

## **Jerzy Limon and the Gdańsk Shakespeare Theatre - Celebrating the man, celebrating English**

### **TEACHER'S NOTES – B1**

These **17** cards were created with two main goals in mind:

- to introduce the figure of **Professor Jerzy Limon** and his project to build a Shakespearean theatre in Gdańsk.
- to create a set of **language and critical thinking exercises** inspired by the events from his life.

In the teacher's notes, you will find suggested answers, vocabulary, and helpful phrases.

You will also find a card (no 9) which will help your students to learn about Venn diagram – a useful tool to analyse and compare information.

You can use all the cards over a period of time, or you can choose just some of them, but make sure that you cover the cards which introduce Professor Limon – you can start with:

- Card 1 + Card 2 and then Card 4.
- or
- Card 1 + Card 2 followed by Cards 3A/3B and then Card 4.

These cards can also inspire your students to prepare their own projects about people important to them.

## SUGGESTED ANSWERS, VOCABULARY AND HELPFUL PHRASES

### CARD 2

Vocabulary:

- **adventurous** – willing to try new and exciting things, or liking to visit new places
- **rebellious** – refusing to follow rules or authority, wanting to do things in your own way
- **he fell short of credits** – he did not have enough points to pass a course or meet a requirement
- **instead of (sth / doing sth)** – in place of something else
- **lecturer** – a person who teaches at a university or college
- **achieve** – to succeed in doing something, especially after working hard
- **challenging task** – a difficult but interesting or rewarding piece of work
- **annual** – happening once every year
- **support** – to help someone or something; help or encouragement given to someone
- **raise money** – to collect money for a particular purpose, often for charity or a project
- **movable** – able to be moved from one place to another
- **let daylight in** – to allow natural light to enter a place
- **sadly** – unfortunately, or in a way that shows sadness
- **loss** – when you no longer have something or someone important
- **Elizabethan** – related to the time of Queen Elizabeth I of England (1558–1603)

### CARD 5

- WHEN did he undertake the voyage across the Atlantic? /HOW OLD was he when he undertook the voyage across the Atlantic.
- HOW LONG did he stay in the USA?
- WHERE did he go after failing to get enough credits?
- WHAT did he die of? /WHY did he die?
- HOW LONG did the project take?

### CARD 6

**Write a postcard/email/social media post describing your first impressions and difficulties.**

It's been an interesting first few days here. I found it hard to communicate with the locals because they spoke too fast. Ordering food was also challenging, and I had trouble understanding people in the street. I communicated by pointing at things and using my hands. Despite the early problems, I managed to ask the way to my hotel when I got lost. It was hard to understand the accent on TV programs, but I'm slowly getting better.

## CARD 7

### Common European Framework Guided Learning Hours (from beginner level)

The numbers of hours shown in the table below are cumulative (they do not refer to progressing from one level to the next). For example, it takes approximately 700–800 hours to reach C1 from being a complete beginner.

<b>CEFR Level</b>	<b>Number of Hours (approximate)</b>
<b>C2</b>	1,000—1,200
<b>C1</b>	700—800
<b>B2</b>	500—600
<b>B1</b>	350—400
<b>A2</b>	180—200
<b>A1</b>	90—100

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It's important to note that these figures are approximate and can vary based on several factors, including:

- Your language learning background
- The intensity of your study
- Your age
- The amount of study or exposure outside of lesson times

## CARD 8

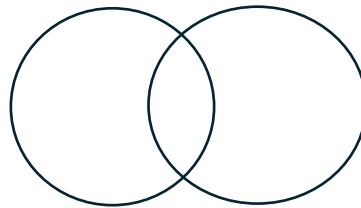
How do people show their rebellion against something?

People might show rebellion by:

- breaking rules
- saying no to authority / traditions
- organising or taking part in demonstrations
- boycotting
- creating art
- dressing differently

## CARD 9

### Venn diagram



### Vocabulary:

- **Make room for** – to move things or change a space so that there is enough space for something new
- **Plaque** – a flat sign or plate, usually made of metal or stone, with writing on it to remember a person or event
- **Thatched roof** – a roof made of dried plants like straw or reeds
- **It can hold** – it has enough space or strength to contain or support something
- **Fencing** – a structure made of wood, metal, or wire that surrounds an area, often to keep it safe or private
- **Replace** – to take the place of something or put something new instead of the old one
- **Pull down a building** – to destroy a building on purpose
- **Come up with an idea** – to think of a new idea or plan

### Similarities:

- Both theatres are inspired by the theatres from the 17<sup>th</sup> century.
- Both theatres show Shakespearean plays.
- Both theatres were rebuilt after the original theatres were pulled down.

### Differences (Shakespeare's Globe in London):

- The Globe was originally built in 1599.
- It was reconstructed using traditional materials and methods.
- There is no roof above the central yard.
- It can hold 1,570 people.
- Plays are performed from April to October.
- The creator of the new theatre had died before it opened.

**Differences (Gdańsk Shakespeare Theatre):**

- It was built on the site of a 17th-century theatre called the Fencing School.
- The new theatre combines old designs with modern technology.
- It has a movable roof.
- It can seat from 600 to 1,000 people.
- The creator of the new building lived to see the opening of the theatre.

**CARD 10****A) A letter to an artist/politician/celebrity/institution:**

- I am working on a project which is very important to me, called ...
- The goal of this project is to ...
- I am reaching out to you because I believe your help would be very valuable.
- I would really appreciate...
- Your help could also inspire others to join/support my project.

**B) A letter to a friend/family member telling them about your project:**

- I'm writing to tell you about something special. I'm working on a project called ...
- I'm working hard on and I'm asking people who could help. I've even written to ... ask for their support! It's a bit scary, but I'm hopeful.
- I'll let you know how it's going!

**C) A note thanking someone who helped you during the project:**

- I am very grateful for all your help with ...
- Your support has made a big difference.
- The project was a success thanks to your help/support. I am very grateful.
- Thank you again for coming to our event and for believing in this project.

**D) A reply from an artist/politician/celebrity/institution who was asked to support a project.**

- Thank you for reaching out and for telling me about your project/passion.
- Your project sounds very inspiring, and I'm very pleased/honoured/excited that you thought of me.
- I would be happy to support you by sending some money / coming to an event organised by you/giving an interview.
- I believe that your project can change things and I am glad to be a part of it.
- Please let me know if there's anything else you need.
- Good luck with this great idea.

**CARD 11**

This exercise is a lovely chance for students to get a bit creative – they can make windows using cardboard / curtains, etc.

## **CARD 13**

Some helpful phrases:

1. The picture looks like it was taken in the 1960s or 1970s.
2. The picture is in black and white / old style.
3. He is having a good time /enjoying himself / the moment.
4. The picture shows that...
5. Perhaps he enjoys simple things /he may like simple things.
6. This picture is different from a modern teenager's picture in many ways...
7. He looks calm, which shows that...
8. He looks optimistic and excited about the future.

## **CARD 16**

Choose one of the tasks and write a short speech:

- a. welcoming a guest visiting your school (a sportsman, writer, activist, etc.)
- b. congratulating your schoolmate on winning a competition
- c. about an event from your life (holiday adventure/journey/learning experience, etc.)

### **Welcoming a guest:**

- I am very happy to welcome ... to our school today.
- We are all excited to have you with us and can't wait to learn from your experience as a ...
- Your achievements are amazing, and we can't wait to hear your story.
- On behalf of everyone here, thank you for...

### **Congratulating Someone:**

- I'm very happy to be here today to congratulate ... on winning ...
- This is an amazing achievement, and we are all so proud of you!
- We are very happy to see that your hard work paid off.
- We are all cheering for you and looking forward to your next success.

### **Short speech about an event from your life:**

- I'd like to tell you/share a special experience from my life.
- When I was in ..., I had the chance to...
- This experience showed me...
- This journey also taught me how important it is to... (do something)
- It's something I'll always remember, and I encourage everyone to try new things when they can.

