WCSA





English

Home Learning and Key Revision Book Learning Cycle 2

**Year 11**

**Romeo and Juliet**

**English Language and Literature**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tutor Group: 11\_\_\_**

**English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Cycle 2**

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| **November** | 25 | 26 | 27 | 28 | 29 | Teaching week 1 |
| **December** | 2 | 3 | 4 | 5 | 6 | Teaching week 2 |
| 9 | 10 | 11 | 12 | 13 | Teaching week 3 |
| 16 | 17 | 18 | 19 | 20 | Teaching week 4 |
| 23 | 24 | 25 | 26 | 27 | Christmas Break |
| 30 | 31 | 1 | 2 | 3 | Christmas Break |
| **January** | 6 | 7 | 8 | 9 | 10 | Teaching week 5 |
| 13 | 14 | 15 | 16 | 17 | Teaching week 6 |
| 20 | 21 | 22 | 23 | 24 | Teaching week 7 |
| 27 | 28 | 29 | 30 | 31 | Assessment Week |
| **February** | 3 | 4 | 5 | 6 | 7 | Super Teach Week |

* **The aim of the homework throughout Year 11 is to build up comprehensive revision notes ready for exam preparation – the more work you do now, the easier your revision process will be later in the year!**

**Useful Websites**

[**http://literary-devices.com/**](http://literary-devices.com/)

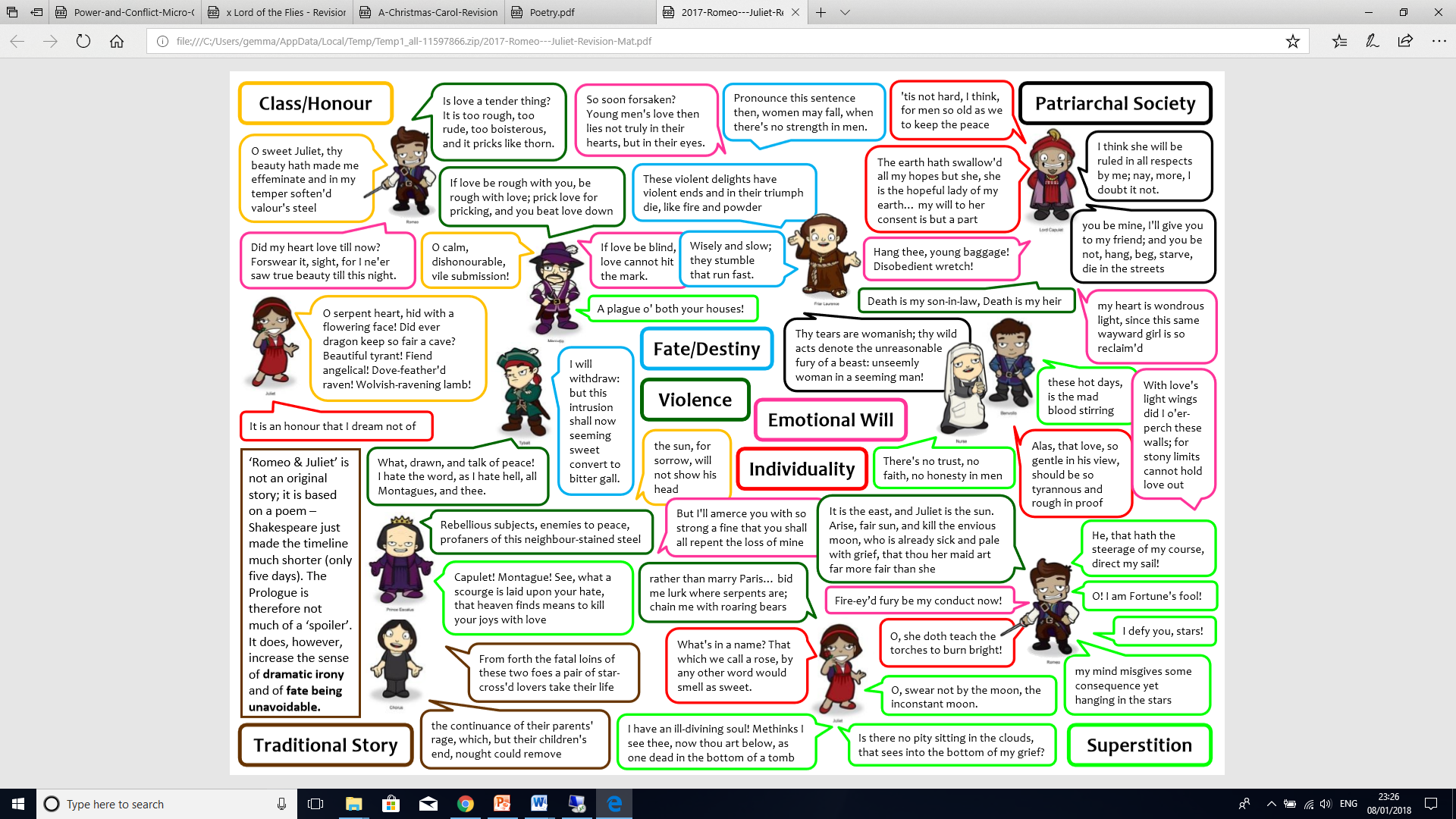
[**http://shakespeare.mit.edu/romeo\_juliet/full.html**](http://shakespeare.mit.edu/romeo_juliet/full.html) **(full text online)**

[**http://nfs.sparknotes.com/romeojuliet/**](http://nfs.sparknotes.com/romeojuliet/) **(No Fear Shakespeare – full script alongside modern translations)**

[**http://www.sparknotes.com/shakespeare/romeojuliet/**](http://www.sparknotes.com/shakespeare/romeojuliet/)

[**http://www.bbc.co.uk/schools/gcsebitesize/english\_literature/dramaromeojuliet/**](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramaromeojuliet/)





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**Romeo and Juliet**

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| **Context** – The play was written by William Shakespeare, and was first performed around 1594. | | | |
| **Shakespeare’s Time** – Shakespeare wrote his plays at the time of two monarchs: Queen Elizabeth I and James I. *Romeo and Juliet was* written relatively early in Shakespeare’s career (the bulk of his tragedies were written in the 17th century) yet was extremely popular in his lifetime, as it is now. Shakespeare borrowed heavily from two texts: *The Tragical History of Romeo and Juliet* (1562) and *Palace of Pleasure (1567)* | | Image result for italy map cartoonElizabethan England and Italy –Shakespeare frequently engaged with Italy in his plays, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was a place that Shakespeare’s contemporaries would have had a keen interest in; it was already an advanced and beautiful place for travel. Shakespeare’s depictions of many areas of Italian life at the time are deemed largely accurate. | |
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| Image result for religious cross cartoonReligion – The heavy religious presence is evident across several parts of *Romeo and Juliet.* This is reflective of a society across Europe that was deeply religious (predominantly catholic or protestant). Several characters demonstrate their commitment to the church, such as Romeo and Juliet who choose to marry rather than fornicate, and the Capulets, who are quick to contemplate that Juliet is in a better place (heaven) after she is found ‘dead.’ | | Image result for female signPatriarchal Society –Society throughout the Middle Age and at Shakespeare’s time was patriarchal – women were considered inferior to men. This was also the case in much of Europe, including Italy. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands, so Juliet would be expected to obey her father. Women were not permitted to own land or enter most professions. They were instead expected to bear children, be gentle and womanly. | |
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| Astrology **the Supernatural** – At the time of Shakespeare, the belief in both astronomy and the supernatural was far more preeminent than in society today. The reference to ‘star-cross’d lovers demonstrates the large role of horoscopes and planet positions in being used to predict fate. Also, Romeo and Juliet make reference to the fact that they feel they are being guided by a supernatural force (e.g. ‘fortune’s fool). | | Image result for red cross healthcareHealthcare and Medicine – Healthcare and medicine were not as advanced in Shakespeare’s age as they are today – there were numerous ailments and diseases that were not yet understood. This makes it much more believable for both the Capulets and Romeo that Juliet could have died so suddenly and so young. The high death count in the play would seem slightly more common in those days! | |
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| **Main Characters** – Consider what Shakespeare intended through his characterisation of each of the below… | | | |
| Romeo – The son and heir of Lord and Lady Montague. Romeo is handsome and intelligent, yet he is also impulsive and extremely sensitive. Romeo is a peaceful character, and is not interested in the violence that goes on around him, choosing instead to focus his energies on love. Although Romeo’s love seems fickle (he loves Rosaline at the outset) his commitment can’t be debated in the end! | | Juliet – The daughter of Capulet and Lady Capulet. Juliet is a beautiful young girl (13 years old at the start of the play). Juliet is caring, compassionate, and at times demonstrates courage (she defies her parents in order to marry Romeo, and drinks the contents of the vial without fully trusting its effects). At times, she shows great intelligence and wit, particularly in conversations with her mother. | |
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| First Scene: Act I Scene II | **Final Scene:** Act V Scene III | **First Scene:** Act I Scene III | **Final Scene:** Act V Scene III |
| **Prince Escalus**– The most powerful character in the play, with the authority to govern the other characters and administer sentences. He is also a kinsman to Mercutio and Paris. As the seat of Verona, his main concern throughout most of his appearances are in relation to ensuring that the peace is kept. He is merciful in banishing Romeo for the death of Tybalt, as opposed to sentencing him to death. | | **Mercutio –** A kinsman to the prince and one of Romeo’s closest friends. Mercutio is an extraordinary character in that he has sparkling wit and a vivid imagination. Much of Mercutio’s speeches deal in puns and word-play. He appears to see himself as being above the vices of love, choosing instead to view it as misplaced sexual appetite. His hot-headedness is eventually his downfall. | |
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| First Scene: Act I Scene I | **Final Scene:** Act V Scene III | **First Scene:** Act I Scene IV | **Final Scene:** Act III Scene I |
| Montague and Capulet – The patriarchs of the Montague and Capulet families, who have held a long and violent feud with one another from some time before the play begins. Both seem to deeply love their respective child, yet do not always seem appropriately aware of their emotional wellbeing. For example, Romeo chooses to walk the streets in melancholy rather than share his feelings with his father, and Capulet feels the best thing for Juliet would be a marriage with Paris. | | **Friar Laurence and the Nurse** –Both Friar Laurence and the Nurse act as guidance counsel for Romeo and Juliet. They appear to be the two people that Romeo and Juliet trust more than any others in the world, as they are the two that they confide in. Friar Laurence is kind and civic-minded (believing the marriage may heal the feud), whilst the Nurse is kind and sentimental (yet at times vulgar). She seems as though she is more of a mother to Juliet than Lady Capulet has ever been. | |
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| **Themes** – A theme is an idea or message that runs throughout a text. | | | |
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| Image result for cartoon love heartLove – In Romeo and Juliet, love is an extremely overpowering force that supersedes all other values, emotions, and loyalties. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of the threat of death. At times, love is presented as fickle (Mercutio’s speeches, Romeo + Rosaline). | | | |
| Individual vs Society – Romeo and Juliet are forced to undermine the oppressive rules of society at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of religion mean that they must marry in haste, and rules of masculinity force Romeo into conflict with Tybalt. | | | |
| Image result for dagger**Violence** – Extreme violence takes place sporadically throughout the play. The feud between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in Act 3 Scene 1, in which both Mercutio and Tybalt are murdered. | | | |
| **Fate –** In the first address to the audience, the Chorus states that Romeo and Juliet are ‘star-cross’d’ lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. A series of unfortunate accidents towards the end of the play thwart Friar Laurence’s plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate. | | | |

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KNOWLEDGE ORGANISER

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| **Scene-by-Scene Summary** – Take note of the key quotations from each scene. | | | |
| Prologue | The Chorus speaks of an ancient grudge between two households, from which two ‘star-crossed lovers’ appear. | | *From forth the fatal loins of these two foes*  *A pair of star-crossed lovers take their life. . .* |
| Act 1 Scene 1 | A street brawl breaks out between the Montagues and Capulets. The Prince intervenes. He threatens the death sentence for anyone who breaks the peace again. | | *To old Free-town, our common judgment-place.*  *Once more, on pain of death, all men depart.* |
| Act 1 Scene 2 | Paris speaks of his desire to marry Juliet to Capulet. They arrange a masquerade ball so that he can begin to woo her. Peter accidentally invites Romeo and Benvolio. | | *One fairer than my love? The all-seeing sun*  *Ne'er saw her match since first the world begun.* |
| Act 1 Scene 3 | Lady Capulet discusses the prospect of Juliet getting married to Paris. She dutifully says that she will look upon him. | | *I’ll look to like if looking liking move/* *But no more deep will I endart mine eye/ Than your consent gives strength to make it fly.* |
| Act 1 Scene 4 | Before the ball, Mercutio mocks Romeo. He gives his ‘Queen Mab’ speech. Romeo fears the night will set fate in motion. | | *O, then I see Queen Mab has been with you. . . .*  *She is the fairies’ midwife. . . .* |
| Act 1 Scene 5 | Romeo and Juliet meet at the ball. They immediately fall for each other – Romeo uses metaphors to compare her to a pilgrim. Tybalt spots Romeo and wants to kill him, but Capulet stops him. Romeo and Juliet learn that they are from warring families. | | *If I profane with my unworthiest hand*  *This holy shrine, the gentle sin is this:*  *My lips, two blushing pilgrims, ready stand*  *To smooth that rough touch with a tender kiss.* |
| Act 2 Prologue | The chorus returns and delivers a sonnet about the new love. | | *But passion lends them power, time means, to meet,* |
| Act 2 Scene 1 | Benvolio and Mercutio search for Romeo, who has escaped them in the hope of re-finding Juliet. | | *Go then, for ’tis in vain*  *To seek him here that means not to be found.* |
| Act 2 Scene 2 | The famous ‘balcony scene.’ Romeo decides that he cannot go home without seeing Juliet again. He trespasses into her garden, where she appears at a window. They decide that they will wed. | | *If that thy bent of love be honorable,*  *Thy purpose marriage, send me word tomorrow,*  *By one that I’ll procure to come to thee,* |
| Act 2 Scene 3 | Romeo visits Friar Laurence to ask if he will wed him to Juliet. Whilst shocked at how fickle Romeo’s love is, he agrees. | | *Thy love did read by rote that could not spell.*  *But come, young waverer, come go with me,* |
| Act 2 Scene 4 | Romeo arrives to meet Mercutio and Benvolio. The Nurse and Peter then arrive, and Mercutio makes fun of the Nurse. When Mercutio leaves, Romeo arranges with the Nurse for Juliet to meet him at Friar Laurence’s chamber. | | *The sovereignty will fall upon Macbeth.* |
| *Bid her devise/ Some means to come to shrift this afternoon.*  *And there she shall at Friar Lawrence' cell*  *Be shrived and married.* |
| Act 2 Scenes 5-6 | The Nurse sends Juliet to Friar Laurence’s cell, where they are married. The Friar warns them to love moderately. | | *But come what sorrow can,/ It cannot countervail the exchange of joy/ That one short minute gives me in her sight.* |
| Act 3 Scene 1 | Tybalt duels Mercutio. Romeo tries to make peace, but Tybalt stabs Mercutio dead under Romeo’s arm. In rage, Romeo kills Tybalt. The Prince arrives and exiles Romeo. | | *“A plague o’ both your houses”*  *“Ask for me tomorrow, and / you shall find me a grave man”* |
| Act 3 Scene 2 | The Nurse tells Juliet of the fight. Juliet is traumatised by the idea of an exiled Romeo. The Nurse says she knows where he is hiding. | | *O nature, what hadst thou to do in hell/ When thou didst bower the spirit of a fiend/ In moral paradise of such sweet flesh?* |
| Act 3 Scenes 3-4 | Romeo despairs at hearing of being banished. The Friar makes a plan for him to visit Juliet before leaving. Elsewhere, Capulet contacts Paris and arranges for Juliet to marry him. | | *There is no world without Verona walls*  *But purgatory, torture, hell itself.*  *Hence “banishèd” is banished from the world,* |
|
| Act 3 Scene 5 | Romeo reluctantly leaves Juliet. Her mother then tells of the marriage to Paris. She rejects it. Capulet threatens to disown her. | | *Hang thee, young baggage! Disobedient wretch!*  *I tell thee what: get thee to church o' Thursday,* |
| Act 4 Scenes 1-2 | Juliet meets Friar Laurence, saying that she would rather kill herself than marry Paris. Friar Laurence proposes the sleeping potion plan. She agrees, returns to her parents, and repents. | | *Take thou this vial, being then in bed,*  *And this distillèd liquor drink thou off,* |
| Act 4 Scene 3 | Juliet is scared, but drinks the contents of the vial. | | *Romeo, Romeo, Romeo! Here’s drink. I drink to thee.* |
| Act 4 Scenes 4-5 | The Nurse finds Juliet dead on her wedding morning. The family are distraught, but agree to make the funeral arrangements. | | *O me, O me! My child, my only life,*  *Revive, look up, or I will die with thee!* |
| Act 5 Scene 1 | Romeo is told of the death by Balthasar. Romeo decides that he will return to Verona to kill himself. Before doing so, he purchases poison from an apothecary. | | *Well, Juliet, I will lie with thee tonight.*  *Let’s see for means. O mischief, thou art swift* |
| Act 5 Scene 2 | Friar Laurence learns that Romeo has not received his letter informing him of the plan, and is worried. He doesn’t know that Romeo now thinks that Juliet is dead. | | *Unhappy fortune! By my brotherhood,*  *The letter was not nice but full of charge,* |
| Act 5 Scene 3 | Romeo finds Juliet’s body and kills himself. She awakens and kills herself. Montague and Capulet commit to resolve. | | *For never was a story of more woe*  *Than this of Juliet and her Romeo.* |
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| **Dramatic Devices in Romeo and Juliet** | | **Features of a Tragedy in Romeo and Juliet** | |
| Dramatic Irony | Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet.A2 S1 | Image result for skull cartoonTragic Hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet). | |
| Soliloquy | Juliet’s opening speech in A3 S2 in which she pours her heart out over her love for Romeo. | Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness). | |
| Aside | Juliet secretly hopes for the ‘villain’ Romeo: *Villain and he be many miles asunder*  *God pardon him!* A3 S5. | Catharsis - The release of the audience's emotions through empathy with the characters. | |
| Foreshadowing | Friar Laurence: *These violent delights have violent ends, And in their triumph die, like fire and powder.* A2 S6 | Internal Conflict - The struggle the hero engages in with his/her fatal flaw. | |

**Week 1 – Consolidating Context - p4, 6 & 7**

To fully understand the play of *Romeo and Juliet,* it is important to know about the social and historical issues around the time that Shakespeare was writing.

Task 1: Read through the context notes on p4 and highlight what you think is the most important point from each section.

Task 2: Read through the following two extracts of information and fill in the blanks using words from the key words box.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| medicine | consulted | die | immortal | astrology |
| Victorians | prison | fate | Plague | psychology |
| planned | Elizabethans | Religious | married | stars |
| free | Devil | God | faith | Fire |

In the Elizabethan Era people strongly believed in superstition, \_\_\_\_\_\_\_ , destiny and the wheel of fortune. People believed they had no influence in their life as everything was already \_\_\_\_\_\_\_\_\_ out.

The Elizabethans were very interested in \_\_\_\_\_\_\_\_\_\_ and believed that the signs of the Zodiac and the stars governed men's and nature’s fates. Many prominent \_\_\_\_\_\_\_\_\_ would consult astrologers before they did anything important, like going on a journey, getting \_\_\_\_\_\_\_\_\_, etc. Queen Elizabeth I placed a lot of \_\_\_\_\_\_\_ in her favourite astrologer John Dee and even \_\_\_\_\_\_\_\_\_\_ him about the date of her coronation.

Most Elizabethans believed the \_\_\_\_\_\_\_ and planets held some kind of power over the baser side of man and were to be used as tools of \_\_\_\_\_\_, but they did not believe the stars held power over the supreme side of man - the \_\_\_\_\_\_\_\_\_\_ part. Thus, man had \_\_\_ will and could overcome his fate by choosing good. The stars couldn't force him to do anything. \_\_\_\_\_\_\_\_\_\_ education or art could overcome any fate written in the stars. The Elizabethans were still afraid, however, and searched for some answer to overwrite any destiny they saw shining for them in the heavens.

 Astrology and planet movement was very important in other aspects of their life, such as \_\_\_\_\_\_\_\_\_. In 1665, during the Great \_\_\_\_\_\_\_\_ of London, the disease was blamed on the movement of the planets, especially Jupiter. Many people thought that there is no point of fighting destiny thinking they will \_\_\_\_\_ anyway. Therefore, they stopped going to work or going about their everyday business.

In your own words explain what Elizabethans believed about fate.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Courtly | powerful | business | Divorce | family |
| rich | duels | married | honour | church |
| fine | perfection | connections | worshipped | love |
| distant | live | choice | rules | patriarchy |

**The Church had a big influence in the 16th Century**

1. In Shakespeare’s time, everybody had to go to \_\_\_\_\_\_\_\_ on Sunday. Anyone who didn’t go had to pay a \_\_\_\_\_\_.
2. No one could get \_\_\_\_\_\_\_\_\_\_ except in church. Couples couldn’t \_\_\_\_\_\_\_ together unless they got married, and they weren’t meant to sleep together either. \_\_\_\_\_\_\_\_\_ was almost impossible.
3. In some ways, religion was more \_\_\_\_\_\_\_\_\_\_\_ than the law. Religion provided an accepted set of \_\_\_\_\_\_\_\_ for people to live their lives by.

**Courtly love**

1. \_\_\_\_\_\_\_\_\_\_ love was a way of wooing a lady in medieval times. The man \_\_\_\_\_\_\_\_\_\_\_ her from afar, writing poetry and songs about the \_\_\_\_\_\_\_\_\_\_\_ of his beloved. The woman was often supposed to remain cold and \_\_\_\_\_\_\_\_\_, at least at first.

**Sometimes marriage was for money, not love**

1. In the 16th century, \_\_\_\_\_\_\_ people like the Capulets didn’t get married for\_\_\_\_\_\_. Their parents arranged a marriage with someone rich and powerful. It was a \_\_\_\_\_\_\_\_\_ deal – a way of getting money, power and \_\_\_\_\_\_\_\_\_\_\_\_.
2. Normally the bride and groom didn’t get a \_\_\_\_\_\_\_\_. They were told they had to get married.
3. The Capulets’ family structure is fairly typical of what was expected in Shakespeare’s time. The husband is in control of his wife and daughter, so Capulet can tell Juliet to marry whomever he wants. This type of society where the male is in charge is called a \_\_\_\_\_\_\_\_\_\_.

**Everyone cares about honour**

1. Shakespeare shows that the characters are easily drawn into \_\_\_\_\_\_\_ as they find it difficult to ignore insults. If someone insults them, they feel that their family and friends have also been insulted – so they’ve got to defend their \_\_\_\_\_\_\_\_\_ honour.
2. The feud is causing violence and deaths. But the Capulets and Montagues don’t give up the feud – this shows \_\_\_\_\_\_\_\_\_that is more important to them than saving lives.

**Week 3 – p5 – Appreciating Stave One**

**Consolidation**

**Parent/carer comments:**

**Parent/ carer comments:**

**Week 2 – Recapping Act 1 – p8 & 9**

**Task 1:** Using the plot breakdown on page 5 to help you, **number the events of Act One in the correct order that they happen within the play.**

|  |  |
| --- | --- |
| **Order of events** | **Act One Events** |
|  | 1. Mercutio delivers a speech about Queen Mab, the queen of fairyland, and what she is able to do to dreamers. |
|  | 1. Romeo and Juliet meet and fall in love |
|  | 1. A fight breaks out between the houses of Capulet and Montague |
|  | 1. Romeo has a premonition that something is about to happen that will shorten his life, but decides that he must go forward regardless. |
|  | 1. We meet Romeo, who is pining after Rosaline |
|  | 1. Lady Capulet asks Juliet if she is ready for marriage |
|  | 1. Romeo and Juliet realise that they are the children of the two families which are sworn enemies |
|  | 1. Benvolio attempts to stop the fighting |
|  | 1. Lady Capulet tells Juliet about Paris and Juliet agrees to consider him |
|  | 1. Benvolio encourages Romeo to consider other women at the Capulet Ball |

**Task 2.**

Fill in the blanks to complete these important quotations from Act One. Once completed, identify which character the quotation is said by.

|  |  |
| --- | --- |
| “Peace? I \_\_\_\_\_\_ the word,  as I hate \_\_\_\_\_\_, all Montagues and thee.” |  |
| "If ever you \_\_\_\_\_\_\_\_\_ our streets again,  Your \_\_\_\_\_\_\_ shall pay the forfeit of the peace.” |  |
| "Here’s much to do with \_\_\_\_\_\_\_ but more with \_\_\_\_\_\_\_:  Why then, \_\_\_\_ brawling love, O loving hate” |  |
| "Earth hath swallowed all my \_\_\_\_\_\_\_but she;  She’s the hopeful lady of my \_\_\_\_\_\_\_.” |  |
| “But no more deep will I \_\_\_\_\_\_\_\_\_ my eye  Than your \_\_\_\_\_\_\_\_ gives strength to make it fly.” |  |
| “I \_\_\_\_\_ too early, for my mind misgives  Some consequence yet \_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_” |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| endart | hanging | hopes | fear | love | stars | hell |
| hate | disturb | O | hate | earth | lives | consent |

**Task 3.**

**Extending your critical vocabulary**

It is important to use the best vocabulary that you can to describe the characters and their personalities.

Read through the triplets of key descriptions and definitions and then decide whether the group of words would best be used to describe **Romeo, Benvolio** or **Mercutio.**

**Shakespeare presents the Montagues and their supporters as…**

|  |  |  |
| --- | --- | --- |
| ***The Montague that these words best describes is:*** | 1. **Anarchic** | Unruly and chaotic. |
| 1. **Impulsive** | Someone who acts on a whim, without thinking. |
| 1. **Precocious** | Someone who ‘shows off’ their intelligence arrogantly. |

|  |  |  |
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| ***The Montague that these words best describes is:*** | 1. **Melancholic** | Someone who is prone to moping and being depressed. |
| 1. **Quixotic** | Extremely idealistic: unrealistic and impractical. |
| 1. **Ardent** | Enthusiastic. |

|  |  |  |
| --- | --- | --- |
| ***The Montague that these words best describes is:*** | 1. **Appeasing** | Someone who tries to pacify others. |
| 1. **Sincere** | Honest and genuine. |
| 1. **Stalwart** | Loyal and Reliable. |

**What other words might you use to describe each of these characters? Aim to choose the best five adjectives you can.**

**Parent/ carer comments:**

**Week 3 – Recapping Act 2 – p10 & 11**

**Task 1:** Using the plot breakdown on page 5 to help you, **number the events of Act Two in the correct order that they happen within the play.**

**Act Two**

|  |  |
| --- | --- |
| **Order of events** | **Act Two Events** |
|  | 1. Benvolio tells Mercutio that Tybalt has sent a letter of challenge to Romeo’s house following his gate-crashing the Capulet’s ball. |
|  | 1. Romeo and Juliet meet at Friar Lawrence’s cell to be married. |
|  | 1. Juliet appears on the balcony and talks to herself about her feelings for Romeo. When Romeo appears, Juliet is embarrassed about what he has overheard her say. |
|  | 1. Romeo visits Friar Lawrence and tells him he is now in love with Juliet. Friar Lawrence chastises Romeo “For doting, not for loving” Rosaline, but he agrees to help them to get married in the hopes it will end the feud. |
|  | 1. After some delay, the nurse finally tells Juliet about the arrangements for the wedding. |
|  | 1. Romeo runs away from Mercutio and Benvolio and climbs the walls into the Capulet mansion’s grounds. |
|  | 1. Juliet suggests that they should marry and Romeo promises to arrange this the very next day. |
|  | 1. The nurse arrives to arrange the marriage with Romeo, but first has to endure Mercutio making jokes at her expense. |

**Task 2.**

Fill in the blanks to complete these important quotations from Act Two. Once completed, identify which character the quotation is said by.

|  |  |
| --- | --- |
| “It is the \_\_\_\_\_\_\_ and Juliet is the \_\_\_\_\_\_.” |  |
| “These \_\_\_\_\_\_\_ delights have violent ends” |  |
| “For this alliance may so \_\_\_\_\_\_ prove  To turn your households’ rancour to pure \_\_\_\_\_\_” |  |
| “Deny thy father and refuse thy \_\_\_\_\_;  Or if thou wilt not, be but \_\_\_\_\_\_\_ my love,  And I’ll no longer be a \_\_\_\_\_\_\_\_\_.” |  |
| “There lies more \_\_\_\_\_\_\_\_ in thine eye  Than twenty of their \_\_\_\_\_\_\_\_.” |  |
| “Or if thou wilt, swear by they gracious \_\_\_\_\_\_\_\_  Which is the \_\_\_\_\_\_ of my idolatry.” |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| self | east | name | violent | peril | love |
| Capulet | happy | swords | sun | god | sworn |

**Task 3.**

**Extending your critical vocabulary**

It is important to use the best vocabulary that you can to describe the characters and their personalities.

Read through the triplets of key descriptions and definitions and then decide whether the group of words would best be used to describe **Juliet, Tybalt** or **Nurse.**

**Shakespeare presents the Capulets and their supporters as…**

|  |  |  |
| --- | --- | --- |
| ***The Capulet that these words best describes is:*** | 1. **Idealistic** | Someone who believes whole-heartedly in something, even if it is unrealistic. |
| 1. **Ingenuous** | Innocent, naïve and unworldly. |
| 1. **Resolute** | Someone who has made their mind up and whose opinion cannot be changed. |

|  |  |  |
| --- | --- | --- |
| ***The Capulet that these words best describes is:*** | 1. **Maternal** | Motherly. |
| 1. **Submissive** | Will bend to a dominant authority and ‘do what they are told. |
| 1. **Uncouth** | Uncivilised and uncultured, potentially vulgar. |

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| ***The Capulet that these words best describes is:*** | 1. **Volatile** | Someone who could explode at any moment. |
| 1. **Tempestuous** | Someone who is unpredictable and has many conflicting emotions. |
| 1. **Righteous** | Someone who believes what they are doing is morally justifiable. |

**What other words might you use to describe each of these characters? Aim to choose the best five adjectives you can.**

**Parent/ carer comments:**

**Week 4 – Recapping Act 3 – p12-13**

**Task 1:** Using the plot breakdown on page 5 to help you, **number the events of Act Three in the correct order that they happen within the play.**

|  |  |
| --- | --- |
| **Order of events** | **Act Three Events** |
|  | 1. The nurse arrives and she and Friar Lawrence convince Romeo to visit Juliet for their wedding night. |
|  | 1. Romeo, having fled to Friar Lawrence’s cell, thinks that banishment has “more terror” than death, as he will be separated from Juliet. |
|  | 1. After saying goodbye to Romeo the morning after their wedding, Juliet’s father arrives and demands she marries with Paris, getting quite aggressive. |
|  | 1. The prince arrives and talks to Benvolio about the events leading to the two deaths. As a result of this, he proclaims that Romeo has been banished from Verona. |
|  | 1. Tybalt challenges Romeo to fight but, after Romeo refuses, Mercutio steps in to fight instead and is killed by Tybalt. |
|  | 1. Juliet is torn between love and grief when the nurse tells her that her husband has killed her cousin. |
|  | 1. Romeo challenges Tybalt to a fight as revenge for Mercutio’s death. In his anger and grief, Romeo kills Tybalt. |
|  | 1. Capulet speaks to Paris about Juliet’s overwhelming grief and in a gesture of kindness, he agrees that Juliet and Paris shall be married. |

**Task 2.**

Fill in the blanks to complete these important quotations from Act Three. Once completed, identify which character the quotation is said by.

|  |  |
| --- | --- |
| “O calm, \_\_\_\_\_\_\_\_\_\_\_, vile submission!” |  |
| “A \_\_\_\_\_\_\_\_\_ a’both your \_\_\_\_\_\_\_\_!” |  |
| “O, I am \_\_\_\_\_\_\_\_ fool.” |  |
| “Hang, \_\_\_\_\_\_, starve, \_\_\_\_\_\_ in the streets.” |  |
| “And \_\_\_\_\_ eye’d fury be my conduct \_\_\_\_\_\_!” |  |
| “O God, I have an \_\_\_\_\_-divining soul!  Methinks I see thee now, thou are so low,  As one \_\_\_\_\_\_ in the bottom of a tomb.” |  |
| “I beg for \_\_\_\_\_\_\_\_\_, which thou, Prince, must give:  \_\_\_\_\_\_\_ slew\_\_\_\_\_\_\_\_, Romeo must not \_\_\_\_\_\_.” |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| dead | beg | dishonourable | now | live | plague | Romeo |
| fortune’s | fire | ill | justice | die | houses | Tybalt |

**Task 3.**

**Extending your critical vocabulary**

It is important to use the best vocabulary that you can to describe the characters and their personalities.

Read through the definitions of the following vocabulary and **decide which character(s) you think you could best apply it about.**

Once you have made your choice, **write a sentence to explain where the readers can best view this aspect of their personality.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Vocabulary** | **Definition** | **Character(s)** | **Explanation** |
| **hubristic** | Excessively proud or self-confident. |  |  |
| **atypical** | Unusual; not typical of a specific type. |  |  |
| **bawdy** | Dealing with sexual matters in a comical way. |  |  |
| **pragmatic** | Dealing with things sensibly and realistically. |  |  |
| **authoritative** | Able to be trusted as being accurate or true. |  |  |
| **coquettish** | Flirtatious; behaving in a way to suggest playful sexual attraction. |  |  |
| **autocratic** | Relating to someone who has absolute power. |  |  |
| **antagonistic** | Showing or feeling active opposition or hostility towards someone. |  |  |
| **angst-ridden** | Filled with deep anxiety. |  |  |
| **confidante** | A person with whom you share a secret or private matter. |  |  |

**Parent/ carer comments:**

**Week 5 – Recapping Act 4 – p14 & 15**

**Task 1:** Using the plot breakdown on page 5 to help you, **number the events of Act Four in the correct order that they happen within the play.**

|  |  |
| --- | --- |
| **Order of events** | **Act Four Events** |
|  | 1. The nurse comes to wake Juliet on the morning of her wedding to Paris, but finds that she is unable to wake her. |
|  | 1. Juliet returns home and tells Lord Capulet that she has reconsidered and will marry with Paris. |
|  | 1. Juliet worries that perhaps the Friar’s plan won’t work and questions his motives for wanting to help her, thinking perhaps he is trying to kill her to cover up the fact he married her to Romeo. |
|  | 1. The Capulet’s are busy preparing for the marriage, happily talking and joking, unaware of what Juliet has just done. |
|  | 1. Devastated by being told she is to marry Paris, Juliet seeks help from Friar Lawrence. |
|  | 1. Juliet drinks the potion and falls, seemingly dead. |
|  | 1. The Capulet’s mourn for the loss of Juliet, and a wedding procession turns into a Funeral procession. |
|  | 1. Seeing Juliet is prepared to kill herself rather than marry Paris, Friar Lawrence comes up with a plan to make it look like Juliet is dead, so that she can then run away to live with Romeo. |

**Task 2.**

Fill in the blanks to complete these important quotations from Act Four. Once completed, identify which character the quotation is said by.

|  |  |
| --- | --- |
| “\_\_\_\_\_\_ hope, past \_\_\_\_\_\_, past help!” |  |
| “A thing like \_\_\_\_\_\_ to chide away this shame” |  |
| “Death is my\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_ is my heir” |  |
| “O bid me \_\_\_\_\_\_\_, rather than \_\_\_\_\_\_\_\_Paris, |  |
| “Do thou but call my resolution wise,  And with this \_\_\_\_\_\_\_ I’ll help it presently.” |  |
| “Be not so \_\_\_\_\_\_\_\_ to speak, I long to\_\_\_\_\_\_.” |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| past | cure | marry | die | knife |
| Death | long | leap | death | son-in-law |

**Task 3:** Explode the following key quotations on the theme of **Fate** in as much detail as you can. Aim to make notes on AO1, AO2 and AO3.

|  |
| --- |
| “a pair of star-cross'd lovers take their life” |
| “If he be marrièd. My grave is like to be my wedding bed.” |
| “O God, I have an ill-divining soul! Methinks I see thee, now thou art below, As one dead in the bottom of a tomb.” |
| **“**O, I am fortune's fool!” |
| “Is it e'en so?—Then I defy you, stars!—“ |

**Parent/ carer comments:**

**Week 6 – Recapping Act 5 – p16 & 17**

**Task 1:** Using the plot breakdown on page 5 to help you, **number the events of Act Five in the correct order that they happen within the play.**

|  |  |
| --- | --- |
| **Order of events** | **Act Four Events** |
|  | 1. Friar Lawrence receives news that the letter telling Romeo about the plan has not got through, as a result of the plague being in Mantua. |
|  | 1. The Friar arrives and finds Romeo dead. Next thing, Juliet awakes; Friar Lawrence tries to get her to leave but she sees Romeo’s body and refuses to go with him. Juliet takes Romeo’s dagger and kills herself. |
|  | 1. Both houses say they will honour Romeo and Juliet’s memory by raising golden statues to them. The Prince declares “all are punished”. |
|  | 1. Romeo pleads with Paris not to make him fight, but Paris will not be swayed and Romeo is forced to kill him. He drags him into the tomb to lie with Juliet. |
|  | 1. Romeo talks about a dream he has had about Juliet finding him dead and reviving him with kisses. |
|  | 1. Balthasar, Romeo’s servant, tells Romeo that Juliet is dead, not knowing about Friar Lawrence’s plan. |
|  | 1. Romeo says his goodbyes to Juliet and then he drinks the poison. |
|  | 1. Romeo visits an apothecary to buy some poison. |
|  | 1. Paris is laying flowers at Juliet’s tomb when Romeo arrives. Thinking he is there to vandalise the tomb, Paris challenges him to a fight. |
|  | 1. The Prince arrives and the whole truth is exposed. Lord Montague reveals that Lady Montague has died from the shock at losing her son. |

**Task 2.**

Fill in the blanks to complete these important quotations from Act Five. Once completed, identify which character the quotation is said by.

|  |  |
| --- | --- |
| “Come, \_\_\_\_\_\_\_\_\_and not, go \_\_\_\_\_\_\_ with me” |  |
| “\_\_\_\_\_\_\_, that hath sucked the honey of thy breath,  Hath had no power yet upon thy \_\_\_\_\_\_\_” |  |
| “O \_\_\_\_\_\_ dagger,  This is thy \_\_\_\_\_\_\_\_; there \_\_\_\_\_\_\_, and let me die.” |  |
| “I \_\_\_\_\_\_\_\_ you, stars!” |  |
| “And shake the yoke of inauspicious \_\_\_\_\_\_\_\_  From this \_\_\_\_\_\_\_\_-wearied flesh.” |  |
| “See what a scourge is laid upon your \_\_\_\_\_\_,  That \_\_\_\_\_\_\_finds means to kill your joys with love!” |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| beauty | defy | rust | sheath | poison | heaven |
| stars | cordial | Death | world | hate | happy |

**Task 3:** Explode the following key quotations on the theme of **Death** in as much detail as you can. Aim to make notes on AO1, AO2 and AO3.

|  |
| --- |
| “Doth with their death bury their parents’ strife.” |
| “If ever you disturb our streets again,  Your lives shall pay the forfeit of the peace.” |
| “Death is my son-in-law, Death is my heir.” |
| “Thus with a kiss I die.” |
| "O happy dagger! This is thy sheath; there rust, and let me die." |

**Parent/ carer comments:**

**Week 7 – Planning Exam Questions – p18 & 19**

**Either:** Plan ideas for how you would answer both of the following exam questions.

* Remember to cover AO1, AO2 and AO3.
* You also need to identify some links to the wider text.

**Or:** Choose one question to plan and craft an answer to – spend no more than 45 minutes!

***Romeo and Juliet***

Read this extract from *Act 1 Scene 1* of Romeo and Julietand then answer the question that follows.

At this point in the play the Capulets and Montagues have begun fighting in the streets

|  |
| --- |
| **BENVOLIO**  I do but keep the peace: put up thy sword, Or manage it to part these men with me.  **TYBALT**  What, drawn, and talk of peace! I hate the word, As I hate hell, all Montagues, and thee: Have at thee, coward!  5  *They fight*  *Enter, several of both houses, who join the fray; then enter Citizens, with clubs*  **First Citizen**  Clubs, bills, and partisans! strike! beat them down! Down with the Capulets! down with the Montagues!  10  *Enter CAPULET in his gown, and LADY CAPULET*  **CAPULET**  What noise is this? Give me my long sword, ho!  **LADY CAPULET**  A crutch, a crutch! why call you for a sword?  **CAPULET**  My sword, I say! Old Montague is come, And flourishes his blade in spite of me.  15  *Enter MONTAGUE and LADY MONTAGUE*  **MONTAGUE**  Thou villain Capulet,--Hold me not, let me go.  **LADY MONTAGUE**  Thou shalt not stir a foot to seek a foe. |

|  |  |
| --- | --- |
| **0** | **2** |

Starting with this extract, explore how Shakespeare presents conflict as a result of honour.

Write about:

• how Shakespeare presents conflict in this extract

• how Shakespeare presents conflict in the play as a whole.

**[30 marks]**

**AO4 [4 marks]**

**Romeo and Juliet**

Read this extract from Act 3 Scene 2 of Romeo and Juliet and then answer the question that follows.

At this point in the play the Nurse has just informed Juliet that Romeo has been banished for killing Tybalt.

|  |
| --- |
| **JULIET**  O serpent heart, hid with a flowering face!  Did ever dragon keep so fair a cave?  Beautiful tyrant! fiend angelical!  5  Dove-feather'd raven! wolvish-ravening lamb!  Despised substance of divinest show!  Just opposite to what thou justly seem'st,  A damned saint, an honourable villain!  O nature, what hadst thou to do in hell,  10  When thou didst bower the spirit of a fiend  In moral paradise of such sweet flesh?  Was ever book containing such vile matter  So fairly bound? O that deceit should dwell  In such a gorgeous palace!  **Nurse**  15  There's no trust,  No faith, no honesty in men; all perjured,  All forsworn, all naught, all dissemblers.  Ah, where's my man? give me some aqua vitae:  These griefs, these woes, these sorrows make me old.  20  Shame come to Romeo!  **JULIET**  Blister'd be thy tongue  For such a wish! he was not born to shame:  Upon his brow shame is ashamed to sit;  For 'tis a throne where honour may be crown'd  25  Sole monarch of the universal earth.  O, what a beast was I to chide at him!  **Nurse**  Will you speak well of him that kill'd your cousin?  **JULIET**  Shall I speak ill of him that is my husband?  Ah, poor my lord, what tongue shall smooth thy name,  30  When I, thy three-hours wife, have mangled it? |

|  |  |
| --- | --- |
| **0** | **2** |

Starting with this extract, explore how Shakespeare presents the relationship between love and loyalty.

Write about:

• how Shakespeare presents love and loyalty in the extract.

• how Shakespeare presents love and loyalty in the play as a whole.

**[30 marks]**

**AO4 [4 marks]**

**Parent/ carer comments:**

**Parent/ carer comments:**