



Corrigés



À VOUS DE JOUER 1

Date of birth: 1564

Place of birth: Stratford upon Avon Warwickshire

Nationality: English

Death: 1616

Education: Stratford High School

Family, wife and children: married Anne Hathaway (1582) – 3 children

Who was he? Jobs: actor - playwright - poet

Number of plays he wrote: 37

List a few of them: The Taming of the Shrew – Romeo and Juliet – A midsummer Night's dream – Much Ado

About Nothing – As You Like It – Hamlet – All's Well That Ends Well – Macbeth -

Genre of the plays: historical (13)? – comedies (12)- tragedies (12)

Name of his theatre: The Globe Theatre



À VOUS DE JOUER 2

William Shakespeare, one of the most popular English playwrights was born in 1564 in Stratford upon Avon, in Warwickshire. He learnt Latin at school and read a lot of Classics.

At the age of 18 he married Anne Hathaway and had 3 children. He went then to London to be an actor and wrote plays which were performed at the Globe theatre. He was not only an actor and a playwright, but also a poet.

Shakespeare was very prolific. His 37 plays were historical: "Henry VIII", comedies: "The Taming of the Shrew", "Much Ado About Nothing" and tragedies: "Hamlet" or Romeo and Juliet". They were very popular in that they are related to all kinds of people rich, poor, educated and uneducated.

William Shakespeare died in 1616 in Stratford upon Avon.

Romeo and Juliet is: ☐ **a play**

The genre is: ☐ **a tragedy**

The place is: ☐ **Verona**

The country is: ☐ **Italy**

EXERCICE

01

The CAPULET

The MONTAGUE

The hatred between the two families

About 9

Characters	Relationship with each other
Prince Escalus	Prince of Verona
Lord and Lady Capulet	Husband and wife – Juliet's parents
Tybalt	Juliet's cousin
Capulets' servants	
Lord and Lady Montague	Husband and wife – Romeo's parents
Benvolio	Romeo's cousin
Montague's servants	

02

03

HORIZONTAL

3. à travers
4. garder
6. essayer
7. être d'accord
11. avoir tort
13. crier

VERTICAL

1. bagarre
2. presque
5. détester / haïr
7. dispute
8. avoir raison
9. épée
10. le/les bois (forêt)
12. continuer
13. secouer

The Capulets' servants started a **fight** with the Montagues' servants in a street in Verona. Benvolio, very **sensible**, wanted to stop the **fight** but Tybalt very **aggressively** attacked him. Lord and Lady Capulet came to help Tybalt, followed by Lord and Lady Montague who were there to **defend** Benvolio.

When Prince Escalus arrived, he put an end to the **quarrel** and demanded **peace** between the two families. Both families **agreed** realizing that they couldn't remember when and why this **hatred** took place. Lord and Lady Montague were quite happy to see that Romeo was away at that moment, but they were very **worried** about him, they suspect something has made him **unhappy**.

The servants have pulled out their swords and fight in the streets of Verona. The prince puts an end to the fighting. The servants who hate each other agree to stop the quarrel.



GRAMMAIRE

Observe the word formation !

- A quelle catégorie grammaticale appartiennent les mots en gras dans « a »? **adjectifs**
- A quelle catégorie grammaticale appartiennent les mots en gras dans « b »? **noms**
- Comment sont formés les mots dans « b » ? adjectif + suffixe « ness »

What's wrong Romeo? Why do you feel so **lonely**? You have friends! So, why that **blindness**? Look at us, we're here.

No, no. I'm not **blind**, I'm just in love with the most beautiful girl in Verona, but my **shyness** stops me from talking to her. I'm also **conscious** of the **madness** of our two families. I'm so **tired** of all these traditions. Her family and mine hate each other. Oh, Benvolio, I'll never be able to marry Juliet! I'll die!

Name of his theatre: The Globe Theatre



À VOUS DE JOUER 3

This is scene 1 from the play Romeo and Juliet written by the playwright and poet William Shakespeare. A fight started between the Capulets' and the Montagues' servants as they met in a street in Verona. Juliet's parents took part in the fight to help Tybalt and Romeo to defend Benvolio. Fortunately Prince Escalus arrived and insisted on having peace in Verona. Thanks to Prince Escalus the two families agreed on stopping the quarrel. What is the point in fighting for no real reason? Why do these families hate each other? That's the question.

Roméo : Il est facile pour quelqu'un de plaisanter des cicatrices des autres s'il n'en a jamais eu.
 Juliette : S'ils te voient, ils te tueront.



GRAMMAIRE

Observe !

- De quoi est composée cette forme verbale ?
- Auxiliaire HAVE / HAS + Participe Passé des verbes USE et TAKE.
- Cette forme verbale est un temps du **Présent**
- Quel élément permet de le savoir ? L'auxiliaire qui est au présent
- Comment traduiriez-vous ces phrases ?
- Tu n'as pas utilisé/pris d'épée depuis 20 ans.
- Tybalt a participé à la bagarre.

EXERCICE

08

	+	-	?
I/visit	I have visited / I've visited	I haven't visited...	Have I visited?
You/start	You have started...	You haven't started...	Have you started...?
He/bring	He has brought...	He hasn't brought...	Has he brought...?
She/drink	She has drunk...	She hasn't drunk...	Has she drunk...?
It/fly	It has flown...	It hasn't flown...	Has it flown...?
We/choose	We have chosen...	We haven't chosen...	Have we chosen...?
You/do	You have done...	You haven't done...	Have you done...?
They/come	They have come.	They haven't come.	Have you come?

EXERCICE

09

A: Have you ever been to Venice? (be)

B: No, I haven't been there. (not/be)

I have thought about going to Rome, but not to Venice. (think)

A: My friend has visited the place (visit). She said it was awesome, especially the ride on the gondolas.

B: How great! But things have changed (change), the place has become (become) extremely famous, tourists have invaded it. (invade).



GRAMMAIRE

Observe !

- Comment « depuis » est-il traduit dans la phrase a. ? **for**
- Comment « depuis » est-il traduit dans la phrase b. ? **since**
- Par quoi « **for** » est-il suivi ? a. for + **20 years**
- Par quoi « **since** » est-il suivi ? b. since + **1612**

For + 20 years / 20 minutes / two hours / some days / two months / a week / a long time.

For est suivi : d'une durée de temps

Since + 1612 / last year / February / Saturday / our trip to England / breakfast / 6 o'clock / I came home

Since est suivi du point de départ de l'action/événement

EXERCICE

10

- Romeo has been in love with Juliet **since** he met her.
- The Montagues and the Capulets have hated each other **for** ages.
- Have you seen our son? No, I haven't seen him **since** last night.
- The Capulets' guests have enjoyed themselves at the party **for** eight hours.
- Lord Capulet hasn't danced **for** 20 years.
- Romeo hasn't been so sad **since** he fell in love.

EXERCICE

11

- Romeo hasn't met Juliet yet.
- Has she talked to him before?
- The party has already started.
- Have you ever been to a Capulets' party?
- The guests have enjoyed themselves up to early morning.



GRAMMAIRE

Observe !

Quelle est la Base Verbale de a. ? **start**

Quelle est la Base Verbale de b. ? **see**

• De quoi est composée la forme verbale des phrases a. et b. ?

Phrase a : base Verbale du verbe **start** + **ed**. (Pour tous les verbes réguliers).

Phrase b : la forme est différente. (verbe irrégulier, liste des verbes au début du fascicule).

• Ces phrases sont au **Passé**

• Quels éléments de la phrase permettent de le savoir ? **la forme du verbe mais aussi les repères temporels « a long time ago » et « earlier in the morning »**

EXERCICE

12

Tick the correct sentence.

- I met Tybalt yesterday.
- Have you ever visited Italy?
- He didn't write a new play last year.
- They came to Venice two months ago.

EXERCICE

13

Put the verbs in the appropriate verb form : present perfect or past simple.

- The servants **stopped** (stop) the fight when Prince Escalus **arrived** (arrive).
- Benvolio **hasn't seen** (see/not) Romeo today.
- Romeo **has left** (leave) Verona since the fight.
- I **haven't read** (read/not) The Tempest, a play Shakespeare **wrote** (write) in the 17th century when he **was** (be) over 40 years old.

Oxford bookworms	Crazy Classics
Romeo Montague	Romeo Montague
Juliet Capulet	Juliet Capulet
Tybalt	Ty the Tiger Bolt
Benvolio	Big Ben Volio
Prince Escalus	Captain Escalo

Romeo and Juliet in Las Vegas

- Name of the gangs: Montague and Capulet
- Nationality: American
- Place: Las Vegas
- Reason for the fighting: disrespect

The place in Crazy Classics is different from the one in Oxford bookworms. Las Vegas is a modern town with casinos, whereas the other, Verona, is historical. (different from / whereas)
The names of the two families are alike in both books. (alike)

A street in Verona, Italy. Some of Lord Montague's and Lord Capulet's servants are fighting and shouting.



À VOUS DE JOUER 4

INTRODUCTION

Introduce the subject: present Romeo and Juliet's obstacle to their love – say why it must be kept secret and what its outcome was.

You don't agree with what happened to them - Romeo and Juliet are teenagers like you – they probably have much in common with you.

DEVELOPMENT

Teenagers face conflicts with their parents - Parents do not always understand their children neither do the children.

It can't be the same nowadays - explain how your parents react to your wishes - are they more permissive?

- Your parents still make decisions for you (?) – you want to live your life as you wish – you feel you want to be independent – you sometimes rebel...
- youngsters need to have their autonomy – they need to assert their personality to grow up
- They need their parents to show them the right way for their own good.

CONCLUSION

- What teenagers expect from their parents – to be understanding – they were teenagers themselves once.
- It shouldn't be difficult for parents to listen to their children – Romeo and Juliet could have lived happily.



À VOUS DE JOUER 5

Date of birth: 1812 Place of birth: Portsmouth

Death: 1870 Century: 19th

Nationality: English

Number of sisters and brothers: 7

Education: little education

Jobs: he washed bottles in a factory – worked for a newspaper – writer

List a few novels he wrote: David Copperfield – Oliver Twist – Nicholas Nickleby, The Pickwick Papers, A Christmas Carol, Great Expectations, Hard Time.

Subject of most of his books: the real world, poor orphans, working-class people



À VOUS DE JOUER 6

Born in Portsmouth, England in 1812, Charles Dickens first lived in Kent and died in Kent on June 9th 1870. He was the 2nd of 8 children. His father John was very generous but always indebted, which was a strain on his family.

At 10 Charles moved to London. When he was 11, his father was arrested for debt and all his family was imprisoned. Charles was the only one staying outside prison to earn money. He washed bottles and put labels on them in a factory.

Thanks to a heritage he could go back to school, and despite little education, he worked hard first as a solicitor's clerk and then a parliamentary reporter while writing serial stories for newspapers, before becoming a very popular writer.

He wrote 24 novels mainly about the real world in Victorian England, working-class people at the time of the Industrial Revolution, as well as poor and abused orphans. He never forgot the hard times he spent in the factory. He focussed on social injustice. The themes dealt with in his novels are still relevant nowadays.

Among his famous novels are David Copperfield, Oliver Twist, Nicholas Nickleby, The Pickwick Papers, A Christmas Carol, Great Expectations, Hard Times.

He asked for reforms in education and for poor people in society. After his death in 1870 the Education act made primary education free for all. He is buried in the Poets' Corner at Westminster Abbey in London.



À VOUS DE JOUER 7

Title of the novel: David Copperfield

Date of publication: 1850

Setting / background: England

Main character: David Copperfield

Main subject/topic: David's life as a boy and a young man

Narrator: David Copperfield



À VOUS DE JOUER 8

David Copperfield is a novel by Charles Dickens. It was first published in 1850. The setting is in London at the time of the Industrial Revolution.

The main character is David Copperfield who is also the narrator.

It is about David's life as a boy and a young man.

EXERCICE

17

Who tells the story?

Who presents / tells the story? **David Copperfield**: It is a first-person narrator

EXERCICE

18

Characters' names	Relationship with each other
-David Copperfield	-Son of Mrs and Mr Copperfield
-Mrs Copperfield	-David's mother
-Mr Copperfield	- David's father/ Betsey's nephew
-Miss Trotwood or Miss Betsey	-David's great-aunt

EXERCICE

19

Answer the following questions.

- It takes place in David's house.
- "before his birth"
- His father died six months before David was born.
- David's father's aunt.
- Because she didn't agree with her nephew's marrying such a young girl.
- She dreaded her, she didn't even mention her name.

EXERCICE

20

- "What do you call your girl?" Miss Betsey
- "You have heard of her, I dare say?" Miss Betsey

EXERCICE

21

- Yes, there is.
 - I was remarked that the clock began to strike, and I began to cry, simultaneously.
 - ... that my poor dear mother used to say it became perfectly flat and white in the moment.
- David's great-aunt wants Mrs Copperfield to have a baby girl
- Since she wants to be its godmother and takes care of its education, she feels the right to prefer it to be a baby girl.
- "she" refers to Miss Betsey.

EXERCICE

22

Words

at all
seldom
faintly
innocently
intend
beg

=
=
=
=
=
=

Definitions

in any way
not often
slightly/not easy to notice
not intended to upset
want to do
request strongly and urgently

EXERCICE

23

Instead of est utilisé pour **présenter une alternative**

Où peut-il se placer ? **au début, au milieu ou à la fin d'une phrase.**

De quoi est-il suivi : **a. BV+ing**

b. Rien en fin de phrase (il n'y a pas of)

c. Nom

EXERCICE

24

- Come and help me instead of dreaming on the sofa.
- If you don't want to go to school, you go and look for a job instead.
- Take the train instead of the car.

EXERCICE

25

- Would you like to sit on that **chair** ?
- There are three **characters** on the still photography taken from the film.
- Mrs Copperfield was scared by Betsey, for she was such a **formidable** lady.
- Mr Copperfield regarded Betsey's behaviour as an **affront** to his dignity.
- Betsey's **figure** appeared at the window.
- Some Dickens's **novels** were cut into serials to be published in newspapers.
- Because she was expecting a baby, Mrs Copperfield needed a big **rest**.
- I **beg** your pardon! (**registre de langue soutenu** = « je vous prie de bien vouloir m'excuser »/veuillez m'excuser/ excusez-moi mais qui peut aussi exprimer **une ironie ou une indignation** : exemple : « Pardon, qu'avez-vous dit ? »/ « Pardon, je n'ai pas bien compris »...)

EXERCICE

26

- David married Dora instead of Agnes.
- He started working as a lawyer instead of writing books.
- He didn't go back with Mr Murdstone, he stayed with Miss Betsey instead.

EXERCICE

27

- si.
- que

EXERCICE

28

- I didn't know whether I should go or not/had to go or not.
- He wasn't sure whether he was coming or not.
- David was wondering whether Mr Murdstone was coming to fetch him or not.

EXERCICE

29

a. The narrator develops opinions about the other characters. Who is what?

Mrs Clara Copperfield: **poor / dread / wax doll / very timid / sad / dear**

Mr David Copperfield (David's father): **delicate constitution**

Miss Betsey Trotwood: **magnate / formidable / mortally affronted / strange / fell rigidity**

b. Complete Betsey's portrait with some of the words above.

My great-aunt Betsey Copperfield Trotwood had an authoritative character. She could be a **strange** lady with a **fell rigidity** but also a **formidable** personage. She was regarded as the principal **magnate** of the family.



GRAMMAIRE

Observe !

- a. David (le narrateur)
- b. David's family
- c. David's mother
- d. David's mother

- Où se placent-ils ? **devant un nom** Qu'expriment-ils ? **une appartenance**
- Quelle est leur catégorie grammaticale ? **Déterminants (déterminants possessifs)**

EXERCICE

30

My your her **HIS** **ITS** our your **THEIR**

- a. As I look back into **my** infancy, I see before me **my** mother with **her** pretty hair.
- b. In the church from where we were sitting we could see **our** house.



GRAMMAIRE

Observe !

A quel éléments ou personne se réfèrent chacun des mots soulignés ?

- a. David
- b. David
- c. Miss Betsey

Remplacez les mots soulignés par un déterminant possessif et l'élément correspondant.

- a. my eyes
- b. my great-aunt
- c. her favourite

EXERCICE

31

Pronoms personnels sujets	Déterminants possessifs	Pronoms possessifs
I	my	mine
You	your	yours
He	his	his
She	her	hers
It	its	its
We	our	ours
You	your	yours
They	their	theirs

1. Choose between a possessive determiner or a possessive pronoun.
 - a. When **my** eyes opened, my father had closed **his**.
 - b. From where we were we could see **our** house but we couldn't see **yours**.
 - c. **My** aunt made up **her** mind to keep me at home.
 - d. As a young man I could remember **my** mother's happiness and **her** smile.
2. Translate the following sentences.
 - a. It's your idea, not mine.
 - b. This baby is mine, not yours.
 - c. They aren't our dreams, they are theirs.
 - d. Your ideas are foolish, ours are realistic.



GRAMMAIRE

Observe ! Past simple.

- | | | |
|-------------|---|--|
| Phrase a. ● | = | ● Une succession d'actions |
| Phrase b. ● | = | ● Deux actions inachevées simultanées |
| Phrase c. ● | = | ● Deux actions passées, simultanées : une action sert de cadre à l'action principale |

A quel temps et quelles formes verbales sont ces phrases ?

- a. est au prétérit : Simple
- b. est au prétérit : Be+BV-ing
- c. est au prétérit : Be+BV-ing & Simple

Observez la phrase c. et dit quelle action a commencé avant l'autre.

"was sitting" a commencé avant "saw"?

- a. When Miss Betsey **arrived** at the door Mrs Copperfield **was drying** her eyes. (chap 1)
- b. Miss Betsey **knocked** at the door while Mrs Copperfield **was resting** on the sofa. (chap 1)
- c. Mrs Copperfield **was crying** in the living room while Peggotty **was preparing** tea in the kitchen. (chap 1)
- d. Mr Murdstone **was reading** the newspaper while Mrs Copperfield and David **were working** on David's lesson.
- e. Miss Betsey **was driving** her pony along the road when she **saw** Mr Murdstone and his sister. (chap 14)
- f. She **was looking** at me down by her side and she **asked** me whether I was happy.
- g. After dinner, we **went** upstairs again. Agnes **played** the piano, then we **talked** and **played** games. (chapt 16)
- h. Adams, who was the head boy, **stepped** out of his place and **welcomed** me. Then he **showed** me my place and **presented** me to the masters in a gentlemanly way...(chapt 16)



GRAMMAIRE

Observe !

- a. Quel est le temps de la partie soulignée ? Passé
e. Peu à peu, je me suis habitué à voir cet homme à la moustache noire.

a.	
b.	used to + Base Verbale
c.	
d.	became + used to + Base Verbale - ing



- When David lived with his mother and Peggotty, he **used to** be happy.
- He moved from London to Canterbury, he **became/was/got used to** living with the Wickefields, he liked it there.
- Her name was Mrs Markleham, but our boys **used to** call her the Old Soldier. She was a little, sharp-eyed woman, who **used to** wear one cap ornamented with artificial flowers and artificial butterflies. (chapt 16)



À VOUS DE JOUER 9

1. Who are the people in the room? **They are Mrs Copperfield, now Mrs Murdstone, her new husband, his sister and David**
What is Mrs Copperfield, now Mrs Murdstone, doing? **She is teaching David**
What does Mr Murdstone decide to do, why? **He decides to take David upstairs in order to punish him.**
2. Why are the Murdstones at Miss Betsey's? **they came to take David with them.**
Why is David hiding behind the chair? **He is afraid of them, he doesn't want to go to live with them.**
Can Miss Betsey decide whether to let David go with the Murdstones or stay with her? **No, she doesn't really see to be able to decide whether to let him go or stay with her.**
Who helps her make up her mind? **Mr Dicks wants David to stay.**
3. In your opinion what can we do to educate children?
Compare education in Victorian time and now.
-I think/ I believe / In my opinion...
-Children need affection / love from their parents to grow up /to behave properly / to become responsible adults...but parents have to set rules, educate their children and be an example for them.
Ceci n'est pas une correction figée, mais juste un exemple de production écrite.



À VOUS DE JOUER 10

1. First sequence

Last night I watched two sequences from the movie "David Copperfield".

In the first sequence I saw, there were four characters: Miss Murdstone who is David's stepfather's sister, Mr Murdstone who is David's mother's new husband, David's mother and David.

Mrs Copperfield was teaching David but he couldn't answer his mother's question.

Mr Murdstone and his sister insisted on the fact that David didn't know his lesson, so his stepfather decided to take him upstairs to punish him. David was scared, he was begging him to let him off.

2. Second sequence

In the second sequence, we saw the Murdstones coming to Miss Betsey's. They came to fetch David.

David was hiding behind a chair, he didn't want to go and live with his stepfather. He wanted to stay with Miss Betsey and Mr Dick, instead. Miss Betsey was wondering whether she could keep David or not, so Mr Dick helped her make the decision to keep David and not let him go with the wicked, unkind Murdstones.

3. Personal idea

Obviously Mr Murdstone doesn't like David, he educates him by frightening and beating him. In my opinion children need love and affection instead of dread to help them be happy. I think love and affection help children become confident and more mature.

As Dickens said: " Love is in all things a most wonderful teacher. (*Our Mutual Friend*)

I am not saying that a child can do whatever he wants. Of course parents shouldn't be permissive, they have to draw rules so that the child knows exactly what he can or cannot do, draw the difference between what is good and bad, in order to grow up as a responsible person and citizen.

EXERCICE

35

This document is a photo taken from a film adapted from the novel "David Copperfield" by Charles Dickens. It's a black and white close-up shot on which we can see three characters: David, his mother and Peggotty, the servant. The scene takes place in Mrs Copperfield 's house. We can guess it's in the living room or the dining room. There is some furniture in the background. We can see a table, two chairs and an armchair behind the characters.

Mrs Copperfield is holding David in her arms. She is wearing a smart dress and her hair is stylishly set. David is wearing a dark jacket and Peggotty has a white plain cotton hat and a knitted shawl over her shoulders.

All three characters are very close to each other, I think the shot is meant to focus on the idea of nearness and affectionate ties. The look in their eyes suggest the mother has strong loving motherly feelings for her son who has strong emotional bonds with his mother.

The servant Peggotty looks closely united with them. It seems as if David is afraid to lose his mother, he is grabbing her and looking at her anxiously. We believe Peggotty feels concerned with David's future and seems to warn Mrs Copperfield about the danger of being separated from her son.

Mrs Copperfield is staring away, there is no expression in her eyes, she seems lost in her thoughts, she certainly feels sorry to have to let her child go.

The three characters' look makes us think that something sad may be happening and no one is able to change it.

I like this photo because.....

I don't like this photo because.....

sounds	words
/e/	said
/a:/	father – afterwards
/ɔ:/	mortally
/ə/	was (non accentué) – affronted – again – afterwards
/æ/	had – marriage – that – wax – as
/ei/	favourite – age – came
/ɒ/	was (accentué)



À VOUS DE JOUER 11

Author of Frankenstein: [Mary Shelley](#),

Date of creation: [1818](#)

Situation when writing the novel: [Mary Shelley was with her husband Percy Shelley and some other friends at Lord Byron's in the Swiss Alps. It was a stormy night and all of them decided to write a horror story. Mary had a dream and after that she started writing her story based on her nightmare.](#)

Genre: [Gothic, first Science Fiction novel of the sort which influenced a whole new generation of writers.](#)

Main characters in the novel: [Viktor Frankenstein, the scientist – The Creature](#)

Plot: [A scientist, Viktor Frankenstein, is so ambitious that he decided to become a "creator" and using different parts of corpses he made a Man.](#)

Themes: [Science - the limits of science – knowledge – man's immoderate ambition – the creator's responsibility – humanity – intolerance – isolation – friendship – man's cruelty – violence – man's contradiction – feeling of rejection – ethics of genetic creation – genetic abnormality – lack of parental love \(that Mary regretted not knowing.\)](#)



À VOUS DE JOUER 12

This document is the cover of the novel "Frankenstein" by Mary Shelley. It shows a black and white close-up photo of the creature taken from the famous film from 1931 with the same title. There's no background. Boris Karloff is the actor who played the role of the creature. He's wearing black. We can see that he doesn't actually look like any normal human being. He's got a bigger forehead with stitches and scars on his face. His mouth seems a little distorted, and his ears are abnormally big. We can't see his eyes, he's maybe looking downward, there's no smile, he's expressionless. We believe he must be very sad, he's lost in his thoughts. Although it's a creature made by a scientist, although he doesn't look like other human beings, we detect that he's not deprived of feelings. It's a moving photo which may arouse a feeling of compassion for the viewer.

- They run from him because he looks inhuman, he's a huge and frightening monster.
- Not getting the love he needed and being rejected by everybody even his creator, he started to hate and turned violent.

someone who lives in a cottage: **a cottager**

unhappy: **miserable** / **wretched**

means/signify: **imply**

a pain: **a pang**

natural colour of the skin: **complexion**

melancholy/sadness/discouragement: **despondence/despondency**

humiliation: **mortification**

a house / a place where you live : **a dwelling**

unable to see: **blind**

ways of doing something: **a means** (always in plural)

(+)	(-)
-admire (verb)	-affected (past participle)
-benevolent (adj)	-emotions (noun)
- emotions (noun)	-melancholy (noun)
-happy (adj)	-miserable (adj)
-kindness (noun)	-pain (noun)
-love (noun)	-sad (adj)
-pleasure (noun)	-suffer (verb)
-reverence (noun)	-terrified (adj)
	-unhappiness (noun)
	-wretched (adj)

fair ≠ **dark**

sad ≠ **happy**

gentle ≠ **mean/cruel**

love ≠ **hate**

warmth ≠ **cold**

poverty ≠ **wealth**

poor ≠ **rich**

evil ≠ **good**

admire ≠ **despise**

beauty ≠ **ugliness**

bitter ≠ **pleasant**

gain ≠ **lose**

good-will ≠ **ill-will**

How many characters are mentioned in this part of the story?

Five characters appear in this part: - a young girl – a young man and his companion – an old man – the creature.

Who is the narrator?

The creature is.

How does the creature depict the different characters?

The young girl: gentle demeanour (gentle manners)– meanly dressed – plaited hair / patient - sad

The young man: his face expresses deep melancholy

The old man: silver hair – aged – benevolent (kindhearted) – blind

All three were lovely, gentle beings but not entirely happy – miserable - poor.

What trait of kindness moved the creature sensibly?

These young people are so kind as to give food to the old man and not keep any for themselves because they didn't have enough for the three of them. They were poor but very generous.

Does the creature know what he looks like? Explain.

He doesn't. He had never seen himself before, it was the first time he could see his face in the pool. He was startled and terrified by his hideous look.

The words he uses to describe the cottagers are all the positive features he doesn't have: "Grace, beauty and delicate complexion" opposed to: "the monster that I am".

What does he intend to do? Why?

He intends to see the old man before meeting the young people, hoping he would be better accepted by him since his blindness would keep him from being frightened, horrified by his monstrous look. With the old man's help the creature thinks the young people would be more tolerant towards him.

(We can consider that the creature is fairly intelligent to be able to thoroughly organize his meeting with his protectors.)

remain = continue to be in the same state

fail = not succeed

rely = trust someone/something

despair = to lose hope

grateful = showing gratitude / being thankful

attend to = take care of / help

dart = move / run quickly or suddenly

cling = hold tightly / stick to

overcome = submerged

dash = hit/ throw with great force

- Viktor Frankenstein's creature had begun to **despair** of ever finding a friend.
- So he **relied on** the old man to help him get accepted by the young people.
- And felt really **grateful** to him for his help.
- Unfortunately the creature **remained** anonymous and friendless till the end of the novel.

- The old man ● ● it will **afford** me true pleasure to be in any way service to a human creature.
- **Rely**, therefore, on your hopes.

The creature ●

● I knew that every minute was precious to me.

● From your lips first have I heard the voice of kindness directed towards me.

EXERCICE

45

Why is this moment decisive for the creature? *That moment was decisive for him because he would either be accepted by the cottagers which was what he hoped for, or rejected which would make him lose any hope of leading a normal life within a community.*

What will be the consequences? *He foresees both possibilities, having friends or becoming an outcast, which makes him sound very sensible a creature.*

What prejudice is the creature talking about? *The prejudice is his difference; he doesn't correspond to everybody's idea of a human being. His deformity clouds people's eyes.*

How does the old man feel about the creature? *He feels so compassionate that he offers to help him. He thinks he is sincere and tries to reassure him.*

What is the creature asking the old man for? *The creature relies on the old man, he's the one who could make his dream come true, so he asked him not to abandon him in such an important moment.*

EXERCICE

46

faint – rush out – dart forward – tear from (his father) – cling – dash to (the ground) – strike – tear (him limb from limb) – rend – sink – escape.

EXERCICE

47

The creature was horrified by his frightful look. He couldn't believe his eyes at first. When he realized it was his very image reflected in the pool, he felt devastated and couldn't yet imagine completely the disastrous consequences he would have to face later. That's why he used the interjection "alas!" which expresses his deep sadness and fear.

EXERCICE

48

Word	Prefix	il	im	in	ir	un	dis
Patient			X				
Happy						X	
Able						X	
Perfect			X				
Believable						X	
Belief							X
kind						X	
Resolute					X		
Sincere				X			
Grateful						X	
Perceived						X	

patient ≠ *impatient* - able ≠ *unable* – imperfect ≠ *perfect* – (believable ≠ *unbelievable*) belief ≠ *disbelief* - kindness (kind ≠ *unkind*) - happy ≠ *unhappy* – resolute ≠ *irresolute* – sincere ≠ *insincere* – grateful ≠ *ungrateful* – perceived ≠ *unperceived*

Word	Prefix	il	im	in	ir	un	dis
Legal		x					
Honest							x
Credible				x			
Moral			x				
Rational					x		
Legitimate		x					
Proportionate							x
Ethical						x	

legal ≠ **illegal** - honest ≠ **dishonest** - credible ≠ **incredible** - moral ≠ **immoral** - rational ≠ **irrational** - legitimate ≠ **illegitimate** - proportionate ≠ **disproportionate** - ethical ≠ **unethical**



GRAMMAIRE

Observe ! Link words - Mots de Liaison. YET - WHILE - WHEN

1. encore
2. cependant

Traduction de while phrases 3 et 4 : encore/cependant *alors que / tandis que / bien que*

EXERCICE

49

- a. I was impatient to talk to the old man **yet** I didn't know how to address him.
- b. **While** the creature was violent, he had humane feelings.
- c. He is a frightful creature and **yet** we can't help feeling compassion for him.
- d. Viktor said he was devastated by his relatives' killing **while / when** he was the only one to bear the guilt of the murders.
- e. Viktor was guilty of what he did in the name of science **while / when** the creature just needed love.



GRAMMAIRE

Observe ! Pronoms réfléchis : réfléchis simples.

Myself se réfère à : **I** (viewed myself)

Themselves se réfère à : **they** (reserved none)

Pourquoi avons-nous « self » et « selves » ? **L'un est singulier, l'autre pluriel.**

Translate these two sentences:

- a. Je fus terrifié lorsque je me suis regardé dans une mare.
- b. Ils plaçaient de la nourriture devant le vieil homme alors qu'ils n'en réservaient aucune pour eux-mêmes.



GRAMMAIRE

Observe ! Expressions courantes avec les pronoms réfléchis.

- a. Amuse-toi
- b. Servez-vous
- c. Mets-toi à l'aise/fais comme chez toi
- d. Tiens-toi bien
- e. Il se voyait/il s'imaginait être un chanteur célèbre.



GRAMMAIRE

Observe ! Pronoms réfléchis : réfléchi emphatique.

- a. He did it himself. / He did it by himself. Il l'a fait lui-même sans que personne ne l'aide.
- b. The creature wanted to speak to Viktor himself. La créature voulait parler à Viktor en personne.

EXERCICE

50

- a. I was hoping to introduce **myself** to the cottagers.
- b. When The creature saw **himself** in the pond he was startled.
- c. The creature lived all **by himself** in the hovel.
- d. "Remember, you have made me more powerful than **yourself** my height is superior to yours."
- e. I was given that book by Mary Shelley **herself**.
- f. They **themselves** knew it couldn't be possible.
- g. We don't know what to do with **ourselves**.



GRAMMAIRE

Observe ! Relative clause - la subordonnée relative.

Quelle phrase reste compréhensible si tu enlèves la proposition relative soulignée ? **b.**

EXERCICE

51

- a. Mary Shelley wrote the novel which/that made her famous.
- b. The only thing which/that would have helped the creature was love.
- c. Mr De Lacey was a man whom/who/that the creature could rely on.
- d. Percy Shelley, who wrote several books and poems, had been famous before Mary.
- e. Mary's novel, which received a lot of praise, was a big success at the time.
- f. Viktor's fiancée, whose name is Elisabeth, was killed by the creature on her wedding day.
- g. *Mr De Lacey was a man \emptyset the creature could rely on.*



GRAMMAIRE

Observe ! Which / What

Mary Shelley's novel was a best seller, which was a real surprise for many writers.

Le roman de Mary Shelley était un best-seller, **ce qui** fut une véritable surprise pour beaucoup d'écrivains.

Which ici se traduit par : **ce qui**

Connait-on l'antécédent de « what » dans ces deux phrases ? **non**

L'antécédent est un groupe nominal (GN) non exprimé. « what » **est sans antécédent**.

Traduisez les phrases :

- c. Nous ne savons pas **ce que** Viktor avait l'intention de faire.
- d. **Ce que** nous ne pouvons pas comprendre est le changement d'attitude de Viktor envers sa création.

« What » est traduit par : **ce que**

EXERCICE

52

- a. The creature was rejected by everyone, which made him violent.
- b. What Viktor did was unbelievably diabolical.