The video to accompany this lesson plan can be found here:
http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-9

**Aims: Students will...**
- listen for gist and detail in the context of a video about Shakespeare’s life, language and plays.
- understand the meaning, use and form of the phrase *what's done is done*.
- be able to understand and use expressions relating to guilt.

**Task A: Lead in and gist**
- Students discuss what superstitons there are in their country and if they know any superstitions about the theatre. (For example, saying 'break a leg' rather than 'good luck'.) Elicit which Shakespeare play it is bad luck to say the name of in the theatre (Macbeth) and discuss what they know about this play and its themes.
- Elicit / tell students that one of the main themes in Macbeth is guilt and set this gist question for students to answer as they watch the video:
  **Who is feeling guilty in this video - and why?**
- Play the video from beginning to end.
- Students compare answers in pairs and then check as a class.

**Answer**
Mary is feeling guilty because she put pepper in Nell's fruit pies and Macbeth is feeling guilty for killing the King! We also find out that Lady Macbeth feels guilty by the end of the play.

**Task B: Detail**
- Hand out worksheet (pages three and four of this document.) Students read the questions.
- Play video again for students to answer the questions about the video.
- Students discuss answers in pairs and give reasons. Then check answers as a class.

**Answers**
1. Why did Mary put pepper in Nell's pies? **Because she thinks Nell was admiring Mary's husband, George. Note: Nell had her eye on George. 'To have your eye on someone' means: to be interested in someone - normally in a sexual context.**
2. In Shakespeare's play, Macbeth, whose idea was it to murder the King? **Lady Macbeth's.**
3. Who has difficulty sleeping? **Macbeth - he has nightmares.**
4. What happens to Lady Macbeth at the end of the play? **She goes mad with guilt.**
5. What do Will and Lady Macbeth both say that it’s best not to worry about? **The past.**

**Task C: Language – What’s done is done**

- Give students a few minutes to read Task C and discuss the answers in pairs.
- Play the narrator section from 02.46 to 03.30 for students to check their answers.

**Answers**

1) We use the phrase ‘what's done is done’ to tell people not to worry about **the past.**
2) You can’t change **the past** so forget about your **mistakes.**
3) Thierry Henry's **father** advised him to forget about the past.
4) **What is done is done.**

**Task D: Guilt phrases**

- Tell students they will now explore some phrases containing the word **guilt** or **guilty.**
- Students work in small groups. They read the sentences and decide what the phrases mean.

**Task E: Meaning of guilt phrases**

- Students use the examples in Task D to help match the meaning of the guilt phrase.

**Answers**

1A, 2C, 3B, 4D.

- Check students have understood the meaning of these phrases and elicit examples of **guilty pleasures** (reality TV, cheesy music) and examples of **guilt-free** food / activities.
- Check the form of these phrases and drill the phrases to practise the pronunciation.

**Task F: Discussion**

- Tell students to read the instructions in Task F. Give them time to think about their story and prepare what they want to talk about.
- Put students into two groups and ask them to stand up. Have half the class make a small ring in the middle, with their backs to the centre, and have the other half find a partner in this ring and stand facing them (so the outside ring are facing the centre of the circle.) Students tell their story to the person facing them. After a few minutes move the outer circle round one space and the students now tell their story to their new partner. Continue until everyone has had the chance to tell their story a few times.
- Feedback interesting stories and focus on any good language and any errors to correct.
- Play one of the vocab revision games from the worksheet **Eight Vocabulary Activities.**
What's done is done: Worksheet one

Task B: Detail
Answer the questions about the video:

1. Why did Mary put pepper in Nell's pies?

2. In Shakespeare's play, Macbeth, whose idea was it to murder the King?

3. Who has difficulty sleeping?

4. What happens to Lady Macbeth at the end of the play?

5. What do Will and Lady Macbeth both say that it's best not to worry about?

Task C: Language – What's done is done
Complete the gaps:

1) We use the phrase 'what's done is done' to tell people not to worry about ______ ______.

2) You can’t change ______ _______, so forget about your ______.

3) Thierry Henry's ______ advised him to forget about the past.

4) What ______ done ______ done.
What's done is done: Worksheet two

Task D: Guilt phrases

Read the examples and pay attention to the phrases in bold. Can you work out what they mean?

1) Ok - I admit it. I'm listening to One Direction. Listening to boy bands is my guilty pleasure!

2) That’s the second time this month you’ve bought me flowers. Have you got a guilty conscience?!

3) I’ve made a guilt-free chocolate cake! It’s got no fat in it - and no taste either!

4) Dad, stop trying to guilt-trip me into visiting more often, I just don’t have the time at the moment!

Task E: Meaning of guilt phrases

Match the phrases with guilt with their definition:

1) A guilty pleasure is...
2) Guilt-free describes...
3) Guilt-trip someone means...
4) A guilty conscience is...

a) something you enjoy, but feel guilty or embarrassed about liking it.

b) make someone feel bad about something.

c) something you can enjoy without feeling any guilt.

d) a feeling of guilt after you do something wrong.

Task F: Discussion

Talk about:

- Something you did that you felt guilty about afterwards. Did you find it easy to say what's done is done or do you still have a guilty conscience?

- One of your guilty pleasures.

- Something you enjoy which is completely guilt-free.