

As You  
Like It

# PRESENTATION

- Our lesson aims at discovering the most famous English playwright: Shakespeare with the famous play called "As You Like it"
- Here the way, your skills will be evaluated:

ÉVALUATION COMPÉTENCES: ÉCRITS A CARACTÈRE LITTÉRAIRE			
	DEGRÉ 1	DEGRÉ 2	DEGRÉ 3
<b>COMPRÉHENSION DE L'ÉCRIT</b> Lire et apprécier un extrait de pièce de théâtre	Peut lire et comprendre suffisamment pour comprendre le sens d'un récit	Peut suivre l'intrigue d'un récit en utilisant ponctuellement un dictionnaire	Peut lire de façon autonome pour son plaisir en adaptant sa lecture au genre littéraire utilisé
NOTE	/3	/5	/8
<b>PRODUCTION ÉCRITE</b> Utiliser un logiciel de traitement de texte dans la langue étudiée: publisher	Présenter un message bref sous la forme adéquate: affiche	Copier sans erreur un texte d'au moins quinze lignes en lui donnant une présentation adaptée - la qualité de la production numérique (mise en page, choix de la police...);	Peut produire un document utilisant les TIC (schéma, images, tableaux)
NOTE	5/	/7	/12
TOTAL			



*All the  
World's a Stage*



*William Shakespeare*

# William Shakespeare

- William Shakespeare was an English poet, playwright, and actor. He was born on 26th April 1564 in Stratford-upon-Avon. Shakespeare is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He wrote about 38 plays, 154 sonnets, two long narrative poems, and a few other verse.
- Between 1585 and 1592, he began a successful career in London as an actor, writer, and part-owner of a playing company.
- Shakespeare produced most of his known work between 1589 and 1613 which remain regarded as some of the best work produced in these genres. He then wrote mainly tragedies until about 1608, including Hamlet, Othello, King Lear, and Macbeth, considered some of the finest works in the English language. In his last phase, he wrote tragicomedies, also known as romances and collaborated with other playwrights.
- He died aged of 52 on 23rd April 1616.

All  
The  
World's  
A Stage  
by William  
Shakespeare



## TITLE EXPLANATION

- The world can be seen as a theatre stage and all human beings are merely players who play different roles in their life. So humans are obliged to play their parts in life as characters play a role. In the end their fate looks like a play in which the epilogue is the death.

Act n°1 describe the picture





explain the picture.

On the picture, I can see the earth which is surrounded by a red curtain as it can be found in theatres. Moreover, the earth is set down on a stage. It's a very significant picture which illustrates perfectly and visually the poem

# Information about the poem

- All the word is a stage looks like a poem but in fact it's a tirade extracted from a play called "As you like it". (act II scene 7). Shakespeare wrote "As You Like It" in 1599 and first published in the First Folio, 1623. It's a pastoral comedy. The play first performance is uncertain, though a performance at Wilton House in 1603 has been suggested as a possibility.
- As You Like It follows its heroine Rosalind as she flees persecution in her uncle's court, accompanied by her cousin Celia to find safety and, eventually, love, in the Forest of Arden. In the forest, they encounter a variety of memorable characters, notably the melancholy traveller Jacques who speaks many of Shakespeare's most famous speeches such as "All the world's a stage".

# First paragraph

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages

- The first paragraph can be considered as an introduction to the followings. We can notice that the verse have not the same shape. Nevertheless the use of the anaphora of the conjunction 'and' gives the feeling that we face an enumeration. Moreover, it's important to notice that the first and the last verse rhyme as we interrupted the latter to end the introduction. Furthermore, he uses an analogy between "ages" and "acts". So, we can say that the playwright keeps on with the theatre metaphor.

Act n°2: try to collect all the words linked to the field of theatre and translate them.

- A stage
- Players
- Entrances
- Exits
- Parts
- Acts

Act n°2: try to collect all the words linked to the field of theatre.

- A stage
- Players
- Entrances
- Exits
- Parts
- Acts

- Une scène
- Des acteurs
- Des entrées
- Des sorties
- Des rôles
- Des actes

# First and second ages: a baby and a schoolboy

- At first, the infant,
  - Mewling and puking in the nurse's arms.
  - Then the whining schoolboy, with his satchel
  - And shining morning face, creeping like snail
  - Unwillingly to school
- This paragraph begins and ends in the middle of a verse. We can notice that most of the verbs are in present participle form. Moreover the only used adverb is made of a present participle on which a suffix was added. In fact, no verb is conjugated. These two ages are gathered in the same paragraph which is not really surprising because the infancy seems to be the time when people don't really play a calculated part but are obliged to obey the others. It seems that they depend on the others' roles. He uses his first comparison introduced by "like"

## Act n°3 : list the present participles, find their infinitive form and then observe their differences

- Mewling
- Puking
- Whining
- Shining
- Creeping

- To mew
- To puke
- To whine
- To shine
- To creep

- The first present participle has a “l” added before the suffix
- The following three lose their ending “e”
- The last one is just with the suffix “ing”

## Act n°4: Find the translations of those present participles

- Mewling
- Puking
- Whining
- Shining
- Creeping

- Miaulant
- Dégueulant
- Gémissant
- Brilliant
- Rampant

- We can notice that most of these verbs are depreciating. The only positive verb is "shining" which creates a contrast. Moreover, the repetitive sound "ing" gives a pace to the poem. In this aim they are followed by the words "morning" and "unwillingly". This suffix on gerundive forms lengthens their form and increases the feeling that this time of life is not linked to a fast pace. This feeling is agreed by the words "creeping" and "snail". Passivity is demonstrated through these words.



## Third age: the lover

- And then the lover,
  - Sighing like furnace, with a woeful ballad
  - Made to his mistress' eyebrow.
- 
- He uses his second comparison with the word “like” which seems to help to illustrate the verse. As he did in the former paragraph he gives a complement which acts as an accessory. It was “satchel” in the former paragraph and here it’s “ballad”. The two verses are symmetrically built . “Then” is repeated but the second time it is preceded by “and”. This anaphora is used to separate each paragraph. Moreover, in the introduction he speaks about all humans and as the poem keeps on, only men’s life is described. Woman are playing secondary parts: a nurse, a mistress...

## Fourth age of the life: the soldier

- Then a soldier,
  - Full of strange oaths and bearded like the pard,
  - Jealous in honour, sudden and quick in quarrel,
  - Seeking the bubble reputation
  - Even in the cannon's mouth
- This paragraph is unified by an alliteration in "s". Moreover the alliteration in "q" in the words "quick", "quarrel", "seeking" and "cannon" gives a hard sonority and the numerous sounds "d" recalls the main consonant of the main word "soldier". We can also find the negative comparison introduced by "like" which seems to be a constant in each age of life. A leopard is a wild animal which is connoted with ferocity. In fact, this paragraph is marked by violence. The verbs are still not conjugated.

## Act n°5 : find the words which own to the violence lexical field

- Soldier
- Pard
- Quarrel
- cannon's mouth

## The fifth age: the justice

- And then the justice,
  - In fair round belly with good capon lined,
  - With eyes severe and beard of formal cut,
  - Full of wise saws and modern instances;
  - And so he plays his part.
- 
- It's the age now of maturity shown by a round belly. The violence is still present but the formal wild beard evolved in a formal cut. The temper becomes more thoughtful and the ferocity transformed in severity. We can divide this paragraph in two parts which is concerned by a physical depiction and then a moral one in the last verses as if the poet was firstly drawing a physical picture completed by a depiction of the temper.

# The sixth age of life: oldness

- The sixth age shifts
  - Into the lean and slippered pantaloons,
  - With spectacles on nose and pouch on side;
  - His youthful hose, well saved, a world too wide
  - For his shrunk shank, and his big manly voice,
  - Turning again toward childish treble, pipes
  - And whistles in his sound.
- Le sixième âge bascule
  - en un maigre Pantalon en pantoufles,
  - avec des lunettes sur le nez et une poche sur le côté
  - les chausses bien conservées de sa jeunesse devenues beaucoup trop larges
  - pour son mollet ratatiné ; sa voix, jadis forte et mâle,
  - revient au fausset de l'enfance, d'un ton aigre et grêle.
  - et ne fait plus que siffler

## Observation of the paragraph

- As time goes by the old man goes back to childhood. The poet describes the lose of life and the physical decline of his appearance. Then, he keeps on with the deterioration of the voice in parallel of the decline of his virility.
- Then the second conjugated verb appears which is "whistles"

## Seventh age: the final act

- Last scene of all,
  - That ends this strange eventful history,
  - Is second childishness and mere oblivion,
  - Sans teeth, sans eyes, sans taste, sans everything.
- We notice the use of the French word “sans” which is used to increase the loss of everything which ends with the ultimate stage of death. Moreover eventful history is opposed to “oblivion” as well as life is opposed to death and comparing with the other ages, all the violence of life is forgotten and the only thing which remains is weakness and childishness. All in all the circle is closed from dust to dust. Notice that the first word of the poem was “all” and the last one is “sans everything”...It’s a total opposition from the beginning to the end.

## Act n°7 recall the literary lexical field

All along the explanation we met some specific words linked to the literary analysis. Read again the former texts and try to recall them. Then, give a definition of these words and try to find them in the jumbled word grid.



## Act n°8 : answers

- Metaphor: an imaginative way of describing something by referring to something else which is the same in a particular way
- Anaphora: repetition of a word or group of words
- Enumeration: list of things which are separated by a coma and “and” for the last one
- Analogy: showing that two different things are comparable in some way
- Comparison: considering two or more things and discover the differences between them.
- Alliteration: writing of several words close together which all begin with the same letter or sound.
- Opposition: relation between propositions having the same subject and predicate but differing in their final sense

# Act n°9 : find the literary words

ENUMERATION  
OPPOSITION  
ALLITERATION  
COMPOSITION  
REPETITION  
METAPHOR  
ANAPHORA  
DEPICTION  
ANALOGY

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

# ANSWERS

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

# Act n°10: Jumbled words

## literary analysis

siopiponto

ocinmpsooit

lagoyan

ceipitond

oamituenren

trinlltaiaeo

ptrhaome

ieteirnotp

nproahaa

# Jumbled words

## literary analysis

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- Opposition
- Composition
- Analogy
- Depiction
- Repetition
- Metaphor
- Anaphora
- Alliteration
- Enumeration

## In conclusion

- In conclusion, we should say that life is a drama and the world is a stage. As human beings, we are just able to be actors of our fate. In this tirade, Shakespeare described masterfully the different steps of human life. The use of imagery, acting and stage is a recurrent theme in Shakespeare masterpieces.

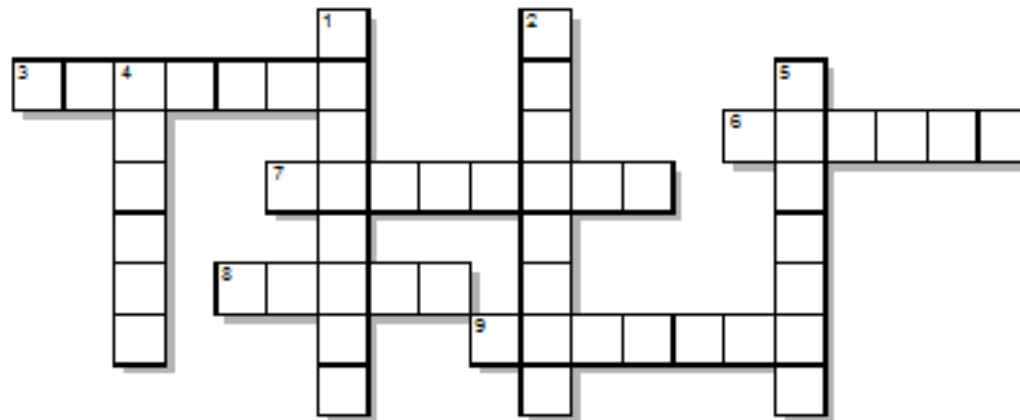
Act n°11: recall the given vocabulary and find their French translations

# Act n°12 : recall the given vocabulary and find their French translations

Shakespeare's words	synonymous	French Translations
To whine	An unpleasant sound	gémir
To creep	To move slowly on the belly	ramper
A satchel	A school bag	cartable
To sigh	To let out a long breath	soupirer
woeful	Bad and serious	triste
A pard	A leopard	léopard
shank	A trunk	Tronc, corps
treble	High child voice	Son aigu
oblivion	forgetfulness	oubli
To shrink	To reduce	Réduire, diminuer



# Act n°13:Crossword



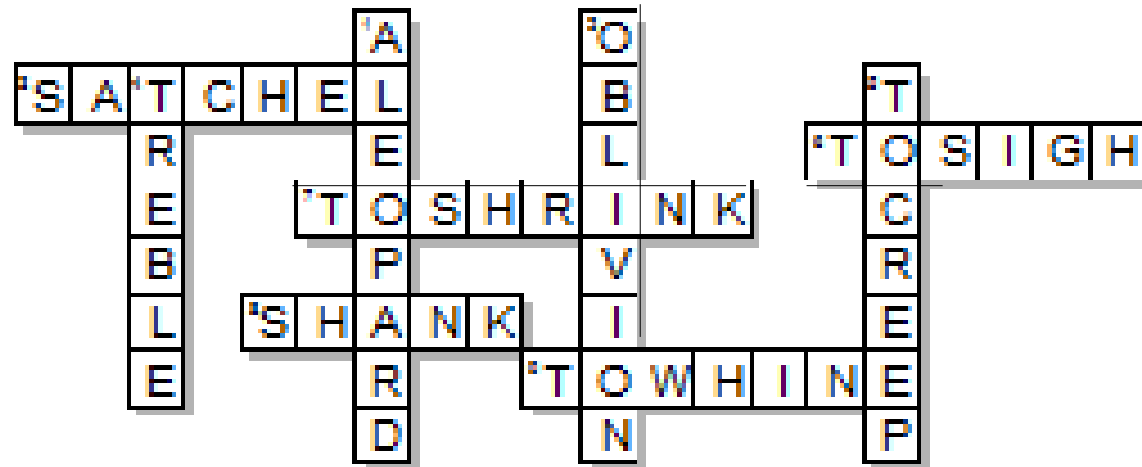
## ACROSS

- 3 CARTABLE
- 6 SOUPIRER
- 7 RETRECIR
- 8 TRONC
- 9 GEMIR

## DOWN

- 1 A LEOPARD
- 2 OUBLI
- 4 AIGU
- 5 RAMPER

# Answers



Act n°14 : find the seven ages of life according to  
the poet.

## Answers: the seven stages of life

- The crying infant
- The complaining school boy
- The lover
- The bearded soldier
- The wise justice
- The old man
- The second childhood

## Act n°15: Find all the words describing each age

- The infant
- The school boy
- The lover
- The soldier
- The justice
- The old man

- Mewling
- puking
- Whining
- Creeping
- Sighing
- Seeking fame
- Bearded
- Wise
- Severe
- Childish

# Act n°15: answers Find all the words describing each age



**INTERMEDIATE TASK: create a summary of the poem**

## INTERMEDIATE TASK ( answers)

- This famous William Shakespeare's poem, extracted from his play "as you like it", deals with the seven phases of the life of a man from childhood to old age. The world is nothing else but a huge stage and men and women play their parts in the hands of their fate. The world works as a stage as players have their entrances and their exits. All players have many parts to play which are featured by the seven ages of a lifetime as the seven acts of a play.



# Act n°16 : group work: each group tries to translate a part of the poem

- All the world's a stage,
- And all the men and women merely players;
- They have their exits and their entrances,
- And one man in his time plays many parts,
- His acts being seven ages

At first, the infant,  
Mewling and puking in the nurse's arms.  
Then the whining schoolboy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school

- And then the lover,
- Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow

- Then a soldier,  
Full of strange oaths and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
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- And then the justice,
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- Full of wise saws and modern instances;
- And so he plays his part.

- The sixth age shifts
- Into the lean and slippered pantaloon,
- With spectacles on nose and pouch on side;
- His youthful hose, well saved, a world too wide

- For his shrunk shank, and his big manly voice,
- Turning again toward childish treble, pipes
- And whistles in his sound

- Last scene of all,
- That ends this strange eventful history,
- Is second childishness and mere oblivion,
- Sans teeth, sans eyes, sans taste, sans everything

# answers

Le monde entier est une scène

Et tous les hommes et les femmes en sont  
principalement les acteurs

Ils ont leurs entrées et leurs sorties

Et un homme joue plusieurs rôles pendant  
sa vie

Ses actes représentant sept âges de la vie

Premièrement, le petit enfant

Miaulant et vomissant dans les bras de  
sa nourrice

Puis l'écoulier gémissant avec son  
cartable

Et sa frimousse éclatante du matin,  
rampant comme un escargot réticent  
pour aller à l'école

Puis l'amoureux

Soupirant comme une fournaise sur  
une ballade triste

Adressés aux beaux yeux de sa  
maîtresse

Puis, un soldat,

La bouche pleine d'étranges serments,  
et barbu comme léopard,

Chatouilleux en honneur, et prompt à la  
querelle,

A la recherche d'une gloire héphémère  
Jusque dans la gueule du canon ennemi

# Answers

Et ensuite, le magistrat,  
Habillé des rondeurs de son estomac,  
pourvu d'une doublure en bon drap,  
Aux yeux sévères, à la barbe austère bien  
taillée,  
Plein de sages dictons, et de citations  
modernes,  
Et donc il joue son rôle.

devenues trop larges d'un monde,  
maintenant  
Car son corps a fondu et le timbre de  
sa voix grave et viril,  
a chuté dans les aigus des fifres de  
l'enfance,  
sifflant comme le son d'une flûte

Le sixième âge se glisse  
Dans la silhouette efflanquée du  
Pantalone pantouflard,  
Les lunettes au bout du nez et la  
pochette portée sur le côté,  
Il a su préserver les chausses de sa  
jeunesse,

Scène finale,  
Qui conclut cette étrange suite d'actes  
  
Par un second infantilisme menant à  
l'oubli pur et simple,  
Sans dents, sans yeux, sans goût,  
sans plus rien.

## FINAL TASK:

Create a poster with Shakespeare poem and find some illustrations to design a beautiful poster

*Vita quidem casu surgit mortaliq' amoeni  
Cum vita viros ingeniumque abeunt*

*Mascula cum juvenis virtus contemperat ignem,  
Prudenti gressu cava senectus venit.*



bildarchiv preussischer  
kulturbesitz

So singt das Leben an, in diesem Wechsellauf, Circulo humanae vite et aetatis. Der Jugend Feuer wird zu einer Mannes Glut, Fortschritt, Verstand in Muth, nach endlich wieder auf Circul des menschlichen Alters. Däß daß der Alters Eis dübelt bedachtlich thut.

Com. Praxias Cas. Mag.

Nº 210.

A. Engelbrocht sculpsit. C. P.

