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| **3. Characters** | **Description** |
| **a) Romeo Montague** | The son and heir of Lord and Lady Montague. He is handsome and intelligent but also impulsive. He is not interested in violence and focuses on love instead. |
| **b) Juliet Capulet** | The daughter of Lord and Lady Capulet. She is beautiful, young, caring and compassionate. She also shows she is courageous by defying her parents in order to marry Romeo. |
| **c) Montague and Capulet** | The patriarchs of the families who have held a long and violent feud with one another. They both love their children but do not always seem aware of how they are feeling. |
| **d) Mercutio** | Kinsman to the prince and one of Romeo’s closet friends. He is witty and imaginative. He is also hot-headed which eventually leads to his downfall. |
| **e) Tybalt** | Juliet’s cousin whom wishes to continue the violence between the Montague and Capulet house holds. |
| **f) Prince Escalus** | The most powerful character in the play, with the authority to govern characters and administer sentences to ensure that peace is kept in the city of Verona. |
| **g) Friar Lawrence** | A wise, religious man who acts as Romeo’s advisory. |
| **h) Nurse** | Personal servant and trusted guardian of Juliet. |

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| **1. Context** | **Description** |
| **a) Shakespeare** | William Shakespeare was an English playwright and poet. |
| **b) Elizabethan era** | In 1558, Queen Elizabeth started her 44-year reign as Queen of England. |
| **c) Religion** | Society across Europe was deeply religious (predominantly catholic or protestant). |
| **d) Patriarchal society** | Government or society was controlled by men. Women were property of their fathers or husbands and they were expected to have children. |

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| **2. Form and structure** | **Description** |
| **a) Play** | A piece of writing that is performed. |
| **b) Tragedy** | A play involving a central character who has a fatal flaw that usually leads to their downfall. |
| **c) Prologue** | A section introducing the play. |
| **d) Sonnet** | One-stanza, 14-line poem, written in iambic pentameter. |
| **e) Hamartia** | A fatal flaw or tragic weakness that brings about the downfall of a character. |
| **f) Iambic Pentameter** | A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable. |

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| **5. Topic Words** | **Definition** |
| **a) Persuade** | When you attempt to convince others to take action or make a change through reasoning or argument. |
| **b) Letter** | A form of written communication which is usually addressed to somebody and sent to them in an envelope. |
| **c) Address** | The place where someone lives. |
| **d) Sign off** | Closing of a letter e.g. Yours sincerely, yours faithfully etc. |
| **e) Speech** | A formal address delivered to an audience. |
| **f) Salutation** | A greeting used in both written and non-written communication. |

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| **6. Punctuation** | **Symbol** | **Definition** |
| **a) Dashes** | - | Used as parenthesis to add more important information.  *The case was worn – and very full – and its straps struggled to stay shut.* |
| **b) Colon** | : | Used before a list of items, a quotation, an expansion or an explanation.  The key to success includes three things: hard work, determination and perseverance. |

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| **4. Themes** | **Evidence in Romeo and Juliet** |
| **a) Love** | Love is an extremely overpowering force. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. |
| **b) Violence** | The feud between the two families is so bitter that the sight of each other can be the cause of a fight to the death (resulting in the murder of some major characters). |
| **c) Fate** | Romeo and Juliet are ‘star-cross’d’ lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. |

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| **7. Language terminology** | **Definition** | **Example** |
| **a) Direct address** | Speaking directly to your audience by using the personal pronouns ‘you’ and ‘your’. | You can make a difference to somebody’s life. |
| **b) Emotive language** | Words used to cause an emotional response in the audience. | Many students are forced to suffer the indignity of wearing clothes that do not reflect their personality. |
| **c) Repetition** | Where you repeat the same word or phrase to make an idea clearer. | This is serious, incredibly serious. |
| **d) Modal verbs** | Verbs that suggest the likelihood, ability, permission or obligation. | It may rain today but it should be sunny tomorrow. |
| **e) Hyperbole** | Using exaggeration for effect. | The teacher gave us a ton of homework. |