



# **USE OF LITERATURE, RESOURCES AND INNOVATIVE METHODOLOGIES IN THE HIGH SCHOOL EFL CLASSROOM**

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## Introduction to the workshop (10 mins)

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- The use of textbooks for teaching English in high schools in Montenegro (EFL/ESP) (teachers' choice and opinion/current situation/the place for additional teaching materials)
- To what extent are literary resources present in EFL textbooks in Montenegro? Do you consider them useful in teaching language? Why?
- How are you implementing/How would you implement literary resources in teaching English? Are you only using textbook resources and the teaching activities found there?
- Would you like to try using some other sources that could accompany the general topic of a unit/literary theme that you are teaching?
- Do you think it is important to link additional teaching material with the section you are currently teaching from a textbook? Why?
- How could literary resources help in the teaching/learning process?
- How frequently would you use these resources in the classroom?

# Teaching secondary education

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A wide range of practical resources to use in your secondary education classroom and a link with the context of a resource provided in a textbook.

Shorter activities, as well as ideas for using stories and poems, and lesson plans dedicated to areas of UK history, literature and culture to help your learners improve their English in engaging, motivating and enjoyable ways.



# Shakespeare in the teenage English language classroom

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Choose activities for **the level of your students** (A2–B2)

There are so many different topics, including Shakespeare, where the language system and language skills could be practised and improved by teenage learners.

Depending on the topic you choose, as well as the background knowledge of your students, the teacher has an opportunity to cover many topics and put them into practice.



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The Life of Shakespeare

Romeo and Juliet – the world’s favourite love story

Prejudice in Shakespeare’s work and times

Money in the Merchant of Venice by Shakespeare

Women in Shakespeare’s plays

Violence in Shakespeare’s Macbeth

“To be or not to be”

Shakespeare’s idioms

Shakespeare and violence

Shakespeare and money

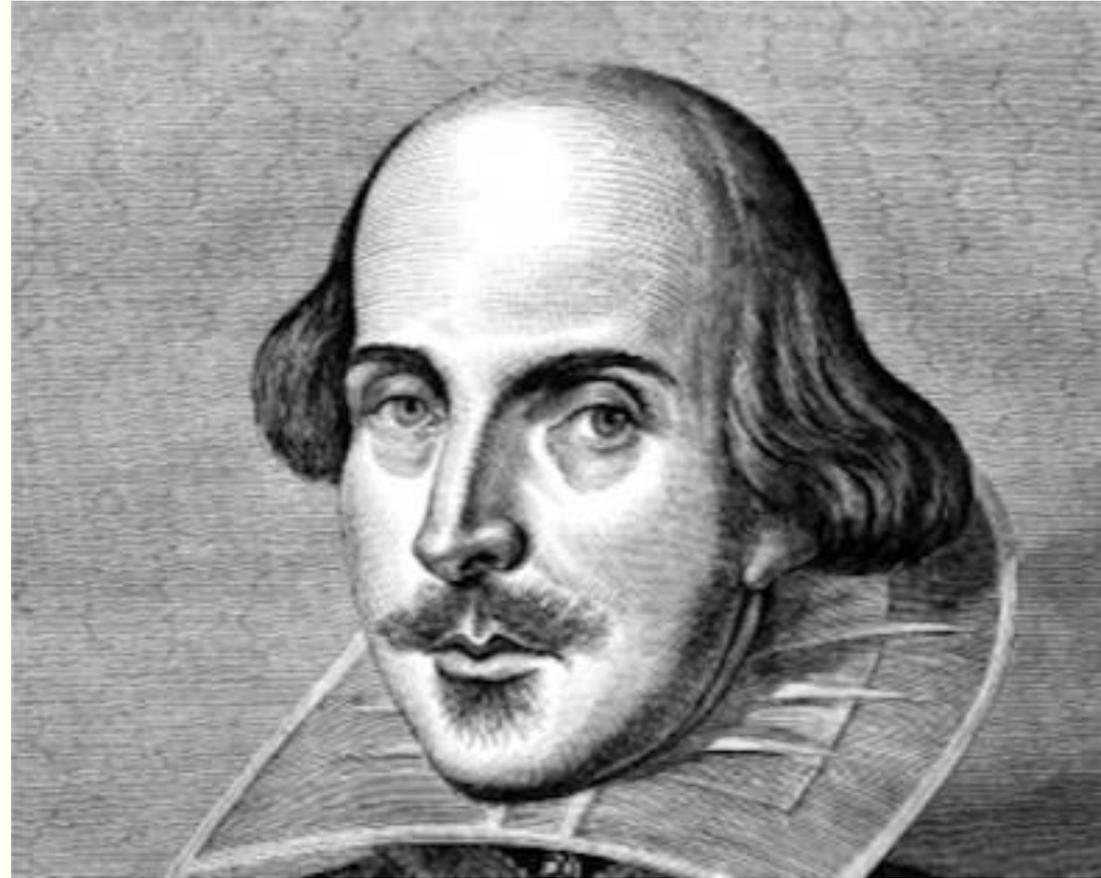
Shakespeare and love

Marvellous metaphors

Shakespeare’s language



# THE LIFE OF SHAKESPEARE



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Topic: **The life of Shakespeare**

Level: A2

Time: **80 minutes**

Aims:

To develop students' ability to **read for detail, read aloud, transcribe a dictated text, ask and answer questions.**

To develop students' **vocabulary** of life events.

To give practice with **reading, writing, listening and speaking, focusing on pronunciation.**

To raise students' awareness of Shakespeare, his life and work.



# Introduction

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This lesson is about Shakespeare's life.

It provides students with an insight into the major events of his life, with the focus on:

- 1. pronunciation of past tense forms,**
- 2. asking questions,**
- 3. the lexis of life events.**



# Warmer – What do you know about theatre? (5 minutes)

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Have you ever been to the theatre?  
Work in small groups and discuss your experiences – which plays have you seen?

Do they know the names of any famous playwrights?

Have you seen any English plays or heard of any English playwrights?

**- Ask groups to report back to class. With the whole class, ask whether any students have heard of Shakespeare or seen any of his plays or films based on them. Can they name any of his plays? Do they know when he lived or anything about his life?**



# Task 1 – Timeline: the life of Shakespeare (10minutes)

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Arrange the events of Shakespeare's life from the **Task 1 – Timeline: Shakespeare's life – events** worksheet in the correct order, on the **Task 1 – Timeline: Shakespeare's life – dates** worksheet, matching dates to life events.

**No prior knowledge of Shakespeare's life is needed to establish the order!**



## Task 2 – Reading: checking the dates(10minutes)

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Read the text and check that your answers are right.



# Task 3 – Vocabulary: working out the meaning of words (10 minutes)

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Write a simple definition of the words, using your own explanations.



## Task 4 – Making questions (10 minutes)

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Unscramble the words to form questions, then ask each other your completed questions, checking the answers in the text.



## Task 5 – Grammar: past simple(10 minutes)

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Complete the table with the past simple form of the verbs (all in the text), and make a note of which are regular and irregular.



## Task 6 – Pronunciation (5 minutes)

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Elicit from students the – ed ending of past simple regular verbs

How is it pronounced – the same for every verb, or different?

Ask students to say the verbs in the list and write them in the correct column, according to pronunciation.

(id)	(d)	(t)
inherited	lived	worked
visited	died	slipped
started	moved	helped



## Task 7 – Dictation (5 minutes)

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Work in pairs and dictate the gapped text to each other, checking each other's work when you have finished.



# Task 8 – Speaking and listening: interview with Shakespeare (10 minutes)

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Work in pairs;

Think of some questions you could ask Shakespeare about his life;

Once the questions are ready, you swap partners and use their questions to interview another student who plays the role of Shakespeare, asking him about his life;

Perform your interview for other members of the class;



# Cooler – What can you remember? (5 minutes)

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Recall at least five facts about Shakespeare's life (using past simple to make full sentences)

