WCSA



English



Home Learning and Key Revision Book Learning Cycle 1

**Year 11**

**Romeo and Juliet**

**English Language and Literature**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tutor Group: 10\_\_\_**

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

**Learning Cycle 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| September 2018 | 9 | 10 | 11 | 12 | 13 | Week 1 |
| 16 | 17 | 18 | 19 | 20 | Week 2 |
| 23 | 24 | 25 | 26 | 27 | Week 3 |
| October 2018 | 31 | 1 | 2 | 3 | 4 | Week 4 |
| 7 | 8 | 9 | 10 | 11 | Week 5 |
| 14 | 15 | 16 | 17 | 18 | Week 6 |
| 21 | 22 | 23 | 24 | 25 | Extended Half Term |
| 28 | 29 | 30 | 31 | 1 | Extended Half Term |
| November 2018 | 4 | 5 | 6 | 7 | 8 | Week 7 |
| 11 | 12 | 13 | 14 | 15 | Assessment Week |
| 18 | 19 | 20 | 21 | 22 | Super-Teach Week |

* During the Assessment Week, students will be assessed on the material that they have covered the previous seven weeks.
* Following this, the teacher will re-teach areas of underachievement, as identified during the assessment week, during the Super Teaching week.
* The tasks labelled as “**consolidation tasks**” mean that students should be able to complete them using their knowledge from lessons.
* There are also tasks labelled, “**research tasks**”, where we are asking students to spend 15-20 minutes doing some research.
* **The aim of the homework throughout Year 11 is to build up comprehensive revision notes to be used ready for exam preparation – the more work you do now, the easier your revision process will be!**

**Useful Websites**

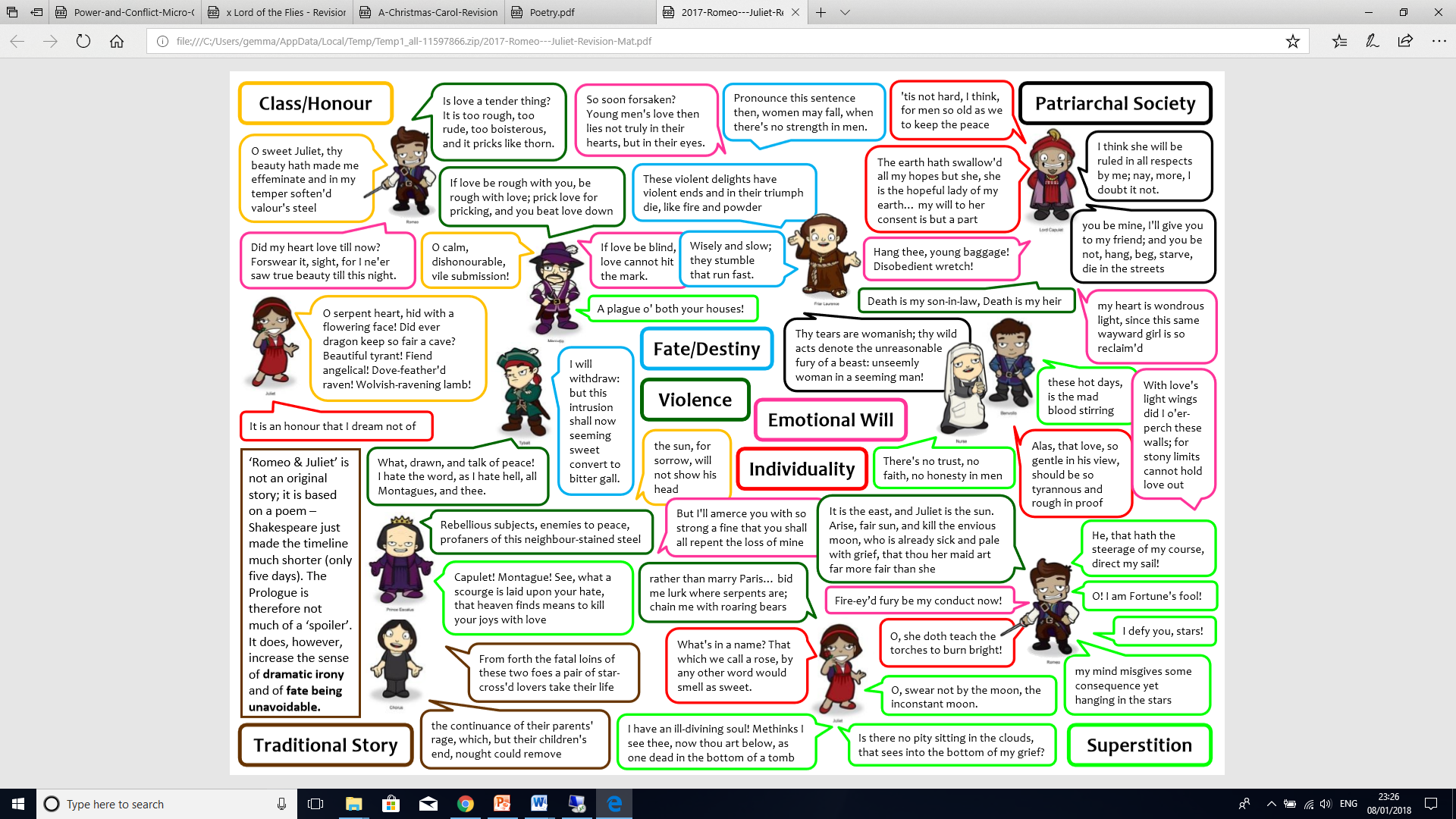
[**http://literary-devices.com/**](http://literary-devices.com/)

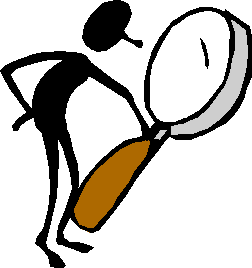
[**http://shakespeare.mit.edu/romeo\_juliet/full.html**](http://shakespeare.mit.edu/romeo_juliet/full.html) **(full text online)**

[**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/)



**Week 1 – p4 – Glossary of Key Terms**

**Research**

Research and write the definitions for the following key terms.

**Iambic pentameter** - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Hypermetric - \_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Soliloquy -** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Dramatic Irony** –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Tragedy -**  ­\_\_\_\_\_­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Tragic Hero** -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Eponymous** – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Blank Verse -**  ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Prose** -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Parent/ carer comments:**

**Week 2 – p5&6 – Consolidating Context**

**Consolidation**

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. 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 3 – p7-9 – Act 1**

**Consolidation**

**Task 1.**

Number the events of Act One in the correct order they happen in the play.

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

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

**Task 3.**

Develop a mind-map / revision resource for the characters of Romeo and Juliet and the way that Shakespeare presents them at the beginning of the play. Aim to include 2-3 key quotations for analysis and try to link to AO1, AO2 and AO3.

**Romeo – Act 1**

**Juliet – Act 1**

**Parent/ carer comments:**

**Week 4 – p10-11 – Act 2**

**Consolidation**

**Task 1.**

Number the events of Act Two in the correct order they happen in the play.

* Benvolio tells Mercutio that Tybalt has sent a letter of challenge to Romeo’s house following his gate-crashing the Capulet’s ball.
* Romeo and Juliet meet at Friar Lawrence’s cell to be married.
* 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.
* 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.
* After some delay, the nurse finally tells Juliet about the arrangements for the wedding.
* Romeo runs away from Mercutio and Benvolio and climbs the walls into the Capulet mansion’s grounds.
* Juliet suggests that they should marry and Romeo promises to arrange this the very next day.
* 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.**

Develop a mind-map / revision resource for theme of love. Aim to include 2-3 key quotations for analysis and try to link to AO1, AO2 and AO3.

**Love**

**Parent/ carer comments:**

**Week 4 – p10-11 – Act 2**

**Consolidation**

**Week 5 – p12-14 – Act 3**

**Consolidation**

**Task 1.**

Number the events of Act Three in the correct order they happen in the play.

* The nurse arrives and she and Friar Lawrence convince Romeo to visit Juliet for their wedding night.
* Romeo, having fled to Friar Lawrence’s cell, thinks that banishment has “more terror” than death, as he will be separated from Juliet.
* After saying goodbye to Romeo the morning after their wedding, Juliet’s father arrives and demands she marries with Paris, getting quite aggressive.
* 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.
* Tybalt challenges Romeo to fight but, after Romeo refuses, Mercutio steps in to fight instead and is killed by Tybalt.
* Juliet is torn between love and grief when the nurse tells her that her husband has killed her cousin.
* Romeo challenges Tybalt to a fight as revenge for Mercutio’s death. In his anger and grief, Romeo kills Tybalt.
* 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.**

Develop a mind-map / revision resource for the characters of Tybalt and Mercutio. Aim to include 2-3 key quotations for analysis and try to link to AO1, AO2 and AO3.

**Tybalt**

**Mercutio**

**Parent/ carer comments:**

**Week 6 – p15-17 – Act 4**

**Consolidation**

**Task 1.**

Number the events of Act Four in the correct order they happen in the play.

* The nurse comes to wake Juliet on the morning of her wedding to Paris, but finds that she is unable to wake her.
* Juliet returns home and tells Lord Capulet that she has reconsidered and will marry with Paris.
* 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.
* The Capulet’s are busy preparing for the marriage, happily talking and joking, unaware of what Juliet has just done.
* Devastated by being told she is to marry Paris, Juliet seeks help from Friar Lawrence.
* Juliet drinks the potion and falls, seemingly dead.
* The Capulet’s mourn for the loss of Juliet, and a wedding procession turns into a Funeral procession.
* 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.**

Develop a mind-map / revision resource for the characters of Lord Capulet and Friar Lawrence and the way that Shakespeare presents them at the beginning of the play. Aim to include 2-3 key quotations for analysis and try to link to AO1, AO2 and AO3.

**Lord Capulet**

**Friar Lawrence**

**Parent/ carer comments:**

**Task 1.**

**Week 7 – p18-21 - Act 5**

**Consolidation**

**Task 1.**

Number the events of Act Five in the correct order they happen in the play.

* 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.
* 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.
* Both houses say they will honour Romeo and Juliet’s memory by raising golden statues to them. The Prince declares “all are punished”.
* 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.
* Romeo talks about a dream he has had about Juliet finding him dead and reviving him with kisses.
* Balthasar, Romeo’s servant, tells Romeo that Juliet is dead, not knowing about Friar Lawrence’s plan.
* Romeo says his goodbyes to Juliet and then he drinks the poison.
* Romeo visits an apothecary to buy some poison.
* 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.
* 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.**

Develop a mind-map / revision resource for the characters of Romeo and Juliet throughout the play, thinking about how their characters developed from the beginning of the play. Aim to include 2-3 key quotations for analysis and try to link to AO1, AO2 and AO3.

**Romeo**

**Juliet**

**Parent/ carer comments:**