

Macbeth

Topic

The Shakespeare play *Macbeth*, ideas from the play, jobs

Aims

- Learners will develop strategies for watching and understanding a short video based on the Shakespeare play *Macbeth*.
- Learners will develop comprehension and speaking skills by discussing ideas from the play.
- Learners will develop writing skills through a personalised writing activity based on an element from the play.

Age

Older primary (9–11 years)

Time

1 x 45-minute lesson or three shorter segments

Materials

Macbeth video, worksheet, answers, transcript, character flashcards and games:

<https://learnenglishkids.britishcouncil.org/en/short-stories/macbeth>

Introduction

In this lesson plan, which can be delivered as a 45-minute lesson or as shorter segments over three lessons, learners will be introduced to the Shakespeare play *Macbeth* through a short animated video. They will watch the video and complete comprehension activities, and then will be guided to think about and discuss the idea of 'ambition' from the play. Finally learners will develop their writing skills by thinking and writing about what job they would like to have when they grow up.

Procedure

1. Introduce and watch the video (15 mins)

- Ask your learners to imagine they could be the king/queen or president of their country. Would they like to be? Why?/Why not?
- Tell the learners that they are going to watch a video called *Macbeth*, which is a story about a man who decides he wants to be king.
- Give learners the video worksheet and ask them to match the words and pictures (exercise 1). Check answers as a class. Ask learners to make some predictions about the video based on the words.
- Play the video and ask learners to match the characters and their names as they watch (exercise 2). Ask them to compare in pairs and then check as a class.
- Now ask learners to try to order the sentences (exercise 3). Tell them it doesn't matter if they can't remember, because they will watch the video again.

	<ul style="list-style-type: none"> • Play the video again and learners check their answers to exercise 3. Ask them to compare in pairs, then go through as a class. • At this stage, you might like to ask learners additional questions to help clarify their understanding, or ask them to say which of their earlier predictions were correct. Alternatively, play the video again and ask learners to circle true or false (exercise 4) as they watch. Fast finishers can try to correct the false sentences. • Ask learners if they liked the story and why. Did they think it was funny, interesting, happy/sad, etc.? • If your learners need more support understanding the video, you might like to adapt the transcript of the video and get learners to act it out.
2. Discuss ideas from the play (5–10 mins)	<ul style="list-style-type: none"> • One of the ideas in <i>Macbeth</i> is 'ambition'. The depth to which you discuss the ideas and questions in this stage will depend on your learners' age and maturity, and you may need to provide more or less support. • Ask your learners some guiding questions about Macbeth and Lady Macbeth. <ol style="list-style-type: none"> 1. <i>Who first gives Macbeth the idea to become king? (the witches)</i> 2. <i>At first, who is more ambitious about the idea, Macbeth or Lady Macbeth? (Lady Macbeth)</i> 3. <i>Who encourages Macbeth to become king by killing King Duncan? (Lady Macbeth)</i> 4. <i>However, who then decides to kill Banquo because he knows the secret? (Macbeth)</i> 5. <i>Do Macbeth and Lady Macbeth feel bad about what they have done to achieve their ambition?</i> • Now ask your learners if they think Macbeth should have listened to the witches or if he should have ignored them and made his own decisions. Do they think it's fair that the witches trick him at the end and he dies?
3. Extension (20–30 mins)	<ul style="list-style-type: none"> • Ask your learners to tell you what job they would like to have when they grow up, and why they would like to have this job. Brainstorm some ideas on the board. • Now ask learners to write about this job. They could write about what they think it involves, why they would like to do it or the qualities they think you need to do it. • They could also try to think of one thing they could do to help achieve their ambition, for example if they want to be a teacher, they could practise teaching their little brother or sister; doctor – ask their parents to let them do a first aid course; or zookeeper – watch documentaries to learn about some wild animals. • Monitor and help as needed. Fast finishers could draw a picture of their job. • When learners have finished, they can swap with a partner and read and say if they would enjoy doing that job and why or why not. Alternatively, learners can mingle and ask each other what job they would like to have, see if there is someone else with the same job and say what they think is the most unusual job.
4. Further activities	<ul style="list-style-type: none"> • Would you like to extend your learners' work with <i>Macbeth</i>? Try one of our suggested further activities here: https://www.teachingenglish.org.uk/article/shakespeare-extension-activities-kids

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