

Fiction

The Tempest/Julius Caesar

William Shakespeare/William Shakespeare

Key text features

The texts are both from Shakespeare's plays.

- The Teaching text is from *The Tempest*.
- The Practice text is from *Julius Caesar*.

Reading the Teaching text: The Tempest

- Make a mind map to record the children's prior knowledge of Shakespeare.
- Read the introduction and the extract to the children and ask if they found any of the prior knowledge helpful while they listened to the extract.

Reading the Practice text: Julius Caesar

- Make a mindmap to activate prior knowledge of *Julius Caesar*.
- Read the introduction together.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Extending reading

Shakespeare Stories – Leon Garfield (9780140389388, Puffin Books 1997)

Tales from Shakespeare – Marcia Williams (9781406361025, Walker Books 2015)

Moving into writing

- Encourage the children to research the life of Julius Caesar and to find out why he was stabbed by the entire senate, including his 'friend' Brutus.
- Ask the children to make a 'conscience alley' for Brutus: on one side have children who thought that Brutus was right to stab his friend; on the other, have children who think that he was wrong. As a child being Brutus walks slowly between the two lines of children, tell them to use short, simple language such as 'Don't do it because ...' or 'Stab him because ...' The child being Brutus should listen to them as his conscience.
- Have a whole-class discussion about what they learned from the conscience alley and ask whether anyone changed their mind about which side to stand on. What did Brutus think?
- Ask the children to write to Brutus, as his conscience, recognising both sides of the argument and telling him what he should do.

Listening Comprehension: Questions and Answers

Q1: Which play is this speech taken from? And what does the title mean?

A1: *The Tempest*. The word "*tempest*" means storm.

Strategy: Think about where you will find this information in the story. Listen carefully to that part again. Jot down the words used in the text.

Q2: What has happened just before this speech?

A2: There has been a storm and a shipwreck. Survivors have just seen Caliban.

Strategy: Consider where in the text the information might be found. Listen carefully to that part.

Q3: Why do you think the survivors are frightened of Caliban?

A3: They don't know if he's a man or a monster.

Strategy: Think about where you will find this information in the story. Listen carefully to that part again. Think about your own reaction if you came across a man/monster on an island.

Teaching text: The Tempest

Cracking the questions

Question	Answer	CD/mark	Useful strategies
1. Circle the correct option to complete each sentence. (a) Caliban is: _____ on a ship _____ in a tempest on an island _____ in a city. (b) Caliban is trying to _____ his listeners. scare calm hurt feed	(a) on an island (b) calm	2b 1 mark	Question focus: retrieve and record information. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the speech to look for the information for each part of the question. Carefully read the relevant part of the speech. 1 mark for all parts of the question correct.
2. Find and copy three things that the listeners might hear on the island.	Accept any three of: <ul style="list-style-type: none"> noises sounds sweet airs twangling instruments voices. 	2b 1 mark	Question focus: retrieve and record information. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information for each part of the question. Carefully read the relevant part of the text, identifying three things you can hear. 1 mark for all correct.
3. Underline the words that tell you the noises on the island are not dangerous. "Be not afraid; the isle is full of noises, Sounds and sweet airs, that give delight and hurt not." "Be not afraid; the isle is full of noises, Sounds and sweet airs, that give delight and hurt not."	"Be not afraid; the isle is full of noises, Sounds and sweet airs, that give <u>delight and hurt not.</u> " Accept either 'give delight' or 'hurt not' or both.	2d	Question focus: make inferences from the text. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech for the words. Carefully read the lines around the words to understand their context. Carefully read the lines in the question and underline just the words that give you the information requested. Don't underline more words than you need to.
4. "The clouds methought would open and show riches". Which of the following is closest in meaning to the word "methought" in this sentence? Tick one. <input type="checkbox"/> In my dream <input type="checkbox"/> I was told <input type="checkbox"/> I thought <input type="checkbox"/> I said	I thought	2a 1 mark	Question focus: explain the meaning of words in context. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the speech you'll find the sentence and scan that part of it. Carefully read the lines containing the word and the following lines, considering the meaning of the word. Read the options given in the question and reread the lines, thinking about the meaning of the word.

<p>5. (a) Find and copy a short quotation from the speech that shows that Caliban dreams of being wealthy. (b) Find and copy a short quotation from the speech that shows how Caliban feels when he wakes up.</p>	<p>2d 2 marks</p>	<p>Question focus: <i>make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech words that are linked to wealth. Carefully read the lines around the words to check their meaning. Write the lines, or part lines, you think are most relevant to the question. 																														
<p>6. Using information from the text, tick one box in each row to show whether each statement is true or false.</p> <table border="1" data-bbox="539 176 836 560"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Caliban was on the ship that sank.</td> <td></td> <td></td> </tr> <tr> <td>The island is full of noises.</td> <td></td> <td></td> </tr> <tr> <td>Caliban hears voices that lull him back to sleep.</td> <td></td> <td></td> </tr> <tr> <td>The clouds over the island shower riches on to it.</td> <td></td> <td></td> </tr> </tbody> </table>		T	F	Caliban was on the ship that sank.			The island is full of noises.			Caliban hears voices that lull him back to sleep.			The clouds over the island shower riches on to it.			<p>2c 1 mark</p>	<p>Question focus: <i>summarise ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech, looking for statements like those in the question. Decide whether each statement is true or false. Skim read the lines to confirm your decisions. <table border="1" data-bbox="539 1182 836 1624"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Caliban was on the ship that sank.</td> <td></td> <td>✓</td> </tr> <tr> <td>The island is full of noises.</td> <td>✓</td> <td></td> </tr> <tr> <td>Caliban hears voices that lull him back to sleep.</td> <td>✓</td> <td></td> </tr> <tr> <td>The clouds over the island shower riches on to it.</td> <td></td> <td>✓</td> </tr> </tbody> </table>		T	F	Caliban was on the ship that sank.		✓	The island is full of noises.	✓		Caliban hears voices that lull him back to sleep.	✓		The clouds over the island shower riches on to it.		✓
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Julius Caesar

William Shakespeare

This extract is from Shakespeare's play Julius Caesar. Julius Caesar has just been stabbed by a group of very important men – including Brutus, who he thought was his friend – and has just been called a traitor. They said that he was too ambitious and wanted to be king. His real friend, Marc Antony, cannot say that Caesar was a good man or he would be called a traitor too, but he makes this speech at Caesar's funeral.

- 1 Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.

- 9 Here, under leave of Brutus and the rest –
For Brutus is an honourable man;
So are they all, all honourable men –
Come I to speak in Caesar's funeral.

- 13 He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.

- 16 Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.

- 21 I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?

- 25 O judgement! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

Name:	Class:	Date:
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1. Circle the correct option to complete each sentence. These words are spoken by:

Julius Caesar Brutus the people Marc Antony.

2. "The good is oft interred with their bones"

Which of the following is closest in meaning to the phrase "oft interred"? Tick **one**.

sometimes celebrated often buried
 often celebrated often interested

3. What is the "grievous fault" that Caesar is accused of?

4. Which of the following is closest in meaning to the phrase "under leave of Brutus"? Tick **one**.

I must say goodbye to Brutus when Brutus has gone
 under Brutus's tree with Brutus's permission

5. Find and copy a short quotation from the speech that tells you why Brutus thought Caesar was a bad man.

6. Why do you think it is important to the speaker to say these words to this audience?

7. Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
The speaker has come to the funeral to praise Caesar, not to bury him.	<input type="checkbox"/>	<input type="checkbox"/>
Brutus said that Caesar was ambitious.	<input type="checkbox"/>	<input type="checkbox"/>
The speaker thinks that Caesar was ambitious.	<input type="checkbox"/>	<input type="checkbox"/>
The speaker is challenging the listeners to mourn for Caesar because they used to think he was a good man.	<input type="checkbox"/>	<input type="checkbox"/>

8. Underline the words that say that people are not thinking about what they are doing.

"What cause withhold you then, to mourn for him?

O judgement! thou art fled to brutish beasts,

And men have lost their reason."

9. Based on what you have read, do you think the speaker believes that Brutus is a good man?

Yes No

Explain your answer using evidence from the speech.

2b

1 mark

2a

1 mark

2d

2 marks

2a

1 mark

2h

2 marks

2f

2 marks

2c

1 mark

2d

1 mark

2f

1 mark

Practice text: Julius Caesar

Cracking the questions

Question	Answer	CD/mark	Useful strategies
1. Circle the correct option to complete each sentence. These words are spoken by: Julius Caesar Brutus the people Marc Antony.	Marc Antony	2b 1 mark	<i>Question focus: retrieve and record information.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the speech to look for the information for each part of the question. • Carefully read the relevant part of the speech.
2. "The good is <i>oft interred with their bones</i> " Which of the following is closest in meaning to the phrase " <i>oft interred</i> "? Tick one . <input type="checkbox"/> sometimes celebrated <input type="checkbox"/> often celebrated <input type="checkbox"/> often buried <input type="checkbox"/> often interested	Often buried	2a 1 mark	<i>Question focus: explain the meaning of words in context.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the speech you'll find the sentence and scan that part of it. • Carefully read the lines containing the word and the following lines, considering the meaning of the word. • Read the options given in the question and reread the lines thinking about the meaning of the word.
3. What is the " <i>grievous fault</i> " that Caesar is accused of?	Being ambitious.	2d 2 marks	<i>Question focus: make inferences from the text.</i> Strategies: • Carefully read the question, marking key words. • Scan the speech for the words " <i>grievous fault</i> ". • Carefully read the lines around the words to check their meaning.
4. Which of the following is closest in meaning to the phrase " <i>under leave of Brutus</i> "? Tick one . <input type="checkbox"/> I must say goodbye to Brutus <input type="checkbox"/> under Brutus's tree <input type="checkbox"/> when Brutus has gone <input type="checkbox"/> with Brutus's permission	With Brutus's permission	2a 1 mark	<i>Question focus: explain the meaning of words in context.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the speech you'll find the phrase and scan that part of it. • Carefully read the lines containing the phrase and the following lines, considering the meaning of the phrase. • Read the options given in the question and reread the lines, thinking about the meaning of the phrase.
5. Find and copy a short quotation from the speech that tells you why Brutus thought Caesar was a bad man.	Accept either of: • " <i>The noble Brutus/Hath told you Caesar was ambitious</i> " • " <i>But Brutus says he was ambitious</i> "	2h 2 marks	<i>Question focus: make comparisons within the text.</i> Strategies: • Carefully read the question, marking key words. • Scan the text, looking for words or phrases that answer both parts of the question. • Carefully identify the quotations that need to be copied.

<p>6. Why do you think it is important to the speaker to say these words to this audience?</p>	<p>To show that he is still Caesar's friend To remind people that they should mourn Caesar too.</p>	<p>2f 2 marks</p>	<p><i>Question focus: explain how narrative content contributes to meaning as a whole.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully reread the speech, considering the question. Think about the audience. What are the clues that tell you who he is speaking to? Think about the whole meaning of the speech and consider why Marc Antony would want to speak to everyone.
<p>7. Using information from the text, tick one box in each row to show whether each statement is true or false. The speaker has come to the funeral to praise Caesar, not to bury him. Brutus said that Caesar was ambitious. The speaker thinks that Caesar was ambitious. The speaker is challenging the listeners to mourn for Caesar because they used to think he was a good man.</p>	<p>2c 1 mark</p>	<p>F The speaker has come to the funeral to praise Caesar, not to bury him. T Brutus said that Caesar was ambitious. F The speaker thinks that Caesar was ambitious. T The speaker is challenging the listeners to mourn for Caesar because they used to think he was a good man.</p>	<p><i>Question focus: summarise ideas from more than one paragraph.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech, looking for statements like those in the question. Decide whether each statement is true or false. Skim read the speech to confirm your decisions.
<p>8. Underline the words that say that people are not thinking about what they are doing. <i>"You did all love him once, not without cause: What cause withhold you then, to mourn for him? O judgement! thou art fled to brutish beasts, And men have lost their reason."</i></p>	<p>2d 1 mark</p>	<p><i>"And men have lost their reason."</i></p>	<p><i>Question focus: make inferences from the text.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech for the words. Carefully read the lines around the words to understand their context. Carefully read the lines in the question and underline just the words that give you the information requested. Don't underline more words than you need to.
<p>9. Based on what you have read, do you think the speaker believes that Brutus is a good man? Yes <input type="checkbox"/> No <input type="checkbox"/> Explain your answer using evidence from the speech.</p>	<p>2f 1 mark</p>	<p>Yes. He says three times that "Brutus is an honourable man", so he must believe it. No. He thinks that Caesar was a good man. He says "Brutus is an honourable man" too often, and he doesn't really believe it.</p>	<p><i>Question focus: explain how narrative content contributes to meaning as a whole.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully reread the speech, considering the question. Think about what Marc Antony says about Brutus and about Caesar. Think about the whole meaning of the speech.