

Level: Intermediate – Upper intermediate (B1–B2)

Age: Teenagers

Time: 90 minutes – full lesson plan; 60 minutes – Shakespeare and The Bard

Summary: This lesson is divided into three sections: Shakespeare, The Bard and Talk Shakespeare. In the lesson, students will:

1. do a running dictation about Shakespeare;
2. look at how Shakespeare's words are still used today;
3. look at Shakespeare's life;
4. update Shakespeare's words;
5. read a Shakespeare sonnet;
6. find out about the Globe theatre.

Key skills: Shakespeare quotes, Shakespearean English and contemporary slang, Shakespearean-English terms, speculating

Materials: one copy of the Shakespeare dictation text per group of students; one copy of each worksheet per student

SHAKESPEARE

1. Separate the class into groups. Stick the copies of the dictation text on the walls of the classroom or even out of the classroom. Get each group to choose a good writer. The writer has a pen and a sheet of paper. The other students in the group are the runners. A runner runs to the text, reads and memorizes a line of text (or however much they can manage) and runs back to the writer to dictate it. The writer writes down what the runner dictates. Then, the next runner takes a turn. This goes on until the text is fully copied. Warn students that it is not just speed but also accuracy that you will be checking for.

2. Each group scores points depending on the order in which they finish. Ask each group to read out its copied text. Deduct points for any mistakes. Announce the winner!

(Note: There are six copies of the dictation text on the Shakespeare dictation worksheet, ready for you to cut up. Print as many copies of this page as you need for your class size.)

3. Ask students if they know any lines from Shakespeare. Write them on the board. If they don't know any, write the jumbled up lines below on the board and get them to unscramble them.

- To that or not to be is be the question
- O Romeo wherefore Romeo Romeo art thou

(Answers: *To be or not to be; that is the question.* – Hamlet; *O Romeo, Romeo! Wherefore art thou Romeo?*)

4. Explore the meanings of the quotes with the students – either the previous quotes or the ones they provided. (Answers: *Hamlet is contemplating whether it's worth living; Juliet is frustrated that Romeo is a Montague and that therefore their love is forbidden. Point out that wherefore means why, and art thou means are you.*)

5. You could also write up, and elicit the meanings of, some of the following quotes, getting students to guess the plays they're from, if they're fairly knowledgeable about Shakespeare.

- Shall I compare thee to a summer's day?
(*Sonnet XVIII*)
- There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy. (*Hamlet*)
- A horse! A horse! My kingdom for a horse.
(*Richard III*)
- Is this a dagger which I see before me? (*Macbeth*)
- But, soft! What light through yonder window breaks?
It is the east, and Juliet is the sun. (*Romeo and Juliet*)
- If music be the food of love, play on. (*Twelfth Night*)

6. Explain that we still use some of Shakespeare's language today. Hand out Shakespeare worksheet 1 and focus on the Shakespeare expressions activity. First, students should read through the expressions, making a guess at the meaning. Then, they have to match the expressions with the situations in which they could be used.

Key: 1. *I have not slept one wink.* 2. *It was Greek to me.* 3. *I must be cruel, only to be kind.* 4. *Neither a borrower nor a lender be.* 5. *The wheel has come full circle.* 6. *But love is blind, and lovers cannot see.* 7. *All's well that ends well.* 8. *The better part of valour is discretion.*

7. Students compare answers in pairs before checking answers with the rest of the class.

8. Ask students to work in small groups and write a dialogue based on one of the situations, including Shakespeare's lines. They act out their scene for the rest of the class.

THE BARD

1. Shakespeare is often referred to as 'the Bard'. Explain the meaning of bard. (Answer: *a poet, especially a lyrical poet.*)

2. Hand out The Bard worksheets 1 and 2. Tell students to look at the Shakespeare timeline. There are some gaps. They must work with a partner and try to guess what goes in each gap. Tell them not to write their guesses down.

3. Now, students must ask you questions to check the accuracy of their guesses. They should complete the gaps with the correct answers. Below are suggested questions and the answers.

Key:

- *What does one sixth of the population of Stratford die of in 1564? – the plague*
- *What does Shakespeare leave in 1577? – school*
- *Is Anne Hathaway older or younger than him? – older*
- *What does Shakespeare start work on in 1593? – the sonnets*
- *Who does he perform to in 1594? – the queen (Do students know which queen? – Elizabeth I)*
- *What is Shakespeare's son called? – Hamnet*
- *Who said he was not of an age, but for all time? – Ben Jonson (a fellow playwright)*
- *What happens to the Globe in 1644? – It is knocked down.*
- *When is the new Globe Theatre officially opened? – 1996*

4. If Shakespeare had been born in 1964, instead of 1564, how old would he be today? How do your students think his life would be different? What would he be doing today? Refer students to the Phrasebook, which gives them language to discuss the imaginary scenario. Go through the language and insist they try to use it when giving you their ideas about Shakespeare.

5. Ask students to read the text in the Shakespeare in the 21st century activity. Are the ideas here the same as theirs? Ask them to discuss in pairs, then share their views with the class.

6. Explain that if Shakespeare were alive today, he would be using more modern language. Write the following line from Shakespeare on the board and ask for suggestions on how to modernize it.

To thine own self be true.

(Suggested answer: *Be yourself.*)

7. Ask students to complete the matching activity in pairs. One student reads out the Shakespeare quote, and their partner finds and reads out the modern equivalent. Then they switch.

Key: 1. *Hi!*; 2. *I can't hear anything.*; 3. *Life's one big movie set.*; 4. *What do you want?*; 5. *Do you mean it?*; 6. *Listen!*; 7. *Nice to see you guys.*; 8. *Wheels! I'd give anything for some wheels!*; 9. *I think I'm going to cry.*; 10. *So, what's a good day to schedule the next meeting?*; 11. *Go away. I'll talk to you later.*; 12. *Fantastic, fantastic, absolutely fantastic!*

8. When all the students have finished, go through the answers together. Students can write the modern-English line next to each Shakespeare line on their worksheet. Deal with any language questions as you go through the lines.

9. Find out if any of the students have seen any of the modern film versions of Shakespeare's plays, such as *Romeo + Juliet*. Go online to find a scene from the film, such as the balcony scene, and play it for the students.

TALK SHAKESPEARE

1. Read out the sonnet at the top of Talk Shakespeare worksheet 1. You may want to read it more than once. What is it about? Ask for students' initial thoughts but don't offer any guidance at this stage.

2. Write the following words on the board.

you your are has

Hand out Talk Shakespeare worksheet 1 and tell the students to read the sonnet at the top of the page. They should circle the Shakespearean-English forms of the words on the board.

3. Check through the words. (Answers: *thou* and *thee*; *thy*; *art*; *hath*.)

4. Discuss with your students the sonnet's meaning. Here is a brief explanation of its meaning for your reference:

The first line of the sonnet is a question, where Shakespeare is asking whether it is apt to compare his loved one to a summer's day. In the second line, the appearance and character of the person is more beautiful and less extreme than summer. The next four lines describe the less pleasant aspects of summer. In the seventh and eighth lines, Shakespeare complains that beauty does not last. In line twelve, 'eternal lines' refers to lines of poetry. The sonnet ends by saying poetry is immortal and so will immortalize the poet's loved one.

5. For fun, you could get each student to memorize one line of the sonnet and then go round the class reciting it from memory.

6. Focus on the photograph of the Globe. What can the students tell you about the theatre? What do they remember about it from the previous activities? Why is it so famous? (Answer: *because many of Shakespeare's plays were first performed there*.) How many people do they think could fit into the theatre? In what ways do they think theatres are different today?

7. Tell the students that they are going to read an interview with the Director of Education at the Globe Theatre. Students read the text and decide where the words fit into the text.

Key: 1. *the audience* 2. *a conversation* 3. *information* 4. *the language* 5. *hearing* 6. *the heavens* 7. *the open air* 8. *funeral* 9. *workshops* 10. *the internet*

8. Read the text out, complete with the missing words, for students to check their answers. Ask the students if they would like to go to see a play performed at the Globe. Why? Why not? Which play would they most like to see?

HOMework TASK

Tell students to visit the Globe website (www.shakespearesglobe.com/) and find out what performances and activities are planned for the coming week.

The world's most famous playwright was born on April 23, 1564, and died on the same day in 1616. William Shakespeare wrote 37 plays, but the first collection of his plays wasn't published until seven years after his death. And it wasn't until a hundred years later that he was fully recognized as a genius.

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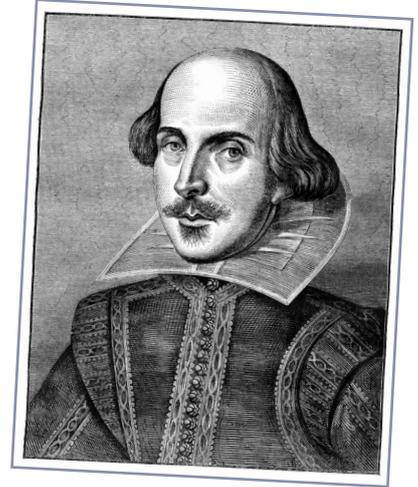
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SHAKESPEARE EXPRESSIONS

Many expressions used in modern English come from Shakespeare's plays. Here are some examples.

- All's well that ends well. (*All's Well That Ends Well*)
- I must be cruel, only to be kind. (*Hamlet*)
- I have not slept one wink. (*Cymbeline*)
- Neither a borrower nor a lender be. (*Hamlet*)
- The better part of valour is discretion. (*Henry IV Part 1*)
- It was Greek to me. (*Julius Caesar*)
- The wheel has come full circle. (*King Lear*)
- But love is blind, and lovers cannot see. (*The Merchant of Venice*)



Which of the above expressions could you say in the situations below?

1. You didn't sleep at all last night because you were worried about a presentation you have to give today.

2. You've just finished a very difficult test, which you couldn't do at all.

3. You've decided to stop buying chocolate for your family because they're gaining weight.

4. Someone you know is complaining because she lent some money to a friend who hasn't paid her back. You aren't very sympathetic.

5. Your grandfather was an actor. Your father hated the theatre and became an accountant. You want to be an actor like your grandfather.

6. You were surprised when you met a friend's new boyfriend. You don't think he's very good to her.

7. After long and difficult discussions, you finally sign a contract at work.

8. Someone asks you if you gave your true opinion of the boss's new haircut.

SHAKESPEARE TIMELINE

1564

William Shakespeare is born to John Shakespeare and Mary Arden in Stratford. This year, one sixth of Stratford's population die of the _____.

1577

Shakespeare leaves _____.

1582

William Shakespeare marries Anne Hathaway, a woman eight years _____ than him.

1592

The first printed reference to Shakespeare.

1593

Shakespeare starts work on the _____.

1594

Shakespeare is paid £20 for performing to the _____. He is now the leading playwright of the London stage.

1594

Romeo and Juliet is Shakespeare's first tragedy.

1596

_____, Shakespeare's only son, dies and is buried at Stratford.

1599

The Globe Playhouse is built in Southwark, next to the River Thames.

1601

The first performance of *Hamlet* at the Globe.

1616

Shakespeare dies on 23 April. _____ said of him: 'He was not of an age, but for all time!'

1623

The *First Folio* is published with 37 plays.

1644

The Globe is _____.

1960

The Royal Shakespeare Company is established.

1970

US movie director Sam Wanamaker starts raising money to rebuild the Globe Theatre in London.

_____ The new Globe Theatre officially opens.

PHRASEBOOK

**Discussing an imaginary scenario**

- If Shakespeare had been born in 1964, he would be ...
- If he were alive today, my guess is that he would ...
- He would most likely be living / working ...
- What is for sure is that there's no way he would ...
- There's no way of knowing for sure, but I (don't) think ...
- It's quite feasible that he would ...

SHAKESPEARE IN THE 21ST CENTURY

Read the text. Do you agree with the writer's ideas? Discuss with a partner.

Josh Hartnett in a film based on *Othello*, Keanu Reeves in *Much Ado about Nothing*, Leonardo DiCaprio in *Romeo + Juliet*, Ethan Hawke as *Hamlet* ... Shakespeare's plays are as relevant today as they were during his lifetime, which is why so many films have been made of his work and so many film stars want to appear in them.

If Shakespeare were alive today, he would probably be working in Hollywood, writing scripts and directing some of the best current films. We want you to imagine that William Shakespeare is alive today and has decided to update his plays for the big screen. The first thing he needs to do is rewrite some of the dialogue to make it more contemporary.

MATCHING ACTIVITY

Look at the lines that we've taken from some of Shakespeare's plays. Can you match them with the modern meanings in the box?

1. Hail to thee. (*Timon of Athens*)
2. not a mouse stirring (*Hamlet*)
3. All the world's a stage. (*As You Like It*)
4. What is your will? (*Measure for Measure*)
5. Speakest thou from thy heart? (*Romeo and Juliet*)
6. Hark! (*Macbeth*)
7. Well met gentlemen. (*Richard II*)
8. A horse! A horse! My kingdom for a horse! (*Richard III*)
9. Mine eyes smell onions; I shall weep anon. (*All's Well That Ends Well*)
10. When shall we three meet again? (*Macbeth*)
11. Get you gone sir, I'll talk with you more anon. (*Hamlet*)
12. Wonderful, wonderful, and most wonderful! (*As You Like It*)

Hi!	So, what's a good day to schedule the next meeting?	Do you mean it?	Nice to see you guys.
Life's one big movie set.	I can't hear anything.	Listen!	I think I'm going to cry.
Fantastic, fantastic, absolutely fantastic!	What do you want?	Wheels! I'd give anything for some wheels!	Go away. I'll talk to you later.

SONNET XVIII

Shall I compare thee to a summer's day?
 Thou art more lovely and more temperate:
 Rough winds do shake the darling buds of May,
 And summer's lease hath all too short a date:
 Sometime too hot the eye of heaven shines,
 And often is his gold complexion dimm'd;
 And every fair from fair sometime declines,
 By chance, or nature's changing course untrimm'd;
 But thy eternal summer shall not fade,
 Nor lose possession of that fair thou ow'st;
 Nor shall Death brag thou wander'st in his shade,
 When in eternal lines to time thou growest:
 So long as men can breathe, or eyes can see,
 So long lives this, and this gives life to thee.



THE GLOBE THEATRE TODAY

Patrick Spottiswoode is Director of Education of the Globe Theatre in London. Read the extracts from an interview with him and put the words in the correct place.

the open air	workshops	the internet	a conversation	the language
funeral	information	hearing	the audience	the heavens

Unlike most theatres, audiences gather round the stage and around the actors. The actor is surrounded by an audience and, most importantly, unlike most other theatres, the actor can always see _____ (1). The fact that there are no lights means that the actor can have _____ (2) with the audience – talk to, share ideas with the audience. The fact that it is a bare stage, with no sophisticated scenery and with no lighting, means that the language has to be enriched with _____ (3).

So, _____ (4) has to give you a sense of where the play is taking place, where the scene is taking place, what time of day it is – so, it encourages us to go to hear the play, which is not something that we do today. We pay to have a good view. We ring up the theatre and say, 'Can I see from there?' In Shakespeare's day, we paid for _____ (5). Um, people get wet. The actors don't get wet because there is a roof covering the stage, which we call _____ (6). But the people standing around the stage in the yard do stand in _____ (7) and they do get wet. We've never cancelled a show. One show we cancelled only and that was on the day of Princess Diana's _____ (8).

So, we offer courses for students of all ages and all nationalities. People come here for _____ (9) for half a day or a day. Or they might take an eight-week course. Teachers come here for special training courses. For schools and colleges who aren't able to come to London, we have an organization called Globe Link, which allows schools to join us through _____ (10). Our website is www.shakespearesglobe.com.