

1º & 2º E.S.O.

SHAKESPEARE RETURNS



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1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he has learned.
- The plays present civic content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also allow communicative functions, vocabulary and grammatical structures to be developed. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the M.E.F.P.

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to complete specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings with the help of templates and models.
- Reading various texts in order to understand them, extracting general and specific information in accordance with a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding among people with different places of origin, culture and languages.
- Contributing to the student's knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the relevant foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarizing the student, from the start, with the plot and different characters in order to facilitate comprehension of the performance during the play.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the relevant functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to control in order to communicate optimally will also be worked on: listening and reading comprehension (L.C.-R.C.) and written and oral expression (W.E.-O.E).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four **60 minute sessions**. The idea behind this is that the worksheets should be integrated into the class routine, reinforcing or applying previously acquired knowledge or introducing new but simple content on languages for a certain level.

Material Structure:

The objective of the **first and second sessions** is to give the students the necessary hints in order for them to be able to watch the play without any comprehension problems on the day it is performed.

The **third session** will be focused on expression. After having seen it, the student will be allowed to express his opinion on the performance (comparing the play's actual ending with the ending he had previously imagined; comparing the behaviour of the actors with his own).

BEFORE THE PERFORMANCE

1º & 2º E.S.O		OBJECTIVES	COMPETENCIES
SESSION 1	Activity 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> W.E.
	Activity 2	<ul style="list-style-type: none"> Familiarisation with the characters 	<ul style="list-style-type: none"> L.C. O.E.
	Activity 3	<ul style="list-style-type: none"> Familiarisation with the play 	<ul style="list-style-type: none"> R.C. W.E.
SESSION 2	Activity 4	<ul style="list-style-type: none"> Testing your knowledge 	<ul style="list-style-type: none"> W.E.
	Activity 5	<ul style="list-style-type: none"> Listening to a song Discriminating sounds 	<ul style="list-style-type: none"> L.C. O.E.
SESSION 3	Activity 6	<ul style="list-style-type: none"> Testing your knowledge. Making hypothesis. 	<ul style="list-style-type: none"> W.E.
	Activity 7	<ul style="list-style-type: none"> Listening to a song Discriminating sounds 	<ul style="list-style-type: none"> L.C. O.E.
	Activity 8	<ul style="list-style-type: none"> Making a review 	<ul style="list-style-type: none"> W.E.

APPROACH CHOSEN:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be fun, visual and aimed at communication. In fact, on these worksheets, we can find many activities presented as games and which also provide moments of fun in class. Finally, all sessions require the student to express him/herself, with activities focusing on situations from daily life or even acting. As such, the goal is to offer activities as an alternative to the class's routine and to make learning a second language more attractive. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have the play in order to go on to read it. Similarly, given that there are many activities requiring useful and modern resources, there must also be a CD player in the classroom for listening to the scenes and songs. All this material (play, CD, worksheets) is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. As such, it is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to train the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well for applying them to real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. As such, it is important to complete each and every one of the sessions, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary to reinforce the overall comprehension of the play and, at the same time, we create excitement and expectations that could very well be completely found upon leaving the theatre.



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 1: Shakespeare

Read the passage below carefully, then answer the questions beneath.

William Shakespeare was an English actor, poet and playwright. He was born in the small medieval market town of Stratford Upon Avon in the middle of the 16th century. The town, which sits alongside the river Avon, is now a famous tourist hotspot and attracts thousands of people all year round who come to see the town and visit the house where he once lived with his family.

He was born on the 23rd April 1564, to parents Mary Arden and John Shakespeare. His upbringing was modest, however his subsequent fame and success brought both wealth and title to his family.

Facts around Shakespeare's early life are speculated, although it is thought he attended a local Grammar School in Stratford where he learnt Greek and Latin Literature, Rhetoric and Christian Ethics. At the time, only boys could attend school. Girls were not allowed the same privileges and were educated at home. Shakespeare stayed in education until the age of fifteen, and unlike most people in Britain today, he did not go on to study at University.

At the age of eighteen, William Shakespeare married Anne Hathaway, a local woman who was eight years his senior. Six years after their marriage, they had a daughter, Susanna. Two years later, Anne bore twins: Hamnet and Judith. Tragically, Shakespeare's son Hamnet died in 1596 from a drowning accident.

There is a paucity of information about Shakespeare's early career as a playwright. Prior to starting his career writing and acting, he is thought to have worked alongside his father as a law clerk. He also served as a soldier or sailor defending England during the threat of Spanish invasion.

Shakespeare wrote his extraordinary body of words during a period of 30 years from 1590 to 1620. He started writing comedies before moving towards writing histories and tragedies. His farewell to the stage was *The Tempest*.

Shakespeare had his own company of players (actors) known as the Lord Chamberlain's Men who travelled the country performing his plays. In 1599 The Globe Theatre was built for the company to perform at in London. Sadly, the original Globe Theatre burnt to the ground on 29th June 1613. It was rebuilt on the same site in 1614, but later closed in 1642. A modern reconstruction which is known as 'Shakespeare's Globe' opened in London in 1977 and stands approximately 200 metres from the site of the original theatre. Shakespeare plays are performed all year round at the modern Globe theatre and attract many tourists as well as Londoners.



SESSION 1: SYNOPSIS AND CHARACTERS



1. Which town is known as the birthplace of Shakespeare?

Stratford Upon Avon

2. In what century was Shakespeare born?

16th century

3. Where was Shakespeare educated and what did he study?

Stratford Grammar School. Greek and Latin Literature, Rhetoric and Christian Ethics

4. Did Shakespeare go to University?

No

5. Did Shakespeare marry and if so, who did he marry?

Yes – Anne Hathway

6. In his early work-life, who did Shakespeare work with?

His father

7. What was the last play Shakespeare wrote?

The Tempest

8. What was the name of the theatre that burnt down?

The Globe



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 2: Creating new words

Shakespeare is known for his use of the English language. He often made up new words where there were none. He is responsible for some of the everyday phrases we now use in English today.

- a) oft
- b) farewell
- c) methinks
- d) nay
- e) wherefore
- f) swear
- g) lest
- h) 'twas
- i) prithee

- 1) No
- 2) It was
- 3) please
- 4) promise
- 5) I think
- 6) often
- 7) Unless
- 8) goodbye
- 9) Why

Solutions: a-6; b-8; c-5; d-1; e-9; f-4; g-7; h-2; i-3.



SESSION 2: UNDERSTANDING THE PLAY



Activity 3: The words missing

The senses below each have a word missing. Using the Shakespearean words above, try to fill in the gaps to make the sentences complete.

1. I **....oft....** think of thee.
2. **Methinks....** I might have an idea!
3. **Lest....** we forget.
4. **'Twas....** a cold winter's night.
5. **Wherefore....** art thou Romeo?
6. **Farewell....** Juliet, parting is such sweet sorrow.



SESSION 2: UNDERSTANDING THE PLAY



Activity 4: Anne

Listen to Track 5, a scene from Act II. Then try to tick the correct answer to following questions.

1) John is speaking at the start of the scene. What does he say happened to the Globe Theatre?

- a) It burnt down.
- b) There was a flood
- c) It has been burgled

2) What does Anne say that she wants to be?

- a) A supermodel?
- b) A caught jester
- c) An actress.

3) How does John react to Anne when she asks to audition to join the theatre?

- a) He asks her to marry him?
- b) He sends her away.
- c) He invites her to join the theatre company



SESSION 3: EXPRESS YOURSELF!



Activity 5: The end of the play and your impressions

Now get into partners or groups of three. Take turns asking each other the following questions and using the sentences and vocabulary in this section to help you.

- Did you like play?
- What was your favourite part?
- Who was your favourite character?
- Which character would you like to play?

I really enjoyed the play. It was really:
- funny / exciting / dramatic / interesting.

I did not really like the play. It was too:
- scary / boring / difficult to understand.

My favourite part of the play was when...

I did not give a favourite part. I enjoyed everything!

My favourite character was...

If I could be one of the characters I would play...



SESSION 3: EXPRESS YOURSELF!



Activity 6: A Review

Now that you have seen the play, who was your favourite character? Why?

My favourite character was..... because he/she was.....

- original
- entertaini
ng
- interesting
- energetic
- sensitive
- creative
- realistic

My favourite part was when he/she.....

.....

.....

.....

Do you like the idea of playing your favourite character?

Yes/No, because.....

.....

.....

.....

SESSION 3: EXPRESS YOURSELF!



Activity 7: Role Plays

Below is an extract from the first scene in Act one (Track 1). Try to act it out using the stage notes in ().

ACT I

(Shakespeare enters. He is desolate, his face and hands are dirty. We can see a glow of fire in the distance. There is a table to one side of the stage. On it there are scrolls, a pen and a paperweight shaped like a skull. There is a big trunk and some foils next to it.)

SHAKESPEARE: I could not save the theatre. The theatre is on fire... I am useless... They think I'm a hero but I'm really a nobody... (Picking up the pen.) To write or not to write? That is the question... (He approaches the trunk. He hesitates, and then puts the pen inside it. Then he locks the trunk and throws away the key.) (Richard enters, dressed as a woman.)

RICHARD: Shakespeare!? (In a woman's voice.)

SHAKESPEARE: Who's that you're calling?

RICHARD: We saved some manuscripts! (He shows him some burnt papers.)

SHAKESPEARE: What do we need the scripts for? Shakespeare is dead, and everything with him. And why do you keep talking in a woman's voice?

RICHARD: Sorry... (Hoarse.) The fire is not your fault.

SHAKESPEARE: You're right, my friend. The fire is the fault of that damned writer named William Shakespeare, the one who gave life to Romeo the Lover, the indecisive Hamlet, the usurer Shylock and the ambitious Macbeth! (Taking off his wig.)

RICHARD: But... what are you saying, my friend? You are Shakespeare! Why do I say Shakespeare? I mean the great William Shakespeare! You are our hero!

SHAKESPEARE: Richard! No...

RICHARD: But...

SHAKESPEARE: NO! The Globe Theatre is dead and... Shakespeare is dead with it. And now I ask you to please leave me alone.

RICHARD: Well... No!

SHAKESPEARE: Richard?

RICHARD: I won't move from here. (Richard stands still and Shakespeare becomes desperate) I'll tell you what we're going to do... I know a theatre company who are looking for actors very close to here. We can join them and start again, what do you think?

SHAKESPEARE: For me the theatre disappeared with that fire. (He glances at the burnt papers.) The Cardenio comedy?

RICHARD: It didn't survive. (Shakespeare throws the papers away.) No! Will! No! (Trying to stop him.)

SHAKESPEARE: (Crying.) To be or not to be... I don't want to be, Richard, I don't want to be.

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