



Key Stage Three English – Year 7

Spring – ‘Myths, Legends and Biblical Allusions’



Frankenstein – Philip Pullman’s Play and Extracts from Mary Shelley’s Original (1818)

Plot – Pullman’s Play Adaptation

Prologue	The play opens with Captain Walton. He shares a memory: he recalls an expedition to the Arctic Circle. During this expedition, his ship and crew were halted because of thick ice. Walton describes how his men began to hear strange noises. Walton then recalls seeing a strange creature. This strange creature was being followed by a man – they pulled this man aboard. His name was Victor Frankenstein. Frankenstein is cared for by the crew, and he shares his story.
Act 1	Victor Frankenstein is busy working in his laboratory in Ingolstadt. He is joined by his friend Clerval. Frankenstein explains his work around animals and electricity to Clerval. Clerval is astonished by Frankenstein’s findings and how electricity can affect body parts. Elizabeth arrives. She is concerned that Frankenstein has not been in contact with the family for months. His father is very ill. It is clear that Frankenstein has become obsessed with his work and attempts to create life. Frankenstein wishes to be left alone. However, Clerval comes back into the room – he is shocked by the Monster as he now comes to life. The Monster runs away. 
Act 2	Agathe and Felix live a simple life in a cottage in the forest. Felix has to leave Agathe – he is concerned for her safety. Agathe is blind and they have heard of recent trouble in the nearby town. Felix leaves. The Monster has been collecting wood for the family. Agathe is unaware of the Monster’s presence. However, the Monster picks up a mirror and is shocked to see his own appearance for the first time. Agathe, blind, talks to the Monster. She touches his face and believes that he has been disfigured. They share a conversation. Suddenly, Felix enters. He believes the Monster is attacking Agathe – he seizes his musket. Agathe defends the Monster, but Felix believes him to be evil. Consequently, the Monster leaves, exclaiming his need for revenge.
Act 3	Frankenstein is in his study in Geneva. Elizabeth enters. William is missing. A priest arrives, carrying William’s body. The Monster arrives. He has strangled William in an act of revenge. The Monster explains that he feels betrayed and is lonely. The Monster informs Frankenstein that he has two years to create him a wife.
Act 4	Elizabeth and Clerval are concerned about Frankenstein’s latest activities. They enter his laboratory, and here they discover that Frankenstein has created another life. Clerval explains to Elizabeth how Frankenstein created the Monster. Clerval vows to destroy the new creation, with Elizabeth exiting. The Monster arrives. Clerval tries to prevent the Monster’s Bride from awaking, but the Monster kills him before he is able to. Elizabeth re-enters with servants. They try to shoot the Monster. Desperately, the Monster tries to awaken his bride, but Frankenstein prevents this from happening. In response, the Monster strangles Elizabeth. Frankenstein vows to destroy the Monster, following him to the ends of the earth. 
Epilogue	Captain Walton returns to close the play. He informs us that not long after telling his story, Frankenstein dies. Walton witnesses the Monster enter the cabin. The Monster explains to Walton that he will head north, and that he hopes that his soul will not live on.

Characters – Pullman’s Play Adaptation

Victor Frankenstein – young and idealistic. Victor is ambitious – he is a dreamer, full of strange ideas, who believes that his work will improve the world.	The Monster – made of corpses, and he looks hideous. He is extremely strong and agile. Although the Monster commits violent acts, he is deeply misunderstood.
Captain Walton – an Arctic explorer. A man who has been in many dangerous places and survived, but coming across Frankenstein has shaken him.	Henry Clerval – the same age as Frankenstein. He is impressed by Victor’s achievements, but is anxious about their effects.
Elizabeth – a year or two younger than Frankenstein; she is devoted to his father and to William. She loves Frankenstein without understanding him.	Felix and Agathe – political refugees. Agathe is blind. Despite being vulnerable, Agathe is kind and understanding. Felix is young, quick-tempered and fiery.

Context – *Frankenstein* the novel

Mary Shelley and the creation of the novel

Shelley was married to a famous Romantic poet – Percy Bysshe Shelley. In 1816, the couple spent a summer with Lord Byron and other famous figures, where they wrote ghost stories. This is where Shelley developed the idea for *Frankenstein*.

Science and religion

Parts of Europe were far more religious than the present day. Events that could not be explained were viewed as an act of God or from a supernatural force. However, science was beginning to break down these barriers. Consequently, some people thought that this, and science, was dangerous. Scientists, such as Luigi Galvani, were pushing boundaries. Galvani found that frogs’ legs twitched as if alive when struck by electricity.

Unit vocabulary

1. Reckless	Unconcerned about the consequences of actions. Being careless.
2. Ambitious	A strong desire to achieve; for instance, achieving success, power, wealth or a specific goal.
3. Immoral	If you describe someone or their behaviour as immoral, you believe that their behaviour is morally wrong. Immoral behaviour is not conforming to accepted standards.
4. Arrogant	Unpleasantly proud and behaving as if you are more important than, or know more than, other people.
5. Naive	Having or showing a lack of experience, judgement, or information.
6. Monstrous	Frightful, hideous and shocking.
7. Irrational	Not using reason or clear thinking.
8. Innocence	The quality of not having much experience of life and not knowing about the bad things that happen in life.
9. Desperation	The feeling that you have when you are in such a bad situation that you are willing to take risks in order to change it.
10. Animalistic	If you describe a person or their behaviour as animalistic, you mean that they do not try to hide or control their basic feelings and physical needs – they are behaving like an animal.
11. Integrate	To mix with and join society or a group of people, often changing to suit their way of life, habits, and customs.
12. Solitude	The situation of being alone without other people.
13. Remorseful	Feeling sad and guilty.
14. Despondent	Unhappy and with no hope or enthusiasm.
15. Vengeful	Expressing a strong wish to punish someone who has harmed you or your family or friends.

Unit terminology

1. Prologue	Comes at the beginning of a play, introducing events and the story.
2. Monologue	A long, uninterrupted speech by one character in a play.
3. Epilogue	A summary speech delivered at the end of a play that explains or comments on the action.
4. Tone	This suggests the mood and intention towards the listener – e.g. happy or aggressive are ways to describe the mood of someone's voice.
5. Entrances	Stage direction indicating the act of entering the play area during a performance.
6. Exits	Stage direction; to leave the stage.
7. Genre	'Genre' refers to a specific style that involves a particular set of characteristics.
8. Exposition	The part of a play that introduces the theme, chief characters, and current circumstances.
9. Climax	The point of greatest intensity in a series or progression of events in a play, often forming the turning point of the plot and leading to some kind of resolution.
10. Resolution	How the problem or conflict in a drama is solved or concluded.

Reading Skills - Inference

What is inference?

- The words the writer uses
- **Explicit meaning**

- What the writer means
- **Implicit meaning**



what is an
INFERENCE?
using what you already know
&
evidence from the text

to read "in between the lines"
and figure out what
the author is saying!