

Plan of attack with *Hamlet* (Black Cat, 2003)

or, to read or not to read

Level	Beginner (B1)	
General Aims	familiarity with	<i>the</i> canonical text in English Shakespeare and his time theatre and acting, film versions
Language	Vocabulary	theatre history family numbers
Time	Present simple/progressive Short writing tasks 12 Lessons	

Lesson	Lesson Layout
1	<p>Introduction</p> <p>«To be or not to be» acted out by the teacher, subsequent brainstorming by class <i>Hamlet</i> suggested as the most important work of literature in English Brainstorming: «what are the <i>Hamlets</i> in other countries?» (<i>Faust, Don Quixote...</i>), can you tell their stories? <i>Read in Class:</i> «Hamlet, Prince of Denmark» (p. 9) <i>Homework:</i> read «Shakespeare's Life» and «Shakespeare's Times» and do ex. 1 (multiple choice about the two texts) (p. 5-8)</p>
2	<p>Follow up</p> <p><i>Read in Class:</i> Excerpts from the homework texts with focus on the pronunciation of numbers (cardinal, ordinal, dates) Explain <i>First Folio</i> (in comparison to modern books, and the DIN A4) <i>Read in Class:</i> «dramatis personae», and quiz about family relationships (Who's Ophelia's father?) Read individually: «PART ONE: The Ghost» (p. 14-20) Do some of the exercises (the rest will be <i>Homework</i>) <i>In pairs:</i> «Talk about ghosts», e.g. Have you ever seen a ghost?, Do you like ghost stories?</p>
3-7	<p>The Hard Core</p> <p>More or less one lesson per chapter, taking full advantage of the rich resources of the book and the Enhanced CD, having speaking/reading/listening/writing exercises in class and at home</p>
8-9	<p>Film Sessions</p> <p><i>Read in Class:</i> «Films of Hamlet» (p. 10-11), do the «table of information about the films» (p. 12) <i>Watch in Class:</i> Different film versions of some key scenes («To be or not to be»), discuss differences in groups <i>Homework:</i> The Secret Life (off-drama, so to speak) of one of the characters Read some homework aloud in class Introduce Tom Stoppard's <i>Rosencrantz and Guildenstern Are Dead</i>. <i>Watch in Class:</i> One or two key scenes from Stoppard's film version <i>Group discussion:</i> How does Stoppard's version fit into Shakespeare's? Is it credible, absurd, hilarious?</p>
10-12	<p>Acting it out</p> <p>The Class is split into six groups. Each group gets one of the PARTS, into which Hamlet is split in this edition of the text, and has the task of preparing a performance of the Part. They are free in their decisions: take the text straight from the book, consult the original, add own ideas, take something from Stoppard... In the last lesson (or rather «suitable extra time-slot»/double lesson) the whole play will be performed, one part after the other, by all the different groups. The whole class time is dedicated to this task, as well as some extra homework time, the teacher acts as coach/producer.</p>