

ROMEO AND JULIET

3° & 4° SECONDARY EDUCATION



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1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he/she has learned.
- The plays present social content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also help to develop communicative functions, vocabulary and grammatical structures. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the MEFD.

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to carry out specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings, with the help of templates and models.
- Reading a variety of texts in order to understand them, extracting general and specific information for a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding between people with different places of origin, culture and languages.
- Acquiring knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

Specific:

- Fostering an interest in taking part in oral exchanges about routines and situations from daily life in the foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarising the student, from the start, with the plot and different characters in the play, in order to facilitate comprehension of the performance at the theatre.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the said functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to develop in order to communicate optimally will also be worked on: listening and reading comprehension (L.C. - R.C.) and written and oral expression (W.E. - O.E.).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four **60 minute sessions**. The idea behind this is for the worksheets to be integrated into the class routine, reinforcing or applying previous knowledge or introducing new but simple content for a specific level.

Material Structure:

The objective of the **first, second and third sessions** is to give the students the necessary preparation in order for them to be able to watch the play without any comprehension problems on the day of the performance.

The **fourth session** will be focus on expression. After having seen the play, the students will be allowed to express their opinions on the performance (comparing the actual ending with the ending they had previously imagined; comparing the behaviour of the actors with their own).

BEFORE THE PERFORMANCE

The sessions are structured as follows:

		OBJECTIVES	SKILL
SESSION 1	Activity 1	<ul style="list-style-type: none"> Familiarisation with the characters 	<ul style="list-style-type: none"> W.E O.C.
	Activity 2	<ul style="list-style-type: none"> Familiarisation with the plot 	<ul style="list-style-type: none"> R.C. W.E
SESSION 2	Activity 1	<ul style="list-style-type: none"> Creating interest 	<ul style="list-style-type: none"> R.C. O.C.
	Activity 2	<ul style="list-style-type: none"> Understanding the Plot 	<ul style="list-style-type: none"> W.C.
SESSION 3	Activity 1	<ul style="list-style-type: none"> Expressing Emotions 	<ul style="list-style-type: none"> W.C. O.C.
	Activity 2	<ul style="list-style-type: none"> Reflecting on the Play 	<ul style="list-style-type: none"> W.C.

AFTER THE PERFORMANCE

SESSION 4	Activity 1	<ul style="list-style-type: none"> Talking about the play 	<ul style="list-style-type: none"> O.E. L.C.
	Activity 2	<ul style="list-style-type: none"> Writing opinions 	<ul style="list-style-type: none"> W.E.

SELECTED APPROACH:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be entertaining, visual and communication-based. Indeed, on these worksheets, we can find many activities presented in the form of games, which also provide moments of fun in class. Finally, all sessions require the students to express themselves, with activities focusing on situations from daily life, or even role play. As such, our goal is to offer activities as an alternative to the routine of the classroom routine and to make learning a second language more appealing. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have a copy of the play in order to go on to read it. Similarly, given that there are many activities requiring useful and modern resources. All this material (play, worksheets) is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. It is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as all the correct answers to the questions.

The activities on the didactic worksheets are designed to train the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are developed in order to acquire a series of communicative functions that we consider to be key for understanding the play as well for applying them to real situations.

In addition to working on the four basic skills, the sessions follow a sequential order. It is important to complete every session, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. It is therefore necessary to complete the didactic worksheets before going to see the play in order to reinforce overall comprehension and, at the same time, create a sense of anticipation of what students may feel upon leaving the theatre.



SESSION 1: **SYNOPSIS AND CHARACTERS**

Activity 1. The Characters



Read and match the characters with their descriptions.

Character	Description
a) Romeo	a) A young man from the Montague family, falls in love with Juliet.
b) Juliet	b) A Capulet girl, brave and intelligent. She loves Romeo.
c) The Nurse	c) Juliet's funny and talkative friend. A kind priest who helps the lovers.
d) Friar Laurence	d) Juliet's cousin, impulsive and angry.
e) Tybalt	e) Romeo's loyal friend, always calm.
f) Benvolio	



Now play: In pairs, take turns describing a character without saying the name.

Example: *I'm Juliet's best friend and I talk a lot.* → *The Nurse!*

Answer key: a-1, b-2, c-3, d-4, e-5, f-6



SESSION 1: **SYNOPSIS AND CHARACTERS**



• Synopsis

*The story, set in the Italian city of Verona, begins with two noble families, the Montagues and the Capulets, who have been enemies for many years. One night, Romeo, a young Montague, secretly goes to a party at the Capulet house, where he meets Juliet, the daughter of his family's rival. They fall in love at first sight, without knowing who the other is. When they discover the truth, their love becomes secret and forbidden. With the help of Friar Laurence and Juliet's Nurse, they decide to marry in secret, dreaming that their love can bring peace between their families. **But... What will happen?***



Activity 2. The Synopsis

a. Put these sentences in the correct order (1–6):

- Romeo and Juliet meet at a party.
- They fall in love, but their families are enemies.
- Romeo kills Tybalt in a fight.
- Friar Laurence helps them to marry secretly.
- Juliet drinks a sleeping potion.

b. Write one sentence to describe each part of the play. Use the past simple.

Example: They met at a party and fell in love.

Answer key (correct order): 1. Romeo and Juliet meet at a party; 2. They fall in love, but their families are enemies; 3. Friar Laurence helps them to marry secretly; 4. Romeo kills Tybalt in a fight; 5. Juliet drinks a sleeping potion;



SESSION 2: UNDERSTANDING THE PLAY

Activity 1. Who Was Shakespeare?



Read the short text aloud.

William Shakespeare was born in 1564 in Stratford-upon-Avon, England. He was a playwright, actor and poet. He wrote more than 30 plays, including Hamlet, Macbeth, Othello and Romeo and Juliet. His stories talk about love, power, friendship and tragedy. He died in 1616, but his plays are still performed all around the world.



Ask comprehension questions:

- Where was Shakespeare born?
- How many plays did he write?
- What topics did he write about?
- Why do people still read his works?



Do you think Shakespeare's stories are still important today? Why or why not?

Divide the class into two groups and organise a mini debate:

Group A:

Romeo and Juliet were right to follow their love.

Group B:

They should have obeyed their families.

Each student prepares two arguments and a conclusion. End with a class vote and a short reflection paragraph:

Example: I agree with... because...



SESSION 2: UNDERSTANDING THE PLAY

Activity 2. Sequence of Events



Read short fragments from the script: Act I (party); Act II (balcony); Act III (fight); Act IV (final scene)

Event	Emotion	Why?
The party		
The balcony scene		
The secret marriage		
The fight		
Romeo's exile		
The final meeting		

Follow-up: Write a short paragraph:

Romeo and Juliet's love changes from joy to sadness because...



SESSION 3: THE ENDING

Activity 1. Expressing Emotions



• Match the emotion to the character or scene. Write the correct letter next to each number.

- | | |
|---------------|---|
| 1. Joy | • _____ A. Romeo when he thinks Juliet is dead. |
| 2. Anger | • _____ B. Juliet meeting Romeo for the first time. |
| 3. Sorrow | • _____ C. Romeo and Juliet on the balcony. |
| 4. Love | • _____ D. Tybalt challenging Romeo to a fight. |
| 5. Despair | • _____ E. The Capulets and Montagues after the deaths of their children. |
| 6. Excitement | • _____ F. Juliet before drinking Friar Laurence's potion. |

2. Complete the sentences below using one of the emotions from the list above.

- Romeo felt intense _____ when he first saw Juliet at the party.
- Tybalt's _____ led him to challenge Romeo, resulting in Mercutio's death.
- After hearing of Juliet's "death," Romeo was filled with _____.
- The balcony scene is full of _____ as Romeo and Juliet declare their feelings.



In pairs, discuss: "Which scene in Romeo and Juliet made you feel the strongest emotion? Why?"

1-B Juliet meeting Romeo for the first time; 2-D Tybalt challenging Romeo to a fight; 3-C Romeo and Juliet on the balcony; 4-A Romeo when he thinks Juliet is dead; 5-E The Capulets and Montagues after the deaths of their children; 6-F Juliet before drinking Friar Laurence's potion;

1.Love / Excitement; 2. Anger; 3. Despair / Sorrow; Love / Excitement

SESSION 3: **THE ENDING****Activity 2. Modern or Classic**

Do you prefer modern or traditional versions of Shakespeare? Why?
Write a short paragraph.

- Which version is easier to understand?
- Which one expresses the same emotions better?
- How does language affect meaning?

- *In my opinion, modern versions are more interesting because ...*
- *However, I think the classic version is more romantic because ...*



SESSION 4: Express Yourself!

Activity 1. What did you think?



Now that you have seen the play, let's talk about the experience....

1. What was your general impression of the play?

I thought it was ...

funny

exciting

boring

entertaining

clever

inspiring

enjoyable

because...

2. What did you like the most?

The best part was...

The funniest part was...

The most entertaining part was...

The most enjoyable part was...

OTHER SHOWS

3º & 4º Secondary Education

Fair Play (In English)

A Christmas Carol (In English)

Le tour du monde en 80 jours (En Français)

El Quijote

Don Juan Tenorio

La casa de Bernarda Alba

Historia de una escalera

Romeo and Juliet

Didactic Project elaborated by
Elena Valero Bellé



Nothing is more intense than first love... and no first love is as well-known as the one of Romeo and Juliet, which will have all of Verona entera and the audience on their feet. A vibrant stage adaptation of the Shakespeare classic, which will fill your English classes with emotion, poetry and a touch of humour. Especially adapted for their language level, this story of love and conflict between families will make your students fall in love with the theatre.

