

# CADERNO DE ATIVIDADES



**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](http://www.shakespearelives.org)**

*William Shakespeare, poeta, dramaturgo e ator inglês, escreveu aproximadamente 38 peças entre todos os seus trabalhos. As peças estão divididas em gêneros: comédia, histórica e tragédia. O ano de 2016 marca o 400º aniversário de sua morte. Como uma maneira de celebrar o trabalho de Shakespeare, este livreto traz atividades diferentes para serem feitas em sala de aula, na escola.*

*As páginas trazem quatro tragédias, quatro comédias e duas históricas com atividades de pré-leitura, uma breve descrição do ato e da cena da peça e atividades de pós-leitura. Elas têm o propósito de explorar o vocabulário apresentado no texto e também verificar a compreensão leitora. O legado de linguagem que Shakespeare deixou em seu trabalho, como as famosas novas palavras e expressões, também pode ser encontrado neste livreto.*

*Professores e alunos irão desenvolver o pensamento crítico com os debates propostos no final de cada atividade. "Ser ou não ser" pode ser sempre a questão, então se envolva com os trabalhos de Shakespeare, pois Shakespeare vive.*

*Para conhecer mais sobre Shakespeare, visite [www.shakespearelives.org](http://www.shakespearelives.org)*

# MACBETH

## ACT 5, SCENE 5

### Activity 1

Before you read, match the word to a definition.

*Antes de ler o texto, relacione a palavra à sua definição.*

- |        |  |
|--------|--|
| 1 fury | a the speed that someone or something moves at                         |
| 2 pace | b an abstract noun that describes being very well known by many people |
| 3 fame | c very strong anger  |

**Introduction:** Macbeth's short time as King of Scotland is about to come to an end. Macbeth has killed many people to try to stop it becoming known he killed Duncan, the previous King of Scotland, but now he has made many enemies. Furthermore, he has just learnt news that his wife has just killed herself.

*Introdução: O curto período de Macbeth como rei da Escócia está prestes a terminar. Ele matou muitas pessoas para evitar que soubessem que ele matou Duncan, o antigo rei da Escócia, mas agora ele fez muitos inimigos. Além disso, ele acaba de receber a notícia de que sua esposa se matou.*

**Macbeth:** Well she's dead now but does it really matter?  
She was always going to die one day anyway!  
Tomorrow and tomorrow and tomorrow!  
Time moves at such a slow pace from day to day  
And it will continue to move at such slow speed until time exists no more  
And all of past time has shown idiots the way to a lonely death  
Life is a brief candle which soon goes out  
It is like a poor actor who has a little fame on stage and shouts about it for a while  
But who is soon not heard from any more  
It is a story told by a fool  
Full of sound and fury but meaning NOTHING!

This simplified version by Engeli Haupt. To read Shakespeare's original version see:

*Versão simplificada de Engeli Haupt. Para ler a versão original de Shakespeare, veja:*

[opensource-shakespeare.org/views/plays/play\\_view.php?](https://opensource-shakespeare.org/views/plays/play_view.php?WorkID=macbeth&Act=5&Scene=5&Scope=scene)

[WorkID=macbeth&Act=5&Scene=5&Scope=scene](https://opensource-shakespeare.org/views/plays/play_view.php?WorkID=macbeth&Act=5&Scene=5&Scope=scene)

(starts on line 2374). (começa na linha 2374)

### Activity 2

1–2 Which of the following **TWO** things does Macbeth think about:

Quais das DUAS coisas a seguir Macbeth pensa a respeito:

- |                                |                      |
|--------------------------------|----------------------|
| a the reason why his wife dies | d the poor lives     |
| b human experience of time     | that actors have     |
| c the science of time          | e the nature of life |

3 When Macbeth says that life is a brief candle, what does he mean?

*Quando Macbeth diz que a vida é como uma vela acesa, o que ele quer dizer?*

- a Life is short.    b Life moves slowly.    c Life is meaningless.

4 When Macbeth compares life to a poor actor, he means

*Quando Macbeth compara a vida a um pobre ator, ele diz que:*

- a too many people in his country have poor lives.  
b the life of actors is angry and badly paid.  
c life is short and insignificant.  
d life is full of ups and downs.

### Activity 3

Using synonyms can help to improve your range of vocabulary and also to avoid repeating words.

*Usar sinônimos pode ajudar a aumentar o seu vocabulário e também a evitar repetir palavras.*

'Time moves at such a slow pace from day to day  
And it will continue to move at such slow speed until time exists no more'

*Pace – speed* are synonyms because they have similar meanings. Another example of synonyms used in the text are:  
*Pace – speed são sinônimos pois têm significados semelhantes.*  
*Outro exemplo de sinônimos usados no texto são:*

fool – idiot

Match the words on the left with their synonyms on the right.  
*Relacione as palavras à esquerda com seus sinônimos à direita.*

wonderful	compassion
real	liberty
boring	purchase
awful	dreadful
buy	dull
encourage	tranquillity
give	provide
freedom	marvellous
peace	urge
sympathy	genuine

Write 'N', 'V' or 'A' next to each pair of synonyms, depending on whether they are nouns, verbs or adjectives, e.g. *fool – idiot N*  
*Escreva 'N', 'V' ou 'A' ao lado de cada par de sinônimos, dependendo se são substantivos (N), verbos (V) ou adjetivos (A). Por exemplo: fool - idiot N*



# MACBETH

## ACT 2, SCENE 1

**Introduction:** The King of Scotland, Duncan, has come to visit Macbeth to thank him for his brave actions in a recent battle. However, Macbeth has been convinced by his wife and three witches that he should murder Duncan so that he can become the King of Scotland himself.

*O rei da Escócia, Duncan, veio visitar Macbeth para agradecê-lo por suas corajosas ações em uma batalha recente. Porém, Macbeth foi convencido por sua esposa e três bruxas de que ele deveria assassinar Duncan para que ele virasse o rei da Escócia..*

**Macbeth:** Is this a knife in front of me?

Pointing at my hand? I will take it.

It is not here, but I can see it!

But is it really a knife or am I just imagining it?

Perhaps it is just a fever in my brain?

It looks like it is real

Real just like this knife I have here

The imaginary knife is showing me the way

It is like the knife I was going to use

Oh, my eyes are not working well like my other senses

Or maybe they are working better than them

Now I see the knife with drops of blood on it.

But these drops of blood were not there before.

They cannot really be there

It is my violent plan to kill the king that is making me see things which are not really there!

But it is nighttime

This is the time when witches do terrible things

And encourage murder to take place

Murder moves towards the king silently like a ghost

The hard ground below my feet – do not give attention to how I walk

The sound of my steps may show where I am

And this will not help with this perfect murder that I plan

Enough talking now

While I am here talking, the King of Scotland lives

And talking makes me want to do this less

*-sound of a bell ringing*

Well, it is time

I'm coming now, Duncan

Either heaven or hell is waiting for you

### Activity 1

Before you read, match the word to a definition.

*Antes de ler o texto, relacione a palavra à sua definição.*

- |             |   |
|-------------|---|
| 1 bell      | a a metal object used to make a sound with                                      |
| 2 imaginary | b a place it is said people go to after they die if they have been bad          |
| 3 heaven    | c a place it is said people go to after they die if they have been good         |
| 4 hell      | d not real; existing only in your mind  |
| 5 senses    | e the feelings that we have, e.g. smell, touch, taste, etc.                     |
| 6 witches   | f women characters who have special powers and do evil things with those powers |

### Activity 2

Match each question to the correct answer according to what is said in the text.

*Relacione cada pergunta à resposta correta de acordo com o texto.*

- 1 Why does Macbeth suggest he is imagining a knife?
  - 2 Why does Macbeth later think he can imagine a knife with blood on it?
  - 3 Why does Macbeth speak to the ground?
  - 4 Why does Macbeth want to stop talking to himself?
  - 5 Why does Macbeth say 'heaven or hell is waiting for you'?
- a Because he wants to remind himself to be silent when completing his plan.
- b Because of the violent plan he is thinking about completing.
- c Because he thinks he might be ill.
- d Because he decides he will now complete his plan.
- e Because it makes him feel less like completing his plan.

This simplified version by Freddie Gay. To read Shakespeare's original version see:

*Versão simplificada de Freddie Gay. Para ler a versão original de Shakespeare, veja:*

[opensource-shakespeare.org/views/plays/play\\_view.php?WorkID=macbeth&Act=2&Scene=1&Scope=scene](https://opensource-shakespeare.org/views/plays/play_view.php?WorkID=macbeth&Act=2&Scene=1&Scope=scene) (starts on line 612).  
(começa na linha 612).



# ROMEO AND JULIET

## ACT 3, SCENE 2

### Activity 1

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

*Antes de ler o texto, relacione a palavra ou expressão à sua definição.*

- |               |  |
|---------------|--|
| 1 banish      | a a bad or criminal person   |
| 2 guilty act  | b an action that makes you feel bad because it is illegal or wrong |
| 3 ruin (verb) | c ordered to leave a place and not permitted to return             |
| 4 sinner      | d someone who has done something wrong according to their religion |
| 5 villain     | e spoil or damage something  |

**Introduction:** Juliet has just married Romeo. Juliet's cousin, Tybalt, and Romeo were in a fight, and in the end Romeo kills Tybalt. Juliet has just been told that Tybalt is dead.

*Juliet acabou de se casar com Romeo. O primo de Juliet, Tybalt, e Romeo se envolveram em uma briga e no final, Romeo mata Tybalt. Juliet ainda não sabe que Tybalt está morto.*

**Juliet:** Will I speak badly about my own husband?

Poor man, who will give you a good name, when your new wife of only three hours has ruined it?

But why did you kill my cousin, you villain?

Because my villain cousin would have killed my husband.

I must stop crying – go away tears! You belong to sadness, not to happiness – my husband is alive, after Tybalt wanted to kill him, and Tybalt, who would have killed my husband, is dead. This is good news – so why am I crying then?

There was a word, worse than Tybalt's death, which killed me – I am trying to forget it, but it stays in my head, like guilty acts always stay in a sinner's mind.

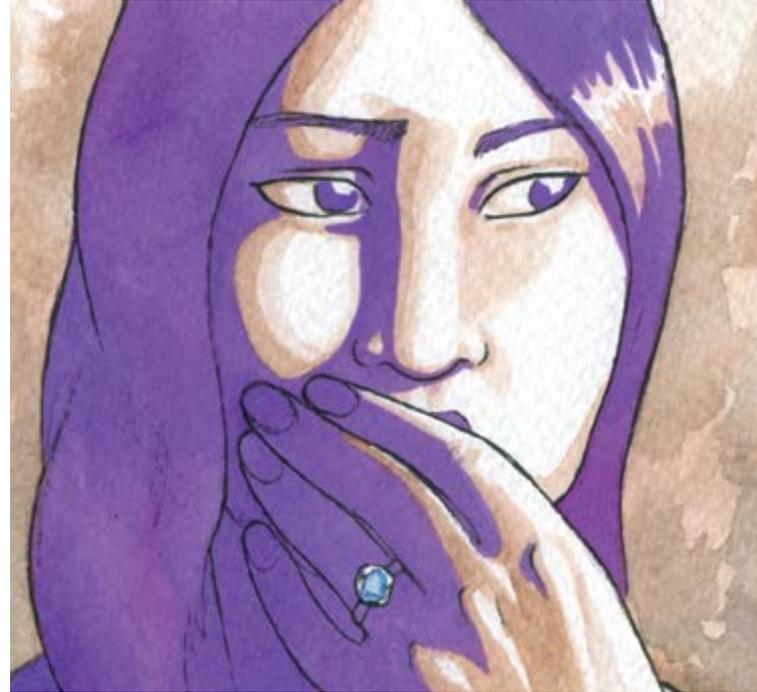
'Tybalt is dead, and Romeo is banished.'

That 'banished' – that word banished is the same as ten thousand dead Tybalts.

Tybalt's death was sad enough – if everything had ended there. Or if sadness attracts more sadness, why didn't she also say 'Tybalt's dead, and so is your father, and your mother, or both', and then I would have cried properly.

But to tell me about Tybalt's death and then to say 'Romeo is banished' – to say that is like saying 'your father, your mother, Tybalt, Romeo, Juliet are all murdered, all dead'. Romeo is banished!

There is no limit or end, or words for that pain. Where are my father and my mother, nurse?



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### Activity 2

- Why does Juliet feel bad for Romeo at the beginning of her speech?  
*Por que Juliet se sente mal por Romeo no começo de sua fala?*  
**a** Because she has only been married to him for three hours.  
**b** Because she has said bad things about him.  
**c** Because Romeo doesn't like her cousin.
- How does Juliet feel about Tybalt's death?  
*Como Juliet se sente em relação à morte de Tybalt?*  
**a** happy   **b** sad   **c** a mixture of happy and sad
- What did Tybalt want to do?  
*O que Tybalt quer fazer?*  
**a** kill Juliet   **b** kill Romeo   **c** banish Romeo
- What is Juliet most sad about?  
*Com o que Juliet está mais triste?*  
**a** Tybalt dying  
**b** her mother dying  
**c** Romeo being banished from Verona

This simplified version by Cath McLellan.

To read Shakespeare's original version see:

*Versão simplificada de Cath McLellan.*

Para ler a versão original de Shakespeare, veja:

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?WorkID=romeojuliet&Act=3&Scene=2&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=romeojuliet&Act=3&Scene=2&Scope=scene) (starts on line 1821).  
(começa na linha 1821).

### Activity 3

Look at this sentence from the text:

*Observe essa frase do texto:*

'Tybalt, who would have killed my husband, is alive.'

Now combine the following sentences using a relative pronoun: *who, which, where, when* or *whose*. In some cases, more than one answer may be possible.

*Agora combine as seguintes frases usando um pronome relativo: who, which, where, when ou whose. Em alguns casos, é possível haver mais de uma resposta.*

#### Example:

Juliet is married to Romeo. Juliet is Tybalt's cousin.

*Juliet, who is married to Romeo, is Tybalt's cousin.*

- 1 New York is an amazing city. My brother lives in New York.
- 2 This book is fantastic. You can buy the book online.
- 3 Jenny lives next door to me. She is an artist.
- 4 The beach is very clean. It is not very far away.
- 5 Shakespeare was born in Stratford-upon-Avon. It is a lovely town in the centre of England.

### Legacy language – Legado

Lots of English expressions and vocabulary that are used today come from Shakespeare's plays. Look at the following phrases and their definitions. They are from *Romeo and Juliet* and *Henry IV* (Part 1).

*Muitas expressões e vocabulário em inglês, usadas atualmente, são originárias das peças de Shakespeare. Observe as seguintes frases e suas definições. Elas são de Romeo and Juliet e Henry IV (Parte 1).*

- a Violent delights have violent ends** – if you have very strong feelings about something, or enjoy something too much, it will end badly.  
*se você tem sentimentos intensos por algo, ou gosta muito de alguma coisa, vai acabar se dando mal.*
- b A plague on both your houses** – wish bad things to happen to two different people who have caused you problems.  
*desejar que coisas ruins aconteçam com duas pessoas diferentes que lhe causaram problemas.*
- c Stony hearted** – someone who does not feel compassion for others, who is not kind or warm.  
*alguém que não sente compaixão pelos outros, que não é bondoso nem afetuoso.*
- d Send him packing** – send someone away because they have done something wrong or have annoyed you.  
*mandar alguém embora por fazer algo errado ou por aborrecer você.*

Read the sentences below. Which phrase from Shakespeare would you use in each case?

*Leia as sentenças abaixo. Qual frase de Shakespeare você usaria em cada situação?*

- 1 Jenny went to a fantastic party the other day. She was eating, drinking and dancing all night, but she felt really bad for two days afterwards.
- 2 Paul never feels sad when he watches sad films, and he is never sympathetic to other people's problems.
- 3 My brother is really lazy – he asked me to do his homework for him, but I said no and told him to go away.
- 4 My neighbour on one side makes a lot of noise and is always having loud parties – my other neighbour has four noisy dogs. They are both terrible!

#### Discussion

*Debate*

Do you think it is ever justifiable to kill someone?  
Why/Why not?

*Você acha que pode ser justificável matar alguém?  
Por quê?*

# HENRY V

## ACT 4, SCENE 1

### Activity 1

Before you read, match the word or phrase to a definition.  
*Antes de ler o texto, relacione a palavra ou expressão à sua definição.*

- |                      |   |
|----------------------|---|
| 1 admiration         | a a financial gain or benefit                               |
| 2 double-edged sword | b a rude act or statement                                   |
| 3 exposed to         | c respect and liking  |
| 4 insult             | d something (often money) that you owe and need to pay back |
| 5 profit             | e something that has both good and bad results              |
| 6 debt               | f vulnerable; unprotected against attack or criticism       |

**Introduction:** Young King Henry V decides to invade France. The night before the great battle he dresses as a common soldier and talks to his army. Alone, he complains about his huge responsibilities as king compared to the lives of ordinary people.

*Introdução: O jovem rei Henry V decide invadir a França. Na noite anterior à grande batalha, ele se veste como um soldado comum e conversa com seu exército. Sozinho, ele se queixa de suas grandes responsabilidades como rei, comparadas à vida das pessoas comuns.*

**King Henry:** The king!

Let the king take care of everything, our lives, our hearts,  
Our debts, our worried wives  
Our children, our mistakes  
I must take responsibility for everything.  
How hard this is.

It is a double-edged sword: I was born at the top but I am exposed to the insults of any fool who only has his own problems to care about.

Think of the peace of mind that kings give up which ordinary men enjoy.

What do kings have that ordinary men do not, besides the crown?

And what is this useless crown?

What good are you, crown? Kings suffer more than their people do.

What benefit, what profit do you make?

Oh, crown, just show me your value! Why are you so loved?

Do you really mean anything except position and ceremony, which create admiration and fear in others?

You are less happy, being feared, than they are fearing you.

### Activity 2

Decide if the statements below are true or false, and write true (T) or false (F) or whether the information is not included in the text (not given = NG).

*Decida se as afirmações abaixo são verdadeiras ou falsas e escreva (T) verdadeiro ou (F) falso, ou se a informação não foi mencionada no texto (not given = NG).*

According to the text, **being a king...**

- 1 means you are smarter than other people. \_\_\_\_\_
- 2 forces other kings to respect you. \_\_\_\_\_
- 3 gives you a lot of peace of mind. \_\_\_\_\_
- 4 has both good and bad parts. \_\_\_\_\_
- 5 is a great responsibility. \_\_\_\_\_
- 6 makes it easy to get new swords. \_\_\_\_\_
- 7 means you cannot be insulted by ordinary people. \_\_\_\_\_

### Activity 3

Complete the sentences below with the correct form (active or passive) of the verb in brackets. The first one is taken from the text.

*Complete as frases abaixo com a forma correta (ativa ou passiva) do verbo entre parênteses. A primeira foi retirada do texto.*

- 1 You are less happy \_\_\_\_\_ (fear) than they are fearing you.
- 2 The teenager was travelling alone so he \_\_\_\_\_ (expose) to many risks.
- 3 My new colleague \_\_\_\_\_ (insult) us when she said our team was weak.
- 4 The former king \_\_\_\_\_ (admire) by many for his decisions.
- 5 My sister \_\_\_\_\_ (fire) from her new job for being late.
- 6 Many people \_\_\_\_\_ (not trust) this government.

**This simplified version by Andreea Pulpea.**

To read Shakespeare's original version see:

*Versão simplificada de Andreea Pulpea.*

*Para ler a versão original de Shakespeare, veja:*

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?WorId=henry5&Act=4&Scene=1&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?WorId=henry5&Act=4&Scene=1&Scope=scene) (starts on line 2075).

*(começa na linha 2075)*



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## Legacy language – Legado

### A Read the headlines a–d.

*Leia as manchetes a-d.*

#### a **Once more into the breach**

*European leaders are meeting again to try and solve the economic crisis*

#### b **'He is the devil incarnate'**

*Wife of serial killer talks to the press*

#### c **'This is a lie and an attempt to besmirch my reputation'**

*Prime Minister denies rumours of affair*

#### d **Football fans fight after match**

*Police describe scenes of savagery and chaos*

### B Choose a definition from the list below for each word or idiom 1–4.

There is one definition you do not need to use.

*Escolha uma definição da lista abaixo para cada palavra ou expressão idiomática 1-4.*

*Uma das definições não será usada.*

1 once more into the breach

2 devil incarnate

3 besmirch

4 savagery

a a person who is pure evil

b an uncivilised or violent state/act

c give somebody a good image

d damage somebody's image

e try again to achieve something after you failed

## Discussion

*Debate*

1 What are the advantages and disadvantages of being a king or a president?

*Quais são as vantagens e desvantagens de ser rei ou presidente?*

2 Do you think being a leader is something you are born with? Or is it an ability you can develop? If so, how?

*Você acha que ser líder é algo inato? Ou é uma habilidade que pode ser desenvolvida?*

*Em caso positivo, como?*

# HENRY V

## ACT 2, SCENE 1

**Introduction:** William Shakespeare's play *Henry V* is set in Europe at the start of the fifteenth century – a period when England and France were at war. The young English king, Henry V, decides to attack the town of Harfleur in Northern France. English cannons have made a hole in the wall around the city when Henry speaks to his soldiers, trying to encourage them to win the battle:

*Introdução: A peça Henry V de William Shakespeare é ambientada na Europa, no início do século quinze – época em que a Inglaterra e a França estavam em guerra. O jovem rei inglês, Henry V, decide atacar a cidade de Harfleur, no norte da França. Os canhões ingleses fizeram um buraco na muralha ao redor da cidade quando Henry falava com seus soldados, tentando encorajá-los a ganhar a batalha:*

**Henry V:** Attack the hole in the city wall once more, my friends, once more  
Or fill it with our dead bodies while trying.  
In times of peace, a man should be calm and peaceful,  
But when called to war  
You should be like the tiger;  
Ready your muscles and prepare your blood,  
Hide your good side with your anger;  
Make your eyes look frightening;  
Let them stick out from your face  
Like a metal cannon; and let the forehead above your eyes  
Be like a cliff over a wild ocean.  
Now grit your teeth and flare your nostrils,  
Hold your breath and stand up  
To your full height. On, on, you noble English.  
You come from fathers who fought in battle too!  
Fathers who, like an Alexander\*,  
Have fought in this place from morning to night  
And only stopped when the battle was over:  
Don't disappoint your mothers; show that  
You are your father's son.  
Be an example to rougher men,  
And teach them how to fight. And you, good farmer,  
Who was born in England, show us  
What your land is made of; show us  
That you are an Englishman, which I don't doubt;  
Because there isn't one of you here so low,  
That you don't have some noble fire in your eyes.  
I see you stand like dogs ready to race.  
The game has started: follow your heart and shout out  
'God for Henry, England, and Saint George\*\*!'

\* Alexander the Great, king of the Ancient Greek kingdom of Macedonia, known for his ability to fight well

\*\* Saint of England

### Activity 1

Before you read, match the word or phrase to a definition.  
*Antes de ler o texto, relacione a palavra ou expressão à sua definição.*

- |                       |   |
|-----------------------|---|
| 1 cannon              | a behaving in a good and honest way, or belonging to the highest group in society |
| 2 flare your nostrils | b body part which connects to bones to produce movement                           |
| 3 grit your teeth     | c go past the main part of an object  |
| 4 hold your breath    | d hold your teeth together, often when doing something difficult                  |
| 5 muscles             | e large metal gun, usually on wheels  |
| 6 noble               | f make your nose holes wide, like an angry bull                                   |
| 7 stick out           | g stop breathing, often when you are nervous or surprised                         |

### Activity 2

- When does the speech take place?  
*Quando ocorre o discurso?*  
a at the end of the battle  
b in the middle of the battle  
c at the beginning of the battle
- Henry says that in battle you should make yourself look  
*Henry diz que na batalha você deve parecer*  
a peaceful.    b noble.    c frightening.
- Henry says they will not stop fighting until  
*Henry diz que não irão parar de lutar até que*  
a they win or all the English are dead.  
b they have killed all the French.  
c they control all of France.
- Henry says that their fathers  
*Henry diz que seus pais*  
a continued to fight until the end of the battle.  
b fought with Alexander the Great.  
c taught them how to fight.
- They are like dogs because  
*Eles são como cães porque*  
a they can run fast.  
b they look frightening.  
c they are ready for action.

This simplified version by Julie Mason.

To read Shakespeare's original version see:  
*Versão simplificada de Julie Mason.*

Para ler a versão original de Shakespeare, veja:

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?WorkID=henry5&Act=3&Scene=1&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=henry5&Act=3&Scene=1&Scope=scene)



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### Activity 3

#### Multiword verbs

Verbos formados por mais de uma palavra

'Make your eyes look frightening;  
Let them **stick out** from your face'

The verb 'stick out' has more than one word, so it is a **multiword verb**.

O verbo "stick out" tem mais de uma palavra, então é chamado de multiword (formado por mais de uma palavra).

Use the **correct form** of the multiword verbs below to complete the sentences:

Use a forma correta dos verbos abaixo para completar as frases:

stick out    carry on    get up    take off    give up    look after

- 1 If we \_\_\_\_\_ walking along this road, we will get to the beach.
- 2 She \_\_\_\_\_ early every morning, because she likes to go for a run before work.
- 3 Can you \_\_\_\_\_ my dog when I go on holiday, please?
- 4 I wanted to lose weight, so I \_\_\_\_\_ chocolate.
- 5 Don't \_\_\_\_\_ your tongue – it's very rude!
- 6 My flight \_\_\_\_\_ at 2 p.m., so I need to be at the airport by midday.

### Legacy language – Legado

Idioms from *Henry V*:

Expressões idiomáticas de Henry V:

'**turn the tide**' – change the direction of events  
*mudar o rumo dos eventos*

'**heart of gold**' – kind and generous  
*bom e generoso*

Words made popular by Shakespeare in *Henry V*:  
Palavras que se tornaram populares por Shakespeare em Henry V:

'**disheartened**' ('**dishearten**' in *Henry V*) – disappointed  
*desapontado*

'**motionless**' – not moving, completely still  
*sem se mexer, totalmente parado*

Use the idioms and words on the left to complete the story.  
Use as expressões idiomáticas e palavras ao lado para completar a história.

When I was 14, I was in the final of a tennis competition. It started badly and I felt very **1** \_\_\_\_\_ when I lost the first set. I managed to **2** \_\_\_\_\_ and won the second set, but then something terrible happened! My racket broke and I didn't have another one. I stood **3** \_\_\_\_\_, looking at my broken racket. The other player, Jim, came over to ask what had happened, and I explained. Luckily for me, he had a **4** \_\_\_\_\_ and let me use his other racket! I won the match and Jim and I became really good friends!

### Discussion

Debate

Henry V says that in times of war you should be 'like a tiger'.

Should you behave like a tiger when you take part in sport? Why?/Why not?

Henry V diz que em tempos de guerra você deve ser "como um tigre".

Você deve se comportar como um tigre quando está competindo em algum esporte? Por quê?

# TWELFTH NIGHT

## ACT 1, SCENE 1

**Introduction:** Orsino is in love with Lady Olivia. But Olivia is sad because her brother has just died. She doesn't love Orsino, and she doesn't want to get married. Orsino is listening to music and thinking about love.

*Introdução: Orsino está apaixonado por Lady Olivia. Mas Olivia está triste porque seu irmão acabou de morrer. Ela não ama Orsino e não quer se casar. Orsino está ouvindo música e pensando sobre o amor.*

**Orsino:** People think that music makes us love more.  
If that is true, keep playing the music!  
When we eat a lot, we stop being hungry.  
Maybe if I hear lots of music, I will stop loving!  
Play that piece of music again. This time, it sounded sad.  
It sounded like a gentle wind blowing over a field of flowers, taking their lovely smell with it.  
But that's enough, now. Stop the music.  
Now it doesn't sound as sweet.  
Love is so confusing!  
Sometimes it makes us feel wonderful, but then a minute later we feel sad.  
Love can make bad situations feel good.  
But it can also make us annoyed or bored with good things!  
Love fills us with so many different feelings.  
Is love really about another person?  
Or is it more about our own thoughts and imagination?  
Nothing is the same as love.

This simplified version by Russell Evans.

To read Shakespeare's original version see:

Versão simplificada de Russel Evans.

Para ler a versão original de Shakespeare, veja:

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?workID=12night&Act=1&Scene=1&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?workID=12night&Act=1&Scene=1&Scope=scene).

### Activity 1

According to the text, are these statements True, False or Not Given?

*De acordo com o texto, essas afirmações são Verdadeiras, Falsas ou Não Apresentadas?*

Answer **T** if the statement agrees with the text.

*Responda T se a afirmação estiver de acordo com o texto.*

Answer **F** if the statement disagrees with the text.

*Responda F se a afirmação estiver em desacordo com o texto.*

Answer **NG** if the statement says something that is not in the text. *Responda NG se a afirmação apresentar algo que não esteja no texto.*

- 1 Orsino wants the music to continue.
- 2 He thinks if he hears a lot of music he will love even more.
- 3 The music makes him think about flowers and nice smells.
- 4 Love is easy to understand.
- 5 Sometimes love makes us feel hungry.
- 6 Orsino is sure what love is about.
- 7 There are many things which are similar to love.

### Activity 2

Orsino says 'Music makes us love more' and 'Love makes us feel wonderful'. The structure is:

*Orsino diz "Music makes us love more" e "Love makes us feel wonderful". A estrutura é:*

#### **MAKE + object + infinitive without to**

*MAKE + objeto + verbo no infinitivo sem o to*

It means 'cause someone to do something' or 'force someone to do something they do not want to do'.

*Significa "mandar alguém fazer algo" ou "forçar alguém a fazer algo que não quer".*

We can use a similar structure with 'let':

*Podemos usar uma estrutura parecida com "let".*

#### **LET + object + infinitive without to**

*LET + objeto + verbo no infinitivo sem o to*

*'My sister lets me use her make-up.'*

This means 'allow someone to do something'.

*Significa "permitir que alguém faça alguma coisa".*

Complete each sentence with the correct form of **make** or **let** and the correct form of one of these verbs:

*Complete cada frase com a forma correta de make ou let e a forma correta de um dos seguintes verbos:*

borrow cry go laugh sit tidy work

- 1 Don't \_\_\_\_\_ me \_\_\_\_\_! I'm trying to do my homework! I don't have time for jokes!
- 2 He always \_\_\_\_\_ his brother \_\_\_\_\_ his toys. He's very kind.
- 3 Her mum \_\_\_\_\_ her \_\_\_\_\_ her room at the weekend.
- 4 My parents \_\_\_\_\_ me \_\_\_\_\_ in the front seat of the car – when it's not moving!
- 5 I'm so excited! Mum says she will \_\_\_\_\_ me on holiday with my friends next year.
- 6 Sad songs always \_\_\_\_\_ me \_\_\_\_\_.
- 7 The teacher \_\_\_\_\_ us \_\_\_\_\_ very hard!



## Legacy language – Legado

### Words

#### Palavras

Shakespeare liked to make up new words.

Two of his new words from *Twelfth Night* are highlighted in bold in these sentences:

*Shakespeare gostava de criar palavras novas. Duas delas em Twelfth Night estão destacadas em negrito nas seguintes frases:*

- 1 She had long, black, **lustrous** hair.  
Everyone turned to watch her as she walked past.
- 2 The peacock showed its tail feathers.  
In the sunlight, the blues and greens looked **lustrous**.
- 3 I prefer this darker, plainer bracelet, which doesn't catch the light so much. The other one is just a little bit too **lustrous** for me.
- 4 The children spent so long on the **whirligig** that they started feeling sick!
- 5 They boys made their **whirligigs** spin faster and faster.
- 6 The **whirligig** in the garden started turning as the wind blew harder.

Can you guess the meanings of **lustrous** and **whirligig** by reading all the sentences? Check your ideas in a dictionary.

*Você consegue identificar o significado de lustrous e whirligig ao ler todas as frases? Confirme suas ideias em um dicionário.*

### Idioms

#### Expressões idiomáticas

Shakespeare created lots of new idioms – interesting phrases where the meaning can be difficult to guess from the words used. Here are two idioms from *Twelfth Night*:

*Shakespeare criou muitas expressões idiomáticas – frases interessantes cujo significado pode ser difícil de adivinhar pelas palavras usadas. Aqui estão duas expressões de Twelfth Night.*

#### improbable fiction

#### laugh yourself into stitches

Read the dialogues below. Which dialogues show situations where you could use the idioms?

*Leia os diálogos abaixo. Quais diálogos mostram situações nas quais você poderia usar as expressões idiomáticas?*

#### Situation 1

Peter: ...and then the waiter dropped all the dishes on the floor! I felt bad for the waiter, but it was just so funny!

Sarah: It sounds like a great night out. I'm sorry I missed it!

#### Situation 2

Jane: I'm going to tell the teacher that my dog ate my homework.

Susan: I would be very surprised if she believed you!

### Discussion

#### Debate

Do you think it is possible to have too much of a good thing, like music, food or love? Why?

*Você acha que é possível ter muito de alguma coisa boa, como música, comida ou amor? Por quê?*

# A MIDSUMMER NIGHT'S DREAM

## ACT 2, SCENE 1

**Introduction:** Helena and Demetrius walk in a magical forest. Helena is in love with Demetrius, but he is in love with Hermia, whose father wants them to marry.  
*Introdução: Helena e Demetrius caminham em uma floresta mágica. Helena está apaixonada por Demetrius mas ele está apaixonado por Hermia, cujo pai quer casá-los.*

**Demetrius:** I don't love you, stop following me!

Where are Lysander and pretty Hermia?

The one I'll kill and the other one is killing me.

You told me they were hiding in this wood

And here I am angry in this wood

Because I cannot see my Hermia.

So, leave and stop following me.

**Helena:** You draw me, you cruel and stubborn magnet;

But you don't draw iron, because my heart is as true as steel:

If you give up your power to draw me

I will have no power to follow you.

**Demetrius:** Do I really draw you? Do I ever say nice things to you?

Or, instead, do I tell you in the plainest truth

That I do not and I cannot love you?

**Helena:** And even after that I love you more.

I am your dog; and, Demetrius,

The more you hurt me, the more I will like you:

Use me as your dog, don't accept me, hit me,

Ignore me, lose me; let me follow you, even though I'm not good enough to follow you.

In what worse position can I ask you for your love

(And it is still a place of high respect for me)

Than to be used as you use your dog?

**Demetrius:** Don't tempt my hate for you too much.

Looking at you makes me sick.

**Helena:** And I'm sick when I don't look at you.

### Activity 1

Before you read, match the word to a definition.

*Antes de ler o texto, relacione a palavra à sua definição.*

- |            |   |
|------------|---|
| 1 draw     | a a material that is made of iron and used to make things that are hard and strong                                      |
| 2 ignore   | b a piece of iron that attracts or pulls other metals towards itself  |
| 3 magnet   | c when your opinion or views are fixed and you will not change your ideas or plans even when others try to convince you |
| 4 steel    | d not pay attention to something or someone on purpose  |
| 5 stubborn | e pull something closer; attract  |
| 6 tempt    | f test someone and see how they will react in a difficult situation   |

### Activity 2

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

*Decida se as declarações são verdadeiras ou falsas, de acordo com o texto.*

- 1 Demetrius wants to kill Hermia.
- 2 Helena says it is Demetrius' fault that she loves him, because he has power over her.
- 3 Demetrius always says good things to Helena.
- 4 Demetrius only likes to look at Helena.
- 5 Helena doesn't mind if Demetrius treats her badly.

This simplified version by Engeli Haupt.

To read Shakespeare's original version see:

*Versão simplificada de Engeli Haupt.*

*Para ler a versão original de Shakespeare, veja:*

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?WorkID=midsummer&Act=2&Scene=1&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=midsummer&Act=2&Scene=1&Scope=scene) (starts on line 563).  
*(começa na linha 563).*



### Activity 3

Look at this example from the text:

*Observe esse exemplo do texto:*

*'If you give up your power to draw me I will have no power to follow you.'*

It is an example of the first conditional. We use the first conditional to talk about something that will happen as a result of another action. We use this conditional to describe likely or possible situations.

*Este é um exemplo da primeira condicional. Usamos a primeira condicional para falar sobre algo que acontecerá como resultado de outra ação. Usamos essa condicional para descrever situações prováveis ou possíveis.*

**If + subject + present simple... (likely action)**

*If + sujeito + presente simples... (ação provável)*

**subject + will + infinitive without 'to' (result)**

*sujeito + will + verbo no infinitivo sem o to (resultado)*

Complete the following sentences with the correct form of the verb in each gap.

*Complete as lacunas a seguir com a forma correta do verbo.*

*Example: If you \_\_\_\_\_ (not sleep) well, you \_\_\_\_\_ (not do) well in your test tomorrow.*

*Answer: If you don't sleep well, you won't do well in your test tomorrow.*

- 1 What \_\_\_\_\_ (you do) this weekend if it \_\_\_\_\_ (rain)?
- 2 She \_\_\_\_\_ (go) if I \_\_\_\_\_ (can) go with her.
- 3 If they \_\_\_\_\_ (graduate) this year, they \_\_\_\_\_ (come) and visit us next summer.
- 4 If we \_\_\_\_\_ (continue) doing exercise, we \_\_\_\_\_ (lose) a lot of weight.
- 5 Tom \_\_\_\_\_ (study) abroad if he \_\_\_\_\_ (pass) the language test.

### Legacy language – Legado

Shakespeare invented the following four phrases in *A Midsummer Night's Dream*.  
*Shakespeare inventou as quatro frases a seguir em A Midsummer Night's Dream.*

Match them with their definitions.  
*Relacione-as com suas definições.*

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 fancy-free</li> <li>2 swift as a shadow</li> <li>3 pale-faced</li> <li>4 long-legged</li> </ol> | <ol style="list-style-type: none"> <li>a having long legs</li> <li>b moving and disappearing quickly; not permanent</li> <li>c without any cares or plans</li> <li>d having little colour in your face, normally because you are not feeling well</li> </ol> |
|--|--|

### Discussion

*Debate*

Do you think Helena can make Demetrius fall in love with her?

*Você acha que Helena pode fazer Demetrius se apaixonar por ela?*

# THE MERCHANT OF VENICE

## ACT 3, SCENE 1

**Introduction:** Antonio borrowed money from Shylock, but didn't pay the money back. Shylock is talking to Antonio's friend, Salarino. Shylock is explaining why he doesn't like Antonio, and why he wants to punish him.

*Introdução: Antonio pegou dinheiro emprestado com Shylock mas não o pagou. Shylock está falando com Salarino, amigo de Antonio. Shylock está explicando por que não gosta de Antonio e por que quer puni-lo.*

**Shylock:** I will take Antonio's flesh.

Even if I can only use it to catch fish, it will make me feel better.

He said some very bad things about me, and he has cost me a lot of money.

He laughs at me when I lose. He teases me when I win. He is rude about my country.

He stops me making money. He makes my friends dislike me and makes my enemies hate me even more.

Why? Because I am a Jew. But Jews have bodies, eyes, hands, brains and hearts.

We use our eyes and ears to see and hear.

We use our noses, our fingers and our tongues to smell, touch and taste things.

We are just like everyone else. We have the same feelings, we love the same things.

We eat the same food as other people, sticks and stones and knives hurt us the same.

We get the same diseases and we take the same medicine as other people.

We get hot in summer and cold in winter, the same as Christians.

If you cut us, we bleed. If you tickle us, we laugh. If you poison us, we die.

We are the same as you in all these ways, so why do you think we are different about wanting revenge?

When you are unkind to us, we want revenge.

If a Jew is unkind to a Christian, the Christian doesn't forgive. He wants revenge!

So when a Christian is unkind to a Jew, how should the Christian be punished?

If we all follow the same rules, the answer is the same – with revenge!

You taught me these rules, so don't be surprised if I follow them exactly.

*This simplified version by Russell Evans.*

*To read Shakespeare's original version see:*

*Versão simplificada de Russell Evans.*

*Para ler a versão original de Shakespeare, veja:*

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?WorkID=merchantvenice&Act=3&Scene=1&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=merchantvenice&Act=3&Scene=1&Scope=scene) (Starts on line 1287). (começa na linha 1287).

### Activity 1

Before you read, match the word to a definition.

*Antes de ler o texto, relacione a palavra à sua definição.*

- |             |  |
|-------------|--|
| 1 Christian | a a person who believes that Jesus was the son of God      |
| 2 flesh     | b a person who follows the most popular religion in Israel |
| 3 Jew       | c an action to punish someone because they hurt you first  |
| 4 poison    | d give someone something dangerous to eat or drink         |
| 5 tease     | e say something to try to make someone angry               |
| 6 tickle    | f the soft parts of your body, like skin, muscle and fat   |
| 7 revenge   | g touch someone's skin gently to make them laugh           |

### Activity 2

Complete the summary of the story.

Use each of the following words once:

*Complete o resumo da história.*

*Utilize cada uma das palavras a seguir apenas uma vez:*

Christian	enemies	feelings	Jew
money	punishment	revenge	

Shylock is a Jew and Antonio is a (a) \_\_\_\_\_. They are (b) \_\_\_\_\_. Antonio is making Shylock's life difficult. He is being rude about Shylock and making him lose (c) \_\_\_\_\_. Shylock thinks Antonio is doing this because Shylock is a (d) \_\_\_\_\_. Shylock thinks this is not fair because Jews are the same as everyone else. Shylock says that Jews have the same (e) \_\_\_\_\_ as other people. This includes wanting (f) \_\_\_\_\_ when someone is unkind to them. Shylock says that Christians taught him that getting revenge is the right (g) \_\_\_\_\_ for being unkind. That is why he wants to get revenge on Antonio.



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## Legacy language – Legado

### Words

Palavras

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*:

*Shakespeare gostava de criar palavras novas. Às vezes, ele criava palavras adicionando-lhes sufixos ou letras com o objetivo de um novo significado.*

*Aqui estão dois exemplos de The Merchant of Venice:*

laughable      mortifying

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

*Quais das frases abaixo utilizam esses adjetivos corretamente? Use um dicionário para ajudar.*

- 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.

### Idioms

Expressões idiomáticas

Shakespeare created lots of new idioms – interesting phrases where the meaning can be difficult to guess from the words used. Here are two idioms from *The Merchant of Venice*:

*Shakespeare criou muitas expressões idiomáticas – frases interessantes cujo significado pode ser difícil de adivinhar em virtude das palavras usadas. Aqui estão duas expressões de The Merchant of Venice:*

**all that glitters is not gold      love is blind**

Can you fit them into the following sentences?

*Você consegue incluir essas expressões nas seguintes frases?*

- 1 I've tried to tell her that he is no good for her. But she won't listen. I guess \_\_\_\_\_.
- 2 Don't always choose the biggest box with the most beautiful wrapping paper! Remember that sometimes the most valuable things can come in small, plain boxes! \_\_\_\_\_
- 3 Why do you think this expensive phone is better than this cheaper one? Remember, \_\_\_\_\_.
- 4 I don't believe that \_\_\_\_\_. I know my girlfriend is not perfect, but nobody is.

### Discussion

Debate

Do you try to forgive people when they do something wrong to you? Or do you think they should always be punished? Why?  
*Você tenta perdoar as pessoas quando elas fazem algo ruim para você? Ou você acha que elas devem ser sempre punidas? Por quê?*

# KING LEAR

## ACT 1, SCENE 1

**Introduction:** King Lear is getting old. He has decided to retire from political office and divide his kingdom and his power between his three daughters. He asks each one of them to tell him how much they love him. He will decide what each one will get based on their answers. Goneril and Regan, the elder sisters, have already answered. They have told their father what he wants to hear so that they will get his money and his power. Now it is Cordelia's turn.  
*Introdução:* O rei Lear está ficando velho. Ele decidiu se afastar da política e dividir seu reino e seu poder entre suas três filhas. Ele pede que cada uma delas lhe diga o quanto o ama. Ele irá decidir o que cada uma irá receber de acordo com suas respostas. Goneril e Regan, as irmãs mais velhas, já responderam. Elas disseram ao pai o que ele queria ouvir para que pudessem pegar seu dinheiro e poder. Agora é a vez de Cordelia.

**Cordelia:** Poor me! My sisters, Goneril and Regan, have lied about how much they love our father so he will give them as much of his kingdom as possible. However, my love is larger than my words!

**King Lear:** So Regan, in return for the love that you've shown me, I give you a third of my great kingdom. Now Cordelia, my favourite daughter! You are a woman who princes in France and Burgundy wish to marry! How much do you love me, Cordelia? What can you say that will gain you an even bigger part of my kingdom than your sisters have received?

**Cordelia:** Nothing, my lord.

**King Lear:** Nothing?

**Cordelia:** Nothing.

**King Lear:** You cannot be serious, Cordelia! Nothing will come of nothing! How much do you honestly love me?

**Cordelia:** I won't be dishonest with you. I love you as much as a daughter should love her father. No more and no less.

**King Lear:** What are you saying, Cordelia? If you do not change your unkind words, your future will suffer.

**Cordelia:** Look, Father. You have brought me up well and loved me. I return this love equally. I obey you, love you and honour you. If my sisters love you as much as they say, they shouldn't have husbands. When I get married, I wish to save half my love for my husband so that I can care for him adequately. Unlike my sisters, whose love is all for their father.

**King Lear:** Do you really mean this, Cordelia?

**Cordelia:** I do.

**King Lear:** You are young and cruel, Cordelia.

**Cordelia:** I am young and sincere my lord.



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### Activity 1

Before you read, match the word to a definition.

*Antes de ler o texto, relacione a palavra à sua definição.*

- |              |   |
|--------------|---|
| 1 adequately | a a country which has a king or queen   |
| 2 kingdom    | b experience unpleasant situations which cause you to feel unhappiness                    |
| 3 obey       | c follow the orders and requests of somebody or something                                 |
| 4 sincere    | d doing something well enough for it to be complete or create happiness                   |
| 5 suffer     | e used to compare two situations which are not similar                                    |
| 6 unlike     | f the quality of being honest and always saying what you really believe in all situations |

This simplified version by Freddie Gay.

To read Shakespeare's original version see:

*Versão simplificada de Freddie Gay.*

*Para ler a versão original de Shakespeare, veja:*

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?WorkID=kinglear&Act=1&Scene=1&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=kinglear&Act=1&Scene=1&Scope=scene) (starts on line 78). (começa na linha 78).

## Activity 2

Read the text again carefully and choose the correct answer.

*Leia o texto novamente com atenção e escolha a resposta correta.*

- 1 Why is Cordelia worried about answering her father's question?  
**a** She does not want to be dishonest with him.      **b** She does not want to see her sisters.      **c** She dislikes her father.
- 2 King Lear liked Cordelia so much that  
**a** he wanted to give her the greatest share of his kingdom.  
**b** he wanted her to marry a French prince.  
**c** he wanted her to become queen instead of her sisters.
- 3 Which of the following adjectives could NOT be used to describe King Lear's reaction to Cordelia saying 'nothing'?  
**a** disappointed      **b** overjoyed      **c** incredulous
- 4 Cordelia says to King Lear that  
**a** she is unhappy with her upbringing.      **b** her sisters are being dishonest.      **c** all of her love will be for her husband.
- 5 King Lear thinks that Cordelia  
**a** does not want a share of his kingdom.      **b** wishes to marry as soon as possible.      **c** is deliberately being hurtful.

## Legacy language – Legado

### Words Shakespeare invented

*Palavras que Shakespeare inventou*

**'Noiseless'** – The suffix 'less' has the general meaning of 'without' or 'lack of'. Shakespeare added this suffix to 'noise' to make a synonym of 'quiet'.

*O sufixo "less" significa geralmente "sem" ou "falta de". Shakespeare adicionou este sufixo à palavra "noise" para formar um sinônimo para "quiet".*

Here are some more words that have the suffix 'less'. Choose the correct definition for each word:

*Aqui estão mais algumas palavras que trazem o sufixo "less". Escolha a definição correta para cada palavra:*

- 1 **careless**  
**a** someone who does not pay much attention or take care when doing things and so often makes mistakes  
**b** someone who does not care very much about other people  
**c** an old person who does not receive help and care from anybody
- 2 **helpless**  
**a** a person who refuses the help of other people  
**b** a person who cannot be helped by anybody because it would not make a difference to their situation  
**c** an old and poor person
- 3 **harmless**  
**a** somebody or something that cannot be hurt by other people or things  
**b** somebody or something that cannot cause any hurt or damage to other people or things  
**c** somebody who has never been harmed by anybody

## Discussion

*Debate*

Is honesty always the best policy? If not, in what situations might it be better to lie than be honest?

Why are some people more honest than others? Is honesty a quality that must be learned?

*A honestidade é sempre a melhor prática? Se não, em quais situações pode ser melhor mentir a ser honesto?*

*A honestidade é uma qualidade que deve ser aprendida?*

# THE TEMPEST

## ACT 5, EPILOGUE

### Activity 1

Before you read, match the word to a definition.

*Antes de ler o texto, relacione a palavra à sua definição.*

- |            |   |
|------------|---|
| 1 applause | a an area that is ruled by someone with power                     |
| 2 despair  | b feeling that a situation is very bad and you cannot change it   |
| 3 dukedom  | c let someone or something go                                     |
| 4 release  | d make it impossible for someone to leave a place                 |
| 5 sin      | e noise made by lots of people clapping when they enjoy something |
| 6 strength | f physical power or the ability to be strong                      |
| 7 trap     | g something that is wrong according to a religion                 |

**Introduction:** An epilogue is the final part of a play, where often the characters talk directly to the audience. Prospero, who has learnt magic, has been on an island with his daughter Miranda for a long time. In this scene he talks to the audience.

*Introdução: Um epílogo é a parte final da peça, onde as personagens geralmente conversam diretamente com a plateia. Prospero, que aprendeu magia, está em uma ilha com sua filha Miranda há muito tempo. Nesta cena, ele fala com a plateia.*

**Prospero:** Now my magic doesn't work any more,

And I only have my own strength,

Which is weak. It is true that you can either trap me here on this island,

or you can send me back to Naples.

Please don't make me stay here; I have forgiven my enemies and I have my dukedom in Naples. Release me – With the help of your applause, fill the sails of my boat with wind so I can return. My plan was to make you happy, and if I haven't, then I am sorry.

I don't have any more spirits to give orders to, or magic to do, and I will end up in despair, unless you release me with prayers. Prayers that work, and forgive all sins. Just as you would like to be forgiven, please forgive me and set me free.

This simplified version by Cath McLellan.

To read Shakespeare's original version see:

*Versão simplificada de Cath McLellan.*

*Para ler a versão original de Shakespeare, veja:*

[http://www.opensourceshakespeare.org/views/plays/play\\_view.php?WorkID=tempest&Act=5&Scene=1&Scope=scene](http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=tempest&Act=5&Scene=1&Scope=scene) (starts on line 2404).  
(começa na linha 2404).

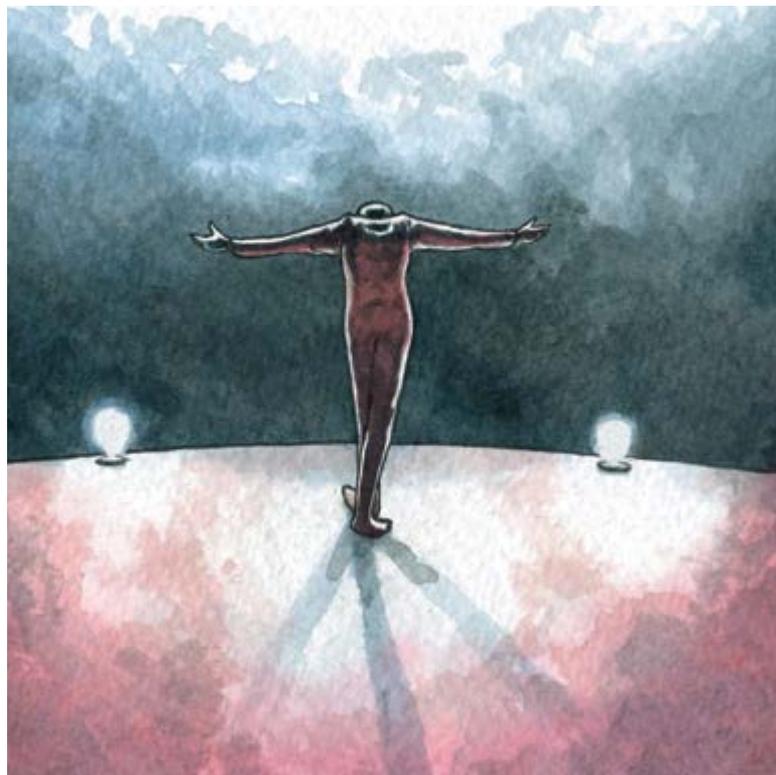
### Activity 2

Read the statements and decide if they are true or false.

If they are false, correct them.

*Leia as afirmações e decida se elas são verdadeiras ou falsas. Se forem falsas, corrija-as.*

- 1 Prospero was a magician but he has lost his magic.
- 2 Prospero would like to stay on the island.
- 3 Prospero has enemies that he is fighting with in Naples.
- 4 He is sorry that the audience are not happy.
- 5 Prospero will be very unhappy if the audience do not pray for him.



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### Activity 3

Prospero says 'I will end up in despair, unless you release me with prayers'.

*Prospero diz "I will end up in despair, unless you release me with prayers".*

This is a first conditional sentence where 'unless' means 'if you don't'.

*Essa é uma frase na primeira condicional em que "unless" significa "se você não".*

Put the words in brackets into the correct forms to make first conditional sentences. Remember you can also use modal verbs.

*Coloque as palavras entre parênteses nas formas corretas para criar frases na primeira condicional. Lembre-se de que também é possível utilizar verbos modais.*

#### Example:

If Keshini \_\_\_\_\_ (study) hard, she \_\_\_\_\_ (pass) her exam.

*If Keshini studies hard, she might / will / could pass her exam.*

- 1 If you \_\_\_\_\_ (go) to the beach tomorrow, you \_\_\_\_\_ (need) to take sun cream.
- 2 I \_\_\_\_\_ (not help) you with your homework unless you \_\_\_\_\_ (tidy) your room.
- 3 John \_\_\_\_\_ (come) to the party if Jodie \_\_\_\_\_ (go) with him.
- 4 She \_\_\_\_\_ (listen) to you if you \_\_\_\_\_ (talk) to her.
- 5 If Barry \_\_\_\_\_ (phone), can you \_\_\_\_\_ (tell) him I'm not here?

### Legacy language – Legado

#### Words

*Palavras*

Many common words and expressions in modern English originate from Shakespeare. Read the dialogues and sentences below, which contain words and expressions from *The Tempest*. Then match the expressions in **bold** with the definitions.

*Muitas palavras e expressões comuns em inglês moderno têm origem em Shakespeare. Leia os diálogos e frases abaixo, que contêm palavras e expressões de The Tempest. Relacione, então, as expressões em negrito com as definições.*

- 1 A: Today I am only going to eat three chocolate biscuits – I'm trying to lose weight.  
B: That's very **abstemious**!
- 2 A: Have you seen my mobile phone? I was using it just a minute ago but it seems to have **melted into thin air**!  
B: Are you sure you didn't leave it in the other room?
- 3 Mobile technology has caused a **seachange** in the way we communicate – I never write letters any more, and don't even phone people – I just send email or texts.
- 4 There are rumours that she is going out with David, but the rumours are **baseless** – I know that she is going out with John.

Match the words in **bold** with these definitions:

*Relacione as palavras em negrito às suas definições.*

- a** disappear suddenly (verb)
- b** limit how much food or drink you have (adjective)
- c** not based on facts or evidence (adjective)
- d** a big or important change (noun)

### Discussion

*Debate*

Do you think Prospero deserves to stay on the island or go back to Naples? Why?

*Você acha que Prospero merece ficar na ilha ou voltar para Nápoles? Por quê?*

# ANSWER KEY

## Macbeth – Act 5, Scene 5 (page 04)

<b>Activity 1</b>	wonderful	marvellous, A	1. (in any order), big, complete, deliberate, white
1. c	real	genuine, A	2. (in any order) feel, seem, become, look
2. a	boring	dull, A	<b>Legacy language: Idioms</b>
3. b	awful	dreadful, A	1. b
	buy	purchase, V	2.
<b>Activity 2</b>	encourage	urge, V	1. c; 2. b; 3. e; 4. a; 5. d
1–2. b and e	give	provide, V	
3. a	freedom	liberty, N	
4. c	peace	tranquillity, N	
<b>Activity 3</b>	sympathy	compassion, N	

**Legacy language: Words**

## Macbeth – Act 2, Scene 1 (page 06)

<b>Activity 1</b>	<b>Legacy language</b>			
1. a; 2. d; 3. c; 4. b; 5. e; 6. f	Stressed syllable underlined			
	1.		2.	
<b>Activity 2</b>	<b>verb</b>	<b>noun</b>	<b>verb</b>	<b>noun</b>
1. c; 2. b; 3. a; 4. e; 5. d	<u>impede</u>	<u>impediment</u>	<u>assassinate</u>	<u>assassination</u>
	<u>acknowledge</u>	<u>acknowledgement</u>	<u>educate</u>	<u>education</u>
	<u>judge</u>	<u>judgement</u>	<u>demonstrate</u>	<u>demonstration</u>
	<u>engage</u>	<u>engagement</u>	<u>communicate</u>	<u>communication</u>
	<u>assess</u>	<u>assessment</u>	<u>immigrate</u>	<u>immigration</u>
	<u>enjoy</u>	<u>enjoyment</u>	<u>exaggerate</u>	<u>exaggeration</u>

## Romeo and Juliet – Act 3, Scene 2 (page 08)

<b>Activity 1</b>	<b>Activity 3</b>	<b>Legacy language</b>
1. c; 2. b; 3. e; 4. d; 5. a	1. New York, where my brother lives, is an amazing city.	1. Violent deaths have violent ends.
<b>Activity 2</b>	2. This book, which you can buy online, is fantastic.	2. He's stony hearted.
1. b; 2. c; 3. b; 4. c	3. Jenny, who lives next door to me, is an artist. / Jenny, who is an artist, lives next door to me.	3. I sent him packing.
	4. The beach, which is very clean, is not far away. / The beach, which is not far away, is very clean.	4. A plague on both your houses!
	5. Shakespeare was born in Stratford-upon-Avon, which is a lovely town in the centre of England.	

## Henry V – Act 4, Scene 1 (page 10)

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### Activity 1

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

### Activity 2

1. NG; 2. NG; 3. F; 4. T; 5. T; 6. NG; 7. F

### Activity 3

1. being feared; 2. was exposed;  
3. insulted; 4. was admired; 5. was  
fired; 6. do not trust

### Legacy language

B. 1. e; 2. a; 3. d; 4. b

## Henry V – Act 2, Scene 1 (page 12)

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### Activity 1

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

### Activity 2

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

### Activity 3

1. carry on; 2. gets up; 3. look after;  
4. gave up; 5. stick out; 6. takes off

### Legacy language

1. disheartened; 2. turn the tide;  
3. motionless; 4. heart of gold

## Twelfth Night – Act 1, Scene 1 (page 14)

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### Activity 1

1. T; 2. F; 3. T; 4. F;  
5. NG; 6. F; 7. F

### Activity 2

1. Don't **make** me **laugh**!
2. He always **lets** his brother **borrow** his toys.
3. Her mum **makes** her **tidy** her room at the weekend.
4. My parents **let** me **sit** in the front seat of the car – when it's not moving!
5. Mum says she will **let** me **go** on holiday with my friends next year.
6. Sad songs always **make** me **cry**.
7. The teacher **makes** us **work** very hard!

### Legacy language

Words:

lustrous = shiny and bright;  
whirligig = something that spins round fast, like a fairground ride or a child's spinning top

Idioms:

Situation 1 – laugh yourself into stitches;  
Situation 2 – improbable fiction

# ANSWER KEY

## A Midsummer Night's Dream – Act 2, Scene 1 (page 16)

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Activity 1	Activity 2	Activity 3	Legacy language
1. e	1. False	1. will you do, rains	1. c
2. d	2. True	2. 'Il go/will go, can	2. b
3. b	3. False	3. graduate, will come/'Il come	3. d
4. a	4. False	4. continue, 'Il lose/will lose	4. a
5. c	5. True	5. 'Il study/will study, passes	
6. f			

## The Merchant of Venice – Act 3, Scene 1 (page 18)

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### Activity 1

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

### Activity 2

a. Christian; b. enemies; c. money;  
d. Jew; e. feelings; f. revenge;  
g. punishment

### Legacy language

Words:

1. correct; 2. incorrect; 3. incorrect; 4. correct

Idioms:

1. love is blind; 2. all that glitters; 3. all that glitters;  
4. love is blind

## King Lear – Act 1, Scene 1 (page 20)

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### Activity 1

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

### Activity 2

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

### Legacy language

1. a; 2. b; 3. b

## The Tempest – Act 5, Epilogue (page 22)

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### Activity 1

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

### Activity 2

1. True  
2. False – he wants to leave the island  
3. False – he has forgiven his enemies  
4. False – he will feel sorry if the  
audience are not happy  
5. True

### Activity 3

1. go, might/may/will need  
2. might not/may not/will not help, tidy  
3. might/may/will come, goes  
4. might/may/could/will listen, talk  
5. phones, tell

### Legacy language

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















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*Shakespeare Lives é uma série de eventos e atividades para celebrar o trabalho de Shakespeare na ocasião do 400º aniversário de sua morte em 2016.*

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