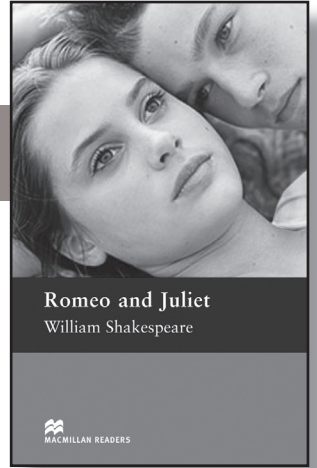


Readers Shakespeare Project



1. Read the extracts from the Macmillan Reader *Romeo and Juliet* below. Answer the questions.

1. Why did Romeo Montague and Juliet Capulet have to keep their love secret from their families?
2. Why did Romeo and Juliet have to live apart?
3. Who did Juliet's father want her to marry?

Extract 1

There is fighting in the street between Tybalt (a Capulet) and Benvolio (a Montague). Lord and Lady Capulet have come to see what is happening.

Capulet: What's all this noise about?

[Sees Tybalt and Benvolio fighting and stands forward][to his servants] Bring me my sword!

Lady Capulet: *[Holding him back] No! You are too old to fight!*

[Enter Old Montague and Lady Montague]

- (1) Capulet: *[Sees Montague and pulls himself away from Lady Capulet] There's old Montague! He is holding his sword. Why should I stand back when he is ready to fight? [to his servants]*
- (2) Bring me my sword, I said! Montague: You villain*, Capulet! *[to his wife, who is trying to hold him back] Don't hold on to me! Let me go!*

Lady Montague:

- (3) No! You'll stay right here!
[Enter Prince Escalus with his attendants]*

Prince: *[Shouting above the noise of the fighting]*

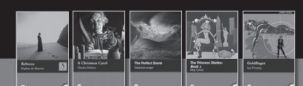
- (4) (Listen to me, you enemies* of the peace! What a terrible thing to fight with your neighbours! *[No one hears the Prince and the fighting continues]* You there! *[Shouting more loudly]* You men, you animals! Can you only put out the fire of your anger with blood? Put your swords down, and listen to your angry prince, or I will punish* you all. *[The men finally hear the Prince and stop fighting. The Prince turns angrily to Capulet and Montague].* This is the third time that people have fought in the streets because of your silly arguments. You have broken the peace of our town three times. *[Points to the old men from the town]*
- (5) Look at these people! They are old men. They haven't used their swords for years, and now they have had to take them up again to stop you fighting! If you ever cause trouble in our town again, I will punish you by death.

Extract 2

Romeo has just met Juliet at a party and fallen in love with her. He has climbed into the garden outside her room, and she has come out to her window.

Juliet: *[Not knowing that Romeo is there] Oh my!*

Romeo: *[Whispering] She speaks! Oh speak again, bright angel*. For watching you from below is like watching an angel sail around in the sky on great white clouds.*



Readers Shakespeare Project

Juliet: *[to herself]* Oh Romeo, Romeo, why do you have to be Romeo? Tell me that Montague is not your father, and that that is not your name. Or, if you won't do that, just promise to be my love, and I shall no longer be a Capulet.

Romeo: *[to himself]* Should I say something, or should I wait?

Juliet: *[to herself]* It is only your name that is my enemy. You would still be the same person, even if you had another name. A rose would still smell as sweet, even if it were called something different.

And Romeo would still be as perfect, even if he were not called Romeo. Give up your name,

Romeo – it is not part of you, anyway - and take me instead.

Extract 3

Romeo, defending his friend Mercutio, has killed Tybalt, a Capulet. His friend Friar Laurence has arrived to tell him how the Prince of Verona has decided to punish him.

Friar L: Oh, dear son, you know sorrow too well. But here is the Prince's punishment. He has been gentle with you. He has not punished you with death, but with exile.

Romeo: *[Crying out]* Exile! Have mercy*, say 'death' instead! For exile is far more terrible than death. Don't say 'exile'.

Friar L: You should be thankful! The proper punishment for what you have done is death. But the kind Prince has shown mercy on you. Why can't you see that?

Romeo: This is not mercy! Heaven* is here, where Juliet lives. The cats, the dogs, the little mice can stay here in heaven and see Juliet. But Romeo may not. Even the flies are more important than Romeo. They can touch her dear white hands. They can steal a kiss from her lips - her lips, which are so perfect that they think touching each other is a sin. But Romeo may not. He is exiled. And yet you still think that exile is not death?

Extract 4

Juliet is in her rooms, crying over the news of Romeo's punishment. (Her parents believe she is crying about Tybalt's death.)

Lady Capulet: Well, I have come to bring you some happy news, my girl.

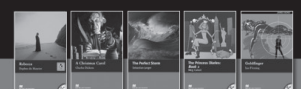
Juliet: We need some happy news at a time like this. What is it, Mother?

Lady Capulet: To help you forget your sorrow, your kind father has arranged a surprise day of great happiness.

Juliet: That is good news! What day is that?

Lady Capulet: *[Excited]*(2) Early next Thursday morning, that honourable young gentleman Count Paris will marry you at St Peter's Church!

Juliet: *[Shocked]* By St Peter's Church, he will not!



2. Look at the list of reasons why it might be difficult for someone to marry their partner. Put the reasons in the correct category.

A age	B religion	C race/nationality	D social position	E weath	F marital status <i>has been married before</i>

Partner ...

- has been married before
- is from a different country
- is a lot younger
- is not religious
- has different colour skin
- is a lot older
- is not from a 'good enough' family
- is from 'the wrong' country
- is already married
- doesn't have a good job
- hasn't got enough money
- is of a different religion

Which of these things are important in your country? Put a cross next to the ones that would stop people marrying. Put a question mark next to the ones that would make it difficult for people to marry. Are there any other things that would stop people marrying in your country? Add these to the list.

Discuss your answers in groups of four. Decide which of the things on the list are most important in your country.

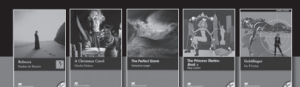
3. Look back at Extract 1 from Exercise 1. You will see numbers 1–5 in brackets (). Write the correct number next to each of the important parts of a playscript below.

- (3) Name of character who is speaking
- Stage direction showing when a character arrives on or leaves the stage
- Stage direction showing how a character talks
- Stage direction showing something a character does
- Stage direction showing who a character is talking to

4. For this project, you are going to write and produce a modern version of a scene from Romeo and Juliet. For the project, you can choose to send to us:

- a) A video of a complete performance of the scene.
OR
- b) A full script, with photographs of a performance of the scene.
OR
- c) An audio recording of a complete performance of the scene, with photographs of the performance.

You should choose a scene from Romeo and Juliet which clearly shows some of the important themes of the play. The scenes will be judged for: quality of script (the students' level will be taken into account), demonstration of the main themes and issues of the original play, choice of scene, set design and (if relevant) costume. Use the planning sheet below to help you prepare and plan for the production.



Readers Shakespeare Project

Planning Sheet

Things to do	Notes	Student responsible
1. Decide who will be responsible for each of the jobs below.	Use the column on the right to keep a record.	
2. Choose a scene from the Macmillan Reader <i>Romeo and Juliet</i> .	Look back at Exercise 1. You should choose a scene that clearly shows the main themes and issues of the play ie one that is central to the main action.	
3. Decide how to adapt the scene for a modern version.	You may like to choose one of modern day issues discussed in Exercise 2.	
4. Choose a setting for your scene, draw up some characters and plot the action.	Make sure that you will be able to create a set for the setting you have chosen. Remember that if you include a lot of characters it may become difficult to organize your performance.	
5. Write a script for the scene.	Look back at Exercise 3. Make sure you lay out your script correctly and include stage directions.	
6. Cast roles for the characters in your scene, give out scripts and ask 'actors' to learn their lines.	Give small roles to weaker students.	
7. Create a set for the performance.	Use artwork, objects or other materials to create a set in the place where the scene will be performed. Bring in or borrow props as you may need.	
8. Organize costumes.	As you are preparing a modern version, it should be easy to get hold of suitable clothes.	
9. Make a schedule of rehearsals and agree a date for the final performance.	We need to receive you finished project by DATE.	
10. Arrange for the performance to be videoed, recorded on audio or photographed.	Arrange to do this at your final rehearsal as well, so that you can sort out any problems in advance.	

