Aims: Students will...

- listen for gist and detail in the context of a video on Shakespeare’s life, language and plays.
- understand the meaning, use and form of the phrase forever and a day.
- learn some fun ways to exaggerate in English.

Task A: Lead in and gist

- Put students into small groups and ask them to think of as many reasons as they can for why someone would wear a disguise.
- Tell students that in the video they are about to watch, several characters are in disguise.
- Handout the worksheet (pages three and four of this document) and ask students to look at and describe the three people in the image.
- Play the video from the start and tell students to fill in the names of the characters (not actors) in the correct place.

Answer
Actor A (Thomas Swann) is playing Lucentio’s servant, who is pretending to be Lucentio. Actor B is playing the real Lucentio, who is pretending to be a tutor. Actor C (Robert Harley) is playing Lucentio’s other servant, Biondello - he isn't pretending to be anybody.

Task B: Detail and Language

- Give students a few minutes to read the questions and then play the video again for students to answer the questions.
- Students discuss answers in pairs and then check answers as a class.

Answers
1) Why is Lucentio pretending to be a tutor? To get close to Bianca, whom he wants to marry.  
2) Who thinks that pretending to be a tutor to get close to Bianca is a good idea? Daughter.  
3) What does Biondello tell Lucentio will happen if he continues to play games with Bianca? He risks losing her – not just forever, but ‘forever and a day’.
4) What does the phrase 'forever and a day' mean? **Something lasts for a very long time.**
5) Does the phrase 'forever and a day' refer to something good, bad or both? **Both.**
6) In the video, when the man says "look at that queue! We'll be waiting forever and a day..." is he using the phrase 'forever and a day' literally? **No, he is exaggerating.**

**Task C: Discussion**
- Give students time to plan what they are going to talk about.
- Students stand up and share their stories with other people in the class.
- Share interesting answers and focus on good examples of language, and errors to correct.

**Task D: Reading and Listening**
- Students read the dialogue alone to find out if Alan and Beth have had a good evening.
- Students discuss in pairs and then check answer as a class.
  **Answer:** No, they didn't have a very good evening.
- Tell students that they are going to listen to the same dialogue, but with seven differences.
- You can find the audio of the dialogue here: [http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-15/activity-2](http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-15/activity-2)
- Play the audio and tell students to underline the expressions which are different.
- Find out which phrases they have underlined, but don't check answers at this stage.

**Task E: Listening and Vocabulary**
- Tell students that the seven phrases they heard in the audio are all exaggerated versions of the phrases in the written text.
- Play the audio again and tell students to complete the text with the exaggerated phrases.
- Students check in pairs and then check answers as a class.
- Ask concept questions to check meaning and drill the pronunciation.
- Practise the phrases with a game from the worksheet **Eight Vocabulary Activities.**
  **Answers:** See completed dialogue on page five.

**Task E: Discussion**
- Give students time to think about what they are going to say and encourage them to give full answers. Demonstrate by sharing your own answers to the questions.
- Students mingle, discussing the questions. Tell them to try and find one person with the same answer as them for each question. They can ask follow-up questions and make notes.
- Share interesting answers and focus on good examples of language, and errors to correct.
- **Extra task:** in pairs students create their own dialogue between Daughter and Robert, using the exaggerated phrases. They can then act out their dialogues for the class.
Forever and a day: Worksheet one

Task A : Gist

Who is who?

A_________________  B_________________  C_________________

Task B: Detail and Language

1) Why is Lucentio pretending to be a tutor?

2) Who thinks that pretending to be a tutor to get close to Bianca is a good idea?

3) What does Biondello tell Lucentio will happen if he continues to play games with Bianca?

4) What does the phrase 'forever and a day' mean?

5) Does the phrase 'forever and a day' refer to something good or bad or both?

6) In the video, when the man says "look at that queue! We'll be waiting forever and a day. Let's come back tomorrow", is he using the phrase 'forever and a day' literally?
Forever and a day: Worksheet two

**Task C: Discussion**

Talk about a time you waited so long for something, it felt like you were waiting 'forever and a day'.

**Task D: Reading and Listening**

Alan and Beth are on their way home from a party - but have they had a successful evening?

**Alan**

Well that was a complete disaster! I was so embarrassed when you started eating food off the next table!

**Beth**

I had to! I was hungry and the food was taking a long time to come. I'm fed up with all these work parties you drag me to.

**Alan**

I've told you many times you don't have to come! I'd much rather you stayed at home.

**Beth**

Come on, it's getting late. Let's get a taxi back. My shoes are hurting and I need the toilet!
Forever and a day: Worksheet three

Task E: Vocabulary - ways to exaggerate

Alan
Well that was a complete disaster! I _______ _______ _______ _______
when you started eating food off the next table!

Beth
I had to - I was _______ and the food was taking _______ to come. I'm _______
_______ _______ of all these work parties you drag me to.

Alan
I've told you _______ _______ times you don't have to come! I'd much rather you
stayed at home.

Beth
Come on, it's getting late. Let's get a taxi back. My shoes are _______ _____ and
I'm _______ _______ the toilet!

Task F: Discussion

1) When was the last time you nearly died of embarrassment?

2) What item of clothing do you wear that kills you?

3) What are you sick to death of at the moment?

4) What are you dying for right now?

5) How do you behave when you're starving?
Answers:

Completed dialogue

Alan
Well that was a complete disaster! I nearly died of embarrassment when you started eating food off the next table!

Beth
I had to - I was starving and the food was taking forever to come. I'm sick to death of all these work parties you drag me to.

Alan
I've told you millions of times you don't have to come! I'd much rather you stayed at home.

Beth
Come on, it's getting late. Let's get a taxi back. My shoes are killing me and I'm dying for the toilet!