SYNOPSIS
A group of fellow actors get together to perform parts of some of the most famous Shakespearian plays: Hamlet, Romeo and Juliet, Macbeth and Midsummer’s Night Dream.

WORKSHEET 1

AIM:
Background information about Shakespeare and his contribution to English literature and theatre

Explain to your students the meaning of Shake it up or try to have them think why the play is called that. Shake it up is a play on the words ‘Shakespeare’ and ‘shake’ as in mix (shake it up/mix it up), since this play is a mixture of some of Shakespeare’s plays, like a cocktail.

This first worksheet is about Shakespeare, the writer and his contribution to literature and theatre. Tell your students to read the text carefully and answer the questions.

Answers: 1-true; 2-154; 3-false; 4-true; 5-true; 6-true; 7-false

WORKSHEET 2

AIM:
Learn about Shakespeare’s play Hamlet

Important note: Hamlet is not essential for the understanding of Shake it up, so these worksheets are optional. There’s only a brief part of Hamlet’s famous soliloquy at the beginning of the play.

Part I
First brainstorm with your students to see how many plays they know written by Shakespeare. If any of your students come up with Hamlet ask them what they know about this famous play. Before explaining the plot, tell them to go through the vocabulary exercise. After that, students, in pairs or small groups, can discuss and try to predict what Hamlet is about by using the key words from the exercise (notice there are extra words).

Answers: 1-funeral; 2-ghost; 3-treason; 4-revenge; 5-mourn; 6-widow; 7-commit murder; 8-swear; 9-reveal; 10-poison; 11-blame; 12-to drown

Part II
Read the summary and then answer the following questions about the play. Question 6 and 7 should be discussed orally with the whole class or in groups.

Answers: 1-tragedy; 2-Denmark; 3-Hamlet’s father; 4-Claudius/Hamlet’s uncle; 5-to take revenge and kill his uncle Claudius.
AIM:
Learn about Shakespeare’s play *Romeo and Juliet*

**Note:** Since there’s a lot of vocabulary they might not know and since the style is old-fashioned and not in use anymore, it might be useful you explain to your students the meaning of some words. Wherefore art thou= Why are you/ ‘Tis= It is/ Thou art = you are/ Thy= your/ Thee= you.

A good exercise would be “translating” this speech into modern day language.

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**WORKSHEET 3**

**Part I**
First ask your students if they know *Romeo and Juliet* and what the play is about. Then, have them read the summary. The word **banished** is an important one for the play. You can explain to them that it means *sending (someone) away from a country or place as an official punishment.*

The next exercise is a picture of Juliet taken from Baz Luhrmann’s film *Romeo and Juliet*. Juliet is on her balcony unaware of Romeo’s presence. Tell your students to look at the picture and answer the questions. You can do this orally. If you want you can do the same with Romeo. Bring a picture of him and ask your students similar questions.

Next, you have part of Juliet’s speech during the balcony scene, maybe one the most famous in the play. Tell your students to fill in the blanks with the most suitable word.

**Answers:** 1-love; 2-Capulet; 3-enemy; 4-hand; 5-man; 6-rose; 7-sweet; 8-name; 9-myself

**Part II**
Tell your students to imagine they are going to write and direct a modern play based on *Romeo and Juliet*. They should first think of the actors they would like to work with and say why and decide where they would like to set the play. Then they should write a dialogue between the main characters and read it aloud and perform it. This activity can be done in pairs or small groups.

After you can have your students reflect on why Shakespeare’s plays are still so relevant and important today.
**WORKSHEET 4**

**Part I (Track 1)**
Tell your students to read the summary and make sure they understand all the vocabulary.

Play the first part of the Scottish song, which is based on Macbeth and tell your students to match column A with B to complete the sentences. After that they can do the True or False exercise, which is based on the first part of the song.

**Answers:** 1-true; 2-true; 3-true; 4-false; 5-false

1-j; 2-g; 3-i; 4-k; 5-h; 6-a; 7-c; 8-f; 9-d; 10-b; 11-e

**Part II (Track 2)**
Tell your students to read the second part of the song and look at the pictures. They should write down the word they think the picture means. Then play the second part of the song.

**Answers:** night/sleep/dead/Queen/King/Queen/King/witches

Then tell your students that the next part of the song is the witches’ predictions given to Macbeth when he went to see them. They should read the predictions present in the song, and the statements, and decide which ones are true. After you can ask your students if Macbeth believes every prediction made by the witches (he doesn’t take into account the last one about Macduff being dangerous).

**Answers:** When the trees move Macbeth won’t be OK / Macduff is dangerous, beware / A mother’s son can’t hurt/harm Macbeth

**Part III (Track 3)**
Tell your students this is the last part of the song. First they should read this third part of the song and pay special attention to the words in italics and in bold. Then tell them they should read the definitions in the squares above and match them with the words. You can then play the last part of the song.

**Answers:** 1-to murder/murdered; 2-beware; 3-Caesarean; 4- to fight; 5-to plunder/plundered; 6-to come after/coming after; 7-beat Macbeth black and blue; 8- to die/died; 9-to come true

The last exercise is just to make sure they understood the end of the play and the last part of the song. You can also ask them to find evidence in the song.

**Answers:** 1-Yes. “All the witches said came true”; 2-Yes. “And killed him just as he was standing there”.

3-It is believed that saying the word Macbeth in the theatre brings bad luck and disaster. That’s why it is called often the “Scottish play” to avoid saying the cursed word. Therefore, Macbeth is often called Scottish King or Scottish Lord and Lady Macbeth is called the Scottish Lady. When the name of the play is spoken in a theatre, the person who spoke it has to perform a kind of cleansing ritual, which are supposed to ward off the evil of saying such cursed word. The rituals include turning three times, spitting over one’s left shoulder, swearing or reciting a line from another of Shakespeare’s plays.
AIM:
Learn about Shakespeare’s play *Midsummer’s Night Dream*

WORKSHEET 5

Part I
Tell students to read the summary of *Midsummer’s Night Dream*. Make sure they understand who loves who at the beginning, who loves who after Puck’s magic potion and who loves who at the end. After they can do the matching exercise with some of the vocabulary in the text.

Answers: 1-d; 2-c; 3-a; 4-b

Part II
Tell your students to fill in the diagram according to the information in the summary of part I. The first diagram is about the beginning of the play and the last one is about the end of the play.

Answers: Helena-Demetrius / (HERMIA)-Lysander
Helena-Demetrius / Hermia-Lysander

TECHNICAL REQUIREMENTS FOR SHOWS FOR BIG GROUPS

- A clear space of 6m x 4m. If there is a stage, the stage must be no more than 1m high. The space must be empty of furniture/children when the actors arrive.
- A small table.
- 4 x chairs (adult sized)
- 2 x plug sockets in the performance space for the sound and light equipment.
- General lighting.
- The actors need 1 hour to set up the lights, music and sound, and and hour to set down.

GUIDELINES FOR A SUCCESSFUL SHOW

In order for the children to enjoy and follow the play performed in another language, we recommend the following guidelines:

- Ensure that the students have done at least some preparation from the Workpack, so that they know who the characters are and are familiar with the story.
- To avoid distraction, limit the number of times teachers or students need to enter/leave the room during the performance.
- The students will be asked to be quiet and listen in some moments and asked to participate in others. Please ask all teachers/monitors/parents present during the session to encourage the students to be a good audience and respect the actors.
- Turn off all mobile phones.
- No eating or drinking.
William Shakespeare, born April 1564; baptized April 26, 1564; died April 23, 1616, is known as the greatest of all writers in English. He wrote both tragedy and comedy and several of his plays contain songs that are among the finest lyric poems in English. He also wrote 154 sonnets, two narrative poems, and some shorter poems.

Shakespeare wrote his works between 1588 and 1613, although the exact dates are uncertain. Shakespeare's influence on the English-speaking world is enormous. Quotations from Shakespearean plays are often used and the many adaptations have been made of his plays such as Romeo and Juliet with Leonardo DiCaprio and Macbeth with Michael Fassbender.

Other signs of his continuing influence include his appearance in the top ten of the "100 Greatest Britons" poll sponsored by the BBC, the frequent productions based on his work, such as the BBC Television Shakespeare, and the success of the fictional account of his life in the 1998 film “Shakespeare in Love”. Some of his famous plays are Romeo and Juliet, Macbeth, Hamlet, Othello, Anthony and Cleopatra, The Comedy of Errors, A Midsummer Night's Dream, among others.

**Answer the questions:**

1. William Shakespeare was a great writer of both tragedy and comedy.
   - True
   - False

2. How many sonnets did he write?
   - 2
   - 100
   - 154

3. His books are full of quotations.
   - True
   - False

4. The film "Shakespeare in Love" is based on his life.
   - True
   - False

5. Many of his plays contain songs.
   - True
   - False

6. He died in 1616.
   - True
   - False

7. "100 Greatest Britons" is one of his famous masterpieces.
   - True
   - False
The following exercise contains important key words to this play. Find words for the definitions below in the box. There are some extra words you don’t need to use. The first letter for each word is given. One of the words is done as an example.

1. A ceremony when a person dies: a **funeral**

2. The spirit of someone who died: a __________

3. The action of betraying someone or something: ________________

4. To hurt someone who has hurt you: to get _______________

5. To show that you feel sad about someone’s death: to _______________

6. A woman whose husband has died: a _______________

7. To kill someone deliberately: to ________________

8. To promise to do something: to ________________

9. To make people aware of something or to uncover something: to ________________

10. Something that harms or kills a person if they drink it: ________________

11. To think that someone is responsible for something bad: to ________________ someone

12. To die in water: to ________________

With these key words, can you predict what the play is about?

**HAMLET**

**Part I**

Shakespeare’s tragedy Hamlet, is one of the most famous plays ever written.

Have you read or seen this play before? Have you read or seen any other plays by Shakespeare?

The following exercise contains important key words to this play. Find words for the definitions below in the box. There are some extra words you don’t need to use. The first letter for each word is given. One of the words is done as an example.

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11. To think that someone is responsible for something bad: to ________________ someone

12. To die in water: to ________________

With these key words, can you predict what the play is about?

**mourn**  **evil**  **blame**  **drown**

**water**  **wife**  **poison**  **swear**

**ghost**  **witch**  **widow**  **treason**

**revenge**  **commit**  **murder**  **reveal**

This tragedy is about Hamlet, the prince of Denmark. Hamlet is asked by his father’s ghost to take revenge of his murder and kill the present King. The present King is Hamlet’s uncle Claudius. Claudius committed the murder of Hamlet’s father and then married Hamlet’s mother. Hamlet’s responses to this situation and his disturbed relationships with those around him are the main themes of the play. One important question keeps recurring in Hamlet’s mind; should he ‘act’ and revenge his father’s murder? Hamlet’s troubled mind shows the development of an acceptance of life despite the existence of human evil, and this is an important theme in the play. The prince recognizes that both good and evil are parts of him and that he represents the dual nature of humankind.

Answer the questions:
1. What type of play is Hamlet? ________________
2. Where is the play set? ________________
3. Who has been murdered? ________________
4. Hamlet’s mother marries ________________. What is his relation to Hamlet before he marries her?
   ________________
5. What does the ghost ask Hamlet to do?
   ________________
6. Hamlet’s meeting with the ghost of his father is the beginning of the action in this play.
   Do you believe in ghosts? Have you ever seen a ghost?
   Are there any famous ghost stories in your country?
7. Revenge is one of the major themes present in the play. The following are all sayings about revenge. Which one do you agree with most and why?

“We should forgive our enemies, but not before they are hanged”
- Heinrich Heine

“An eye for an eye, and the whole world would be blind.”
- Kahlil Gibran

“Revenge may be wicked, but it’s natural.”
- William Makepeace Thackeray
ROMEO AND JULIET

Part I

The play is set in Verona, where two important families; the Capulets and Montagues are enemies. The children of the two families, Romeo and Juliet, meet at a party, fall in love and secretly marry. In the street Romeo is forced into a fight with Juliet’s cousin, Tybalt. Romeo’s best friend, Mercutio, steps in trying to defend Romeo. Tybalt kills Mercutio. Romeo kills Tybalt. Romeo is banished from Verona. When Juliet finds out, she thinks of a plan with the help of Friar Lawrence, who married them in secret: she takes a special potion that will make her look dead, and she will be able to escape with Romeo. Friar Lawrence sends a message to Romeo but unfortunately, Romeo doesn’t receive the message. When he sees Juliet he believes she is really dead. So he drinks the deadly poison and dies. Juliet wakes up, finds that her love Romeo is dead and kills herself.

Answer the questions:

The balcony scene is after Romeo and Juliet meet at the party. It is set in Juliet’s house where the party was held. Romeo is standing under Juliet’s balcony hoping to catch sight of her. Suddenly, to Romeo’s delight, Juliet appears.

1. Look at the picture. How is Juliet feeling? Why?
2. Do you believe in love at first sight?
3. Do you think that people sometimes fall in love with their enemies in real life?
4. If you were Juliet, would you try to forget about Romeo?

This is maybe one of the most famous speeches during the balcony scene. Some of the words are missing. Work with a partner and fill in the gaps with the words from the box.

O Romeo, Romeo! Wherefore art thou Romeo?
Deny thy father and refuse thy name.
Or, if thou wilt not, be but sworn my (1)______,
And I’ll no longer be a (2) ____________.
’Tis but thy name that is my (3)__________.
Thou art thyself, though not a Montague.
What’s Montague? It is nor (4)______, nor foot,
Nor arm, nor face, nor any other part

Belonging to a (5)_______. O, be some other name!
What’s in a name? That which we call a (6)______
By any other word would smell as (7)__________.
So Romeo would, were he not Romeo called,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for that (8)______, which is no part of thee
Take all (9)___________.

hand   love   enemy   name   man   myself   sweet   rose  Capulet
Imagine you are making a modern version of Romeo and Juliet.

1. Who would you choose to be in Romeo and Juliet, why?

2. Where would you set the story?

3. Write a short dialogue of when Romeo and Juliet meet at the party. They really like each other, but their families are fighting. They arrange to see each other again. Check with your teacher and practice the conversation.

4. Romeo and Juliet was first published in 1597 and it is still a reference nowadays. Why is this play still relevant today? Why are Shakespeare’s plays still so important today?
Set in medieval Scotland, Macbeth, a general in King Duncan's army, and his fellow soldier, Banquo, are returning from a successful battle. On the way home, three witches appear and tell Macbeth that he will be King. They also prophesy that the future heirs of the throne will be descended not from Macbeth, but from Banquo.

Alone, Lady Macbeth reads her husband's letter describing the witches' revelations. She fears that Macbeth lacks the courage to commit murder and seize the crown. Returning home, Macbeth is unsure of murdering the King, but Lady Macbeth convinces him that the deed must be done. That night, Macbeth stabs the sleeping Duncan, and two guards are framed for the crime.

The next morning, Macduff, a nobleman, discovers the body of the King. The King's son, Malcolm, flees to England, and the lords of the kingdom swear to avenge the King's murder. Macbeth is appointed King, but with the witches' prophecy in mind, he arranges for the murders of Banquo and his son, Fleance. Although Banquo is killed, the hired assassin does not succeed in killing Fleance.

At a royal banquet, Macbeth sees Banquo's ghost sitting in his chair, disrupting the ceremonies despite Lady Macbeth's efforts to control the situation. He returns to the witches, who share new visions with him: to beware Macduff and to never fear until he sees Birnham Wood begin to move. These predictions lead Macbeth to think that he is safe from harm, although the witches still show that Banquo's descendants will ascend the throne.

When Macbeth learns that Macduff has fled the country to join with Malcolm, he orders Macduff's wife and children to be put to death. Haunted by the sins she has committed, Lady Macbeth begins sleepwalking. Malcolm and Macduff advance an army to challenge Macbeth, cutting down the branches of Birnham Wood to disguise their number. Macbeth is strengthening his own army, when news reaches him that Lady Macbeth has died. Macbeth goes into battle. Face to face, Macduff defeats and kills Macbeth. Malcolm becomes King of Scotland.
1. Macbeth and Lady Macbeth are husband and wife.
   - True
   - False

2. The witches told him he would be king.
   - True
   - False

3. People had a good opinion of Macbeth.
   - True
   - False

4. Lady Macbeth was fantastic gorgeous and great.
   - True
   - False

5. Lady Macbeth doesn’t want to be queen.
   - True
   - False

Track 1

Listen to the first part of the song and find the last word of Each line by matching columns A & B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
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<tbody>
<tr>
<td>1. This is the story of…</td>
<td>a)</td>
</tr>
<tr>
<td>2. Of witches, and…</td>
<td>b)</td>
</tr>
<tr>
<td>3. It’s not so long, but it ends in…</td>
<td>c)</td>
</tr>
<tr>
<td>4. He had…</td>
<td>d)</td>
</tr>
<tr>
<td>5. He had…</td>
<td>e)</td>
</tr>
<tr>
<td>6. But everybody thought that he was good, great, fantastic, gorgeous and…</td>
<td>f)</td>
</tr>
<tr>
<td>7. But then one day, whilst on his way, some witches told him that he would be…</td>
<td>g)</td>
</tr>
<tr>
<td>8. He had a…</td>
<td>h)</td>
</tr>
<tr>
<td>9. She wasn’t…</td>
<td>i)</td>
</tr>
<tr>
<td>10. And Lady Macbeth wanted to be…</td>
<td>j)</td>
</tr>
<tr>
<td>11. To be Queen?! That’s my…</td>
<td>k)</td>
</tr>
<tr>
<td>I want to be queen!</td>
<td></td>
</tr>
</tbody>
</table>
So that they did it right. They killed King Duncan in his sleep.

Oh the king is up to Heaven. Oh King Duncan, oh King Duncan, up to Heaven he went.

So, she was and he was. And they were happy doing their own thing.

Yes she was and he was. But something was still bothering him.

Macbeth got scared. Yeah he got scared. He had to see the witches one more time.

Oh you’re OK, yeah you’re OK
No mother’s son can harm you, you’re OK

I’m OK, yeah I’m OK
No mother’s son can harm me, I’m OK

Yeah you’re OK, yeah you’re OK
Until the trees move you’re OK

I’m OK! Yeah, I’m OK
Until the trees move I’m OK

Just be aware, and take care
That guy they called Macduff—just be aware

After hearing the witches’ predictions, which of these statements are true? Underline the correct answers.

- Macbeth will have a son
- When the trees move Macbeth won’t be OK
- Macduff is dangerous, beware!
- A mother’s son can hurt/harm Macbeth
- A mother’s son can’t hurt/harm Macbeth
So Macbeth thought that he was fine, He murdered, plundered, drank bad wine. He didn’t even notice when Lady Macbeth died. “She couldn’t cope no more”. But there was something he didn’t know, It happened 30 years ago. When Lady Macduff was trying to give birth… “PUSH! PUSH!” “I can’t! Doctor, do something!” “Nurse, give me a knife. Here goes.” It was a boy! Oh, what a joy! I think I will call him Macduff. “How was he born?” Caesarean, Caesarean Who would have thought of Caesarean! He wasn’t born, he wasn’t born, technically speaking he wasn’t born! “Clever!” Macduff he grew, Oh yeah he grew, One day he’ll be coming after you! And when Macduff came to fight, his armies used the trees alright. They hid behind them, And he saw them move. “Oh my god, the trees are moving!”

1. To kill another person with intent
2. To be careful
3. When a child is born through a cut in the abdomen. In this story, because Macduff isn’t born naturally, he is “none of woman born”
4. To struggle violently
5. To steal
6. Try to find or catch somebody
7. To hit a person until they are bruised
8. To pass away
9. To become real

All the witches said came true, Macduff beat Macbeth black and blue, And killed him just as he was standing there. “Macbeth is dead!” “Ok girls, hit it!” We say beware, oh yeah beware, When you talk to witches just beware. We say beware, oh yeah beware. When you talk to witches, When you talk to witches, When you talk to witches just beware.

Questions:

1. Did all the predictions come true?
2. Did Macbeth die?
3. Did you know that saying the word Macbeth in a theatre is believed to bring bad luck? What do actors have to do if by mistake they do say the forbidden word? Try to find more information about the origins of this superstition and then explain it to your classmates.
Unlike other Shakespeare’s plays like *Romeo and Juliet*, *Midsummer Night’s Dream* is one of the few Shakespearean plays that seem to have come from the playwright’s imagination. It also seems to have been written for an aristocratic wedding, as everything in the play is related to the theme of marriage and love.

Hermia loves Lysander and visa versa. Hermia should marry Demetrius. Helena loves Demetrius, but Demetrius loves Hermia. Hermia and Lysander escape to the forest, Helena and Demetrius follow them. In the forest live Oberon and Titania who are king and queen of the fairies. They are arguing over a changeling boy who they both want. Oberon tries to help Helena, he wants to put love potion in Demetrius’ eyes, so that when Demetrius wakes up he will fall in love with the first person he sees, which should be Helena. Oberon tells Puck, a mischievous spirit, to put love potion in Demetrius’ eyes but he puts it in Lysander’s eyes by mistake. When Lysander wakes up, he sees Helena and falls in love with her. Hermia wakes up to find her self alone. Puck tries to correct things by putting the love potion in Demetrius’ eyes. Demetrius wakes up and sees Helena. So both men are now in love with Helena, who thinks they are joking. Demetrius and Lysander go off to fight for Helena. In the fog, the lovers fall asleep and are moved by Puck so that they finally fall in love with the right person; Demetrius and Helena love each other, Hermia and Lysander love each other.

1. A child changed for another, an elf child left by fairies.
2. Describes a person who causes trouble but is not evil.
3. Thick cloud which reaches the ground and makes it difficult to see.
4. A liquid that makes people fall in love with the first person they see

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>1. Changeling</td>
<td>a) Fog</td>
</tr>
<tr>
<td>2. Mischievous</td>
<td>b) Love potion</td>
</tr>
<tr>
<td>3. Fog</td>
<td>c) Mischievous</td>
</tr>
<tr>
<td>4. Love potion</td>
<td>d) Changeling</td>
</tr>
</tbody>
</table>
Fill in the diagram of who loves who at the BEGINNING of the play.

Write the correct names in the boxes:
Demetrius, Lysander and Helena.

**KEY:** ❤️ = loves  ➔ = should marry

Fill in the diagram of who loves who at the END of the play.

Write the correct names in the boxes:
Demetrius, Lysander, Hermia and Helena.