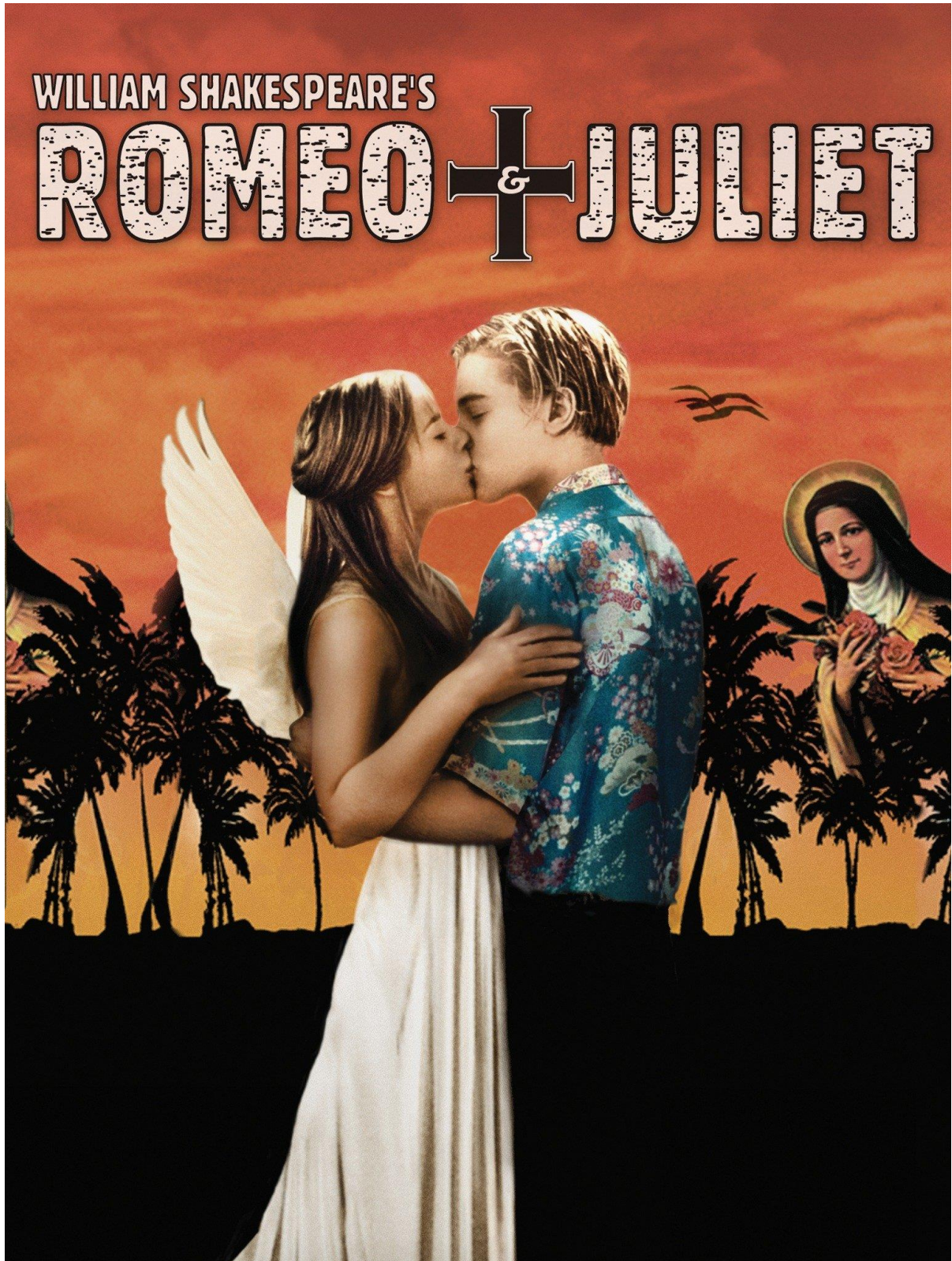


ROMEO AND JULIET HOMEWORK BOOKLET



BEFORE YOU START...

Each week you will be given a set of tasks focusing on how to plan and produce a fantastic piece of 'Romeo and Juliet' analysis.

Each session will begin with a quick recap quiz, focusing on a key theme or character. You'll be able to check your answers online later.

At the end of each task, you should take some time to fill in the 'Revision Notes' space at the end of the booklet. This is a chance to consolidate your learning and produce some handy revision resources for later.

Some useful resources:

- **No Sweat Shakespeare:** here you can read each scene of the play in either the original language or a modernised version. Use this if you're feeling stuck on reading a key scene or understanding the extracts-
<https://www.nosweatshakespeare.com/romeo-juliet-play/text/>
- **Spark Notes:** this offers summaries of each scene in the play, as well as handy character notes and key information on themes and context. Use this if you'd like a recap of a key scene or if you'd like some extra support understanding a key theme, character or context - <https://www.sparknotes.com/shakespeare/romeojuliet/>
- **Open Source Shakespeare:** this allows you to search the entire text by character or keyword. Use this if you want to find quotes linked to a certain character or theme.
- **Royal Shakespeare Company Learning Zone:** this provides support at beginner, intermediary and advanced level for all aspects of the play. Use this if you're interested in the dramatic features of the play, such as staging and performance - <https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet>

TASK 1

Scan me to check the answers!

Task 1: Quick Quiz

- How many lines are in the Prologue?
- At the start of the play, what punishment does the Prince say the families will face if there is another public fight?
- Who says 'if love be rough with you, be rough with love'?
- Complete the quote - JULIET: 'I'll look to like, if _____ liking move'
- The play is set in 14th century Italy. What religion would most people at this time have believed in? Which character in the play represents this belief?



Task 2: Examining an extract.

Read through the attached extract, then have a go at answering the questions. You can just do this in note form. The questions and prompts given will help you to *read* and *understand* the extract without having to translate or decode all of the individual words.

In this extract from Act 1 Scene 1, the Montague and Capulet servants start to fight after arguing on the streets of Verona. Benvolio and Tybalt soon join them.

EXTRACT - Act 1 Scene 1

SAMPSON

Draw, if you be men. Gregory, remember thy swashing blow.

They fight

Enter BENVOLIO

BENVOLIO

Part, fools!

Put up your swords; you know not what you do.

Beats down their swords

Enter TYBALT

TYBALT

What, art thou drawn among these heartless hinds?

Turn thee, Benvolio, look upon thy death.

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!

They fight

1. Read the introductory sentence: what has happened at this stage in the play? What do we know about the characters?

2. Consider context: this scene involves lots of young men fighting to defend the **honour and reputation** of their households. What emotion would motivate them to act so violently? What kind of expectations were there for young men at this time?

3. Look at the page: Look at how the text is set out. This scene involves lots of dialogue, with multiple characters taking it in turns to speak. What kind of atmosphere would this quick exchange of words create?

4. Look at stage directions: Stage directions tell us about the arrival of two characters – Benvolio and Tybalt. How does the scene change after Benvolio arrives? How does it change again once Tybalt arrives?

5. Look at punctuation: Look at the end of each line. Both Benvolio and Tybalt speak using exclamative sentences (!). Why are they speaking this way? What emotions might they be feeling?

6. Look for patterns: Read the extract again. The word 'sword' and the word 'peace' are both repeated at least twice. Why do you think characters keep repeating these words? What do these words mean to Benvolio? What do they mean to Tybalt?

Task 3: Reading Checklist

The 6 steps you completed in the previous task can be used for any 'Romeo and Juliet' extract. Though you won't always be able to find something to say for all of them (there might not always be a stage direction for example), they will always give you a starting point for your analysis.

Have a go at making some more quick notes for a different extract. Try and make 1 bullet point note for each of the 6 reading steps:

<p><i>In this extract from Act 1 Scene 5, Romeo and Juliet meet for the first time. This is the first time they have spoken to each other.</i></p>	<p>Intro Sentence - what do we already know about the characters at this point in the play?</p>
<p>ROMEO [Taking Juliet's hand] If I profane with my unworhiest 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.</p>	<p>Context - who are the main characters involved? How does context affect their behaviour/language?</p>
<p>JULIET Good pilgrim, you do wrong your hand too much, Which mannerly devotion shows in this; For saints have hands that pilgrims' hands do touch, And palm to palm is holy palmers' kiss.</p>	<p>Layout of the page - is one character speaking more than the other, or is it equal? Why is this?</p>
<p>ROMEO Have not saints lips, and holy palmers too? JULIET Ay, pilgrim, lips that they must use in prayer.</p>	<p>Stage directions - what can we tell about the way characters are speaking and moving? What does it suggest about their thoughts/feelings?</p>
<p>ROMEO O, then, dear saint, let lips do what hands do; They pray, grant thou, lest faith turn to despair. JULIET Saints do not move, though grant for prayers' sake.</p>	<p>Punctuation - what punctuation can you see at the end of some lines? What does this reveal about the characters' thoughts/feelings?</p>
<p>ROMEO Then move not, while my prayer's effect I take. <i>He kisses her</i></p>	<p>Patterns - is there a particular word being repeated often? Why might this word, or type of word, be used so frequently?</p>

Task 4: Revision Notes

Head to the end of this booklet to record your notes from this lesson. You might want to:

- Add any key quotes to the relevant character/theme boxes
- Record key contextual information
- Make a note of any important moments in the play
- Record any other important information you want to remember

TASK 2

Scan me to check the answers!



Task 1: Quick Quiz

- What is special about the structure of Romeo and Juliet's first meeting?
- How soon after meeting do Romeo and Juliet get married?
- Who says 'with love's light wings did I o'erperch these walls'?
- Complete the quote - FRIAR: '_____ and _____, they stumble that run fast.'
- The Friar is a Catholic. An audience in Shakespeare's time (Elizabethan England) would have all been Protestant. Based on this key context, and what we learn in the Prologue, how would the audience feel about the Friar?

Task 2: Language Analysis

You need to be able to unpick the key language choices in a quote/extract to fully analyse it. This involves examining the words/sentence types Shakespeare has chosen to use, or the language features he has included, and considering why he used them.

Read the following extract. Can you match each technique/word type in the helpbox to some evidence in the text?

In this extract, Romeo has climbed over the Capulet garden wall to try and see Juliet again after their first meeting at the ball.

EXTRACT - Act 2 Scene 2

JULIET appears above at a window

ROMEO

But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun...
It is my lady, O, it is my love!
O, that she knew she were!
She speaks yet she says nothing: what of that?
Her eye discourses; I will answer it.
I am too bold, 'tis not to me she speaks:
Two of the fairest stars in all the heaven,
Having some business, do entreat her eyes
To twinkle in their spheres till they return.
What if her eyes were there, they in her head?
The brightness of her cheek would shame those stars,
As daylight doth a lamp; her eyes in heaven
Would through the airy region stream so bright
That birds would sing and think it were not night.
See, how she leans her cheek upon her hand!
O, that I were a glove upon that hand,
That I might touch that cheek!

JULIET

Ay me!

ROMEO

She speaks:
O, speak again, bright angel!

HELPBOX

Exclamative sentence

Metaphor

Interrogative sentence

Possessive pronouns

Semantic field of light

Celestial imagery

Religious nouns

Task 2 (continued):

Now, pick two of the quotes/techniques you identified and explain how the **use of language** helps to show the **strength of Romeo's love for Juliet**. An example has been done for you:

Romeo uses the possessive pronoun 'my' when referring to Juliet: 'it is my lady. O it is my love!'. This shows that he feels she belongs to him; despite only meeting her an hour ago, he already feels that they are connected and that she is a part of him, showing the strength of his love for her.

Task 3:

Now, have a go at picking out a key language element in each of the following quotes. All the quotes focus on the relationship between Romeo and Juliet.

You will need to underline/highlight either a key word or language feature in each quote, then write a couple of sentences explaining why it is significant. Refer back to the example from Task 2 if you're unsure.

- **Juliet:** 'My only love sprung from my only hate
Too early seen unknown, and known too late!' (Act 1 Scene 5)
- **Juliet:** 'But my true love is grown to such excess
I cannot sum up sum of half my wealth.' (Act 2 Scene 6)
- **Juliet:** 'And he will make the face of heaven so fine
That all the world will be in love with night' (Act 3 Scene 2)
- **Romeo:** 'O my love! my wife!
Death, that hath suck'd the honey of thy breath,
Hath had no power yet upon thy beauty' (Act 5 Scene 1)
- **Romeo:** 'Thus with a kiss, I die' (Act 5 Scene 1)

Task 4: Revision Notes

Head to the end of this booklet to record your notes from this lesson. You might want to:

- Add any key quotes to the relevant character/theme boxes
- Record key contextual information
- Make a note of any important moments in the play
- Record any other important information you want to remember

TASK 3

Task 1: Quick Quiz

- Which household does Mercutio belong to?
- Why does Tybalt want to duel with Romeo at the beginning of act 3?
- Who says 'these hot days is the mad blood stirring'?
- Complete the quote - MERCUTIO: 'calm, _____, vile submission'.
- A foil is a character in drama who provides a strong contrast to the personality or behaviours of another character. Mercutio can be seen as a foil to Romeo because of their different attitudes to love. Which character could be seen as a foil to Tybalt?

Scan me to check the answers!



Task 2: Structure analysis within an extract

Structure refers to the order of events in an extract, or in an overall text. This means thinking about how earlier events influence later ones, and how later moments relate back to earlier ones.

Read the following extract. It has been split into a beginning, middle, and end. For each section, you need to comment on how Romeo's emotions are changing, why this might be, and how we can tell.

In this extract, Tybalt has stabbed Mercutio after Romeo refused to fight him.

EXTRACT - Act 3 Scene 1

MERCUTIO

A plague o' both your houses!
They have made worms' meat of me: I have it,
And soundly too: your houses!

Exeunt MERCUTIO and BENVOLIO

ROMEO

This gentleman, the prince's near ally,
My very friend, hath got his mortal hurt
In my behalf; my reputation stain'd
With Tybalt's slander,--Tybalt, that an hour
Hath been my kinsman! O sweet Juliet,
Thy beauty hath made me effeminate
And in my temper soften'd valour's steel!

Re-enter BENVOLIO

BENVOLIO

O Romeo, Romeo, brave Mercutio's dead!
That gallant spirit hath aspir'd the clouds,
Which too untimely here did scorn the earth.

BEGINNING

How is Romeo feeling in this moment?

Why does he feel this way?

How can we tell? (Pick a key quote)

ROMEO

This day's black fate on more days doth depend;
This but begins the woe, others must end.

BENVOLIO

Here comes the furious Tybalt back again.

ROMEO

Alive, in triumph! and Mercutio slain!
Away to heaven, respective lenity,
And fire-eyed fury be my conduct now!

Re-enter TYBALT

Now, Tybalt, take the villain back again,
That late thou gavest me; for Mercutio's soul
Is but a little way above our heads,
Staying for thine to keep him company:
Either thou, or I, or both, must go with him.

TYBALT

Thou, wretched boy, that didst consort him here,
Shalt with him hence.

ROMEO

This shall determine that.

They fight; TYBALT falls

BENVOLIO

Romeo, away, be gone!
The citizens are up, and Tybalt slain.
Stand not amazed: the prince will doom thee death,
If thou art taken: hence, be gone, away!

ROMEO

O, I am fortune's fool!

MIDDLE

How is Romeo feeling in this moment?

Why does he feel this way? How has it changed since the beginning of the extract?

How can we tell? (Pick a key quote)

END

How is Romeo feeling in this moment?

Why does he feel this way? How has it changed since the beginning and middle of the extract?

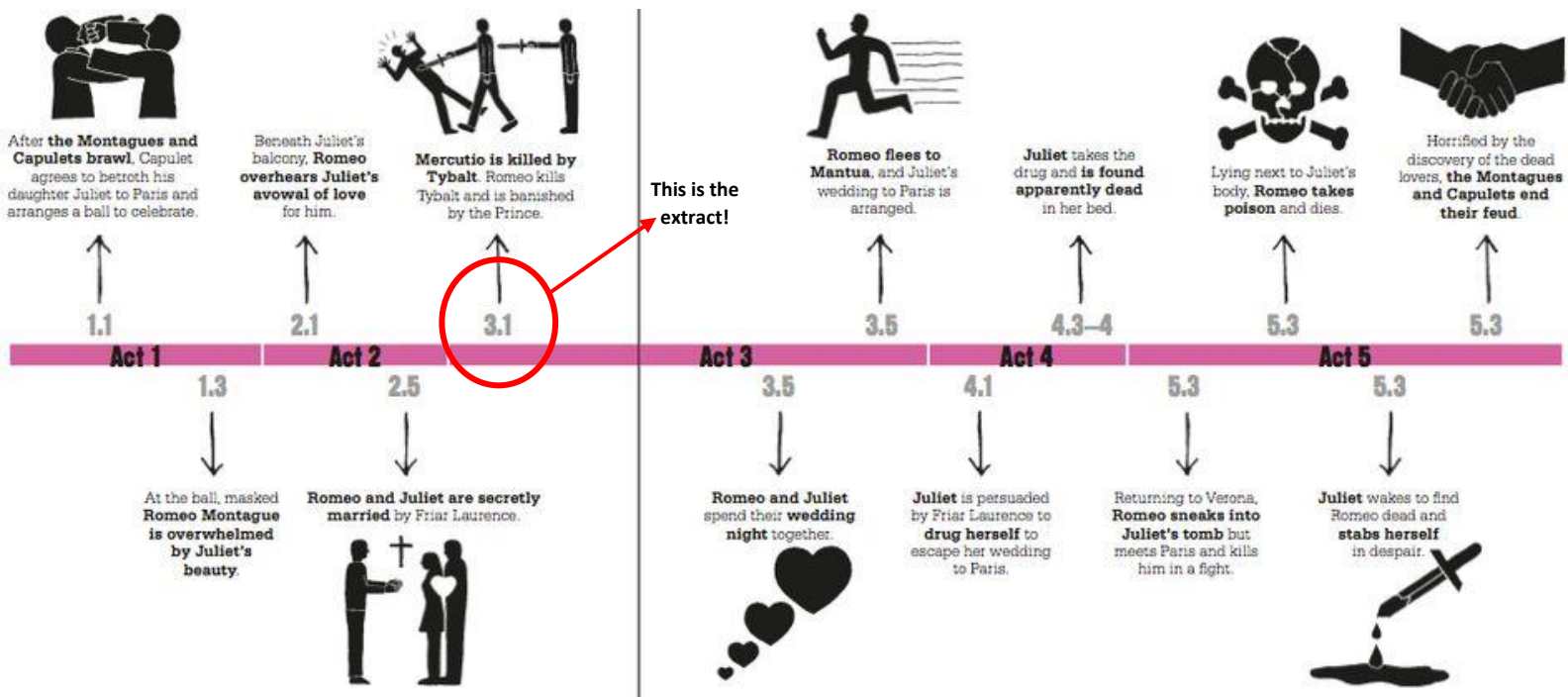
How can we tell? (Pick a key quote)

Task 3: Structure analysis across the play

In order to effectively analyse an extract, we need to consider not just what happens in the given extract but also what has happened before and what will happen after. This allows you to focus on the **structure** of the play and explore why certain moments are significant to the play overall.

The extract you have just looked at comes from Act 3 Scene 1. This has been placed on a timeline showing the overall structure of the play.

From the timeline, choose 3 other moments in the play (make sure you cover as much of the play as possible, so pick some from before and some from after the extract) which also show Romeo's volatile and unpredictable emotions.



Now, explain how your chosen moments show the changes in Romeo's emotions over the course of the play. Make sure you write about them in **chronological order** (the order they happen in the play) so that you can effectively track changes.

You can use the following sentence starters to help you, or write it in your own words:

Moment 1: In this moment from the beginning of the play, Romeo is presented as a _____ character.

This is seen when...

This foreshadows Romeo's behaviour later in the play, when he will...

This might make the audience feel _____ towards Romeo, as they expect...

Moment 2: As the play progresses, Romeo's emotions become more _____ compared to earlier in the play.

This is seen when...

This shows how Romeo has become more _____ since the beginning of the play. This change has been caused by...

The audience might now feel _____ towards Romeo.

Moment 3: At the end of the play, Romeo is shown to be a very _____ character.

This is seen when...

Over the course of the play, Romeo has changed from a _____ character to feeling more _____.

The audience's early expectations of Romeo have been proven right/wrong, as they can now see that...

Task 4: Revision Notes

Head to the end of this booklet to record your notes from this lesson. You might want to:

- Add any key quotes to the relevant character/theme boxes
- Record key contextual information
- Make a note of any important moments in the play
- Record any other important information you want to remember

TASK 4

Task 1: Quick Quiz

Scan me to check the answers!



- Where is Romeo sent to after his banishment?
- What is the Nurse's advice to Juliet after Romeo's banishment?
- Who says 'serpent heart, hid with a flowering face'?
- Complete the quote - CAPULET: 'hang, beg, _____, die in the streets!'
- Juliet has a much closer relationship with the Nurse than she does with her parents. Wealthy families in 14th century Italy would hire a wet nurse to raise their children from birth. Why would an audience have been shocked to see Juliet betray the Nurse and lie to her at the end of Act 3?

Task 2:

It is important to remember that 'Romeo and Juliet' is a play. This makes it a piece of drama, and as a result it contains certain features that are unique to a play. These are important to identify and explore, as it helps to show that you are engaging with the **form** of the text as well as its **language and structure**.

Below is a selection of key terminology for analysing form. Match each word to its correct definition (if you're really stuck you can look some of the key terms up online!)

1. Soliloquy	A) An instruction given to the actor/director/reader about how a character should move or speak
2. Dramatic irony	B) A character who represents a sharp contrast to the personality of another character
3. Monologue	C) A conversation between characters
4. Stage direction	D) A speech where only the audience hears the private thoughts of a character
5. Foil	E) Dialogue in which characters rapidly speak in alternate lines
D) Hubris	F) A play written by Shakespeare which features characters who suffer and often die, usually as a result of their own fatal flaws
E) Dialogue	G) The point at which the action of the plot changes - usually from failure to success or success to failure.
F) Stichomythia	H) When the audience is aware of information that the characters are not
G) Shakespearean Tragedy	I) A character's misplaced sense of pride or confidence. This overwhelming pride inevitably leads to a downfall.
H) Peripeteia	J) A lengthy speech delivered by one character

Task 3:

Read the following extract. It has been split into a beginning, middle, and end. For each section, you will need to comment on how aspects of **dramatic form** have helped to portray Juliet's anxiety.

In this extract, Juliet expresses her worries about drinking the potion the Friar has made for her.

EXTRACT - Act 4 Scene 3

JULIET

Come, vial.

What if this mixture do not work at all?

Shall I be married then to-morrow morning?

No, no: this shall forbid it: lie thou there.

Laying down her dagger

What if it be a poison, which the friar
Subtly hath minister'd to have me dead,
Lest in this marriage he should be dishonour'd,
Because he married me before to Romeo?
I fear it is: and yet, methinks, it should not,
For he hath still been tried a holy man.

How if, when I am laid into the tomb,
I wake before the time that Romeo
Come to redeem me? there's a fearful point!
Shall I not, then, be stifled in the vault,
To whose foul mouth no healthsome air breathes in,
And there die strangled ere my Romeo comes?

Or, if I live, is it not very like,
The horrible conceit of death and night,
Together with the terror of the place,--
As in a vault, an ancient receptacle,
Where, for these many hundred years, the bones
Of all my buried ancestors are packed:
Where bloody Tybalt, yet but green in earth,
Lies festering in his shroud; where, as they say,
At some hours in the night spirits resort;--
Alack, alack, is it not like that I,
So early waking, what with loathsome smells,
And shrieks like mandrakes' torn out of the earth,
That living mortals, hearing them, run mad:--
O, if I wake, shall I not be distraught,
Environed with all these hideous fears?
And madly play with my forefather's joints?
And pluck the mangled Tybalt from his shroud?
And, in this rage, with some great kinsman's bone,
As with a club, dash out my desperate brains?
O, look! methinks I see my cousin's ghost
Seeking out Romeo, that did spit his body
Upon a rapier's point: stay, Tybalt, stay!
Romeo, Romeo, Romeo! Here's drink, I drink to thee.

She falls upon her bed, within the curtains

Juliet speaks in a soliloquy here. She is alone onstage, with only the audience hearing her thoughts.

What does this suggest about her character? Why can't she speak to anyone else about her fears?

How does the use of a soliloquy present her as lonely?

Juliet worries that she might wake up at the wrong time and die, foreshadowing what will really happen when she is in the tomb later in the play.

The audience know the play will end tragically, creating dramatic irony.

How does this create sympathy for Juliet in this scene?

The final stage direction shows the audience that Juliet is still committed to going through with the plan, despite being so fearful beforehand.

What does this show about the strength of her love for Romeo? How might the audience feel in this moment?

Task 4: Revision Notes

Head to the end of this booklet to record your notes from this lesson. You might want to:

- Add any key quotes to the relevant character/theme boxes
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TASK 5

Task 1: Quick Quiz

- What kind of speech does Juliet give before drinking the potion?
- Who is the first character to discover Juliet's 'dead' body?
- Who says 'come, is the bride ready to go to church?'
- Complete the quote - CAPULET: 'death lies on her like an untimely _____ upon the sweetest flower of all the field'
- Paris, upon learning of Juliet's death, says that he feels 'divorced' and 'wronged'. Why do you think he feels this way? How does it link to your understanding **patriarchy**?

Scan me to check the answers!



Task 2: Context

For each of the following bullet points, produce a brief mindmap listing everything you know about the given contextual elements of the play. This might include historical information, key moments from the play, or other relevant information.

FATE

PATRIARCHY

RELIGION

HONOUR

FAMILY

Next, watch the following video (scan the QR code). Then, update your mindmaps in a different colour to show anything new that you've learned.



Task 3: Extract Analysis

It's important to identify contextual links in either the extract or your chosen quotes. Context should form part of your analysis, rather than being bolted on to the end of a paragraph. Think carefully about how contextual knowledge **adds to the audience's understanding of and response to** the scene.

Read the following extract. 3 contextual points have been picked out for you. For each one, you will need to comment on how this moment is made more significant/interesting as a result of our contextual understanding.

In this extract, the Nurse, Lord and Lady Capulet, Paris, and the Friar discover Juliet's 'dead' body the morning after she has taken the potion.

EXTRACT - Act 4 Scene 4

Nurse

O lamentable day!

LADY CAPULET

O woful time!

CAPULET

Death, that hath ta'en her hence to make me wail,
Ties up my tongue, and will not let me speak.

Enter FRIAR LAURENCE and PARIS, with Musicians

FRIAR LAURENCE

Come, is the bride ready to go to church?

CAPULET

Ready to go, but never to return.
O son! the night before thy wedding-day
Hath Death lain with thy wife. There she lies,
Flower as she was, deflowered by him.
Death is my son-in-law, Death is my heir;
My daughter he hath wedded: I will die,
And leave him all; life, living, all is Death's.

PARIS

Have I thought long to see this morning's face,
And doth it give me such a sight as this?

CONTEXT QUESTIONS

1. The Nurse is the first person to find Juliet 'dead' and is heartbroken; for most of the scene she can barely speak. What does this reveal about the strength of her relationship with Juliet?
2. Friar Laurence asks 'is the bride ready to go to church?' despite knowing that Juliet isn't really dead. Why did Juliet trust the Friar so much? Why might an audience in Shakespeare's time be less trusting?
3. Capulet makes a lot of references to 'death' having married his daughter. Why is he so focused on Juliet's marriage? Why would he be disappointed that she won't be marrying Paris?

CHALLENGE: Read the scene in full online.
Throughout, Juliet is rarely referred to by name. Instead she is called 'child', 'wife', 'bride'. What does this suggest about how her family view her? Do we view their grief as sincere? What might be motivating their sadness in this moment?

Task 4: Revision Notes

Head to the end of this booklet to record your notes from this lesson. You might want to:

- Add any key quotes to the relevant character/theme boxes
- Record key contextual information
- Make a note of any important moments in the play
- Record any other important information you want to remember

TASK 6

Task 1: Quick Quiz

- Who delivers the news of Juliet's 'death' to Romeo?
- What prevents the Friar's letter from getting to Romeo in time?
- Who says 'my child is dead, and with my child my joys are buried.'
- Complete the quote - ROMEO: 'I _____ you stars!'
- Who or what do you think is to blame for the tragic ending of the play? Is it a character, a theme, context, or something else? Explain your ideas in a maximum of 3 sentences.

Scan me to check the answers!



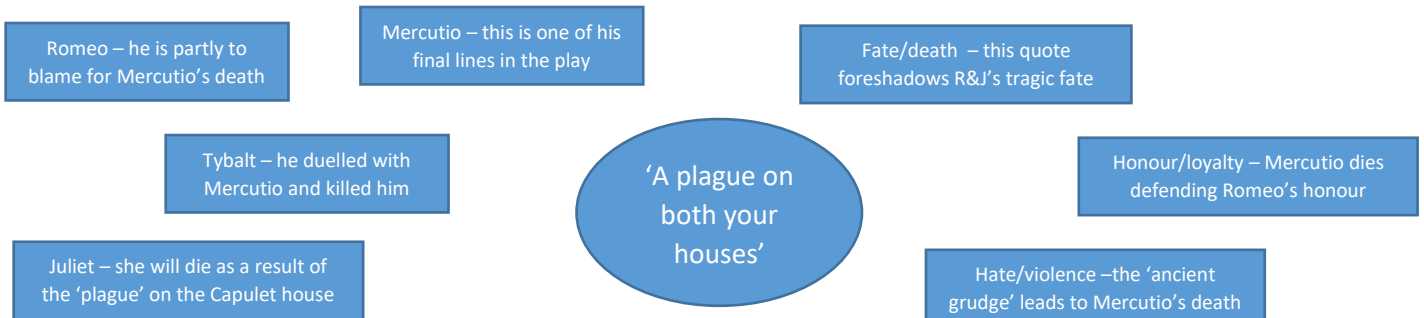
Task 2: Adapting quotes to fit the question

One of the most common problems students face is feeling like the quotes they have memorised don't fit the question on the exam paper. One way to avoid this is to be flexible in your thinking; most quotes can be made to suit a range of different questions, even if it wasn't the one we were expecting or hoping for.

Make a list of any quotes you can already remember from the play (you need a minimum of 5 and a maximum of 10). You can look back through this booklet if you are stuck.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Now, for each quote, make a mindmap of all the possible connections you could make to key characters/themes from the play (check the revision notes section at the end for a reminder). An example has been done for you:



Task 3: Linking quotes to an extract

Imagine you were going to answer the question: How is tragedy presented in this extract and elsewhere in the play?

Start by reading the extract. Then, using three of the quotes you listed in task 2, write a short explanation of how these quotes could be linked to this particular question/extract. **You are not allowed to pick any new quotes; you might need to be flexible in your thinking to get the quotes to fit.**

You can either write your ideas in paragraphs, or produce a quote mindmap similar to the ones you did in task 2.

In this extract, Lord Capulet and Lord Montague agree to end the feud and build a monument to their dead children. The Prince ends the play with a closing speech.

EXTRACT - Act 5 Scene 3

CAPULET

O brother Montague, give me thy hand:
This is my daughter's jointure, for no more
Can I demand.

MONTAGUE

But I can give thee more:
For I will raise her statue in pure gold;
That while Verona by that name is known,
There shall no figure at such rate be set
As that of true and faithful Juliet.

CAPULET

As rich shall Romeo's by his lady's lie;
Poor sacrifices of our enmity!

PRINCE

A glooming peace this morning with it brings;
The sun, for sorrow, will not show his head:
Go hence, to have more talk of these sad things;
Some shall be pardon'd, and some punished:
For never was a story of more woe
Than this of Juliet and her Romeo.

Task 4: Revision Notes

Head to the end of this booklet to record your notes from this lesson. You might want to:

- Add any key quotes to the relevant character/theme boxes
- Record key contextual information
- Make a note of any important moments in the play
- Record any other important information you want to remember

TASK 7

Over the last 6 weeks, you have examined all the different elements of producing a fantastic 'Romeo and Juliet' response. Now, it's time to draw it altogether and have a go at writing a full answer.

Before you start, take some time to read back through your previous weeks' work, as well as your revision notes.

You will have 45 minutes to complete your answer (use extra time if you receive this during an exam). This time includes reading and annotating the extract and choosing your quotes from elsewhere.

You should aim to pick 2-3 quotes from the extract and 3 quotes from elsewhere in the play. There is some advice for how to structure your answer on the next page.

Good luck!

ROMEO AND JULIET QUESTION

How is speed and its consequences presented in this extract? [40 marks]

This extract comes from Act 5 Scene 2. Friar Laurence learns that his letter has not reached Romeo, and he races to beat Romeo to the tomb and save the young couple.

FRIAR LAURENCE

Who bare my letter, then, to Romeo?

FRIAR JOHN

I could not send it,--here it is again,--
Nor get a messenger to bring it thee,
So fearful were they of infection.

FRIAR LAURENCE

Unhappy fortune! by my brotherhood,
The letter was not nice but full of charge
Of dear import, and the neglecting it
May do much danger. Friar John, go hence;
Get me an iron crow, and bring it straight
Unto my cell.

FRIAR JOHN

Brother, I'll go and bring it thee.

Exit

FRIAR LAURENCE

Now must I to the monument alone;
Within three hours will fair Juliet wake:
She will beshrew me much that Romeo
Hath had no notice of these accidents;
But I will write again to Mantua,
And keep her at my cell till Romeo come;
Poor living corse, closed in a dead man's tomb!

Structuring your answer

Introduction: explain your main idea in response to the question, e.g. is speed a force for good or bad in the play? What kind of consequences does it have for the characters? Keep this brief – only 3 sentences at most!

Paragraph 1: Analyse your first quote from the extract. How does it link to the question? How has Shakespeare's use of language, structure, or form, made it significant? Is there any relevant context? Then, link this to a similar or related moment from elsewhere in the play. Make sure you take the time to analyse this quote in equal amounts of detail to the quote from the extract.

Paragraph 2: Analyse your next quote from the extract. How does it link to the question? How has Shakespeare's use of language, structure, or form, made it significant? Is there any relevant context? Then, link this to a similar or related moment from elsewhere in the play. Make sure you take the time to analyse this quote in equal amounts of detail to the quote from the extract.

Paragraph 3: Analyse your final quote from the extract. How does it link to the question? How has Shakespeare's use of language, structure, or form, made it significant? Is there any relevant context? Then, link this to a similar or related moment from elsewhere in the play. Make sure you take the time to analyse this quote in equal amounts of detail to the quote from the extract.

Conclusion: having explored 5-6 different quotes from the extract and elsewhere, what do we learn about the role of speed in this play? How does it change over the course of beginning, middle and end?

REVISION NOTES

Key Quotes: Characters			
Romeo	Juliet	Mercutio	Tybalt
Benvolio	Lord Capulet	Friar Lawrence	The Nurse

Key Quotes: Themes

Love

Hate

Death

Fate

Religion

Honour

Violence

Loyalty

Key Context Points

Religion:

Honour/reputation:

Patriarchy:

Loyalty:

Family relationships:

Key Moments

Act 1

Act 2

Act 3

Act 4

Act 5

