourage the students to use different verbs and a mixture of positives and negatives.

Alternative activity
For students of a higher level, the activity could be done orally first, with the student asking their partner questions to discover the answers then, introducing their partner to the class.
Frankenstein

3) The Body

Put the correct word next to the correct part of the body on Dr. Frankenstein’s skeleton.

hand * foot * knee * shoulder * elbow * head * hip * leg
arm * finger * toes * rib * wrist * ankle * neck
3) The Body

Teaching notes

Time
20 minutes

Level
Medium

Skills Focus
Vocabulary.

Aim
To practise the vocabulary of the body.

Instructions
Ask the students to match the body parts with the skeleton.

Extended activity
Draw an outline around one of the students on a large piece of paper. Now get the students to choose parts of the body to label.

Answer key

- neck
- shoulder
- arm
- elbow
- finger
- knee
- foot
- head
- wrist
- hand
- rib
- hip
- leg
- ankle
- toes

This activity is designed to be used in conjunction with a performance of IPA Production’s Frankenstein. For more information, visit www.ipaproductions.com.
4) Song Sheet A

Listen to the songs and learn them. Sing along with your classmates!

Head, shoulders, knees and toes

Head, shoulders, knees and toes,
Knees and toes,
Head, shoulders, knees and toes,
Knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes,
knees and toes.

Those Bones

The toe bone’s connected to the foot bone,
And the foot bone’s connected to the knee bone,
And the knee bone’s connected to the hip bone
Move those bones all around

Those bones, those bones, theose white bones,
Move those bones all around

The finger bone’s connected to the hand bone,
And the hand bone’s connected to the elbow bone,
And the elbow bone’s connected to the shoulder bone
Move those bones all around

(chorus)

The hip bone’s connected to the back bone,
And the shoulder bone’s connected to the back bone,
And the back bone’s connected to the brain bone
Move those bones all around

(chorus)
4) Song Sheet B

Listen to the song and learn it. Sing along with your classmates!

Those Bones

back-bone * brain * elbow * finger * foot * hand * knee * hip * shoulder * toe

The (1)_______ bone’s connected to the (2)_______ bone,
And the (3)_______ bone’s connected to the (4)_______ bone,
And the (5)_______ bone’s connected to the (6)_______ bone,
Move those bones all around

Those bones, those bones, those white bones,
Move those bones all around

The (7)_______ bone’s connected to the (8)_______ bone,
And the (9)_______ bone’s connected to the (10)_______ bone,
And the (11)_______ bone’s connected to the (12)_______ bone,
Move those bones all around

(chorus)

The (13)_______ bone’s connected to the (14)_______,
And the (15)_______ bone’s connected to the (16)_______,
And the (17)_______ ‘s connected to the (18)_______ bone,
Move those bones all around!
Teaching notes

Time
30–40 minutes

Level
Easy/Medium

Skills Focus
Vocabulary. Listening and singing.

Aim
To familiarise the students with the songs of Frankenstein and the vocabulary used in them. We find that the experience is really enhanced by being able to sing along with the songs during the show.

Instructions
Ask the students to sing along with songs to familiarize themselves with the songs (song sheet A). Use the gap-fill of the song (Song sheet B) for higher level students.

Alternate activity
Get the students to learn the words for homework. Then in the next class give them the gap-fill and ask them to fill in the missing words. Now, listen to the song to see if they are correct.

Answer key
1. toe 10. elbow
2. foot 11. elbow
3. foot 12. shoulder
4. knee 13. hip
5. knee 14. backbone
6. hip 15. shoulder
7. finger 16. backbone
8. hand 17. backbone
9. hand 18. brain

This activity is designed to be used in conjunction with a performance of IPA Production's Frankenstein. For more information, visit www.ipaproductions.com.
5) The Picture Book of Frankenstein

Can you draw? Draw pictures of the story, and then write your own ending.

1. Dr. Frankenstein works in a laboratory with his assistant, Fritz.

2. Dr. Frankenstein has a book called "How to make a monster".

3. Using a machine Dr. Frankenstein makes a monster.

4. Dr. Frankenstein's girlfriend arrives.

5. She sees the monster and is very frightened.

6. She isn't happy. The monster isn't happy. Dr. Frankenstein isn't happy.

7. Dr. Frankenstein has an idea. His girlfriend will be very happy.

8. 

9. 

10. 

This activity is designed to be used in conjunction with a performance of IPA Production's Frankenstein. For more information, visit www.ipaproductions.com.
Teaching notes

Time
20–30 minutes

Level
Easy

Skills Focus
Vocabulary. Reading, speaking and drawing.

Aim
To familiarise the students with the story of Frankenstein and the vocabulary used in the story.

Instructions
Ask the students to imagine what Frankenstein, Fritz, Elizabeth and the Monster look like. Discuss with the groups what they think the characters might be like. Give the students the worksheet and ask them to draw the pictures that match the scene being described in each box.

Alternate activity
Ask students to choose one phrase from the boxes and make a larger more detailed picture of the scene that they have chosen.
6) Who Says That?

Dr. Frankenstein  Elizabeth  Fritz  The Monster

1. ______________ Get me my x-ray machine!
2. ______________ I help Dr. Frankenstein in the laboratory.
3. ______________ Head?
4. ______________ I love you, Henry.
5. ______________ My favourite book is Dumbo.
6. ______________ Errrrr!!!??
7. ______________ Help! A monster!
8. ______________ I start work at 8 o’clock.
9. ______________ My favourite book is How to Make a Monster.
10. ______________ How do you want me to get it?
11. ______________ I like doctors.
12. ______________ Mummy!
13. ______________ It’s alive!
14. ______________ Bad monster?
15. ______________ Oh yes, Henry, yes!
16. ______________ Is there a brain bone?

This activity is designed to be used in conjunction with a performance of IPA Production’s Frankenstein. For more information, visit www.ipaproductions.com.
6) Who Says That?

Teaching notes

Time
10–20 minutes

Level
Medium

Skills Focus
Vocabulary. Possibly speaking.

Aim
To familiarise the students with the characters.

Instructions
Match the phrases to the characters. The students can work individually or in pairs.

Alternative activity
Split the group into four groups; Frankensteins, Fritzs, Elizabeths and Monsters. Get them to present the sentences orally in the style of the character who says them (you may want to invent one or two more phrases for each group).

Answer key
Dr. Frankenstein: 1 – 8 – 9 – 13
Fritz: 2 – 5 – 10 – 16
Elizabeth: 4 – 7 – 11 – 15
The Monster: 3 – 6 – 12 – 14
7) True or False?

Before the show, decide if these sentences are true (T) or false (F). If you believe the sentence is false, write what you think will happen in the show. After the show check your answers to see if you were correct.

1. Dr. Frankenstein works in an office.   T   F

2. Fritz is Dr. Frankenstein's assistant.   T   F

3. Fritz is always early for work.   T   F

4. Elisabeth is Dr. Frankenstein's wife.   T   F

5. Dr. Frankenstein wants to make a monster.   T   F

6. Elisabeth likes the monster.   T   F

7. Dr. Frankenstein uses a sound energy converter to give the monster life.   T   F

8. The monster is very intelligent.   T   F

9. Fritz falls in love with the monster.   T   F

10. Dr. Frankenstein uses tools to do the operation to make the monster.   T   F

11. Dr. Frankenstein does a second operation on the monster.   T   F

12. The monster and Elisabeth get married.   T   F

This activity is designed to be used in conjunction with a performance of IPA Production's Frankenstein. For more information, visit www.ipaproductions.com.
7) True or False?

Teaching notes

Time
20+20 minutes

Level
Medium

Skills Focus
Speaking, writing.

Aim
To predict what will happen in the show and confirm or correct the information after the show.

Instructions
Ask the students to decide in pairs if they think the sentences are true or false. Ask them to write what they think will happen in the sentences they think are false. After they have seen the show, return to the sentences and see if they were correct or not.

Post-show activity
Ask the students to come up with five more true or false questions. Then each group should pass their sentences to another group to answer.

Answer key
1. False. Dr. Frankenstein works in a laboratory.
2. True.
3. False. Fritz is always late for work.
4. False. Elizabeth is Dr. Frankenstein’s girlfriend.
5. True.
6. False. Elizabeth is frightened of the monster.
7. True.
8. False. The monster is not very intelligent.
9. False. Fritz doesn’t fall in love with the monster.
10. True.
11. True.
12. True.
There are a lot of questions asked in the story of Frankenstein. You might find it useful to practice asking and answering them before the show. Start by answering the questionnaire. Ask a friend the questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>You</th>
<th>Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Where are you from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How old are you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Where do you live?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What time do you get up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. When do you clean your teeth?</td>
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<td></td>
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<tr>
<td>7. Do you have a girlfriend/boyfriend?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How often do you study English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What is your favourite colour?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What is your favourite drink?</td>
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<td></td>
</tr>
<tr>
<td>11. Who is your favourite teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Who is your favourite actor?</td>
<td></td>
<td></td>
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<tr>
<td>13. What is your name?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>15. How old?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>17. What time do you get up?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>18. When do you clean your teeth?</td>
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<td>?</td>
</tr>
<tr>
<td>19. Do you have a girlfriend/boyfriend?</td>
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<tr>
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<td>21. What is your favourite colour?</td>
<td>?</td>
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<tr>
<td>22. What is your favourite drink?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>23. Who is your favourite teacher?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>24. Who is your favourite actor?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

This activity is designed to be used in conjunction with a performance of IPA Production’s Frankenstein. For more information, visit www.ipaproductions.com.
3) Asking Questions

Teaching notes

Time
30–40 minutes

Level
Medium

Skills Focus
Question forms. Writing and speaking.

Aim
To practise question forms in the present simple.

Instructions
Ask the students to answer the questions themselves. Next, ask the student to work in pairs and ask their partner the questions. Finally they should report their results to the rest of the class.

Alternative activity
For students of a higher level, use the second part of the sheet which. First the student completes the question, then continues with the rest of the activity.

Answer key
1. False. Dr. Frankenstein works in a laboratory.
2. True.
3. False. Fritz is always late for work.
4. False. Elizabeth is Dr. Frankenstein’s girlfriend.
5. True.
6. False. Elizabeth is frightened of the monster.
7. True.
8. False. The monster is not very intelligent.
9. False. Fritz doesn’t fall in love with the monster.
10. True.
11. True.
12. True.
9) Parts of the Body

In each box draw a picture of the word. Then listen to the recording and write the numbers in the small square.

- hand
- head 2
- mouth
- arm
- shoulder
- knee
- foot
- brain
- elbow
- backbone
- ear
- toe
- finger 1
- hip
- eye
- nose

This activity is designed to be used in conjunction with a performance of IPA Production’s Frankenstein. For more information, visit www.ipaproductions.com.
9) Parts of the Body

**Teaching notes**

**Time**
20–30 minutes

**Level**
Medium

**Skills Focus**
Listening, vocabulary.

**Aim**
To improve the student’s listening skills using the vocabulary from *Frankenstein*.

**Instructions**
Discuss as a group the meaning of the vocabulary then let the students draw a picture of each object. Then play the recording twice to allow the students to put the objects in the correct order. Check the answers are correct with the group.

This activity is designed to be used in conjunction with a performance of IPA Production’s *Frankenstein*. For more information, visit www.ipaproductions.com.
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**10) Wordsearch**

Find and circle the words below in the wordsearch. They all appear in the vocabulary list of Frankenstein.

body  bone  brain  can  coat  doctor  experiment  eye  finger  foot  hammer  hand  head  laboratory  machine  mouth  need  put  see  shoulder

t n r e h l l l e b e

e f e a y a i o s o n

on n d m b w t o o f

k d o c t o r o n n i

r b i b m r n a b w n

m e t t a a a s i l g

o t a o c t d x t n e

u o r s h o u l d e r

t n e m i r e p x e r

h e p h n y h e a d i

o r o r e m m a h a e
This activity is designed to be used in conjunction with a performance of IPA Production’s Frankenstein. For more information, visit www.ipaproductions.com.

Teaching notes

Time
15–20 minutes

Level
Easy/medium

Skills Focus
Vocabulary.

Aim
To familiarise the students with the vocabulary of Frankenstein.

Instructions
This activity could be used as a fun ice-breaker for the beginning of the class or as a fun activity at the end of the class.

Alternative activity
Take away the list of vocabulary and let the students find the words themselves. They can use the vocabulary list to help them.

Extended activity
Students could choose 6–10 more words from the vocabulary list, make their own wordsearch and swap them between classmates.

Answer Key

This activity is designed to be used in conjunction with a performance of IPA Production’s Frankenstein. For more information, visit www.ipaproductions.com.
11) Clueword

Solve the clues to find out the name of the character written down the left-hand side.

- Dr. Frankenstein starts work at ______ o’clock.
  [___ ___ ___ ___ ___]

- Where Dr. Frankenstein works.
  [___ ___ ___ ___ ___ ___]

- Dr. Frankenstein is this.
  [___ ___ ___ ___ ___ ___ ___]

- The last letter of the alphabet.
  [___ ___ ___ ___ ___]

- Fritz is Dr. Frankenstein’s ________.
  [___ ___ ___ ___ ___ ___]

- You use this to think.
  [___ ___ ___ ___]

- Part of the body where the arm bends.
  [___ ___ ___ ___]

- Dr. Frankenstein talks to his girlfriend on this.
  [___ ___ ___ ___ ___ ___]

- Dr. Frankenstein uses this tool to connect the legs.
  [___ ___ ___ ___ ___]
Teaching notes

Time
15 minutes

Level
Medium

Skills Focus
Vocabulary.

Aim
To familiarise the students with the vocabulary of Frankenstein.

Instructions
Ask the students to work in pairs or small groups to find the words on the right hand side. They should then be able to work out the character.

Alternative activity
Ask Students to choose a character from the play and write clues for words that begin with each letter of the character. Use the clueword as a guide.

Answer Key
1. eight
2. laboratory
3. intelligent
4. zed
5. assistant
6. brain
7. elbow
8. telephone
9. hammer

The character is ELIZABETH.
12) Telephone Conversation

Listen to the conversation between Dr. Frankenstein and his girlfriend Elizabeth. Now try to answer the questions. Practise the conversation with a friend. Try to write a conversation.

Dr. F: Hello, Henry Frankenstein.
Eliz: Hello Henry, this is Elizabeth.
Dr. F: Oh hello Elizabeth. How are you?
Eliz: I love you Henry.
Dr. F: Yes, Elizabeth, I know.
Eliz: I love you Henry.
Dr. F: Yes, Elizabeth, you told me.
Eliz: Henry?
Dr. F: Yes, Elizabeth?
Eliz: I love you.
Dr. F: Yes, Elizabeth, I understand but I'm very busy. Goodbye!
Eliz: But Henry, I love you....
Dr. F: Goodbye Elizabeth! (hangs up)

Questions.

Is Dr. Frankenstein pleased to hear from Elizabeth?

Do you think he loves her?

How does he finish the conversation?

Why do you think she keeps repeating the same thing?

What do you think Dr. Frankenstein will do about Elizabeth?
**Teaching notes**

**Time**  
30 minutes

**Level**  
Medium

**Skills Focus**  
Listening, vocabulary.

**Aim**  
To understand a telephone conversation in *Frankenstein* and the vocabulary used in it.

**Instructions**  
Ask the students to listen to the text once without the text and then again whilst reading the text. Then they should answer the questions below with a partner. After checking the answers are correct ask the students to practise reading the text with a partner.

**Alternative activity**  
For students of a higher level, let them answer the questions below without reading along with the text.

**Answer Key**  
1. eight  
2. laboratory  
3. intelligent  
4. zed  
5. assistant  
6. brain  
7. elbow  
8. telephone  
9. hammer  
The character is ELIZABETH.
### Sentence Building

Cut out the words. How many sentences can you make? What is the longest sentence you can make?

<table>
<thead>
<tr>
<th>Frankenstein</th>
<th>Elizabeth</th>
<th>monster</th>
<th>assistant</th>
<th>Dumbo</th>
</tr>
</thead>
<tbody>
<tr>
<td>laboratory</td>
<td>machine</td>
<td>brain</td>
<td>Fritz</td>
<td>book</td>
</tr>
<tr>
<td>doctor</td>
<td>name</td>
<td>girlfriend</td>
<td>body</td>
<td>operation</td>
</tr>
<tr>
<td>bed</td>
<td>head</td>
<td>brain</td>
<td>'s</td>
<td>is</td>
</tr>
<tr>
<td>he</td>
<td>she</td>
<td>it</td>
<td>they</td>
<td>isn't</td>
</tr>
<tr>
<td>his</td>
<td>her</td>
<td>its</td>
<td>their</td>
<td>are</td>
</tr>
<tr>
<td>likes</td>
<td>does</td>
<td>has</td>
<td>goes</td>
<td>loves</td>
</tr>
<tr>
<td>like</td>
<td>do</td>
<td>have</td>
<td>go</td>
<td>love</td>
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<tr>
<td>can</td>
<td>doesn't</td>
<td>read</td>
<td>the</td>
<td>a</td>
</tr>
<tr>
<td>can't</td>
<td>don't</td>
<td>not</td>
<td>to</td>
<td>in</td>
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<tr>
<td>him</td>
<td>her</td>
<td>it</td>
<td>them</td>
<td>aren't</td>
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<tr>
<td>of</td>
<td>from</td>
<td>with</td>
<td>very</td>
<td>much</td>
</tr>
<tr>
<td>bad</td>
<td>good</td>
<td>tired</td>
<td>intelligent</td>
<td>frightened</td>
</tr>
<tr>
<td>slow</td>
<td>big</td>
<td>important</td>
<td>pretty</td>
<td>strong</td>
</tr>
<tr>
<td>happy</td>
<td>noisy</td>
<td>slowly</td>
<td>quickly</td>
<td>carefully</td>
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</table>

This activity is designed to be used in conjunction with a performance of IPA Production’s *Frankenstein*. For more information, visit [www.ipaproductions.com](http://www.ipaproductions.com).
13) Sentence Building

Teaching notes

Time
30-40 minutes

Level
Difficult

Skills Focus
Sentence building.

Aim
To build phrases using noun–verb collocations found in Frankenstein.

Instructions
Cut out the words and mix them up. Put students in groups of 3-4 and give each group a set of words. Make one person the writer for the group who notes down the sentences the group make. Give the groups 15-20 minutes, to make as many sentences as possible with the words they have. No word may be repeated in the same sentence. When the time has run out the students can present their sentences either orally or written on the board. Allow the students to participate in correcting one another.

Alternative activity
This activity can be turned into a competition with students given presenting sentences on the board. If the sentence is correct the team receive 10 points but if it is incorrect another team can win 5 points for correcting the sentence well.
14) Dr. Frankenstein’s Diary

Here are some pages from Dr. Frankenstein’s diary. Read them. Then, using them as an example, write a page of his diary after the experiment to make a monster. Say where you are, what you are doing and why. Did the experiment go well? Write about the people you know. Describe what is happening at the moment and what you are going to do next.

Age 7
Dear Diary,
Today it is Christmas day and I am very excited because Mummy gave me a fantastic present! An experiment kit! Now I can do the sort of experiments I really want to. She knows how I love to do my operations on my toys and sometimes even on the pets! This afternoon I am going to try to use electricity to make my teddy bear walk! Oh, I’m so excited about all the things that I’m going to do.....

Age 17
Dear Diary,
I feel very angry today because all my class-mates laughed at me when I told them that I would learn how to make something dead, live again. The boys in my class are very silly and know nothing about my experiments. I know that one day my dream will come true and I will make a dead creature walk again. I have had some success with mice and frogs but I want to prove that a human can be brought back to life. One day they will see my genius...

Age 27
Dear Diary,
Finally, I have my own laboratory! Now I can work alone and make a creature come to life. All the people who have laughed all these years will be sorry. I have everything I need to do my experiments and tonight I will make a man live again! My assistant Fritz will help me. Oh now there’s the telephone. It’s probably my girlfriend Elizabeth. I must keep her away today - nothing must go wrong...
Teaching notes

Time
30-40 minutes

Level
Difficult

Skills Focus
Creative writing.

Aim
To encourage the students to write a diary entry based on Frankenstein’s diary.

Instructions
Allow students to read the diary entry underlining any words they don’t understand. Next, discuss any problem words with all of the class. Ask students what might be happening now to Dr. Frankenstein and what has changed since the diary entry. Then ask students to write the diary entry. With preparation in class this is a good homework writing activity.

Alternative activity
Alternatively, students could choose to write a diary entry for one of the other characters in the play – Fritz, Elizabeth, even The Monster! Encourage them to be as imaginative as possible.
This activity is designed to be used in conjunction with a performance of IPA Production's Frankenstein. For more information, visit www.ipaproductions.com.
Teaching notes

Time
30 minutes

Level
Easy

Skills Focus
Reading and speaking.

Aim
A fun activity based on the story of Frankenstein.

Instructions
Print out a few copies of the board game so that there are 2-6 students per game. Each game will need a dice and 1 moving piece for each player. Follow the instructions on the board. The winner is the first player to arrive at FINISH.
The Story of Frankenstein
Read and listen to the story of Frankenstein.

Doctor Frankenstein is a doctor of medicine. He works in a laboratory with his assistant, where he teaches anatomy, the science of the human body. He is very interested in his work and he likes it very much. Dr. Frankenstein also has a secret, a secret book, How to Make a Monster. Dr. Frankenstein reads the book and follows the instructions. He connects the feet and the knees and the hips. Then he connects the hands and the elbows and the shoulders. Then he connects the hips to the backbone and then the shoulders to the backbone. Finally, he gets a brain. He puts the brain in the head and connects the head to the rest of the body. Suddenly, the telephone rings. It is Elizabeth, Dr. Frankenstein’s girlfriend. Elizabeth is very pretty and she loves Dr. Frankenstein very much. But, Dr. Frankenstein does not love Elizabeth. He does not want Elizabeth to know about his monster. His monster is a secret. Dr. Frankenstein speaks to Elizabeth on the telephone. He says, “Hello, Elizabeth.” She tells him that she loves him but he does not tell her that he loves her. He tells her that he is very busy. He says goodbye to her and returns to finish his monster. Dr. Frankenstein has a special machine that he connects to the monster with cables. He turns the machine on. There is a very loud noise and then silence. Slowly, the monster starts to move. It is alive! It’s not very pretty but it is very big and very strong. Dr. Frankenstein is very happy.

Dr. Frankenstein teaches his monster how to walk and how to talk. Suddenly, Elizabeth arrives. She is very angry with Dr. Frankenstein. Then she sees the monster. She is very frightened. “Help, help,” she shouts, “a monster, a monster!” She runs away from the laboratory. The monster is sad. Dr. Frankenstein is sad. Then Dr. Frankenstein has an idea. It is a very good idea. It will make Dr. Frankenstein, Elizabeth and the monster very, very happy ...

Those Bones
Listen to the song and repeat.
The toe bone connected to the foot bone
And the foot bone’s connected to the knee bone
And the knee bone’s connected to the hip bone
Move those bones all around
(chorus)
Those bones, those bones, those white bones
Those bones, those bones, those white bones
Those bones, those bones, those white bones
Move those bones all around
The finger bone connected to the hand bone
And the hand bone’s connected to the elbow bone
And the elbow bone’s connected to the shoulder bone
Move those bones all around
(chorus)
The hip bone connected to the backbone
And the shoulder bone’s connected to the backbone
And the backbone’s connected to the brain bone
Move those bones all around

Asking Questions
Match the first half with the second half of the questions.

1. What’s… are you?
2. Where are… have a girlfriend?
3. How old… colour?
4. What time do you… your name?
5. Do you… actor?
6. What’s your favourite… get up?
7. Who’s your favourite… you from?

Ask a friend
Talk to a friend using the questions from above.

What’s your name? My name is...
How old are you? I’m... years old.
16) One-Lesson Activity

Teaching notes

Time
50–60 minutes

Level
Medium

Skills Focus
Vocabulary. Listening, reading, speaking.

Aim
To familiarise the students with the story, songs and vocabulary of Frankenstein before seeing the show.

Instructions
The one lesson activity sheet is designed for teachers who only have time to prepare with one class before the show. We find that children who understand the development of the story and are familiar with some, or all of the songs, enjoy the shows even more! So we recommend that you begin with reading and discussing the synopsis of the show. Then move on to listening to the songs – allow the students to follow the text on song sheets. If there’s time get them to sing along! Next, move on to the question activity, which can be done either written or orally. Finally, ask the students to get in pairs and do the question and answer oral activity together. Each pair can present a question and answer to the rest of the class.

Post-show activity
If you have more time after the show, go back and do any of the materials in the earlier activities.

Answer Key
1. What’s your name?
2. Where are you from?
3. How old are you?
4. What time do you get up?
5. Do you have a girlfriend?
6. What’s your favourite colour?
7. Who’s your favourite actor?
This activity is designed to be used in conjunction with a performance of IPA Production’s *Frankenstein*. For more information, visit www.ipaproductions.com.

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**Vocabulary**

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
<th>Characters</th>
<th>The Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>alive</td>
<td>be (am/are/is)</td>
<td>Dr. Frankenstein</td>
<td>book</td>
</tr>
<tr>
<td>angry</td>
<td>call</td>
<td>The assistant (Fritz)</td>
<td>coat</td>
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<tr>
<td>busy</td>
<td>come</td>
<td>The girlfriend (Elizabeth)</td>
<td>electric drill</td>
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<td>connect</td>
<td>The monster</td>
<td>experiment</td>
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<td>frightened</td>
<td>cry</td>
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<td>hammer</td>
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**The body**

- arm
- backbone
- bone
- brain
- ear
- elbow
- eye
- finger
- foot (feet)
- hand
- head
- heart
- hip
- knee
- leg
- mouth
- nose
- shoulder
- toe

**Useful questions**

- What is your name?
- How old are you?
- What is your favourite......(colour/ football team/drink)?