

<p><i>Will they meet in secret? What will happen to them? Will their love story have a happy end?"</i></p> <p>B) <u>While-reading stage</u></p> <p>3. Ls work in pairs or groups to carry out a jigsaw reading activity to check their previous guesses/predictions; each pair/group is assigned to read silently only one of the 5 Acts of the love story summary in order to fill in a relevant chart with information about a. the setting, b. the characters & c. the main events of each Act. Then a representative of each pair/group reads the Act assigned to his/her pair/group aloud for the other Ls to listen in order to complete the chart with all 5 Acts (task B1, see the worksheets).</p> <p>4. The teacher reads aloud a 'biopoem' about Romeo and asks Ls to repeat as a chorus; then Ls are asked to do a gap-filling task all together both to review or practice new vocabulary and to reach a deeper understanding of the male protagonist of the love story which could help their story comprehension further as well (tasks B2 & B3, see the worksheets below).</p> <p>C) <u>Post-reading stage</u></p> <p>5. Ls are asked to do a gap-filling task (task C1) in pairs/groups focusing on language items (linking words of 'cause' and 'result') which express causal relationships in the specific text-summary of the play. Ls report back to the class to check their answers. Then they are asked to look at a set of 'Romeo & Juliet' pictures to find out</p>	<ul style="list-style-type: none"> - To provide Ls with the actual reading material - To make Ls active readers - To enhance collaborative reading - To practice skills integration (reading, listening & writing) <ul style="list-style-type: none"> - To practice language related to vocabulary - To enhance Ls' comprehension strategies - To encourage collaborative reading - To practice pronunciation <ul style="list-style-type: none"> - To make Ls focus on meaning - To enhance Ls' comprehension - To check Ls' comprehension further - To focus on grammar (cause & result words) - To engage Ls in group work - To engage Ls in a quiz for fun 	<p>10 min</p> <p>10 min</p> <p>5 min</p>
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<p>which one of them does not fit the plot (task C3, see the worksheets).</p>		
<p>6. Ls work in pairs/groups to carry out a vocabulary task related to the previous gap-filling summary of Shakespeare's love story (task C2). The teacher gives feedback along with the class.</p>	<ul style="list-style-type: none"> - To practice vocabulary (words & their definitions) 	<p>5 min</p>
<p>7. Ls work in groups to fill-in a mind-map (tree diagram) with themes raised while reading Shakespeare's love story to trigger a class discussion by using key words from the text and asking them: e.g. <i>What is Shakespeare trying to say?, Is love powerful?, What other themes are there in Shakespeare's play?</i></p>	<ul style="list-style-type: none"> - To encourage critical reading - To develop critical thinking - To enhance 'interactive' reading 	<p>10 min</p>
<p>8. Ls are asked to fill in a self-assessment checklist regarding 'Romeo & Juliet' reading.</p>	<ul style="list-style-type: none"> - To provide & receive feedback - To help develop Ls' reading strategies 	

Shakespeare's 'ROMEO & JULIET' summary* in 5 Acts

ACT I

One of the main characters is named *Romeo* Montague. Romeo is peaceful and interested more in love than in fighting. At the beginning of the play Romeo tells his cousin Benvolio and his friend Mercutio that he is sick with love for a girl who won't love him back. Benvolio and Mercutio encourage him to forget about her and go with them to a costume party at the house of Capulets. They know it will be dangerous because they are Montagues, but they think it will be fun. Old Capulet has one daughter named *Juliet*. He is hoping Juliet will agree to marry Count Paris and is excited for them to spend time together at the party. Capulet wants his party to be a happy place for love to blossom. When his nephew, Tybalt, tells him that there are Montagues at the party, Capulet demands that Tybalt leave them alone to enjoy the party. While Romeo is at the party he meets Juliet. He falls instantly in love with her but is sad to hear that she is the daughter of his family's enemy.

ACT II

Romeo decides to risk his life and sneaks to Juliet's bedroom balcony to speak with her. While he watches and listens to Juliet, Romeo learns that she is in love with him too. They speak at the window and make plans to secretly get married even though their families are enemies. The next day Romeo and Juliet go to Friar Lawrence who agrees to marry them. Friar Lawrence hopes their marriage will help to bring peace to the families.

ACT III

On the way home from the wedding Tybalt, who is still angry that the Montagues came to the Capulet party, challenges Romeo to a fight in the street. Romeo refuses to fight him. Mercutio agrees to fight Tybalt instead. Romeo tries to stop the fight and accidentally gets in the way. Tybalt stabs Mercutio and Mercutio dies. Romeo is so angry and sad that Mercutio is dead

that he agrees to fight Tybalt and then kills him. Benvolio begs Romeo to run away from Verona so that the Prince of Verona can't sentence him to death.

ACT IV

Juliet is sad to hear of her cousin's death, but she is even more sad to hear that her husband Romeo must leave Verona. She has another problem, too. Her father is forcing her to marry Count Paris. She goes to Friar Lawrence for advice. Friar Lawrence gives Juliet a special type

Shakespeare's 'Romeo & Juliet' play			
ACTS	SETTING	CHARACTERS	MAIN EVENTS
ACT I			
ACT II			
ACT III			

of poison. The poison will make her fall into a very deep sleep, but everyone will think she is dead. Friar Lawrence plans to send a message to Romeo so that he can come back to Verona and meet Juliet when she wakes up in her family's tomb. Then they can leave Verona and be together.

ACT V

Juliet follows her part of the plan, but something goes very wrong. Friar Lawrence's message is never sent to Romeo. Instead, Romeo hears that Juliet is dead. Romeo returns to Verona with a very strong poison. He goes to Juliet in the tomb, drinks the poison, and dies. When Juliet wakes up she finds Romeo lying next to her. She is so sad that she takes his sword and kills herself. When the Montagues and the Capulets learn what happened with their children they agree to end the years of fighting. The Prince of Verona hopes the story of Romeo and Juliet will help to keep Verona a peaceful place.

* Adapted from www.kidslloveshakespeare.com

'Romeo & Juliet' Worksheets

B) While-reading stage:

B1. Read the text in your groups and fill in the following table as appropriate.

ACT IV			
ACT V			

B2. Listen to the teacher and repeat the following biopoem about Romeo.

Romeo
 Impetuous, kind, thoughtful, respectful
 Son of Montague
 Lover of peace
 Who feels a desire to end the senseless conflict of his
 parents, to escape with Juliet to a peaceful marriage,
 to revenge his friend's death
 Who needs love, peace, revenge
 Who fears life without Juliet, banishment,
 Who gives a promise to be faithful, his life, a reason
 to forgive
 Who would like to see Capulets and Montagues
 together, friendships renewed, lives preserved
 Resident of Verona
 Montague

B3. Do the following task based on the previous biopoem about Romeo.

First name _____
 Four traits that describe character _____
 Relative (brother, sister, daughter, etc.) of _____
 Lover of _____
 Who feels _____
 Who needs _____
 Who fears _____
 Who gives _____
 Who would like to see _____
 Resident of _____
 Last Name _____

C) Post-reading stage:

C1. Complete the following text with “so” and “because” to make up the summary of ‘Romeo & Juliet’ love story.

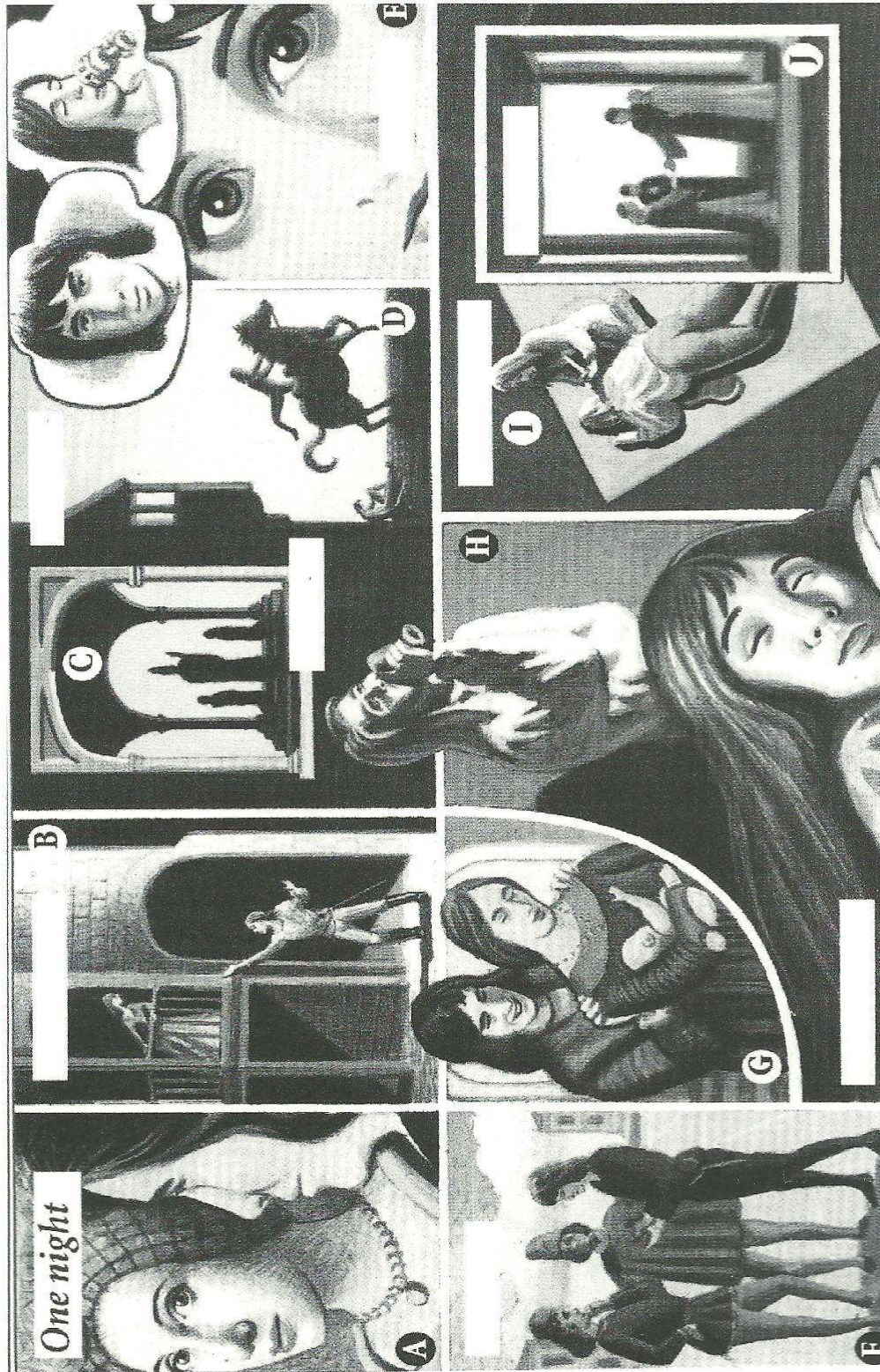
One night a young man met a girl at a party, and they fell in love at first sight. That night he went to her house, 1 _____ he wanted to see her again. He was afraid to go in 2 _____ he waited under the balcony until she appeared. They spent the night together, and the next day they got married. Their marriage had to be a secret 3 _____ their families were enemies. The following day, the man had a fight with his wife's cousin and killed him 4 _____ he had to leave the city. The girl was desperate 5 _____ she wanted to be with her husband. 6 _____ she made a plan. She decided to take a drug and pretend to be dead, and later, when she woke up, she planned to escape from the family tomb and run away with her husband. Then she sent a message to her husband, and took the drug. But her husband didn't get the message 7 _____ the messenger couldn't find him. When the man heard that his wife was "dead" he hurried to her tomb. He thought she really was dead 8 _____ he killed himself. When the girl woke up, she saw her husband was dead 9 _____ she killed herself, too. Finally, 10 _____ both their children were dead, the two families made peace.

C2. Match the following words with their definitions. One example is given.

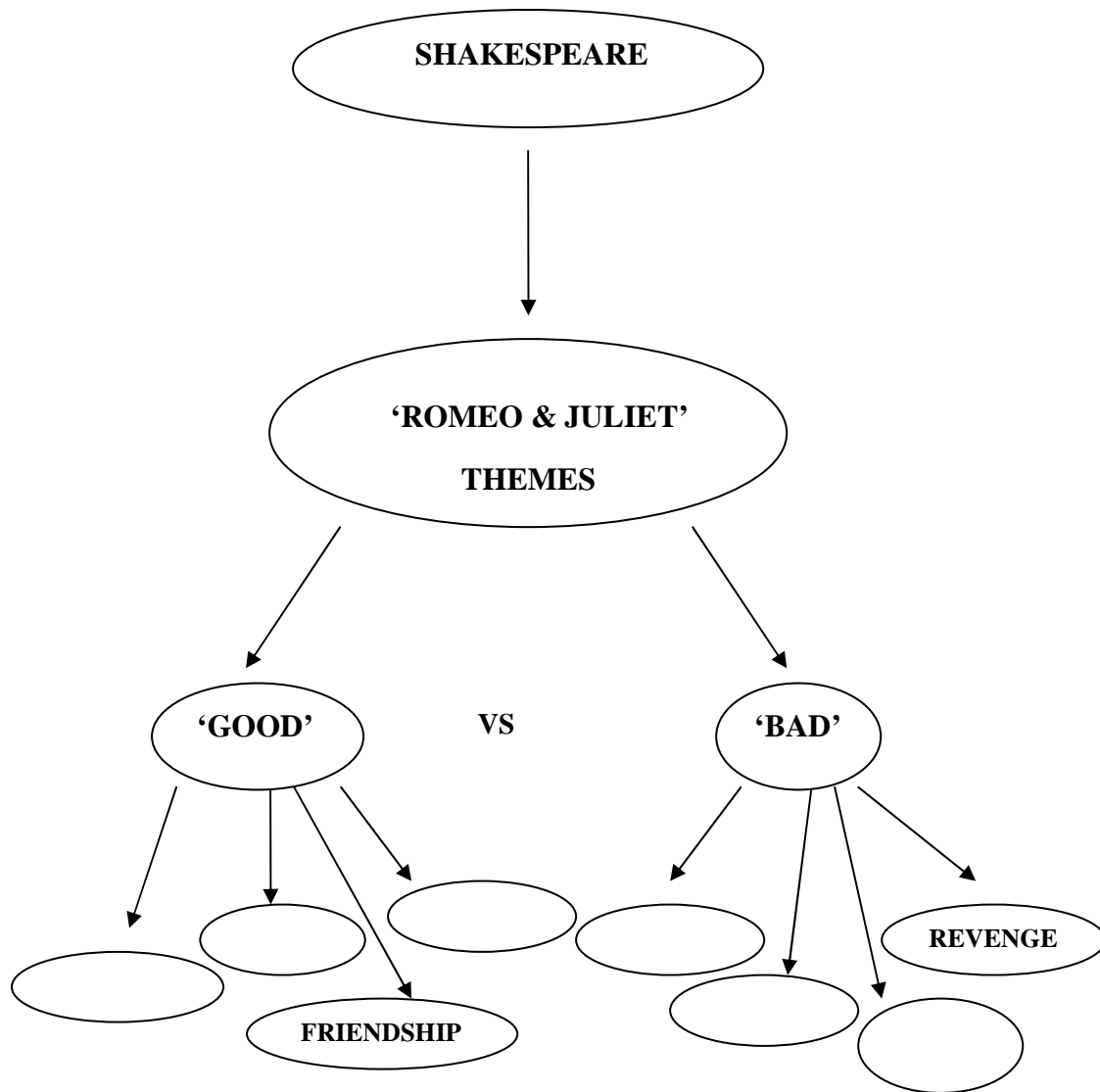
peace secret tomb messenger pretend desperate enemy cousin

- 1 a person who carries a message: _____
- 2 something you don't want other people to know: _____
- 3 an underground room for dead people: _____
- 4 make someone think something is true when it isn't: _____
- 5 the opposite of *friend*: _____
- 6 ready to do anything to change a situation: ____*DESPERATE*____
- 7 your uncle's or aunt's child: _____
- 8 the opposite of *war*: _____

C3. Work with your partner. Which one of the following pictures does not fit 'Romeo & Juliet' plot?



C4. Work in groups and think how to fill in the following tree diagram with themes raised while reading Shakespeare's 'Romeo & Juliet' as in the examples.



SELF-ASSESSMENT CHECKLIST

Tick ✓ what's true for you

Now I can:	
read a text silently	
look for specific information in a text	
guess the meaning of a new word from the context	
read for general understanding	
imagine what is coming next while reading a story	
get a good understanding of parts of the text	
talk about Shakespeare's 'Romeo & Juliet'	
work with the setting of a story/play	
work with the main events of a story/play	
work with the characters of a story/play	
read and understand a poem	
make predictions and check them	
think of the main ideas/themes of a play/story	
work well with my classmates	