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 idiom Greek to me.
- be able to understand and use phrases to talk about understanding and not understanding.

Task A: Lead in and gist

- Play the video on mute from the start to 00:38 and ask students to discuss in pairs what is happening at the fair.
- Pause video on 00:38 and elicit what is happening and key vocabulary ('fortune teller' and 'have fortune told'.) Ask students to discuss if they have ever had their fortune told.
- Students then predict what the fortune teller is telling Daughter in this scene. Elicit ideas.
- Set the gist question and then play the video from start to end for students to answer: Why is Daughter looking unhappy while she is having her fortune told?
- Students check answers in pairs and then as a class.

Answer
Daughter doesn’t understand what the fortune teller is saying because of her strange accent.

Task B: Detail

- Give students a few minutes to read the detailed questions in task B 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 did Will compare his daughter to Casca from his play, Julius Caesar? Because they both had difficulty understanding someone.
2) Who spoke Greek in Roman times? People with an education.
3) In Shakespeare’s play Julius Caesar, the fortune teller warns Julius Caesar to "beware the Ides of March". What is "the Ides of March"? The day Julius Caesar was killed by his friends.
4) What prediction does Old Mother Howard make about the future? Was she correct? William Shakespeare is going to be very famous one day. Yes, she was correct!
5) When do we use the phrase 'It's all Greek to me'? **When we have difficulty understanding something or someone.**

**Task C: Discussion**
- Ask concept check questions to ensure students have understood the phrase *it was all Greek to me*. Clarify that it is used when we don't understand something - not only for foreign languages. You can play the narrator section of video again if necessary.
- Give students time to make notes on the topic and then put students into groups to discuss.
- Focus on any good examples of language and any errors to correct.

**Task D: Country / city / nationality idioms**
- Tell students that each idiom includes a country, city or nationality. The meaning of the idiom / phrase is given in brackets. In pairs they predict what word goes in each space.
- Play the audio on this page and students complete the sentences with the words they hear.
  - http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-7/activity-3
- Check answers and clarify the meaning and pronunciation of each phrase.

**Answers**
1) I can't let you pay for the whole bill, let's go **Dutch**
2) I'm so sorry I'm late; I couldn't get away from Lara. She can talk for **England**!
3) I don't normally have a sleep after lunch, but when in **Rome** ...
4) I'm not ready for the winter; I hope we have an **Indian** summer again this year.
5) Excuse my **French**, but Tom's a complete idiot!
6) Before Max gave the speech he had a couple of drinks for **Dutch** courage.

- Encourage students to repeat the phrases after the audio to practise pronunciation.
- Play a revision game from the handout 'Eight Vocabulary activities' to practise the phrases.

**Task E: Sayings and expressions**
- Put students into small groups and give each group a set of seven cards with one expression on each card. (Expressions can be found in table below.)
- Students work together to separate phrases into two piles – one for phrases meaning 'I understand' and one for phrases meaning 'I don't understand'.
- Then play audio from this page for students to listen and find out:
  - http://www.bbc.co.uk/learningenglish/english/course/shakespeare/unit-1/session-22/activity-3
- Students discuss in pairs: which people are saying they understand and which are saying they didn't understand?
**Answers**

<table>
<thead>
<tr>
<th>Understand</th>
<th>Don't understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>crystal clear</td>
<td>as clear as mud</td>
</tr>
<tr>
<td>get the gist</td>
<td>gobbledygook</td>
</tr>
<tr>
<td>get the picture</td>
<td>go over (my) head</td>
</tr>
<tr>
<td></td>
<td>can't make head nor tail of</td>
</tr>
</tbody>
</table>

- Ask questions to check understanding of these phrases and to clarify the form.
- Replay dialogues for students to practise pronunciation.
- Play a revision games from the handout 'Eight Vocabulary activities' to practise the phrases.

**Further practice**

- Put students into small groups and ask them to discuss the following topics:
  a) A set of instructions which you couldn't make head nor tail of.
  b) A subject at school that went completely over your head.
  c) A story that you got the gist of.
  d) A piece of information you received which was crystal clear
  e) Something which is complete gobbledygook to you.

- Share interesting stories as a class.
- Focus on any good examples of language and any errors to correct.
Greek to me: Worksheet one

Task B: Detail

Answer the questions:

1) Why does Will compare his daughter to Casca from his play, Julius Caesar?

2) Who spoke Greek in Roman times?

3) In Shakespeare's play Julius Caesar, the fortune teller warns Julius Caesar to "beware the Ides of March". What is "the Ides of March"?

4) What prediction does Old Mother Howard make about the future?

5) When do we use the phrase **It's all Greek to me**?

Task C: Discussion

Talk about a time when you said: "**It's all Greek to me.**"

What or who did you find difficult to understand?

Why did you find it difficult to understand?

What happened? Did you understand in the end or is it still **all Greek to you**?
Greek to me: Worksheet two

Task D: Country / city / nationality idioms

Complete the gaps in the sentences

1. I can’t let you pay for the whole bill, let’s go ______. (Agree to share the cost)
2. I’m so sorry I’m late; I couldn’t get away from Lara. She can talk for ______! (Talk a lot)
3. I don’t normally have a sleep after lunch, but when in ______ ... (When you are visiting another country, you should behave like the people in that country.)
4. I’m not ready for the winter; I hope we have an ______ summer again this year. (A period of warm, dry weather that sometimes happens in the early autumn.)
5. Excuse my ______, but Tom’s a complete idiot! (Sorry for using an offensive word!)
6. Before Max gave the speech he had a couple of drinks for ______ courage. (The confidence that some people get from drinking alcohol before they do something scary)

Task E – Sayings and expressions

1. No I don’t have any questions. Your email was crystal clear.
2. I got the gist of the story even though she spoke really quickly.
3. Well that was as clear as mud. I have no idea what he wants us to do now.
4. This car manual is complete gobbledygook.
5. That lecture went completely over my head. Maybe I shouldn’t have gone out so late last night.
6. I can’t make head nor tail of these instructions – can you help me? Where does this piece go?
7. You don’t have to say anything else; I get the picture. You’ve had a really bad day.
8. You were talking in your sleep last night, but don’t worry it was complete gibberish.