



ROMEO AND JULIET

Lesson 2: Main activity (30 mins approx.)

Divide the class into two and give one half of the class Romeo's Act 2 Scene 2 edit (provided) and the other half Juliet's Act 2 Scene 2 edit (provided). Organise each half into small groups of 3-4. Ask each group to read through their lines together out loud, taking it in turns to read each full line (i.e. a complete sentence). What do they notice about the vocabulary their character uses? Is it romantic, practical, poetic, prosaic, fanciful, religious, mythological? Can they group it into semantic fields? Then ask them to think about the structure of their character's speech. Do they ask questions? Do they use imperatives? Do they make statements? Are their sentences long, or short?

Ask them to use this information to come up with a list of 5 impressions they get of their character. Once each group has finished, ask them to swap the edits and now go through the same process with the other character. Once everyone has finished, share impressions as a class. What do they think of Romeo, and of Juliet? How do these impressions match their expectations, and expectations of how men/women would be expected to behave in this society? What is interesting about this, and what do they think Shakespeare might be trying to tell us through these characterisation choices?

