

***LEARNING ENGLISH WITH MOVIES***

***DAVID COPPERFIELD'S ACTIVITY Book***

***ESL Teaching***



**BRITISH ENGLISH**

Based on Dickens' Book: *David Copperfield* (1850)

Previous title: (1848) *The Personal History, Adventures, Experiences & Observation of David Copperfield, The Younger of Blunderstone Rookery*

and the adapted 2000 film: *David Copperfield*

Written by: Berta Otero



## ABOUT THE AUTHORS



**Berta Otero** is a freelance Argentine teacher of the English language who studied in *I.F.D. N° 100 de Avellaneda* and obtained her professional degree in *I.F.D. Pío XII* in 2008.

In 2010, she did many training courses majoring in Phonetics and Phonology at *Universidad Nacional de San Martín (UNSAM)*.

In 2005, she taught English *ad honorem* in *Casa de la Juventud*, a non-profit social organization dependent upon the Avellaneda Municipality.

From 2008 to 2014, she worked as a teacher in *Instituto Educativo Argentino – IEA –* teaching Professional English to higher education students.

From 2012 to the present, the teacher has worked in two quality control companies teaching English to their staff. There, Ms Otero has translated many technical norms and training videos into Spanish.

Now, Berta is teaching English for free to retired people in the Retirement Centre: *Unidos por la Lucha*, a social institution for pensioners in her neighbourhood – Lanús.

The author has also transcribed the film script of several English and American films to be used as resources in the teaching of English.

She can be found in Facebook, Instagram, LinkedIn, and Zoom accounts.

**Charles Dickens**<sup>1</sup>: (1812-1870) British novelist considered one of the most important and influential writers of the 19<sup>th</sup> century. He wrote 15 novels, among his classics, we found: *Hard Times*, *A Christmas Carol*, *David Copperfield*, *Oliver Twist* and *Great Expectations*.



He lived in a poor family with seven of his siblings; his father was sent to prison for debt when he was 12 years old. So, he had to leave school to work at a boot-blackening factory to help his family financially. This was the saddest period of his life which is reflected in his writings being a critic of the English society. After some years, he could return to school when his father received an inheritance that helped pay off his debts. But at the age of 15, Charles had to leave school again and worked as an office boy; the following year, Dickens began freelance reporting at the law courts of London – Doctor's Commons – Just a few years later, he was reporting for two major London newspapers.

Dickens married Catherine Hogarth, soon after his first book was published, *Sketches* (1836). They have 10 children, but in 1858, he separated from his wife and lived with his lover Ellen Terman.

As he became more famous, he travelled a lot through Switzerland, Italy, France and The United States of America. He gave conferences in all those countries and died at the age of 58 of stroke.

**About the title:** Although this activity book was intended to be written in British English, its title contains a U.S. term – movies – the author chose it for its being catchier and trendier.

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<sup>1</sup> While reading Dicken's biography, students will notice the parallelism between Dicken's life and David Copperfield's story. It is astonishingly autobiographical.

## CONTENTS

- ✓ Preface written by the author
- ✓ 18 Film Script sections in English
- ✓ Glossaries of every section, plus Vocabulary Activities
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- ✓ Grammar Section with Explanations and Exercises
- ✓ Answer Key
- ✓ Bibliography
- ✓ Back cover page with comments written by the author
- ✓ Timed film links for each part<sup>2</sup>

Based on Charles Dickens' Book: *The Personal History and Experiences of David Copperfield, The Younger (1850)*.

And the Adapted Film: *David Copperfield* (2000) starred by:



*Hugh Dancy  
as adult  
David*



*Max Dolbey  
as young  
David*



*Sally Fields  
as David's  
Aunt, Miss  
Betsey  
Trotwood*



*Michael  
Richards  
as Mr  
Micawber*



*Eileen Atkins  
as Miss  
Murdstone*

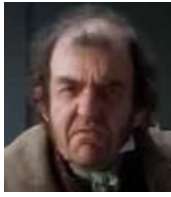


*Emily  
Hamilton  
as Miss Agnes  
Wickfield*

<sup>2</sup> The link to the complete film is found in the wide, world, web, in You Tube channel.  
Click the hyperlink or the QR code

<https://www.youtube.com/watch?v=F4JvpB7FCeE>





*Terence Orr  
as Mr  
Tungay*



*Sarah Smart  
as David's  
mother, Mrs  
Clara  
Copperfield*



*Vernon  
Dobtcheff  
as Mr  
Quinion*



*Judy Cornwell  
as Peggotty*



*Julie Cox  
as Miss Dora  
Spenslow*



*Paul Bettany  
as Mr James  
Steerforth*



*Dudley  
Sutton  
as Mr Dick*



*Frank  
McCusker  
as Mr Uriah  
Heep*



*Peter  
Woodthorpe  
as Mr Creakle*



*Anthony  
Andrews  
as Mr Edward  
Murdstone*



*Sarah  
Farooqui  
as Emily*



*Nigel  
Davenport  
as Mr  
Peggotty*



*Freddie Jones  
as Mr Barkis*



*Edward  
Hardwicke  
as Mr  
Wickfield*



*Oliver Ford  
Davies  
as Mr Jorkins*



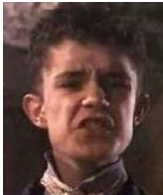
*Alan Howard  
as Mr Spenslow*



*Simon  
Delaney  
as Mr Tommy  
Traddles*



*Anna Maguire  
as young little  
Emily*



*Sean  
Flanagan  
as Mealy  
Potatoes*



*Andrew  
Grainger  
as Ham  
Peggotty*



*Fiona York  
as Mrs  
Creakle*



*Murray  
Melvin  
as Dr Chillip*



*Charles Wyn  
Davies  
as Young  
Tommy  
Traddles*



*Doreen Keogh  
as Mrs Heep*



*Lesley  
Manville  
as Mrs  
Micawber*



*Phyllis Ryan  
as Mrs  
Gummidge*



*Fiona Lalor  
as Miss  
Horton*



*Sharon Hogan  
as Miss Skeggs*



*Directed by:  
Peter Medak*



*Cinematography  
by: Elemér  
Ragályi*

*Genre: Drama*

*Running time: 2:54:33*

*Filmed in: Ireland*

*Music by: Shaun Davey*

*Script and Teleplay: John Goldsmith*

*Producers: Hallmark Entertainment and TNT; Morgan O'Sullivan; Robert Halmi Jr.; Greg Smith; David V. Picker; John Davis; and Michael Pickwoad*

## PREFACE

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Learning English with movies<sup>3</sup> entails an entertaining way of learning; besides, it is gratifying and motivating, and it has the advantage of the fact that cinematographic images help students convey meaning and understanding because it is the closest resemblance to real life, since language is learnt by social interaction. What we see in pictures is meaningful plots similar to real-life situations with dialogues spoken by people.

This activity book may be used after or before watching each part of *David Copperfield's film*, which is found in the World Wide Web, in YouTube channel at <https://www.youtube.com/watch?v=F4JVpB7FCeE> – I leave the decision up to the teacher – The book purpose is the study of the English language (in all its aspects) that appears in the video. The book covers the exercising of the four skills: **Listening, Reading, Speaking and Writing**. The target readership is intended for intermediate and advanced students; preferably, people of all ages who enjoy History and the way of living of 19<sup>th</sup> century England.

The activity book contains eighteen parts; each part includes:

- 1) Within the Reading Section, the **FILM SCRIPT**<sup>4</sup> was adapted from the original book, *David Copperfield by Charles Dickens* – a classic literature masterpiece – I have written some stage directions (*in italics*) to show context – places and time – and to express emotions or situations that help learners remember what they have previously seen in the movie, or that let them imagine the plot if they read the script first. I have also inserted some illustrations and / or photographs to help students associate what they have seen and listened to with what is written in the screenplay.
- 2) **COMPREHENSION QUESTIONS AND ACTIVITIES FOR SPEAKING, LISTENING AND WRITING**: In addition to being comprehension questions, these questions are guided; also, they are key questions to make it easier for the readers to retell what has happened in the story. Besides, I have included activities of 'Roleplaying' and 'Filling in the blanks' while listening. There are also 'Multiple Choice' and 'True or False' activities aimed at lower-level learners<sup>5</sup>.
- 3) There is also a focus on **lexis**; since I have incorporated a **GLOSSARY** with difficult terms / phrases highlighted in **bold letters, in the script**, for easier search. These terms are explained in English and are translated into Spanish – shown in CAPITAL LETTERS – I have also added some activities to do with the glossary<sup>6</sup> to allow the learning of the words and phrases productively and passively; that way, the readership will know and understand those terms / phrases when they appear in oncoming English literature or cinema performances<sup>7</sup>. Furthermore, to help with the understanding of the totality of the words and expressions, I have underlined and paraphrased them at the footer.

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<sup>3</sup> Movies are authentic material; this means that they are not modified for learning purposes – they possess all the difficult grammar structures the language entails – so, studying English with movies is a great challenge.

<sup>4</sup> The film script was a result of the meticulous written transcription of the film audio made by the author. – She did not have access to the original script.

<sup>5</sup> These activities are not compulsory; they are only a guide to the teacher or independent learners. They have the liberty to choose how to work with the book – they can skip, omit, or add any activities as they wish.

<sup>6</sup> The activities are sentences with gaps for the students to complete and the making of students' own sentences using the terms from the glossary.

<sup>7</sup> In some parts, there are additional glossaries and extra-additional glossaries with no more than 10 terms or phrases each.



- 4) Also, at the end of each part, there is a **GRAMMAR SECTION** with explanations of important grammar issues and exercises to consolidate the understanding and usage of the structures<sup>8</sup>.
- 5) Last but not least, the **ANSWER KEY** to all<sup>9</sup> the exercises is at the end of the book; so, it can, as well, be used by independent students for self-study and self-correction. It is recommended that students consult the answer key section after they have completed the exercises. There are no single correct answers to the comprehension questions and activities of speaking and writing. A model answer is given while students may produce any other correct version.
- 6) Finally, in the **BIBLIOGRAPHY SECTION**, I have compiled all the books, dictionaries, and web pages I have consulted to make this book.
- 7) An **INDEX** is found at the end of the book, showing the location of the grammar items developed in each part.

The film is based on *Charles Dickens' David Copperfield's book* which is an autobiographical book written masterfully around 1850. It describes the English society of that time, emphasising the exploitation of child labour and denouncing children's and women's situation<sup>10</sup>.

The movie, shot in 1999, is an American and Irish co-production – *Hallmark Entertainment Productions Inc. and TNT* – and was broadcast on television in 2000.

The film in English has **no subtitles** and is divided into eighteen parts lasting approximately 10 minutes each. This is an advantage because lasting so short, the language it contains can be better studied and analysed. Also, the film is a great summary of the original book and has been modified a bit. The original book would be harsh to read by intermediate students since it contains 900 pages long, and it was aimed at educated native speakers or foreigners with an expert level of English; as a consequence, the screenplay becomes an easier and shorter alternative for intermediate students to have access to reading an adapted Dicken's work rather than reading the original book.

I hope you enjoy the book and the big screen, as much as I have enjoyed writing it which I have dedicated to my readership and my family with great love and affection. It is my wish that you learn a bit of English or at least understand and enjoy the motion picture since it was very well performed by the film stars, very well shot, and it has lovely music, best scenography and excellent photography. Being able to understand a film in English is a dream many intermediate learners have, and I am glad I have made it real and possible for them.

I would like to express my sincere thankfulness to Prof. Luciana María Dini, who kindly collaborated with me, in the digital design and editing of the e-book.

Although I have made reasonable attempts to achieve complete accuracy of the content of this book, any error, omission or inaccuracy are involuntary and unintentional.

*The author.*

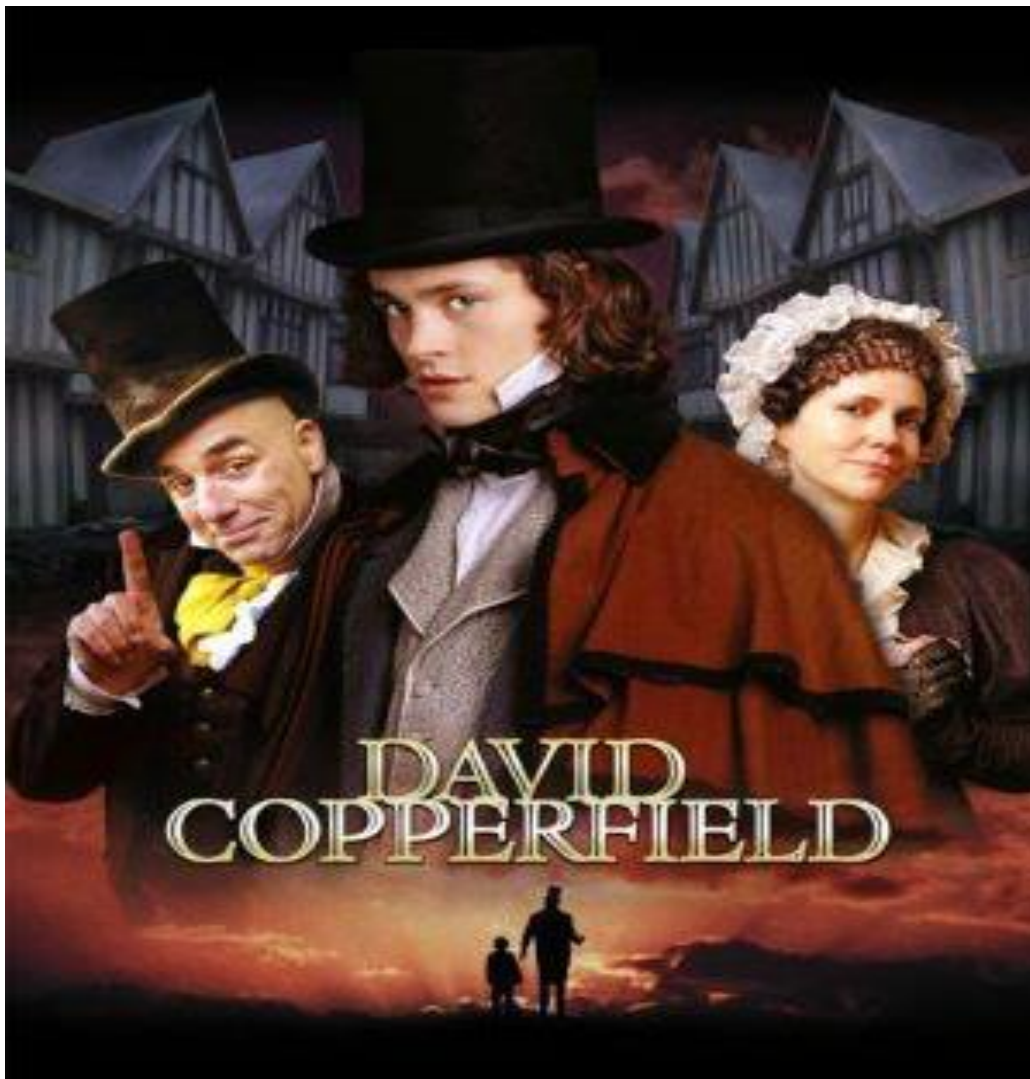
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<sup>8</sup> No more than three grammar topics are being developed in order not to overwhelm the students with so much grammar. **The coloured-highlighted words / phrases**, in the text, will be discussed and explained in the grammar section of each part.

<sup>9</sup> With the exception to some writing and speaking activities in which the answer key cannot be provided since they are free ones.

<sup>10</sup> I must warn the readership that there are some violent scenes in the film. These scenes could affect their sensitivity.





## DAVID COPPERFIELD – 1<sup>ST</sup> PART <sup>11</sup>

### READING SECTION

#### David Copperfield’s movie (adapted from Charles Dickens’ book) Script of part 1

Adult David Copperfield is rowing a boat on a lake in the Swiss Alps; when he arrives at the shore, he docks his boat and begins walking by the gardens of a luxurious resort; he goes towards the teahouse. When he arrives at the tearoom, he sees that two female **acquaintances**<sup>12</sup> of his – Miss Horton and Miss Skeggs – are having tea in the company of a gentleman and a lady. The young ladies invite him to their table, and David accepts the invitation and sits down with them; after a few moments, to David’s surprise, the gentleman suddenly stands up and overturns the table throwing its content towards David who also stands up in order not to be harmed.

**Such a noise** attracts the attention of the public who observe the scene in silence. After they argue, the gentleman and the lady companion leave the tearoom.

<sup>11</sup> Link to the movie: <https://www.youtube.com/watch?v=F4JVpB7FCeE> For Part 1, watch only from minute 0:00:00 to minute 0:10:00.

<sup>12</sup> The meanings of all the words in ‘**bold type**’ are explained in the glossary section of each part.

**Adult David:** My apologies ladies, a most unpleasant scene but I thought you should know the truth about that man.

**Miss Skeggs:** Mr<sup>13</sup> Copperfield, I believe you did it for her, to save her.

**David:** I hope she's safe, madam, but the truth is I did it for myself, to save myself. Now, if you'll<sup>14</sup> excuse me... Miss Horton? Madam? (*both ladies bow respectfully*)

**Miss Skeggs:** (*she admiringly comments to her companion as David leaves*) Such a very distinguished man!

*David departs from the teahouse and goes directly to his hotel room. He opens the window, breathes profoundly and begins to write his own story.*



**David's thought:** (*while writing the title*) 'The Personal History & Experiences of David Copperfield, The Younger'<sup>15</sup>

Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I, here, record that I was born at Blunderstone,<sup>16</sup> in Suffolk. I was a **posthumous** child; my father's eyes **had closed** upon the light of this world six months, when I opened mine. An aunt of my father's, and consequently, a great-aunt of mine, Miss Betsey Trotwood, was the principal magnate of our family. My father **had once been** a favourite of hers, I believe, but she was mortally **affronted** when he married my mother without first presenting her for inspection and approval.

(*Miss Betsey arrives at the churchyard and visits her nephew's tomb. Tears come out from her eyes the moment she sees his tombstone.*) Miss Betsey and my father never met again, and **she'd never seen** my mother.

*Miss Betsey arrives at David's house on the day he is born.*

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<sup>13</sup> 'Mr': According to the Oxford dictionary, the British norm is to not put a full stop, or a period after title abbreviations if they end with the same letter as the title. So, as 'Mister' ends with 'r' it does not take a full stop when abbreviated; whereas, the title: 'Professor' takes a dot because the last letter of the abbreviation is not the same last letter of the title: – Prof.– Likewise, nowadays, in Am. E., the period is used after any abbreviation of titles.

<sup>14</sup> '...If you will excuse me...Madam?': This is not a conditional structure; it is a polite request.

<sup>15</sup> In the process of composition of Dickens' book, *David Copperfield*, the author invented at least fourteen titles for his text. One of those titles is the one above.

<sup>16</sup> '...Blunderstone' or Blundeston is a village and civil parish, in the Waveney district of the English county of Suffolk. It is in the north of the county.

**Miss Betsey:** (*Looks at the sign on the gate, opens it with her umbrella and says to herself...*) The Rookery, indeed! Where are the rooks? I see no **such a bird!** UUUHH!

**David's thought:** This, then, was the state of matters of what, I may be excused for calling, that important day...

*It was a stormy evening; David's mother, Mrs Clara Copperfield, was sitting on a sofa; she was expecting in her ninth month of pregnancy and nearly due. After a clap of thunder, she looked at the door and frightened herself when she saw Miss Betsey pushing her nose against the windowpane.*

**Miss Betsey:** (*shouting from outside*) Open the front door! (*When Clara opens the door, Miss Betsy looks contemptuously at her from bottom to top.*) Mrs David Copperfield, I think?

**Mrs Copperfield:** Yes?

**Miss Betsey:** Miss Betsey Trotwood. You have heard of her, I dare say?

**Mrs Copperfield:** I have had that pleasure.

**Miss Betsey:** And now, you see her. (*Miss Betsey enters the sitting room, walks about and takes out her cloak; then, she adds another log to the fire while Mrs Copperfield enters the room crying because she married David's father, got pregnant and six months before David's birth, her husband had died.*)



**Miss Betsey:** (*calms Clara*) Tut, tut, tut!<sup>17</sup> Don't do that! Stop it! Stop it! There! Yes, now, let me look at you! Come! Come, come! (*She puts a candle close to Clara's face to watch her better and is amazed.*) ...God bless<sup>18</sup> my heart! You're a very baby.

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<sup>17</sup> '...Tut, tut, tut...': (onomatopoeia of disapproval or reprimand)

<sup>18</sup> '...God bless...': The verb 'bless' is used in the subjunctive mood; it does not take an 's' / 'es' in the third person singular.



**Mrs Copperfield:** And a childish widow! And **I will be a childish mother if I live.**

**Miss Betsey:** Nonsense! Sit you down<sup>19</sup>! Sit you down child! In a chair by the fire. (*She complains about the name of the house.*) The **Rookery** indeed! Where are the rooks?

**Mrs Copperfield:** (*bewildered...*) What, madam?

**Miss Betsey:** Rooks! Large black birds of the crow family!

**Mrs Copperfield:** There are none here now.

**Miss Betsey:** In the name of Heaven! Why 'The Rookery'!

**Mrs Copperfield:** You mean the house?

**Miss Betsey:** Of course, I mean the house! What'd you mean!

**Mrs Copperfield:** The name was Mr Copperfield's choice **on account of** their old nests in the garden.

**Miss Betsey:** David Copperfield **all over!** Calls a house a rookery, and there's not a rook near it! **Take** the birds **on trust** because he sees the nests.

**Mrs Copperfield:** (*angrily*) Mr Copperfield is dead! How dare you speak<sup>20</sup> unkindly of him. Ah! Ah! Ah! (*At this moment, her labour pains begin...*)

## LEXICAL SECTION

### Glossary:<sup>21</sup>

- 1. to affront:** (reg. v.<sup>22</sup> tr. F.) (to insult, to offend) – usu. used with the preposition 'by' in passive voice – INSULTAR, OFENDER. *His insolent speech affronted us. The teacher was affronted by the swear words the students were saying.* /ə'frʌnt/
- 2. acquaintance:** (n. C. / U.<sup>23</sup>) (person known) CONOCIDO/A. *My granddaughter Maureen is very popular; she has a lot of acquaintances in our neighbourhood.* /ə'kweɪntəns/
- 3. posthumous:** (adj.<sup>24</sup>) (after death) PÓSTUMO/A. *Ana Frank's diary is a posthumous book because it was published after Ana's death.* /'pɒstjʊməs/
- 4. rookery:** (n. C.) (bird colony – a group of trees with rooks' nests in them –) COLONIA DE GRAJOS. *That part of the city has become a rookery because there are a lot of rooks there.* /'rʊkəri/
- 5. on account of:** (prep.<sup>25</sup> phr.<sup>26</sup>) (because of) / (due to) DEBIDO A. *He died on account of a heart attack.* /ɒn ə'kaʊnt ɒv/

<sup>19</sup> '...Sit you down...': This separable, phrasal verb is used to address old or ill people to help them sit down.

<sup>20</sup> 'How dare you speak...': Here, the verb 'dare' is used as a semi-modal verb and requires a bare infinitive after it (speak).

<sup>21</sup> Many terms and phrases, in the glossary section, are of formal use. This means that they are not commonly used in everyday speech. They are shown with the initial: 'F'.

<sup>22</sup> (reg. v.) stands for: 'regular verb'.

<sup>23</sup> (n. C. / U.) stands for: 'noun', countable and uncountable.

<sup>24</sup> (adj.) stands for: 'adjective'.

<sup>25</sup> (prep.) stands for: 'preposition'.

<sup>26</sup> (phr.) stands for: 'phrase'.

6. **all over:** (adv.<sup>27</sup> phr. / adj. phr.) (in every respect, characteristic) EN TODOS LOS ASPECTOS / TÍPICO. *You can buy cheap leather goods in Argentina because it is all over a livestock country.* /ɔ:l 'əʊvə/
7. **labour pains:** (n. phr.<sup>28</sup>) (childbirth contractions) DOLORES DE PARTO / CONTRACCIONES. *She was injected the 'Peridural'<sup>29</sup> to diminish her labour pains.* /'leɪbə' peɪns /
8. **to take on trust:** [expr.<sup>30</sup>. irreg. v. – past: 'took'; past participle: 'taken' – (..+ a that clause)] (accept as true, without having any proof) TENER POR SEGURO / TOMAR COMO VERDAD / FIARSE. *Peter took on trust that Paul was telling the truth.* /teɪk ɒn trʌst/

**I. Glossary activities: Complete the sentences with one word or phrase from the above glossary.**

1. Peter was accused of being a thief. But actually, he was not a thief. He was very \_\_\_\_\_ by the accusation.
2. The picnic was cancelled \_\_\_\_\_ the rain.
3. He took it \_\_\_\_\_ that you would not tell his secret.
4. \_\_\_\_\_ arrive when a pregnant woman is in her ninth month of pregnancy, and the child is about to be born.
5. I know Sara since childhood; but we have never been friends. She is only my \_\_\_\_\_.
6. After his death, the soldier got a \_\_\_\_\_ medal for his bravery.
7. In a \_\_\_\_\_ you can find groups of rooks living together in a colony.
8. Lucas forgot the wedding rings on his own wedding day. That's him \_\_\_\_\_; he is very absent-minded.

(See answers -page 275-)

**II. Now, it is your turn to make your own sentences with the words from the glossary. You may consult dictionaries to look up the correct collocation.**

**III. Read the script again and look for unknown words to you. Make a similar glossary (look the words up in two dictionaries: a monolingual one, a bilingual one and make a sentence with each word).**

**IV. READING / LISTENING Comprehension questions: (You can answer these questions orally and /or in writing.)**

1. Who is Miss Betsey Trotwood? Describe her.
2. Why was Miss Betsey affronted by her nephew's marriage?
3. Why is David's house called 'The Rookery'?
4. What is David's occupation as an adult? Where is he at the beginning of the story?
5. Describe David's mother. Why is she crying?

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<sup>27</sup> (adv.) stands for: 'adverb'.

<sup>28</sup> (n. phr.) stands for: 'noun phrase'.

<sup>29</sup> '...Peridural...': Type of local anaesthetic used in surgery. It is also called 'Epidural'.

<sup>30</sup> (expr.) stands for: 'expression'.

6. What happened the day David was born?
7. When did David's father die?

*(See answers -pages 275, 276-)*

### **SPEAKING AND WRITING SECTION**

**V. Write an account of what happened in part 1 of David Copperfield's video. After that, retell the story.**

*(See possible answer -page 276-)*

- VI. Work in groups. Play the video again with the volume off. Choose one scene and assign each student to role play a character. (The students have to say what the character would say.)**
- VII. Choose a character's rendering and write a paraphrased writing version of your own.**

### **LISTENING SECTION**<sup>31</sup>

**VIII. Listen to the video and complete the dialogues: (Time frame: from 0:00:00 to 0:10:00.)**

**Adult David:** \_\_\_\_\_<sup>1</sup> ladies, a most unpleasant scene but I thought you should know the truth about that man.

**Miss Skeggs:** Mr Copperfield, I believe you did it for her; to save her.

**David:** I hope she's safe, madam, \_\_\_\_\_<sup>2</sup>. To save myself. Now, if you'll excuse me, Miss Horton? Madam?

**Miss Skeggs:** Such a very distinguished man!

**David's thought:** 'The Personal History & Experiences of David Copperfield, The Younger'

Whether I shall turn out to be the hero \_\_\_\_\_<sup>3</sup> or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, \_\_\_\_\_<sup>4</sup> that I was born at Blunderstone in Suffolk. I was a posthumous child; my father's eyes had closed \_\_\_\_\_<sup>5</sup>, six months, when mine opened on it. An aunt of my father's and consequently, a great aunt of mine, Miss Betsey Trotwood was \_\_\_\_\_<sup>6</sup>, my father had once been a favourite of hers I believe, but she was mortally affronted when he married my mother without first presenting her for \_\_\_\_\_<sup>7</sup>. Miss Betsey and my father never met again, and she'd never seen my mother.

**Miss Betsey:** The Rookery, indeed! Where are the rooks? I see no such a bird! UUUHH!

**David's thought:** This, then, was the state of matters of what, I may be excused for calling, that important day...

**Miss Betsey:** \_\_\_\_\_<sup>8</sup>! Mrs David Copperfield, I think?

<sup>31</sup> Only after listening three times can students check their answers looking at the script.



**Mrs Copperfield:** Yes?

**Miss Betsey:** Miss Betsey Trotwood. You have heard of her I dare say?

**Mrs Copperfield:** I have had that pleasure.

**Miss Betsey:** And now \_\_\_\_\_<sup>9</sup>.

**Miss Betsey:** Tut! Don’t do that! Stop it! Stop it! There! Yes, now, let me look at you! Come! Come, come! God bless my heart! You’re \_\_\_\_\_<sup>10</sup>.

**Mrs Copperfield:** And a childish widow! And I will be a childish mother if I live.

**Miss Betsey:** Nonsense! Sit you down! Sit you down child! In a chair by the fire. The Rookery indeed! Where are the rooks?

**Mrs Copperfield:** What, madam?

**Miss Betsey:** Rooks! \_\_\_\_\_<sup>11</sup> of the crow family!

**Mrs Copperfield:** There are none here now.

**Miss Betsey:** In the name of Heaven! \_\_\_\_\_<sup>12</sup>!

**Mrs Copperfield:** You mean the house?

**Miss Betsey:** Of course, I mean the house! \_\_\_\_\_<sup>13</sup>!

**Mrs Copperfield:** The name was Mr Copperfield’s choice on account of their old nests in the garden.

**Miss Betsey:** David Copperfield all over! Calls a house a rookery and there’s not a rook near it! Take the birds on trust because he sees the nests.

**Mrs Copperfield:** Mr Copperfield is dead! How dare \_\_\_\_\_<sup>14</sup>. Ah! Ah! Ah!

*(See answers -page 276-)*

**IX. CHOOSE THE BEST RESPONSE FOR THESE STATEMENTS:<sup>32</sup>**

1. Miss Betsey Trotwood is David Copperfield Jr’s \_\_\_\_\_ .  
a) cousin                      b) aunt                      c) great aunt                      d) grandmother
2. David’s father’s name was \_\_\_\_\_ .  
a) Mr Edward Murdstone                      b) Mr David Copperfield                      c) Dr Chillip
3. David’s mother is a \_\_\_\_\_ .  
a) young widow                      b) widower                      c) an old widow
4. At the beginning of the story, David is walking through the gardens of a \_\_\_\_\_ .  
a) theatre                      b) tourist resort                      c) public park
5. At his hotel room, in The Swiss Alps, David begins to write \_\_\_\_\_ .  
a) a fairy tale                      b) an autobiographical novel                      c) a newspaper article

<sup>32</sup> This activity is intended for intermediate students.

6. Mr Copperfield, David's father, had died \_\_\_\_\_.
- a) two years ago                      b) six months ago                      c) yesterday
7. Late in the evening, Mrs Clara Copperfield begins to feel \_\_\_\_\_.
- a) a headache                      b) backache                      c) labour pains

(See answers -page 276-)

**X. TRUE OR FALSE STATEMENTS. CIRCLE THE CORRECT RESPONSE (T OR F) IF IT'S FALSE, PROVIDE THE TRUE VERSION:<sup>33</sup>**

- |  |   |   |
|--|---|---|
| 1. Mrs Copperfield is not pregnant.  | T | F |
| 2. Miss Betsey Trotwood arrives first at the cemetery and then, at David's house.                      | T | F |
| 3. David's father is alive.  | T | F |
| 4. The day David was born was fine and sunny.  | T | F |
| 5. David was a posthumous child.   | T | F |
| 6. Clara Copperfield's house is called 'The Rookery' because there are many rooks on its roof.         | T | F |
| 7. Mrs Copperfield was displeased because Miss Betsey was talking unkindly about her deceased husband. | T | F |

(See answers -page 276-)

**GRAMMAR SECTION**

**(a) PAST PERFECT TENSE**

David Copperfield, the protagonist of this story, wrote: '...my father's eyes **had closed** upon the light of this world...' and '...my father **had once been** a favourite of hers'. And '...and **she'd never seen** my mother'. And in the description of the scenes, it is written: '...his husband **had died**...'. All these sentences are in the **past perfect tense**. This tense is used because these actions **had happened** before other past actions.

The past perfect simple expresses an action taking place before a certain time in the past — putting emphasis only on the fact, not on the duration.

Example: *Before I came here, I **had spoken** to Jack.*

It is formed with the auxiliary verb 'have' in the past: '**Had**'/ '**'d**' + **the past participle of the main verb**. All persons take 'HAD'.

e.g.:	She didn't realize that	<b>Subj</b>	+	<b>had</b>	+	<b>past participle</b>	
	I couldn't pay the bill because	<b>she</b>		<b>had</b>		<b>made</b>	a mistake.
		<b>I</b>		<b>had</b>		<b>left</b>	my wallet at home.

<sup>33</sup> This activity is intended for intermediate students.

Positive	Negative	Question
I had ('d) spoken.	I had not (hadn't) spoken.	Had I spoken?
You had ('d) spoken.	You had not (hadn't) spoken.	Had you spoken?
He / She had ('d) spoken.	He / She had not (hadn't) spoken.	Had she / he spoken?
We had ('d) spoken.	We had not (hadn't) spoken.	Had we spoken?
They had ('d) spoken.	They had not (hadn't) spoken.	Had they spoken?

### EXERCISES:

Put the verbs into the correct form (past perfect simple). –The first sentence is done as an example.

1. The storm destroyed the sandcastle that we (build) had built.
2. He (not / be) \_\_\_\_\_ to Cape Town before 1997.
3. When she went out to play, she (do / already) \_\_\_\_\_ her homework.
4. My brother ate all of the cake that our mum (make) \_\_\_\_\_ .
5. The doctor took off the plaster that he (put on) \_\_\_\_\_ six weeks before.
6. The waiter brought a drink that I (not / order) \_\_\_\_\_ .
7. I could not remember the poem we (learn) \_\_\_\_\_ the week before.
8. The children collected the chestnuts that (fall) \_\_\_\_\_ from the tree.
9. (he / phone) \_\_\_\_\_ he \_\_\_\_\_ Angie before he went to see her in London?
10. She (not / ride) \_\_\_\_\_ a horse before that day.

(See answers -page 276-)

Now, you try to make your own sentences using the past perfect tense.

### GRAMMAR SECTION

#### (b) CONDITIONAL SENTENCES 1<sup>ST</sup> TYPE

Conditional sentences are pairs of sentences or clauses that refer to a possible condition with a probable result. The tense at which they refer is present and future, and the situation is real.

Clara says: 'I will be a childish mother if I live.' In this sentence, there is a condition: – 'if I live' – and a consequence or a result of that condition: – 'I will be a childish mother' –

Conditional sentences of first type are composed of two sentences or clauses; one expresses a condition, and the other one expresses a result or a consequence.

**The Form** is: For the **Conditional Clause**, which always contains the adverb 'if':

**If + Subject + verb in simple present.**



For the **Result / Main Clause: Subject + will + verb.**

For example: *'I'll go to the beach if it doesn't rain'.*

The order of the clauses is indistinct; we can begin with the conditional clause or the result /main clause. If we begin with the conditional clause, we must place **a comma** before the result clause. For example:

- *'If you love me, we will get married'.*

If we begin with the result / main clause, **no comma is needed** before the conditional clause. For example:

- *You'll get fat if you eat so many carbohydrates.*

It is also possible to use any **modal verb** instead of 'will' in the result clause. For example:

- *If you drop that glass, it **might** break.*
- *I **may** finish that letter if I have time.*
- *If he calls you, you **should** go.*

#### EXERCISES:

**Complete the Conditional Sentences (Type I) by putting the verbs into the correct form. (The first one is done as an example.)**

1. If you (send) send this letter now, she (receive) will receive it tomorrow.
2. If I (do) \_\_\_\_\_ this test, I (improve) \_\_\_\_\_ my English.
3. If I (find) \_\_\_\_\_ your ring, I (give) \_\_\_\_\_ it back to you.
4. Peggy (go) \_\_\_\_\_ shopping if she (have) \_\_\_\_\_ time in the afternoon.
5. Simon (go) \_\_\_\_\_ to London next week if he (get) \_\_\_\_\_ a cheap flight.
6. If her boyfriend (phone / not) \_\_\_\_\_ today, she (leave) \_\_\_\_\_ him.
7. If they (study / not) \_\_\_\_\_ harder, they (pass / not) \_\_\_\_\_ the exam.
8. If it (rain) \_\_\_\_\_ tomorrow, I (have to / not) \_\_\_\_\_ water the plants.
9. You (be able/ not) \_\_\_\_\_ to sleep if you (watch) \_\_\_\_\_ this scary film.
10. Susan (can / move / not) \_\_\_\_\_ into the new house if it (be / not) \_\_\_\_\_ ready on time.

*(See answers -page 276-)*

**Now, it is your turn to make 3 or 4 sentences on your own using the 1<sup>st</sup> type conditional.**

#### GRAMMAR SECTION

#### (c) 'SUCH' VS.<sup>34</sup> 'SO'

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<sup>34</sup> 'vs.': It is the abbreviation of the Latin word: 'versus', and in British English, abbreviations of words that come from different languages must have a dot (.) after them.

'Such' and 'So' are intensifiers that may confuse students because their meaning is similar, but their form is different. \* 'Such' is a determiner and follows an **adjective** which is followed by a **noun**. If the **noun** is **countable**, we need to write an **indefinite article** (a / an) before the noun.

**Such + indefinite article (a / an) + adjective + Countable noun**

For example:

Miss Skeggs commented to her companion referring to David: '...**Such a** very **distinguished man!**' ('man' is a **Countable noun**.)

This use is generally used for exclamations:

- Don has **such a big house!** ('house' is a **Countable noun**.)
- I didn't enjoy the book. It was **such a boring story!** ('story' is a **Countable noun**.)

With **plural nouns** or **Uncountable nouns**, **no article** is needed. For example:

**Such + adjective + plural noun / uncountable noun**

- Shelly has **such beautiful eyes!** I have never seen that shade of blue before. ('eyes' is a **plural noun**.)
- I like Miguel and Victoria. They are **such nice people**. ('people' is a **plural noun**.)
- She usually doesn't receive **such severe criticism**. ('criticism' is an **uncountable noun**.)
- It was **such beautiful weather** that we spent the whole day in the park. ('weather' is an **Uncountable noun**.)

'Such' can also be followed by a noun without an adjective as in:

**Such + noun**

- '...**Such a noise** attracted the attention...' ('noise', in this case, is **countable**.)

When Miss Betsy said: 'I see no **such a bird!**' ('bird' is a **countable noun**.)

- He is handsome, but I've never met anyone with **such moods!** ('moods' is a **plural noun**.)

#### USAGE OF 'SO'

**So** is used before an **adjective** or an **adverb** only. For example:

**So + adjective**  
**So + adverb**

- The music is **so loud!** I wish they would turn it down. ('loud' is an **adjective**.)
- The meal was **so good!** It was worth the money. ('good' is an **adjective**.)
- She spoke **so quickly!** She sounded like an auctioneer. ('quickly' is an **adverb**.)
- He paints **so well!** I am sure he is going to become a famous artist. ('well' is an **adverb**.)

'So + much / little' and 'So + many / few' are used as quantifiers and can follow **nouns**. 'So + much' and 'So + little' follow **Uncountable Nouns**, whereas 'So + many' and 'So + few' follow **Countable Nouns**. For example:

- You have **so many toys**. ('toys' is a Countable noun.)
- She has **so few friends!** It's really quite sad. ('friends' is a Countable noun.)
- Why did you buy **so much food?** ('food' is an Uncountable noun.)
- They have **so little money!** We need to do something to help them. ('money' is an Uncountable noun.)

#### EXERCISES:

Write such or so in the following sentences.

1. She is \_\_\_\_\_ funny! She always makes me laugh.
2. Sarah and Ed are \_\_\_\_\_ crazy people! I never know what they are going to do next.
3. How could you say \_\_\_\_\_ horrible things to me?
4. Although most of the audience had never been exposed to \_\_\_\_\_ music, they thoroughly enjoyed the performance of the Tibetan folk choir.
5. The movie was \_\_\_\_\_ good that I saw it five times.
6. Terry speaks English \_\_\_\_\_ fluently that I thought he was American.
7. Most students never discuss \_\_\_\_\_ topics in class, but I think it is important to teach our children to question the media.
8. Jerry had never seen \_\_\_\_\_ high mountains. He thought they were spectacular.
9. Fred is \_\_\_\_\_ a clown! He is always telling jokes and making people laugh.
10. There was \_\_\_\_\_ little interest in his talk on macroeconomics that the room was half empty by the time he stopped speaking.
11. That new song is \_\_\_\_\_ cool that it hit the top ten within a week of being released.
12. Martha is \_\_\_\_\_ a good cook that she is writing her own book of family recipes.
13. I really wish you wouldn't smoke \_\_\_\_\_ much! It's destroying your health.
14. James has \_\_\_\_\_ much money that he could actually buy that Ferrari.
15. I don't know if that is \_\_\_\_\_ a good idea. Maybe we should try something else.
16. She has \_\_\_\_\_ many hats that she needs two closets to store them all.
17. That takes \_\_\_\_\_ little time and effort that you might as well do it yourself.
18. I had to pay \$140 for books for my new Spanish class. I don't know why my professor has chosen \_\_\_\_\_ expensive books for her course.
19. Please, don't drive \_\_\_\_\_ fast! I'm terrified; we're going to have an accident.

*(See answers -page 276-)*

**Now, it is your turn to make three sentences on your own using 'so' and 'such'.**



## ANSWER KEY

### DAVID COPPERFIELD – 1<sup>ST</sup> PART – ANSWER KEY:

#### I. Glossary activities:

- |                 |                  |             |                 |
|-----------------|------------------|-------------|-----------------|
| 1. affronted    | 2. on account of | 3. on trust | 4. Labour pains |
| 5. acquaintance | 6. posthumous    | 7. rookery  | 8. all over     |

#### IV. READING / LISTENING Comprehension questions: (Possible answers)

1. Miss Betsey Trotwood is David's father's aunt and David's great aunt; she is a rather rich spinster who was very fond of her nephew; she is also an authoritative, middle-aged woman, well fit – neither fat nor thin – well dressed and a bit fussy.
2. She was affronted by her nephew's marriage because he hadn't introduced her to his new wife; Miss Betsey wanted to inspect and approve of his relationship with that woman first.
3. The house is called 'The Rookery' because there were some rook nests on its roof.
4. David is a famous writer who is spending some time in a luxurious resort in the Swiss Alps; at the beginning of the story, he is rowing across the resort lake, and then he goes to the teahouse.



- David's mother is very beautiful and young; her name is Mrs Clara Copperfield. She is crying because she is pregnant and alone. She has lost her husband recently, and she is also a bit afraid of the thunderstorm.
- The day David was born was a stormy and cloudy day with heavy rain in the morning and thundery during the evening. On that day, Miss Betsey went to meet and visit her nephew's widow, but before that, she had visited her nephew's tomb in the cemetery.
- David's father had died six months before David was born.

**V. Write and tell the account of what happened in part 1 of the story (Possible answer)**

At the beginning of the story, David is an adult writer that is spending some time in a luxurious resort in Switzerland; he is rowing a boat on a lake and then, he walks down the gardens towards the teahouse. There, he approaches a table where two female acquaintances of his are having tea with a gentleman and another lady; David is invited to sit down with them, and they begin to talk. But suddenly, the gentleman throws the table and its contents onto David. They argue, and then, the gentleman and his lady companion leave the teahouse in embarrassment; after that, David apologises to his acquaintances and leaves the place; he goes directly to his hotel room to begin writing his own story. He writes about his birth in Blunderstone, Suffolk, on a stormy night. His father had died six months before David's birth. His mother was a beautiful, young woman, and the day on which David was born, Miss Betsey Trotwood, Mr David Copperfield's aunt, visited Mrs Copperfield's house, but before that, she had been to the cemetery where her nephew was buried.

**VIII. Listen to the video and complete the dialogues:**

**Adult David:** My apologies<sup>1</sup>...but the truth is I did it for myself<sup>2</sup>.

**David's thought:** ...of my own life<sup>3</sup> ... here record<sup>4</sup> ... upon the light of this world<sup>5</sup> ... the principal magnate of our family<sup>6</sup> ... inspection and approval<sup>7</sup> ...

**Miss Betsey:** ...Open the front door!<sup>8</sup> ... you see her.<sup>9</sup> ... a very baby<sup>10</sup> ... large black birds<sup>11</sup> ... Why 'The Rookery'!<sup>12</sup> ... What'd you mean!<sup>13</sup>

**Mrs Copperfield:** ...you speak unkindly of him.<sup>14</sup>

**IX. CHOOSE THE BEST RESPONSE:**

1. c    2. b    3. a    4. b    5. b    6. b    7. c

**X. TRUE OR FALSE STATEMENTS:**

- F (She is pregnant.)
- T
- F (David's father had died six months before David was born.)
- F (There was a thunderstorm.)
- T
- F (It is called 'The Rookery' because of the rook nests that were on the roof.)
- T

**GRAMMAR SECTION (a) Exercises:**

- |                          |                             |                             |
|--------------------------|-----------------------------|-----------------------------|
| 2. had not (hadn't) been | 3. had ('d) already done    | 4. had ('d) made            |
| 5. had ('d) put on       | 6. had not (hadn't) ordered | 7. had ('d) learnt          |
| 8. had ('d) fallen       | 9. Had he phoned            | 10. had not (hadn't) ridden |

**GRAMMAR SECTION (b) Exercises:**

- |   |                                |                              |
|---|--------------------------------|------------------------------|
| 2. do    will improve                     | 3. find    I'll give           | 4. will go    has            |
| 5. will go    gets                        | 6. doesn't phone    will leave | 7. don't study    won't pass |
| 8. rains    don't have                    | 9. won't be able    watch      |                              |
| 10. can't move / will not be able to move | isn't                          |                              |

**GRAMMAR SECTION (c) Exercises:**

- |        |               |          |         |               |
|--------|---------------|----------|---------|---------------|
| 1. so  | 2. such       | 3. such  | 4. such | 5. so         |
| 6. so  | 7. such       | 8. such  | 9. such | 10. so / such |
| 11. so | 12. such      | 13. so   | 14. so  | 15. such      |
| 16. so | 17. so / such | 18. such | 19. so  |               |

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## **LAST COMMENTS BY THE AUTHOR**

*Studying English with movies is an entertaining way of learning the language. Students will get trapped with the plot of the story and will be able to understand successfully all what is said in the movie, from the beginning to the end. This is a make-believe dream many learners have. Watching the film and then, reading the script will clarify pupils' understanding of the spoken language.*

*Besides, the fact that the movie is divided into eighteen parts lasting ten minutes each is an advantage that enables the audience to study and analyse better the entire lexis and structures.*

*I highly recommend this activity book to intermediate and advanced English learners who like or would like to explore the nineteenth-century History, since they can see and understand the way of living and the idiosyncrasy of the English society, at that time.*

*Students will learn and practise new vocabulary along with some grammar points. Also, they will be able to speak, discuss, and write about the plot, and at the same time, they will read the movie script and listen to the characters' conversations, appreciating the actors' performance.*

*I'm glad to welcome everyone to this great narrative – being an adaptation of the book: David Copperfield written by Charles Dickens. Students will acknowledge the magnificence of Dickens' creativity with its magical discourse and dialogues so well devised. Likewise, they will take pleasure while watching the movie – without subtitles – The film, being a co-production of Hallmark Entertainment and TNT, and being directed by Peter Medak, has the marvellous acting of Sally Fields, Hugh Dancy, and Michael Richards among others. I leave this jewel for the enjoyment of you all. Happy studies to my cherished readership!*

**Berta Otero.**