The video to accompany this lesson plan can be found here:
http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-19

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 not budge an inch.
- learn useful responses for when they are asked to do something they don’t want to do.

Task A: Lead in and gist
- Check students understand the meaning of ‘stubborn’ and then put students into small groups to discuss whether they think it’s a good or bad thing to be stubborn and why.
- Tell students that in the video they are about to watch, Will and Thomas are arguing.
- As they watch, they need to answer this gist question:
  - What are Will and Thomas arguing about?
- Then play the video from start to end for students to answer the question.
- Students check answers in pairs and then as a class.
  Answer
  Thomas and Will are arguing because Will doesn’t like the way Thomas is reading his lines. Thomas is refusing to do what Will wants.

Task B: Detail and Language
- Handout the worksheets (pages three to five of this document) and ask students to read the questions.
- Play the video again for students to mark 'true' or 'false' – encourage them to give reasons for their answers.
- Students discuss answers in pairs and then check answers as a class.

Answers
1) Will and Thomas are practising the final scene of The Taming of the Shrew. False - they are rehearsing the opening scene - the first scene.
2) Will wants Thomas to say his lines more clearly. True - Thomas is pretending to be drunk while he reads the lines, but Will wants him to speak more clearly, so the audience can actually understand the words.
3) Thomas is drunk and breaking glasses in the pub. **False – the character, Christopher Sly, is drunk. Thomas the actor isn't drunk - yet!**

4) Both Thomas and Christopher Sly are refusing to leave the pub. **False - Christopher Sly is refusing to leave the pub, not Thomas.**

5) Thomas and Christopher Sly are both very stubborn. **True - a stubborn person refuses to change their ideas or behaviour. Thomas is refusing to say his lines in the way Will wants him to, and Christopher Sly is refusing to leave the pub.**

**Task C: Language – not budge an inch**

- Give students a few minutes to discuss the answers to Task C in pairs.
- Play the narrator section from 02.38 to 03.25 for students to check answers. Then check answers as a class.

**Answers**

1) We can use the phrase 'not budge an inch' to talk about someone who **doesn't want to change their opinion or decision.**

2) We can also use 'not budge an inch' to talk about a thing or an animal which **won't move.**

3) This door is stuck: it **won't budge** an inch.

4) Last year the governors refused to change their mind about the proposal – they **wouldn't budge an inch.**

**Task D: Listening and vocabulary**

- Elicit/teach the phrase 'stand your ground', meaning 'refuse to change your opinion or behaviour, even when other people disagree with you'.
- Tell students that they are going to listen to people being asked to do something they don't want to do. For each person they need to decide if they 'refuse to budge an inch', like Thomas, or if they back down and agree to do it?
- Play the audio from here:
  [http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-19/activity-3](http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-19/activity-3)
- Students check in pairs and then as class.

  **Answer:** The last two speakers gave in and agreed to do what they were asked. The other speakers all **stood their ground.**

- Students turn over their worksheets and in pairs try to complete the responses from memory.
- Play audio again for them to check their answers then check answers as a class.

  **Answers**

  1) **No way!**
  2) **not even if you paid me!**
  3) **No, it's out of the question!**
4) No, not in a million years
5) Oh go on then
6) I suppose so

- Play the audio again and tell students to repeat the phrases, focusing on intonation. Remind them to sound determined for sentences one to four.
- Play one of the vocabulary revision games from the worksheet *Eight Vocabulary Activities* to practise the phrases.
- Set up a mingle task in which students walk around room asking each other to do things (For example: "Will you do my homework for me this evening?")
- They can then either refuse or agree reluctantly using the phrases they've just learnt. (For example: "No Way! Do it yourself.")

**Task E: Quiz**
- Tell students that they are going to do a fun quiz to find out if they are **stubborn**.
- Students complete the quiz in pairs, asking questions and circling their partner's answers.
- Tell students to add up the number of As and Bs; the more As they have the more stubborn they are.
- Students discuss their quiz score - do they agree or not and why?

**Task F: Discussion**
- Give students time to prepare and then put them into new groups to discuss the questions.
- Share some answers and focus on any good examples of language and any errors to correct.
Not budge an inch: Worksheet one

Task B: Detail

True of false?

1) Will and Thomas are practising the final scene of The Taming of the Shrew.

2) Will wants Thomas to say his lines more clearly.

3) Thomas is drunk and breaking glasses in the pub.

4) Both Thomas and Christopher Sly are refusing to leave the pub.

5) Thomas and Christopher Sly are both very stubborn.

Task C: Language – not budge an inch

1) We can use the phrase not budge an inch to talk about someone who…
   a) doesn’t want to change their opinion or decision.
   b) is happy to change their opinion or decision.

2) We can also use not budge an inch to talk about a thing or an animal which…
   a) won’t stay still.
   b) won’t move.

3) This door is stuck: it ______ ______ an inch.

4) Last year the governors refused to change their mind about the proposal – they ______ ______ an inch.
Task D: Listening and Vocabulary

1) Ben: I need you to stay at home this evening and help me with some cleaning.

Alice: No ______! I've already made plans for tonight!

2) Maria: Oh go on, please come and watch that new musical with

Paul: No, not even ______ ______ ______ me!

3) Eve: I was thinking - we should go camping again this year. We haven't been for years!

Sam: No, it's ______ of the ______! I got bitten by hundreds of mosquitoes last time you made me sleep in a tent!

4) Sarah: Why don't you train to become a teacher - I think you'd be really good at it!

Rob: No, not in a ______ years - I hated school, I don't want to go back there!

5) Chris: Please can you work late tonight? I know you've made plans but we really need you.

Ellie: Oh ______ ______ ______, but this is the last time!

6) Colin: Will you be able to pick me up from the party later? The trains aren't running that late and...

Laura: Oh I ______ so, but make sure you don't keep me waiting this time.
Not budge an inch: Worksheet three

Task E: Quiz

How stubborn are you?

1) You are having an argument with a friend and you realise that you are actually wrong! What do you do?

A Continue to stand your ground anyway.
B Back down and admit you were wrong.

2) Your friend really wants to eat at a Chinese restaurant this evening but you much prefer Italian. What do you say when she tries to persuade you to change your mind?

A No way!
B Oh go on then.

3) Your boss wants you to tidy your desk, but you like it the way it is - you can find everything you need. What do you say?

A It’s out of the question!
B I suppose so, you’re the boss!

It's your friend's 25th birthday and he is arranging a special holiday to celebrate. You want to go to a nice hotel and relax, but he is planning a camping and hiking trip! Do you dig your heels in?

A Yes of course! I would never go camping in a million years.
B No, it's his birthday, not mine.

Task F: Discussion

Talk about a time you refused to budge an inch.

- why did you stand your ground?
- what did you say?
- how did people react?