



## POST-TEACHING GUIDE

### *Introduction to Shakespeare*

Scuola Scuola Primo Grado

This teachers' guide is intended to give you ideas for helping your students reinforce vocabulary, grammar, and functions after the CLIL-Based Workshop.

#### **Personal Timeline**

Give students each a blank piece of paper and tell them to draw a line across the middle. At the start of the line, they need to write their date of birth and something like "I was born on the 26th May 1987." Tell them to plot their life upon to the present day: "When I started school," "When I broke my arm," etc. They can then share their timeline in small groups, with the other students asking questions about the events in their life. **Variation:** If they need a challenge, ask them to put two lies in their timeline and have their group members guess the lies.

#### **Say It Like...**

Select some useful expressions and write down the names of different characters on the board or on a poster from Shakespeare's plays. Using their imagination, students practice saying the expressions in the voice of these different characters.

#### **Sequencing**

After teaching the plot of a Shakespeare play with the students, you can use this activity to review its chronology. Using a summary of the plot, write each individual sentence on the board in random order. Have students copy them onto strips of paper so that each student has a set. Then ask the students to put them in the correct order with a time limit.

#### **Silent Storytelling**

This activity is suited for pairs. Ask the students to create a mime of a famous scene from a play by Shakespeare. They take turns presenting their mime to their partner, who then has to narrate the

mime, saying what the scene is, who the characters are, etc.

#### **Star of the Show**

Call up four students and give each student a number from 1-4. Number 1 always starts; the student in this position is the star of the show, and the objective is to take and maintain this position. Each student chooses (or is given) a different Shakespeare-themed line/expression plus accompanying gesture that scaffolds the meaning. The first student starts by saying his/her line plus the line of another student, thereby sending 'it' to that student, who then carries on in the same fashion. If a student makes a mistake, he/she is eliminated and a student from the audience moves into the fourth position. Whoever lasts the longest in the first position is 'Star of the Show'. Use this activity to practice pronunciation, intonation, and projection.

#### **Story Mapping**

Using the characters/illustrations from a story you are studying, create a simple map of characters from the story in a suitable setting, e.g. a forest. At the bottom right corner of the map, include a compass. Photocopy the map and give it to your students. Ask them to 'map out' the journey the protagonist took in the story. If the protagonist made a mistake in the story, ask the students how they would complete the quest differently.

#### **What Happens Next?**

Recycle the sentence strips from *Sequencing*. Create a sixth sentence strip and keep it blank. After the students have played *Sequencing* with the sentence strips, give each group a sixth strip. Ask them to write the next line in the story. You can title the strip: *What happens next?* Compare all future predictions and vote on the best one. Display this sentence strip on the wall, directly underneath the original five.

## Further Resources

- <http://cloud.acle.it/teacher-cloud/>
- ACLE Teachers' Community (Facebook)