Séquence 4

Action and interaction

What makes a good story?
☑ ...interesting characters
☑ ...captivating settings and atmospheres
☑ ...exciting action

Sommaire

1. Action in Shakespeare’s Romeo and Juliet
   Isn’t Romeo and Juliet a good story with exciting action? Focus on the main action in this play and observe the sequence of events (= the ‘plot’). Then, listen to the ever so famous Balcony Scene!

2. Observing interaction in drama
   Become a playwright and write the dialogue from a play script. To do so, observe how interaction is created in a play to learn how to create action which is not spoken (but seen). You will have to be imaginative!

3. Making characters speak in a narrative
   Make characters interact in a dialogue from a narrative this time. Learn how to write a dialogue in good form, and practise writing in the English language. You will make the reader listen to the characters!

4. Reading strategies: Using verb forms to understand action
   Verb forms tell the reader how the action is presented. Focus on grammatical tenses and aspects in order to understand better the action in a scene when reading a long text.

5. Extensive reading: The Strange Case of Dr Jekyll and Mr Hyde
   You will read the two final chapters of the novel and discover what mystery links Dr Jekyll to Mr Hyde.
Objectifs de la séquence

1 **Action in Shakespeare's *Romeo and Juliet***

Vous vous entraînerez à la compréhension de l'oral en écoutant non seulement l'histoire de Roméo et Juliette mais aussi une des scènes les plus connues: la scène du balcon. Vous travaillerez en particulier la compréhension détaillée en habituant votre oreille à percevoir des mots en anglais.

Par ailleurs, vous observerez l'histoire de ces deux jeunes amoureux pour en découvrir la structure, et ainsi, enrichir vos connaissances littéraires. Vous développerez également votre lexique sur le thème de l'amour.

2 **Observing interaction in drama**

Dans un premier temps, vous observerez l'interaction amoureuse entre deux personnages comiques, puis vous apprendrez à écrire le dialogue d'une pièce de théâtre. Vous mettrez votre imagination à l'épreuve pour concevoir une interaction entre une mère et sa fille qui ne sont pas d'accord sur le « mariage »...

3 **Making characters speak in a narrative**

Vous apprendrez à écrire le dialogue d'un récit cette fois-ci. Vous vous entraînerez à la compréhension orale en prêtant attention à la réaction des personnages (en volume de voix et aussi en intonation) et vous apprendrez à les retranscrire à l'écrit. Par ailleurs, vous apprendrez à ponctuer un dialogue en bonne et due forme.

4 **Reading strategies: Using verb forms to understand action**

Vous vous entraînerez à reconnaître les formes verbales pour vous aider à comprendre et visualiser ce que vous lisez. En effet, le fait de savoir reconnaître les marques de temps et d'aspects vous aideront à situer l'action et à comprendre comment elle est présentée au lecteur.

5 **Extensive reading: *The Strange Case of Dr. Jekyll and Mr. Hyde***

Vous lirez les deux derniers chapitres de l’œuvre. Vous découvrirez toutes les réponses aux questionnements de Mr Utterson et vous connaîtrez le fin mot de l'histoire.
1 Action in Shakespeare’s *Romeo and Juliet*

**Activity 1**

First read about Shakespeare to get informed.

William Shakespeare (1564-1616) was an English poet and playwright. He wrote about 37 plays among which comedies, tragedies and histories. Having been an actor and part-owner of a playing company [troupe de théâtre], Shakespeare wrote his plays in order to perform them on stage. *Romeo and Juliet* is a tragedy which is known world-wide. This tragic romance between two young people was originally an Italian tale. Before Shakespeare wrote the story into a play, it had already been retold into a poem by Arthur Brooke “*The Tragical History of Romeus and Juliet*” and also into a narrative by William Painter “*Palace of Pleasure*”.

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**Activity 2**

1. **Read the following words.** Look them up in the dictionary if you don’t know what they mean. Then, listen to their pronunciation on the CD and repeat them.

   - to fight – to fall in love with someone – a rival – a love story – a quarrel – to kill – to declare one’s love to someone – to stab someone to death – to get married – to be banished – hatred – peace – a friend – a lover – an enemy – to be executed – to exchange love vows – to celebrate

2. **Now, write these words in the table below.** What lexical field would each of them correspond to? “union” or “opposition”? 
Activity 3

Listen to the story of Romeo and Juliet and complete the text with words from the recording. You have already heard some of these words in Activity 2.

In Verona, the Montagues and the Capulets are two __________ families. They __________ each other for years and they still constantly __________ with extreme __________. One day, Romeo Montague and Juliet Capulet meet at a ball and they __________.

After the ball, Romeo hides in the orchard underneath Juliet’s bedroom window. When Juliet comes out on her balcony, they __________. They know their __________ is impossible because of their names, so they decide to __________ in __________ the next day.

About an hour after they get married, Juliet’s cousin and Romeo's friends __________ and __________ a __________. Juliet’s cousin __________ Romeo’s friend __________, which forces Romeo to __________ Juliet’s cousin in turn. As a result, Romeo is __________ from Verona and he knows that if he comes back, he will be __________. On top of that, Juliet is __________ to marry a man her parents have chosen for her. She tries to refuse but her father’s __________ makes her obey.

So, in order to get out of this situation, she plans to __________ __________ by drinking a __________. She would then be taken to the family __________ where Romeo would come and get her once she would wake up and they would __________ together. Since Romeo is in exile, she asks someone to tell him about the __________. Indeed,
this is a perfect plan to .................................... a man whom she does not love
and also to remain with Romeo for he can’t live in ........... anymore.
So, just as she planned it, the night before the ........................................ is
to be .........................., she drinks the potion. The following morning, her
family thinks her ........... and she is taken into the .....................

Unfortunately Romeo hasn’t been told about the plan in time
and hears that Juliet is dead. He is .........................., and
go to Verona. On his way, he buys some .................
When Romeo sees Juliet – who is still ....................... – he believes
that she is dead and drinks the poison. He dies ..................... As
Juliet ................... , she sees that Romeo is dead and is overcome with
.......................... so she grabs his ........... and ........... herself. She dies in
turn.
In the end, the families of Romeo and Juliet realize that their ............ has
caused the ............ of their son and daughter so they decide to make
........................ after this ......................

▶ Check your answers.

2 Did you understand the story? Put the following events into the cor-
rect order.

a. Romeo and Juliet declare their love to each other
   and get married in secret. 2
b. Juliet drinks the sleeping potion as in her plan. ....
c. The Montagues and the Capulets eventually make peace. ....
d. Romeo kills Juliet’s cousin and is banished from Verona. ....
e. Romeo Montague and Juliet Capulet fall in love at a ball. ....
f. She asks someone to tell Romeo about the plan. 6

g. Juliet sees that Romeo is dead, so she commits suicide. ....
h. Juliet has a plan which would make her both escape
   her arranged marriage and be with Romeo. ....
i. Juliet’s cousin kills Romeo’s friend. ....
j. Romeo believes Juliet is dead, so he commits suicide. ....

▶ Check your answers.
Activity 4

1. Let’s look at how the story is built.
   Basically, a plot can be divided into 5 parts: exposition, rising action, climax, falling action and resolution. Do the exercise in the insert below to discover what each part corresponds to.

   **Literary techniques: The sequence of events (plot)**

   Match each part to its explanatory text.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exposition</td>
<td>The story gets even more complicated for the main character(s). The reader often wonders if a solution is really possible.</td>
</tr>
<tr>
<td>2. Rising action</td>
<td>The main character usually takes a decision which will condition the outcome of the story.</td>
</tr>
<tr>
<td>3. Climax</td>
<td>The whole story comes to an end: it can either be happy or tragic. This part is also called the denouement.</td>
</tr>
<tr>
<td>4. Falling action</td>
<td>At the beginning of the story, the reader gets to know the setting, the main character(s) and an initial incident about the story.</td>
</tr>
<tr>
<td>5. Resolution</td>
<td>The initial incident grows and becomes a difficult situation. The reader knows that it is going to create problems.</td>
</tr>
</tbody>
</table>

2. The sequence of events in *Romeo and Juliet* are mixed up. Name each part of the plot.

   – The Montagues and the Capulets are two rival families.
   – Romeo Montague and Juliet Capulet fall in love.

   – Romeo is banished from Verona.
   – Juliet is about to marry a man she doesn’t love.

   – Romeo commits suicide because he thinks Juliet is dead.
   – Juliet commits suicide because she sees that Romeo is dead.
   – The Montagues and the Capulets make peace.

   – Juliet has a plan which would make her both escape her arranged marriage and be with Romeo. She asks someone to tell Romeo.
   – Juliet drinks the sleeping potion as in her plan to fake her death.

   – Romeo and Juliet declare their love to each other.
   – They get married in secret.

  >>> Check your answers.
Activity 5

Now, let’s focus on the rising action in this play: “The Balcony Scene”. It is one of the most famous scenes in the play. Romeo and Juliet put themselves in a difficult situation...

As you know, Juliet and Romeo love each other but they can’t be together.

1. **Listen to The Balcony Scene. Then answer the following questions.** If you need help, you can read the script (see Answers) while listening to the track.

   a. Who is Juliet talking to?

   .............................................................................................................................................

   b. Does Juliet know that Romeo is listening to her?

   .............................................................................................................................................

   c. Why can’t Romeo and Juliet be together?

   .............................................................................................................................................

   d. What solution does Juliet see at the beginning of her speech?

   .............................................................................................................................................

   e. What part in Romeo is her enemy?

   .............................................................................................................................................

   f. What is not a name to Juliet?

   .............................................................................................................................................

   g. What does she compare Romeo to?

   .............................................................................................................................................

   h. What does she say about a rose? Explain.

   .............................................................................................................................................

   i. What does she offer to Romeo if he were to change his name.

   .............................................................................................................................................

   j. To which condition does Romeo agree with Juliet’s offer?

   .............................................................................................................................................
k. How does Juliet react when she hears Romeo?
.............................................................................................................................................

l. Does Romeo tell her who he is? Why?
.............................................................................................................................................

m. How did she recognize Romeo?
.............................................................................................................................................

n. What moral lesson can the audience understand?
.............................................................................................................................................

▶ Check your answers.

2 Write a short paragraph (about 100 words) to answer the following question.

Would you be able to do anything for the person you love? Could you change your name for him/her? Explain.
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**Test your vocabulary knowledge on drama!**

Match each part to its explanatory text.

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>audience</td>
<td>a big division of a play</td>
</tr>
<tr>
<td>actor</td>
<td>a role</td>
</tr>
<tr>
<td>drama</td>
<td>the presenting of the play</td>
</tr>
<tr>
<td>script</td>
<td>a small division of a play</td>
</tr>
<tr>
<td>a play</td>
<td>a person who likes going to the theatre</td>
</tr>
<tr>
<td>act</td>
<td>a literary genre</td>
</tr>
<tr>
<td>stage</td>
<td>the building in which a play is performed</td>
</tr>
<tr>
<td>a part</td>
<td>the area in the theatre where the actors perform</td>
</tr>
<tr>
<td>theatregoer</td>
<td>a male performer</td>
</tr>
<tr>
<td>actress</td>
<td>a group of spectators</td>
</tr>
<tr>
<td>performance</td>
<td>the text of a play</td>
</tr>
<tr>
<td>theatre</td>
<td>a female performer</td>
</tr>
<tr>
<td>scene</td>
<td>a literary work written to be performed on stage</td>
</tr>
</tbody>
</table>
Observing interaction in drama

You will listen to the performance of two actors playing a scene from *The Importance of Being Earnest* by Oscar Wilde. Read about the author of this play first.

Oscar Wilde (1854-1900) was an Irish writer and poet. He was widely known for his sense of humour. He wrote novels, such as *The Picture of Dorian Gray* and many plays, of which his masterpiece comedy *The Importance of Being Earnest*.

Even though his career was a success, Oscar Wilde's personal life was not easy. He was gay and at that time homosexuality was illegal in Great Britain.

In 1895, he was sentenced to 2 years of hard labour in prison for having a homosexual conduct. Three years after he came out of prison, he died of illness at the age of 46.

Activity 6

Listening comprehension

Train to oral comprehension by listening to Wilde’s play. (Do not look at the script.)

1. Follow the instructions below to learn how to train to listening comprehension:

   a. **Listen once without stopping.** Do not take any notes. The aim is to get familiar with the recording and to get a vague idea about what it is about (= main theme).

   b. Then, **listen again and take notes this time.** Write down any lexical words that you can understand in each cue [= réplique]. Your goal is to be able to understand what this scene is about and basically what the two characters are saying to each other.
c. Listen again if you need to take more notes.

d. Read your notes and do the exercises in 2.

Global comprehension

2 Answer the following questions.

a. What is this extract?  
a radio programme ☐  
a conversation ☐  
a story ☐  
a speech ☐  

b. What is this extract about? (several answers)  
a conflict between two people ☐  
a declaration of love ☐  
a separation ☐  
a marriage proposal ☐  

c. How many characters are speaking?  
1 ☐  2 ☐  3 ☐  4 ☐  

d. Give information about the characters in this scene. Fill in the table below.

<table>
<thead>
<tr>
<th>Character 1</th>
<th>Character 2</th>
<th>Character 3</th>
<th>Character 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>surname</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>first name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speaking (S) or mentioned (M)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relation to other characters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check your answers.
Detailed comprehension

3 True or False? Support your answers with what you can hear in the extract.

a. The woman knew the man loved her.  true ❑  false ❑

b. The woman’s ideal is to love an honest man.  true ❑  false ❑

c. The man is surprised when she says that she was destined to love him.  true ❑  false ❑

d. She loved him even before she met him.  true ❑  false ❑

e. The name of Ernest inspires confidence to the woman.  true ❑  false ❑

f. The man’s name is really Ernest.  true ❑  false ❑

4 Answer these questions. Provide evidence from the recording OR justify in your own words.

a. Why does the man want to get married?

b. Why does the woman seem hesitant at the idea of getting married (at the beginning)?

c. Does the woman create suspense as far as her response to the man’s official proposal?

➤ Check your answers.
Activity 7

Listen to the extract and read the script at the same time. Think about the differences between what you hear and what you read.

Underline all the elements that are in the script and not in the extract.

[Lady Bracknell and Algernon go into the music-room, Gwendolen remains behind.]

JACK. Charming day it has been, Miss Fairfax.

GWENDOLEN. Please don’t talk to me about the weather, Mr. Worthing. Whenever people talk to me about the weather, I always feel quite certain that they mean something else. And that makes me so nervous.

JACK. I do mean something else.

GWENDOLEN. I thought so. In fact, I am never wrong.

JACK. And I would like to be allowed to take advantage of Lady Bracknell’s temporary absence.

GWENDOLEN. I would certainly advise you to do so. Mamma has a way of coming back suddenly into a room...

JACK. [Nervously.] Miss Fairfax, ever since I met you I have admired you more than any girl. I have ever met since. I met you.

GWENDOLEN. Yes, I am quite well aware of the fact. And I often wish that in public, at any rate, you had been more demonstrative. For me you have always had an irresistible fascination. Even before I met you I was far from indifferent to you. [Jack looks at her in amazement.] We live, as I hope you know, Mr. Worthing, in an age of ideals... and my ideal has always been to love some one of the name of Ernest. There is something in that name that inspires absolute confidence. The moment Algernon first mentioned to me that he had a friend called Ernest, I knew I was destined to love you.

JACK. You really love me, Gwendolen?

GWENDOLEN. Passionately!

JACK. Darling! You don’t know how happy you’ve made me.

GWENDOLEN. My own Ernest!

JACK. But you don’t really mean to say that you couldn’t love me if my name wasn’t Ernest.

GWENDOLEN. But your name is Ernest.

JACK. Yes, I know it is. Gwendolen, I must get christened at once – I mean we must get married at once. There is no time to be lost.

GWENDOLEN. Married, Mr. Worthing?

JACK. [Astounded.] Well. surely. You know that I love you, and you led me to believe, Miss Fairfax, that you were not absolutely indifferent to me.

GWENDOLEN. I adore you. But you haven’t proposed to me yet. Nothing has been said at all about marriage. The subject has not even been touched on.
Well. may I propose to you now?

I think it would be an admirable opportunity. And to spare you any possible disappointment, Mr. Worthing, I think it only fair to tell you quite frankly beforehand that I am fully determined to accept you.

Gwendolen, will you marry me? [Goes on his knees.]

Of course I will, darling.

[Enter Lady Bracknell.]

Adapted from The Importance of Being Earnest by Oscar Wilde.

Fill in the table below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>Part of the script*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What happens just before the scene begins?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What’s Ernest’s real name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does Gwendolen know Ernest’s real name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How does Gwendolen call Ernest? (several answers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What does Ernest do when Gwendolen tells him what she feels for him?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How does Ernest react to Gwendolen’s first response to their possible marriage?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What does Ernest do when he proposes to Gwendolen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What happens when Gwendolen accepts Ernest?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* character names – stage directions [= didascalies] – speech cues

Check your answers.

Activity 8

In the following exercises, you will get prepared to write the next part of that scene.

Look at the emoticons below. What emotions does each face show? Choose 3 adjectives (see list below) to describe each emoticon. You can look them up in the dictionary if you don’t know them.
As you know, the mother enters just as Gwendolen accepts “Ernest”. Imagine their reactions.

Look back at the emoticons. What emotion would Lady Bracknell’s face show? What emotion would her daughter’s face show? Choose two adjectives to match each woman’s reaction.

mother: ............................................................

daughter: ............................................................

Think about body language. What would you tell your actors to do in order to show the audience each woman’s emotions? Fill in the table below.

<table>
<thead>
<tr>
<th>emotion</th>
<th>body language</th>
</tr>
</thead>
<tbody>
<tr>
<td>example</td>
<td>nervous</td>
</tr>
<tr>
<td>mother</td>
<td>............................................................</td>
</tr>
<tr>
<td>daughter</td>
<td>............................................................</td>
</tr>
</tbody>
</table>
Activity 9

Now, imagine the conversation between mother and daughter. Create interaction between mother and daughter. Don’t forget to add stage directions to tell the actors what to do and how to react.

Don’t forget, Lady Bracknell has just come into the room as Mr Worthing goes down on his knees. Think about what she sees when she enters.

<table>
<thead>
<tr>
<th>LADY BRACKNELL enters. When she sees</th>
<th>........................................................................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>LADY BRACKNELL</td>
<td>........................................................................................................................................................................</td>
</tr>
<tr>
<td>GWENDOLEN</td>
<td>........................................................................................................................................................................</td>
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<tr>
<td>LADY BRACKNELL</td>
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<tr>
<td>GWENDOLEN</td>
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<tr>
<td>GWENDOLEN</td>
<td>........................................................................................................................................................................</td>
</tr>
<tr>
<td>LADY BRACKNELL</td>
<td>........................................................................................................................................................................</td>
</tr>
</tbody>
</table>

See answers for suggestions.
At the end of this section, you will eventually write your own dialogue in narrative form. You will get prepared to do so all along these activities.

**Activity 10**

1. Read the dialogue and pick out all the words belonging to the lexical field of “love and affection”.

   [Polly loves Tom, but she has been told that he loves another girl and that they are getting married.]

   Tom took Polly’s hands, saying, in his old impetuous way, “Polly, I want to tell you something!”

   “Yes, I know, we’ve been expecting it. I hope you’ll be very happy, Tom;” and Polly shook his hands with a smile that was more pathetic than a flood of tears.

   “What!” cried Tom, looking as if he thought she had lost her mind.

   “Ned told us all about her; he thought it would be so, and when you spoke of another engagement, we knew you meant your own.”

   “But I didn’t! Ned’s the man; he told me to tell you. It’s just settled.”

   “Is it Maria?” cried Polly, holding on to a chair as if to be prepared for anything.

   “Of course. Who else should it be?”

   “He didn’t say, you talked about her most and so we thought,” stammered Polly, falling into a sudden flutter.

   “That I was in love? Well, I am, but not with her.”

---

Louisa May Alcott (1832-1888) was an American novelist. She is most famous for “Little Women”. “An Old-Fashioned Girl” is the story about a country girl who visits a friend in a city. She discovers the very fashionable urban life.
“Oh!” and Polly caught her breath as if a dash of cold water had fallen on her, for the more in earnest Tom grew, the blunter he became.

“Do you want to know the name of the girl I’ve loved for more than a year? Well, it’s Polly!” As he spoke, Tom strect. out his arms to her, with the sort of mute eloquence that cannot be resisted, and Polly went straight into them, without a word.

*An Old-Fashioned Girl*, Louisa May Alcott, 1869.

2 What is this dialogue about? In other words, what makes the two characters talk? Explain.

- a misunderstanding
- a breaking-up
- a declaration of love

3 a. How is interaction (action and reaction) created in language?

b. Find an example of each in the text.

Do you remember how to ask questions in English? Do the exercise in the insert to make sure.

Questions

To build a question, follow this structure:

(Wh – pronoun) + auxiliary or modal + subject + verb + object + ?

Put the words below in the correct order to build up questions:

1. me / you / ? / marry / will / .................................................................
2. parents / ? / you / do / know / her / ..........................................................
3. you / why / should / ? / tell / I / .................................................................
4. engaged / who / he / ? / to / is / .................................................................

Check your answers.
Activity 11

Now, get familiar with the different parts of a dialogue from a narrative.

1. Read the dialogue again paying attention only to elements in black print, elements in **coloured print** and elements in **bold characters**. Think about what is common to each category of words.

[Polly loves Tom, but she has been told that he loves another girl and that there were getting married.]

Tom took Polly’s hands, saying, in his old impetuous way, “Polly, I want to tell you something!”

“Yes, I know, we’ve been expecting it. I hope you’ll be very happy, Tom;” and Polly shook his hands with a smile that was more pathetic than a flood of tears.

“What!” cried Tom, looking as if he thought she had lost her mind.

“Ned told us all about her; he thought it would be so, and when you spoke of another engagement, we knew you meant your own.”

“But I didn’t! Ned’s the man; he told me to tell you. It’s just settled.”

“Is it Maria?” cried Polly, holding on to a chair as if to be prepared for anything.

“Of course. Who else should it be?”

“He didn’t say, you talked about her most and so we thought,” stammered Polly, falling into a sudden flutter.

“That I was in love? Well, I am, but not with her.”

“Oh!” and Polly caught her breath as if a dash of cold water had fallen on her, for the more in earnest Tom grew, the blunter he became.

“Do you want to know the name of the girl I’ve loved for more than a year? Well, it’s Polly!” As he spoke, Tom stretched out his arms to her, with the sort of mute eloquence that cannot be resisted, and Polly went straight into them, without a word.

*An Old-Fashioned Girl*, Louisa May Alcott, 1869.

2. The statements in the list correspond to bits of definition for each group. Fill in the table below with appropriate numbers and then match each group to a name.

1. **the combination of a verb and the name of a speaker**
2. **tells the reader what a speaker does before, after or while speaking**
3. **spoken words enclosed in quotation marks**
4. tells the reader how the words are being said
5. a reaction to another speaker’s words
6. helps the reader to picture the characters in the scene
7. tells the reader who is speaking
8. tells the reader what is not explicitly said by the speakers
9. bits of action or description
10. what a speaker says

<table>
<thead>
<tr>
<th>definition (numbers)</th>
<th>name (to match)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements in black print</td>
<td>•</td>
</tr>
<tr>
<td>Elements in coloured print</td>
<td>•</td>
</tr>
<tr>
<td>Elements in bold characters</td>
<td>•</td>
</tr>
</tbody>
</table>

▶ Check your answers.

Activity 12

Getting prepared to write a dialogue

1. Speaker tags can give the reader information about the volume of the speaker’s voice but also his/her intonation.

a. Listen to the recording: the speaker will say “I love you” in 5 different ways. Choose an appropriate tag in the list below for each one.

s/he whispered – s/he shouted – s/he muttered – s/he stammered – s/he screamed

1. ........................................ 3. ........................................ 5. ........................................
2. ........................................ 4. ........................................

b. Listen to the next recording and say which of the tags below correspond best to each speaker’s cue.

s/he replied – s/he explained – s/he asked – s/he retorted – s/he suggested – s/he exclaimed

1. ........................................ 3. ........................................ 5. ........................................
2. ........................................ 4. ........................................ 6. ........................................

▶ Check your answers.
The form of a dialogue is very important and most particularly punctuation.

a. Do you know your punctuation? Match each punctuation mark with its name.

<table>
<thead>
<tr>
<th>Punctuation Mark</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>• •</td>
<td>quotation marks</td>
</tr>
<tr>
<td>•</td>
<td>comma</td>
</tr>
<tr>
<td>•</td>
<td>question mark</td>
</tr>
<tr>
<td>•</td>
<td>exclamation mark</td>
</tr>
<tr>
<td>•</td>
<td>full stop</td>
</tr>
<tr>
<td>•</td>
<td>ellipsis</td>
</tr>
</tbody>
</table>

b. Read the rules for dialogue punctuation in the insert below and do the exercise afterwards.

How to write a dialogue in good form?

Read these basic rules.

1. Start a new paragraph each time the speaker changes.  
   (speaker 1) “I love you, John.”  
   (speaker 2) “I love you too,” Betty replied.

2. Start and end speech quotes with quotation marks.  
   “I love you, John.”

3. If a tag follows a quote, use a comma (not a full stop).  
   “I love you too,” Betty replied.

4. Punctuation always goes inside a quote.  
   “I love you, John.”  
   “I love you too,” Betty replied.  
   “Will you marry me?” he added.  
   “It’s too quick!” she retorted.

5. Start quotes with a capital letter, but not tags.  
   “Will you marry me?” he added.

6. Narrative beats start with a capital letter and end with a full stop.  
   “It’s too quick!” she retorted. She went off.

Test yourself! Change this block of words (see on next page) into a dialogue in good form. Use correct punctuation.
will you marry me John asked well she said I love you but you see we’ve been together for 3 years he interrupted he got down on his knees and took Sophia’s hand ever since the first day we met you make me feel the luckiest man in the world I will she finally answered

» Check your answers.

Test your vocabulary knowledge!

Match synonyms in the exercise below

- to ask someone out  •  to find the right person
- to break up (with)  •  to have an affair (with someone)
- to date someone  •  to reconcile
- to have a crush on  •  to go out with someone
- Mr. Right  •  a former partner
- to find the one  •  to end a relationship (with someone)
- to make up  •  to be attracted to someone
- ex  •  the perfect partner
- to cheat on someone  •  to invite someone on a date

Make sure you can remember these words: they will come in handy later on!

Activity 13

Now it’s your turn! (about 150 words) Look at the situation below and write the conversation between these two characters in dialogue form. The scene starts when Character 2 sees the message.

Situation

Character 1 and Character 2 love each other and have been dating for a month. They are having a drink together in a pub. Character 1 receives a text message on his/her phone which reads “I had a wonderful time with
you last night.” Character 2 sees the message and strongly reacts because s/he thinks that Character 1 is seeing somebody else. At the end of the conversation, Character 2 eventually finds out it is a misunderstanding.

Use speaker tags and narrative beats so that the reader can visualize the scene as if s/he were listening to them from the table next to them. Pay special attention to punctuation.

➤ See answers for suggestions.

Grammatical tenses in fiction

All that the narrator ‘says’ must be in the preterit form. The reader must be able to visualize and believe what s/he is reading. Even though a story is fictional (= not real), the fact that the narrator uses the preterit form will make the reader think that the events really took place at some time in the past.

What’s the regular verb ending for the preterit form? ..........................................

All that the speakers say must be in the present form (unless they are talking about past events). Thanks to the present form, the reader will get the impression that s/he is actually listening to the characters as if s/he were there!

What’s the verb ending for the present form? ..........................................................

➤ Check your text and correct any mistakes.
Charlotte Brontë (1816-1855) was one of the famous Brontë sisters who were English novelists. Charlotte Brontë wrote under the pen name of Currer Bell. Her masterpiece, *Jane Eyre*, is still today one of the best romance novels ever written. Through her talented style Charlotte Brontë managed to pass over strong emotions to the reader.

*Jane Eyre*, a governess from a very modest background falls in love with her master. He loves her too but he is already married. The passage below is an excerpt from the last chapter.

Vocabulary help!

- **stunned** = surprised
- **wonderment** = surprise
- **a ladle** = a serving spoon
- **to baste** = to water meat with juice
- **to pull one’s forelock** = to raise one’s hand to the forehead (as a sign of respect)
- **to wed** = to get married

### Activity 14

1. Read the text below in order to get familiar with the characters, the setting and the main event.

Reader, I married him. A quiet wedding we had: he and I, the parson and clerk, were alone present. When we got back from church, I went into the kitchen of the manor-house, where Mary was cooking the dinner and John cleaning the knives, and I said—

“Mary, I have been married to Mr. Rochester this morning.” The housekeeper and her husband were both of that decent phlegmatic order of people, to whom one may at any time safely communicate a remarkable piece of news. Mary looked up, and she stared at me: the ladle with which she was basting a pair of chickens roasting at the fire, hung suspended in air for some three minutes; and for the same space of time John’s knives also had rest from the polishing process: but Mary, bending again over the roast, said only—
“Have you, Miss? Well, for sure!” A short time after she pursued—“I saw you go out with the master, but I didn’t know you were gone to church to be wed;” and she basted away. John, when I turned to him, was grinning from ear to ear.

“I told Mary how it would be,” he said: “I knew what Mr. Edward” (John was an old servant, and had known his master when he was the cadet of the house, therefore, he often gave him his Christian name)—“I knew what Mr. Edward would do; and I was certain he would not wait long neither: and he’s done right, for all I know. I wish you joy, Miss!” and he politely pulled his forelock.

“I think Mr. Rochester is waiting for you.”

“Thank you Mary.”

Adapted from Jane Eyre, by Charlotte Brontë, 1847.

2. Answer the following questions to check your understanding of the text.
   a. This passage is...
      - a first-person narrative
      - a second-person narrative
      - a third-person narrative
   b. Who is the narrator? ........................................................................................................
   c. Whom is the narrator addressing? Support your answer with evidence from the text.
      .............................................................................................................................................
   d. How many characters are present?
      1 2 3 4 5 6
   e. How many characters are mentioned?
      1 2 3 4 5 6
   f. Fill in the table below.

<table>
<thead>
<tr>
<th>name</th>
<th>present (P) or mentioned (M)</th>
<th>is married to...</th>
<th>profession or position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character 1</td>
<td>..................................</td>
<td>..................................</td>
<td>..................................</td>
</tr>
<tr>
<td>Character 2</td>
<td>..................................</td>
<td>..................................</td>
<td>..................................</td>
</tr>
<tr>
<td>Character 3</td>
<td>..................................</td>
<td>..................................</td>
<td>..................................</td>
</tr>
<tr>
<td>Character 4</td>
<td>..................................</td>
<td>..................................</td>
<td>..................................</td>
</tr>
<tr>
<td>Character 5</td>
<td>..................................</td>
<td>..................................</td>
<td>..................................</td>
</tr>
<tr>
<td>Character 6</td>
<td>..................................</td>
<td>..................................</td>
<td>..................................</td>
</tr>
</tbody>
</table>

(Some pieces of information are unknown: indicate “not mentioned” when it is the case.)
g. Where does the scene take place?

- in the kitchen
- in the manor-house
- in the church
- in a chapel

h. What is the purpose of this scene? In other words, what’s the main event?

► Check your answers.

Activity 15

If you can recognize verbs, you will feel more comfortable when reading a long text and you will understand the action better.

Spot all the verbs in the text by highlighting them.

► Check your answers.

Activity 16

Grammatical tenses

First look at the left column in the table below and underline all finite verbs (= verbes conjugués). Then, fill in one line at a time. See example in first line.

<table>
<thead>
<tr>
<th></th>
<th>passages from the text</th>
<th>What is this passage? narrative beat, speaker tag or speech cue</th>
<th>Who “says” this passage? (speaker)</th>
<th>Tense: present or preterit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reader, I married him.</td>
<td>narrative beat</td>
<td>narrator</td>
<td>preterit</td>
</tr>
<tr>
<td>1</td>
<td>When we got back from church, I went into the kitchen of the manor-house</td>
<td>narrative beat</td>
<td>narrator</td>
<td>preterit</td>
</tr>
<tr>
<td>2</td>
<td>“Mary, I have been married to Mr. Rochester this morning.”</td>
<td>narrative beat</td>
<td>narrator</td>
<td>preterit</td>
</tr>
<tr>
<td>2</td>
<td>Mary looked up, and she stared at me: the ladle with which she was basting a pair of chickens roasting at the fire, hung suspended in air</td>
<td>narrative beat</td>
<td>narrator</td>
<td>preterit</td>
</tr>
<tr>
<td>3</td>
<td>“Have you, Miss? Well, for sure!”</td>
<td>narrative beat</td>
<td>narrator</td>
<td>preterit</td>
</tr>
</tbody>
</table>
Answer the following questions by looking back at the table.

a. What tense is used in narrative beats? present ❑ preterit ❑
   Why is this tense used? .................................................................
   ................................................................................................

b. What tense is used in speaker tags? present ❑ preterit ❑
   Why is this tense used? .................................................................
   ................................................................................................

c. When are present forms used? in narrative beats ❑ in speaker tags ❑ speech cues ❑
   Why is this tense used? .................................................................
   ................................................................................................

d. In which situation are preterit forms used in speech cues?
   ................................................................................................

▶ Check your answers.
### Grammatical tenses in fiction

**Tense marks on verbs** tell the reader about the ______________ ____ in which events take place.

When the **narrator is speaking** (in narrative beats or in speaker tags), events belong to the ______________ ____ because the events took place at some time in the ______________ ____.

When the **characters are speaking**, events belong to the ______________ ____*. The narrator takes the reader back to the moment when the characters were speaking (their ______________ ____*) and makes the reader listen to what they are saying.

* past – time frame – present

### Activity 17

**Grammatical aspects**

Now, concentrate on how action is presented to the reader and fill in the table below.

<table>
<thead>
<tr>
<th>§</th>
<th>passages from the text</th>
<th>Events: “subject/verb”</th>
<th>How is the event to be seen?*</th>
<th>Aspect: simple, progressive or perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When we <strong>got back</strong> from church, I <strong>went</strong> into the kitchen of the manor-house where Mary was cooking the dinner and John [was] cleaning the knives,</td>
<td>we/get back I/go</td>
<td>information</td>
<td>simple</td>
</tr>
<tr>
<td>1</td>
<td>When we got back from church, I went into the kitchen of the manor-house, where Mary <strong>was cooking</strong> the dinner and John [was] cleaning the knives,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mary <strong>looked</strong> up, and she <strong>stared</strong> at me: the ladle with which she was basting a pair of chickens roasting at the fire, <strong>hung</strong> suspended in air for some three minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mary looked up, and she stared at me: the ladle with which she <strong>was basting</strong> a pair of chickens roasting at the fire, hung suspended in air for some three minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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<table>
<thead>
<tr>
<th>§</th>
<th>passages from the text</th>
<th>Events: “subject/verb”</th>
<th>How is the event to be seen?*</th>
<th>Aspect: simple, progressive or perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>John, when I turned to him, was grinning from ear to ear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>John, when I turned to him, was grinning from ear to ear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(John was an old servant, and had known his master when he was the cadet of the house, therefore, he often gave him his Christian name)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>“I knew what Mr. Edward would do; and I was certain he would not wait long neither: and he’s done right, for all I know.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* as a piece of information, an ongoing action, or an experience

Check your answers.

Grammatical aspects in fiction

The marks of aspect on verbs tell the reader how the action is to be seen. Match each aspect with what it tells the reader.

- **simple aspect**
  - The speaker tells the reader that s/he is looking back on the event and is adding a commentary on the event.

- **progressive aspect**
  - The speaker simply tells the reader that the event took place.

- **perfect aspect**
  - The speaker tells the reader that the event is in the process of happening. Action is in progress.
Extensive reading:  
*The Strange Case of Dr Jekyll and Mr Hyde*

*First read instructions below, then read Chapters 9 and 10.*

**Before** reading a chapter, cut out its Voca’bookmark (see Appendix 3) and go through it.

**While** reading, don’t forget to:

1. *Fill in your chapter flashcard (see Appendix 4.2, Book 1)* as and when you go;
2. *Fill in the character card for Hyde and for Jekyll (Appendix 4.3, Book 1).*

**After** reading each chapter, come back to your textbook to take the quiz. Then check your answers.

*Catch up:* read about what happened in previous chapters (from 1 to 8).

**Fill in the blanks to get a summary of what happened in Chapters 1 to 8.**

.......................... has a friend called Mr Hyde .........................., who is Jekyll’s friend and lawyer, thinks that .......................... is manipulating ....... .......................... and that he is in danger.

.......................... disappears after the murder of .......................... until .......................... receives a letter from .......................... saying he had means of escape .......................... thinks .......................... is hiding ...... .......................... and covering him up for the murder. Afterwards, .......................... secludes himself refusing to see anyone.

.......................... (Jekyll and Utterson’s friend) dies after being in great shock. A week before, he writes a letter for .......................... to open after Jekyll’s death.

One night, .......................... is called in by .......................... (Jekyll’s butler) who is frightened that .......................... has been murdered by ... .......................... When .......................... and .......................... break in the cabinet, they find .......................... dead on the floor. They look everywhere for .......................... but only find his will and a letter with his confessions.

▶ Check your answers.
Activity 18

Jekyll’s letter to Lanyon

a. In the letter, what does Jekyll ask Lanyon to do? In his letter, Jekyll asks Lanyon to:
   1. ..........................................................................................................................................
   2. ..........................................................................................................................................

b. According to Jekyll what would happen if Lanyon doesn’t accept to help him?
   .............................................................................................................................................

c. When Lanyon read the letter, what did he think about Jekyll?
   .............................................................................................................................................

Did Lanyon accept to help Jekyll?
   .............................................................................................................................................

The arrangement

a. What did the drawer contain?
   1. ..........................................................................................................................................
   2. ..........................................................................................................................................
   3. ..........................................................................................................................................

b. What did Lanyon do to protect himself before the man arrived?
   .............................................................................................................................................

The man at midnight

a. Had Lanyon already seen the man who came to his house before?
   .............................................................................................................................................

b. What was the man’s physical aspect like?
   .............................................................................................................................................

c. What about his clothes?
   .............................................................................................................................................

d. What was the man’s attitude before Lanyon gave him the drawer?
   .............................................................................................................................................

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e. What was the attitude of the man when he saw the drawer?
.............................................................................................................................................

The man and the potion

a. When the man had the drawer, what did he ask Lanyon for?
.............................................................................................................................................

b. What did the man do with the contents of the drawer?
.............................................................................................................................................

c. Once the potion was made, what choice did the man give Lanyon?
.............................................................................................................................................

d. What did Lanyon choose to do?
.............................................................................................................................................

e. What happened when the man drank the potion?
.............................................................................................................................................

f. How did Lanyon react?
.............................................................................................................................................

How did Lanyon feel after this event?
.............................................................................................................................................

What does Lanyon reveal to Utterson at the end of his letter?
.............................................................................................................................................

▶ Check your answers.

Activity 19

Using your flashcard, write a short summary of this chapter.

▶ See answers for suggestions.

Chapter 10 Activity 20

Jekyll's illness

a. What mental illness does Jekyll suffer from?
.............................................................................................................................................
b. When did he discover it?
.............................................................................................................................................

c. What did he make in order to cure his illness?
.............................................................................................................................................

2 The experiment
a. How did he feel when he drank the potion (during the transformation)?
.............................................................................................................................................

b. How did he feel after he drank the potion?
.............................................................................................................................................

c. Who did Jekyll become after he drank the potion?
.............................................................................................................................................

d. What happened if he drank the potion a second time?
.............................................................................................................................................

e. How was Hyde in comparison with Jekyll?
.............................................................................................................................................
.............................................................................................................................................
.............................................................................................................................................

f. Who felt a greater love of life? Jekyll or Hyde?
.............................................................................................................................................
.............................................................................................................................................
.............................................................................................................................................

3 The consequences
a. In the end, why did Jekyll seclude himself?
.............................................................................................................................................
.............................................................................................................................................
.............................................................................................................................................

b. What was he afraid of?
.............................................................................................................................................
.............................................................................................................................................
.............................................................................................................................................

c. Why did Jekyll ask Lanyon to help him?
.............................................................................................................................................
.............................................................................................................................................
Answers to Utterson’s interrogations

Jekyll’s confessions give answers to the interrogations Utterson had all along the novel, such as the questions hereafter. Read them and give one general answer to all of these questions.

- Why did Jekyll draw his will in favour of Hyde?
- Why did Hyde pay the parents’ child with a cheque he had from Jekyll?
- Why did Jekyll have great interest in such a horrible man as Hyde?
- Why did Jekyll give free access to Hyde to his home?
- Why did Hyde’s place contain some of Jekyll’s belongings?
- Why were Jekyll and Hyde’s handwritings identical?
- Why was Lanyon in great shock after he had seen Jekyll?

because ..........................................................................................................................................
............................................................................................................................................................

► Check your answers.