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The Merchant of Venice

SPECIFIC OBJECTIVES

- * Learning about theatre, drama and playwrights.
- * Learning to enjoy one of the stories written as a play by William Shakespeare, as an introduction to reading, watching or listening to the play.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Simple, compound and complex sentences; direct and indirect [reported] speech.
- * Words and their meanings, usage; dictionary work.
- * Writing a character sketch; punctuation and editing.
- * Learning to speak, converse and write correctly.

Outcome

- * Understanding and enjoying the story of play to enable you to understand and enjoy the play later.
- * Learning about simple, compound and complex sentences; direct and indirect [reported] speech.
- * Speaking, conversing and writing correctly.

Get Set

- * Exercise A: Read the passages about the plays.
- * Talk about: (a) The meaning of words and phrases like: dramatisation; playwright; drowning act; rubles; her grossly unreasonable demands; production; piece of comedy; circus as a metaphor for life; a child's perspective. (b) Different forms of drama: tragedy, comedy, a dark comedy, satire, farce, musical. (c) Acts, scenes, one act plays, skits, street plays, etc.
- * Exercise B: Have the students watched, read or listened to any plays? [The last of the Harry Potter books is in the form of a screenplay or drama: 'Harry Potter and the Cursed Child']. Discuss what they have seen.
- * Exercise C: Ask the students to name the person with superpowers they would like to play. His/her role, preparation for the role, and the costume. It can be an imaginary character too.



- * Read the introduction to Shakespeare and the lesson aloud or ask the students to read parts of it.
- * Explain that Shakespeare wrote tragedies, comedies, dark comedies like 'A Winter's Tale' and historical plays and sonnets [14-line poems]. He often produced, directed and acted in the plays he wrote. Talk about the theatre - it was usually a bare stage with a minimum of props; arras [curtains] only on the side, not in the front across the stage - all the scenes were created by the words spoken by the characters.
- * Follow the story carefully. Write the names of the different characters in the story on the board, and their connections to facilitate the students.
- * Draw connecting lines between the characters - and jot down important points next to the names.
- * Write a list of events in sequence.
- * Reading creates familiarisation with words.

- * Discuss the questions in Exercises A-D and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B-D.
- * HOTS: Read and discuss the questions in class. Then ask the students to write down the answers.

- * Use the board to explain sentences and their types.
- * Explain the types of sentences, using the given examples and also your own, and ask the students to think of examples too.
- * Make a simple sentence; add another and join it to make a compound sentence; and then make it a complex sentence. Example: A dog bit the man. [Simple] A dog bit the man. + He beat the dog with a stick.= A dog bit the man and the man beat the dog with a stick. [Compound] A dog bit the man who beat it with a stick. [Complex]
- * Do Exercises A-C orally and then let the students write the answers down.
- * Announce the answers aloud for Exercises A-C and let the partners check. Wherever the students have any doubts, explain and ensure they have understood the types of sentences.
- * First do some simple direct/indirect exercises orally - Example: Student X asks Student Y - What is your name? and Student Y replies: My name is _____. Now ask Student Z to tell the class what Student X and Student Y said.

Word Power

- * Now use the board to explain direct and indirect speech, using the given examples and your own examples.
 - * Do Exercise D orally first and then let the students write it down.
 - * Explain how imperative and exclamatory sentences are reported, using the given examples and your own on the board.
 - * Do Exercises E-G orally and then ask the students to write them down.
 - * Announce the correct answers to Exercises A-G and let the partners check.
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- * Learning more about words.
 - * Use the given examples and your own to work out the jumbled words.
 - * Do Exercise A orally first, explaining each word's meaning.
 - * Then the students can write the correct answers in their notebooks.
 - * Ask the partners to check.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read the passage aloud or ask students to take turns reading so they understand it well.
- * Then ask the students to answer the questions orally.
- * Check the students where necessary.

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Then ask pairs of students at random to enact the conversation according to their own imagination.
- * Correct the students regarding content and pronunciation.

Speak and Express

- * Read out the question.
- * Discuss the views of the students in the class, with emphasis on forming queues and behaving in a civilised way.
- * Correct them where necessary, but encourage their imagination and listen to their suggestions.

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct the sentences.
- * Once it is all written correctly on the board, ask them to write it down in their books.
- * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

- * Read out the question and explain the guidelines.
- * Exercise A: Ask the students to name the character they liked the best and write down the points about what they liked.
- * Then ask them to write a character sketch of the person, based on their points.
- * Let the students clarify their doubts, if any, as they write.
- * Correct individual work and then select the few best ones and share in the class.

Write Well

- * Ask the students to refer to their dictionaries and find the meanings of the given words.
- * Ask the students at random for the answers.
- * Correct them where necessary.
- * Making sentences orally with the words will help the students to learn the correct usage.

Dictionary Skills

- * Arrange the students into groups and ask them to: (a) prepare the dialogue, (b) suggest costumes, (c) suggest props, (d) enact the parts, reading out their parts or memorising the dialogues if possible. One or two can direct the play in the class.
- * Enact the play or read it aloud with expression in the class.

Project Work

- * Exercise A: Read aloud the sentence.
- * Discuss it in class and ask the students what their views are.
- * Exercise B: Read the question and link this with what they have learnt so far. Then discuss what skills they need to become good human beings and good citizens.

Values and Life Skills