The video to accompany this lesson plan can be found here:
http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-20

Aims: Students will…

- listen for gist and detail in the context of a video on Shakespeare’s life, language and plays.
- understand the meaning and modern form of I must be cruel, only to be kind.
- be able to understand and use six synonyms of cruel - and the nouns that go with them.

Task A: Lead in and gist

- Put students into small groups and tell them to write down as many famous Shakespeare quotes as they can. What do they mean? Which do they think is the most famous?
- Share answers and discuss Shakespeare’s most famous quote: "To be, or not to be: that is the question" from Hamlet.
- Play the video from the start and tell students to answer this gist question: Why is the Queen taking away King James’ wine? Is she being unkind?
- They discuss answers in pairs and then check as a class.

Answer:
The Queen isn’t being unkind: she is taking King James’ wine away because the doctor says that it's bad for his health.

Task B: Detail

- Give students a few minutes to read the questions and then play the video again for students to mark ‘true’ or ‘false’. Encourage them to also note down reasons why.
- Students discuss answers in pairs and then check answers as a class.

Answers

1) After Hamlet’s father died, Hamlet’s mother quickly married the uncle of Hamlet’s father. **False, Hamlet’s mother married Claudius, the brother of Hamlet’s father.**
2) Hamlet is certain that his mother and his uncle, Claudius, killed his father. **False, Hamlet suspects that his mother and Claudius killed his father - but he doesn’t know for certain.**
3) Hamlet says horrible things to his mother because he hates her. **False, Hamlet hopes that if he makes his mother realise that her marriage is wrong, she will leave her new husband and become a better person.**
4) Hamlet’s mother listened to Hamlet and left her husband. \textbf{False, Hamlet's mother didn't follow Hamlet's advice.}

\textbf{Task C: Language: I must be cruel, only to be kind}

- Students read the sentences and discuss the answers in pairs from memory.
- Play the narrator section from 02.18 to 03.16 for students to check answers and then check as a class.

\textbf{Answers}

1) What are the modern forms of this phrase? \textbf{I must be cruel to be kind} or \textbf{I have to be cruel to be kind}.
2) When someone is 'cruel to be kind' they say or do something horrible to someone in order to \textbf{help} them.
3) In which of these situations is the person being cruel to be kind? \textbf{a) and b).}
4) We really don’t want to have to put your dog down, but he's in a lot of pain so we \textbf{must be/have to be} cruel to be kind.
5) I couldn't let him embarrass himself; I \textbf{had to} be cruel to be kind.

\textbf{Task C: Discussion}

- Give students time to prepare and then put them into new groups to share stories.
- Share interesting answers and focus on good examples of language, and errors to correct.

\textbf{Task D: vocabulary – cruel collocations}

- Ask students to work in small groups and think of different synonyms for 'cruel'.
- They then look at the scroll on the worksheet to find out six synonyms for cruel.
- Tell students that the words on the left collocate with the words on the right. They work in pairs to match the adjectives with the nouns.
- Play the audio on this page to check answers: [http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-20/activity-3](http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-20/activity-3)

\textbf{Answers:} vicious circle, tough love, cold-blooded killer, nasty look, harsh punishment, mean streak

\textbf{Task E: Vocabulary and listening}

- A) Students complete each sentence from the audio with a 'cruel collocation'.
- Play the audio again for them to check answers.
- B) Then they work alone to match the collocation to the meaning. \textbf{Answers can be found on page 6.}
- Play one of the vocabulary revision games from the worksheet \textbf{Eight Vocabulary Activities} to practise the phrases.
I must be cruel, only to be kind: worksheet one

Task B: Detail

True or false?

1) After Hamlet's father died, Hamlet's mother quickly married the uncle of Hamlet's father.

2) Hamlet is certain that his mother and his uncle, Claudius, killed his father.

3) Hamlet says horrible things to his mother because he hates her.

4) Hamlet's mother listened to Hamlet and left her husband.

Task C: Language: I must be cruel, only to be kind

1) What are the modern forms of this phrase?

2) When someone is 'cruel to be kind' they say or do something horrible to someone in order to ______ them.

3) In which two of these situations is the person being cruel to be kind?

a) Maria finished with her boyfriend because she realised she didn't love him.
b) Pete wouldn't let his children have an ice cream, because he could see that their teeth were starting to go bad.
c) Amy knew that her friend looked terrible in her new dress, but she told her it looked amazing.

4) We really don’t want to have to put your dog down, but he’s in a lot of pain so we ______ cruel to be kind.

5) I told him that he was a terrible singer! He was planning to go on stage in front of everyone - I couldn’t let him embarrass himself; I ______ be cruel to be kind.
I must be cruel, only to be kind: worksheet two

Task C: Discussion
Talk about a time you had to be cruel to be kind.

- What did you say or do that was cruel?
- What were your kind reasons for doing or saying this?
- How did they react? Did you manage to help them?

Task D: Vocabulary – cruel collocations

cold-blooded  vicious  nasty  mean  harsh  tough

circle  look  killer  love  streak  punishment
I must be cruel only to be kind: worksheet three

**Task E: Vocabulary and listening**

A)

1) They’re trapped in a _______ _______; they can’t find a job because they’re homeless and they can’t find a home because they’re jobless.

2) It’s important to use _______ _______, with children – if they’re allowed to do what they want they’ll become spoilt.

3) Adam was a _______ _______, who showed no guilt for his crimes.

4) My boss didn’t say anything, she just gave me a _______ _______, and walked off – I think she knows that I lied!

5) Julie was given such a _______ _______; I can’t believe she was sent to prison - and for ten years!

6) I thought Anna was so kind, but she has a real _______ _______.

B)

Which collocation means…?

1. looking at someone in an unkind way.

2. a strict way of dealing with someone who has a problem.

3. a killer who shows no sympathy.

4. make someone suffer in a cruel way for something bad that they have done.

5. unkind behaviour which is part of someone’s personality.

6. a repeating situation in which one problem causes another problem that makes the first problem worse.
Answers:

E: Vocabulary and listening

A)

1) They're trapped in a **vicious circle**; they can't find a job because they're homeless and they can't find a home because they're jobless.

2) It’s important to use **tough love** with children – if they're allowed to do what they want they’ll become spoilt.

3) Adam was a **cold-blooded killer**, who showed no guilt for his crimes.

4) My boss didn’t say anything, she just gave me a **nasty look** and walked off – I think she knows that I lied!

5) Julie was given such a **harsh sentence**; I can’t believe she was sent to prison - and for ten years!

6) I thought Anna was so kind, but she has a real **mean streak**.

B)

Which collocation means…?

1. looking at someone in an unkind way. **A nasty look**.

2. a strict way of dealing with someone who has a problem. **Tough love**.

3. a killer who shows no sympathy. **A cold-blooded killer**.

4. make someone suffer in a cruel way for something bad that they have done. **A nasty look**.

5. unkind behaviour which is part of someone's personality. **A mean streak**.

6. a repeating situation in which one problem causes another problem that makes the first problem worse. **A vicious circle**.