

# **THE Question: An Initial Exploration into the World of Shakespeare**

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## **I. Introduction**

Steve Jobs mentioned “dots of life” in his commencement speech in Stanford University in 2005: “If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later. Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. Because believing that the dots will connect down the road will give you the confidence to follow your heart. Even when it leads you off the well worn path, and that will make all the difference. This approach has never let me down, and it has made all the difference in my life.”

These inspiring words had a significant impact on me as a teacher when I was on sick leave for a year. In that year, my bustling career of browsing teaching resources, taking MOOCs, designing new learning / teaching plans, mentoring new teachers, and meeting thesis deadlines suddenly came to a halt. I, released from crammed schedule, finally managed to grasp the valuable chance of looking backward, making a check-up of my teaching career in the past years. This act of looking backward turned out to be a rewarding experience. In the rustling and bustling, my eyes were opened, my heart were opened, and thus I was led to a brand new world, without my realizing it!

This extraordinary life experience shed light in another way: how I see the learners in my English classroom for seniors. What these senior students might take away with them by the time they strode out of the campus triggered my curiosity. In the past three years, they had undergone training activities concerning thinking critically, organizing ideas and pieces of information by means of graphic organizers, making oral / audio visual presentations, and doing many writings such as narratives, expositions and argumentative essays. After reviewing these activities, an idea occurred to me: how about a task that would require students to display the integrated skills they had obtained in these three years? Instead of looking forward to their new life in college, what “dots of life” will they see when looking backward to their high school life? These become the essential questions I would like to introduce to my senior students in this lesson plan.

The philosophy of backward design underlies the whole lesson plan. The teacher starts by pondering on the desired results which students are expected to display by the end of the learning process. Then, the end product is decided as each group is to present micro-media in the form of a news report. With that determined, the main issue left to be deal with is thus what scaffolding or leading activities are needed to facilitate the outcome.

Compared with their devotion to English learning, many of the students were seldom exposed to English literature, especially classic literary works. Without doubt, that is the washback of the exams and design of textbooks in the current educational system. Crammed with schoolwork in preparation for the college entrance exam, students barely have had time and energy to get acquainted with classic literary works written in English. That is the main reason why famous works by Shakespeare were chosen as the content for this lesson plan.

As for the end product, micro-media seem to be a perfect choice for this class as a majority of the students enjoy participating in learning activities which involve audio-visual elements and in which they are encouraged to tell their opinions. With their great interest in media and art, they have taken great delight in pictorial presentations.

This learning activity lasted for a school year, with it being interrupted by the General Scholastic Ability Test and preparations for the Admission interviews in the process. The interdisciplinary training and learning experiences these students had undergone in these three years without doubt helped accelerate the progress and thus shortened the required time to accomplish this lesson plan.

## **II. Goals & Objectives**

- II. 1. Students will understand the story of *Hamlet*.
  - II. 1. 1. Students will retell the main plots of the play.
    - II. 1. 1. 1. Students will listen for the main plots and take notes.
    - II. 1. 1. 2. Students will reconstruct the story by the notes.
  - II. 1. 2. Students will identify the dilemmas main characters are caught within.
  - II. 1. 3. Students will identify the speakers, their tones, and the contexts addressed of the famous lines.
- II. 2. Students will comment about the tragic deaths in *Hamlet*.
  - II. 2. 1. Students will make judgment about the tragic deaths.
  - II. 2. 2. Students will write an argumentative to justify their judgment.
    - II. 2. 2. 1. Students will know the elements in an argumentative.
    - II. 2. 2. 2. Students will organize their arguments by using transitional words.
- II. 3. Students will compare *Romeo and Juliet* with *Gnomeo and Juliet*.
  - III. 3. 1. Students will think critically on *Romeo and Juliet*.
    - II. 3 1. 1. Students will listen for the main plots and take notes.
    - II. 3. 1. 2. Students will reconstruct the story by the notes.
    - II. 3. 1. 3. By applying the perspectives they have taken in objective II. 2., students will see the story in different perspectives and produce different solutions.
  - III. 3. 2. Students will compare the differences in plots in two versions.
    - II. 3. 2. 1. Students will identify the elements that make each version unique.
    - II. 3. 2. 2. Students will create a new ending for their *Romeo and Juliet*.
  - III. 3. 3. Students will rewrite the classic tragedy in their perspective.
    - III. 3. 3. 1. Students will re-organize the story / plots.
    - III. 3. 3. 2. Students will incorporate interdisciplinary knowledge in their comments of the tragedy.
  - III. 3. 4. Students will present in the form of a news report.
    - III. Students will apply what they have learned about media literacy in Civil Education class.
    - III. Students will learn to present their arguments in a limited period of time.
  - III. 3. 5. Students will show teamwork.

## **III. Application**

- III. 1. Targets of this project

This is a class composed of 38 students from the Comprehensive Course in Social Studies. They are seniors, whose English proficiency ranges from intermediate to low-intermediate. They are well trained and thus enjoy working in teams, are willing to make presentations in public, and display good interactions with teachers. Many of them are particularly interested in and have abundant experience in creating art and media.

Their knowledge of Shakespeare is shockingly limited, knowing Shakespeare simply as a term / figure in the history textbook and nothing more, let alone appreciating Shakespeare's works even as famous as *Rome & Juliet*.

### III. 2. Materials

The reading text about Hamlet is adopted from Book 4 in Sanmin English textbook. Most of the videos are provided by Shakespeare Birthplace Trust (<https://www.shakespeare.org.uk/>). All the materials mentioned above are accompanied with worksheets.

### III. 3. Teaching Procedures

III. 3. 1. A listening activity is given to introduce Shakespeare and his world.

III. 3. 1. 1. Pre-listening Activity: Students in groups of four predict how the terms on the list are related to Shakespeare and his life.

III. 3. 1. 2. While-listening Activity: Students watch the video about Shakespeare's life and listen for the answers about the terms. After 10 minutes of group discussion, the video is played for the second time.

III. 3. 1. 3. After-listening Activity: A whole-class discussion is held to check if students have got all the answers.

III. 3. 1. 4. Reading Further: Students in pairs read more about Shakespeare's life and try to figure out the meaning of some words in the reading.

III. 3. 1. 5. Dictation: Students in pairs close the information gap by one reading part of a text and the other listening and filling the blanks. After they finish the first part, the pair swap their roles and finish the second part of the reading.

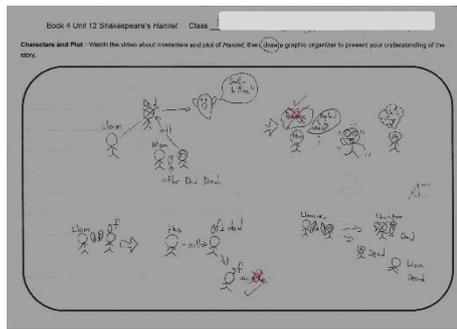
III. 3. 2. A listening activity about the Globe Theater helps students explore further into Shakespeare's career as a playwright in the time of Tudor.

III. 3. 2. 1. Students watch a video telling how the Globe was moved when the landlord refused to extend the rent. Students in groups of four try to figure out the process. Then, two of the members go to another group and exchange their ideas. After the two members go back to their original group, the video is played for the second time. Groups revise their answers before they share them with the whole class.

III. 3. 3. A short video summarizing the story of *Hamlet* is played in class so that students have a rough idea of the plot.

III. 3. 3. 1. Pre-listening: Students discuss in groups what action they would take if they encountered the sudden death of a beloved one.

III. 3. 3. 1. Listening: Students in groups work out a timeline of *Hamlet* after they watch a video summarizing the main plots. Some groups are invited to share their timelines with the whole class. This activity helps the class grasp the gist of *Hamlet*. In a limited time, students are allowed to present the timeline in either drawing or words.



III. 3. 3. 2. Listening: Students in groups watch the video again and listen for more details. In the process, they are advised to jot down key words. When the video is finished, students in groups talk about their notes. Then, the video is played for the third time, and students are reminded to note even more key words.

III. 3. 3. 3. Writing: Students are required to reconstruct the story in groups of four. During the group discussion, members exchange information they have gained, state their agreement / disagreement with opinions of one another, and reach a conclusion as to what details to include when they retell the story. In a single group, students work in pairs working on the reconstruction of the story. Then, pairs in the same group share their writing with one another. Other members are required to listen carefully when a pair is reading out their writing. In that way, they will be able to give comments and ask for further clarifications about the writing. After the sharing, each pair revise their writing before they hand it in to the teacher.

III. 3. 4. A worksheet referring to the reading in the textbook helps students understand and appreciate classic lines from *Hamlet*.

III. 3. 4. 1. Reading & Writing: Each student is required to browse the reading in the textbook for clues about the lines quoted. Then, they have to translate the quotes into modern English. Also, they have to decide the tone of the speaker based on their knowledge of the story and their interpretation of the quotation.

Book 4 Unit 12 Shakespeare's Hamlet		
Class <u>12</u> No. <u>      </u> Name <u>      </u>		
Famous Lines: 1. Rewrite the lines in your own words. 2. Rewrite the lines in a dramatic way.		
From Character	To Character	Quote
Hamlet	Claudius	To be or not to be, that is the question.
Your Translation: <u>It is a question of whether I should live or not.</u>		
The Tone of the line: <u>serious</u>		
Polonius	Laertes	Give every man the ear, but few the voice; Take each man's measure, but reserve thy judgment.
Your Translation: <u>Listen to every man's words, but don't speak to everyone. As Hamlet says, "To everyone's concepts and scope extend different, but don't let the</u>		
The Tone of the line: <u>advice</u>		
Gertrude	Ophelia	This will not be our own; For Hamlet is a subject to his birth.
Your Translation: <u>It is not a matter of our own, but it is a matter of his birth.</u>		
The Tone of the line: <u>serious</u>		
Hamlet	Polonius	There is nothing either good or bad, but thinking makes it so.
Your Translation: <u>There is nothing either good or bad, but thinking makes it so.</u>		
The Tone of the line: <u>A</u>		

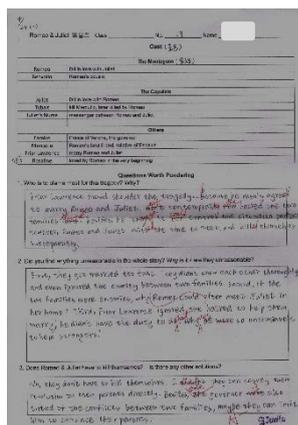
Book 4 Unit 12 Shakespeare's Hamlet		
Class <u>12</u> No. <u>      </u> Name <u>      </u>		
Famous Lines: 1. Rewrite the lines in your own words. 2. Rewrite the lines in a dramatic way.		
From Character	To Character	Quote
Hamlet	Hamlet	To be or not to be, that is the question.
Your Translation: <u>Hamlet asks himself whether he should commit suicide.</u>		
The Tone of the line: <u>serious</u>		
Laertes	Laertes	Give every man the ear, but few the voice; Take each man's measure, but reserve thy judgment.
Your Translation: <u>Listen to every man's words, but don't speak to everyone. As Hamlet says, "To everyone's concepts and scope extend different, but don't let the</u>		
The Tone of the line: <u>advice</u>		
Gertrude	Ophelia	This will not be our own; For Hamlet is a subject to his birth.
Your Translation: <u>Gertrude tells Ophelia that Hamlet cannot marry her because of his status.</u>		
The Tone of the line: <u>serious</u>		
Hamlet	Polonius	There is nothing either good or bad, but thinking makes it so.
Your Translation: <u>Hamlet thinks that quality depends on our mind, not on the things themselves.</u>		
The Tone of the line: <u>A</u>		

III. 3. 4. 2. Discussion & Writing: Students are paired up, and each pair is required to share with each other their translations of the quotes. Then, each student further revise their worksheets before they hand it in.

III. 3. 4. 3. Concept Clarification Questions: The teacher and the students review the quotes in a whole-class discussion during which the teacher ask

concept clarification questions to ensure that students have sufficient understanding of the quotes.

- III. 3. 5. As wrap-up, students reflect on the “to be or not to be” issue.
  - III. 3. 5. 1. Discussion: The teacher provides a list of the tragic deaths in *Hamlet*, and have students evaluate whether these tragedies are inevitable or avoidable.
  - III. 3. 5. 2. Decision Making: Students discuss in groups about which choice they will make regarding the “To be or not to be” issue. Some groups are invited to share their conclusions with the whole class.
  - III. 3. 5. 3. Writing: As homework, each student, as a friend of Hamlet’s, is writing a letter in reply to Hamlet’s former letter which revealed his father’s sudden death and his emotional turbulence. In the letter, each student is to think in Hamlet’s shoes and offer advice based on his reflections of the whole tragedy.
- III. 3. 6. A short video summarizing the main plot of *Romeo & Juliet* is played in class so that students can grasp a gist of the tragedy.
  - II. 3. 6. 1. Pre-listening 1: Students reflect in groups the role love plays in their life and discuss about a main theme of the play: should people sacrifice their possessions, or even their life, for love?
  - III. 3. 6. 2. Pre-listening 2: The teacher introduces the main characters from the two rival families on the worksheet.
  - III. 3. 6. 2. While-listening 1: The whole class work out a timeline of *Romeo and Juliet* on the blackboard after they watch a video summarizing the main plots of the play. This activity helps the class grasp the gist of *Romeo and Juliet*.
  - III. 3. 6. 3. After-listening: The teacher has students discuss the questions on the worksheet in groups. Some students are asked to share their opinions. Then, the teacher reminds students to listen for more details to support their arguments before the video is played for the second time.



- III. 3.7. Students reflect on the tragedy when finishing the worksheet.
  - III. 3. 7. 1. In-class Discussion: Some students are invited to share if they have obtained different answers for the questions and why they changed their opinions.
  - III. 3. 7. 2. Writing: After the in-class discussion, each student is required to revise their worksheets in complete sentences. They can either stick to their original comments or change their opinions.

- III. 3. 8. After watching a movie, *Gnomeo & Juliet*, students try to spot the differences between two versions and reflect on the elements that make the differences.
- III. 3. 8. 1. Students are told that a modern version of the story will be played and that they should spot the differences.
- III. 3. 8. 2. Students in pairs list the differences between the two versions on the worksheet.
- III. 3. 8. 3. Some pairs are asked to share their findings.
- III. 3. 8. 4. The teacher raise the question: What makes the differences?
- III. 3. 8. 5. Students discuss with their partners, then with other members in the same group.
- III. 3. 8. 6. A whole-class discussion is held, in which some students share their group opinions with the rest of the class.
- III. 3. 8. 7. Writing: As homework, each student is asked to finish the worksheet, writing down their own ideas about how they will transform the story.
- III. 3. 9. As a task, students are required to produce a news report on the tragedy of Romeo and Juliet in Shakespeare's version.

- III. 3. 9. 1. Plot Reconstruction: In the first group discussion, each group do a quick review of the stories watched, decide the perspective they would take, and construct main plots of their own by finishing the plot analysis worksheet.

Plot Analysis 10/14/26/74

Reteil the story in six boxes: Draw a picture of the main scene mentioned and explain the scene in the box below.

The Montagues and the Capulets hated each other, and Juliet was the most aggressive one in Capulet family.	So when parties in Capulet's family, Romeo fell in love with Juliet, but Juliet was angry because Romeo was the Montague, he thought Romeo shouldn't appear in the party.	Juliet sent a letter which was to challenge Romeo, he was not.
Juliet killed Mercutio, Romeo has found Mercutio, Romeo was brought then he killed Juliet's family.	Romeo was killed because he killed the most aggressive man in the party.	Because of Romeo was killed he didn't see the news on time, finally the tragedy was happened.

Jennifer

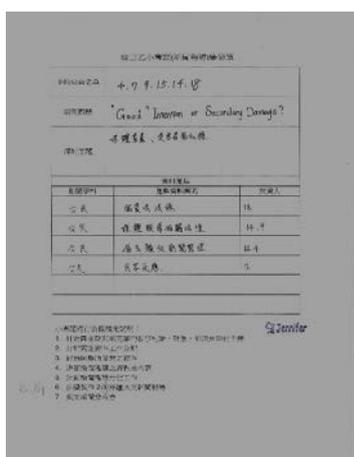
Plot Analysis

Reteil the story in six boxes: Draw a picture of the main scene mentioned and explain the scene in the box below.

Romeo wanted to marry Juliet, so he called for Friar Lawrence's help. After thinking twice, Friar decided to marry Romeo and Juliet who wanted to marry another man.	Friar conceded the marriage between their parents, at the same time, Juliet's father commanded Juliet to marry another man.	Friar thought of a bad idea that Juliet drank fake poison which can make her sleep for a long time.
Friar assigned a people to take care of Romeo, but didn't emphasize the importance of the letter.	Friar didn't pay attention to the private room without any guard guarding just the same time, even if Friar knew the urgency of the matter, he still arrived at the room later than Romeo.	Perceiving that Romeo was dead, Juliet made up her mind ending her life with Romeo, and asked Friar to leave. Then, Friar went out indifferently.

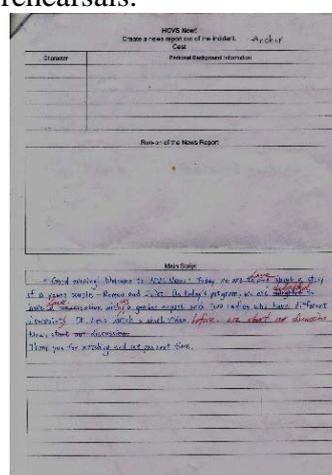
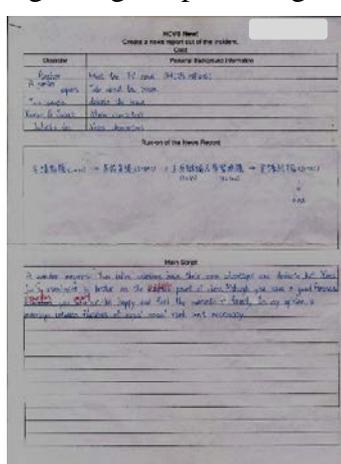
Jennifer

- III. 3. 9. 2. Presentation Style: Each group decides whether they are to present the tragedy in the form of a news report, a news review with experts, or simply a talk show. They also create a title for the presentation, list the issues they are to explore further and the information they will need to gather.



III. 3. 9. 3. Each group decide the cast and the run-on of the presentation.

III. 3. 9. 4. Each group work on the script for each character involved. The group are free to choose if they will have a conference with the teacher regarding script writing and rehearsals.



III. 3. 9. 5. After sufficient rehearsals, the students shoot and later edit micro-media.

III. 3. 14. Each group post their videos on the Google classroom.



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## V. Findings & Reflections

Students' works convey some significant messages. Scaffolding may take much more time than a teacher may have planned, while at the same time, the skills students obtain at the process may last much longer than is expected. Here is one example. Through repetition, students cultivate the habit of organizing their ideas with graphic organizers when they are discussing the contents of the talk show they are to present later (Figure 1-1):

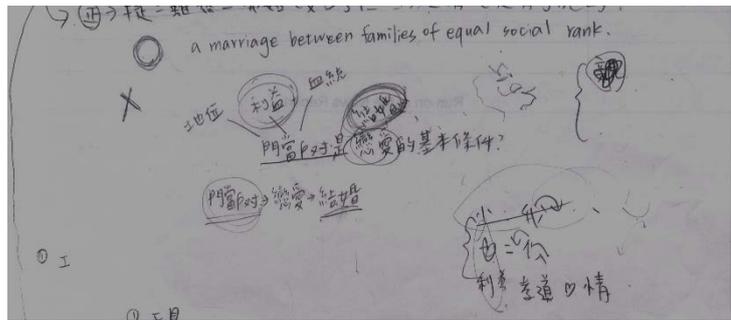


Figure 1-1

When it comes to the contents, the teacher is quite surprised to find that about one-fourth of the students in the earlier discussion think Friar Lawrence is the one to be blamed most for the tragedy. It is quite obvious that the students resort more to their instinct than to thinking with reason. This, at second thought, corresponds to a typical reaction of many teenagers when they are involved in trouble. They tend to think the one who gives the original idea is to blame and believe that the tragedy could be avoided if no action is taken. To guide students to think further and deeper into the issue, a whole-class discussion was held, with students holding different perspective encouraged to express their opinions. As it showed later in the presentation of the micro-media, most students relieved Friar Lawrence of the guilt. The shift of judgment reveals the fact that these students might need more guidance and training in critical thinking.

## References

Wiggins, Grant and Jay McTighe, *Understanding by Design*, Expanded 2<sup>nd</sup> Edition, Pearson. 2006  
“Shakespeare and his World” <https://www.futurelearn.com/courses/shakespeare-and-his-world>  
“Exploring English: Shakespeare” <https://www.futurelearn.com/courses/explore-english-shakespeare>

**Appendix 01**

**Terms Related to William Shakespeare**

Watch the video, "Shakespeare and his World," and try to find out what the following terms have to do with the life of William Shakespeare.

Class \_\_\_\_\_ Partner 1: \_\_\_\_\_ Partner 2: \_\_\_\_\_

Partner 3: \_\_\_\_\_ Partner 4: \_\_\_\_\_

Stratford-upon-Avon	
<i>Romeo and Juliet</i>	
Holy Trinity Church	
Shakespeare's Curse	
glove maker	
King Edwards	
Latin and Greek	
Ann Hathaway	
mysterious disappearance	
Stratford	

## Appendix 02

### Shakespeare's Life

Is your timeline correct? Read the text below and check the order of the events on your timeline.

William Shakespeare was born on the 23rd of April 1564 in Stratford-upon-Avon, in England. His father was a glove maker, and his business did well, so William's family was not poor. His father became an important person in the town.

William was the eldest boy in the family, so he had to help his father. One day, he went to a market with his younger brother, Edmund. Edmund slipped because it was muddy, and a young woman helped him to stand up. Her name was Anne Hathaway, and she lived near Stratford. After this meeting at the market, William and Anne fell in love, and they married in 1582. Anne gave birth to their first child, Susanna, in 1583. At first, William and Anne lived with William's parents, but they moved to another house in 1584. Their twins, Judith and Hamnet, were born in 1585. Sadly, Hamnet died when he was only eleven years old.

William was not happy in Stratford, because he wanted to work in the best theatres. But these were in London, so in 1587 William went to live there to follow his dream. He asked his brother to look after his wife and children, and he sent money home to Stratford and visited when he could. During his career, he worked as an actor, and he also wrote thirty seven plays: seventeen comedies, ten histories and ten tragedies, as well as poems. Shakespeare became rich and famous, and he had enough money to buy an expensive house in Stratford, called 'New Place'. His company of actors had enough money for a new theatre, The Globe, built in 1598. During a play in 1613, a fire started and The Globe burnt down. Fortunately, nobody was hurt, but Shakespeare retired after the accident.

William spent his working life in London, and he only came back to Stratford for the last five years of his life. He died on his birthday, aged 52, in 1616, and was buried in a church in Stratford. His daughter Susanna inherited most of his money and possessions.

#### Task 1 – Vocabulary: working out the meanings of words

What do these words mean? Write your own explanation:

1. to slip (paragraph 2) \_\_\_\_\_
2. career (paragraph 3) \_\_\_\_\_
3. comedy (paragraph 3) \_\_\_\_\_
4. history (paragraph 3) \_\_\_\_\_
5. tragedy (paragraph 3) \_\_\_\_\_
6. to inherit (paragraph 4) \_\_\_\_\_

#### Task 2 – Dictation (Student A)

1. Read the following text to your partner, giving him/her time to write what you say.

William was not happy in Stratford, because he wanted to work in the best theatres, which were in London, so in 1587 William went to live in London to follow his dream. He asked his brother to look after his family, and he sent money home to Stratford and visited when he could. During his career, he worked as an actor, and he also wrote thirty seven plays: seventeen comedies, ten histories and ten tragedies, as well as poems.

**2. Check your partner's writing – is it the same as the text above?**

**3. Now listen to your partner and write what he/she says.**

Shakespeare \_\_\_\_\_ rich and famous, and he \_\_\_\_\_ enough \_\_\_\_\_ to buy an expensive \_\_\_\_\_ in Stratford, called 'New Place'. His \_\_\_\_\_ of actors \_\_\_\_\_ enough money for a new theatre: The Globe, built in \_\_\_\_\_. However, during a play in \_\_\_\_\_, a fire \_\_\_\_\_ and The Globe \_\_\_\_\_ down. William \_\_\_\_\_ his working life in \_\_\_\_\_, and he only \_\_\_\_\_ back to Stratford for the last five \_\_\_\_\_ of his life.

**Task 2 – Dictation (Student B)**

**Now listen to your partner and write what he/she says.**

William \_\_\_\_\_ not \_\_\_\_\_ in Stratford, because he \_\_\_\_\_ to work in the best \_\_\_\_\_, which \_\_\_\_\_ in \_\_\_\_\_, so in \_\_\_\_\_ William \_\_\_\_\_ to live in London to follow his \_\_\_\_\_. He \_\_\_\_\_ his \_\_\_\_\_ to look after his \_\_\_\_\_, and he \_\_\_\_\_ money home to Stratford and \_\_\_\_\_ when he \_\_\_\_\_. During his \_\_\_\_\_, he \_\_\_\_\_ as an actor, and he also \_\_\_\_\_ thirty seven plays: seventeen \_\_\_\_\_, ten histories and ten, as well as \_\_\_\_\_.

**Ask your partner to check your writing.**

**Read the following text to your partner, giving him/her time to write what you say.**

Shakespeare became rich and famous, and he had enough money to buy an expensive house in Stratford, called 'New Place'. His company of actors had enough money for a new theatre: The Globe, built in 1598. However, during a play in 1613, a fire started and The Globe burnt down. William spent his working life in London, and he only came back to Stratford for the last five years of his life.

### Appendix 03

Shakespeare's *Hamlet* Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

**Characters and Plot :** Watch the video about characters and plot of *Hamlet*; then, draw a graphic organizer to present your understanding of the story.

## Appendix 04

Shakespeare's *Hamlet* Class \_\_\_\_\_ No. \_\_\_\_ Name \_\_\_\_\_

**Dictogloss :** While listening to the narration of the story, jot down some key words. Then, retell the story in your own sentences by using the key words you have jotted down.

Key Words	Retell <i>Hamlet</i>
	<hr/>

## Appendix 05

### Sanmin Book 4 Unit 12 Most quoted Quotes: Shakespeare's Hamlet

#### Reading

“To be or not to be, that is the question . . .” Few speakers of English have not heard of Hamlet's famous words. Even fewer, however, realize that the source of many other familiar sayings is exactly the same—Shakespeare's Hamlet. This play tells the story of a prince of Denmark named Hamlet, whose father, the king, has been assassinated. By doing so, Hamlet's evil uncle has ascended the throne and married Hamlet's mother, the queen. Later, the ghost of Hamlet's father appears and tells Hamlet what has happened. Accordingly, Hamlet vows to revenge himself on the murderer of his father, which means killing his own stepfather, who is also the new king. By the end of the play, all of these three characters—Hamlet, the king, and the queen—are dead.

What does Hamlet intend by the line mentioned above? So wellknown is the play that the meaning of this line is often left unexplained. Actually, it is just the beginning of a soliloquy by Hamlet. Hamlet speaks to himself and explains that he is thinking of life and death. In other words, he is contemplating the advantages and disadvantages of his own death. If he settles the score and takes his uncle's life, he will probably be killed as a result—but then his problems will be over. If he does nothing, he will continue to live—but he will have to shoulder the burden of the mental agony that he feels about his father's death, his mother's hasty remarriage, and his own loss of the crown. This raises many questions, such as why people endure torment? So afraid of death are people that many would face the suffering of this world rather than whatever death might bring. After all, no one knows what death is like. It might be much more intolerable than life.

Many other lines from Hamlet are also often quoted by English speakers around the world. Some of the most profound ones are spoken by Polonius, an adviser to the king. When his son, Laertes, leaves Denmark, Polonius gives him some constructive advice. One bit of advice goes like this: “Give every man thy ear, but few thy voice; / Take each man's censure, but reserve thy judgment” (I.iii.68-69). By saying this, Polonius suggests that his son listen to every person's point of view and heed the words of others. Polonius meanwhile reminds Laertes to avoid expressing his own ideas too freely and to open his heart only to a few intimate friends. The key point is that his son should listen and learn, since a person who talks all the time has no chance to hear and consider other people's ideas. According to Polonius, it is good to accept (“Take”) other people's criticism (“censure”), but it's not prudent to judge others.

Like his father Polonius, Laertes too gives sound advice to his sister, Ophelia, who has lost her heart to Hamlet. Laertes warns her off Hamlet since he might not be able to marry her, even if he truly loves her. Laertes says, “his will is not his own, / For he himself is subject to his birth” (I.iii.17-18). That is, Hamlet comes from royal blood, so he cannot marry only because of love. His future is controlled by (“subject to”) his status (“his birth”)—the position he was born into. For example, he might have the duty to marry a foreign princess so that his country can have better diplomatic relations.

Of course, some of the most noted lines are spoken by Hamlet himself. Talking to two of his friends, Hamlet says, “there is nothing either good or bad, but thinking makes it so” (II.ii.249-250). Hamlet thinks that quality depends on our minds, not on the things themselves. If that's true, then Hamlet must be a magnificent work of literature, for most people who have read it or seen it performed have thought it is worth remembering.

—Adapted from “Most Quoted Quotes: Shakespeare's *Hamlet*.”

## Appendix 06

### Shakespeare's *Hamlet*

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

**Famous Lines: 1. Rewrite the lines in your own words. 2. Recite the lines in a dramatic way.**

From Character	To Character	Quote
		To be or not to be, that is the question.
Your Translation:		
The Tone of the line: _____		
		Give every man thy ear, but few thy voice; Take each man's censure, but reserve thy judgment.
Your Translation:		
The Tone of the line: _____		
		his will is not his own, For he himself is subject to his birth"
Your Translation:		
The Tone of the line: _____		
		there is nothing either good or bad, but thinking makes it so
Your Translation:		
The Tone of the line: _____		

## Appendix 07

### Hamlet characters and plot summary

#### **Hamlet**, Prince of Denmark

Hamlet discovers that his father, the old King of Denmark, was murdered by his uncle, Claudius. Hamlet plans to kill Claudius in revenge, which he does at the end of the play. But Hamlet is wounded in the fight, and dies as well.

#### **Claudius**

Claudius murders his brother, the old king of Denmark, by putting poison in his ear. Claudius marries his dead brother's wife, the queen. Claudius becomes king of Denmark himself. But Hamlet, Claudius's nephew, finds out what he has done, and kills him.

**Hamlet's mother**

Hamlet's mother, the queen of Denmark, marries her brother-in-law, Claudius. She does not realise that Claudius murdered her husband. She dies by drinking poisoned wine.

**Ophelia**

Ophelia is Hamlet's girlfriend. But Hamlet rejects her, and she kills herself.

**Polonius**

Polonius is King Claudius's adviser, and is asked to spy on Hamlet. Hamlet kills him by accident.

**Laertes**

Laertes is Ophelia's brother. He blames Hamlet for Ophelia's suicide. At the end of the play, he fights and kills Hamlet. But he is wounded in the fight, and also dies.

**TELL US MORE**

The play has a very tragic ending. In total there are six deaths.

Could such a tragedy have been avoided?

Could people have acted differently?

Who do you think is to blame for the deaths? Claudius who committed the first crime? Hamlet for failing to take the correct action? His mother for failing to see what Claudius did?

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**Homework:**

假設你為 Hamlet 的摯友(Sharon / Tom)，某日收到了他的來信；由信中你知道 Hamlet 剛剛遭遇喪父、母親隨即改嫁的變故。他還提到了父親鬼魂向他訴苦，讓他報仇的事情。Hamlet 說他對於未來覺得非常的茫然，不知該如何是好。身為摯友的你決定寫一封信給他。請在第一段安慰他；在第二段請針對他接下來可以採取的行動提出建議。

## Appendix 08

Romeo & Juliet 學習單 Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

### Cast

The Montagues	
Romeo	fall in love with Juliet
Benvolio	Romeo's cousin
The Capulets	
Juliet	fall in love with Romeo
Tybalt	kill Mercutio, later killed by Romeo
Juliet's Nurse	messenger between Romeo and Juliet
Others	
Escalus	Prince of Verona, the governor
Mercutio	Romeo's best friend, relative of Escalus
Friar Lawrence	marry Romeo and Juliet
Rosaline	loved by Romeo in the very beginning

### Questions Worth Pondering

1. Who is to blame most for this tragedy? Why?
2. Did you find anything unreasonable in the whole story? Why is it / are they unreasonable?
3. Do Romeo & Juliet have to kill themselves? Are there any other solutions?

## Appendix 09

### Questions Worth Pondering for *Gnomeo and Juliet*

1. Make a list of the differences between the two versions

Romeo & Juliet	Gnomeo & Juliet

2. What do you think makes the differences?

3. If you were the script writer, what would be the adaptations you would make?

## Appendix 10

### Plot Analysis

Retell the story in six boxes: Draw a picture of the main scene mentioned and explain the scene in the box below.

1	2	3
4	5	6

## Appendix 11

### 小專題(新聞報導)資料蒐集學習單

小組成員	
新聞標題	
探討主題	

資料蒐集		
相關學科	蒐集資料標的	負責人

小專題進行流程補充說明：

1. 針對羅密歐與茱麗葉的故事討論、聚焦，並決定探討主題
2. 分配蒐集資料工作分配
3. 討論統整所蒐集之資料
4. 決定新聞報導之流程及內容
5. 針對新聞報導分配工作
6. 拍攝製作 2-3 分鐘英文新聞報導
7. 英文新聞發表會

## Appendix 12

### HCVS New!

Create a news report out of the incident.

#### Cast

Character	Personal Background Information

#### Run-on of the News Report

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#### Main Script

