

ACTIVITY BOOKLET



**SHAKESPEARE
LIVES IN**

2016



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INTRODUCTION

William Shakespeare, English poet, playwright and actor, wrote approximately 38 plays among his work. The plays are divided into genres of comedy, history and tragedy. The year of 2016 marks the 400th anniversary of his death. As a way to celebrate Shakespeare's work, this booklet brings different activities to be done in class, at school.

It contains four tragedies, four comedies and two historical works. The worksheets present pre-reading activities, a short description of the act and the scene of a play, and post-reading activities. They are aimed to explore the vocabulary presented in the text and also checks reading comprehension. The legacy language Shakespeare left in his work, as the popular new words and expressions can also be found in the worksheets.

Teachers and students will develop their critical thinking with the Discussions proposed at the end of each activity. To be or not to be can always be the question, so embrace Shakespeare's works as Shakespeare lives.

To learn more about Shakespeare, go to www.shakespearelives.org

KING LEAR

ACT 3, SCENE 2

Activity 1

Before you read, match the word or phrase to a definition.

- | | |
|--------------------------|--|
| 1 accuse | a a small object produced by a plant from which another plant grows |
| 2 evil | b choose to support somebody in an argument (often against somebody else) |
| 3 owe | c having the intelligence to make good decisions, which comes from experience and a deep understanding of life |
| 4 seed | d not showing any thanks to somebody who has done something for you |
| 5 slave | e say that someone has done something bad |
| 6 sympathy | f understanding of other people's problems |
| 7 take (somebody's) side | g someone who is owned by someone else and has to work for them, usually for nothing |
| 8 ungrateful | h very bad or cruel |
| 9 wise | i you should give somebody something because they've given you something in the past |

Introduction: King Lear has divided his kingdom between his two daughters, Goneril and Regan. He has given them all his power. They have told him that they are reducing the number of soldiers and servants that he is allowed. King Lear is angry at this. Goneril and Regan refuse to allow their father to stay with them at their castles. They lock him out of the castle during a strong storm. He is left outside in the storm with his 'Fool', the King's entertainer.

Lear: Blow, winds, blow as hard as you can!
Rain until you have flooded our churches
Lightning, strike! Destroy the trees
Burn my white head!
And you, deep thunder, make the round world flat
Break nature's shapes and spill all the seeds from which
ungrateful humans grow.

Fool: Oh uncle, let's go inside
It is better to be kind inside a dry house
Than out here in this rain
Good uncle, let's go inside
Ask your daughters to forgive you
This storm has no sympathy for either wise men or fools.

Lear: Lightning, strike!
Rain, pour!
The lightning and the thunder and the rain are not my
daughters
Weather, I don't accuse you of unkindness
I never gave you a country or called you children, like I did
my daughters
You owe me nothing, so go on with your horrible pleasure.
Here I stand your slave,
A poor, ill, weak, hated old man
But I still accuse you, weather, of taking my daughters'
side against me,
An old man like me. Oh! Oh! It is evil!



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This simplified version by Jon Porter.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=kinglear&Act=3&Scene=2&Scope=scene (starts on line 1678).

Activity 2

Decide if the statements are true or false, according to the text.

- 1 Lear is asking the storm to stop.
- 2 Lear believes the storm is taking his daughters' side in his argument with them.
- 3 The Fool tries to persuade Lear to go inside and escape the storm.
- 4 The Fool encourages Lear to continue his argument with his daughters.
- 5 Lear thinks the storm is ungrateful, like his daughters, and he believes the weather owes him something.

Activity 3

Use the text to help you complete each gap with one of the following prepositions:

from with against of for

- 1 He took his friend's side _____ me.
- 2 He has been accused _____ murder.
- 3 Let's continue; please go on _____ your story.
- 4 I have no sympathy _____ dishonest people.
- 5 Great trees grow _____ small seeds.

Discussion

- 1 Why do you think Lear is encouraging the storm to rain harder on him instead of discouraging it? What does this say about his state of mind?
- 2 Have you ever felt that the weather has 'taken sides against you'? Can you give an example?
- 3 Can the weather affect our mood? How do you feel in good/bad weather?

Legacy language

- 1 By inventing the word '**dislocate**', Shakespeare has followed a familiar pattern in the English language: adding the prefix 'dis' to the beginning of a word to give it negative meaning, making it the opposite of the original word. Here are some more examples of this structure:

Disagree (dis + agree = not agree; the opposite of agree)

Discomfort (dis + comfort = the opposite of comfort)

Can you find some more examples?

Dis _____

Dis _____

- 2 Look at the structure of '**half-blooded**' from *King Lear*. It is a compound adjective, joined by a hyphen. Look at some more examples of similar structures in the English language below, and fill in the gaps with the correct word. The first one (a) was also invented by Shakespeare in this play, *King Lear*.

self heart hot cold

- a _____ -blooded (passionate; with intense feeling and emotion)
- b _____ -blooded (dispassionate; without feeling or emotion)
- c half- _____ ed (not fully committed)
- d _____ -obsessed (very selfish)

- 3 '**The wheel has come full circle**'

What does this idiom mean? Choose from the following:

- a We have progressed.
- b We are back at the beginning.
- c We are halfway.

HAMLET

ACT 3, SCENE 1

Activity 1

Before you read, match the word to a definition.

- | | |
|------------|--|
| 1 abuse | a accept something that you don't like |
| 2 confuse | b someone who is not brave and tries to avoid dangerous situations |
| 3 coward | c make you unable to understand something or think clearly |
| 4 misery | d experience pain or other difficult emotions |
| 5 reject | e not accept something |
| 6 suffer | f treat somebody in a cruel way |
| 7 tolerate | g strong unhappiness |

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Introduction: Hamlet's father is dead and his uncle Claudius has married his mother, Gertrude. Hamlet thinks his uncle might have murdered his father. He is therefore very upset. It is possible that he is going mad. Death is on his mind.

Hamlet: To be or not to be, that is the question.

Is it better to suffer all the troubles of life,
Or avoid them by ending it?

To die, to sleep; no more,

And with that sleep end the many miseries
that come with being human,

Yes, I wish it strongly.

To sleep ... but then what if I dream? Yes,
that's the problem:

I might dream when I'm dead

This makes me doubt

Life is so difficult, so much pain comes with time:

Powerful people abuse us

Our love is rejected, the law delays us,

Public officials are rude

Bad people win, good people lose;

Why suffer all this when peace can be found with a simple
knife?

Who would tolerate this suffering?

Life is so hard and unfair

But then there is the fear of something after death,

That unknown country from where no traveller returns – this
confuses us.

We prefer our familiar pains to unknown pains –
they might be worse, we don't know,

And this doubt makes cowards of us all

All this thinking prevents action

Important tasks get lost in too much thought

Action fails.

I must be quiet now, someone is coming.

The beautiful Ophelia! Angel of my prayers.

Remember my mistakes

This simplified version by Jon Porter.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=hamlet&Act=3&Scene=1&Scope=scene (starts on line 1749).

Activity 2

Choose the correct answer to each question.

- 1 In this speech, what is Hamlet's attitude to life?
 - a life is good
 - b life is hard
 - c life is unimportant
- 2 In this speech, who is Hamlet considering killing?
 - a his uncle Claudius
 - b his girlfriend Ophelia
 - c himself
- 3 What makes Hamlet doubt his plan?
 - a how his parents will feel when he dies
 - b uncertainty about what exists after death
 - c the physical pain
- 4 In the speech, what is Hamlet's attitude towards 'thinking'?
 - a It is very important to consider all your options before making a decision.
 - b It is better to act first and think later.
 - c Too much thought creates doubt and prevents action.

Activity 3

Pronouns are used to replace or reference a noun or noun phrase to avoid repetition. Look at the following fragments taken from Hamlet's speech and at the pronouns in bold. Identify the things they refer to in the text. You can use the nouns directly or you can paraphrase.

- 1 **that** is the question
- 2 Or avoid **them** by ending it
- 3 Yes, I wish **it** strongly
- 4 Why suffer all **this**
- 5 **this** confuses us
- 6 **they** might be worse

Legacy language

Look at these words and idioms, all originally coined by Shakespeare in the play *Hamlet*. Match the words/phrases to their correct meanings.

- 1 in my heart of hearts
 - 2 in my mind's eye
 - 3 outbreak
 - 4 to rant
- a a sudden increase or occurrence, usually of a disease
 - b deep and honest thoughts and feelings
 - c talk continuously in an aggressive way about something or someone
 - d in my imagination

Discussion

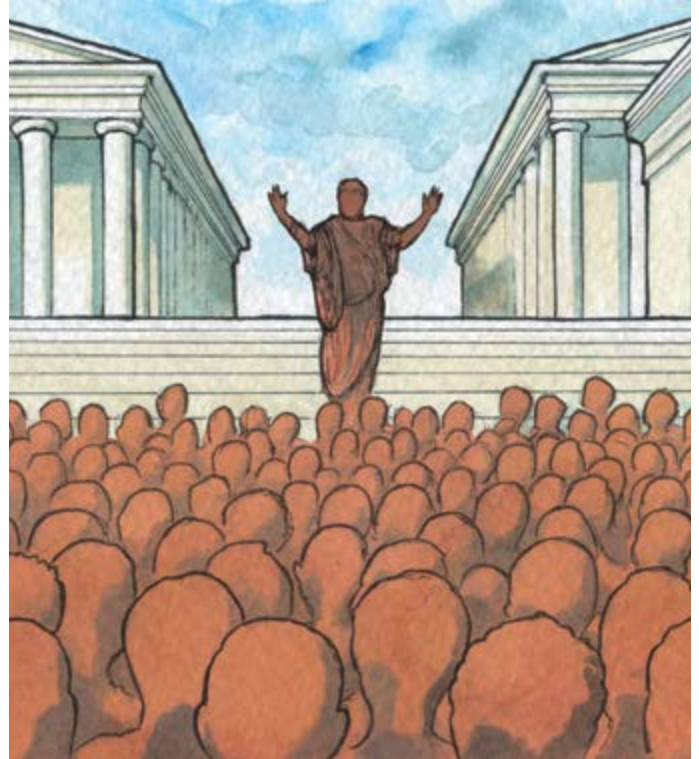
- 1 Is suicide – killing oneself – wrong? Why?/Why not?
- 2 Do you agree with Hamlet's attitude towards life? Can you give any modern-day examples of the things he complains about?
- 3 What advice would you give to Hamlet?
- 4 What advice would you give to Ophelia? (She is just about to come and talk to Hamlet)
- 5 Do 'actions speak louder than words'? Are you a 'thinker' or a 'doer'?

JULIUS CAESAR

ACT 3, SCENE 2

Introduction: Worried that Julius Caesar is getting too powerful in Rome, the politician Brutus and his friends decide to murder him. After the murder, another politician, Marc Antony, seems to support their actions, so Brutus allows him to speak at Caesar's funeral.

Marc Antony: Friends, Romans, countrymen, listen to me!
I'm only here to bury Caesar,
Not to praise him.
When we're dead, it is the bad things we did
Which seem to be remembered,
While the rest is forgotten,
And it shouldn't be any different with Caesar.
Brutus, who is a good man, has told you that Caesar was
too ambitious,
And if that's true, it is a terrible fault,
But for this fault he has paid a terrible price.
It is Brutus and his friends who have allowed me to speak to
you here today at Caesar's funeral,
Because they are all good men.
Caesar was my friend, he always treated me well,
But Brutus says he was ambitious,
And Brutus is a good man.
Caesar won many battles, and the money from the people
he defeated
Went to Rome, not to Caesar himself.
Was this being too ambitious?
When the poor people of Rome cried, Caesar cried too.
An ambitious person should be stronger than that.
But Brutus says that Caesar was too ambitious,
And Brutus is a good man.
All of you were there,
When I asked Caesar if he wanted to become king of Rome,
But he refused, not once but three times. Was this ambition?
Brutus said it was ambition and Brutus is a good man.
I'm not here to criticise what Brutus said,
I'm just telling you what I saw.
All of you used to love Caesar,
So why are you not sad at his death?
Wisdom! Wisdom has left us
And we've become animals!
Oh! I'm sorry! My heart is in that coffin with Caesar,
Please wait a moment until it comes back to me ...



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Activity 1

Before you read, match the word to a definition.

- | | |
|-----------------------|---|
| 1 ambitious | a intelligence which comes from experience |
| 2 bury (past: buried) | b put into the ground and cover |
| 3 coffin | c a box, often of wood, in which a dead body is put into the ground |
| 4 criticise | d say good things about someone |
| 5 praise | e wanting to be successful or rich |
| 6 wisdom | f behave towards someone in a particular way |
| 7 treat | g speak badly of someone |

This simplified version by Julie Mason.

To read Shakespeare's original version see:
http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=juliuscaesar&Act=3&Scene=2&Scope=scene (starts on line 1617).

Activity 2

To talk about past habits and actions that happened regularly in the past but don't happen any more, we often use **used to/didn't use to + infinitive**.

Example: 'All of you **used to love Caesar**'
(you don't love him any more)

Rewrite the following sentences using 'used to' or 'didn't use to'.

- 1 At school, she played a lot of tennis.
- 2 They lived in New York, but now they live in London.
- 3 I didn't like classical music when I was younger, but now I listen to it all the time!
- 4 Before I became a vegetarian, I ate a lot of meat.
- 5 Until I met my husband, I didn't go to football matches.

Activity 3

Choose the correct answer to each question.

- 1 What does Marc Antony say happens after we die?
 - a People forget about us.
 - b People only remember the good things we did.
 - c People only remember the bad things we did.
- 2 Why does Brutus criticise Caesar?
 - a Because he was too ambitious.
 - b Because he cried when poor people cried.
 - c Because he wasn't strong enough.
- 3 What happened to the money which Caesar won in war?
 - a Caesar gave it to Rome.
 - b Caesar gave it to poor people.
 - c Caesar kept the money for himself.
- 4 What happened when Marc Antony asked Caesar to be king of Rome?
 - a Caesar became king.
 - b Caesar refused once, but then accepted.
 - c Caesar refused three times.
- 5 What does 'it' refer to in Marc Antony's last words, 'Please wait a moment until it comes back to me':
 - a his voice
 - b his heart
 - c wisdom

Legacy language

Look at these idioms and words used in *Julius Caesar* which are still used today.

Idioms made popular by Shakespeare:

'**it was Greek to me**' (modern English 'it was all Greek to me') – I couldn't understand anything

'**a dish fit for the gods**' – a wonderful meal

Words made popular by Shakespeare:

'**misgiving**' (modern English 'have misgivings') – worries about the results of a decision

'**tongue-tied**' – too shy or surprised to speak

Now try to use the words and idioms to complete the story below.

My Japanese friend, Chia, had invited me to dinner at her parents' house. I immediately accepted, but then I started to 1 _____ . I didn't know anything about Japanese food and I was worried I wouldn't like it. I was met at the door by Chia's mother who chatted to me in what must have been Japanese, but 2 _____ – I didn't understand a word! I didn't know what to say – I was completely 3 _____ , but then Chia arrived and translated for me. Chia's parents were lovely and I needn't have worried about the dinner. It was delicious – 4 _____ !

Discussion

Marc Antony frequently describes Brutus as 'a good man'. Does he really think Brutus is a good man? Why?/Why not?

AS YOU LIKE IT ACT 2, SCENE 7

Introduction: The king has told his brother to leave the kingdom, suspecting that he is trying to remove him and take power. The king's brother is now camping in a forest. He is accompanied by some of his courtiers (people who serve a king or other royal person), including Jacques, who likes to think (and talk) a lot.

Jacques:

All the world is a stage
And all men and women are only actors
Who come and go;
And one man in his life plays many parts,
Which take him through seven ages. At first the baby,
Crying in the nurse's arms;
Then a complaining schoolboy, with a school bag
And a fresh young face, walking slowly,
Not wanting to go to school.
Then he becomes a boyfriend,
Sighs deeply and writes sad poems
About his girlfriend's eyebrows. Then he is a soldier
Who swears in foreign languages, with a big beard.
He is quick to get offended and quick to fight,
Looking for five minutes of fame
Even in great danger. And then he is a judge,
With a big fat stomach, full of good food,
Hard eyes and a proper beard,
Who's full of wise words and always new stories.
This is how he plays his part. In the sixth age
We see a thin man in slippers, with
Glasses on his nose and a small bag on his side,
Whose old trousers are too large now
For his thin legs. His big manly voice
Has once again turned into childish song. Last scene of all,
Which ends this strange story full of events,
Is childhood again and no memory;
No teeth, no eyes, no taste, no anything.



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Activity 1

Before you read, match the word or phrase to a definition.

- | | |
|---------------|---|
| 1 judge | a having the ability to see what is right or true |
| 2 fame | b act; perform in a film or play |
| 3 offended | c annoyed or angry at other people's words or actions |
| 4 play a part | d the noun form of 'famous' |
| 5 sigh | e a public official who makes decisions in a court of law |
| 6 swear | f let out a loud breath with sadness |
| 7 wise | g use rude words |

This simplified version by Andreea Pulpea.

To read Shakespeare's original version see:
http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=asyoulikeit&Act=2&Scene=7&Scope=scene (starts on line 1037).

Activity 2

Match each of the seven ages mentioned in the text (a–g) with one of the activities below (1–8). There is one activity you don't need to use.

- | | |
|-----------------------|--------------------------------|
| a baby | 1 writing poetry |
| b schoolboy | 2 using rude words |
| c boyfriend | 3 eating well |
| d soldier | 4 moving slowly |
| e judge | 5 crying |
| f old man | 6 forgetting things |
| g very old man | 7 wearing loose clothes |
| | 8 listening to songs |

Activity 3

Fill in the blanks with an appropriate word from the list below. There is one sentence where the use of one is optional.

<i>who</i>	<i>which</i>	<i>how</i>
<i>that</i>	<i>whose</i>	

- 1 He is a soldier _____ fights in foreign wars.
- 2 This is _____ you make this dish: you mix the chickpeas with lemon and oil.
- 3 The last email, _____ upset me, was from my boss.
- 4 This is the man _____ I met in Alexandria last year.
- 5 Bill is my friend from London, _____ sister you met at my party.

Legacy language

A Read the dialogue below. Is the boss happy?

Boss: Sarah, this report you've written has **neither rhyme nor reason**. It's just full of **new-fangled ideas** that make no sense – the client will not understand anything.

Employee: Sorry, boss. I'll start again.

Boss: Good. Will you please make sure it doesn't take **forever and a day**?

Employee: Um, OK ... I'll try.

B Choose the correct answer(s) to the questions below:

1 'Has neither rhyme nor reason' means:

- a** is not a good poem **b** makes no sense at all
c is well written

2 'Forever and a day' means:

- a** a long time **b** quickly **c** two days

3 Which three sentences are correct?

- a** Will's application letter has neither rhyme nor reason.
b Will's application letter doesn't have neither rhyme nor reason.
c I had to wait for forever and a day to get an answer.
d I had to wait forever and a day to get an answer.
e The management took forever and a day to send us the new policy and we feel it still has neither rhyme nor reason.

4 If an idea is 'new-fangled' it is:

- a** of a new kind **b** very good **c** very bad

C Can you think of something that takes forever and a day to complete?

Have you ever had to obey rules and regulations that have neither rhyme nor reason?

Discussion

Have the characteristics of each age changed since Shakespeare's time?

What are the advantages and disadvantages of each of the seven ages?

ROMEO AND JULIET

ACT 3, SCENE 1

Activity 1

Before you read, match the word to a definition.

- | | |
|------------------|---|
| 1 a well | a attack and cut someone with a knife |
| 2 curse (verb) | b a bad or criminal person |
| 3 faint | c a hole in the ground where you can find water |
| 4 liar | d a long, thin creature that has no arms, legs or bones and lives in the ground |
| 5 scratch (verb) | e lose consciousness |
| 6 stab | f someone who doesn't tell the truth; a dishonest person |
| 7 villain | g use something sharp to make a shallow (not deep) cut in the skin |
| 8 worm | h wish bad things to happen to someone |

Introduction: Mercutio is Romeo's best friend. He has been arguing with Tybalt. Romeo appears and Tybalt wants to fight him. Romeo says he does not want to fight Tybalt because he is in love with Tybalt's cousin, Juliet. Mercutio is angry that Romeo will not fight, and decides that he will fight Tybalt himself. Romeo steps between them to try to stop the fight, but Tybalt injures Mercutio under Romeo's arm.

Mercutio: No, the cut isn't as deep as a well, or as wide as a church door, but it will have the right effect.

If someone looks for me tomorrow, they'll find a dead man. I am sure that my time in this world is finished. I curse both of your families! My god! He's like a dog or a rat, a cat or a mouse scratching a man to death! A liar, a villain that fights as if he learnt to fight by reading books.

Why the hell did you come between us? I was stabbed under your arm.

Romeo: I thought it was the best thing to do.

Mercutio: Help me inside somewhere, Benvolio, or I'm going to faint. I curse both your families! They have turned me into worm-food. I am truly finished – I curse both your families!

Activity 2

After you have read the text below, read the following sentences, and circle the correct answer.

- 1 The cut that Mercutio has **is** / **is not** very deep.
- 2 Mercutio thinks he is going to **die** / **recover**.
- 3 Mercutio thinks that Tybalt is an **experienced** / **inexperienced** fighter.
- 4 Mercutio thinks that Romeo **should** / **shouldn't** have stepped between him and Tybalt.

Activity 3

Mercutio says that the cut *'isn't as deep as a well'*.

We can use the structure *is / isn't as + adjective + as* to compare things that are the same or different.

Use these prompts to make sentences using *is / isn't as + adjective + as*.

Example:

The UK / big / the USA

The UK isn't as big as the USA.

- 1 Joseph / tall / John
- 2 A lake / deep / the sea
- 3 An orange / round / a tomato
- 4 Salt / expensive / gold
- 5 Chocolate / healthy / fruit

This simplified version by Cath McLellan.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?workID=romeojuliet&Act=3&Scene=1&Scope=scene
(starts on line 1601).



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Legacy language

Many words that we use in modern English originate from Shakespeare's plays. Read the short paragraph below which contains some words (in bold) that first appeared in *Romeo and Juliet*.

Jenny fell over on the way to the bus stop – it was an **inauspicious** start to the day. She had a big **bump** on her ankle where she fell and it was very **uncomfortable**. She couldn't walk properly and by the end of the day she was **worn out**.

1 Now match the words in **bold** with the definitions below.

- a** very tired
- b** giving the impression that things will go wrong
- c** when part of the skin or body becomes bigger because you have hurt yourself
- d** not comfortable; feeling unpleasant or a bit painful

2 The words *inauspicious* and *uncomfortable* have negative prefixes (in- and un-).

Make the adjectives negative by matching them to a negative prefix.

un ir il im in

- | | |
|-------------------|----------------|
| _____ responsible | _____ rational |
| _____ mature | _____ accept |
| _____ efficient | _____ logical |
| _____ able | _____ possible |
| _____ legal | _____ credible |

Discussion

How do you think Romeo will feel after Mercutio's speech?
What would you do in his situation?

ROMEO AND JULIET

ACT 2, SCENE 2

Activity 1

Before you read, match the word or phrase to a definition.

- | | |
|--------------|---|
| 1 bold | a a person who works for someone else with no or little pay |
| 2 dull | b not interesting or giving off little light |
| 3 get rid of | c the quality of being clean and undamaged |
| 4 jealous | d throw away or give away something |
| 5 purity | e very confident with people you don't know |
| 6 servant | f wanting something which belongs to someone else |

Activity 2

Use the words below to complete the sentences 1-6.

<i>the moon</i>	<i>glove</i>	<i>birds</i>	<i>Juliet</i>
<i>stars</i>		<i>Mercutio</i>	

- 1 Romeo says _____ can't understand what it's like to be in love.
- 2 Romeo describes _____ as 'the sun'.
- 3 He then says that the sun is more beautiful than _____.
- 4 He compares Juliet's eyes to _____.
- 5 He says that if Juliet's bright cheeks were in the night sky, _____ would think it was already day.
- 6 Romeo says he would like to be Juliet's _____, so he could touch her face.

Introduction: Romeo Montague goes to the garden of his latest love, Juliet Capulet. It's dangerous to be there because the Montague and the Capulet families don't like each other. Before entering the garden, Romeo has heard his friend Mercutio laughing about him because he (Romeo) is in love again.

Romeo:

He's laughing at something he has no knowledge of.

(Juliet comes to the window)

But wait! What's that light at the window?

It's the east and Juliet is the sun.

Come out, beautiful sun and kill the jealous moon*,

Who is already sick and sad, because you are more beautiful than her.

Don't be her servant, she's jealous of you,

Because the purity she wears is pale and green

And only a fool would wear it; get rid of it.

Oh! It's her, it's my love!

I wish she knew I how much I love her!

She's saying something; does it matter?

Her eyes are talking; I'm going to reply.

No, I mustn't be too bold, she's not speaking to me.

Two of the most beautiful stars in the sky, being busy,

Have asked her eyes to shine for them until they get back.

What if her eyes were in the sky and the stars were in her head?

Her bright cheeks would make the stars seem dull,

Like the light of day compared with the pale light of a lamp;

Her eyes in the night sky would be so bright

That birds would sing, thinking it was already day.

Look how she rests her cheek on her hand!

I wish I was her glove, so that I could touch her face.

* here 'moon' also means Diana, goddess of the moon and of girls who have not yet slept with a man

This simplified version by Julie Mason.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=romeojuliet&Act=2&Scene=2&Scope=scene.



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Activity 3

Look at the sentences from the text:

'I wish she **knew**'
'I wish I **was** her glove'

We use the simple past to talk about wishes for the **present**.

Complete the following 'wish' sentences using the correct form of the verb.

- 1 I wish I _____ (have) a dog.
- 2 Do you wish you _____ (be) a famous pop singer?
- 3 He wishes he _____ (can) play the piano.
- 4 Most students wish they _____ (not have) so much homework.
- 5 I wish I _____ (speak) French.
- 6 I'm sure we all wish we _____ (not live) in such a cold country!

Legacy language

Idioms from *Romeo and Juliet*:

- a 'star-crossed lovers'** – a couple who, for some reason, cannot be together, so the relationship will end sadly
- b 'wild goose chase'** – a hopeless search for something which cannot be found

Words made popular by Shakespeare:

- c 'ladybird'** – a small flying insect which is usually red or yellow with black spots
- d 'alligator'** – a reptile which is similar to a crocodile, but has a fatter head.

Use the correct form of the idioms and words to complete the sentences below.

- 1 My Indian friend went to Austria to see snow, but it was a _____ because she went in the middle of summer and, of course, there was no snow!
- 2 When I was in Florida, I was told not to swim in the lake because there might be an _____ in the water.
- 3 Shakespeare wrote a play based on the Greek story of Troilus and Cressida, the _____ who cannot be together because Cressida is sent away to marry someone else.
- 4 Farmers and gardeners usually love _____ because they eat the small insects which damage plants.

Discussion

Romeo and Juliet cannot be together because their families will not allow it. Do you think the two families should have allowed them to be together? Why?/Why not?

THE MERCHANT OF VENICE

ACT 4, SCENE 1

Activity 1

Before you read, match the word or phrase to a definition.

- | | |
|--------------------------|---|
| 1 crown | a a fair punishment |
| 2 justice | b a king or queen's hat made of gold and jewels |
| 3 kindness | c be kind to someone instead of hurting or punishing them |
| 4 merchant | d kind behaviour |
| 5 show mercy/be merciful | e someone who buys and sells things |

Activity 2

Complete each sentence using **ONE** word taken from the text below.

- 1 People can't make the _____ fall, just like they can't make another person show mercy.
- 2 Mercy comes from the _____. It isn't made of precious metal.
- 3 A merchant _____ some money and did not pay it back.
- 4 If you want mercy for yourself in the _____, you should be merciful to other people now.
- 5 If Mr Shylock decides not to be merciful, the _____ will punish the merchant.

Introduction: Antonio borrowed money from Shylock, but didn't pay the money back. Shylock wants the court to punish Antonio. Portia (disguised as the clerk Balthazar) acts as Antonio's lawyer in the court. She wants Shylock to forgive Antonio and not ask the court to punish him.

Portia:

No one can make someone show mercy, in the same way that no one can make the rain fall.

But when someone is merciful, it helps two people – the person who is kind and the person who receives the kindness.

Mercy is more powerful in people who already have lots of power.

And a merciful king is stronger than a king who uses his crown and his money to show how powerful he is.

This is because mercy isn't made of gold.

It comes from the heart, and is given to us by God.

So when a king mixes justice with mercy, he shows that he is closer to God.

Mr Shylock, you are asking this court to punish this merchant without mercy.

It is true that he borrowed your money and didn't pay you back.

But think carefully about what you really want.

If you cannot show mercy to this man now, will others show you mercy in the future?

I am asking you this because I think you should be merciful to this man.

But if you decide not to show him mercy, this court will punish him.

This simplified version by Russell Evans.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=merchantvenice&Act=4&Scene=1&Scope=scene (starts on line 2125).



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Activity 3

Look at the **words in bold** in the clauses from the text. These are modal verbs. We use modal verbs to talk about ability, ask permission, make suggestions, requests and offers. We also use them to say how certain, probable or possible something is. They come before the main verb.

- 1 No one **can** make the rain fall.
- 2 If you **cannot** show mercy to this man now ...
- 3 I think you **should** be merciful.
- 4 This court **will** punish him.

Which verb form follows modal verbs?

- (a) *-ing* verb (b) present simple (c) infinitive without *to*

Look at the following sentences. Write (Y)es if they are correct and (N)o if they are wrong. Correct the wrong sentences.

- 1 I can swimming, but not very well.
- 2 It might rain later, so take an umbrella.
- 3 He could to run fast when he was young.
- 4 She will helps her sister with her homework.
- 5 You may leave the room.
- 6 They should be here soon.
- 7 I shall deciding later.
- 8 We would like to say thank you.

Legacy language

Words

Shakespeare liked to make up new words. Sometimes, he did this by adding endings, or suffixes, to existing words to create a new meaning. Here are two examples from *The Merchant of Venice*:

laughable mortifying

Which of the sentences below use these adjectives correctly? Use a dictionary to help you.

- 1 I didn't like the movie at all. The story didn't make any sense. It was laughable.
- 2 I really liked the movie. The story was really funny. It was laughable.
- 3 It was really mortifying when I passed my exams. I worked so hard, and my friends and family were so happy for me.
- 4 It was really mortifying when I failed my exams. I worked so hard, so I can't understand what went wrong.

Discussion

In which situations do you think people should be merciful? Why?

Is showing mercy sometimes the wrong thing to do? Why?/Why not?

MUCH ADO ABOUT NOTHING

ACT 1, SCENE 1

Activity 1

Before you read, match the word to a definition.

- | | |
|-----------------------------|--|
| 1 admirer | a a person who likes someone and wants to be liked by them |
| 2 bark | b damage with your fingernails |
| 3 cold blood / cold-blooded | c kind actions to others |
| 4 kindness | d not having any feelings; cruel |
| 5 parrot-teacher | e someone who cannot be trusted |
| 6 scratch | f someone who talks a lot without thinking what they're saying |
| 7 traitor | g the noise a dog makes; it's voice |

Introduction: Leonato has a party in his house for soldiers who are coming back from war. Leonato's niece, Beatrice, and Benedick, one of the soldiers, always argue and joke with each other.

Beatrice: I wonder why you are still talking, Signior.
Nobody is listening to you.

Benedick: What, little Lady Hate! Are you still alive?

Beatrice: Is it possible for hate to die when she can feed it
with such good food like you, Signior Benedick?

Kindness itself must become hate if you are with her.

Benedick: Then kindness is a traitor.

I am definitely loved by all ladies, except you:

And I look in my heart and find that I don't have an unkind
heart;

Because, truly, I love no women.

Beatrice: That's a great happiness to women: otherwise
they would be troubled with a dangerous admirer.

I thank God and my cold blood; I agree with you on that.

I'd rather hear my dog bark at a bird than hear a man
swear he loves me.

Benedick: May God keep you that way, lady!

So some man or other may escape a scratched face.

Beatrice: Scratching could not make it worse, if his face
was like yours.

Benedick: Well, you are a rare parrot-teacher.

Beatrice: A bird with my tongue is better than an animal
with yours.

Benedick: I wish my horse had the speed of your tongue,
and such energy.

But stay the way you are, in God's name; I have.

Beatrice: You always end with a fool's trick: I know you
well.

This simplified version by Engeli Haupt.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=muchado&Act=1&Scene=1&Scope=scene (starts on line 104).



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Activity 2

Who says the following? Write 'Beatrice', 'Benedick' or 'both' for each statement below.

- 1 I don't love anyone.
- 2 You shouldn't change.
- 3 I think the same as you.
- 4 You talk a lot.
- 5 You would be a danger to the people you date.

Activity 3

'I **wish** my horse **had** the speed of your tongue ...'

subject + wish (present simple) + past simple of verb

We use this structure to talk about things in the present that we would like to be different (but this is not possible).

For the following sentences, write the verb in the correct form to complete the gaps.

Example:

He _____ (wish) that she _____ (like) him.

Answer: He **wishes** that she **liked** him.

- 1 I _____ (wish) that I _____ (have) a sister.
- 2 Most parents wish that their children _____ (don't grow up) so quickly.
- 3 You might _____ (wish) that days _____ (be) longer.
- 4 I wish I _____ (can) travel more often.
- 5 She _____ (wish) that she _____ (be leaving) today.

Legacy language

Match these four phrases that Shakespeare invented with their meanings below:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 as merry as the day is long 2 be frugal 3 lie low 4 reclusive | <ol style="list-style-type: none"> a act so that people won't see you or pay attention to you b living very privately, outside society c save money where you can; try not to spend a lot d very happy and without worries |
|--|--|

Discussion

Do you think that Benedick and Beatrice really don't love anybody?

OTHELLO

ACT 1, SCENE 3

Activity 1

Before you read, match the word or phrase to a definition.

- | | |
|---------------------------------|--|
| 1 cheat on somebody | a a belief without sure proof that something is wrong |
| 2 hell | b a member of a Muslim group from Northwest Africa that invaded Spain in the 8 th century |
| 3 influence | c a place regarded in various religions as a land where bad people are punished after death |
| 4 kill two birds with one stone | d change another person's actions or beliefs |
| 5 Moor | e have a secret sexual relationship with someone other than your partner |
| 6 outrageous | f shocking; very bad |
| 7 suspicion | g solve two problems at the same time with a single action |

Introduction: Othello, a general in the Venetian army, is married to a woman called Desdemona. Othello's deputy, Iago, is jealous because another soldier, Cassio, got promoted before him. Iago wants Cassio's position, so he plans to make Othello believe that Desdemona is cheating on him with Cassio. In the following passage, Iago is talking about his plan.

Iago: I always get money from fools because I'd be wasting my skills
If I spent time with such an idiot
And didn't get something useful out of him. I hate the Moor.
Some say that he's slept with my wife.
I don't know if this is true but even the suspicion
Is enough for me. He respects me, which will help my plan.
Cassio is a proper man. Let's see, how can I kill two birds with one stone?
Bring him down and get myself in his position.
How? How? Let's see
After some time, I'll start telling Othello that
Cassio is too close to his wife.
He is so good-looking and charming he could make any woman cheat on her husband.
The Moor is open and trusting.
He thinks men who appear honest really are honest,
So he will be easy to influence
Like a child.
So I have it. It's planned. If I have a little help from hell,
I'll be successful in this outrageous plan.



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This simplified version by Andreea Pulpea.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=othello&Act=1&Scene=3&Scope=scene (starts on line 740).

Activity 2

Write a name (Iago, Cassio or Othello) at the beginning of each sentence.

- a** _____ trusts people.
- b** _____ wants somebody else's job.
- c** _____ has a plan with two aims.
- d** _____ is a handsome man.
- e** _____ suspects his partner is cheating on him.
- f** _____ is well liked by women.
- g** _____ believes in people's goodness.
- h** _____ tries to get financial advantages from less intelligent people.

Activity 3

Fill in the blanks with the appropriate form of the verb in brackets. For some verbs it might be necessary to add the auxiliary **would**.

- 1** I'd be wasting my skills if I _____ (spend) time with such an idiot.
- 2** My friend would be much happier if she _____ (move) to a different country.
- 3** If I _____ (can) change anything about my job it would be my boss.
- 4** He wouldn't have this cough if he _____ (not smoke).
- 5** If I were you, I _____ (accept) this job offer.

Legacy language

A Two old friends (Ana and Maria) have met for coffee and are talking about their lives. Put the lines of the dialogue in the right order.

- (1) Ana: How are things with you, Maria?
- (2) Maria: A disease? No. Maybe he just didn't like green. But anyway, let's not **squabble** over this **silliness**. Back to James. I think he is seeing someone else.
- (3) Ana: Why don't you trust him? Is it just a feeling or has he done something? Be careful; you know that **jealousy is the green-eyed monster**.
- (4) Maria: Nor did my mum. She always thinks the worst of him. To her, the fact that he is a liar is a **foregone conclusion**.
- (5) Ana: Oh no. I never liked him anyway.
- (6) Maria: Things are OK at work but bad at home. I don't trust James.
- (7) Ana: Shakespeare used it first. Maybe 'green' because people look green when they are sick? And jealousy is like a disease.
- (8) Maria: That's a funny saying! Where do you think it comes from?

B Choose a definition from the list below for each word or idiom 1–4. There are more definitions than you need.

- a** a decision made before having any evidence
 - b** be scared
 - c** fight over something unimportant
 - d** foolishness; lack of good sense
 - e** the end of a relationship
 - f** the feeling and fear that your partner is not faithful
-
- 1** foregone conclusion
 - 2** jealousy is the green-eyed monster
 - 3** silliness
 - 4** squabble

Discussion

How can love or relationships influence your behaviour at work? Is it a positive or a negative influence? Do you think people who trust others are more at risk than those who don't? Why?/Why not?

THE TEMPEST

ACT 3, SCENE 2

Activity 1

Before you read, match the word to a definition.

- 1 harm
 - 2 treasures
- a** valuable things like money and jewels
b do something that causes hurt or damage

Introduction: Stephano has just arrived after his ship sank. Caliban has been there for a long time and knows the place well. Caliban looks different - he is half human, half animal. The two men are drinking and walking around.

Caliban: Are you afraid?

Stephano: No, monster, I'm not.

Caliban: Don't be afraid, it's a noisy island.

It's full of sounds and sweet airs that will please you and won't harm you

Sometimes a thousand things,

Ring in my ears, and sometimes voices that

(As if I woke up after a long sleep)

Will make me sleep again, and then in my dream

It seemed that the clouds would open and show treasures

Ready to drop on me so that, when I woke up,

I wished to dream again.

This simplified version by Engeli Haupt.

To read Shakespeare's original version see:

http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=tempest&Act=3&Scene=2&Scope=scene (starts on line 1533).

Activity 2

Complete these sentences with the correct form of the words from the previous activity.

- 1 The pirates were looking for buried _____ .
- 2 The thief carried a knife, but he never _____ anyone.



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Activity 3

Choose the best answer for each question below.

- 1 Where are they?
 - a** They are caught in a rainstorm.
 - b** They are on an island.
 - c** They are in a church.
- 2 Why does Caliban think Stephano might be afraid?
 - a** Because there is a monster.
 - b** Because he cannot sleep.
 - c** Because there are lots of strange sounds and noises.
- 3 According to Caliban, what makes him fall asleep again after he wakes up?
 - a** voices
 - b** treasures dropping from the sky
 - c** things that ring
- 4 What kind of dreams does Caliban describe?
 - a** dreams where it rains treasures
 - b** dreams that make him feel afraid
 - c** noisy dreams
- 5 Does Caliban want to have those dreams again?
 - a** yes
 - b** no

Activity 4

In this text we see two examples of verbs that are followed by infinitive forms.

Example 1
'wished to dream'
verb + infinitive with **to**

Example 2
'make me sleep'
verb + object + infinitive without **to**

Example 1 does not have an object, while example 2 does (me).

Complete the gaps with the verbs in brackets below using the correct infinitive form: with / without to. Remember to include an object if needed.

*Example: I spoke to Sally and I asked _____ (leave).
Answer: I spoke to Sally and I asked her to leave.*

- 1 He really wanted _____ (go) to the concert, but he had to work that night.
- 2 One day I would like _____ (see) the Great Wall of China.
- 3 My mum always made _____ (do) my homework before I could watch TV.
- 4 Cinderella wished _____ (meet) the prince.
- 5 If he doesn't want to talk, you can't make _____ (say) it.

Legacy language

Match the following words or phrases, invented by Shakespeare in *The Tempest*, to their meanings below.

- | | |
|-------------------|---|
| 1 brave new world | a a new time of hope and possibility |
| 2 eyeball | b beautiful or impressive |
| 3 fair play | c a part of the body that we use to see with |
| 4 majestic | d following the rules and doing the right thing |

Discussion

How do you imagine the island where Caliban and Stephano are?

What sounds help you fall asleep?

ANSWER KEY

King Lear - Act 3, Scene 2 (page 04)

Activity 1

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

Activity 2

1. false; 2. true; 3. true;
4. false; 5. false

Activity 3

1. against; 2. of; 3. with;
4. for; 5. from

Legacy language

1. various answers possible;
2 a. hot-blooded;
b. cold-blooded;
c. half-hearted;
d. self-obsessed;
3. b

Hamlet - Act 3, Scene 1 (page 06)

Activity 1

1. f; 2. c; 3. b; 4. g; 5. e; 6. d; 7. a

Activity 2

1. b; 2. c; 3. b; 4. c

Activity 3

1. to be or not to be
2. troubles; life
3. death
4. Hamlet's list of life's difficulties
5. the uncertainty of life after death
6. the unknown pains

Legacy language

1. b; 2. d; 3. a; 4. c

Julius Caesar - Act 3, Scene 2 (page 08)

Activity 1

1. e
2. b
3. c
4. g
5. d
6. a
7. f

Activity 2

1. At school, she used to play a lot of tennis.
2. They used to live in New York, but now they live in London.
3. I didn't use to like classical music when I was younger, but now I listen to it all the time!
4. Before I became a vegetarian, I used to eat a lot of meat.
5. Until I met my husband, I didn't use to go to football matches.

Activity 3

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

Legacy language

1. have misgivings
2. it was all Greek to me
3. tongue-tied
4. a dish fit for the gods

As You Like It - Act 2, Scene 7 (page 10)

Activity 1

1. e; 2. d; 3. c; 4. b;
5. f; 6. g; 7. a

Activity 2

a. 5; b. 4; c. 1; d. 2;
e. 3; f. 7; g. 6

Activity 3

1. who;
2. how;
3. which;
4. who/that/-;
5. whose

Legacy language

A. No
B.
1. b 2. a 3. a, d, e 4. a

Romeo and Juliet - Act 3, Scene 1 (page 12)

Activity 1

1. c; 2. h; 3. e; 4. f; 5. g;
6. a; 7. b; 8. d

Activity 2

1. is not
2. die
3. inexperienced
4. shouldn't have

Activity 3

1. Joseph is / isn't as tall as John.
2. A lake isn't as deep as the sea.
3. An orange is as round as a tomato.
4. Salt isn't as expensive as gold.
5. Chocolate isn't as healthy as fruit.

Legacy language

1.
a. worn out; b. inauspicious;
c. bump; d. uncomfortable
2.
un unable, unacceptable
ir irresponsible, irrational
il illogical, illegal
im immature, impossible
in inefficient, incredible

Romeo and Juliet - Act 2, Scene 2 (page 14)

Activity 1

1. e; 2. b; 3. d; 4. f; 5. c; 6. a

Activity 2

1. Mercutio;
2. Juliet;
3. the moon;
4. stars;
5. birds;
6. glove

Activity 3

1. had;
2. were;
3. could;
4. didn't have;
5. spoke;
6. didn't live

Legacy language

1. b; 2. d; 3. a; 4. c

ANSWER KEY

The Merchant of Venice - Act 4, Scene 1 (page 16)

Activity 1	Activity 2	Activity 3	Legacy language
1. b; 2. a; 3. d; 4. f; 5. c	1. rain; 2. heart; 3. borrowed; 4. future; 5. court	(c) infinitive without <i>to</i> 1. (N) I can swim, but not very well. 2. (Y) 3. (N) He could run fast when he was young. 4. (N) She will help her sister with her homework. 5. (Y) 6. (Y) 7. (N) I shall decide later. 8. (Y)	Words: 1, 4

Much Ado About Nothing - Act 1, Scene 1 (page 18)

Activity 1	Activity 2	Activity 3	Legacy language
1. a; 2. g; 3. d; 4. c; 5. f; 6. b; 7. e	1. both 2. Benedick 3. Beatrice 4. Benedick 5. Beatrice	1. wish, had 2. didn't grow up 3. wish, were 4. could 5. wishes, was/were leaving	1. d; 2. c; 3. a; 4. b

Othello - Act 1, Scene 3 (page 20)

Activity 1	Activity 2	Activity 3	Legacy language
1. e; 2. c; 3. d; 4. g; 5. b; 6. f; 7. a	a. Othello b. Iago c. Iago d. Cassio e. Iago f. Cassio g. Othello h. Iago	1. spent; 2. moved; 3. could; 4. didn't smoke; 5. would/'d accept	A. 1, 6, 3, 8, 7, 2, 5, 4 B. 1. a; 2. f; 3. d; 4. c

The Tempest - Act 3, Scene 2 (page 22)

Activity 1	Activity 2	Activity 3	Activity 4	Legacy language
1. b 2. a	1. treasure 2. harmed	1. b 2. c 3. a 4. a 5. a	1. to go 2. to see 3. me do 4. to meet 5. him say	1. a; 2. c; 3. d; 4. b

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