

## Shakespeare and Money

### Lesson plan

**Topic:** Shakespeare and money

**Level:** B2

**Time:** 65 minutes

#### Aims

- To develop students' ability to read for gist and detail
- To give practice of identifying the main points in a text
- To cultivate students' ability to work out the meaning of a word from context
- To develop students' discussion skills

#### Introduction

This lesson is about the life of William Shakespeare and his family, and their relationship with money. It provides students with a reading text for reading practice, vocabulary discovery and discussion.

#### Preparation

Copy one set of the **student worksheets** for each student in your class.

For every 3–4 students in the class, make a copy of **Events to cut up for Task 3**, which can be found on the final page of the lesson plan. Cut along the dotted line, making a set of nine cards for students to arrange in order during Task 3.

#### Procedure

##### Warmer – Rich or poor? (5 minutes)

- Hand out the student worksheet and ask learners to look at the six words in the warmer task. Tell the students that the words are about money.
- Read the words with the students and drill pronunciation.
- Ask the students to try to put the words in to the two categories.
- Copy the table onto the board and elicit the answers, writing them onto the board.

*Answers: less money: broke, penniless, skint; more money: loaded, wealthy, well off*

##### Task 1 – Shakespeare's life: predictions (5 minutes)

- Ask students to look at the picture in Task 1 of the worksheet. Invite a few learners to describe the picture.
- Tell the students that the lesson is about Shakespeare's family and their connection with money.
- Put the students in small groups of three or four. Set a time limit for them to discuss the three questions in Task 1. Encourage the students to guess as they won't be able to tell the answers from the picture.
- Invite each group to join with another group and compare their predictions.

Don't give away the answers yet; students will find them when they read the text in **Task 2**.

##### Task 2 – Reading: checking predictions (10 minutes)

- Ask students to scan the text to check their predictions to the three questions. Tell them not to worry about any unfamiliar vocabulary at this stage.
- Find out whether their predictions were correct and if they were surprised by what they read.

*Suggested answers:*

1. *wealthy; later they had financial difficulties but eventually William Shakespeare became well off from his own profession as a playwright*
2. *a glover, business, illegal money lender and dealer in wool*
3. *He went to school but later had to leave and work for the family business.*

Tip – You could use this opportunity to revise the difference between lend and borrow. For example, *John Shakespeare lent money to people; people borrowed money from John Shakespeare.*

### **Task 3 – Reading: finding the main events (15 minutes)**

- Tell the students that they are going to read the text again. This time they need to look for the main events of the text.
- Look at the example and then ask students to number all of the events according to the order they appear in the text.
- Encourage students to compare their order with a partner when they have finished.
- Elicit the correct order. After you have checked each statement, you could ask students which line of the text the statements match with.
- You could ask the students for synonyms of the following vocabulary:

*relocate – move*

*unlawful – illegal*

*Answers:*

*Part 1*

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

*Part 2*

- a. *from his gloving business*
- b. *his father's business collapsed because of his illegal money lending and dealing in wool*
- c. *writing his plays and co-owning a theatre company*

**Task 4 – Vocabulary from context (20 minutes)**

- Ask students what they do when they can't understand all of the words in a text. They might say that they check in a dictionary. Ask them what they could do even if they didn't have access to a dictionary. Suggest that they try to work out the meaning of the word from the context (or surrounding words).
- Hand out Task 4 and introduce the task.
- Give students time to match the words with the meanings.
- Check the answers and drill pronunciation.
- Encourage the students to look for other words or phrases that are new to them and to guess their meaning from the context. Invite students to comment on any words they find and for students to share their ideas with you and the class.

Tip – To help students remember new vocabulary, ask them to write a true statement using the new word or phrase.

Answers:

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

**Task 5 – Discussion (10 minutes)**

- Set the students up in small groups.
- Give the groups about ten minutes to discuss the questions.
- Elicit some comments from each group when feeding back.

Tip – You could appoint one of the students in each group to lead the discussion and another student to take notes of what the students say. When asking for feedback, the notes can help the group to share some of the points that were mentioned.

**Extension activities**

- You could play 'back to the board' to review key vocabulary from the lesson. Invite a student to sit in front of the board with their back to it, then write one of the words on the board without letting the student see it. Then ask the other students to describe the word to the student without using the word. When the student has guessed it successfully, select another student to take his place. Continue with as many words as you want to review.

**Homework**

- You could ask the students to list more words associated with money, such as verbs. Here are some examples. You could provide them with these words to check at home and learn.

*afford*      *buy*      *borrow*      *cost*      *earn*      *inherit*  
*invest*  
*lend*      *owe*      *save*      *take out*      *waste*

*to cut along dotted lines before class. One set for every group of 3-4 students*

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**a.** John Shakespeare earned a lot of money from unlawful practices.

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**b.** John Shakespeare had a good job when the family relocated to Stratford.

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**c.** John was given positions of responsibility in the community.

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**d.** People found out about John Shakespeare's crimes.

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**e.** Shakespeare worked as an actor.

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**f.** The family business failed.

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**g.** William became very well-off.

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**h.** William stopped going to school because his family couldn't afford it any more.

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**i.** William was sent to school.

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