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 *A tower of strength*.
- be able to understand and use phrases to describe people you can depend on.

Task A: Lead in and gist
- If students are familiar with Shakespeare's plays, put them into groups and ask them to come up with as many Shakespearean baddies as they can. If they have difficulty, you can widen it to include baddies in other books/films.
- Elicit ideas from the class and tell them they are going to find out about King Richard – one of Shakespeare’s greatest baddies.
- Hand out worksheet (pages three and four of this document) and give students some time to read Task A. Tell students that while they watch the episode, they need to decide if this summary is correct, and if not, to correct it.
- Play the video from beginning to end.
- Students check answers in pairs before comparing as a class.

Answer
The summary is incorrect: King Richard is *confident* about going into battle, because he has a *bigger army* than his enemy, and, more importantly, *his name* - King Richard - makes him strong and powerful.

Task B: Detail
- 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) How much bigger is King Richard's army than the opposing army? *Three times bigger.*
2) How does Will encourage Thomas to say the line, "the King's name is a tower of strength"? *Confidently.*
3) Why does the narrator call Richard III 'the Mafia play'? Because there are many murders in it.
4) Why did Richard murder so many people? To gain power.

- **Extra task:** students practise saying Thomas's line "the King's name is a tower of strength." Who in the class can say the line the most confidently?

**Task C: Language: A tower of strength**
- Students read the sentences and discuss answers in pairs from memory.
- Play the narrator section from 02.27 to 03.19 for students to check answers.

**Answers**
1. Which of these adjectives does NOT describe someone who is a tower of strength? **Tall**.
2. A tower of strength is a person who **looks after you** when you have a problem.
3. Who was a tower of strength for David Beckham? **Alex Ferguson**.

**Task D: Supportive phrases**
- Elicit from students different ways to say that someone is supportive and dependable.
- Students turn over worksheet and complete the phrase s in task D with the missing words.
- Check answers and practise the pronunciation together as a class.

**Answers**
- a) He sticks with me through thick and **thin**.
- b) I can **count** on her.
- c) She **stands** by me.
- d) He's got my **back**.
- e) He's my **rock**.
- f) She's **there** for me.

- Play one or two of the vocab revision games from the worksheet **Eight Vocabulary Activities**.

**Task E: Discussion**
- Give students time to prepare what they are going to talk about and then put them into new groups to share stories.
- Students in each group vote on who is the best 'tower of strength' in each group.
- Focus on any good examples of language and any errors to correct.
A tower of strength: Worksheet one

Task A: Gist

King Richard feels nervous about going into battle, because his army is small and nobody knows who he is.

Task B: Detail

True or false?

1) How much bigger is King Richard's army than the opposing army?

2) How does Will encourage Thomas to say the line, "the King's name is a tower of strength"?

3) Why does the narrator call Richard III 'the Mafia play'?

4) Why did Richard murder so many people?

Task C: Language – A tower of strength

1) Which of these adjectives does NOT describe someone who is a tower of strength?
   a) reliable
   b) tall
   c) trustworthy

2) A tower of strength' is a person who ______ when you have a problem.
   a) looks after you
   b) depends on you

3) Who was a tower of strength for David Beckham?
Task D – Phrases to talk about a supportive person

a) He sticks with me through thick and ______.

b) I can ______ on her.

c) She ______ by me.

d) He’s got my______.

e) He’s my ______.

f) She’s ______ for me.

Task E: Discussion

Talk about someone who is a tower of strength for you.

- What special qualities does he/she have?
- When did they stand by you or help you through a difficult time?
- Why would you like to thank them?