

Shakespeare extension activities (Teens)

Topic

Various Shakespeare plays

Aims

To extend learners' work with the Shakespeare plays featured on LearnEnglish Teens: *Romeo and Juliet*, *Hamlet*, *Macbeth*, *The Tempest* and *Much Ado About Nothing*

Age / Level

Teens (12+) / Level B1–B2

Introduction

After introducing your teenage learners to one or more of the Shakespeare plays, using the TeachingEnglish lesson plans, try one or more of the following extension activities. These can be used as alternatives to the activities in the lesson plans or as further material to extend or review the lessons in a follow-up class. The activities are:

- Characters review
- Sort the events
- Write a mini-saga version of the play
- Write a play script and act out the play
- Design a theatre poster
- Create a storyboard
- Write a different ending
- Write or record a diary entry
- Write to a problem page
- Focus on a minor character
- Character conversations
- Newspaper or TV news report
- Discussion/Essay writing
- Write a horoscope

Characters review

Time	15 minutes
Materials	paper, sticky tape or Post-its
Play(s)	one or more
1. Generate	• Brainstorm some of the characters from the play(s) you have covered. Write their

ideas	names on the board. <ul style="list-style-type: none"> Now brainstorm some words or phrases that could describe the characters. For example, Prospero – <i>magician</i>, Romeo – <i>loves Juliet</i>, Beatrice – <i>determined</i>, Macbeth – <i>ambitious for power</i>.
2. Pair work speaking	<ul style="list-style-type: none"> Ask each learner to choose a character (or assign characters, if you think lots of learners will choose the same one) and ask them to write their character's name on a piece of paper. Monitor and help learners if necessary. Collect in the pieces of paper. Randomly mix them up and then stick one piece of paper to the back of each learner. Ask learners to work in pairs to find out who they are. Depending on your learners, they can either describe their partner's character, for example 'You live on an island and you can do magic!' or they can ask each other questions, for example 'Are you a man or a woman?' 'Do you love anybody?' – as in 20 questions. As a follow-up, learners could write a short paragraph describing their character.
3. Mingle alternative	<ul style="list-style-type: none"> Give each learner a piece of paper with a character's name. They should write two or three words or phrases about their character. Collect in the pieces of paper. Randomly mix them up and then give one character to each learner. Tell them they need to keep it secret! Learners should then mingle and find a partner. They then describe their character to their partner, using the words and phrases on the paper, and their partner needs to guess the character. When they have finished, they should swap papers, find a new partner and repeat. At the end, ask learners how many characters they guessed right. Which ones were difficult?

Sort the events

Time	20 minutes
Materials	paper, scissors
Play(s)	any three
1. Group work writing	<ul style="list-style-type: none"> Ask learners to work in groups. You should have three or six groups depending on the number of learners you have. Choose three of the plays you have covered. Ask each group to write around 5–10 sentences describing the events of one of the plays on a piece of paper. All learners in the group should take turns to write, so there is a mixture of handwriting! They should now cut the paper into strips, so one strip of paper has one sentence. Repeat with the other two plays.
2. Group reading race	<ul style="list-style-type: none"> Now ask each group to mix up all the strips of paper from all three plays! Each group should pass their strips of paper to another group. Each group needs to race to read all the sentences and sort them into the three different plays, in order!

3. Pair work speaking

- While the strips of paper are still arranged according to play, ask learners to quickly write the name (or initials) of the play on the back of each strip. Now mix the strips up again. Learners work in pairs and take turns to choose a strip and read it to their partner. Their partner tries to say which play it's from, and they check by looking at the back of the strip.

Write a mini-saga version of the play

Time	30 minutes
Materials	transcripts on LearnEnglish Teens (optional)
Play(s)	Any of the plays
1. Generate ideas	<ul style="list-style-type: none"> • Tell students that they are going to rewrite the play in exactly 50 words – this is called a mini-saga. (Here you can explain that a 'saga' is a story that happens over a long period of time.) • Here you could show them an example of a mini-saga – you can easily find lots of them on the internet (or you could write your own!). Explain that often mini-sagas only include the main events, but still use adjectives and descriptive language to get across the themes. Alternatively, you could show them a sentence from a story and ask them to reduce it to its main parts. An example: <i>It was a very cold day and John struggled against the wind on his way home. He decided to take the bus for the last mile, and when he got on the bus his eyes caught sight of a short, brown-haired girl with the most beautiful green eyes he had ever seen. His heart skipped a beat.</i> This could become: <i>They fell in love in winter.</i> • First, ask students to identify the main events of the story – make a note of them on the board. If students need help with remembering the main events, you could use the transcripts of the play from the LearnEnglish Teens website. • Ask students which of these they think would be most important to communicate the main themes of the play.
2. Write the story/peer correction	<ul style="list-style-type: none"> • Ask learners to write up a short version of the story, including the main points. Don't worry about the word count at this stage. • Learners should now count the words in their texts and decide how they can cut them down to 50 words. Help and monitor here. You can decide how strict to be with the word count, depending on your learners' level. Ask students to swap their texts with a partner – they should try to help with the word count, and also to correct any errors and make any suggestions for improvements. • When students have finished, ask them to think of a suitable title for their mini-saga, for example 'Love turns to tragedy' (<i>Romeo and Juliet</i>), or 'Ambition corrupts' (<i>Macbeth</i>).
3. Read the mini-sagas	<ul style="list-style-type: none"> • You can display the mini-sagas around the classroom, and ask students to read them and perhaps even vote on the best one.

Write a play script and act out the play

Time	45 minutes
Materials	props and costumes (optional)
Play(s)	any
1. Write the play	<ul style="list-style-type: none"> • Ask learners to tell you who the characters are in the play you have chosen. Write the characters on the board. • Next, brainstorm the main events in the play and write or display them on the board. • As a whole class, decide on the first few lines of the play. You can also include stage directions! For example, for <i>Romeo and Juliet</i>, you could write: <ul style="list-style-type: none"> ○ [Romeo is talking with his friends] ○ Romeo's friend: I really want to go to a party tonight – I know the Capulets are having a big party – shall we go? ○ Romeo: If we get caught there, the Capulets will go crazy – do you think it's a good idea? ○ Romeo's friend: It's a fancy dress party – we can wear masks. Come on, it'll be great! [They go to get ready for the party] • Put learners in groups, according to how many characters there are. If you have an uneven number of learners, pair a weaker with a stronger learner to work together, or ask one learner to take two characters, although it doesn't matter at this stage which learner is which character. • Learners then continue writing the play script in their group. Alternatively, using the main events that you have on the board, divide the play into different scenes and ask different groups to work on different parts of the play. Encourage each learner to take a turn at writing. Monitor and help as needed. • If you have strong learners, you could alternatively ask them to write a play script with either modern or locally relevant details. For example, Romeo and Juliet could live in your local town/city instead of Verona, and you could even change the characters' names to reflect typical names of young people in your learners' country.
2. Practise the play	<ul style="list-style-type: none"> • When they have finished writing their play, learners need to choose a character, or you could assign one, for example if you would like a weaker learner to have an easier part, or a stronger learner a more challenging part. If you want learners to choose a character randomly, you could write each character on a small piece of paper, fold in half, and learners take one piece of paper each. • In their groups, learners practise reading the play or their scene from the play. Monitor and help with pronunciation and intonation. • When the learners are comfortable with their lines, they can stand up and physically rehearse the play in a corner of the room. You might like to do this activity over two lessons, if you think learners would prefer to practise their lines some more at home first, or even prepare costumes and props to bring in for the next lesson!
3. Perform the	<ul style="list-style-type: none"> • Finally, each group performs their play for the class. If learners have worked on

play	different scenes, they can perform the scenes in order. <ul style="list-style-type: none"> Depending on your learners, you might like to record the plays for the learners to watch afterwards!
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Design a theatre poster

Time	20 minutes
Materials	card and drawing supplies
Play(s)	any
1. Look at the genre	<ul style="list-style-type: none"> Write the play(s) you have covered on the board. As a class, brainstorm some of the themes from each play. Show learners some examples of theatre posters for the plays on the board. What features do the posters have? For example, the name of the play, the actors and actresses playing the main roles, the theatre, the days and times of the show, the cost of tickets, the name of the theatre group and the use of the word 'presents' (e.g. The TeachingEnglish Acting Company presents William Shakespeare's <i>Much Ado About Nothing</i>), etc. List these features on the board. Ask learners which posters they like best. Do the images on the posters illustrate or suggest the themes of the play?
2. Plan and produce the poster	<ul style="list-style-type: none"> Depending on your learners, they can work in pairs or individually. Give them some scrap paper and ask them to choose a play and plan a rough draft of their poster, making sure to include the list of features on the board. If you have done an activity previously where learners have acted out a play, they could imagine the poster is for their own performance of the play! Encourage learners to be creative, for example using famous actors' or actresses' names for the main roles, choosing an imaginative name for the theatre or theatre group, thinking of images that would illustrate the themes of the play. Monitor as learners are planning their poster, helping where needed and checking they have included all the features. When they are ready, give them a piece of card and drawing supplies, and they can make the poster. If you have learners who don't like drawing, they could find images to cut out from old magazines instead. If you have access to a computer room, the posters could be produced digitally. You might want to try using a website like www.glogster.com to produce an interactive poster. Producing the poster could also be set for homework.
3. Display the posters	<ul style="list-style-type: none"> Display the finished posters around the room. Ask learners to look around the room. Which posters do they like best? Alternatively, you could collect the posters in before displaying, and carefully cover up the name of the play with a blank piece of paper and some white-tack, then display them. Can learners guess the name of each play from the rest of the poster?

Create a storyboard

Time	20 minutes
Materials	storyboard template
Play(s)	any
1. Brainstorm the main events	<ul style="list-style-type: none"> • Show the learners a storyboard template. This is usually six boxes. Each box has a main space for a picture and speech bubbles, and a strip at the bottom for a sentence describing the events in the picture. • Explain to the learners they are going to make a storyboard of the play. They need to decide on the event for each box, what characters need to appear in each box, what dialogue they might be saying, and what sentence to write at the bottom. • Now brainstorm as a class the main events of the play you have chosen. If there are lots of ideas, write them all on the board and then decide as a class the six key events.
2. Plan and produce the storyboard	<ul style="list-style-type: none"> • Put learners into pairs. In their notebooks, they should try to decide what the picture, dialogue and sentence should be for each of the six main events as listed on the board. Monitor and help as necessary. • When each pair is ready, give them a storyboard template, and they can create the storyboard.
3. Display the storyboards	<ul style="list-style-type: none"> • Display the finished storyboards around the room. Ask learners to look around the room. Which one do they like best? • For stronger learners, you could allow them to choose which play they would like to storyboard. Put the learners into groups according to which play they have chosen, and the groups can brainstorm the list of six main events. Then they can work in pairs to plan and create the storyboard as above. • Learners might like to create a storyboard of another play as homework!

Write a different ending

Time	30 minutes
Materials	none
Play(s)	any of the tragedies (<i>Romeo and Juliet</i> , <i>Hamlet</i> or <i>Macbeth</i>)
1. Brainstorm ideas	<ul style="list-style-type: none"> • Talk about the ending of your chosen play with your learners. Was it a happy or sad ending? Why was it sad? What did the characters do or not do to lead to such a sad ending? For example, with <i>Romeo and Juliet</i> you could talk about why Romeo and Juliet got married in secret, and why they killed themselves in the end. • What might the learners do instead in that situation? For example, if they had a good friend and their parents tried to stop them from seeing each other. • Brainstorm ideas of things that the characters in the play could have done differently.

	<p>For example, Romeo and Juliet could have talked to their parents or asked Friar Lawrence to mediate, Romeo could have stopped Mercutio from fighting Tybalt or Juliet could have waited to be sure Romeo had received the message describing the plan!</p>
2. Write the ending	<ul style="list-style-type: none"> • Ask learners to think about how doing these things differently might have led to a happy ending, or at least a different outcome. They should choose one or some of the ideas, and write a new ending for the play. It should be clear at what part of the play they are starting from. • Monitor and help as necessary as learners write a draft in their notebooks. You could encourage students to correct each other's work, focusing on grammar and vocabulary. When they have done this, they can write out a neat copy. • If you wish, you can ask learners to imagine this is happening in modern times. They can imagine how this would affect (or not affect) the characters' actions and the outcomes of their actions. For example, Juliet could have phoned Romeo and explained the plan to him. But would it have worked? For example, even if Romeo had known the plan, would a modern doctor have been able to tell Juliet wasn't really dead? Or, perhaps Juliet sent Romeo a text message, but he didn't receive it because he'd run out of battery?
3. Read each other's endings	<ul style="list-style-type: none"> • Ask learners to swap endings with the other learners on their table, and read each one. Which ending do they think is the best, the most realistic or the most unlikely?

Write or record a diary entry

Time	30 minutes
Materials	cameras e.g. on their phones or tablets (optional)
Play(s)	any
1. Generate ideas and introduce the genre	<ul style="list-style-type: none"> • Ask learners to tell you the characters in your chosen play and write their names on the board. • Which character do they think has the most interesting storyline? Why? What's the most dramatic thing that happens to them? • Tell learners they are going to imagine they are that character, and they are going to write or record a diary entry for that character, at the end of the day when the dramatic event has happened. • Brainstorm with learners some ideas of some of the things the character might say or write. Encourage them to imagine they are the character, and think about how they would react and feel. • Show learners a simple example diary entry. Highlight that they should use the first person and past tenses. The diary entry should say: <ul style="list-style-type: none"> ○ what happened ○ how they felt ○ how they feel now. • Explain that diary entries often start with 'Dear Diary, '!

2. Prepare and write or record the diary entry	<ul style="list-style-type: none"> Depending on your learners, you could ask them to work in pairs. They should plan the diary entry in their notebooks, using the class brainstorm to decide what they will write for the three areas (what happened, how they felt, how they feel now). Monitor and help as necessary. If they are going to write their diary entry, ask both learners in the pair to write their own version. Monitor and help, and when they are ready, ask them to swap and read each other's work. They should say two things they like about their partner's work, and make one suggestion. Then they can write up the final version. If they are going to record their diary entry, they should make notes, based on the plan in their notebook, about what they are going to say. They shouldn't write out the full script so that the diary entry will be more natural when recorded. They can take turns to rehearse to each other. When listening to their partner, encourage them to make suggestions about how they sound when expressing different emotions or talking about the dramatic events. Monitor and help as necessary. When they feel ready, they can record their diary entries and then watch them back!
3. Extension	<ul style="list-style-type: none"> You might like to create more diary entries with your learners, for example they could produce more for the same character to span the length of the play, or they could produce some for the same day but different characters to get different perspectives on the same events.

Write to a problem page

Time	30 minutes
Materials	example problem page from a magazine or website
Play(s)	any
1. Introduce the genre and generate ideas	<ul style="list-style-type: none"> Find an example of a problem page in a magazine or on a website aimed at the age of your learners. Ask your learners what kind of problems people might write about and what kind of advice might be given. Brainstorm some of the main characters from the plays you have covered. What kind of problems did they have in the play? For example, Juliet not being able to marry Romeo, Claudio thinking Hero is with another man, Miranda being stuck on an island with her father and Caliban, Hamlet finding out that Claudius killed his father, Macbeth being paranoid that his friends and family know he killed Duncan. Now brainstorm some of the advice you might give these characters in their situation.
2. Prepare and write the letter	<ul style="list-style-type: none"> Explain to the learners that they should choose a character, and that they are going to write to a problem page about their problem. They should keep in mind the point in the play at which the character has the problem, and think about how they might feel at that point. Brainstorm some language on the board that might help them, e.g. 'I'm desperate', 'I don't know what to do', 'The problem is ...', 'Can you help me?', 'Should I ...?' You can also suggest some stages for the letter, for example:

	<ul style="list-style-type: none"> ○ describing the problem ○ saying how you feel ○ explaining what you're thinking of doing, and why you're not sure it's the right thing to do ○ asking for advice. <ul style="list-style-type: none"> • Learners start writing their letter. Monitor and help as necessary.
3. Write a reply	<ul style="list-style-type: none"> • When learners have finished their letters, explain that they are now going to swap with someone and write a reply. • First, brainstorm some language on the board that might help them, for example language for advice (should, shouldn't, I think ...) or suggestions (You can try ... / You could ... / Why don't you...?). • Now each learner should swap letters with another learner. This can be with their neighbour but ideally it should be someone who has written a letter as a different character. • Learners should read the letters and write a reply! If learners are struggling to think of advice, you could pair learners who have a letter about the same character together. Monitor and help as necessary. • Give the replies back to the original learner. Do they think they have received good advice?

Focus on a minor character

Time	30 minutes
Materials	none
Play(s)	any
1. Generate ideas	<ul style="list-style-type: none"> • Brainstorm some of the less featured characters from the play(s) you have covered. For example, Ophelia from <i>Hamlet</i>, Friar Lawrence from <i>Romeo and Juliet</i>, Caliban from <i>The Tempest</i>, the guards or the witches from <i>Macbeth</i>, Don John (the wedding guest who plays the trick on Claudio) in <i>Much Ado About Nothing</i>. • Choose one or two of the characters. Ask learners what they might have thought about the other characters' actions, or what they might have been doing or have done before or after their part in the play. For example, what was Caliban doing on the island before Prospero and Miranda were shipwrecked? What did the witches think Macbeth would do after they met him on the moor? What did Friar Lawrence do after Romeo and Juliet killed themselves?
2. Write a diary entry or conversation	<ul style="list-style-type: none"> • Ask learners to choose one of the characters. Depending on your learners, they could either write a diary entry for the character or imagine a conversation between the character and one of the other characters. For example, they could write a diary entry (or several!) to show what Caliban was doing on the island before Prospero arrived, or write a conversation between Caliban and Antonio when he first arrives on the island. • As learners are writing, monitor and help as necessary. Encourage them to be

	creative, and share ideas with the other learners on their table.
3. Swap diary entry or act out conversation	<ul style="list-style-type: none"> • If learners have written a diary entry for a character, ask them to swap with another learner who chose the same character. How similar or different are they? • If learners have imagined a conversation, they could act out the conversation with their partner!

Character conversations

Time	20–30 minutes
Materials	none
Play(s)	any
1. Generate ideas and do an example	<ul style="list-style-type: none"> • Choose a play to focus on. Ask learners to tell you some of the points in the story when two characters have a conversation (even if the conversation wasn't explicitly in the video), for example the conversation between the ghost and Hamlet in <i>Hamlet</i>, Friar Lawrence telling the Capulets and Montagues what happened in <i>Romeo and Juliet</i>, Hero's father (Leonato) telling Claudio that he must marry his niece in <i>Much Ado About Nothing</i>, Lady Macbeth telling Macbeth to kill King Duncan in <i>Macbeth</i>, Miranda telling Ferdinand that she is in love with him in <i>The Tempest</i>. • Choose one conversation and brainstorm ideas of what the characters might say to each other. Use learners' ideas to generate a dialogue on the board. Encourage them to think about how the characters are feeling and how they might react to what the other says.
2. Write and act out the conversation	<ul style="list-style-type: none"> • Ask learners to work in pairs and choose another conversation. In their notebooks they should write a conversation between the characters. Encourage them to be creative! Monitor and help where necessary. • When they have finished, learners can act out their conversations.
3. Improvisation	<ul style="list-style-type: none"> • If learners enjoyed this activity, you could also ask them to improvise some conversations. Give them some situations that are not necessarily in the play, for example Lady Macbeth goes to see the witches, or Ophelia goes to speak to Hamlet's mother about Hamlet's behaviour. In pairs, learners can decide who they are and then try to have a conversation. It doesn't have to be about something in the play – but encourage learners to think about what their character likes and dislikes, what they might say and how they might act. For support, give learners some language for starting and maintaining a conversation, for example: <ul style="list-style-type: none"> ○ Nice to meet you. I'm ... ○ How's it going? ○ Great./Terrible. ○ Oh really?/Oh dear! ○ What do you think about ...? ○ Did you see ...? ○ What are you doing later? • This activity could also be done as a mingle. For example, you could assign a

- different character from the play to each learner (if there are more learners than characters, two learners can be the same character or you could break the class into groups) and then ask them to imagine they are all at a party! What would the characters say to each other? Learners should mingle and make sure they speak to all the other characters.
- If your learners are familiar with several plays, try having a mixed-up party! For example, what would Hero and Juliet talk about if they met at a party? What would Prospero say to Claudio? At the end, learners can say what the most interesting conversation was that they had at the party!

Newspaper or TV news report

Time	30–45 minutes
Materials	props and costumes for the TV news report (optional)
Play(s)	any
1. Generate ideas for the news event	<ul style="list-style-type: none"> • Choose a play to focus on. Ask learners to brainstorm some of the dramatic parts, for example <i>Romeo and Juliet</i> when Mercutio (Romeo's friend) and Tybalt (Juliet's cousin) are killed, <i>Hamlet</i> when they fight, <i>Macbeth</i> when the army comes to the castle, or <i>Much Ado About Nothing</i> when Claudio finds out that Hero is 'dead'. • Ask learners to imagine that these events took place in modern times. Would they hear about it on TV, the internet or in newspapers? Tell learners they are going to either write a newspaper report or make a TV/internet news report.
2. Write a newspaper report	<ul style="list-style-type: none"> • If learners are going to write a newspaper report, talk about some of the features of a newspaper report that you'd like them to include, for example: <ul style="list-style-type: none"> ○ an interesting headline ○ a short summary of what happened ○ more information about who, what, where, when, why and how ○ the current situation ○ quotes from the witnesses and people involved ○ a photo. • Depending on your learners, they could work individually or in pairs to produce their newspaper report. Monitor and help as necessary. • If you have covered several plays, and learners are writing reports on different events in different plays, the reports could be put together at the end to make a whole newspaper!
3. Make a TV news report	<ul style="list-style-type: none"> • If learners are going to make a TV/internet news report, talk about some of the roles involved, such as news anchor (in the studio), reporter(s), witnesses to be interviewed, etc. Make a list, for example for <i>Romeo and Juliet</i> when Mercutio and Tybalt are killed, the roles needed might be: <ul style="list-style-type: none"> ○ news anchor ○ reporter ○ Romeo ○ police officer

- one of Tybalt's friends/family members
- one of Mercutio's friends/family members.
- More roles or scenes could be added, for example having a reporter on the street where it happened interviewing a witness, and a reporter at the courthouse reporting on the trial, etc.
- Learners work in groups. Depending on your learners, they can either choose roles or you can assign them. In their group, they should plan the news script. First, they should plan the order of who speaks, for example:
 - news anchor in the studio
 - reporter on the street where it happened, explaining the event and interviewing a witness
 - back to news anchor in the studio
 - reporter at the police station interviewing the police officer who arrested Romeo
 - back to news anchor in the studio
 - reporter outside the courtroom explaining what happened at the trial and interviewing Romeo as he comes out of the courtroom on his way to being banished
 - back to news anchor in the studio.
- Next the learners should write what they will say for their own part. Monitor and help as necessary.
- Now the learners should practise their lines. Monitor and help with pronunciation and intonation. When they are ready, they can stand up and physically rehearse in a corner of the room. You might like to do this activity over two lessons, if you think learners would prefer to practise their lines some more at home first, or even prepare costumes and props to bring in for the next lesson!
- Finally, each group performs their news report while the teacher films!

Discussion/Essay writing – Who is responsible?

Time	30–60 minutes
Materials	video transcripts from LearnEnglish Teens (optional)
Play(s)	Any of the tragedies (<i>Romeo and Juliet</i> , <i>Macbeth</i> , <i>Hamlet</i>)
1. Introduction to the idea	<ul style="list-style-type: none"> • Focus on one of the tragedies. Explain that 'tragedy' in the theatre is a play that tells the story of a character who has a flaw (a weakness in their personality), and who has to deal with a difficult situation. Often a tragedy ends in death and destruction. Often the situation or the fatal ending could be avoided. • Ask learners to make a list of the main characters in the play. Write them on the board. Ask learners to think about how their actions contributed to the tragic ending. For example, if you are working on <i>Romeo and Juliet</i>: <ul style="list-style-type: none"> ○ <i>Romeo</i> – Went to the party at the Capulets, although he knew it was dangerous, he married Juliet in secret, he killed Tybalt and then had to leave town, he killed himself too early (if he had waited, he would have seen Juliet wake up) ○ <i>Friar Lawrence</i> – He made a secret of the wedding, he gave Juliet the drug to

	<p><i>make her seem dead, he didn't make sure that Romeo got the message about Juliet.</i></p> <ul style="list-style-type: none"> Go through a couple of characters and then ask students to work in pairs and make notes for each character.
2. Discussion	<ul style="list-style-type: none"> Ask learners to work in pairs and discuss which character they feel is most responsible, based on their notes. It is important that they justify their reasons. When they have done this, separate learners and put them into groups of 3–4 (depending on your class size). Learners should now take it in turns to say which character they think is most responsible and why. Again, students can agree or disagree but should justify their answers. You might want to quickly review language for agreeing/disagreeing or asking for opinions here. Once they have reached an agreement (or not!), you can regroup them again (an easy way to do this is to number each group member 1,2,3,4, and then ask all the 1s to work together, all the 2s, etc.). When students are in their new groups, ask them to compare who they think is responsible again and, again, to give reasons. Set a time limit (10 minutes) and then ask for feedback from different groups. Can the class agree on who was responsible?
3. Writing follow-up (optional)	<ul style="list-style-type: none"> If you would like your students to practise writing skills, they could now choose two of the characters that they discussed, and write an essay 'Who is responsible for Romeo and Juliet's deaths?' (again, depending on the play you have discussed – it could be 'Hamlet's death' / 'Macbeth's downfall'). Encourage learners to plan their writing using this structure: <p>Paragraph 1: Introduction – what has happened? Paragraph 2: Discussion of first character, their actions and consequences Paragraph 3: Discussion of second character, their actions and consequences Paragraph 4: Conclusion – which character is <u>most</u> responsible?</p> For more on writing essays, see: http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/opinion-essay

Writing a horoscope

Time	30 minutes
Materials	none – possibly some example horoscopes from magazines or the internet
Play(s)	any
1. Introduction to the idea	<ul style="list-style-type: none"> Choose one of the plays you have studied, or if you have studied more than one, you could focus on several. Ask learners to make a list of some of the characters from each play and some of the things that happen to them. Write the word 'horoscope' on the board. Check that learners know what a

	<p>horoscope is. Do they ever read them? What is its purpose? (To predict the future) What kind of information does it normally include? (Predictions about events and feelings, warnings, advice)</p> <ul style="list-style-type: none"> • Tell students that they are going to choose one of the characters from the play(s) and choose a point in the play, and write a horoscope for that character. • You should show students an example horoscope here, so that they have a model to work from – an example: <p><i>It is going to be a great day for romance as your beloved will agree to marry you – you will feel happier than you have for a long time. But, be careful, as your friends might not be as true as they seem. Don't believe everything you hear, and remember to trust your feelings. If you don't, you might end up spending the rest of your life with someone who you don't love.</i></p> <ul style="list-style-type: none"> • Ask learners who they think the horoscope is for (in this case, Claudio in <i>Much Ado About Nothing</i>, just after Hero agrees to marry him). Ask learners which verb tenses are used in horoscopes (<i>will, going to</i>, modal verbs). Again, point out that the horoscope talks about feelings, and also offers a warning/advice.
2. Write the horoscope	<ul style="list-style-type: none"> • Learners can now work individually or in pairs to choose their character and a point in the play, and write a similar text on a piece of paper. Monitor and help out with language. They should not write any character names in their horoscope. • When learners have finished, write a number of the top of the page, and then pin the horoscopes up around the classroom.
3. Read the horoscopes	<ul style="list-style-type: none"> • Ask learners to move around the room, reading the horoscopes and making a note of which character each horoscope refers to. They can also write down which point in the play the horoscope refers to. • Make a note of any good language from the texts, or errors that you would like to correct, while students are doing this. • When students have read all the horoscopes, check their answers and see if they have been able to identify who the horoscopes are written for. • Give some general feedback and/or error correction.

Contributed by

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