

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

TEACHER'S NOTES – B2 and above

These **18** 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 two cards (9 and 13) which will help your students to learn about two important thinking skill tools – **Bloom's Taxonomy** and **Venn diagram** – they come with explanations and examples.

You can use all of 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:

- **stroll down** – to walk somewhere in a slow, relaxed way, especially for pleasure
- **exceptional** – extremely good, outstanding, or much better than usual
- **memorable** – worth remembering because it is special, interesting, or unusual
- **undertake a voyage** – to start or be responsible for a long journey, especially by sea or in space
- **avid (reader/collector/fan)** – very enthusiastic about something and interested in it to an extreme degree
- **lecturer** – a person who gives talks or teaches at a university or college
- **he fell short of credits** – he did not get enough academic points or units to pass a course or meet a requirement
- **odd jobs** – small and different types of work, usually not regular or permanent employment
- **request permission** – to formally or politely ask to be allowed to do something
- **tackle sth** – to deal with a difficult task or problem in a determined way
- **maintain public interest in the project** – to keep people interested in or engaged with the project over time
- **38 submitted entries** – 38 pieces of work or applications that were sent for consideration in a competition or selection process
- **technological marvel** – an impressive or amazing invention or achievement in technology
- **profound loss** – a deep and intense feeling of losing something or someone important
- **untimely death** – a death that happens too soon or earlier than expected
- **Elizabethan** – related to the time when Queen Elizabeth I ruled England (1558–1603), especially in terms of culture, literature, or history

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?
- WHAT did he co-found?
- WHO did Professor Limon write a letter TO?
- WHAT did Jerzy Limon create in 2009? / WHAT is Two Windows Theatre?

CARD 6

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

So far, my first impressions of have been amazing! The city is absolutely fantastic, and the people are friendly. However, I found it hard to navigate public transport at first because I could hardly understand what people were saying to me. My go-to communication strategy was to use gestures and simple phrases. Ordering food was also quite the experience, but I managed somehow! Despite the initial difficulties, I'm really enjoying my time here and learning something new every day.

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.

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

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CARD 8

How do people demonstrate their rebellion against something?

People might demonstrate rebellion by:

- breaking rules
- challenging authority
- organising or taking part in demonstrations
- boycotting
- creating art
- dressing differently
- refusing to follow certain traditions

CARD 9

Venn diagram

Similarities:

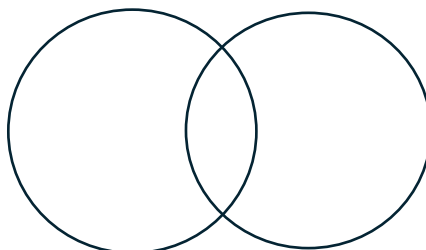
- Both theatres were built on or near the site of historic theatres dating back to the 17th century.
- Both theatres were rebuilt many years after the original structures were demolished.
- Both theatres are associated with Shakespeare and stage his plays.
- Both theatres are prominent cultural landmarks in London and Gdańsk respectively.

Differences (Shakespeare's Globe in London):

- The Globe was originally built in 1599 and reconstructed in 1997.
- It was reconstructed using wood and traditional materials and methods.
- There is no roof above the central yard.
- It can hold 1,570 people.
- The season lasts from April until October.
- Its creator did not live to see the finished theatre.

Differences (Gdańsk Shakespeare Theatre):

- It was built on the site of a 17th-century theatre called the Fencing School and opened in 2014.
- The new theatre combines old designs with modern technology.
- It has a movable roof.
- It can seat from 600 to 1,000 people.
- It stays open all year.
- Its creator lived to see the finished building.



CARD 10

Suggested phrases:

A) Write a letter to an artist/politician/celebrity/institution explaining

- **what it is about**
- **what kind of support you need**

- I am working on a project that is very close to my heart called ...
- The goal of this project is to ...
- I am reaching out to you because I believe your support would be invaluable.
- I would greatly appreciate...
- Your involvement would not only help in ... but also inspire others to join/support this cause.

B) Write to your friend/family member telling them about your project.

- I wanted to share something exciting with you. I'm working on a project called ...
- I've been putting a lot of effort into it, and I'm reaching out to people who might be able to help. I've even written to asking for their support! It's a bit nerve-wracking, but I'm hopeful.
- I'll keep you updated on how things go!

C) Write a note thanking someone who helped you during the project.

- I wanted to take a moment to thank you for all your help with ...
- Your support has made a huge difference, and I'm so grateful for everything you've done.
- Without your assistance, I don't think we would have been able to...
- Thank you again for being there and for believing in this project as much as I do.

D) imagine you are an artist/politician/celebrity/institution who was asked to support a project. Write your reply.

- Thank you for reaching out and for sharing your passion for ...
- Your project sounds incredibly inspiring, and I'm very pleased/ honoured/ excited that you thought of me for support.
- I would be happy to assist by supporting you financially /attending an event organised by you / giving an interview.
- I believe that your project has the potential to make a meaningful impact, and I am glad to be a part of it.
- Please let me know if there's anything else you need.
- Wishing you all the best with this wonderful initiative.

CARD 11

This exercise is a lovely chance for students to get a bit creative and turn it into role-playing experience – they can make windows using cardboard / curtains, etc.

CARD 13

This card is a bit of a challenge – it introduces **Bloom's Taxonomy** – an interesting way to classify different levels of learning and thinking. It was created by educational psychologist Benjamin Bloom in the 1950s and has **six** levels, which go from simple to more complex.

Bloom's Taxonomy helps you to develop critical thinking skills by encouraging you to move beyond just memorising facts. By moving from one level to another, you learn to ask questions, analyse information, and create new ideas. This process promotes deeper understanding and helps you become a better problem-solver and critical thinker.

1. **Remembering:** This level is about recalling facts and basic ideas. It's about memorising dates, meanings, or formulas. (verbs used in questions: *name, repeat, define, etc.*)
2. **Understanding:** Here, you explain ideas or concepts. You show you understand by summarising information or explaining its meaning. (verbs used in questions: *translate, paraphrase, summarise, etc.*)
3. **Applying:** This level means using knowledge in real situations. You use what you have learnt to solve problems or do tasks. (verbs used in questions: *illustrate, use, calculate, etc.*)
4. **Analysing:** This means breaking down information and seeing how the parts connect. Students learn to look at data, find patterns, and make connections. (verbs used in questions: *compare, contrast, analyse, etc.*)
5. **Evaluating:** At this stage, learners judge information or arguments. They learn to critique ideas, compare different views, and justify their opinions. (verbs used in questions: *review, assess, justify, etc.*)
6. **Creating:** Students are encouraged to be innovative and think creatively. This level is about producing something new or original. (verbs used in questions: *design, write, role play, etc.*)

The questions below are based on the information about Professor Limon and illustrate what different levels of Bloom's taxonomy look like in practice. Answer them 😊

Here are the questions from the student version and extra questions in blue.

Remembering:

When and where was Professor Jerzy Limon born?
Name the ocean liner Professor Limon travelled on during his childhood voyage.

Understanding:

Summarise Professor Limon's teenage years and how they influenced his later life.
What inspired Professor Limon to recreate a Shakespearean theatre in Gdańsk?

Applying:

Imagine you were helping Professor Limon with his project. What would be a good way to increase public interest in a new cultural project?
Imagine you are a young student interested in theatre. How might Jerzy Limon's life story inspire your own studies and career choices?

Analysing:

Compare Professor Limon's rebellious teenage years with his later academic success. How do you think his experiences shaped his career?
Analyse the role that public figures, like HRH Charles, can play in cultural projects.

Evaluating:

Assess the impact of Professor Limon's contribution to the theatre scene in Gdańsk. What do you think his most important legacy is?
Analyse how Limon's discovery of documents related to the Elizabethan theatre contributed to the establishment of a new theatre in Gdańsk.

Creating:

Role play an interview with Jerzy Limon where you ask him about his youth and how it shaped his future. What questions would you ask him?
Design a promotional campaign for the annual Shakespeare festival inspired by Professor Limon's approach. What elements would you include to attract more visitors?

CARD 14

Some helpful phrases:

- the picture appears to have been taken in the 1960s or 1970s.
- the black-and-white format /vintage style
- enjoying the moment
- the photo suggests that...
- he might **value** simple pleasures
- this photo is different from a modern teenager's photo in several ways...
- his **relaxed demeanour** suggests that...
- looking forward to **what lies ahead**

Vocabulary:

- **value sth** – to consider something important or useful and appreciate its worth
- **demeanour** – the way a person behaves, appears, or presents themselves to others
- **what lies ahead** – what will happen in the future, especially things that are unknown or uncertain

CARD 17

Suggested answers:

A) Welcoming a guest visiting your school:

- It is with a great pleasure that I welcome to our school today.
- We are all very excited to have you with us, and we look forward to learning from your experiences as a
- Your achievements are truly inspiring/impressive, and we can't wait /are eager to hear your story.
- On behalf of everyone here, I want to thank you for...

B) Congratulating your schoolmate on winning a competition:

- I'm very happy indeed to be standing here today to congratulate ... on winning ...
- This is an impressive / incredible /remarkable achievement, and we are all so proud of you!
- We are very happy to see that your passion and perseverance paid off.
- We are all cheering for you, and we are looking forward to your next success.

C) Short speech about an event from your life (holiday adventure/journey/learning experience, etc.)

- I'd like to share a memorable experience from my life.
- During my time in ..., I had the chance to...
- This experience opened my eyes to...
- This journey also taught me the importance of... (doing sth)
- It's something I'll always remember / I'll never forget, and I encourage everyone to embrace new experiences / to step out of their comfort zone whenever they can.