



**education**

Department:

Education

**PROVINCE OF KWAZULU-NATAL**

**CURRICULUM GRADE 10 -12 DIRECTORATE**

**NCS (CAPS)**

**ENGLISH HOME LANGUAGE**

**GRADE 10**

**LEARNER SUPPORT DOCUMENT**

**FOR ROMEO AND JULIET**

***JUST IN TIME (JIT) PROGRAMME***

**MARCH 2024**



**Introduction:** The study guide for William Shakespeare's timeless tragedy, "Romeo and Juliet," serves as an essential resource for students and educators alike. It is designed to enhance understanding, appreciation, and critical analysis of the play's themes, characters, language, and historical context. By delving into the intricacies of this classic work, readers can gain insight into the human condition, love, conflict, and the consequences of impulsive actions.

**Objectives:**

1. To provide comprehensive summaries and analyses of each act and scene to aid in comprehension and retention of key plot points and character developments.
2. To explore the themes of love, fate, conflict, and societal expectations present in the play and their relevance to contemporary society.
3. To examine the characters of Romeo, Juliet, and others, including their motivations, relationships, and transformations throughout the story.
4. To analyse Shakespeare's use of language, including metaphors, imagery, and poetic devices, and its impact on the play's meaning and emotional resonance.
5. To discuss the historical and cultural context of Renaissance Verona, exploring how societal norms, gender roles, and family feuds influence the characters' choices and actions.
6. To provide discussion questions and prompts that encourage critical thinking, debate, and reflection on the play's themes, characters, and relevance to modern life.
7. To offer suggestions for further reading, viewing, or research to deepen understanding and appreciation of "Romeo and Juliet" and Shakespeare's other works.
8. To foster empathy and understanding towards the characters' experiences, encouraging readers to consider alternative perspectives and moral dilemmas presented in the play.

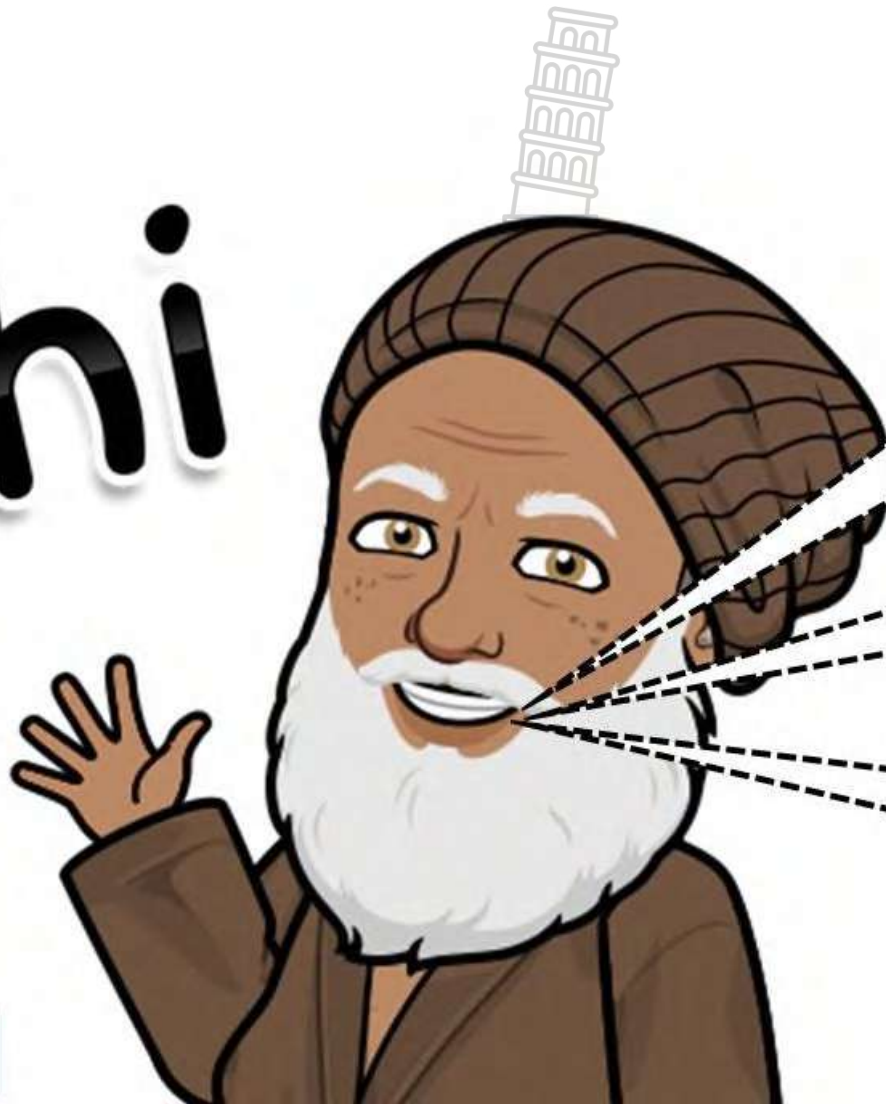


— SHAKESPEARE'S —

# ROMEO AND JULIET



hi



I am Friar L!  
I am here to help you get to know  
Romeo and Juliet as I know them!!!

You are gonna love 'em, they are  
two really cool kids!  
Their story is all about love, love  
that they weren't supposed to have  
for each other.

You might think they were  
waaay too young to get  
married, and today they  
wuld be, but then, well then,  
times were different!



William Shakespeare was born in Stratford-upon-Avon in England in 1564 and died in 1616 at the age of 52. He was a playwright, poet and actor. Many people consider him to be the worlds greatest English writer. He is often called England's national poet and the "Bard of Avon" (or simply "the Bard").

Shakespeare wrote Romeo and Juliet somewhere between 1586 and 1608.

Dictionary  
Definitions from Oxford Languages · Learn more

 **bard**<sup>1</sup>  
/bɑːd/

*noun* · **ARCHAIC · LITERARY**

a poet, traditionally one **reciting epics** and associated with a particular oral tradition.  
"our national bard, Robert Burns"

Similar: [poet](#) [versifier](#) [verse-maker](#) [rhymester](#) [rhymers](#) [sonneteer](#) [lyricist](#) ▾

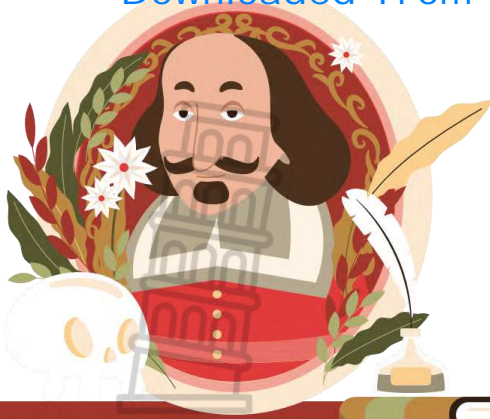
- Shakespeare.  
singular proper noun: **Bard of Avon**, noun: **the Bard**  
Similar: [poet](#) [versifier](#) [verse-maker](#) [rhymester](#) [rhymers](#) [sonneteer](#) ▾
- the winner of a prize for Welsh verse at an Eisteddfod.  
noun: **Bard**, plural noun: **Bards**  
"he was admitted as a Bard at the National Eisteddfod"



Notes adapted from: [https://en.wikipedia.org/wiki/William\\_Shakespeare](https://en.wikipedia.org/wiki/William_Shakespeare)  
Definition from Google Search Engine



# Shakespearean Language Activity



**Alas:** an exclamation of sorrow, pity, regret or worry

**Anon:** at another time; again

**Aye:** always; ever; also

**Cousin:** any relative

**Doth:** do

**Ere:** before

**Fie:** for shame!

**Fortnight:** two weeks (fourteen nights)

**Hark:** listen

**Hast:** used with “thou”

**Hath:** has

**Hence:** from this place; away

**Hie:** hurry

**Hither:** toward

**I’Faith:** in faith

**Naught:** nothing

**Nay:** no

**Ne’er:** never

**O’:** of

**O’er:** over

**Pray:** please

**Prithee:** please; I pray you

**Shalt:** shall

**Th’:** the

**Thee; Thou:** you

**Thy:** your

**’Tis:** it is

**’Twas:** it was

**’Twixt:** between

**Whence:** what, where, or when

**Whither:** to what place, result, or condition?

**Wield:** to handle

**Wilt:** will

**Withal:** by this

*In the second column, change the following 10 sentences from Shakespearean language to modern-day language:*

SHAKESPEAREAN LANGUAGE	MODERN DAY TRANSLATION
1. Hast thou not seen?	
2. Ne’er hast mine eyes beheld such disarray?	
3. ’Tis ’twixt thee and me.	
4. Hie to the church!	
5. Nay, thou speakest falsehoods.	

6. Faith, my lord, I ne'er breathed a word of this to any soul.	
7. I'll stay with thee for a fortnight	
8. From whence hast thee heard this news?	
9. Alas, 'twas all for naught.	
10. Thou dost make a fool out of me.	

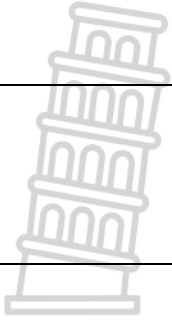
Translate the next five sentences into Shakespearean language. Then, write 5 of your own sentences and include their translation into Shakespearean language.

SHAKESPEAREAN LANGUAGE	MODERN DAY TRANSLATION
11.	<b>You did that for nothing!</b>
12.	<b>Please, don't let anything come between us.</b>
13.	<b>I will love you forever.</b>
14.	<b>Where do you want to meet?</b>
15.	<b>Oh my! I am very sorry for this news.</b>
16.	
17.	

18. [Downloaded from Stanmorephysics.com](http://Stanmorephysics.com)

19.

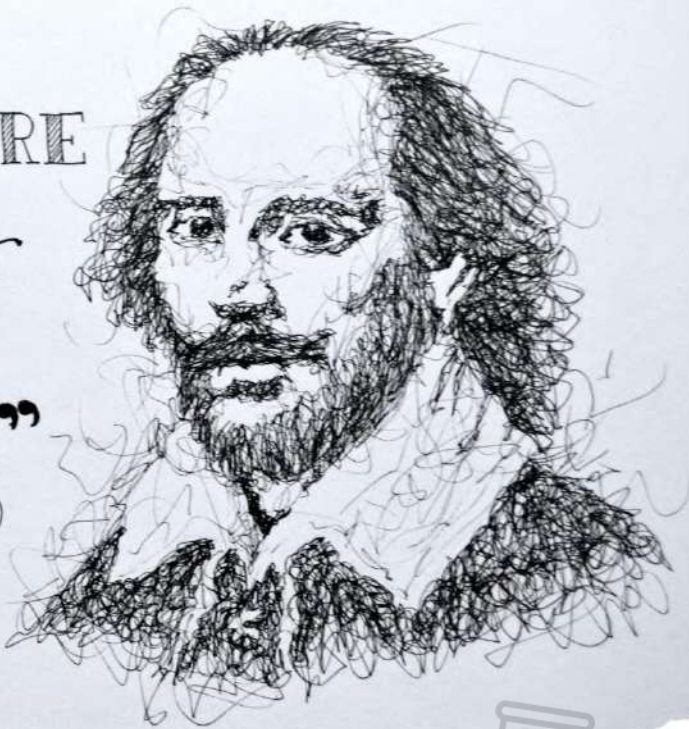
20.



WILLIAM  
SHAKESPEARE

“I’m proper  
good with  
words me.”

(not verified)



So, Verona is a place of excitement and beauty, but also of conflict and danger. And it's in this setting that the famous story of Romeo and Juliet unfolds, teaching us about love, friendship, and the power of forgiveness.

Each family has its own big, grand house, but they don't like each other very much.



## Setting

In the beautiful city of Verona, where tall buildings reach for the sky and cobblestone streets wind like a maze, there's a special place where our story begins. It's a place where two families, the Montagues and the Capulets, live.



Beyond the city, there are rolling hills and beautiful gardens where you can hear birds singing and see flowers blooming. It's a peaceful contrast to the busy streets of Verona, but even in these tranquil places, the shadow of the feud between the families looms large.





“The which if you with patient ears attend,  
What is now the **two hours** traffic of our  
stage.”

## –ROMEO AND JULIET, PROLOGUE



**TWO** hours!?!  
**Let's bounce!**  
Nah, we gonna shorten this!  
Shakespeare was mental...  
two hours! Pfft.





Many years ago in Verona, Italy, there were two families.

**'We are the Capulets.'**

**'We are the Montagues.'**

These families are always fighting. The Montagues have a son, Romeo. The Capulets have a daughter, Juliet.

One night the Capulets have a party and Romeo goes. He meets Juliet and they fall in love. Juliet's cousin, Tybalt, sees Romeo and is very angry.

**'He's a Montague! Get him!'**

**'Oh Romeo, why are you a Montague?'**



Romeo and Juliet talk and decide to get married. They know that their families will be very angry so they go to Friar Lawrence and are married in secret.

The next day, Tybalt sees Romeo. He is still angry with Romeo and wants to fight him. Romeo doesn't want to fight but his best friend, Mercutio, does.

**'If you won't fight him, I will!'**

Mercutio fights Tybalt. Tybalt kills Mercutio! Romeo is so upset he fights Tybalt and kills him too! The Prince of Verona is very angry and sends Romeo away. Juliet comes to me for help.

**'Here is a special drink. You will sleep for two days. Your family will think you are dead but you will wake up. Then you and Romeo can be free together.'**



I send Romeo a letter to tell him the plan. But Romeo doesn't get the message. He hears that Juliet is dead! Romeo is so upset he buys some poison and goes to see Juliet.

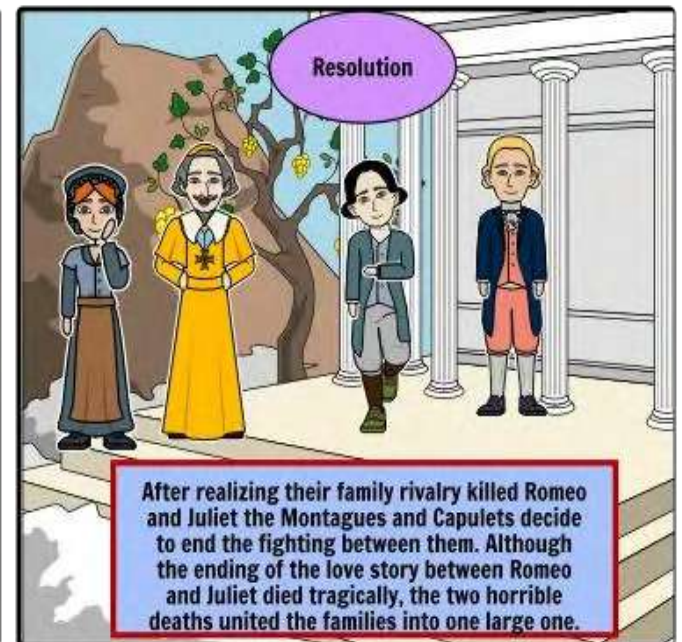
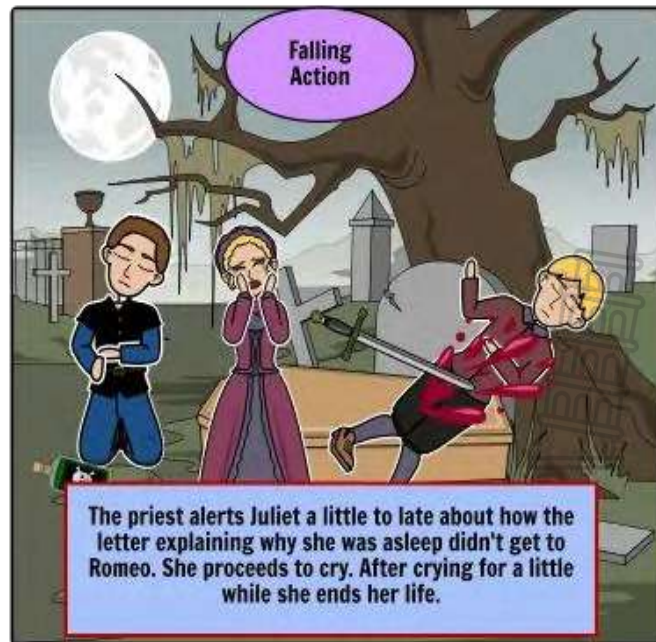
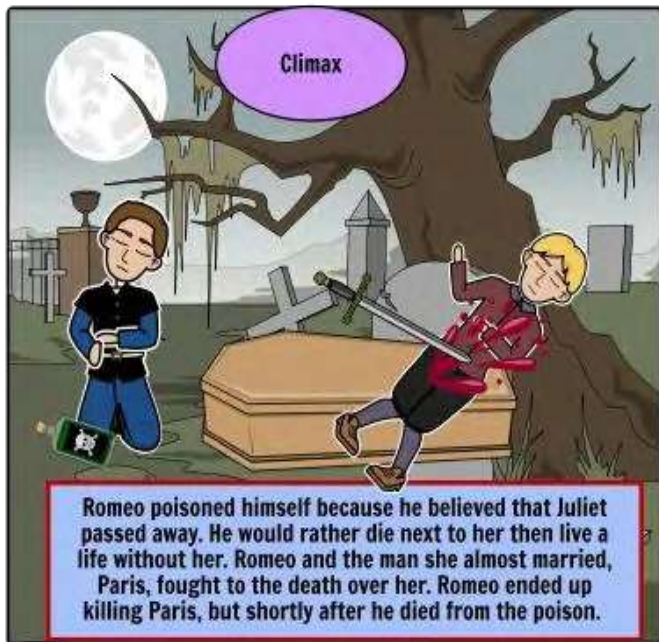
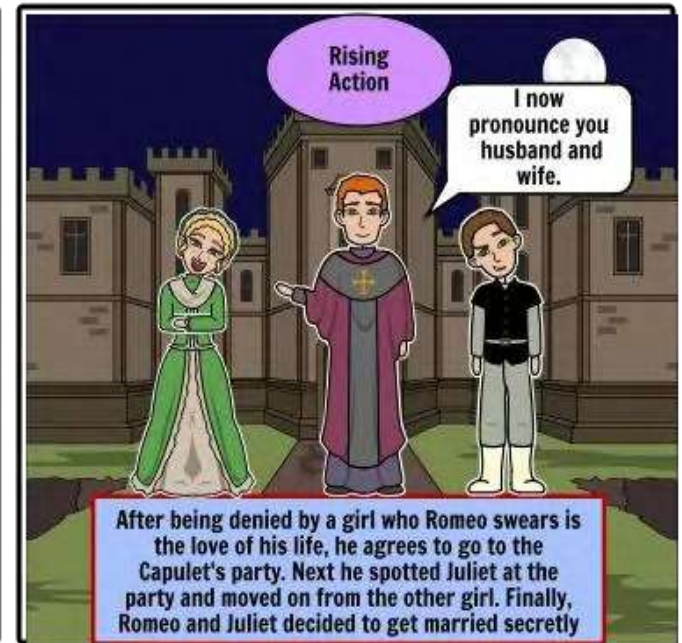
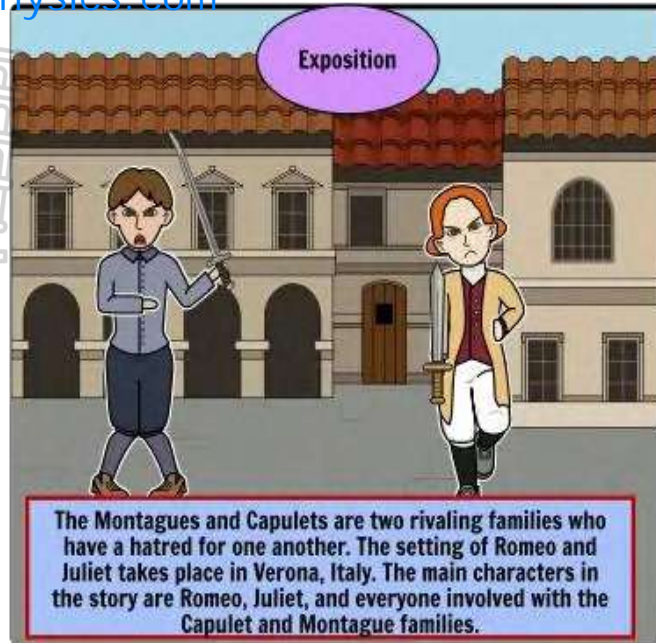
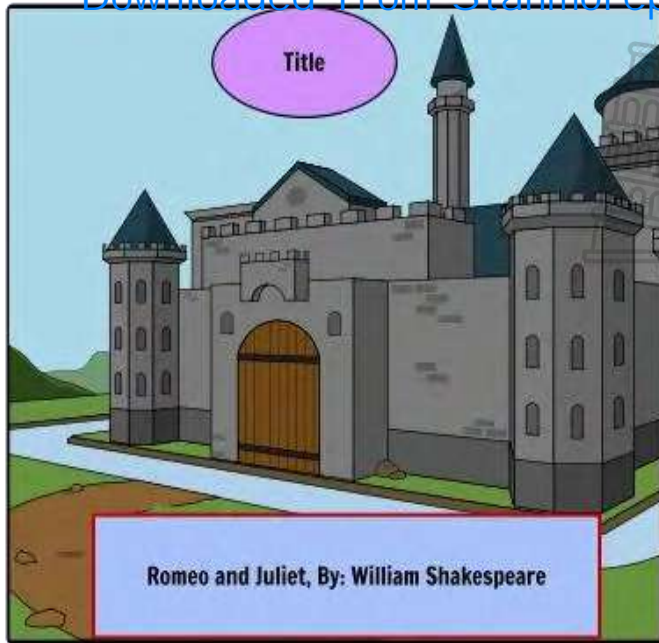
**'Now I will stay with you forever.'**

Too late, Juliet wakes up! She sees what happened.

'Oh no! You didn't leave any poison for me but here is your knife.'

Romeo and Juliet are both dead. I tell the Capulets and Montagues what happened. They are so sad they agree not to fight any more.

AAAND that's the story in a nutshell!



## SETTING

- The play takes place in Verona.



Verona is located in Italy. But it wasn't "Italy" at the time.

Italy wasn't a unified country yet.

Individual city-states were ruled by princes or dukes



Fill in what you know of the BASIC plot!

Climax 1

[Empty box]

Rising Action

[Empty box]

Falling Action

[Empty box]

Inciting Force

[Empty box]

Climax 2

[Empty box]

Exposition

[Empty box]

Denouement

[Empty box]



Day 1

Day 2

Day 3

Day 4

Day 5

\*GASP\*

Fill in what happened in the blocks provided Well that escalated quickly!

Romeo & Juliet Timeline

The diagram is a hand-drawn timeline for the play Romeo and Juliet. It consists of five days, each represented by a set of empty rectangular boxes. Blue arrows connect the boxes from one day to the next, indicating the sequence of events. A cartoon character with a shocked expression and the word '\*GASP\*' is shown next to a box on Day 5. A speech bubble from the character says, 'Fill in what happened in the blocks provided Well that escalated quickly!'. The Leaning Tower of Pisa is drawn twice, once above the Day 1/2 transition and once below the Day 4/5 transition. The title 'Romeo & Juliet Timeline' is written in a stylized font at the bottom right, with a blue scribble underneath. There are several blue stars scattered throughout the diagram.

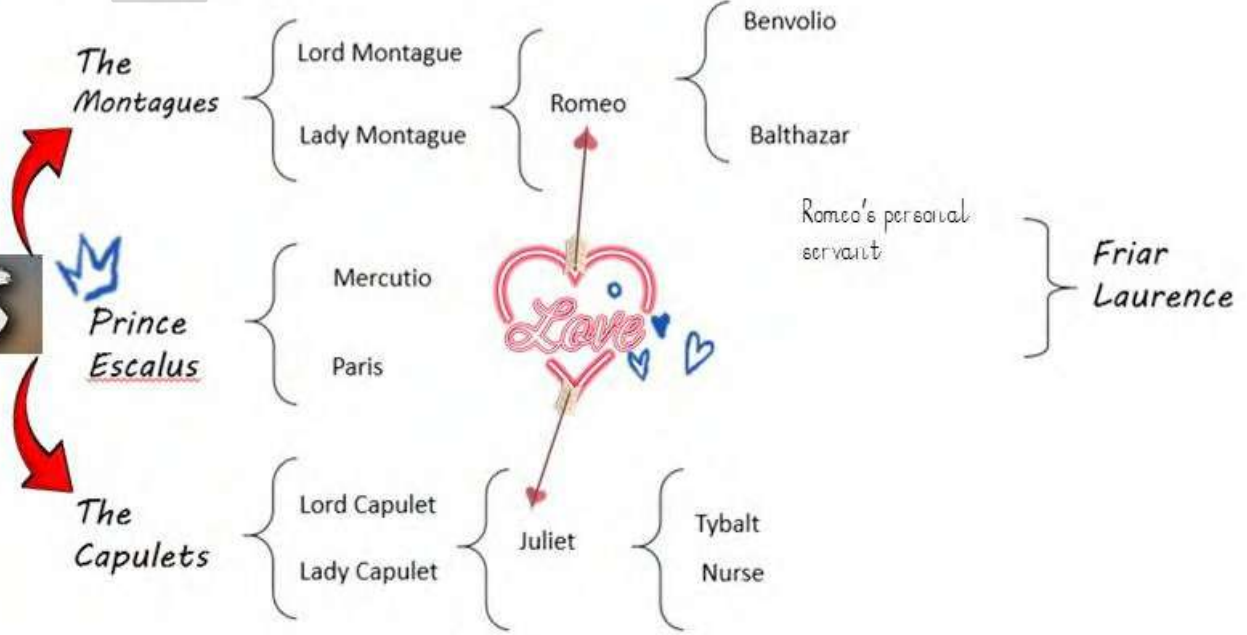


Romeo & Juliet Characters




Romeo and Juliet should be this far apart... Buuuuut...


**ENEMIES**








Fill in what you know of the characters and where you learnt it!


Romeo	Description	Quotes
		


Juliet	Description	Quotes
		


The Capulets	Description	Quotes
	Lord Capulet:	
	Lady Capulet:	


The Montagues	Description	Quotes
	Lord Montague:	
	Lady Montague:	


Benvolio	Description	Quotes
		

Tybalt	Description	Quotes
		


The Nurse	Description	Quotes
		


Friar Laurence	Description	Quotes
		

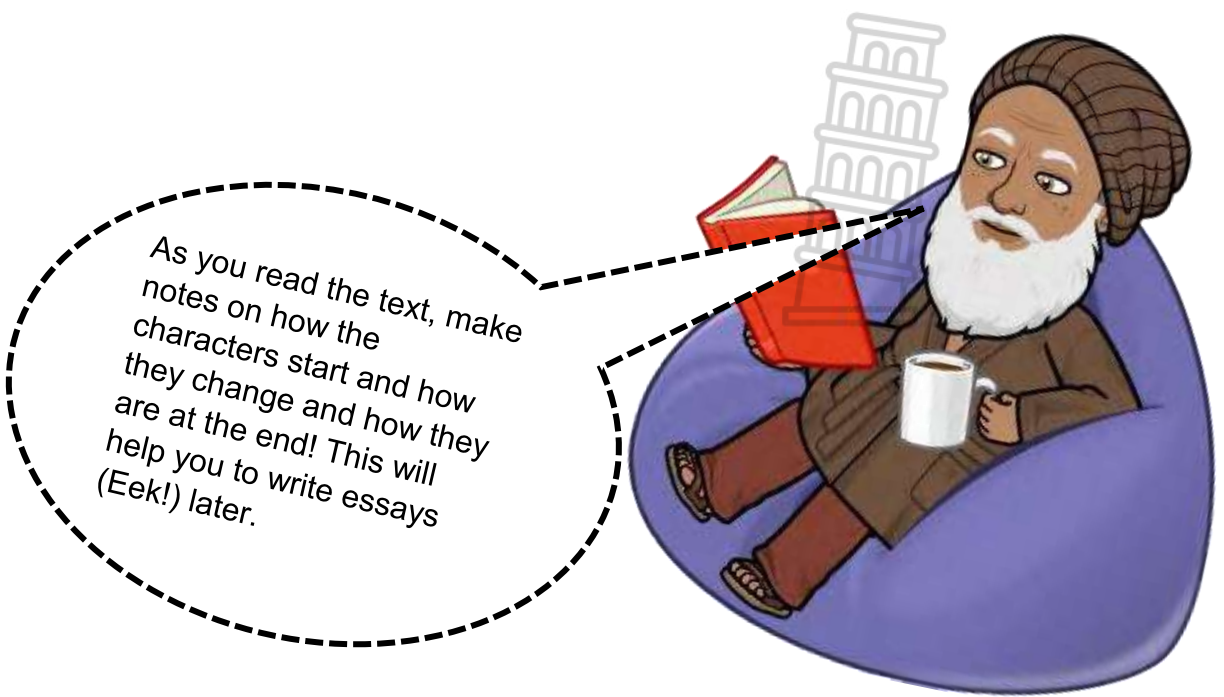
Paris	Description	Quotes
		

Mercutio	Description	Quotes
		





Romeo	Starts	Changes	Finally Ends
			


Juliet	Starts	Changes	Finally Ends
			




As you read the text, make notes on how the characters start and how they change and how they are at the end! This will help you to write essays (Eek!) later.





The Capulets	Starts	Changes	Finally Ends
			

The Montagues	Starts	Changes	Finally Ends
			

Friar Laurence	Starts	Changes	Finally Ends
			

Paris	Starts	Changes	Finally Ends
			

These characters do not develop, they do not change, how they are at the beginning is how they are at the end of the play.

Benvolio	Mercutio	Tybalt	The Nurse
			

Sources for images:

<https://www.clipartmax.com>

<https://www.twinkl.co.za>



Can you see how these people don't change? They are called Flat characters... because there is no character growth or change in them (the others are round characters!)






**Summary of Acts**

Why do you think the play is split into acts?

I'll tell you! It helps keep the story organised and exciting.



# ACT 1

Act 1 is important because it introduces the characters and shows who they like and don't like. Romeo and Juliet meet for the first time in a big crowd, and they talk in a special, lovey-dovey way. Romeo seems really into love and romance, like he's a dreamer or something.

We learn more about the families who don't get along, like why they fight and why it's a big deal. So basically, Act 1 is like the starting point where we meet everybody, Romeo and Juliet fall in love, and we learn why their families don't get along. Easy peasy!



**Portentous** (adjective) dealing with a sign, forewarning, or omen

**Augment** (verb) to make greater or supplement

**Profane** (adjective) showing contempt toward sacred things

**Boisterous** (adjective) rowdy or rough

**Virtuous** (adjective) having excellent morals; righteous

**Valiant** (adjective) courageous

**Choler** (noun) anger, irritability

**Posterity** (noun) future generations

**Prodigious** (adjective) extraordinary, marvelous

**Pernicious** (adjective) very destructive or harmful

## Awesome words for ACT 1

## Act I Vocabulary-Completing the Sentence

Use each vocabulary word once to complete the following sentences.

augment

boisterous

valiant

pernicious

portentous

posterity

profane

choleric

virtuous

prodigious

1. My friend always tries to do the right thing. I would say he is very \_\_\_\_\_.
2. My father went on a \_\_\_\_\_ rage after I crashed the car.
3. The clouds appeared very \_\_\_\_\_--signaling that a storm was approaching.
4. I wanted to \_\_\_\_\_ my pay check by mowing my neighbor's lawn for some extra money.
5. The \_\_\_\_\_ man saved the woman from the burning house.
6. I am saving my family photo album for \_\_\_\_\_.
7. Fans are very \_\_\_\_\_ at a rock concert.
8. My mother says it is \_\_\_\_\_ to laugh in church.
9. It is a \_\_\_\_\_ feat to break a world record.
10. I am trying to control my temper so I do not possess *too* much \_\_\_\_\_.



Enmity (noun) absolute hatred



**THINK CORNER:**  
In Act 2, everyone seems impatient. Romeo rushes the Friar, Juliet is impatient with the Nurse, and Mercutio is annoyed with Romeo. What do you think this says about their characters? They're all quick to make decisions without thinking first, which leads to trouble. How does this affect the story? It makes things more exciting and unpredictable!

Feign (verb) to pretend

Repose (noun or verb) rest or relaxation; to rest

Blazon (verb) to announce or proclaim

Baleful (adjective) destructive, deadly

Wanton (adjective) sinful, wicked, lewd

Peril (noun) danger

Sallow (adjective) a sickly, yellowish hue

Unwieldy (adjective) clumsy; difficult to carry because of bulk or weight

Poultice (noun) remedy

# Awesome Words from Act 2



Why do you think he does this instead of waiting for another time to meet?

'Cos He's too excited to wait! He wants to see Juliet right away.

## ACT 2

Act 2 starts right where Act 1 ended, with Romeo talking to Benvolio. This makes the story flow smoothly. Romeo climbs a wall to see Juliet in Scene 1.

Romeo and Juliet become boyfriend and girlfriend. They get married with help from a nice man called Friar Lawrence (who hopes their union will bring peace to their feuding families) and a kind lady called Nurse. The Friar and Nurse really want to help Romeo and Juliet. They feel happy about their marriage and want them to be together. They help because they care about Romeo and Juliet and want them to be happy.



**Enmity** (noun) absolute hatred



**Feign** (verb) to pretend

**Repose** (noun or verb) rest or relaxation; to rest

**Blazon** (verb) to announce or proclaim

**Baleful** (adjective) destructive, deadly

# Awesome words from Act 2

**Wanton** (adjective) sinful, wicked, lewd

**Peril** (noun) danger



**Unwieldy** (adjective) clumsy; difficult to carry because of bulk or weight

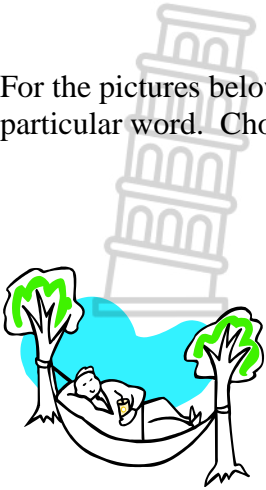
**Sallow** (adjective) a sickly, yellowish hue

**Poultice** (noun) remedy



### Act II Vocabulary-Visual Representations

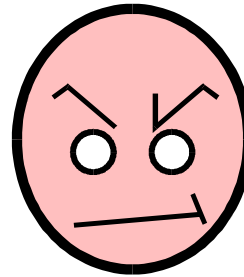
For the pictures below, write the word that is being shown in the picture. Then explain why you chose that particular word. Choose from these words: **poultice**, **repose**, **blazon**, **enmity**.



1. \_\_\_\_\_

Why chosen \_\_\_\_\_

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



2. \_\_\_\_\_

Why chosen \_\_\_\_\_

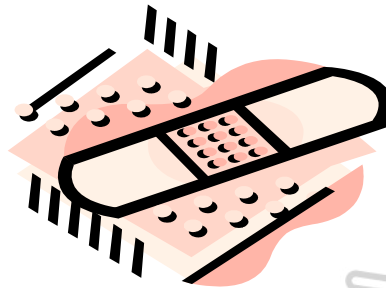
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_

Why chosen \_\_\_\_\_

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



4. \_\_\_\_\_

Why chosen \_\_\_\_\_

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

**Visual Representations Continued...** Now you draw a picture on the next page for the last six words and explain how your drawing will help you remember the definition.

5. Feign:



Explanation of Drawing: \_\_\_\_\_

\_\_\_\_\_

6. Baleful:

Explanation of Drawing: \_\_\_\_\_

\_\_\_\_\_

7. Wanton:

Explanation of Drawing: \_\_\_\_\_

\_\_\_\_\_

8. Unwieldy:

Explanation of Drawing: \_\_\_\_\_

\_\_\_\_\_

9. Sallow:



Explanation of Drawing: \_\_\_\_\_

\_\_\_\_\_

10. Peril:

Explanation of Drawing: \_\_\_\_\_

\_\_\_\_\_

# ACT 3



Romeo gets in big trouble for fighting Tybalt. Instead of getting him killed like the Prince said in Act 1, he's banished from Verona. Why do you think the Prince does this instead? How does this change the story?

Juliet is all over the place in Act 3, Scene 2. She feels lots of different things like love, sadness, and worry. Look for clues in her words that show how she feels and what she might do next.

Lord Capulet suddenly wants Juliet to marry Paris right away, even though he wanted to wait two years before. Why do you think he changes his mind? How does this shake up the story? Also, it's the first time Juliet disobeys her parents. Does this make you think differently about her?

**Ascend** (verb) to move upward

**Beguide** (verb) to deceive or mislead

**Profane**(adjective) showing contempt toward sacred things

**Calamity** (noun) a serious event causing misfortune

**Adversity** (noun) a state of hardship or misfortune

## Awesome words from Act 3

**Asunder** (adverb) into separate parts or pieces

**Effeminate** (adjective) unmanly; characteristics of a woman

**Jocund** (adjective) cheerful, merry

**Abhor** (verb) to hate; to shun

**Valor** (noun) courage, bravery



### THINK CORNER:

Why do you think he does this? How does it change the story? Also, this is the first time Juliet goes against her parents. How does this change how we see her?

Act 3 is a big deal because Romeo and Juliet get pulled apart. Romeo's banished, and Juliet's marriage to Paris gets moved up. Why do you think Shakespeare does this right now? What does it do to the story?

**Ascend** (verb) to move upward

**Beguile** (verb) to deceive or mislead

**Profane** (adjective) showing contempt toward sacred things

**Calamity** (noun) a serious event causing misfortune

**Adversity** (noun) a state of hardship or misfortune

# Awesome words from Act 3

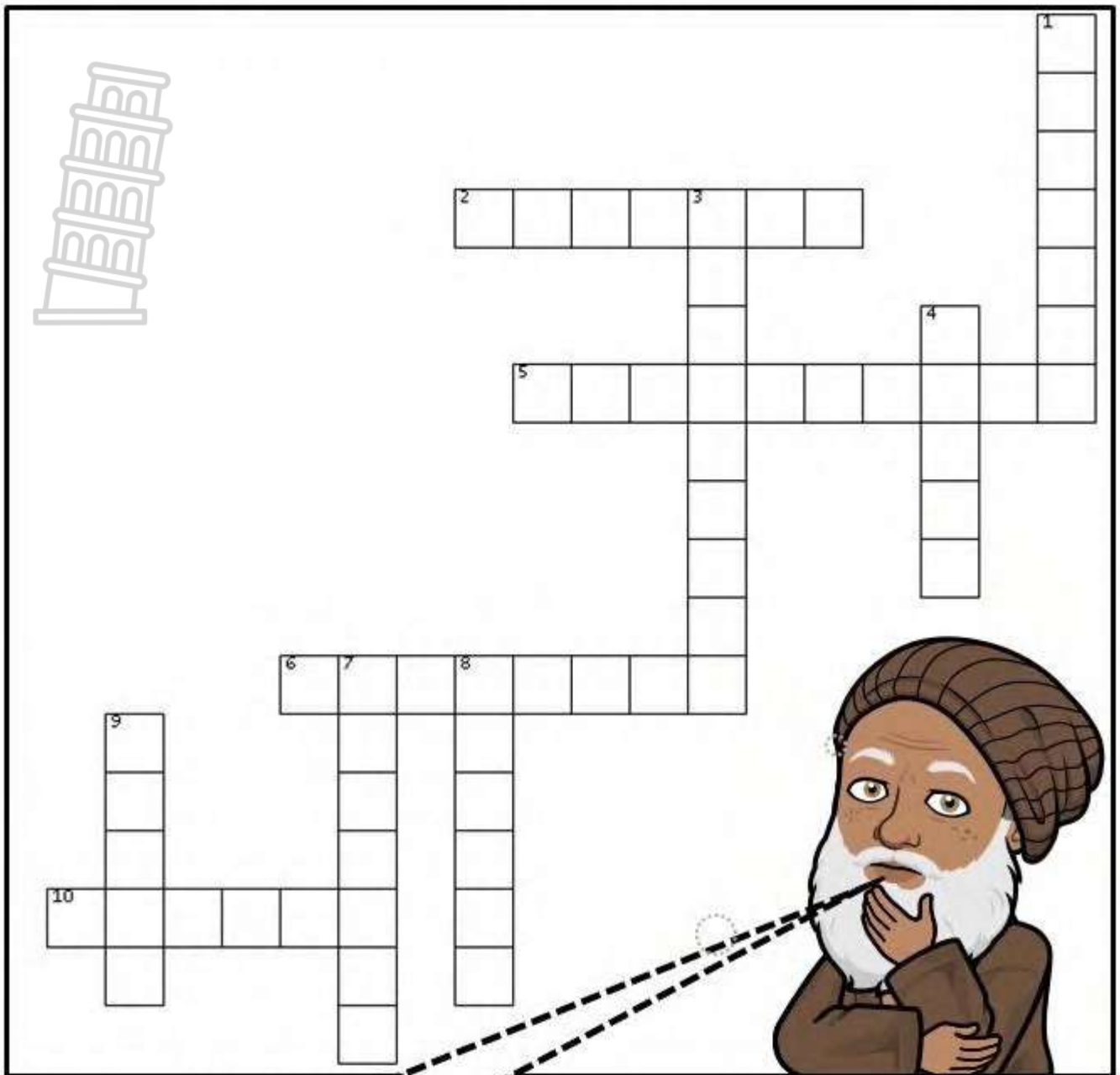
**Asunder** (adverb) into separate parts or pieces

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**Jocund** (adjective) cheerful, merry

**Abhor** (verb) to hate; to shun

**Valor** (noun) courage, bravery



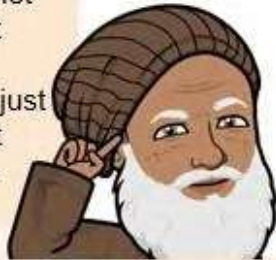
Your turn to think!!! Fill in the Crossword with the Awesome words from ACT 3 using the clues!



- ACROSS**
- 2. showing contempt toward sacred things
  - 5. unmanly; characteristics of a woman
  - 6. a serious event causing misfortune
  - 10. cheerful, merry
- DOWN**
- 1. to deceive or mislead
  - 3. a state of hardship or misfortune
  - 4. courage or bravery
  - 7. into separate parts or pieces
  - 8. to move upward
  - 9. to hate; to shun

**THINK CORNER:**

See, in Act 4, Juliet's dealing with some heavy stuff. She's trying to fake her own death with the help of the Friar. But why all the sneaky lies? Maybe Juliet feels like she can't trust anyone else with her secret, or maybe she's just too afraid of what might happen if she spills the beans.



So, Act 4 might be short, but it's packed with drama and suspense! It's like a wild ride through the ups and downs of Juliet's crazy adventure. And who knows what'll happen next? Strap in, folks, cause it's going to be a bumpy ride!

Dirge (noun) funeral hymn, lament

Prostrate (verb) to bow or kneel down in humility or adoration

Pensive (adjective) melancholy; thoughtfulness

Doleful (adjective) sad, melancholy

Dismal (adjective) causing gloom or depression

## Awesome words from

Solace (noun) comfort

Shroud (noun) burial cloth

Inundate (verb) to flood; overflow

Amend (verb) to improve or make better



Loathsome (adjective) extremely dislikable

# ACT 4



So, Act 4 is like a really short act in the play. Everything happens super fast, like a race car zooming around a track. Why did Shakespeare make it so quick? Well, maybe he wanted us to feel the rush and excitement of what's going on!



Now, here's the funny thing: Romeo, our main character, does not even show up in Act 4. Nope, he's nowhere to be seen! This tells us that someone else is taking the spotlight. And who might that be? You guessed it - it's Juliet!

Juliet's relationships are like a rollercoaster in Act 4. She's lying left and right to her family and even to her best buddy, the Nurse. That's kind of different from how she usually acts, right? But why is she doing this? Maybe it's because she's feeling super stressed and scared about her big plan.

**Dirge** (noun) funeral hymn, lament



**Prostrate** (verb) to bow or kneel down in humility or adoration

**Pensive** (adjective) melancholy; thoughtfulness

**Doleful** (adjective) sad, melancholy



**Solace** (noun) comfort

**Dismal** (adjective) causing gloom or depression

# Awesome words from Act 4

**Shroud** (noun) burial cloth

**Inundate** (verb) to flood; overflow



**Amend** (verb) to improve or make better

**Loathsome** (adjective) extremely dislikable



Act IV Vocabulary-Synonyms

You will find each of the following sentences/phrases in Act 4 of Romeo and Juliet. Write a synonym for the underlined words below to help you better understand the words when you see them in context.

1. "To stop the inundation of her tears." \_\_\_\_\_
2. "My leisure serves me, pensive daughter, now." \_\_\_\_\_
3. "And hide me with a dead man in his shroud." \_\_\_\_\_
4. "By holy Lawrence to fall prostrate here." \_\_\_\_\_
5. "My dismal scene I needs must act alone." \_\_\_\_\_
6. "But one thing to rejoice and solace in..." \_\_\_\_\_
7. "Our solemn hymns to sullen dirges change." \_\_\_\_\_
8. "Ay, by my troth, the case may be amended." \_\_\_\_\_
9. "And doleful dumps the mind oppress." \_\_\_\_\_
10. "So early waking—what with loathsome smells." \_\_\_\_\_

Now choose any FIVE words to incorporate into a creative story of at least 5-10 sentences. Be sure to use the words in the correct context.

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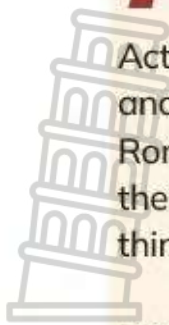
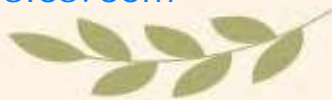
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# ACT 5



Act 5 is when everything comes to an end in the story of Romeo and Juliet. Romeo and Juliet both think the other is dead, so Romeo goes to the tomb to be with Juliet forever. When he gets there, he sees Paris and fights with him. Then, he finds Juliet and thinks she's dead, so he takes poison and dies next to her.



Friar Laurence goes to the tomb to see if Juliet is okay, but when he gets there, he sees Romeo and Paris dead. He's scared and leaves Juliet alone. Later, he feels really bad and blames himself for everything.

Shakespeare shows us that the tomb is dark, which makes it scary. The way the characters talk, and act also makes us feel like we're in a spooky place.



# ACT 5 (cont)



At the end of the play, the families of Romeo and Juliet make peace because they're sad about all the death. They decide to end their feud and remember Romeo and Juliet by building statues of them.

A lot of people die in the story, including Tybalt, Mercutio, Paris, Romeo, and Juliet. The Prince, Lord Capulet, and Lord Montague are all affected because they lose family members. Shakespeare includes this reconciliation to show that even though there's a lot of sadness, there can still be hope and forgiveness. It makes the audience feel a mix of emotions at the end, like sadness but also a little bit of hope.

The play only takes place over a few days, which makes everything feel really fast and intense. This helps make the story more exciting and keeps us interested in what happens next.



Ensign (noun) a sign, flag, banner

Ambiguous (adjective) doubtful or uncertain

Vile (adjective) loathsome, disgusting

Haughty (adjective) proud to the point of arrogance

Sepulcher (noun) burial vault

Scourge (noun) a means of afflicting severe suffering or punishment

Peruse (verb) to read or examine with great care

Pestilence (noun) fatal epidemic or plague

Presage (noun) something that foreshadows a future event

Penury (noun) extreme poverty

# Act 5



## Act V Vocabulary-Completing the Sentence

Use each vocabulary word once to complete the following sentences.

ambiguous	haughty	scourge	pestilence	penury
presage	peruse	sepulchre	vile	ensign

1. \_\_\_\_\_ test questions are frustrating since more than one answer seems to be correct.
2. The \_\_\_\_\_ on his uniform made it clear that he was a distinguished officer.
3. I will \_\_\_\_\_ this magazine article while I'm in the waiting room.
4. Her \_\_\_\_\_ attitude is not helping her make any friends at her new school.
5. After noting his \_\_\_\_\_, I decided to treat him to dinner.
6. In my opinion, dissecting animals is a \_\_\_\_\_ thought.
7. If you insist on hurting others, you may find yourself repaid with a \_\_\_\_\_.
8. In Shakespeare's days, people were quarantined if there was even the slightest suspicion that someone was infected with \_\_\_\_\_.
9. He traced his ancestry by studying the inscriptions in the family \_\_\_\_\_.
10. Many people believe rainbows are a \_\_\_\_\_ of good luck.

Write a synonym for each vocabulary word below. You may want to use a thesaurus for this activity. Then use each word in an original sentence.

1. **Ambiguous**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. **Haughty**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. **Scourge**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. **Pestilence** .....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

5. **Penury**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

6. **Presage**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

7. **Peruse**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

8. **Sepulcher**.....Synonym: \_\_\_\_\_

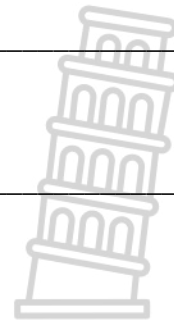
Sentence: \_\_\_\_\_

9. **Vile**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_

10. **Ensign**.....Synonym: \_\_\_\_\_

Sentence: \_\_\_\_\_



**★ Fate/Stars & Destiny**


- "Star-crossed lovers" (prologue)
- Elizabethan beliefs in favourable and unfavourable stars.
- R+ J, doomed from the beginning.
- "I am fortunes fool" (3/1/123)
- "Then /I defy you stars" (5/1/24)
- "Can Heaven be so envious?" (3/2/39)
- "Is there no pity in the clouds?" (3/5/197)
- "Heaven should practice such stratagems"(3/5/210)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**☹☹ Lack of Communication ☹☹**

- Obvious reason for R + J Death
- The Communication between The Capulets and Montagues was faulty. Romeo and Juliet had to communicate using people like the Nurse to run messages
- Friar Laurence's message to Romeo in Mantua was waylaid and he didn't get the return message in time to stop Romeo from acting on his misinformation.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Youth in conflict with age**

- R + J cannot talk openly to their parents.
- Nurse is also older and J confidant, but is seen to betray J eventually.
- F. L. stumbles going to the grave.
- Capulet calls for his long sword act 1.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**✓ Good vs evil ✗**

- Two Kings speech – Friar L.
- Opposites, Tybalt vs Benvolio
- Good and bad in flowers.
- \_\_\_\_\_
- \_\_\_\_\_

**○ Appearance vs Reality ✗**

- Juliet appears dead, but is in a drug induced semblance of it.
- The nurse appears to be betraying Juliet, but only wants to help her.
- Romeo and Juliet appear to be enemies, but are secretly married.
- Juliet appears to want to avenge the murder of Tybalt and appears to be pining for him, but in reality is pining for Romeo in his banishment.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I filled in the themes for you!  
Everyone: Thanks Friar L!  
I did leave some lines for you to add your thoughts!!!



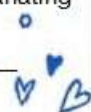
Themes

**Violence**

- The play opens and closes with Violence. So Violence is an obvious theme in the play and is strongly contrasted with the idea of love.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Passion/ Love vs Hatred**

- Romeo and Juliet's love is contrasted with Romeo's unrequited love for Rosaline.
- Their love is also a foil to the hatred emanating from Tybalt .
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_






Soooo... Tone is how the author feels about what they are writing and mood is how the reader feels after reading what the author wrote...

Some Tone words:

- Amused
- Humorous
- Angry
- Ironic
- Serious
- Sarcastic
- Nostalgic

What other Mood words can you think of?

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Some Mood words:

- Fanciful
- Melancholy
- Frightening
- Sombre
- Gloomy
- Joyful
- Romantic

What other Mood words can you think of?

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# TONE vs. MOOD

The Ultimate Guide to Understanding the Feels

### Tone

- The author's attitude towards the subject matter
- Can be formal, informal, serious, humorous, etc.
- Can be conveyed through word choice, sentence structure, and punctuation
- Can affect how the reader perceives the story

### Mood

- The emotional atmosphere of the story
- Can be happy, sad, suspenseful, eerie, etc.
- Can be conveyed through setting, descriptions, and character actions
- Can affect how the reader feels while reading the story

Remember, understanding the difference between tone and mood can greatly enhance your reading experience!

ESLBUZZ

### Imagery / Symbols

#### Light and Dark

- Picks up the contrast between ♥ & hate, passion & death.
- "As a rich jewel in an ethiops ear"
- "She doth teach the torches to shine bright"
- "When I shall die cut Romeo in little stars"
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Linked



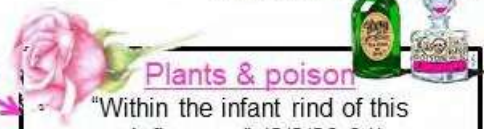
#### Sun & Moon/ celestial bodies

- Romeo compares Juliet to the sun, She compares him to the moon, implying that they belong together, as the sun and moon cannot be without the other.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Nature

- Death, worms & decay.
- Mercutio: "They have made worms meat of me"
- "Worms that are thy chambermaid" (5/3/109)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Plants & poison



- "Within the infant rind of this weak flower..." (2/2/23-31)
- Poison can make you appear dead (Juliet) or REALLY die (Romeo)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Linked

Linked

#### Opposites/ Oxymoron

- Romeo about Rosaline, "Why then oh brawling love.."
- Juliet, finding out that Romeo had murdered Tybalt, "Fiend angelical"
- "My only love sprung from my only hate"
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



I thought I might help you a bit with the Imagery as well! There are definitely more points to add, maybe even more than the space I left!!!

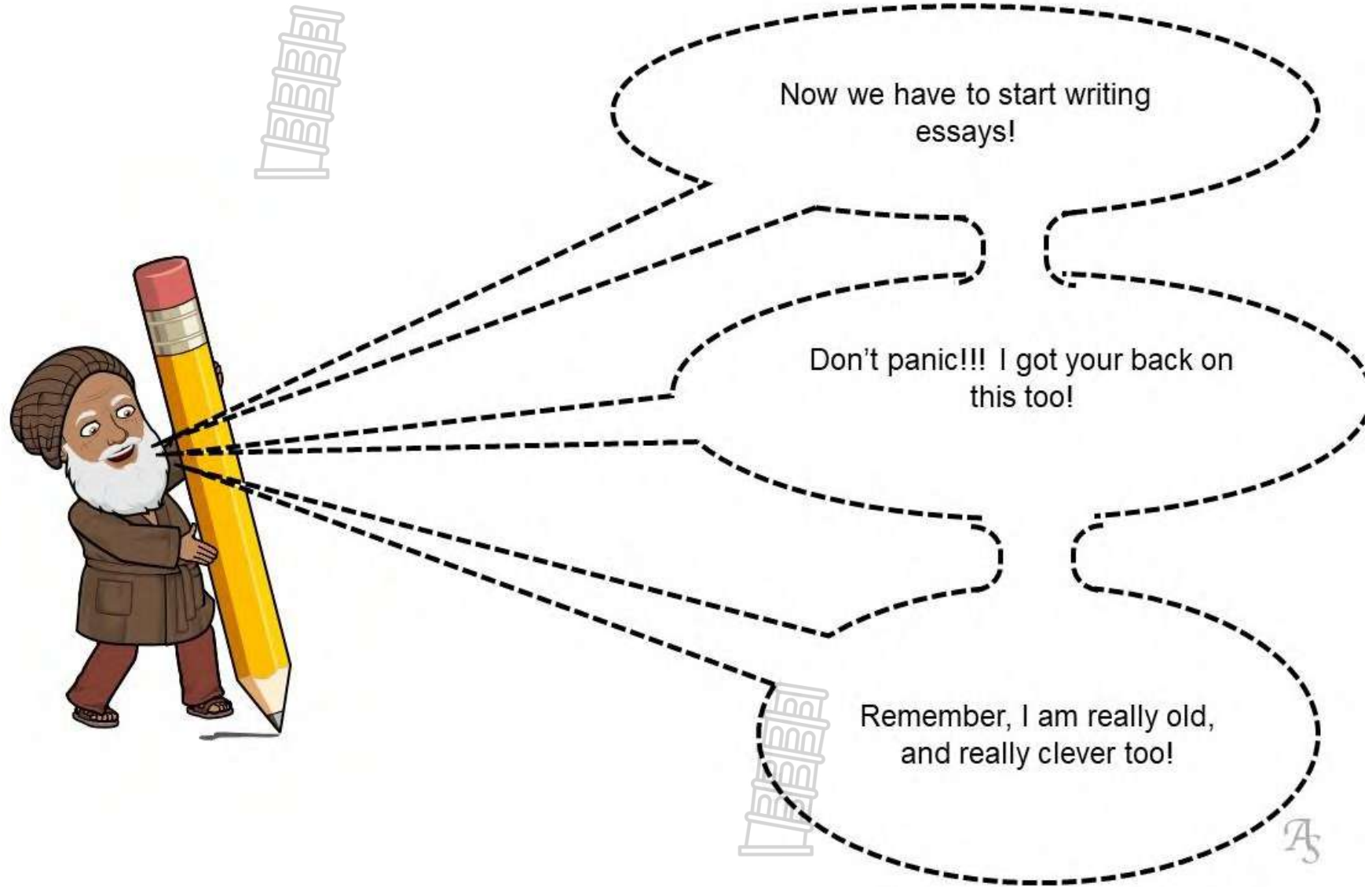


#### Queen Mab

- Mercutio speech on Queen Mab (1/4/53-94)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Source: <https://www.imogenfoxell.com/>





**You Can Do It!**

What is A LITERATURE ESSAY?

A literature essay is based on some form of Text either:

A play

A novel

Poetry

You answer a question in the form of an essay.

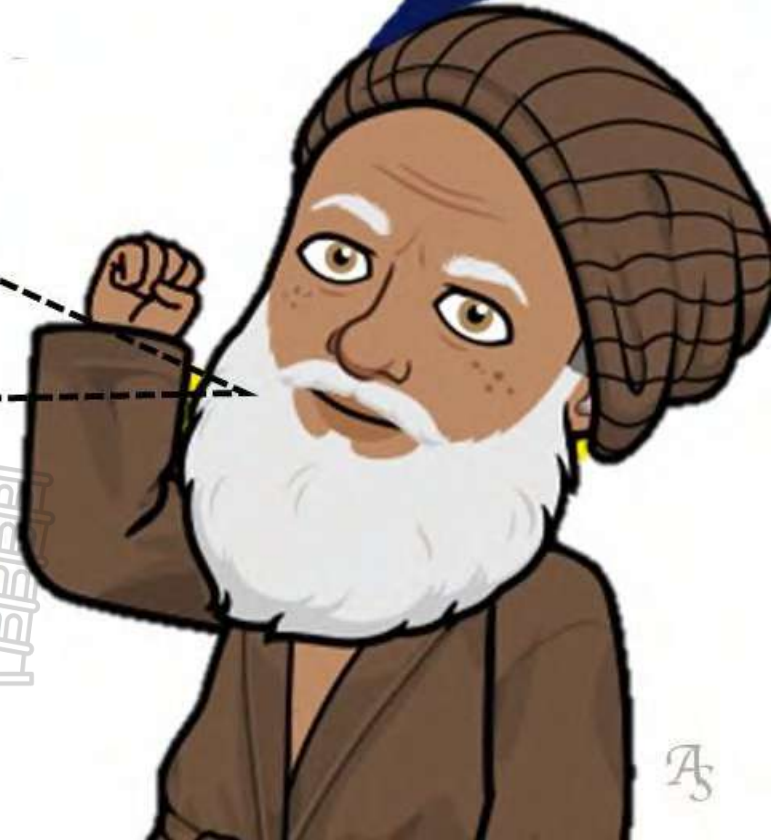
Based on a text

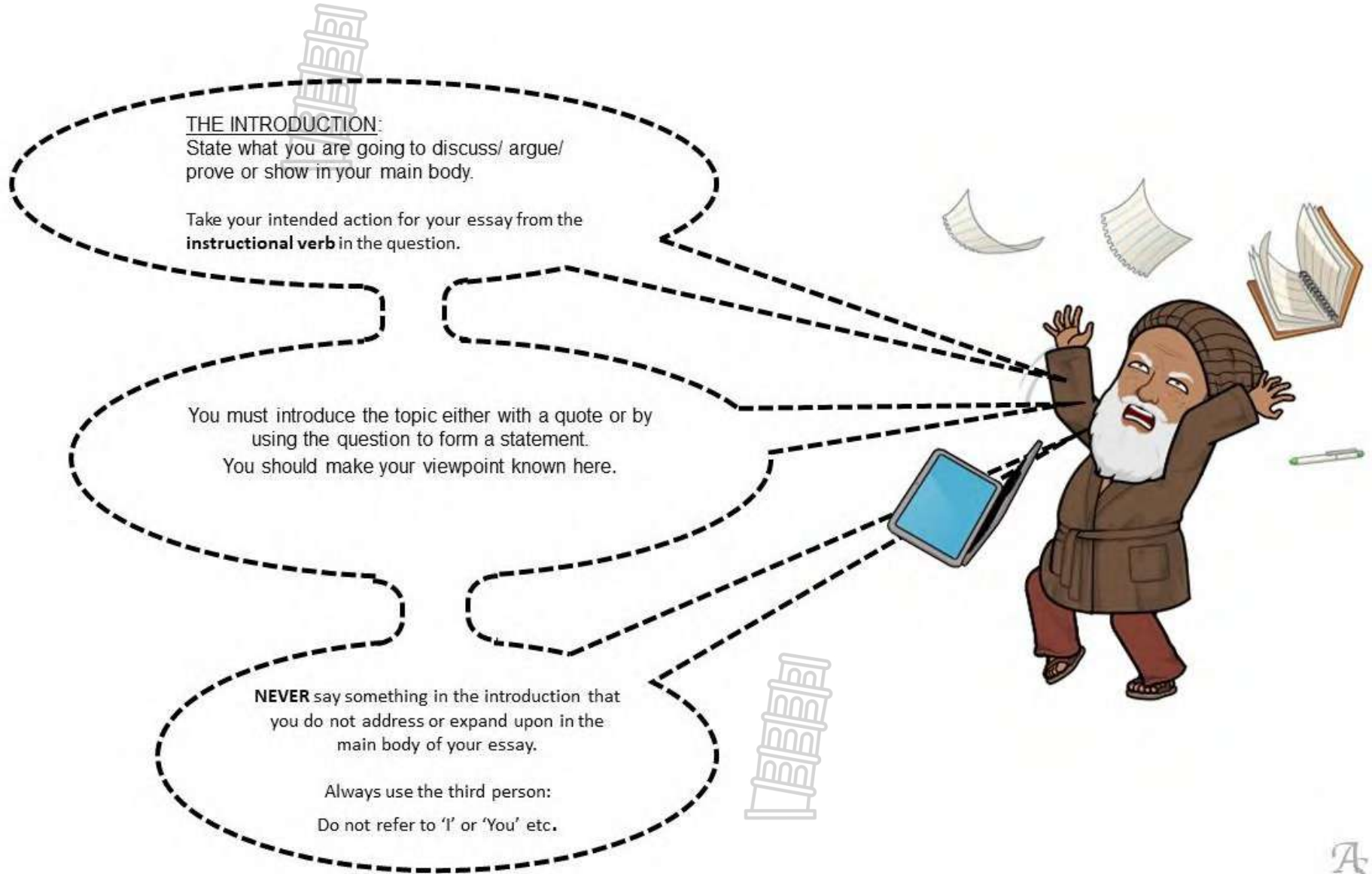
Your focus should be on answering the question, not on re-telling the story.

Do not 'sit on the fence' Take a side and make it known – never be undecided.

Is a form of ARGUMENTATIVE ESSAY.

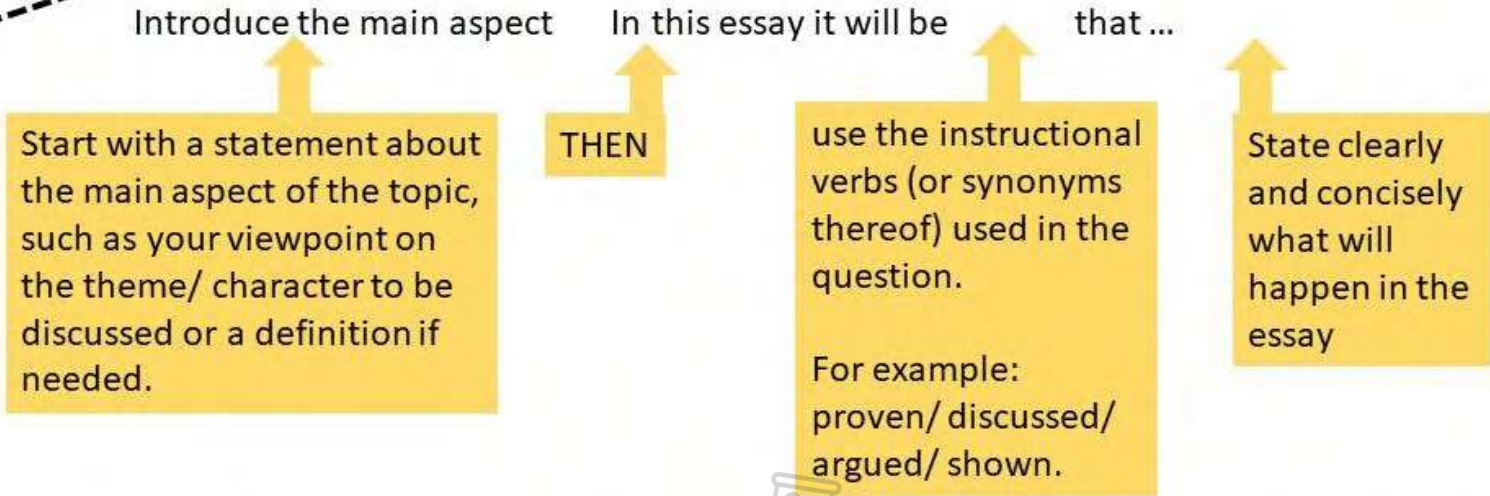
Is written in the present tense. As if the story is happening now!



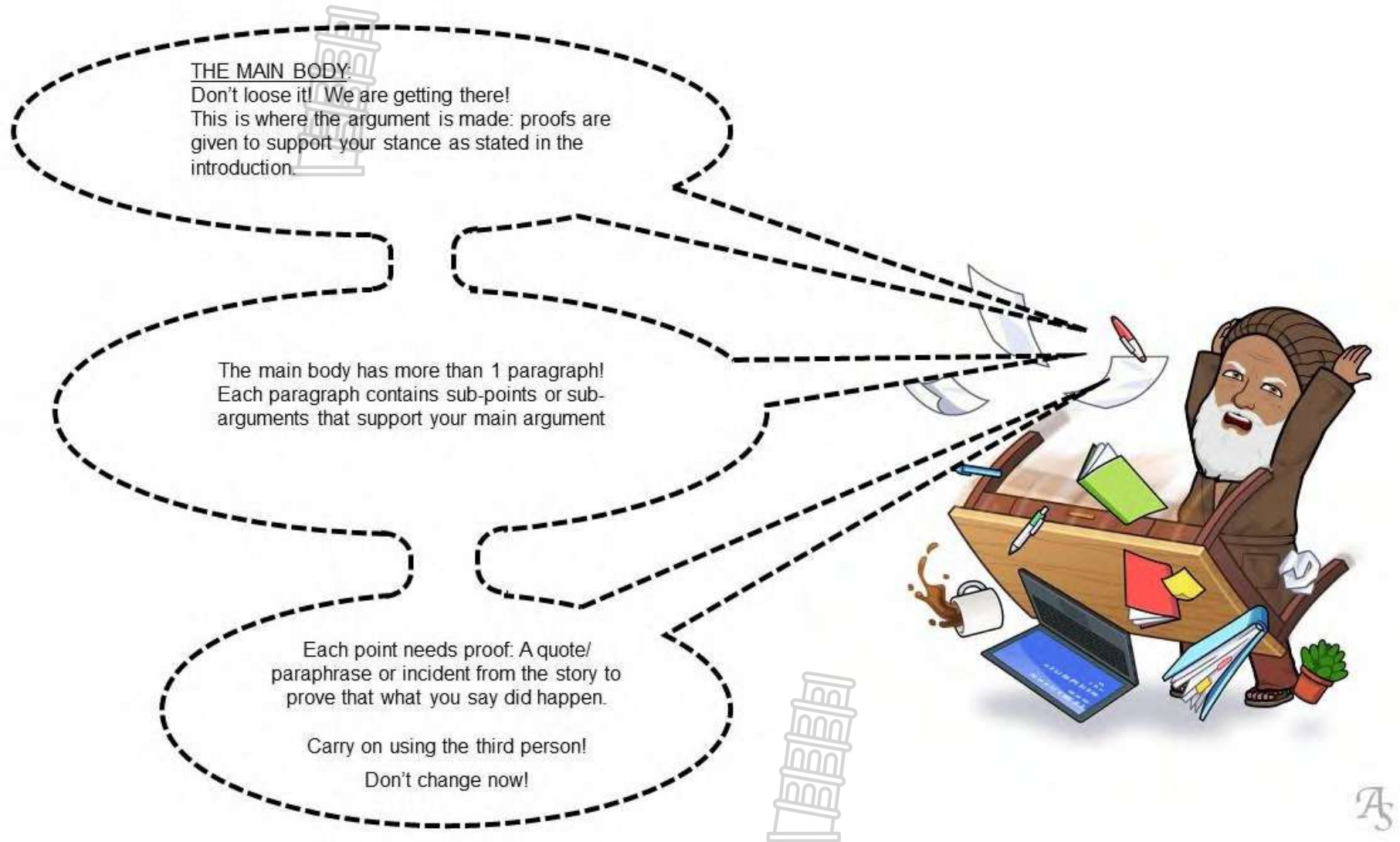




You might want to format your introduction like this:



'Romeo and Juliet' is a love story that relies on a number unfortunate occurrences to reach its ultimate tragic ending. In this essay it will be shown that a lack of communication coupled with the generation gap were largely at the cause of the lovers' demise.





**Basically:**  
**Point + proof = marks**

Your argument!  
What you want to say about the topic

Proof is a quote or paraphrase to prove what you say!

Or you can use PEEL:

- P – Point
- E – Evidence
- E – Explanation
- L – Link

Check out my example here:

Tybalt hates peace he clearly states so when he says, "talk of peace. I hate the word as I hate hell, all Montagues and thee," (Act 1; scene 1; line 56-57). This quote not only shows Tybalt's hatred of peace, but also his enmity towards Benvolio. Tybalt goes on to accuse Benvolio of being afraid to fight. As he attacks him, he tells Benvolio that he is a coward





**THE CONCLUSION:**

Should NOT contain any new information or arguments that have not been discussed in the Main Body.

Keep it short and to the point.

NEVER ends with "... so you decide!" or a moral lesson from you, your task is to answer the question.

**Summarize your arguments and**

Ultimately answer the topic question from your discussion in the main body and from your point of view.

**Your conclusion could look like:**



Introduce your concluding remarks

The preceding argument has shown that...

Let your reader know that this will be the end, start the conclusion with something like:

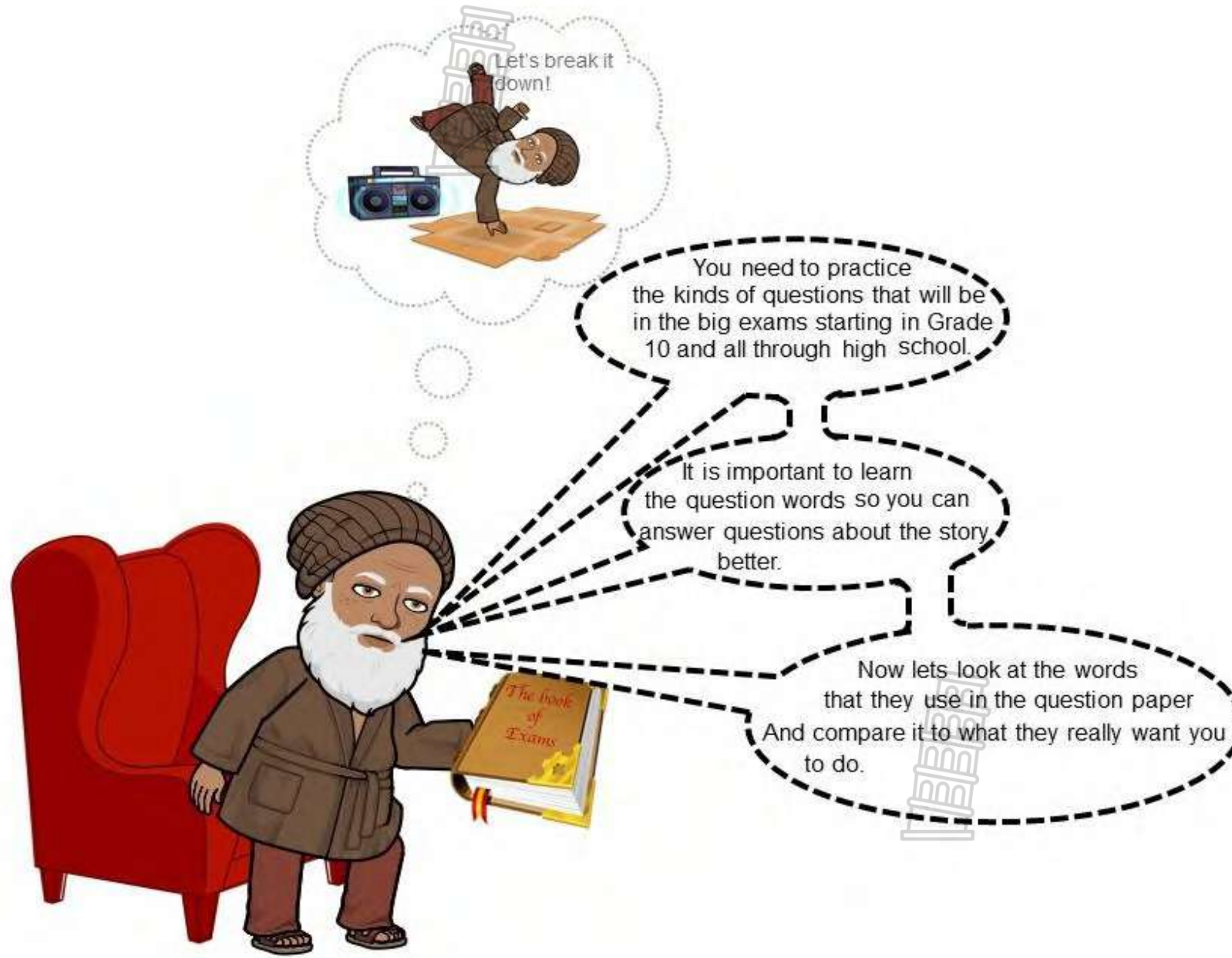
- In conclusion...
- To conclude...
- In Summation..
- To sum up...

THEN

Remind the reader with a short summary of the main points what has been done in the body of the essay.

State clearly and concisely what your overarching main argument is.

In conclusion, it can be seen by the above argument that Romeo and Juliet were indeed too immature to consider marrying when they did. Romeo was only in love with the idea of love while Juliet had not Even considered marrying at that point in her life. This coupled with the short time in which they had known each other before marrying and the lack of communication ultimately led to their demise.



**The Words the Question Paper uses:**

**What you need to do:**

Place the above extract in context.

Write down 2 points of what happened just before and 1 point to link to what is happening in the part of the story that you are now studying.

Discuss

This means you write about different things related to the topic. So, when you discuss something, you're looking at all the different parts and talking about them together.

Discuss the significance

Basically, you are being asked to talk about why something is important... or not. So you need to say if something helps the author to make his point and the reasons that it does help or not.

What impression is created

Basically you are being asked: "What do you think or feel about something based on the information given?" or "How does this make you feel?". Or "What do you understand by this?"

To answer this, use words from the extract that are emotive and make you feel a certain way and then explain how they make you feel.

Pay attention to words, descriptions and actions that might help you to understand what the author wants you to feel or think,



## The Words the Question Paper uses:

## What you need to do:



What is the tone?

Explain the mood

Explaining the mood" means writing about how a piece of writing makes you feel.

For example, If the writing is happy and cheerful, it might make you feel excited or joyful or If it's sad and gloomy, it might make you feel upset or melancholy.

You are being asked to identify how the writer is feeling here. So give a feeling word and then use words from the text to explain why you think the author is feeling this way

Explain

When we say "explain," we're talking about making something easier to understand by giving more details or sharing important facts about it. It's like shining a big ol' spotlight on whatever we're talking about so everyone can see it better.

Do you agree

Asks for your opinion . Decide if you think something is true or not. But do not just say yes or no. You need to explain why you think that way. Remember, there is no right or wrong answer as long as you can explain why you believe what you do. So, do not be afraid to trust what you know from the text!

The above question is usually followed by:  
Justify your response

When it says "show or prove the statement to be right or reasonable," it means you need to give good reasons from the story you read to support what you're saying. So, if you think something is true in the story, you have to find parts of the story that back it up. That's all there is to it! Easy peasy, right?



The Words the Question Paper uses:

What you need to do:



Based on your knowledge of the novel/  
drama as a whole



Your answer needs to show you understand the whole story, not just the part you're reading. Look at things like the main idea, important symbols, or how characters act throughout the whole book or play. Do not just focus on one piece, try to see the big picture.

Evaluate effectiveness/ appropriateness of..



Look at the good and bad parts of the problem. Then decide what you think about the question based on what you've learned.

Comment on the effectiveness of



Say what you think about whether the thing in the question or statement did a good job or not. Tell us what you think.

Comment on the significance



Share what you think about why the question or statement is important.



### The Words the Question Paper uses:

### What you need to do:

Account for...

When someone asks you to "account for" something, they're basically asking you to explain why you said what you said. They want to know the reasons behind your statement or answer. So, if a teacher asks you to account for your answer on a test, they're asking you to tell them why you gave that particular answer. It's like saying, "Why did you say that?"

Explain the irony in...

Irony is when what is expected does not happen. So all you have to do is explain what **WOULD** have been expected and then say what actually happens!

If you were the director of a production of *Romeo and Juliet*, how would you instruct the actor playing \_\_\_\_\_ to deliver these lines? Pay specific attention to body language and tone. Motivate your instructions.

First picture how the character should be feeling, Then write that down (this is your justification (1 mark!)). Then think how you would act if you had that emotion, think Body language and even facial expression (1 mark), then give the tone (1 mark!).  
BL + T + J = Marks!

Body Language      Tone      Reason





