

William Shakespeare

OBJECTIVES

- Listening** Listening for detail
- Grammar** The third conditional
- Reading** Reading for specific information
- Critical thinking** Understanding how people can learn from their mistakes
- Functions** Telling a story with a message
- Writing** Writing a story about learning from past mistakes



Listening

1 Guess the meanings of the highlighted words from the listening text.

- a Daniel Craig is the **actor** who plays James Bond.
- b In the past, many artists and musicians lived on money from a rich **patron**.
- c Actors **perform** in plays and films.
- d You can see films in the cinema and plays in the **theatre**.

2 Do this quiz about William Shakespeare in pairs.

3 Listen to two people doing the quiz. Were their answers the same as yours?

4 Listen to a talk about Shakespeare and do the following.

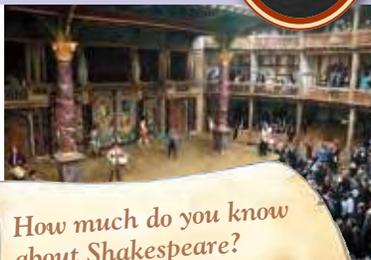
- a Check your answers to the quiz questions.
- b Find out what was unusual about the date on which Shakespeare was born and died.

5 Listen again. Are these sentences **True** or **False**?

- a Shakespeare was the son of a hat maker.
- b Shakespeare left school because his family did not have much money.
- c Shakespeare married Anne Hathaway when he was 16 years old.
- d In 1592, Shakespeare went to London to be a writer.
- e He wrote the play *King Lear* in 1606.
- f Shakespeare was the owner of The Globe Theatre.

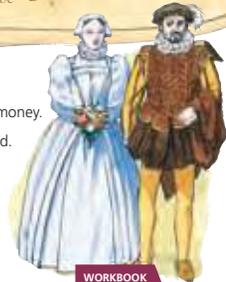
6 Discuss this question in pairs.

Why do you think Shakespeare is such a famous writer all over the world?



How much do you know about Shakespeare?

- 1 When was Shakespeare born?
A 1564 B 1764 C 1964
- 2 How old was Shakespeare when he left school?
A 10 B 12 C 14
- 3 What was Shakespeare's wife's name?
A Anne B Mary C Jane
- 4 Which of these is not a play by Shakespeare?
A *Macbeth* B *Hamlet and Juliet* C *King Lear*
- 5 What was the name of the theatre in London where people could see Shakespeare's plays?
A The Globe B The World C The Earth



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Objectives

Listening

Listening for detail

Grammar

The third conditional

Reading

Reading for specific information

Critical thinking

Understanding how people can learn from their mistakes

Functions

Telling a story with a message

Writing

Writing a story about learning from past mistakes

LESSON 1

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Before using the book:

- Ask the students which famous authors they have already learned about from this book (*Charles Dickens and Robert Louis Stevenson*). Brainstorm all the information they can remember about these two writers. You could divide the class into teams and award one point

for every piece of information they can come up with.

- New, tell the students that this unit is about another famous writer, William Shakespeare. Find out what your students know about him and whether they know the titles of any of his plays.

Listening

1 Guess the meanings of the highlighted words from the listening text.

- 1 Read out the four sentences to the class or get students to read them out.
- 2 Focus attention on the highlighted words and ask if any student can say what they mean. Ask them to look up any words they don't know in their dictionaries.

Answers:

- a *actor*: someone who performs in a play or film
 b *patron*: someone who supports or gives money to an organisation, artist, musical performer, etc.
 c *perform*: to do something to entertain people, especially in public
 d *theatre*: a building with a stage where plays are performed

2 Do this quiz about William Shakespeare in pairs.

- 1 Focus attention on the pictures and the quiz about William Shakespeare. Ask the students to try and answer the questions in pairs. Encourage them to choose an answer for each question, even if they are only guessing. Allow them to compare with other pairs when they have finished.
- 2 Do not confirm any answers at this stage but have a class feedback session to find out what the most popular answers are.

Students' own answers**3 Listen to two people doing the quiz. Were their answers the same as yours?**

- 1 Tell the students they are going to listen to two people doing the same Shakespeare quiz. Ask them to make notes of their answers to the quiz. You may need to play the recording or read the script more than once.
- 2 Find out whether the speakers' answers match any of options the students have chosen, but do not tell them the correct answers yet.

TAPESCRIPT

- A: *Let's do this Shakespeare quiz, shall we?*
 B: *OK, what's the first question?*
 A: *When was Shakespeare born? Was it 1564, 1764 or 1964?*
 B: *It was a long time ago. It must be 1564.*
 A: *Ok, the second question is this: How old was Shakespeare when he left school? Was it when he was 10, 12 or 14?*
 B: *I think it was when he was 14.*
 A: *I agree. He wouldn't have been such a good writer if he'd left school when he was 10 or 12.*
 B: *What's the next question?*
 A: *What was Shakespeare's wife's name? Was it Anne, Mary or Jane?*
 B: *I think it was Mary, but I'm not sure.*
 A: *I think it was Anne. And question four: Which of these is not a play by Shakespeare? Macbeth, Hamlet and Juliet, or King Lear?*
 B: *Definitely Hamlet and Juliet. It was Romeo and Juliet, wasn't it?*
 A: *Yes, of course. So here's the last question: What was the name of the theatre in London where people could see Shakespeare's plays? Was it The Globe, The World or The Earth?*
 B: *I have no idea.*
 A: *I think it was The Globe, but I'm not sure.*

4 Listen to a talk about Shakespeare and do the following.

- 1 Tell the students that they are now going to listen to a recording of a tour guide in which they will find out the correct answers to the quiz. Ask them to listen and mark the correct answers. Find out who got the most right.
- 2 Ask the students what was unusual about the date when Shakespeare was born and died. You may need to play the recording or read the script again so they can listen out for this particular information.

Answers:

- a
 1 A 2 C 3 A 4 B 5 A
 b He was born and died on the same day, April 23.

TAPESCRIPT

- Guide: Welcome to Stratford, where Shakespeare lived. I'd like to start by telling you something about Shakespeare's life.*
- William Shakespeare was born on April 23, 1564, in Stratford in the Midlands of England. His*

father was a glove maker.

William went to school when he was seven, but had to leave at the age of 14 because his family had financial problems.

When he was 18, Shakespeare married a farmer's daughter called Anne Hathaway.

William and Anne had three children. After that, no one is sure what Shakespeare did but, in 1592, he left his family and went to London to become an actor.

Soon he started writing poems, and one of his longest poems, "Venus and Adonis", was so successful that it made him famous. If he hadn't found a patron at this time, he wouldn't have become a famous writer.

By 1594, Shakespeare was a well-known actor and writer who wrote and performed for a theatre group called The King's Men.

Shakespeare had started writing plays in 1588 and, for the next 17 years, he wrote two plays a year. Many of these were performed at The Globe Theatre near to the River Thames in London. His five most famous plays are probably Romeo and Juliet, written in 1596, A Midsummer Night's Dream in 1596, Hamlet in 1601, King Lear in 1606 and Macbeth in 1606. Shakespeare part-owned The Globe Theatre, and he made a lot of money from it. He had enough to buy a very large house in Stratford, and he retired here in 1611. Shakespeare died on April 23, 1616.

- 2 Ask any confident students to tell the class what they think. Find out if any of them has seen a play by Shakespeare (or a film of one of his plays), either in English or their own language. Encourage anyone who has, to tell the class about it.

Suggested answers: _____

Because he wrote plays that are exciting and interesting, and which also teach us about the feelings and lives of people all over the world.

5 Listen again. Are these sentences *True* or *False*?

- 1 Read through the statements with the class, or ask different students to read one each. Tell the students to listen again and to mark the sentences *T* for true or *F* for false.
- 2 Check the answers with the class and encourage the students to correct the incorrect statements.

Answers: _____

- a He was the son of a glove maker.
- b T
- c F. He married Anne Hathaway when he was 18.
- d F. He went to London to be an actor.
- e T
- f F. He was part-owner of The Globe Theatre.

6 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to discuss the question. Go round the class, monitoring and helping with vocabulary.

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1 Choose the correct word.

- 1 Ask the students to look at the pictures and describe who and what they can see (*a picture of Shakespeare and The Globe theatre in London*).
- 2 Tell the students to look at the four sentences and choose the correct word to make a complete sentence.
- 3 Check answers with the whole class.

Answers: _____

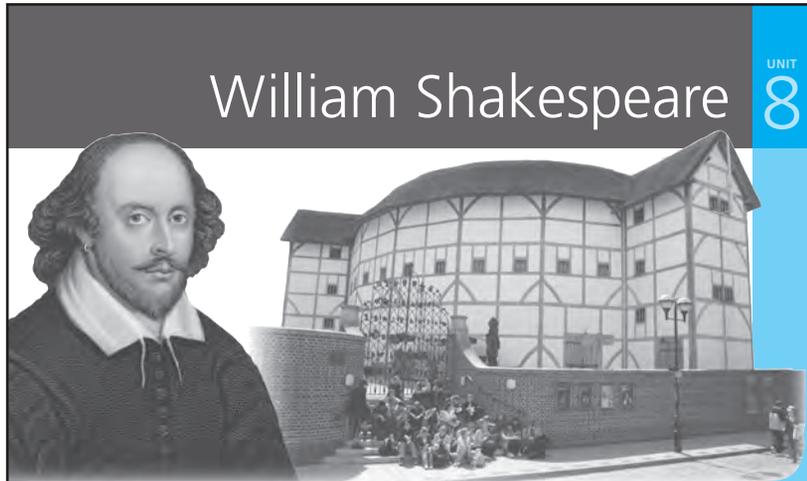
- b plays
- c poems
- d performing

2 Complete these sentences with the correct word (you do not need one). Listen to check your answers.

- 1 Remind the students of the information they learned about William Shakespeare in the Student's book. Ask them to complete these sentences about Shakespeare's life with the words in the box.
- 2 Play the recording or read the tapescript for the students to check their answers.

Answers: _____

- b actor
- c patron
- d performed
- e retired



1 Choose the correct word.

- a A/An **actor**/patron works in films, on TV or in a theatre.
- b You can watch **films/plays** in a theatre.
- c Shakespeare wrote some great plays and **poems/novels**.
- d The children are **performing/writing** in a famous play this afternoon.

2 Complete these sentences with the correct word (you do not need one). Listen to check your answers.

actor patron performed **poem** returned theatre

- a The first thing Shakespeare wrote was a long **poem**.
- b Shakespeare first went to London because he wanted to be an _____.
- c Without his rich _____, Shakespeare wouldn't have been a successful writer.
- d Shakespeare often _____ in his own plays.
- e In 1611, Shakespeare left London and _____ to Stratford.

3 Match to make sentences.

- | | | |
|--|---------------------------------------|--|
| a When he was seven, | 1 <input type="checkbox"/> | one of his long poems was very successful. |
| b We don't know what Shakespeare did right before | 2 <input type="checkbox"/> | he went to London to become an actor. |
| c Shakespeare became famous because | 3 <input type="checkbox"/> | he moved back to Stratford. |
| d <i>The King's Men</i> was the theatre group that | 4 <input checked="" type="checkbox"/> | Shakespeare started school. |
| e When Shakespeare retired, | 5 <input type="checkbox"/> | Shakespeare wrote plays for. |

TAPESCRIPT

Narrator: a
Guide: *The first thing Shakespeare wrote was a long poem.*

Narrator: b
Guide: *Shakespeare first went to London because he wanted to be an actor.*

Narrator: c
Guide: *Without his rich patron, Shakespeare wouldn't have been a successful writer.*

Narrator: d
Guide: *Shakespeare often performed in his own plays.*

Narrator: e
Guide: *In 1611, Shakespeare left London and retired to Stratford.*

3 Match to make sentences.

- 1 Again, the completed sentences are about the life of Shakespeare. Give the students a minute or two to match up the two halves.
- 2 Check answers with the class by asking five students to read out a complete sentence each.

Answers: _____

- b 2
- c 1
- d 5
- e 3

LESSON 2

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WB page 38

Grammar The third conditional

1 Underline the verbs in these third conditional sentences.

- a Shakespeare wouldn't have been such a good writer if he had left school at the age of ten.
- b If he hadn't found a patron at this time, Shakespeare wouldn't have become a famous writer.
- c If Shakespeare had stayed in Stratford, he would probably have become a glove maker.
- d Shakespeare would not have been so rich if he hadn't been the part-owner of a theatre.

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2 In pairs, discuss these questions about the sentences in Exercise 1.

- a Which verb form is used in the part of the sentences with *if* ...?
- b Which verb form is used in the other part of the sentences?
- c Do these sentences refer to the past, present or future?
- d Did Shakespeare find a patron? Did he become a famous writer?
- e Did Shakespeare stay in Stratford? Did he become a glove maker?

3 Read and make third conditional sentences.

- a Shakespeare went to school. He learned to read and write well.
If Shakespeare hadn't gone to school, he wouldn't have learned to read and write well.
- b Shakespeare's family had financial problems. He left school at the age of 14.
- c Shakespeare didn't stay in Stratford. He became an actor.
- d Shakespeare went to London. He met many theatre people there.
- e Shakespeare was very rich. He was able to buy a large house in Stratford.

4 Work in pairs.

- a Think about important things that you have done.
- b Now say how your life would have been different if you hadn't done them.



The third conditional

Third conditional sentences refer to imaginary situations in the past. It is formed with *If* + past perfect + *would (not) have* + past participle, or *would (not) have* + past participle + *if* + past perfect:

If Hassan had been very tall, he would have been a basketball player. / Hassan would have been a basketball player if he had been very tall.

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and what the consequences would have been if they had happened. Use concept-checking questions to try and convey this idea. For example, ask the students:

Did Shakespeare leave school at the age of ten? (No, he didn't.)
Was he a good writer? (Yes, he was.)
Could someone who left school at ten become a good writer? (He wouldn't have been a good writer.)

- 3 Read the next sentence aloud and ask the students to underline the verbs.
- 4 Repeat the procedure for the remaining sentences. Then check that everyone has underlined the correct verbs.

Answers: _____

- b If he hadn't found a patron at this time, Shakespeare wouldn't have become a famous writer.
- c If Shakespeare had stayed in Stratford, he would probably have become a glove maker.
- d Shakespeare would not have been so rich if he hadn't been part-owner of a theatre.

2 In pairs, discuss these questions about the sentences in Exercise 1.

- 1 Do the first one with the whole class, making sure that everyone understands the answer.
- 2 Put the students into pairs to decide on their answers to the remaining questions. As they work, go round encouraging and helping as required. They can refer to the Focus on Grammar box if necessary.
- 3 Check answers with the class by asking different pairs for their answers to the questions. There is more information on this in the Grammar Review on page 128.

Answers: _____

- a the past perfect
- b *would have* + past participle
- c the past
- d Yes he did find a patron. Yes, he did become a famous writer.
- e No, he didn't stay in Stratford. No, he didn't become a glove maker

Grammar

The third conditional

1 Underline the verbs in these third conditional sentences.

- 1 Remind the students of the work they did on the zero, first and second conditionals in Unit 3. If necessary, go back over that work and the information in the Grammar Review. Then tell them that now they are going to look at the third conditional.
- 2 Read the first sentence aloud to the class. Point out that it uses the third conditional and draw attention to the underlined verb forms. Explain that the third conditional is used to talk about things that didn't actually happen in the past

3 Read and make third conditional sentences.

- 1 This exercise gives the students the opportunity to construct some third conditional sentences. Go through the example with the class and then ask them to work individually to complete the exercise.
- 2 As the students work, go round giving encouragement and extra help where needed. Check that everyone is forming the third conditional correctly. Again, they can refer to the Focus on Grammar box if they need more help.
- 3 Check answers with the whole class.

Answers: _____

- b If Shakespeare's family hadn't had financial problems, he wouldn't have left school at the age of 14.
- c If Shakespeare had stayed in Stratford, he wouldn't have become an actor.
- d If Shakespeare hadn't gone to London, he wouldn't have met theatre people there.
- e If Shakespeare hadn't been very rich, he wouldn't have been able to buy a large house in Stratford.

4 Work in pairs.

- 1 Go through the example in the speech bubble with the class and point out the use of the third conditional. Tell the students they are going to make similar sentences about their own lives.
- 2 Put the students into pairs and ask them to take turns telling each other how their lives would have been different if they had not done certain things. Go round and monitor. Praise students who make correct third conditional sentences.

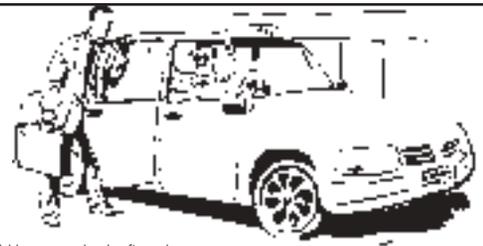
Students' own answers

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1 Correct the mistakes.

- 1 Go through the example with the class and point out that the third conditional needs the past perfect (had got up) in the *if* clause.
- 2 Ask the students to correct the mistakes in the remaining sentences. Go round, monitoring and helping where necessary.

UNIT
8



1 Correct the mistakes.

- a If he ~~got up~~ earlier, he would have caught the first plane.
If he had got up earlier, he would have caught the first plane.
- b If he caught the first plane, someone would have met him at the airport.

- c He wouldn't go by taxi if someone had met him at the airport.

- d If he hadn't gone by taxi, he won't have been injured in the road accident.

- e He wouldn't have gone to hospital if he hasn't been injured.

- f If he didn't go to hospital, he wouldn't have met the nurse who became his wife.

2 Write third conditional sentences.

- a I wanted to come to see you, but I didn't know your address.
If I'd known your address, I would have come to see you.
- b I didn't have your mobile number, so I couldn't phone you.

- c He forgot to write the time of the meeting in his diary, so he arrived an hour late.

- d The flat was very expensive, so they didn't buy it.

- e You didn't do very well in the test because you didn't do enough revision.

- f She went to bed very late. That's why she was so tired this morning.

3 Finish these sentences with your own ideas

- a If you'd told me you were coming, I _____
- b If I'd known you were busy, I _____
- c If I hadn't bought today's newspaper, I _____
- d If I hadn't missed the train, I _____
- e If they had moved to Alexandria, they _____

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- 3 Check answers with the whole class.

Answers: _____

- b If he had caught the first plane, someone would have met him at the airport.
- c He wouldn't have gone by taxi if someone had met him at the airport.
- d If he hadn't gone by taxi, he wouldn't have been injured in the road accident.
- e He wouldn't have gone to hospital if he hadn't been injured.
- f If he hadn't gone to hospital, he wouldn't have met the nurse who became his wife.

Additional activity

Put the students into two teams (A and B) and write a simple sentence on the board, e.g. **He went to**

Reading

1 FOCUS ON VOCABULARY

Choose the meanings for these words, then check in your dictionary.

- obvious:** easy to understand/difficult to understand
- wander:** walk very quickly/walk with nowhere to go
- beat:** win a fight against someone/lose against someone



2 Read the summary of *King Lear* and complete these sentences.

- a Before Lear gives his money and land to his daughters, he wants to know how much they love him.
- b If Cordelia had said she loved her father, he wouldn't have her away.
- c Lear and his two friends arrive in Dover after they have around the country.
- d Cordelia and French come to England to try to save Lear.
- e Lear realises Cordelia

KING LEAR

Lear is the King of Britain. When he is old, he decides to give his country to his three daughters, Goneril, Regan and Cordelia. But before he does this, he asks them to tell him how much they love him. Two of the daughters, Goneril and Regan, say they love him much more than they really do. The third daughter, Cordelia, does not say very much. She does not know how to describe her love for her father. Lear is angry with Cordelia, and gives all his money and land to Goneril and Regan. Cordelia is sent away and goes to live in France where she marries the King.



3 FOCUS ON COLLOCATIONS

Which nouns can follow these verbs?

- | | | | | |
|-------|--------|------------|--------------|---------|
| Verbs | make | do | | |
| Nouns | damage | a decision | homework | |
| | a job | a mistake | money | a noise |
| | a quiz | a sport | a suggestion | |

4 Discuss the following in pairs. Use the collocations from Exercise 3.

- one of your biggest mistakes
- a job you'd like
- a recent decision

Tell them to be careful with sentence e – the result of the test is the consequence of the lack of revision and not vice versa, so *If you had done well in the test you would have done enough revision* is not a possible answer here. It may help to remind students to decide which action happened (or didn't happen) first.

3 Check answers with the whole class.

Answers:

- b If I had had your mobile phone number, I would have phoned you.
- c If he'd written the time of the meeting in his diary, he wouldn't have arrived an hour late.
- d If the flat hadn't been very expensive, they would have bought it.
- e If you'd done enough revision, you would have done well in the test.
- f If she hadn't gone to bed very late, she wouldn't have been so tired this morning.

3 Finish these sentences with your own ideas.

- 1 This would be a good homework activity. Otherwise, ask the students to work individually to write their sentences.
- 2 Check answers by asking different students read out what they have written.

Suggested answers:

- a would have cooked you a meal.
- b wouldn't have asked you to help me with my homework.
- c wouldn't have known about the accident.
- d wouldn't have missed the lesson.
- e would have lived near the sea.

London. Ask team A to use this to make a third conditional sentence, e.g. **If he hadn't gone to London, he wouldn't have visited Buckingham Palace.** If they do this correctly, they get one point. Team B then has to use team A's sentence, e.g. **If he hadn't visited Buckingham Palace, he wouldn't have met the Queen.** The activity continues with each team scoring a point for every correct sentence they produce.

2 Write third conditional sentences.

- 1 Go through the example with the class, pointing out how the prompt sentence has been used to make a third conditional sentence.
- 2 Ask them to use the remaining prompts to write third conditional sentences in the same way. Go round, monitoring and helping where necessary.

LESSON 3 SB page 48

Reading

1 Choose the meanings of these words, then check in your dictionary.

- 1 Tell the students that they are going to read the story of one of Shakespeare's most famous plays, *King Lear*. Tell them that the three words

in the box are important in the story and ask them to check that they understand their meaning.

- Encourage the students to make a choice of meanings before they check in their dictionaries. Check answers with the class.

Answers: _____

wander: walk with nowhere to go
beat: win a fight against someone

2 Read the summary of *King Lear* and complete these sentences.

- Go through the sentences with the class so that they know what information to look for as they read the story.
- Students read the summary and look for the missing information. Go round and help them if necessary.
- Check answers with the whole class.

Answers: _____

- b sent c wandered
d soldiers e really loves him

3 Which nouns can follow these verbs?

- Point out that there are two verbs in the top box and ten nouns or noun phrases in the bottom box. Ask the students to work individually to match the verbs with the nouns.
- Allow them to compare in pairs before checking their answers with the class. Follow up by asking the students about the last time they made/did any of these things.

Answers: _____

make: a decision, a mistake, money, a noise, a suggestion
do: damage, homework, a job, a quiz, a sport.

4 Discuss the following in pairs. Use the collocations from Exercise 3.

- Read through the list with the class and then ask two confident students to demonstrate the activity using the language from Exercise 3. Make sure they all understand the task.
- Put the students in pairs and go round as they

Critical thinking

1 Read this quotation from *King Lear* and answer the questions.

- How do you think Cordelia feels when she hears what has happened to her father?
- How do you think Lear feels when Cordelia tries to help him?
- Who puts Cordelia and Lear into prison? Why?
- How do you think Lear feels when he finds out how much Cordelia loves him?

Cordelia hears what has happened to her father. She comes to England with soldiers to try to save him and to take his country back from her two sisters. English soldiers arrive in Dover and beat the French. Cordelia and Lear are captured and taken to prison. Here, Cordelia tells her father how much she really loves him.

Old Lear soon discovers that he has made a terrible mistake. It is soon **obvious** to him that Goneril and Regan said that they loved him only so that they could have his money and his country. The truth is that they do not love their father at all. Lear **wanders** around the country with his last two good friends until they arrive in Dover.



In France, Cordelia hears what has happened to her father. She comes to England with soldiers to try to save him and to take his country back from her two sisters. English soldiers arrive in Dover and **beat** the French. Cordelia and Lear are **captured** and taken to prison. Here, Cordelia tells her father how much she really loves him.

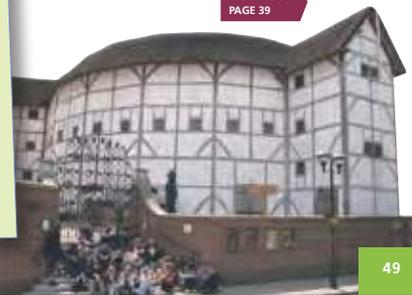
2 Read and answer four of the following questions.

- Which two of King Lear's daughters do not tell their father the truth?
Goneril and Regan.
- Why does Lear not give any of his money and land to Cordelia?
- Why does Cordelia come back to England with French soldiers?
- Why do you think King Lear believes Goneril and Regan?
- How do you think King Lear discovered that he had made a mistake?
- Why do you think that Lear wanders around the countryside?

3 Discuss the following in pairs.

- How do you think the story will end? Think of a happy and an unhappy ending.
- Which ending do you prefer? Why?

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- discuss, encouraging and helping as required.
- Ask any confident pairs to repeat their dialogues in front of the class.

Students' own answers

LESSON 4

SB page 49 WB page 39

Critical thinking

1 Read this quotation from *King Lear* and answer the questions.

- Before students look at the book, ask them to tell you what they can remember about the story

1 Put the words in the correct order.

- a her father/Cordelia brings/French soldiers/to save
Cordelia brings French soldiers to save her father.
- b how to describe/for her father/her love/doesn't know/Cordelia

- c love him/their father/Goneril and Regan/tell/that they

- d don't love him/that Goneril/Lear discovers/and Regan

- e where/Lear sends/the king/Cordelia/she marries/to France

2 Now put the sentences in Exercise 1 in the correct order.

- 1 2 3 4 5



3 Complete the sentences with the correct form of do or make.

- a I'm not good at making quick decisions.
- b In his maths test, Abdullah didn't _____ any mistakes.
- c What job would you like to _____ when you leave university?
- d Try not to _____ any noise when you go into the library.
- e Last year Ali didn't _____ much money, as he was still a student.
- f What sports do you _____?
- g Can I _____ a suggestion? Why don't you _____ your homework before you go out?
- h Let's _____ this quiz about animals.
- i Two trees fell down in the wind, but luckily they didn't _____ any damage.



terrible mistake, but also happy that one of his daughters loves him.

2 Read and answer four of the following questions.

- 1 Ask students to read the questions carefully. They can read the text again to help them to answer individually.
- 2 They can compare answers in pairs.
- 3 Check answers as a whole class.

Suggested answers: _____

- b Because he thinks she does not love him.
- c Because she wants to take the country back from her sisters and to help her father.
- d Because they tell him how much they love him, although this is not true. Cordelia says nothing.
- e He probably realises that Goneril and Regan are not good people.
- f Perhaps he is looking for people who can help him.

3 Discuss the following in pairs.

- 1 Read the questions, then put students into pairs to discuss them.
- 2 Ask pairs to share their ideas with the class. See who can come up with the most imaginative ending!

Students' own answers

of King Lear. Did they like the story? Why/Why not?

- 2 Ask students to read questions a–d first, before they read the quotation.
- 3 Students can discuss the questions in pairs.
- 4 Ask students to share their ideas with the class.

Suggested answers: _____

- a She probably feels very sad and also angry with her sisters.
- b He probably feels happy that she wants to help him.
- c English soldiers, probably because Goneril and Regan tell them to. They do this because they want to keep Lear's money and his country for themselves.
- d He must feel sad that he made such a

1 Put the words in the correct order.

- 1 Point out that the jumbled words make sentences about events in the story of King Lear. Go through the example with the class and make sure that everyone understands what to do.
- 2 Ask the students to work individually to put the words in the right order, but allow them to compare their sentences in pairs before checking answers with the class.

Answers: _____

- b Cordelia doesn't know how to describe her love for her father.

- c Goneril and Regan tell their father that they love him.
- d Lear discovers that Goneril and Regan don't love him.
- e Lear sends Cordelia to France, where she marries the king.

2 Now put the sentences in Exercise 1 in the correct order.

- 1 Encourage the students to do this without looking back at the story in the Student's Book. Allow them to work in pairs if they wish.
- 2 Check answers with the class.

Answers: _____
 2 b 3 e 4 d 5 a

3 Complete the sentences with the correct form of do or make.

- 1 Do the first one as an example with the class and then ask the students to work individually to complete the remaining sentences.
- 2 Allow the students to compare their sentences in pairs before checking answers with the class.

Answers: _____
 b make c do
 d make e make
 f do g make - do
 h do i do

UNIT 8

Communication skills Telling a story with a message

1 You are going to tell a story about someone who learns from a mistake.

- a Think of a story you know. It can be ...
 - from a novel, a play or a television programme.
 - a story you have heard from someone.
 - a very old or a very modern story.

- b Make notes in answer to these questions, like the sample.

- 1 What kind of story have you chosen?
A Shakespeare play: King Lear
- 2 Who is the main character?
King Lear
- 3 What is he/she like?
A tired old man
- 4 Who is in his/her family?
Three daughters: Goneril, Regan, Cordelia
- 5 How does the story start?
Lear wants to give his country to his daughters.
- 6 What happens first?
Lear asks his daughters how much they love him.
- 7 What happens next?
He gives his land to Goneril and Regan. Cordelia goes to France.
- 8 Is there a turning point in the story?
Yes. Lear finds out he has made a mistake.
- 9 Who learns from a mistake? What does he/she learn?
King Lear learns that people can have feelings without talking about them.



RESEARCH Research the following about Shakespeare's Globe

Find out:

- when and where the new theatre opened, and why
- which plays it shows
- what is unusual about it

WORKBOOK PAGE 40

2 Take turns to tell each other about the story you have chosen.

- a Use your notes to help you remember the important points.
- b Discuss these questions:
 - What is the message of your story?
 - What qualities do people need to learn successfully from their mistakes?



LESSON 5

SB page 50 WB page 40

Communication skills

Telling a story with a message

1 You are going to tell a story about someone who learns from a mistake.

- 1 Remind the students that they read about the story of King Lear, which is about a man who learns from a mistake he made. Ask them to think of a story that they know which is about someone who learns from a mistake and which they would like to talk about.

- 2 Focus attention on the sample notes with the class and make sure that everyone understands what they have to do.
- 3 As the students make their own notes, go round, giving help and encouragement. Discourage them from writing whole sentences at this stage, otherwise they may simply read these out in the next exercise.
- 2 Take turns to tell each other about the story you have chosen.**
 - 1 Go through the instructions with the class.
 - 2 Put the students into pairs and ask them to take turns to tell their stories to each other, using their notes to help them.

1 Read the first paragraph of *King Lear* again and answer the questions.

1 Lear is the King of Britain. 2 When he is old, he decides to give his country to his three daughters, Goneril, Regan and Cordelia. 3 Before he does this, he asks them to tell him how much they love him. 4 Two of the daughters, Goneril and Regan, say they love him much more than they really do, but the third daughter, Cordelia, does not say very much. 5 She does not know how to describe her love for her father. 6 Lear is angry with Cordelia, and gives all his money and land to Goneril and Regan. 7 Cordelia is sent away and goes to live in France, where she marries the king.



a Do the phrases at the beginning of sentences 2 and 3 tell us *where*, *when* or *how*?

b What kind of idea follows the word *but* in sentence 4: the same or the opposite?

c These are the three pieces of information in sentence 7:

- Cordelia is sent away.
- She goes to live in France.
- She marries the king of France.

How are these pieces of information joined together?

2 Write the story that you told your partner.

a Plan three paragraphs using your notes from the Student's Book.

Paragraph 1 Say who the characters are and describe what they are like.

Paragraph 2 Say what happens to the characters and describe what effect their mistake has on them.

Paragraph 3 Say what they have learned from their mistake.

b Write your story in 100–120 words in your copybook.

- Use the present simple or present perfect, as in the *King Lear* story.
- Try to join several pieces of information together in one sentence.
- Try to include the word *but* followed by an opposite idea.
- Try to include a sentence using the third conditional.

3 Afterwards, they should discuss the questions in b in their pairs. Go round as they do this, monitoring and helping where necessary.

4 Ask pairs to report back to the class with their answers to b. Encourage class discussion.

3 Research the following about Shakespeares's Globe

1 Go through the instructions with the class and make sure they understand what they have to do.

2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

1 Read the first paragraph of *King Lear* again and answer the questions.

1 Give the students a minute or two to read the paragraph, telling them to ignore the numbers for the moment.

2 Ask the students to answer the questions below the text. Allow them to work in pairs if they wish. Check answers with the class.

Answers: _____

a They tell us when.

b the opposite

c using *and* and *where*

2 Write the story that you told your partner.

1 Remind the students of the stories they told in Exercise 2 in their Student's Book. Tell them that now they are going to use their notes to write the stories.

2 Go through the paragraph plan with the class and make sure that everyone understands what they have to do.

3 As the students plan and write their stories, go round the class monitoring and helping. Remind them to use the present simple and present perfect, to join several pieces of information together in one sentence where possible, and to use *but* followed by an opposite idea.

4 The finished stories might make a good display for the classroom. Allow the students to illustrate them if they wish.

Students' own answers

Assessment

Listening Task

Target element: vocabulary from the unit

Use SB pages 48–49. Read the following sentences. Students say if they refer to Lear or Cordelia.

This person wants to give a country away. (Lear)

This person does not know how to describe their love for their father. (Cordelia)

This person is the king. (Lear)

This person marries a king. (Cordelia)

This person goes to another country. (Cordelia)

This person wanders around the country. (Lear)

It is obvious this person has made a terrible mistake. (Lear)

This person tries to win the country back. (Cordelia)

This person now knows how to describe their love for their father. (Cordelia)

Speaking Task

Target element: use of do and make

Use WB page 39, Ex. 3. Students use the sentences to think of six questions to ask their partner using *do* or *make*. They take it in turns to ask and answer the questions (they can use the existing questions if they wish). Encourage them to be creative and imaginative.

Sample answers:

- Are you good at making quick decisions?
Yes, I am./No, I'm not.
- Did you make any mistakes in your last exam?
Yes, I did./No, I didn't.
- What job would you like to do when you leave university?
I would like to be a...
- What sports do you do?
I play tennis and football.
- Can I make a suggestion?
Why don't you help me with this exercise.
- Why don't we do the quiz in that magazine?
No, thanks, I don't like quizzes.
- Did the trees that fell down do any damage?
No, luckily they didn't.

Reading Task

Target element: the third conditional

Use SB page 47, Ex. 4. Ask students to read the speech bubble and write the following questions on the board. Students answer in full sentences (answers in brackets):

- When did they go on holiday?** (They went on holiday in 2007.)
- Where did they go?** (They went to Italy.)
- Did the boy meet Mario?** (Yes, he did.)
- Did he learn to speak Italian?** (Yes, he did.)
- What would have happened if he hadn't gone to Italy?** (If he hadn't gone to Italy, he wouldn't have met Mario.)
- What would have happened if he hadn't met Mario?** (If he hadn't met Mario, he wouldn't have learned to speak Italian.)
- What do you think would have happened if he had gone to Greece in 2007, and not Italy?** (Suggested: He would have met a Greek friend. He would have learned to speak Greek.)

Writing Task

Target element: vocabulary from the unit

Use WB page 37, Ex. 1. Students write a sentence for each of the highlighted words that were *not* the correct answers for Exercise 1. The sentence should show the meaning of the highlighted words in context or should define the word, for example: **A patron is someone who supports or gives money to an organisation, artist, etc.** They can use their dictionaries if necessary.