To be or not to be. A serious dilemma

Worksheet 1

WARM UP

“To be or not to be”… What does it mean? As you may know, it’s the opening phrase of a soliloquy spoken by Prince Hamlet in the play Hamlet. Have you ever seen it? Do you know the author’s name?

Hamlet is a play by William Shakespeare. What comes to mind when you think of William Shakespeare? Make groups of three and share your ideas. If possible, each group should use Popplet in order to share their ideas with the rest of the class. (http://popplet.com/app/#/3627175)

This a simple quiz just to check your previous knowledge about Shakespeare. Do it in pairs!

1. When was William Shakespeare born?
   1398 / 1564 / 1895

2. Where was he from?
   England – The USA - Ireland

2. Where was Shakespeare born?
   Stratford-upon-Avon / Cambridge / Oxford

3. How many plays did Shakespeare write?
   8 / 38 / 108

5. What’s the name of the ‘Shakespeare theatre' in London?
   The World Theatre / The Old Shakespeare Theatre / The Globe Theatre

6. Can you finish this sentence? ‘To be or not to be, ................................................
LISTENING

You are going to watch three different actors playing Prince Hamlet in the William Shakespeare’s play *Hamlet*. Act III, Scene I. Listen to them carefully, and try to pay attention to differences in accents, rhythms...

• Which actor can you understand better?
• Can you guess where each actor is from?
• Do you think accents have to do with the place of origin?
• Who would you choose as a role model?

USE OF LANGUAGE: Phonetics

1: Listen carefully to “To be or not to be, that is the question”. Does “t” sound the same in “to” and “question”? What do you hear? Remember that /tʃ/ is the sound for *China* or *chocolate*...

/ˈkwɛstʃən/  /kwɛstʃən/

What happens to “i”?

Sometimes “t” is pronounced /tʃ/, as in question /ˈkwɛstʃən/ or future /ˈfjuːtʃə/

2: Listen and circle the odd one out:

<table>
<thead>
<tr>
<th>village</th>
<th>Germany</th>
<th>question</th>
<th>George</th>
</tr>
</thead>
<tbody>
<tr>
<td>information</td>
<td>Russian</td>
<td>station</td>
<td>future</td>
</tr>
<tr>
<td>question</td>
<td>chips</td>
<td>Chinese</td>
<td>emotion</td>
</tr>
<tr>
<td>picture</td>
<td>international</td>
<td>station</td>
<td>emotion</td>
</tr>
</tbody>
</table>
3: Reflect about the pronunciation of these words:

question

emotion

It’s the same spelling, but the sound is different. Listen and look:

question: /ˈkwɛstʃən/ emotion: /ɪˈməʊʃən/

Remember, /ʃ/ is for shop, wash, fresh…, but also for emotion, international, pronunciation

4: Listen and put these words into two groups:

<table>
<thead>
<tr>
<th>Words with /tʃ/</th>
<th>Words with /ʃ/</th>
</tr>
</thead>
</table>

SPEAKING

It’s your turn! Have a go at playing Prince Hamlet!

To be or not to be, that is the question.
Worksheet 2

WARM-UP

Why “to be or not to be”? Read this summary of the Act 1 of Hamlet…

Hamlet, the plot (Act 1)

Many years ago in Denmark there was a prince called Hamlet. One day Hamlet’s father, the king, dies suddenly and Hamlet is very sad.

After this, Hamlet’s mother, Gertrude, gets married again very quickly. She marries her husband’s brother, Claudius, and Claudius is now the king!

- “Aargh! How could you do this to me?”

One night Hamlet’s friend, Horatio, tells him that there is a ghost in the castle. It is the ghost of Hamlet’s father!

- “Claudius killed me with poison! Hamlet, you must punish Claudius for me!”

1: Who is who?

Hamlet is Gertrude’s …………………………………
Claudius is Prince Hamlet’s …………………………………
Horatio is Prince Hamlet’s …………………………………
Gertrude is Prince Hamlet’s ………………………………. and Claudius’ ………………………………………

Who is the ghost? ……………………………………………………

According to the ghost, who killed Prince’s Hamlet father? ………………………………………

2: Complete this family tree

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[ ] [ ] [ ]
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Hamlet is confused. He doesn’t know if he believes the ghost, and he doesn’t know what to do… To be, or not to be; that is the question’… says Hamlet, as he wonders if it is better to be alive or dead.
SPEAKING

Shakespeare’s most performed play makes us think about this and other big philosophical questions. Have you got any “philosophical” questions?

Let us know… Go to the stage and play the opening phrase of the famous soliloquy spoken by Prince Hamlet, but replacing Hamlet’s dilemma by yours.

Some examples…

- To wash or not to wash, that is the question
- To go to work or not to go to work, that is the question
- To eat it or not to eat it, that is the question
EVALUATION OF PEERS’ PERFORMANCE

Watch and listen to your peer’s performance and grade it by answering the following questions:

<table>
<thead>
<tr>
<th>Actor / actress’ name: ..................................................</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator: .................................................................</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body language</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is s/he looking at the audience? 10%</td>
<td></td>
</tr>
<tr>
<td>Is s/he doing any gestures/movement to hold the attention of their audience? 10%</td>
<td></td>
</tr>
<tr>
<td>Does s/he show a lot of expression and emotion? 10%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does s/he pronounce “to” and “not” as practised through the lesson? 20%</td>
<td></td>
</tr>
<tr>
<td>Does s/he pronounce “question” as practised through the lesson? 20%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intonation</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does s/he change his/her tone of voice or use a monotone tone all the time? 10%</td>
<td></td>
</tr>
<tr>
<td>Does s/he speak in a fluid continuum or with breaks and interruptions? 10%</td>
<td></td>
</tr>
<tr>
<td>Is his/her voice audible to people sitting in the back row? 10%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are the teacher! :-)</td>
<td>0/100</td>
</tr>
</tbody>
</table>

FINAL MARK