

ROMEO AND JULIET

BACHILLERATO & CICLOS FORMATIVOS DE GRADO MEDIO



INDEX

1. JUSTIFICATION OF THE PROPOSAL	3
2. OBJETIVES	3
3. METHODOLOGY	4
4. ACTIVITIES	5

**BEFORE THE PERFORMANCE...**

SESSION 1: SYNOPSIS AND CHARACTERS	7
ACTIVITY 1: THE CHARACTERS	7
ACTIVITY 2: THE SYNOPSIS	8
SESSION 2: UNDERSTANDING THE PLAY	9
ACTIVITY 1: WHO WAS SHAKESPEARE?	9
ACTIVITY 2: SEQUENCE OF EVENTS	10
SESSION 3: THE ENDING	11
ACTIVITY 1: EXPRESSING EMOTIONS	11
ACTIVITY 2: MODERN OR CLASSIC	12

**AFTER THE PERFORMANCE...**

SESSION 4: EXPRESS YOURSELF!	13
ACTIVITY 1: WHAT DID YOU THINK?	13
ACTIVITY 2: REVIEW AND REFLECTION	14

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 and Description

- **Romeo:** His passion drives him to act before thinking, turning love into tragedy.
- **Juliet:** A young woman whose intelligence and courage challenge her family's world.
- **The Nurse:** A character caught between affection and duty, both comic and tragic.
- **The Friar Laurence:** A man of faith who tries to control fate and ends up serving it.
- **Tybalt:** The embodiment of pride and honour, destroyed by his own anger.
- **Benvolio:** The voice of reason that no one listens to until it is too late.



In pairs, discuss the following questions and take brief notes for a short oral presentation:

Question 1

Which character do you empathise with the most? Why?

Question 2

Who is the real victim in *Romeo and Juliet*? The lovers, their families, or society?

Question 3

Do you think any of the characters could have changed the ending? How?



SESSION 1: **SYNOPSIS AND CHARACTERS**



• Synopsis

Romeo and Juliet, written around 1595, is one of William Shakespeare's most celebrated tragedies. Set in the Italian city of Verona, the play tells the story of two young lovers from families divided by an ancient and violent feud. Their unexpected love grows in a world dominated by honour, rivalry and social expectation, turning their passion into an act of defiance against the rules that separate them. Through his poetic language, humour and dramatic irony, Shakespeare portrays the intensity of youth and the power of emotion, while exposing the destructive nature of hatred and prejudice. Beyond the personal story of the lovers, *Romeo and Juliet* reflects universal human themes such as love and loss, fate and choice, conflict and reconciliation. More than four centuries after it was written, the play continues to move audiences because it explores feelings and moral dilemmas that remain profoundly human and timeless.



Activity 2. The Synopsis

Answer in complete sentences.

- What makes Romeo and Juliet a tragedy rather than a love story?
- Which universal conflicts can you identify in the text?
- How do you think the setting (Verona, the Renaissance) affects the characters' behaviour?
- Why do you think this story continues to be relevant today?
- Would Romeo and Juliet's love story be possible in today's world?
- What modern "walls" divide young people today (social, cultural, digital, generational)?
- How could this story change if it happened in your town or school?

Connect the play's themes to contemporary issues. Use conditional and modal structures: might, would, could, should.

Example: If Romeo and Juliet lived today, they would...



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, a small town in central England, during a period of artistic expansion and social change. Little is known about his early life, but historical records show that he moved to London in his twenties, where he joined a theatre company and began writing for the stage. Over time, he became a leading figure in the world of English drama, admired not only for his talent but also for his deep understanding of human nature. His work transformed the language of theatre, giving voice to characters full of passion, doubt and complexity.



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



- Analyse Shakespeare's poetic language and its emotional power:

“But soft, what light through yonder window breaks?
It is the east, and Juliet is the sun.”

- Explain in your own words what Romeo is saying.
- Identify two poetic devices used (metaphor, imagery, personification, etc.).
- Discuss with a partner: Why does Shakespeare compare Juliet to the sun? What emotions does this image create?
- Write a short analysis (100–120 words) interpreting the extract and explaining how language expresses emotion.



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

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?



Analyse the structure of the performance you have just seen.

Act	Dramatic Function	Explanation
Act I	Introduction	Introduces the setting, the conflict between families, and the meeting of the protagonists. It sets the tone and context for the tragedy.
Act II	Development	Deepens the love story and the hope for peace, creating emotional attachment before the conflict escalates.
Act III	Climax	The central turning point where violence changes the destiny of the characters; love turns into loss.
Act IV	Falling Action	The tension increases as the characters make desperate decisions; suspense leads towards the inevitable ending.
Act V	Resolution	The tragic ending resolves the conflict through death and reconciliation, producing catharsis in the audience.

Reflection Questions:

- How does the conflict between love and hate evolve throughout the acts?
- Why is the turning point (Act III) essential to the tragic tone of the play?
- What emotions do you think Shakespeare wanted the audience to experience in the final acts?
- In your opinion, which part of the play has the greatest dramatic power, and why?



SESSION 4: Express Yourself!

Activity 1. Review and Reflection



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

- a. **Introduction:** Describe the performance you attended.
- b. **Evaluation:** Comment on acting, set design, costumes, and adaptation choices.
- c. **Interpretation:** What message did the director want to transmit.
- d. **Reflection:** What emotions or questions did it provoke in you?

- **Use expressions such as:**

The performance succeeded in...

One remarkable aspect was...

Although the language was old, the message felt timeless.

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

1º & 2º BACHILLERATO & CICLOS FORMATIVOS DE GRADO MEDIO

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.

