

TEENS & ADULTS  
Comedy

# TO BE =OR NOT= TO BE

BAP  
Buenos Aires Players



ONG

WORKPACK

←

# TO BE = OR NOT = TO BE

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## OBRA REGISTRADA LEVEL

| Age              | Level              | CEFR                     | Cambridge International Examinations |  | Pearson Tests of English (PTE) | Trinity College Exams                     | Trinity - ISE               |
|------------------|--------------------|--------------------------|--------------------------------------|--|--------------------------------|---|-----------------------------|
| Teens and Adults | Intermediate       | B2 (Waystage)<br>C1 / C2 | <b>Schools</b><br>Preliminary        | <b>General and Higher Education</b><br>Preliminary | PTE General<br>Nivel 3         | Grades: 7/8/9<br>Grades 10/11<br>Grade 12 | ISE II<br>ISE III<br>ISE IV |
|                  | Upper Intermediate |                          | First                                | First  | PTE General<br>Nivel 4         |   |                             |
|                  | Advanced           |                          | Advanced<br>Proficiency              | Advanced<br>Proficiency                            |                                |   |                             |

## NOTE TO TEACHERS

Our dear fellow teacher,  
In the workpack you are about to start using, you will find a series of activities to be used with your students both before and after watching the BAP play **To Be Or Not To Be**.

You will find that most of the activities have been graded according to levels, which might imply age or language development or both.

You will also come across different types of activities, which in most cases we have decided to categorize as follows: **The Story; Words, Words, Words!; Grammar & Structures; Drama Games & IT Activities**. In many cases, however, categories tend to merge and combine and evolve, so that one activity may lend itself to something else.

Towards the end of the pack you will see the **Teacher's Corner**, where we have grouped some ideas we felt like sharing with you alone, and not with all your students.

All these are simply suggestions. You are the one who knows your students, so please feel free to play around with this workpack as much as you want to.

Have a magical BAP experience, and do let us know what worked best for you and your students!

All our love,

### The Teachers Team



LEVEL 1



LEVEL 2



LEVEL 3

# TO BE = OR NOT = TO BE

## SYNOPSIS

**Martin**, a 17-year-old dreamer, keen on literature, is shocked to hear that his father will be dismissed in spite of having been a good employee for twenty years. This means **Martin** will have to leave the private school he attends and finish his last year in a public school unless he gets a part-time job to pay for his school fee.

**Cynthia**, a shy classmate who is in love with **Martin**, tries to help him without showing her real feelings. **Cynthia** is a high-class adolescent whose mother, **Helen**, and stepfather, **Charly**, are too busy to pay attention to her worries. **Dolly**, the maid, feels great sympathy for the lonely **Cynthia**. **Martin** starts wondering what he wants to be. In his search for role models he finds it hard to pick one to emulate. While looking for a job, he meets interesting characters that represent society nowadays: **Mrs Mackinson**, the manager of Fasty; **Mr. Jones**, a very efficient secretary; **Nick**, a drug dealer; **Ramon**, a Latin American worker; among others. **Martin** feels that social media also plays an important role in his daily life. His restless conscience is represented by his conversations with a skull. **Martin** is determined to find the right path in this demanding world.

Will he be able to fulfil his aim?

## MORAL

AS SHAKESPEARE SAID IN HAMLET: "YOU WILL HAVE TO TAKE ARMS AGAINST A SEA OF TROUBLES..."

# TO BE = OR NOT = TO BE

## VOCABULARY

(to be taught or revised before coming to the theatre to see the play)

### NOUNS

unemployment • role model • social media • dope • drugs • drug addict  
success • luxury • scholarship • loyalty • choice • chance • tip  
school fee • critical thinking • award • prospective customer • skills • soul  
anguish • commitment • humility • sling • arrow

### VERBS

to cheat • to entertain • to deserve • to guarantee • to regret • to fire (=dismiss) •  
to manage to do

### ADJECTIVES

smart (= clever) • jealous • outrageous • mixed-up  
ambitious • disappointed • proud

### PHRASES/COLLOCATIONS AND PATTERNS

to give someone a chance • only have eyes for somebody • to fall for somebody  
to be offered a carrot • to pull someone's leg  
to swim against the current • to start off on the wrong foot  
take into account • to let an opportunity slip • have a clear conscience  
to have nothing to do with • to do one's best

# TO BE = OR NOT = TO BE

## CHARACTERS



**MARTIN**

a 17-year old student



**CYNTHIA**

a clever student



**TONY**

the funniest guy  
in class



**GLENDA**

the sexiest girl  
at school



**CHRISTIAN**

the school captain



**HELEN**

Cynthia's mother



**CHARLY**

Cynthia's stepfather

**DOLLY**

a maid at Cynthia's

**JANE**

Martin's mother

**ALEX**

Martin's father

**NICK**

the owner of a pub

**RAMON**

Nick's employee

**MRS. MACKINSON**

Overall Manager of the OffShore  
Branch of Fasty, a delivery service

**MR. JONES**

secretary to  
Mrs Mackinson

# TO BE = OR NOT = TO BE

## BEFORE WATCHING ACTIVITIES



LEVEL 1



LEVEL 2



LEVEL 3

TO BE  
= OR NOT =  
TO BE

# THE STORY



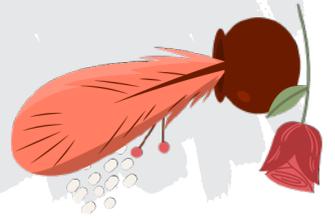
1

## SHAKESPEARE AND HIS PLAYS

LEARNED

WANT TO KNOW

KNOW





2

Match the Phrase to the Play

Read the following famous lines from Shakespeare's works and match each one to the play it comes from.

Romeo and Juliet

As You Like It

Hamlet

- a. *"To be, or not to be, that is the question."*
- b. *"A horse! A horse! My kingdom for a horse!"*
- c. *"All the world's a stage, and all the men and women merely players."*
- d. *"Men's evil manners live in brass; their virtues we write in water."*
- e. *"The course of true love never did run smooth."*
- f. *"O Romeo, Romeo! Wherefore art thou Romeo?"*
- g. *"Something is rotten in the state of Denmark."*
- h. *"We are such stuff as dreams are made on."*

Hamlet

The Tempest

A Midsummer Night's Dream

Henry VIII

Richard III

SEE TEACHER'S CORNER



3 Which quote do they refer to?

**Number 1.** Marcellus, a guard, says this after seeing the ghost of King Hamlet. He means that something is wrong in Denmark—there is corruption and bad things are happening behind the scenes. This line hints at the problems that will unfold, like the murder of the king and the political chaos in the play.

**Number 2.** In *A Midsummer Night's Dream*, Lysander says this to Hermia, explaining that true love is often difficult and full of problems. In the play, the characters face many challenges and misunderstandings in their love lives. This quote reflects the idea that love is not always easy.

**Number 3.** Prospero says this line to explain how life is like a dream—temporary, unreal, and changing. In *The Tempest*, the characters experience a magical world that seems like a dream. This quote reflects the idea that life is fleeting and not always as solid as it seems.

**Number 4.** In this line, Richard III says that he is so desperate to escape the battle that he would give up his kingdom for a horse. It shows how important winning the battle is to him and how much he is willing to sacrifice to survive. The quote reflects Richard's growing desperation and his obsession with power.

**Number 5.** Griffith says this line about how bad actions are often remembered for a long time (like being written in brass), while good actions are quickly forgotten (like being written in water). It shows his view that people's good deeds are overlooked, while their mistakes are remembered.

**Number 6.** Juliet says this line when she wonders why Romeo has to be a Montague, the family her family is in conflict with. She is asking why their love must be so difficult because of the hatred between their families. This shows the tragedy of their love story, which is full of obstacles.

**Number 7.** In *As you like it*, this line is spoken by Jaques, who compares life to a play. He says that people are like actors, playing different roles at different stages of their lives—from children to old age. It suggests that life is like a performance and everyone has their part to play.

**Number 8.** This is one of the most famous lines from *Hamlet*, said by the prince. He is asking whether it is better to live and face life's problems or to end it all by dying. Hamlet is thinking about life, death, and what happens after we die, which are important themes in the play.

Write your answers here:

- A. "To be, or not to be, that is the question." \_\_\_\_\_
- B. "A horse! A horse! My kingdom for a horse!" \_\_\_\_\_
- C. "All the world's a stage, and all the men and women merely players." \_\_\_\_\_
- D. "Men's evil manners live in brass; their virtues we write in water." \_\_\_\_\_
- E. "The course of true love never did run smooth." \_\_\_\_\_
- F. "O Romeo, Romeo! Wherefore art thou Romeo?" \_\_\_\_\_
- G. "Something is rotten in the state of Denmark." \_\_\_\_\_
- H. "We are such stuff as dreams are made on." \_\_\_\_\_

SEE TEACHER'S CORNER



## THE STORY



4

Listen and number

A. "To be, or not to be, that is the question."

---

B. "A horse! A horse! My kingdom for a horse!"

---

C. "All the world's a stage, and all the men and women merely players."

---

D. "Men's evil manners live in brass; their virtues we write in water."

---

E. "The course of true love never did run smooth."

---

F. "O Romeo, Romeo! Wherefore art thou Romeo?"

---

G. "Something is rotten in the state of Denmark."

---

H. "We are such stuff as dreams are made on."

---

SEE TEACHER'S CORNER



## WORDS, WORDS, WORDS



5

Read the text below and find words and phrases that can be replaced by the expressions and words in the box above. Re-write the new version of the text.

let go • astonished • fellow student • has feelings for  
take notice of • housekeeper • compassion • people to look up to  
choose one • imitate • uneasy mind • achieve

Martin is shocked to hear that his father will be dismissed in spite of having been a good employee for twenty years. This means Martin will have to leave the private school he attends and finish his last year in a public school unless he gets a part-time job to pay for his school fee. Cynthia, a shy classmate who is in love with Martin, tries to help him without showing her real feelings. Cynthia is a high-class adolescent whose mother, Helen, and stepfather, Charly, are too busy to pay attention to her worries. Dolly, the maid, feels great sympathy for the lonely Cynthia. Martin starts wondering what he wants to be. In his search for role models he finds it hard to pick one to emulate. While looking for a job, he meets interesting characters that represent society nowadays: Mrs. Mackinson, the manager of The Best Answer; Mr. Jones, a very efficient secretary; Nick, a drug dealer; Ramon, a Latin American worker; etc. Martin feels that social media also plays an important role in his daily life. His restless conscience is represented by his conversations with a skull. Martin is determined to find the right path in this demanding world. Will he be able to fulfill his aim?

TO BE  
= OR NOT =  
TO BE

## WORDS, WORDS, WORDS



### 6 WORD FORMATION

Change the word on the right as necessary to fit the gap in the text.

At 17, Martin is shocked to learn that his father will be dismissed after 20 years of loyal service. This (1) \_\_\_\_\_ unemployment means Martin may have to leave his private school.

EXPECT

His mother is a housewife so it's up to Martin or his father to secure a job to cover school fees. Cynthia, from a (2) \_\_\_\_\_ background, feels neglected by her busy mother and stepfather. Dolly, the maid, (3) \_\_\_\_\_ with Cynthia and encourages her to ask Helen for a job opportunity for Martin. Their move is (4) \_\_\_\_\_ as they only get an invitation for Martin's father to play golf with Alex, arguing he will need some (5) \_\_\_\_\_ after being fired.

LUXURY

SYMPATHY

SUCCESS

ENTERTAIN

Meanwhile, Martin struggles to find a role model for (6) \_\_\_\_\_ while he tries to figure out what he wants for his life. Social media adds to his confusion, by encouraging (7) \_\_\_\_\_ and showing us money and (8) \_\_\_\_\_ as symbols of success.

INSPIRE

CONSUME

PLEASED



7 Complete with the idioms and expressions.  
Make any necessary changes.

TO GIVE SOMEONE A CHANCE • ONLY HAVE EYES FOR SOMEBODY  
TO FALL FOR SOMEBODY • TO BE OFFERED A CARROT • TO SWIM AGAINST THE CURRENT  
TO START OFF ON THE WRONG FOOT • TO LET AN OPPORTUNITY SLIP  
TO MANAGE TO DO

Maria had always been a hardworking employee, but her boss had never really (1) \_\_\_\_\_ her \_\_\_\_\_ before. That changed when she was asked to take on a new project. She knew there were chances of promotion so the project meant she (2) \_\_\_\_\_

At first, she felt overwhelmed, especially since the team wasn't getting along well. She (3) \_\_\_\_\_ when she had a disagreement with one of her colleagues, and they ended up in a tense situation. However, she was determined not to (4) \_\_\_\_\_

Despite the team's resistance to her unconventional ideas, Maria continued to (5) \_\_\_\_\_ believing her approach would ultimately help her secure the promotion. However, there was also a personal complication. Her colleague Tom had always (6) \_\_\_\_\_ his childhood friend Jane however, Maria felt things were changing now. She couldn't deny she was starting to (7) \_\_\_\_\_ Tom, even though she was unsure if he felt the same way.

Despite the awkwardness, Maria did her best to stay focused on her goals. In the end, she (8) \_\_\_\_\_ finish the project on time. She felt proud of her achievement and was glad she was able to maintain professionalism.



## GRAMMAR & STRUCTURES



8

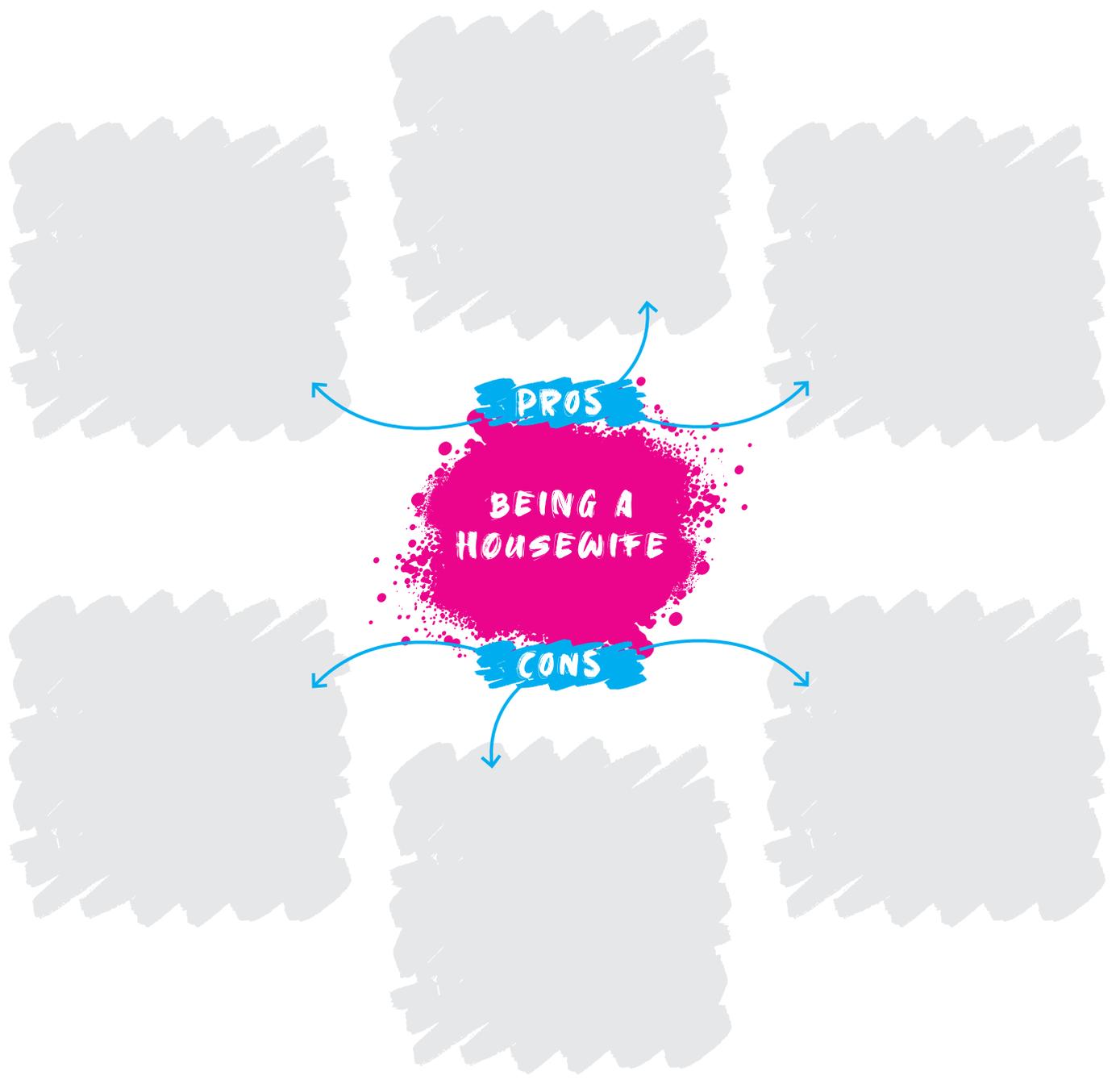
Complete the sentences with the right tense of the verbs in brackets.  
Passive voice may be necessary.

- 1) \_\_\_\_\_ you \_\_\_\_\_ (have) a nice dream last night?
- 2) If I \_\_\_\_\_ (not get) a scholarship, I \_\_\_\_\_ (have) to leave the School at the end of this year.
- 3) We all \_\_\_\_\_ (die) one day, but till that moment \_\_\_\_\_ (come), what \_\_\_\_\_ I \_\_\_\_\_ (want) to be?
- 4) I \_\_\_\_\_ (tell) you \_\_\_\_\_ (look) for a job.
- 5) He \_\_\_\_\_ (not tell) us anything yet.
- 6) If the cops \_\_\_\_\_ (come) and you \_\_\_\_\_ (catch), \_\_\_\_\_ (not look) for anyone to be there for you.
- 7) It's time we \_\_\_\_\_ (start) to listen to others.
- 8) How \_\_\_\_\_ we \_\_\_\_\_ (manage) to pay the fee?
- 9) Martin (look) \_\_\_\_\_ for a job for the last month, but (not be) \_\_\_\_\_ successful.
- 10) Martin \_\_\_\_\_ (offer) a job at a disco.



9

Martin's mum is a housewife.  
What are the pros and cons?



SEE TEACHER'S CORNER



10 TALKING TIME

“Choice, not chance, determines destiny” Explain

Role model. Define

Social media and success. Discuss.

Social media and self-esteem. Discuss.

“To be or not to be, that is the question” Talk about it.

to only have eyes for someone. Explain

SEE TEACHER'S CORNER

# TO BE = OR NOT = TO BE

## AFTER WATCHING ACTIVITIES



LEVEL 1



LEVEL 2



LEVEL 3



11 COMPREHENSION QUESTIONS

- 1) What happened to Martin's father at work?
- 2) What did Martin decide to do when his father was fired?
- 3) What did Cynthia feel for Martin?
- 4) Why did Cynthia have to hand in the test?
- 5) Who was Charly? What was he like?
- 6) What was the reaction of Cynthia's mother when she learnt of her daughter's problems?
- 7) Who understood Cynthia at home?
- 8) What did Glenda try to do at the disco? Why?
- 9) What was the first job Martin applied for?
- 10) What was the pay like?
- 11) Why didn't Martin accept the job?
- 12) Who understood Martin's reasons for not accepting it? Why?
- 13) What was the second job he applied for?
- 14) Why did he reject it?
- 15) What happened when Martin went to ask Cynthia's mother for a job?
- 16) What was Martin elected at school?
- 17) Who was able to get a good job in Martin's family?
- 18) Who will do the daily chores at Martin's?



12 COMPLETE THE FOLLOWING SENTENCES

1) Martin had \_\_\_\_\_ in his hand while talking to himself.

2) Martin's mother was always saying \_\_\_\_\_

3) If Martin couldn't get a scholarship or a job, he \_\_\_\_\_  
\_\_\_\_\_

4) Christian was \_\_\_\_\_

5) Cynthia complained that her mother \_\_\_\_\_

6) Nick, the owner of the pub, told Martin that if he was caught selling drugs  
\_\_\_\_\_

7) The salary at Fasty was \_\_\_\_\_

8) Martin thought that Shakespeare \_\_\_\_\_

9) Charly likes to play \_\_\_\_\_



13 TRUE OR FALSE?

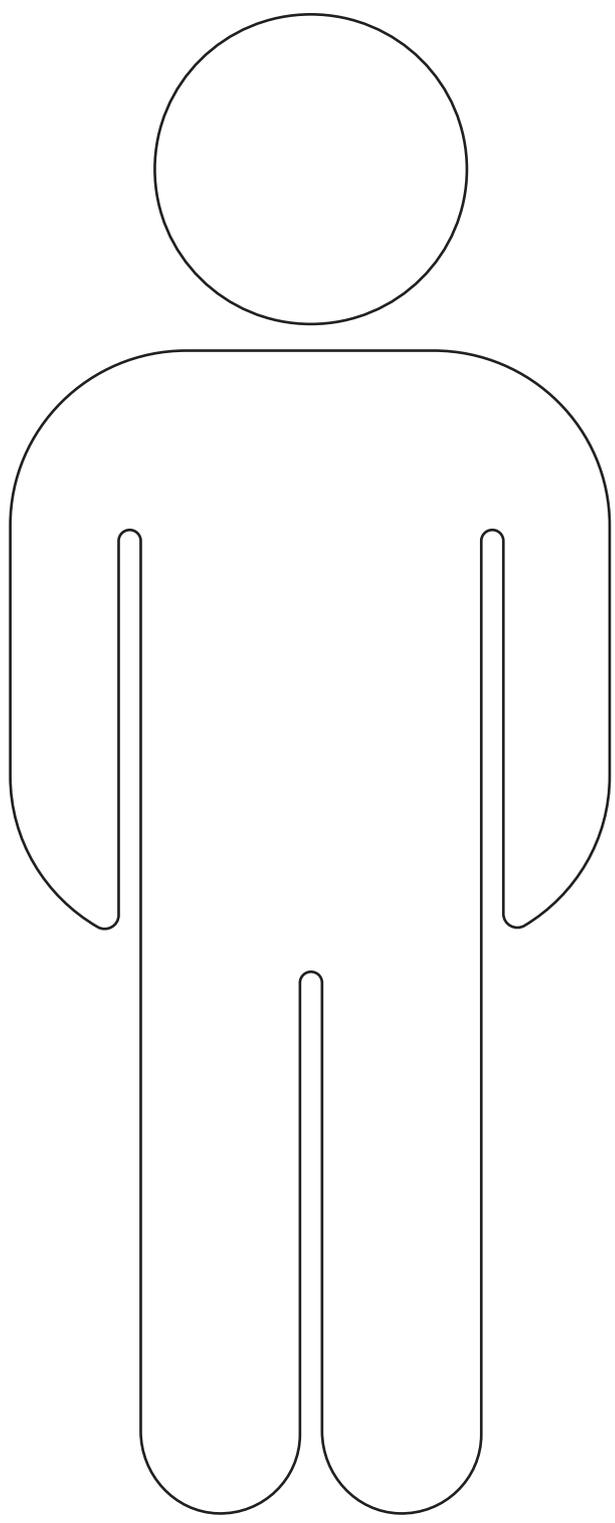
- 1) Martin thought fame and money should be symbols of success. T F
- 2) Martin's father was dismissed from work after twenty years. T F
- 3) Glenda was in love with Martin. T F
- 4) Martin applied for three jobs. T F
- 5) He rejected the job at the pub because the pay was low. T F
- 6) Fasty offered prizes for good employees. T F
- 7) Martin thought Shakespeare's plays were boring and old-fashioned. T F
- 8) Charly offered Martin's father a job. T F
- 9) Martin's mother got a job at a hotel. T F
- 10) At the end of the play Martin still didn't know what he wanted to be. T F

SEE TEACHER'S CORNER FOR KEYS



14

Role on the wall



SEE TEACHER'S CORNER  
(for follow-up: activity 15)





16 What about you?

- 1) Who are your role models?
- 2) What does success mean?
- 3) What guarantees happiness?
- 4) "Choice, not chance, determines destiny." Give your interpretation.
- 5) What would you have done in Martin's place?
- 6) What does Martin mean when he says "It seems you'll have "to suffer the slings and arrows of outrageous fortune"
- 7) What does the phrase "to take arms against a sea of troubles" mean for Martin?

| ACTIVITY                          | TEACHER'S CORNER  | KEY  | PAGE      |
|-----------------------------------|---|--|-----------|
| <b>BEFORE WATCHING ACTIVITIES</b> |   |  |           |
| <b>1</b>                          | KWL Chart. These charts are great for activating prior knowledge. Write the phrase "Shakespeare and his plays" on the board and tell them to think for a minute about the topic. Give out the worksheet for Activity 1. and tell students to write 5 or 6 facts they know about the topic, and 5 or 6 questions they have. Get 4 or 5 students to share their ideas, ideally you should have name cards to pick randomly so that everyone gets ready for reporting. You may write some of those facts and questions on the board. If you have access to a wifi connection, get students to check the answers to the questions they wrote online. Share findings.  |  | <b>7</b>  |
| <b>2</b>                          | Ask students to name some Shakespeare's plays they know. Then show them the worksheet and ask them if they sound familiar. Get them to guess how to match plays to quotes in pairs.<br>In order to check answers, you may use the answer key on the right or you may take the text in ACTIVITY 3, and turn to Speech using GOOGLE LENS, You can find the icon in your camera app, on your cell phone, or in the Google browser next to the search box. Once you scan the text, you click on "select text/seleccionar texto", and then click on "Listen/escuchar". This way you can turn the activity into a listening activity.<br>There are many websites to turn text to speech, they may not allow you to download an mp3 file without a subscription, but you can still play the audio from your device with an internet connection.<br>you can try:<br><a href="https://www.naturalreaders.com/online/">https://www.naturalreaders.com/online/</a> • <a href="https://beta.speaktor.com/dashboard">https://beta.speaktor.com/dashboard</a> | A. "To be, or not to be, that is the question." – Hamlet<br>B. "A horse! A horse! My kingdom for a horse!" – Richard III<br>C. "All the world's a stage, and all the men and women merely players." – As You Like It<br>D. "Men's evil manners live in brass; their virtues we write in water." – Henry VIII<br>E. "The course of true love never did run smooth." – A Midsummer Night's Dream<br>F. "O Romeo, Romeo! Wherefore art thou Romeo?" – Romeo and Juliet<br>G. "Something is rotten in the state of Denmark." – Hamlet<br>H. "We are such stuff as dreams are made on." – The Tempest | <b>8</b>  |
| <b>3</b>                          | You may print this worksheet and use it for reading comprehension, matching quotes to each paragraph explaining context or turn text to speech with Google Lens (see suggestions in Teacher's corner for activity 2) and get students to listen to it, and match with the quotes on the worksheet for activity 4.   | A8 Hamlet<br>B4 Richard III<br>C7 As you like it<br>D5 Henry VIII<br>E2 A Midsummer Night's Dream<br>F6 Romeo and Juliet<br>G1 Hamlet<br>H3 The Tempest  | <b>9</b>  |
| <b>4</b>                          | Listen and number. Students read the quotes and listen to the audio explaining the context for each of the quotes from the different Shakespeare plays.   | See answers in exercise 3.   | <b>10</b> |
| <b>5</b>                          | Students read the whole text to identify which expressions can be replaced by the ones in the box. They can then make a clean copy of the new version of the text.  | <b>Shocked:</b> astonished / <b>Classmate:</b> fellow student / <b>In love with:</b> has feelings for<br><b>To pay attention to:</b> take notice of / <b>Maid:</b> housekeeper / <b>Sympathy:</b> compassion<br><b>Role models:</b> people to look up to / <b>Pick one:</b> choose one / <b>Emulate:</b> imitate<br><b>Restless conscience:</b> uneasy mind / <b>fulfill:</b> achieve  | <b>11</b> |
| <b>6</b>                          | Word formation<br>Students have to change the word on the right by using suffixes and prefixes as necessary in order to form a word that fits the gap.  | 1. unexpected / 2. luxurious / 3. sympathises / 4. unsuccessful / 5. entertainment<br>6. inspiration / 7. consumption / 8. pleasure  | <b>12</b> |
| <b>7</b>                          | Use the idiomatic expressions and phrases to complete the story. Some slight changes may be necessary.  | 1. given her a chance / 2. was offered a carrot / 3. started off on the wrong foot<br>4. let this opportunity slip / 5. swim against the current / 6. only had eyes for<br>7. fall for / 8. managed to   | <b>13</b> |
| <b>8</b>                          |   | 1. Did you have... / 2. If I don't get- I'll have to leave / 3. will die -comes -do I want<br>4. was told -are looking / 5. hasn't told / 6. come - are caught - do not look<br>7. started / 8. will we manage / 9. has been looking - has not been / 10. was offered  | <b>14</b> |
| <b>9</b>                          | Tell students to work in pairs. They'll have to use Chat GPT to get a list of advantages and disadvantages of being a housewife. They will choose together the 3 most convincing arguments and copy them in the chart in the worksheet for activity 7. Tell them to provide one supporting statement or example for each advantage or disadvantage. Students can then choose a standpoint and write an essay or an article with the ideas generated before.   | Answers will vary.   | <b>15</b> |
| <b>10</b>                         | Talking time:<br>Get an hourglass or use the digital one at: <a href="https://alextrade.me/apps/hourglass/index-en.html">https://alextrade.me/apps/hourglass/index-en.html</a><br>Draw a student's name card from a bag. That student has to come to the front, pick a phrase from the cards you previously cut out from the worksheet. The student has to read the card aloud and talk about it for 30 seconds without interruptions. If they cannot make it, you can ask for volunteer to continue trying until someone can do it. Then pick another name card, and a different topic to explain or discuss.  |  | <b>16</b> |

| ACTIVITY                         | TEACHER'S CORNER   | KEY   | PAGE      |
|----------------------------------|--|---|-----------|
| <b>AFTER WATCHING ACTIVITIES</b> |  |   |           |
| <b>11</b>                        | <p>Comprehension questions:<br/>You may print the worksheets with the questions or use them to create a board game. (using a board game and dice, students may need to answer a question correctly in order to throw dice and move on the board)</p>   | <p>Suggested answers:<br/>1) He was fired.<br/>2) He decided to look for a part-time job.<br/>3) She was in love with him.<br/>4) Because the teacher thought she was cheating.<br/>5) He's Cynthia's stepfather.<br/>6) She minimised the situation.<br/>7) Dolly<br/>8) She tried to seduce Martin to show Cynthia how to be sexy.<br/>9) At a disco.<br/>10) It was good.<br/>11) Because it was illegal.<br/>12) Cynthia. She understands it's wrong to sell drugs.<br/>13) As a delivery boy at a delivery company.<br/>14) Because the pay was too low.<br/>15) She didn't offer him any job.<br/>16) He was elected for the Literature School Prize and best classmate.<br/>17) Martin's mum<br/>18) Everyone in the family.</p> | <b>18</b> |
| <b>12</b>                        | <p>Complete the sentences</p>  | <p>Possible answers:<br/>1) a skull<br/>2) "Oh, dear!"<br/>3) would have to change schools.<br/>4) Martin's classmate. Good at sports.<br/>5) was never at home.<br/>6) it would be Martin's responsibility.<br/>7) 100 dollars plus tips.<br/>8) was a very good writer.<br/>9) golf.</p>  | <b>19</b> |
| <b>13</b>                        | <p>True or false</p>   | <p>1T / 2T / 3F / 4F / 5F / 6T / 7F / 8F / 9T / 10T</p>   | <b>20</b> |
| <b>14</b>                        | <p>Role on the wall:<br/>Print as many copies of the worksheet as characters you want to analyse. Write the name of a character on top of each worksheet and stick them on the walls around the room. Students walk around and write info on the characters. You can ask them to write feelings, thoughts and opinions inside the outline, and facts around the picture. As a follow up, you may distribute the complete worksheets to the students in groups, and ask them to write a paragraph describing the character.</p> |   | <b>21</b> |
| <b>15</b>                        | <p>Role-play<br/>Write the names of the different characters on slips of paper. Get a group of 4 or 5 students to draw names without showing them to the others, and role play a conversation. You may choose a time and setting, e.g.: 1 year after graduation at a restaurant.</p>   |   | -         |
| <b>16</b>                        | <p>Discussion Questions</p>  |   | <b>22</b> |
| <b>17/18</b>                     | <p>SUGGESTIONS:<br/>a) Do research work on: • William Shakespeare &gt; • The monologue in HAMLET that begins "To be, or not to be".<br/>b) DISCUSSION: Try to think of people you know in real life that look like the characters depicted in the play. Talk about them mentioning similarities and differences.</p>   |   | -         |