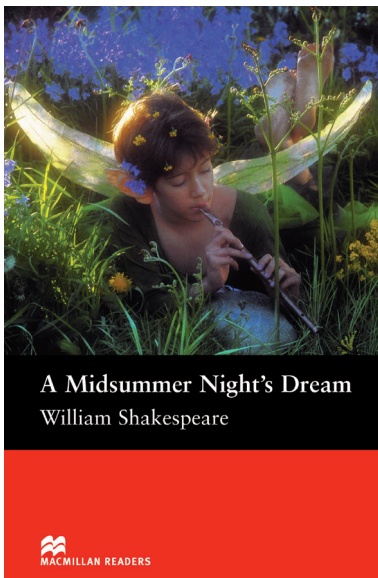


A MIDSUMMER NIGHT'S DREAM

By William Shakespeare



This lesson was inspired by the Macmillan Readers adaption of William Shakespeare's original playscript. The language has been adapted and graded to make it suitable for readers at Intermediate level. It also features extracts of key speeches from the original text along with explanatory notes, plus glossaries and exercises designed to reinforce understanding.

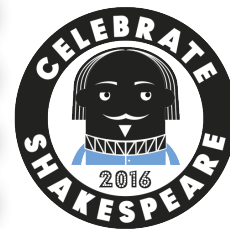
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A MIDSUMMER NIGHT'S DREAM



TEACHER'S NOTES

LESSON OVERVIEW

Level: Intermediate

Length: Approximately 40 minutes (excluding additional activities)

Language focus: Expressions and idioms related to dreams

Learning objectives: In this lesson your students will have the opportunity to:

1. Build vocabulary, speaking and creative writing skills
2. Discuss their dreams and learn expressions relating to dreams
3. Learn more about Shakespeare's language and work
4. Recite and discuss a key speech from *A Midsummer Night's Dream*

CONTENTS

1. Vocabulary: The language of dreams
2. Discussion: Dreams
3. Writing: Dream diaries

OVERVIEW OF THE PLAY

Key themes: Love, Dreams, Magic, Marriage

Key characters:

- Titania: Queen of Fairies
- Oberon: King of Fairies
- Puck: A mischievous imp
- Bottom: A craftsman and amateur actor
- Demetrius: A young man of Athens, initially in love with Hermia and ultimately in love with Helena
- Lysander: A young man of Athens, in love with Hermia
- Helena: A young woman of Athens, in love with Demetrius
- Hermia: A young woman of Athens. Hermia is in love with Lysander and is a childhood friend of Helena.

FUN FACT: As well as Bottom and Puck, some of the minor characters in the play have very strange names, including Snug, Flute, Cobweb, Mustardseed and Moth!



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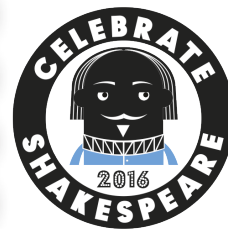
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A MIDSUMMER NIGHT'S DREAM



1 VOCABULARY: THE LANGUAGE OF DREAMS

INTRODUCTION

1 Ask your students to read the list of expressions on the worksheet and then guess their meaning.

1. **Dream on:** Used for saying that something is unlikely to happen (phrase/expression)
2. **Pipe dream:** A pleasant situation that exists only in your imagination (noun)
3. **Dream team:** A perfect team made up of the best players (noun)
4. **Dream up:** To think of a new idea or plan, especially one that is silly or unusual (phrasal verb)
5. **Dreamboat:** Someone who is very attractive (noun)
6. **Dream come true:** Something that happens that you have always hoped for (phrase)
7. **Dream world:** Something you wish for that can never really happen (noun)
8. **Day dream:** To spend time thinking about something pleasant, especially when you should be doing something more serious (verb)

2 Now ask your students to read the following sentences in pairs/groups, and then discuss what they think the expressions mean.

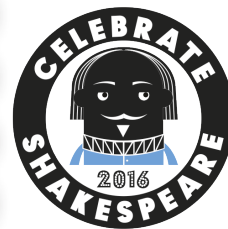
- I love playing football. One day I'd like to play for Man Utd, but that's only a **pipe dream**.
- If Tom thinks he's going to be a pop star, he's living in a **dream world**!
- Some days I look out the window and **daydream** about going on holiday.
- An umbrella for pets? It's amazing what inventors **dream up**!
- You marrying Beyonce? **Dream on**!
- He's a real **dreamboat**.
- My wedding was like a **dream come true**!

3 Ask your students to choose **four expressions** from the list and write their own sentences. You could then go through each expression and nominate different students to share their sentences with the class.



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A MIDSUMMER NIGHT'S DREAM



2 DISCUSSION: DREAMS

INTRODUCTION

Recite this quote from the play to your class and then ask them to refer to the discussion task on their worksheet.

"The course of true love never did run smooth"

A Midsummer Night's Dream - Act I, Scene I

Explain that dreams are a major theme in the play and that this is a very famous line in it. Ask the class:

- What do you think this famous quote from *A Midsummer Night's Dream* means?
- Do you agree with it?
- Could you write it in a modern way?

DISCUSSION

Ask your students to work in pairs or groups to discuss the following questions:

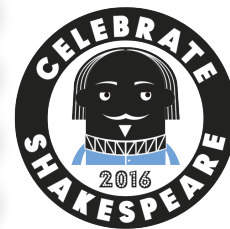
- Can you remember a recent dream you've had?
- Do you ever have **recurring** dreams?
- What's the **strangest** dream you've ever had?
- Do you think dreams can tell us important things about our lives?

Follow the discussion with whole class feedback.



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3 WRITING: DREAM DIARIES

INSTRUCTIONS

- Ask students to work individually or in small groups.
- Set a time limit of 10-15 minutes for them to complete the task and instruct them to write their diaries in the first person.
- Once completed ask the students to read each other's stories in small groups and encourage peer correction. Or you could read them as a whole class and choose the funniest.

THE TASK

Ask students to select two things from the list below and write about a dream featuring these two things. You could give them these prompts to help.

- **Setting:** Where were you? Describe the setting.
- **Characters/people:** Who were you with and what were they doing?
- **Action:** What were you doing? What happened? How did it end?

Phrases you could use in your story:

- In the dream I was...
- Suddenly...
- Then, to my surprise...
- In the end...

- | | | | | | |
|-------------|----------------|-------------|----------|------------|--------------------------|
| A fairy | A wallet | A train | A snake | A mountain | A beach |
| A spaceship | An alarm clock | A film star | A trophy | A teacher | A suitcase full of money |
| A monkey | A giant cake | | | | |



SHAKESPEARE FOR LIFE

A MIDSUMMER NIGHT'S DREAM



SPEAK SHAKESPEARE

The dialogue below is an extract from Macmillan Readers adaptation of *A Midsummer Night's Dream*.

In this scene, good friends Helena and Hermia are discussing their romantic situation. They are referring to the strange behavior of the two men (Lysander and Demetrius) with whom they entered the forest:

- Hermia is being chased by Demetrius, who is suddenly in love with her.
- Helena is in love with Demetrius but he seems to hate her.
- Helena is envious of her friend Hermia's beauty.

Ask your students to get into pairs and each chose a part to play. Ask them to read and practice reciting both versions of the speech to each other. Once they've done so, ask the whole class:

- **What is happening in the scene?**
- **How do you think Hermia feels? Frustrated? Annoyed? In love?**
- **How do you think Helena feels? Angry? Frustrated?**
- **How do you think Helena feels about Hermia?**

You could then ask for two volunteers to perform the dialogue in front of the class.

ORIGINAL:

Hermia: I frown upon him, yet he loves me still.

Helena: O that your frowns would teach my smiles such skill.

Hermia: I give him curses, yet he gives me love.

Helena: O that my prayers could such affection move.

Hermia: The more I hate, the more he follows me.

Helena: The more I love, the more he hateth me.

Hermia: His folly Helena is no fault of mine.

Helena: None but your beauty, would that fault were mine.

Frown = lower your eyebrows to show that you are angry or annoyed

Skill = the ability to do something well

Curses = words that wish bad things for someone

Affection = love

Hateth = hates

Folly = silly behavior

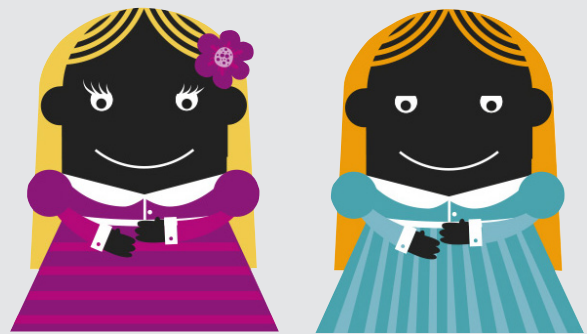
ADAPTATION:

Hermia: I am not friendly or kind to him. But the more I hate him, the more he loves me.

Helena: I wish I could make him love me. But the more I love him, the more he hates me!

Hermia: I never wanted him to love me, Helena.

Helena: I know, I don't blame you. I blame your beauty. And I wish I was as beautiful as you.



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