THE SIGHTS OF STRATFORD

Scan to review worksheet
Expemo code: 16G1-P6VE-UF1Q

1 Warm up

Use these words to complete the sentences about William Shakespeare.

actor  audiences  author  comedies  plays  poem  stage  theater

1. William Shakespeare was an English ____________ who lived in the 16th and 17th centuries.
2. Some of the most famous ____________ in English were by Shakespeare.
3. He wrote about history, as well as sad tragedies and funny ____________.
4. For some of his life, he worked at a ____________ in London called The Globe.
5. Shakespeare was not only a writer, he was also an ____________.
6. ____________ have always loved the stories that he tells.
7. If you want to see some of his work on ____________, you should visit the town of Stratford-upon-Avon.
8. Shakespeare also wrote more than 150 sonnets, which are a type of ____________.

What else do you know about Shakespeare or about his hometown, Stratford-upon-Avon?
Reading

Read the article about Stratford-upon-Avon and answer the questions.

Who wrote this article?
1. ________________________________

How long does the article suggest that you spend in the town?
2. ________________________________

How many houses does the article describe?
3. ________________________________

How old was Shakespeare when he died?
4. ________________________________

Where can you see a play in the town?
5. ________________________________

Work in A/B pairs. Read the article again and match the words/phrases in bold with their meanings below. Then explain your words to your partner.

Student A
1. things that make people want to visit a place ____________
2. the exact place where something is or was, or where something happened ____________
3. pieces of art that are made from wood, stone, or metal ____________
4. like lots of other similar things, as we would expect ____________

Student B
1. the town, street, or house where someone was born ____________
2. the land that is attached to a big house or other large building ____________
3. an enjoyable journey on a ship or boat ____________
4. with spirits or ghosts appearing often ____________

Do you think you would enjoy a day out in Stratford-upon-Avon? Why/not?
Visit Stratford-upon-Avon

A tour guide describes its top attractions

1. Stratford-upon-Avon, around 100 miles northwest of London, is where William Shakespeare was born and lived for some of his life. You’ll have a great day exploring the town.

2. The first house you’ll want to visit is the birthplace of Shakespeare. You can see the bedroom where he was born in April 1564. There’s also a garden where he played with his brothers and sisters.

3. Then you should visit the site of New Place, the house where Shakespeare lived from 1597 until he died in 1616. The house itself burned down 250 years ago, but the grounds are very beautiful. In one of the gardens at New Place, there are sculptures about some of his many plays.

4. There are several other houses that belonged to Shakespeare and his family, but if you have children, the best place to spend an afternoon is Mary Arden’s farmhouse. This is where Shakespeare’s mother grew up and it’s now a working farm with horses, cows, donkeys, rabbits, and more.

5. If you like going to the theater, there are three to choose from in Stratford-upon-Avon! The Royal Shakespeare Theater has a restaurant on the top floor. If you have dinner there, you get a beautiful view over the river Avon.

6. And if your feet hurt after walking around town, try a river cruise. The cruise costs under £10 and lasts 40 minutes. Boats leave three times an hour.

7. Another way to relax at the end of your day in Stratford-upon-Avon is to visit a typical old pub. The Old Thatch Tavern dates back to 1470, and people say it’s haunted by the ghost of a man who died on Christmas Day in 1795!

8. Stratford-upon-Avon has so much to offer visitors. You’ll never forget the day that you visited this magical place.

Sources: shakespeare.org.uk; oldthatchtavernstratford.co.uk
Language point

In English, we often need to give some information about the nouns in our sentences by using articles like *a/an* or *the*. Read the information about when and how we use these articles and complete the activities.

1. A tour guide describes its top attractions.
2. You’ll have a great day exploring the town.
3. Boats leave three times an hour.
4. Another way to relax at the end of your time in Stratford-upon-Avon is to visit a typical old pub.

These sentences use the indefinite article *a/an*. We use *a/an* with singular countable nouns. Use *an* when the noun that follows it begins with a vowel sound, like in sentence 3.

We use *a/an* the first time we talk about something. Match these other uses of *a/an* with the example sentences.

1. to talk about a thing that we see as being one of many similar things
2. to talk about someone’s job
3. in some expressions that tell us how often something happens

1. The first house that you’ll want to visit is the birthplace of Shakespeare.
2. The house itself burned down 250 years ago, but the grounds are very beautiful.
3. If you have children, the best place to spend an afternoon is Mary Arden’s farmhouse.
4. If you like going to the theater, there are three to choose from in Stratford-upon-Avon!

These sentences use the definite article *the*. We can use *the* with any type of noun.

Match these uses of *the* with the example sentences.

1. when there is only one of these things in the world
2. with superlative adjectives
3. when we know which thing or person you mean
4. with some places in a town

And if your feet hurt after walking around town, try a river cruise. The cruise costs under £10 and lasts 40 minutes.
Notice how we use *a/an* the first time we mention something, but after that we use *the* to refer to the same thing. Why do you think we do this?

1. **Stratford-upon-Avon**, around 100 miles northwest of **London**, is where **William Shakespeare** was born and lived for some of his life.
2. This is where Shakespeare's mother grew up and it's now a working farm with **horses**, **cows**, **donkeys**, **rabbits**, and more.
3. If you **have dinner** there, you get a beautiful view over the river.

In these sentences, *no articles* are used before the nouns in bold. When this happens, we call it **zero article**.

Match these uses of zero article with the example sentences.

1. when we are talking about something in general
2. with personal names and most place names
3. with meals

Does your language have articles? If so, are they used in the same way as in English?
Practice

Read this information about another attraction in Stratford-upon-Avon and choose the best option to complete the sentences. (— means zero article.) Explain your choice.

(1) The /— visitors to Stratford will also have fun seeing special lampposts in (2) a / the town's streets and theater gardens. (3) The /— lampposts were gifts from 41 cities and countries around (4) the / a world. They show where Stratford's many tourists come from. (5) The /— idea for the lampposts came from (6) the /— Keith Brodie, (7) an /— engineer with the local government.

One of (8) — / the most interesting lampposts is from (9) — / an Israel. It shows three figures, including (10) a / an man with a donkey's head. (11) The / A man is (12) the / a character from Shakespeare's play, A Midsummer Night's Dream.

Writing

You are going to practice using articles in a short piece of writing. First, choose one of these subjects to write about. Then plan what you want to say by making notes of key words only - do not write full sentences.

- A time when you saw a play - say what the name of the play was, when and where you saw it, and what it was about. You should also say if you enjoyed it or not and why.
- A town in your country that has interesting historic buildings - say the name of the town and its location, what types of buildings it has and how old the buildings are. You should also recommend one particular place to visit.
- A famous writer in your country/language - say the name of the writer and when they lived, what sort of things they have written and why they're so famous. You should also recommend one thing by this author to read.

Practice speaking about this topic in your head. Pay special attention to the articles: a/an, the and zero article.

Now work with a classmate. Take turns to present your topic. Ask questions if something is not clear. Is your partner using articles correctly?
Write about your topic in 50-75 words. Check your use of articles carefully. Then give your writing to your teacher to check.

**Tip**

It's a good idea to double-space your writing if your teacher is going to mark it. This means writing on one line and then leaving the next line free, so your teacher has space to make comments and corrections.

**Extra practice/homework**

Read about Shakespeare's education. Ten articles are missing - find the places where they go and write them in. There are five indefinite articles (a/an) and five definite articles (the) missing.

Shakespeare's father, John Shakespeare, was glove maker. He had enough money to send William to school when he was seven years old. At that time, girls did not go to school, so there were only boys there. Shakespeare learned Latin and studied stories from the Romans and the Greeks. All the students sat on bench to study together.

Today, modern school still uses room where Shakespeare had his classes. Once year, best student in school visits Shakespeare's grave to put new pen in hand of statue there.

Find examples in the text of zero (no) articles.
Optional extension

Many expressions that we still use today come from Shakespeare’s plays. Read these examples and match them with when we might say them. The examples have been rephrased in modern English.

1. ...those (people) that understood him smiled at each other and shook their heads; but ... it was **Greek to me**. (Julius Caesar)

2. Beware of jealousy! It is the **green-eyed monster**, which feeds on people. (Othello)

3. But **love is blind**, and lovers cannot see the silly things they do when they’re in love. (The Merchant of Venice)

4. Rosalind: Now tell me, how long will you stay with her once she is yours? / Orlando: **Forever and a day**. (As you like it)

5. You must be the man who helps us all, and if you **break the ice**, marry the older sister, and find a way for us to start dating the younger sister, we will all be grateful. (The Taming of the Shrew)

   a. when something is too difficult for us to understand
   b. when we feel angry and upset that someone has something that we want
   c. when we mean for a very long time
   d. when we need to start doing something difficult (we also use this when we talk about meeting new people)
   e. when we see a couple and we cannot understand why they’re together

Discuss these questions in pairs or small groups.

1. When was the last time that something was **all Greek to you**?
2. The last time you met someone new, how did you **break the ice**?
3. Think of something you’d like to do or have **forever and a day**.
4. When have you felt that the **green-eyed monster** was with you?
5. Can you think of a celebrity couple where **love seems to be blind**?
Transcripts

4. Practice

Reader: Visitors to Stratford will also have fun seeing special lampposts in the town's streets and theater gardens. The lampposts were gifts from 41 cities and countries around the world. They show where Stratford's many tourists come from. The idea for the lampposts came from Keith Brodie, an engineer with the local government. One of the most interesting lampposts is from Israel. It shows three figures, including a man with a donkey's head. The man is a character from Shakespeare's play, A Midsummer Night's Dream.
Key

1. **Warm up**

5 mins.

Call attention to the image and give students a couple of minutes, working on their own or in pairs, to complete the sentences with the missing words. Check answers, including pronunciation, and then pose the follow-up question to elicit some brief answers.

1. author 2. plays 3. comedies 4. theater
5. actor 6. audiences 7. stage 8. poem

2. **Reading**

10 mins.

Explain the context and go over the instructions for the first reading activity. Give students ~2 minutes to read the article to find the answers and check these with the class. Then set up A/B pairs and ask students to return to the article to match four words with their definitions. They should use the context to help them. A+B pairs can then explain the words to each other before you check answers (and pronunciation). Students may have difficulties with pronouncing the vowel sounds in these words: cruise /kruːz/, grounds /ˈɡraʊndz/, haunted /ˈhɔːntid/, while sculpture /ˈskʌlptʃər/ has a tricky middle consonant cluster. Finally, pose the follow-up question and elicit some responses, encouraging students to refer to information from the article.

1. A tour guide
2. One day
3. Three houses
4. He was 52.
5. In one of three theaters, including The Royal Shakespeare Theater

A/B

A

1. attractions
2. site
3. sculptures
4. typical

B

1. birthplace
2. grounds
3. cruise
4. haunted

3. **Language point**

10 mins.

Students will have encountered articles before, but they may not be aware of the correct usage. This is an especially tricky area for students whose L1 does not have articles.

Work with the whole class to go over the examples and activities to help students formulate the rules in four stages. The central point of the definite article the is that it indicates exactly which thing is being discussed. Sometimes this is obvious from the context and sometimes this relates to an assumed shared understanding between speaker/writer and listener/reader.

After you go through the four stages of the grammar presentation, pose the follow-up question. Students will find it helpful to consider where any difficulties with articles stem from. Reassure students that this is a difficult language area for many nationalities. Regular review of this area is helpful.
Drill all the example sentences.

Part 1

1. sentences 2 and 4: we expect you will have many great days in your life, and this is one of them; there are many typical old pubs in England (that's what makes them typical!) and you can choose one to visit.
2. sentence 1: we see this as similar to being 1“one of many”- there are many tour guides in the world, and one of them wrote this article.
3. sentence 3

Part 2

1. sentence 1: Shakespeare only has one birthplace.
2. sentence 3: this is related to the idea of there being only one of something (there can only be one best place to spend an afternoon).
3. sentence 2: we understand that the grounds belong to the house, New Place.
4. sentence 4: we talk about going to the theater or the cinema.

Because after the first mention, we know which thing the speaker means.

Part 4

1. sentence 2: it isn't important which specific animals we mean.
2. sentence 1: although there are some place names which include an article (for example the United States/Kingdom), these are the exceptions.
3. sentence 3: we also leave out the article for days of the week and names of months.

4. Practice

10 mins.

Go over the instructions and do the first one as an example, including a justification of the answer with reference to the language point. Students can work alone while you monitor and support and check answers in pairs. Play the recording to check answers with the whole class.

NOTE: If students find this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

Explanation of answers: 1 in general; 2 we understand the town is Stratford; 3 we know which lampposts are being referred to, as they were mentioned in the first sentence; 4 there is only one world; 5 there is only one idea for how this project started, and we know that this idea relates to lampposts; 6 we don't use articles with personal names; 7 a job; 8 a superlative adjective; 9 we don't use articles with most place names; 10 the first mention of man, and he is one of many men in the world; 11 the second mention of man; 12 one of many characters in Shakespeare's plays.

1 —; 2 the; 3 The; 4 the; 5 The; 6 —; 7 an; 8 the; 9 —; 10 a; 11 The; 12 a.

5. Writing

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a writing activity, although they will also be doing some speaking in preparation. Make sure students understand that the aim of the activity is to practice the target language - they should not need to do any substantial research. The format of this task is related to the IELTS speaking exam task 2.
Go over the instructions with the class and give students a few minutes to choose their topic and make notes of key words only. Monitor and support as necessary - it would be fine for students to use their dictionaries to check one or two words, but don’t let this take up too much time.

After a few minutes, students share information about their topics in pairs. This allows them to finalize their ideas and get feedback from their partner.

Students can use any remaining time they have to start writing, following the tip about double-spacing. Ask them to complete the writing for homework. You should collect the writing for marking, and marking should focus primarily on the use of articles.

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check them on their own.

Answers with explanations:

Shakespeare’s father, John Shakespeare, was a glove maker (job). He had enough money to send William to school when he was seven years old. At that time, girls did not go to school, so there were only boys there. Shakespeare learned Latin and studied stories from the Romans and the Greeks. All the students sat on a bench (first mention) to study together.

Today, a modern school (one of many) still uses the room where Shakespeare had his classes (only one room). Once a year (explaining how often), the best student (superlative) in the school (we know which school) visits Shakespeare’s grave to put a new pen (first mention) in the hand (only one hand/we know which one) of the statue there (we know which one).

Examples in the text of zero (no) articles:

- With the names John Shakespeare, William, etc., and boys/girls (in general).

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students match common expressions from Shakespeare with their meanings. Note that the examples have been rephrased to make them accessible to students. The plays they come from are in parentheses. After students complete the matching, check answers. Then set students up in pairs or small groups to discuss the questions and activate the language.

source: https://www.mentalfloss.com

1. a  2. b  3. e  4. c  5. d