



MACBETH



1) The Story of *Macbeth & Co.*

Read and listen to *The Story of Macbeth & Co.*

The play begins during a meeting at a sales company. Joe Macbeth, a senior salesman, is trying to negotiate with the employees. He is trying to solve their problems and complaints. Billy Banquo, his assistant, decides to shoot all the employees instead of listening to them. Joe Macbeth is upset about this but Billy tells him that their boss will be very happy.

A cleaning lady, Clare Voyant, arrives. She tells them that she can see into the future. She tells Joe Macbeth that he will be made a manager and then become the boss of the company. They think she is crazy. However, when Duncan arrives, he promotes Macbeth and makes him a sales manager. The men arrange to meet at Macbeth's restaurant that evening, to celebrate the promotion.

Lily Macbeth is Joe Macbeth's wife. She is an ambitious woman. When Joe tells her about Clare Voyant's predictions, she convinces him that he should kill Duncan that night and become the boss himself. At first, he is reluctant but eventually he agrees to his wife's plan.

That night, the men eat and drink a lot. Duncan becomes very drunk. Macbeth tells his wife that he doesn't want to kill Duncan, but she convinces him that he must do it. When Duncan goes to bed drunk, Lily forces Macbeth to kill him with a knife.

A short time later another sales manager, "Mac" Macduff, arrives. He wants to speak to Duncan urgently about the stock market crash and insists on waking him. When Mac finds Duncan dead, Lily suggests that the murder was done in revenge for the shooting of the employees. Macduff suggests they have a meeting with the managers.

Lily demands that Joe should be the boss. Joe Macbeth doesn't really want to be the boss but Lily threatens everyone until they agree.

Macduff is very suspicious and tells Billy Banquo that he thinks that Duncan was killed by Macbeth and Lily. Billy tells Macduff about Clare Voyant's predictions and Macduff convinces him that Macbeth and Lily are guilty of the murder. He leaves to get the police. Billy is left alone with Lily, who threatens him and tells him she will hurt him if he doesn't support Macbeth.

Joe Macbeth feels very guilty about the murder and decides to go and see Clare Voyant again. She looks into the future and tells him that the police will catch him and that his career is over.

Macduff and Billy arrive and a big fight happens. Macbeth is killed. After the fight, Lily Macbeth arrives and tells everyone that she is now the big Boss.





MACBETH



1) The Story of *Macbeth & Co.*

Teaching notes

Time

20–30 minutes

Level

Easy/Medium

Skills Focus

Listening and reading (possibly speaking).

Aim

To familiarize the student with the story of *Macbeth & Co.* Also an opportunity for the students to learn any new vocabulary.

Suggested pre/post activity

Ask the students which plays they know that were written by William Shakespeare. Then ask them what they already know about *Macbeth*. Ask them what do they think will happen in the story and how they think it will end. After reading the synopsis of the play, ask them if they are surprised by what happened or if it was what they had expected.





MACBETH



2) True or False

Read and listen to activity one. Decide if the sentences are true or false. If they are false correct them.

1. Macbeth kills all of the employees at the meeting. T F

2. Clare Voyant makes predictions about the future. T F

3. Macbeth is made a manager by Duncan. T F

4. Lily Macbeth doesn't want her husband to be Boss. T F

5. Macbeth doesn't want to kill Duncan, but is convinced to do it by his wife. T F

6. Macduff is pleased that Duncan is dead. T F

7. Macduff doesn't believe that Macbeth has killed Duncan. T F

8. Billy Banquo is threatened by Lily Macbeth. T F

9. Clare Voyant tells Macbeth that the police will never catch him. T F

10. Macduff becomes the new boss. T F





MACBETH



2) True or False

Teaching notes

Time

20–30 minutes

Level

Easy

Skills Focus

Writing and reading (possibly speaking).

Aim

To test the students' comprehension of the synopsis of the play. It could be used as an opportunity for the students to work in pairs to discuss the correct answers.

Answers

1. False – Billy Banquo kills all of the employees at the meeting.
2. True
3. True
4. False – Lily wants Joe to be boss.
5. True
6. False – Macduff is upset that Duncan is dead.
7. False – Macduff believes that Macbeth killed Duncan.
8. True
9. False – She tells him that the police will catch him.
10. False – Lily becomes the boss.





MACBETH



3) Story Order

Read and listen to activity one. Put the events of the story in the correct order.

- _____ 1. Duncan makes Macbeth a manager.
- _____ 2. Macbeth kills Duncan.
- _____ 3. Macduff and Billy kill Macbeth.
- _____ 4. Billy Banquo kills all of Duncan's employees.
- _____ 5. Duncan goes for dinner at Macbeth's restaurant.
- _____ 6. Lily becomes the boss.
- _____ 7. Macbeth goes to see Clare Voyant again.
- _____ 8. Lily Macbeth convinces her husband to kill Duncan.
- _____ 9. Clare Voyant tells Macbeth that he will become a manager.
- _____ 10. Macduff discovers Duncan's dead body.





3) Story Order

Teaching notes

Time

20 minutes

Level

Easy

Skills Focus

Reading (possibly speaking).

Aim

Comprehension. To make students consider the sequence of events in the play in a logical order.

Variation

This activity could be made into a competition for small groups. Before the class cut the sentences into ten strips each containing one of the sentences from activity three. Give each small group a set of the ten sentences and tell them to put them in the correct order. The teacher should move around the classroom checking to see who gets the correct order first. This activity is great as a fun group activity.

Answers

1. **4**
2. **9**
3. **1**
4. **5**
5. **8**
6. **2**
7. **10**
8. **7**
9. **3**
10. **6**





MACBETH



4a) The Characters, & 4b) Who Said That?

4a) The Characters

Read and listen to the descriptions of the characters in the play.

Joe Macbeth is a salesman in Duncan's company. He is honest and fair. He listens to the workers' problems and tries to negotiate. After Clare Voyant's prediction that he would become a manager comes true, his wife convinces him to kill Duncan. She wants him to be the boss of the gang. He is very influenced by his wife, Lily.

Lily Macbeth is married to Joe Macbeth. Lily is an attractive woman. She is very ambitious and will do anything to get what she wants. She runs the family restaurant. When Joe tells her about Clare Voyant's predictions, she convinces him to kill Duncan and become the boss. Even when he tries to stop the plan, she insists that he must kill Duncan. Her ultimate goal is to be the boss herself.

Billy Banquo is a salesman in Duncan's company. He is a very violent man. He kills all of the employees rather than listen to their problems. He is not very clever.

Clare Voyant is a cleaning woman who claims to be able to see into the future. She tells Macbeth that he will be a manager and then the boss of the company. Her prediction is the reason that Macbeth murders Duncan.

Duncan is the boss of the company. He is ruthless in business and will do anything to succeed. He is very powerful and everyone respects him. He believes that Macbeth is loyal to him and proves it by making him a manager. He likes to drink heavily and is very drunk on the night of the murder.

"Mac" Macduff is a sales manager in Duncan's company. On the night of the murder he comes to deliver news of the stock market crash to his boss. When he discovers Duncan is dead, he becomes very suspicious. After Banquo tells him about Clare Voyant's predictions, he is convinced that Macbeth is the murderer. Finally, he kills Macbeth.





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4b) Who Said That?

Now, using the information from exercise 4.1 decide who said what. (Two characters have two phrases).

Joe Macbeth Lily Macbeth Billy Banquo Clare Voyant Duncan Macduff

1. _____ Yeah! We killed all the employees.
2. _____ You will kill him. You must do it, Joe. You must do it for me.
3. _____ Wake him up. The stocks and shares are going crazy.
4. _____ Thank you for coming to the meeting.
5. _____ I came to clear up the mess and read your palm.
6. _____ You're the hardest working salesman that we've got, so I'm making you a sales manager.
7. _____ Do Mac and Billy know I killed Duncan?
8. _____ Yep, and I am the big Boss now, Mac.





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4a & 4b) The Characters and Who Said That?

Teaching notes

Time

30–40 minutes

Level

Easy/Medium

Skills Focus

Reading and listening (possibly speaking).

Aim

To familiarize the student with the characters in *Macbeth & Co.*

Suggested pre/post activity

Ask the students what they already know about the characters in *Macbeth & Co.* Ask them what they think they look like or what clothes they wear. After the activity ask the students who their favourite character is and why. Ask them who they didn't like and why.

Answers

Who Said That?

1. Yeah! We killed all the employees. **Billy Banquo**
2. You will kill him. You must do it, Joe. You must do it for me. **Lily Macbeth**
3. Wake him up. The stocks and shares are going crazy. **Macduff**
4. Thank you for coming to the meeting. **Joe Macbeth**
5. I came to clear up the mess and read your palm. **Clare Voyant**
6. You're the hardest working salesman that we've got, so I'm making you a sales manager. **Duncan**
7. Do Mac and Billy know I killed Duncan? **Macbeth**
8. Yep, and I am the big Boss now, Mac. **Lily Macbeth**





MACBETH

5) Vocabulary Match

Read and listen to activity one. Use the context to help you match the words and definitions.

- | | |
|-------------------|---|
| 1. ___ boss | a. To kill someone intentionally. |
| 2. ___ reluctant | b. Intoxicated by alcohol. |
| 3. ___ crazy | c. To make someone think it is correct to do something. |
| 4. ___ promotion | d. The head of a group or work force. |
| 5. ___ murder | e. A sharp-edged implement. |
| 6. ___ ambitious | f. To be unenthusiastic about doing something. |
| 7. ___ drunk | g. Insane, mad. |
| 8. ___ prediction | h. To get a better job in the same company. |
| 9. ___ knife | i. To say something that will happen in the future. |
| 10. ___ convince | j. To be very keen to succeed. |





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5) Vocabulary Match

Teaching notes

Time

15–20 minutes

Level

Medium/Difficult

Skills Focus

Vocabulary

Aim

To test the students understanding of the vocabulary and to encourage them to use the context of the text to work out the meaning of the word.

Notes

This activity could be done individually as a simple vocabulary exercise or in pairs with students discussing the answer.

Variation

Give small groups of students one or two words from the exercise and ask them to use the word in a different sentence, (e.g. *The knife is very sharp.*) Give a time limit and then ask students to take turns writing the sentences on the board. Let the other students judge if the sentence is correct or incorrect (with the teacher as referee!). If the sentence is completely correct the group scores 5 points and 2 points for a nearly correct sentence.

Answers

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





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6) Buzzword

To play this game you must divide into two groups. One person from the groups has one minute to explain and describe the word at the top of the card. This must be done without saying the buzz word written below. If the group guess the word, they receive a point and it is the other's team's turn with the next card. If time runs out or a mistake is made, no point is scored. There should be a neutral referee (perhaps the teacher) who checks that the buzz words are not used.

Boss Job	Macbeth Joe	Knife Sharp	Restaurant Food
Company Work	Kill Murder	Manager Promotion	Future Past
Angry Calm	Crazy Mad	Employee Worker	Wife Husband
Guilty Innocent	Cash Money	Salesman Sell	Wages Salary





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6) Buzzword

Teaching notes

Time

10–30 minutes

Level

Medium

Skills Focus

Speaking

Aim

To practise the vocabulary of the play by using words of a similar meaning.

Variation

For higher level students, make the game more difficult by adding another word to the list students mustn't use. For lower level Students take the buzz word away and let them use any means possible (any vocabulary, gestures etc.) to help the students guess the word.

Extension activity

If the students are interested in the idea of acting out the scene, why not let them learn the words as homework and then make a performance day in the next class. Also if enthusiastic, different groups of students could study different scenes to recreate the whole play





MACBETH



7) Text Comprehension

Read and listen to scenes one to four of the play. Answer these questions with complete sentences, giving as much information as possible.

1. Why does Billy Banquo kill all of the employees at the meeting?

2. What does Joe Macbeth think about Billy killing all the employees?

3. How does Joe Macbeth react when Clare Voyant says he will be Boss?

4. Why does Duncan make Macbeth a manager?

5. Why isn't Joe happy when he returns home to see his wife, Lily?

6. How does Lily convince her husband to kill Duncan?





MACBETH



7) Text Comprehension

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Listening, reading (possibly speaking)

Aim

To test the students understanding of the scene and the complexities of what is happening within it.

Notes

This activity could be done individually as a simple written comprehension activity or in pairs with students discussing the answer. Encourage students to give as much information as possible to support their answer.

Answers

1. He kills them because they are complaining and Billy doesn't like to negotiate.
2. Joe Macbeth is very upset that Billy has killed all the employees.
3. Joe doesn't believe Clare Voyant.
4. Duncan makes Macbeth a manger because he thinks he has helped killed the employees.
5. Joe isn't happy because he doesn't like violence and he doesn't want to be a manager.
6. Lily threatens her husband with violence to force him to kill Duncan.





8. Adjectives and Gap-fill

Match the adjectives in column A to their opposite in column B.

A	B
1. ___ tough	a. hard-working
2. ___ silly	b. nasty
3. ___ clean	c. normal
4. ___ friendly	d. weak
5. ___ nice	e. possible
6. ___ wrong	f. careless
7. ___ strange	g. dirty
8. ___ lazy	h. right
9. ___ impossible	i. sensible
10. ___ careful	j. unfriendly

Complete the text from scene two using some of the adjectives above. Now listen and find out if you have guessed correctly.

Scene 2

Clare Voyant, the cleaning lady who reads palms, enters.

Clare: Hello, boys. What are you doing messing up my _____, clean floor?

Billy: Who are you?

Clare: Me. I'm Clare Voyant - your _____ cleaning lady.

Joe: Sorry about the mess Clare Voyant. Billy got a bit upset .

Clare: Never mind. We'll soon have this _____ and sparkly, (poignantly) Joe Macbeth.

Joe: How do you know my name?

Clare: Oh, everyone knows your name, Joe. Everyone knows the mean, _____ salesman, Joe Macbeth.

Joe: Mean? I'm not mean. I'm fair and kind to all my co-workers and employees.

Clare: Mean Joe Macbeth who killed all of Boss Duncan's _____ employees.





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Joe: I didn't kill anyone. It was Billy!
Billy: Yeah! It was me!
Joe: What do you want? What are you doing here?
Clare: I came to clean up the mess and to read your palm. (*She takes hold of his hand.*)
Joe: Read my palm! I don't believe in that rubbish.
Clare: Let me see.... Oh, I see, I see...
Billy: What do you see?
Clare: I see a promotion.
Billy: A promotion?
Clare: Yes. You're going to be the manager.

Song

(Clare) *Hold out your hand
Joseph Macbeth.
Let's look into the future,
Don't hold your breath.*

(Joe) *I refuse to believe
That what you perceive
Will become true.*

(Clare) *Joe, I see you...
A good future, good future!
Soon you will be on top
Joseph Macbeth...
Soon you'll be the boss...*

Joe: No, I'm a salesman and a very good salesman, too. You must be _____ .
Clare: Oh, no, I'm right. You will be the manager, Joe, I know. Clare Voyant knows everything. I can see the future and you're going to be boss, Joe. Now a salesman, next a manager and after, the Big Boss!
Joe: _____ . Duncan is Boss.
Clare: Oh, yeah, Duncan is Boss, now, but what about when he dies?
Billy: Is Duncan going to die??
Clare: To die or not to die? That is the question. Oh no, that's the wrong play – we all die sometime.
Joe: How morbid! You should be _____ or you might get sacked!
Clare: I can't get sacked if I don't work here! (Exit Clare mysteriously.)
Joe: What do you mean you don't work here? How did you get in? How _____ .
Billy: She says you're going to be boss, Joe, when Duncan dies!
Joe: Don't be _____ , Billy. She's just the cleaning lady. If she is a cleaning lady?! She doesn't know anything about management. Don't say anything to Duncan about this, ok? You'll upset him.
Billy: No, ok, Joe. I won't say anything.





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8. Adjectives and Gap-fill

Teaching notes

Time

30–40 minutes

Level

Medium

Skills Focus

Vocabulary

Aim

To extend the students' vocabulary and consider the position of adjectives in the sentences.

Extension activity

Ask the students to work in pairs to choose another ten adjectives from anywhere in the script. The students then put the adjectives into column A. Now the students find out the opposite adjectives and put them into column B, in a random order. The students then exchange papers and try to match each adjective to its opposite adjective.

Answers

- | A | B |
|---------------|-----------------|
| 1. tough | d. weak |
| 2. silly | i. sensible |
| 3. clean | g. dirty |
| 4. friendly | j. unfriendly |
| 5. nice | b. nasty |
| 6. wrong | f. careless |
| 7. strange | c. normal |
| 8. lazy | a. hard-working |
| 9. impossible | e. possible |
| 10. careful | f. careless |

Answers to the gap-fill are in the column to the right.

CLARE Hello, boys. What are you doing messing up my nice clean floor?
 BILLY Who are you?
 CLARE Me. I'm Clare Voyant – your **friendly** cleaning lady.
 JOE Sorry about the mess Clare Voyant. Billy got a bit upset.
 CLARE Never mind. We'll soon have this **clean** and sparkly, (*poignantly*) Joe Macbeth.
 JOE How do you know my name?
 CLARE Oh, everyone knows your name, Joe. Everyone knows the mean, **tough** salesman, Joe Macbeth.
 JOE Mean? I'm not mean. I'm fair and kind to all my co-workers and employees.
 CLARE Mean Joe Macbeth who killed all of Boss Duncan's **lazy** employees.
 JOE I didn't kill anyone. It was Billy!
 BILLY Yeah! It was me!
 JOE What do you want? What are you doing here?
 CLARE I came to clean up the mess and to read your palm.
 JOE Read my palm! I don't believe in that rubbish.
 CLARE Let me see...Oh, I see, I see...
 BILLY What do you see?
 CLARE I see a promotion.
 BILLY A promotion?
 CLARE Yes. You're going to be the manager.

CLARE (Song) *Hold out your hand*
Joseph Macbeth.
Let's look into the future,
Don't hold your breath.

JOE *I refuse to believe*
That what you perceive
Will become true.

CLARE *Joe, I see you...*
A good future, good future!
Soon you will be on top
Joseph Macbeth...
Soon you'll be the boss...

JOE No, I'm a salesman and a very good salesman, too. You must be **wrong**.
 CLARE Oh, no, I'm right. You will be the manager, Joe, I know. Clare Voyant knows everything. I can see the future and you're going to be boss, Joe. Now a salesman, next a manager and after, the Big Boss!
 JOE **Impossible**. Duncan is Boss.
 CLARE Oh, yeah, Duncan is Boss, now, but what about when he dies?
 BILLY Is Duncan going to die??
 CLARE To die or not to die? That is the question. Oh no, that's the wrong play – we all die sometime.
 JOE How morbid! You should be more **careful** or you might get sacked!
 CLARE I can't get sacked if I don't work here! (*Exit Clare mysteriously.*)
 JOE What do you mean you don't work here? How did you get in? How **strange**.
 BILLY She says you're going to be boss, Joe, when Duncan dies!
 JOE Don't be silly, Billy. She's just the cleaning lady. If she is a cleaning lady?! She doesn't know anything about management. Don't say anything to Duncan about this, ok? You'll upset him.
 BILLY No, ok, Joe. I won't say anything.





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9. Verbs in past simple and gap-fill

Look at the verbs below. What is their form in the past simple? Are they regular or irregular? Now complete the conversation using the past simple of the verbs above (1 verb appears twice). Now listen to part of scene 4 to see if you have guessed correctly.

- | | | | |
|---------------------|---|-------------------|---|
| Kill _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. | Read _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. |
| Make _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. | See _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. |
| Hear _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. | Can _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. |
| Arrive _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. | Come _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. |
| Say _____ | <input type="checkbox"/> REG. <input type="checkbox"/> IRREG. | | |

Scene 4

Macbeth's restaurant

- Joe: Lily, I'm home!
- Lily: Oh, you're alive. I _____ about the shooting. They said you _____ everyone. Is it true? Did you really kill everyone, all of Duncan's employees?
- Joe: Er... not exactly. It was Billy.
- Lily: I thought not. What's this? He _____ you a manager! That's fantastic. What's wrong? Why aren't you happy?
- Joe: I am happy. I'm very happy...
- Lily: What is it?
- Joe: Well, a cleaning woman _____ in, just after Billy _____ all the employees.
- Lily: So?
- Joe: She _____ her name was Clare Voyant and that she _____ see the future. She _____ my palm.
- Lily: She read your palm? And what did she see?
- Joe: She _____ a promotion and then she said "You're going to be a manager." Just like that. Then Duncan _____ and he made me manager.
- Lily: Wow! What else did she say?!!
- Joe: She said I would be Boss.
- Lily: Boss! Joe! That's wonderful news! But how? Duncan is Boss and he's going to be Boss for a long time... unless someone kills him.





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9. Verbs in past simple and gap-fill

Teaching notes

Time

30–40 minutes

Level

Medium

Skills Focus

Writing and listening (possibly speaking)

Aim

To practise regular and irregular verbs in the past simple.

Suggested Post Activity

Ask the students to pick out the regular verbs in the past simple from scene one of the play and put into three lists depending on the sound /t/, /d/ and /id/.

Explain to the students that all regular verbs in English end in one of these three sounds. Now ask them to find three more regular verbs in the past for each sound. They can either use the script of Macbeth or discover their own verbs.

Answers

- Killed (Regular)
- Made (Irregular)
- Heard (Irregular)
- Arrived (Regular)
- Said (Irregular)
- Read (Regular)
- Saw (Regular)
- Could (Regular)
- Came (Regular)

Answers to the gap-fill activity

- JOE Lily, I'm home!
- LILY Oh, you're alive. I **heard** about the shooting. They said you **killed** everyone. Is it true? Did you really kill everyone, all of Duncan's employees?
- JOE Er... not exactly. It was Billy.
- LILY I thought not. What's this? He **made** you a manager! That's fantastic. What's wrong? Why aren't you happy?
- JOE I am happy. I'm very happy...
- LILY What is it?
- JOE Well, a cleaning woman **came** in, just after Billy **killed** all the employees.
- LILY So?
- JOE She **said** her name was Clare Voyant and that she **could** see the future. She **read** my palm.
- LILY She read your palm? And what did she see?
- JOE She saw a promotion and then she said "You're going to be a manager." Just like that. Then Duncan **arrived** and he made me manager.
- LILY Wow! What else did she say?!!
- JOE She said I would be Boss.
- LILY Boss! Joe! That's wonderful news! But how? Duncan is Boss and he's going to be Boss for a long time...unless someone kills him.





10. Synonyms and Antonyms

Read and listen to scene six of the play, then look at the words below. Find the word in the text which is a synonym (word with the same meaning - S) or an antonym (word with the opposite meaning - A).

1. speak (S) _____
2. day (A) _____
3. fast (S) _____
4. alive (A) _____
5. murdered (S) _____
6. fired (S) _____
7. awake (A) _____
8. close (A) _____
9. false (A) _____
10. talk about (S) _____





10. Synonyms and Antonyms

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Listening, reading (possibly speaking)

Aim

To increase vocabulary by not only learning the words used within the play but also to encourage students to think about new words related to them.

Suggested Post Activity

Ask the students to work with a partner and find five new words from the scene. They should then write the synonym/antonym of the word. Get students to swap words with another pair or present them on the board to the other students. This could be done as a game with students scoring points for correct answers.

Answers

- | | |
|--------------------|---------|
| 1. speak (S) | talk |
| 2. day (A) | night |
| 3. fast (S) | quick |
| 4. alive (A) | dead |
| 5. murdered (S) | killed |
| 6. fired (S) | sacked |
| 7. awake (A) | asleep |
| 8. close (A) | open |
| 9. false (A) | true |
| 10. talk about (S) | discuss |





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11. True or false — Listening

Read and listen to scene three of the play then decide if the sentences below are true or false. If you think a sentence is false, write the correct version.

1. Duncan is angry that Billy and Joe have killed all the employees. T F

2. Duncan promotes Joe for his part in the killing. T F

3. Joe Macbeth refuses the promotion. T F

4. Duncan wants to celebrate the promotion at Macbeth's restaurant that evening. T F

5. Lily is upset that Joe was involved in the killing of the employees. T F

6. Duncan does not drink alcohol. T F





11. True or false — Listening

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Reading, writing, (possibly speaking)

Aim

To test the student's comprehension of a scene of the play. Notes This could be used as an opportunity for the students to work in pairs to discuss the correct answers. The answers could then be presented on the board and the answers discussed and corrected as a group.

Suggested Activity

Ask the students to look at a different scene in the play and in pairs or small groups to come up with five true or false questions. Then each group should pass their sentences to another group to answer. Answers could be marked as a whole class board activity.

Answers

1. False. Duncan is happy that Billy and Joe have killed all the employees.
2. True. Duncan promotes Joe for his part in the killing.
3. False. Joe Macbeth accepts the promotion.
4. True. Duncan wants to celebrate the promotion at Macbeth's restaurant that evening.
5. False. Lily is pleased that Joe was involved in the killing of the employees.
6. False. Duncan drinks a lot of alcohol.





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12. Listening Comprehension

Read and listen to scene six of the play, then look at the questions below. Try to answer the questions with as much information as possible.

1. How does Joe Macbeth kill Duncan?

2. Why does Lily tell Duncan he should be careful?

3. Why does Lily Macbeth return to Duncan's room after the murder?

4. Why does "Mac" Macduff come to Macbeth's home?

5. Who does Lily suggest has murdered Duncan?

6. Who does Lily say should be Boss?

7. How does Macduff react when Lily says that Macbeth is the Boss?

8. Who faints at the end of the scene?





12. Listening Comprehension

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Listening, reading (possibly speaking)

Aim

To test the students understanding of the scene and the complexities of what is happening within it.

Notes

This activity could be done individually as a simple written comprehension activity or in pairs with students discussing the answer. Encourage students to give as much information as possible to support their answer.

Answers

1. Joe kills Duncan with a knife.
2. Lily tells Duncan to be careful of his enemies who might try to kill him.
3. Lily returns to drop the knife in the room.
4. Macduff comes to tell Duncan about the crash in the stock market.
5. Lily suggested that their enemies had killed Duncan in revenge for the killing of the employees.
6. Lily says that Joe should be boss.
7. Macduff says that they need to have a meeting with the other managers before they decide who will be boss.
8. Joe Macbeth faints at the end of the scene.





13. Homophones

Homophones are words that sound the same but are spelt differently and have a different meaning. Look at the words and then listen to scenes one and two. Find the word which has the same sound. Check your answers by reading and listening to the text of scenes one and two.

- 1. Won _____
- 2. No _____
- 3. Four _____
- 4. Hear _____
- 5. Eye _____
- 6. Hour _____
- 7. Wear _____
- 8. Wood _____
- 9. Red _____
- 10. Ate _____

Now complete these sentences with the correct homophones from the previous activity.

- a. _____ you like to go to the cinema?
- b. Have you _____ the Harry Potter books?
- c. I can _____ my phone ringing.
- d. I live an _____ away from London.
- e. Do you _____ my friend Jane?





13. Homophones

Teaching notes

Time

20–25 minutes

Level

Medium

Skills Focus

Reading, listening and spelling

Aim

To familiarize the students with the sound of words and to encourage them to use the context of the text to work out the meaning of the word.

Notes

This activity could be done individually as a simple vocabulary exercise or in pairs with students discussing the answer.

Suggested Post Activity

Ask the students (individually or in pairs) to choose five more words from the list of homophones and write their own sentences. Then let them take turns to present them on the board for their class-mates to solve. This could be made into a game with points!

Answers

1. Won – one
 2. No – know
 3. Four – for
 4. Hear – here
 5. Eye – I
 6. Hour – our
 7. Wear – where
 8. Wood – would
 9. Red – read
 10. Ate – eight
- a. Would you like to go to the cinema?
 - b. Have you read the Harry Potter books?
 - c. I can hear my phone ringing.
 - d. I live an hour away from London.
 - e. Do you know my friend Jane?





MACBETH

14. Reported Speech

Fill in the transformation from direct speech to reported speech using between two and four words.

1. "We killed all the employees."
He said that they _____ all the employees.
2. "You are going to be a manager."
She said that Joe _____ a manager.
3. "What are you doing here?"
He asked what she _____ there.
4. "I can't kill him".
He said that _____ him.
5. "Oh, everybody knows your name".
She said that everybody _____ name.
6. "It's coming true."
He said that _____ true.
7. "Will the police catch me?"
He asked if the police _____ him.
8. "Do you want a drink?"
She asked him _____ a drink.





MACBETH

14. Reported Speech

Teaching notes

Time

45 minutes

Level

Difficult

Skills Focus

Grammar, writing

Aim

To practise the change in tense and certain words of time when they are used in reported speech.

Extended Activity

Ask students to choose five more sentences from the scene and change them to reported speech. This could be done either individually or as a team activity presented on the board.

Answers

1. "We killed all the employees."
He said that they **HAD KILLED** all the employees.
2. "You are going to be a manager."
She said that Joe **WAS GOING TO Be** a manager.
3. "What are you doing here?"
He asked what she **WAS DOING** there.
4. "I can't kill him".
He said that he **COULDN'T KILL** him.
5. "Oh, everybody knows your name".
She said that everybody **KNEW HIS** name.
6. "It's coming true."
He said that **IT WAS COMING** true.
7. "Will the police catch me?"
He asked if the police **WOULD CATCH** him.
8. "Do you want a drink?"
She asked him **IF HE WANTED** a drink.





MACBETH

15. Wordsearch

**Find the words or characters from *Macbeth and Co.* hidden in the wordsearch.
All the words appear in the vocabulary list.**

boss brain crazy drunk employee Macbeth manager palm
prediction promotion rash salesman shoot toast threaten

M	T	H	R	E	A	T	E	N	N
A	A	I	C	R	B	O	S	S	O
C	S	N	R	D	L	E	M	H	I
B	T	I	A	D	R	L	V	O	T
E	O	A	Z	G	A	U	N	O	C
T	A	R	Y	P	E	I	N	T	I
H	S	B	H	S	A	R	J	K	D
O	T	E	E	Y	O	L	P	M	E
S	A	L	E	S	M	A	N	K	R
P	N	O	I	T	O	M	O	R	P





MACBETH

15. Wordsearch

Teaching notes

Time

15 minutes

Level

Easy

Skills Focus

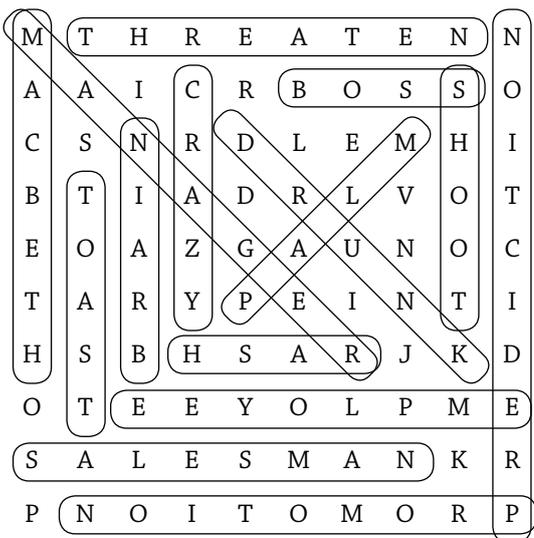
Vocabulary

Aim

To reinforce vocabulary from the play.

Notes

Present the vocabulary on the board before the students do the wordsearch and discuss the meaning of the words. The wordsearch is a fun way to start or end a lesson.

Answers



MACBETH

16. Clueword

Find the name of the character down the left-hand side by filling in the answers in the clue word puzzle below. All the answers can be found in the vocabulary list.

.....

To express amusement vocally (5 letters)

.....

How you feel when you need to scratch (5)

.....

A person who represents you in a court of law (6)

.....

The opposite of old (5)

.....

The act of killing someone (6)

.....

To be cross (5)

.....

Money (4)

.....

The person in charge (4)

.....

The person who works for you that you pay (8)

.....

To celebrate something with words and a drink (5)

.....

To assist someone (4)

The Character is





MACBETH

16. Clueword

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Writing, vocabulary

Aim

To reinforce the vocabulary of the play and its meaning.

Notes

Give the students the list of vocabulary from the play to look at whilst doing the clueword. All the vocabulary needed can be found within the list. It is a good idea to do the clueword in pairs giving students a chance to discuss their ideas. Alternatively, the clueword could be done as a homework activity.

Extension Activity

In pairs, the students choose another word, phrase or important sentence from the play and make up clues which contain the letters in the same style as the clue word below.

Answers

Laugh

Itchy

Lawyer

Young

Murder

Angry

Cash

Boss

Employee

Toast

Help

The character is LILY MACBETH





17. Song 1: "Big Boss"

Listen to the song. Now try to fill in the missing words

Salesmen earn a meagre wage
They _____ from dawn to dusk
Don't you prefer to be the _____
And change your rotten luck
A sale once a week might earn you a bonus
But big boss is what you'll be

One sale is OK
But it won't _____ the rental
On a big, flash house
Or _____ for your lovely spouse

You'll grow old
And I'll grow old
We all _____ our charms in the end.

But if you kill Duncan
And climb up the high rung
The big Boss is what you'll be

_____ him!
Shoot him!
Poison him!
Strangle him!
_____ to me Joseph Macbeth
Tell me how you're going to do it?

There may come a _____
We both need a lawyer,
But big boss is what you'll be

So go on and boot him
Then you can _____ him
The big boss is what you will be!

Now find the correct words from the song.

- Find three verbs that are ways to kill someone. _____
- Find a homophone for sew. _____
- Find the word which means 'one time'. _____
- Find the noun of the verb 'sell'. _____
- Find the antonym for young. _____
- Find a synonym for large. _____





17. Song 1: “Big Boss”

Teaching notes

Time

30–40 minutes

Level

Medium

Skills Focus

Listening, vocabulary

Aim

To increase vocabulary by becoming familiar with the words to the songs in the play. Also, to heighten the enjoyment of the students when they listen to the songs during the play.

Notes

Give the students a chance to go through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

Answers

Salesmen earn a meagre wage
They **WORK** from dawn to dusk
Don't you prefer to be the **BOSS**
And change your rotten luck
A sale once a week might earn you a bonus
But big boss is what you'll be

One sale is OK
But it won't **PAY** the rental
On a big flash house
Or **DIAMONDS** for your lovely spouse

You'll grow old
And I'll grow old
We all **LOSE** our charms in the end.

But if you kill Duncan
And climb up the high rung
The big Boss is what you'll be

KILL him!
Shoot him!
Poison him!
Strangle him!
TALK to me Joseph Macbeth
Tell me how you're going to do it?

There may come a **TIME**
We both need a lawyer,
But big boss is what you'll be

So go on and boot him
Then you can **SHOOT** him
The big boss is what you will be!

1. shoot, poison, strangle
2. so
3. once
4. sale
5. old
6. big





18. Song 2: "Good Morning"

Listen to the song. Now try to fill in the missing words

(Spoken)

Good morning everybody. Can I have your attention? Settle down now... Thank you for coming to the meeting. I know you are all worried about your jobs. These are hard times, the economic crisis, high unemployment, especially amongst the young but I just want to say...

Good morning, good morning
You've worked the whole _____ through
Good morning, good morning to you

Good morning, good morning
You must all be very _____
But I'd like to talk a while with you

You say you all work very hard
And don't get paid enough
I say that might be _____, oh yes
But times are pretty tough

So, good morning, good morning
We've got to negotiate
What's best for the _____ and you

We all work together
In this small _____ chain
We serve good food with a good price
That's _____ we made our name

We all work together
Let's try to keep our _____
'Cause if we all complain too _____
We may just get the chop

Good morning, good morning it's a lovely morning
Good morning, what a wonderful day,
Good morning, good morning to you, and you and
you.
Good morning, good morning to you

Now find the correct words from the song.

1. Find three phrasal verbs. _____
2. Find a homophone for threw. _____
3. Find the verb which to speak badly about a person or situation. _____
4. Find the verb which means to discuss business and make decisions. _____
5. Find the antonym for worst. _____
6. Find a synonym of difficult. _____





18. Song 2: “Good Morning”

Teaching notes

Time

30–40 minutes

Level

Medium

Skills Focus

Listening, vocabulary

Aim

To increase vocabulary by becoming familiar with the words to the songs in the play. Also, to heighten the enjoyment of the students when they listen to the songs during the play.

Notes

Give the students a chance to go through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

Answers

Good morning, good morning
You’ve worked the whole **NIGHT** through
Good morning, good morning to you

Good morning, good morning
You must all be very **TIRED**
But I’d like to talk a while with you

You say you all work very hard
And don’t get paid enough
I say that might be **TRUE**, oh yes
But times are pretty tough

So, good morning, good morning
We’ve got to negotiate
What’s best for the **COMPANY** and you

We all work together
In this small **RESTAURANT** chain
We serve good food with a good price
That’s **HOW** we made our name

We all work together
Let’s try to keep our **JOBS**
‘Cause if we all complain too **MUCH**
We may just get the chop

Good morning, good morning it’s a lovely morning
Good morning, what a wonderful day,
Good morning, good morning to you, and you and you.
Good morning, good morning to you

1. must, might, may
2. through
3. complain
4. negotiate
5. best
6. hard





MACBETH



Vocabulary

Look at and listen to this list of vocabulary that is used in the play. Try to learn the words as they will help you to understand the play more easily.

ambition	discuss	negotiate	stock exchange
angry	drunk	nervous	strangle
audience	embarrassing	palm	stressed
beware	employee	pay rise	surprise
boss	enough	peaceful	suspicious
brain	flash	poison	threaten
careful	fight	prediction	through
career	find out	promise	toast
carried away	good for nothing	promotion	token
cash	guilty	protect	tough
catch	help	rash	trust
chain	itchy	relief	upset
chicken	job	reluctant	unemployment
cleaning lady	kill	revenge	useless
coincidence	kiss	rubbish	vote
company	knife	sacked	wages
complain	laugh	salesman	while
cops	lawyer	scratch	whole
coward	leave	scream	worker
crash	mad	settle down	worried
crazy	manager	shoot	young
cuppa (cup of tea)	meeting	shut up	
C.V. (Curriculum Vitae)	mess up	solution	
dangerous	modest	squeeze	
dead	morbid	stab	
delighted	murder	stand up	

