
GRAYS TUITION CENTRE – Online Tutoring

WEEK: 11

Week Beginning: (Monday 1st June 2020)

Subject: ENGLISH

Year: 9

Lesson Objective:

- Romeo and Juliet Act 1 scene 5 .
- Starting to put ideas into structured paragraphs.

Keywords/ Concepts

Class Worksheets

- Romeo and Juliet act 1 scene 5

Homework Worksheets

- Write up a response to Macbeth act 2 scene 1

Additional Notes

Romeo

[To Juliet, taking her hand]

- If I **profane** with my unworhiest hand 92
defile
- This holy shrine — the gentle sin is this — 93
- My lips, two blushing **pilgrims**, ready stand 94
worshippers
- To smooth that rough touch with a tender kiss. 95

Juliet

- Good pilgrim, you do **wrong** your hand too much, 96
criticize
- Which **mannerly** devotion shows in this; 97
appropriate
- For saints have hands that pilgrims' hands do touch, 98
- And palm to palm is holy **palmers'** kiss. 99

pilgrims

Romeo

- Have not saints lips, and holy **palmers** too? 100
pilgrims

Juliet

- Ay, pilgrim, lips that they must use in prayer. 101

Romeo

- O, then, dear saint, let lips do what hands do; 102
- They pray, grant thou, lest faith turn to despair. 103

Juliet

- Saints do not move, though grant for prayers' sake. 104

Romeo

- Then move not, while my prayer's effect I take. 105

[He kisses her]

- Thus from my lips, by yours, my sin is **purged**. 106
absolved

Juliet

- Then have my lips the sin that they have took. 107

Romeo

- Sin from my lips? O **trespass** sweetly **urged**! 108
sin provoked

- Give me my sin **again**. 109a
back

[He kisses her]

Juliet

You kiss by the book. 109b

Nurse

Madam, your mother craves a word with you. 110

Romeo

What is her mother? 111a

Who

Nurse

Marry, **bachelor**, 111b
young gentleman

Her mother is the lady of the house, 112

And a good lady, and a wise and virtuous; 113

I nursed her daughter, that you talk'd **withal**. 114

Use the following advice and examples to help elevate your own answers. These essay paragraphs are not perfect, but give you a flavour of how to develop your own ideas.

Explore how Romeo and Juliet are presented as a couple in love in Act 1 Scene 5.

1. Make perceptive and thoughtful points (not just obvious ones) ...

Shakespeare's use of celestial imagery in Romeo's 'vow' to the 'blessed moon' likens Romeo and Juliet's love to the gravitational force between the earth and the moon, showing that fate is pulling them together and creating the instant love between them.

2. Embed quotations effectively into your points (sounds sophisticated, and will save you time) ...

Shakespeare presents Romeo as deeply in love with Juliet, describing her as a 'holy shrine', himself a 'pilgrim' journeying to touch her 'palm'.

3. As well as exploring language, consider how Shakespeare's use of structure is significant ...

Shakespeare depicts Juliet as mirroring Romeo's use of religious imagery, continuing his extended metaphor. This proves that Juliet is interested and, despite appearing to play 'hard to get', (although this could be more to do with the expectation of women at the time to be meek and obedient) by mimicking Romeo's metaphorical language use we are shown the immediate connection between them. This is then further reinforced through the sonnet form when the two first converse. With its regular meter and rhyme scheme, this helps to portray a real sense of unity, bond and, ultimately, love.

4. And finally, try to think outside of the box and be metaphorical in your own language use ...

In order to show that Juliet reciprocates Romeo's love, Shakespeare presents her as mirroring Romeo's language use. Whilst he begins by referring to his lips as 'two blushing pilgrims, ready to stand', she quickly responds with 'Good pilgrim, you do wrong your hand too much'. In both cases, the use of the noun 'pilgrim' implies that Romeo believes he has been on a journey and has now found what he was looking for. Furthermore, the repetitive language use works alongside the regularity of the sonnet structure to show the immediate connection between the two lovers.

5. Write in a sophisticated style with a wide range of vocabulary ...

By addressing Juliet as a 'saint', Romeo is elevating Juliet to the level of a holy figure, placing her above Romeo himself. Because of the great religious devotion of many Elizabethans, Juliet is being positioned on a pedestal and presented as being almost untouchable. This could also serve to make their love appear divine, and thus pure and true, due to it being immediately presented as synonymous with religion.

6. Offer alternative interpretations and differing viewpoints ...

However, Shakespeare also shows that Romeo's love is fickle and that when he first sees Juliet, he bases his feelings purely on her appearance. He conveys this through a semantic field of beauty and wealth, for example 'a rich jewel' and 'too rich for use, for earth too dear'. Could Shakespeare be suggesting that Romeo and Juliet are a couple in lust rather than love and that their connection is purely a superficial one? And let's not forget that Romeo appeared to be deeply in love with Rosaline at the start of the play, a love that he quickly dismisses and questions on first laying eyes on Juliet: 'I never saw true beauty until this night'. Friar Lawrence's later words are perhaps true in Romeo's case: 'Young men's love then lies, not truly in their hearts but in their eyes' and could be reinforcing the naivety of young love.

7. And finally, try to think outside of the box and be metaphorical in your own language use ...

Romeo, it could be argued, is blinded by love and, therefore, fails to see the fatal flaws and dangers that his relationship with Juliet could bring. Shakespeare suggests this idea through a semantic field of light which Romeo uses to describe his attraction to Juliet. By stating that Juliet 'is the sun' and 'teaches the torches to burn bright', Romeo could be saying how much she has brightened up his life and led him to love like a torch in the night, or a guiding light for a travelling 'pilgrim'. However, it should not be ignored that these metaphors can also be interpreted negatively and present how much Romeo has been seduced by Juliet's beauty, or perhaps even merely by the promise of a reciprocated love. He could be blinded by the love he thinks he feels for Juliet and therefore fails to see the reality he is warned about by Friar Lawrence ('wisely and slow') and Mercutio ('dreamers often lie').

MACBETH Go bid thy mistress, when my drink is ready,
She strike upon the bell. Get thee to bed.

Exit Servant.

Is this a dagger which I see before me,
The handle toward my hand? Come, let me
clutch thee.

I have thee not, and yet I see thee still.

Art thou not, **fatal** vision, **sensible**
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the **heat-oppressed brain?**

I see thee yet, in form as palpable 40

As this which now I draw.

Thou **marshall'st me** the way that I was
going;

And such an instrument I was to use.

Mine eyes are made the fools o' the other
senses,

Or else worth all the rest; I see thee still,

And on thy blade and **dudgeon gouts of**
blood,

Which was not so before. There's no such
thing:

It is the bloody business which **informs**

Thus to mine eyes. **Now o'er the one**
halfworld

Nature seems dead, and wicked dreams 50
abuse

The curtain'd sleep; witchcraft celebrates
Pale Hecate's offerings, and wither'd murder,
Alarum'd by his sentinel, the wolf,
Whose howl's his watch, thus with his
stealthy pace.

With Tarquin's ravishing strides, towards his
design

Moves like a ghost. Thou sure and firm-set
earth,

Hear not my steps, which way they walk, for
fear

Thy very stones prate of my whereabouts,

And take the present horror from the time,

Which now suits with it. Whiles I threat, he 60
lives:

Words to the heat of deeds too cold breath
gives.

A bell rings.

I go, and it is done; the bell invites me.

Hear it not, Duncan; for it is a knell

That summons thee to heaven or to hell.

Exit.

H/W: Write up a breakdown of the above soliloquy. Use the pointers below to help you structure your paragraph.

You need to offer clear advice, but you need to show an understanding, too, of the **language and techniques**, of **character and motivation** and of **themes, ideas and issues**.

Let's focus just on a few lines from this soliloquy. As a whole, what is a soliloquy? It is:

- ◆ A dramatic device in itself. The actor in Shakespeare's day, alone on stage, would just talk to the audience. In some film versions, Macbeth's speaking voice exists only as a voice-over, but assume a text-in-performance question is for a staged version in which the actor has to speak all the lines. Using a soliloquy, we are given an impression of Macbeth's innermost doubts and fears.
- ◆ Often visual, with lots of imagery. Imagery is the use of metaphorical pictures in the mind. When most characters use images, they know they don't literally mean what they say. Think of insults. Call someone a 'cow,' and you are not suggesting they have udders and four stomachs! However, this soliloquy shows that Macbeth is unable to distinguish reality from imagination; he'd like to think the dagger is imaginary, but the guilt he feels at the mere thought of the evil deed of murdering his king is enough to make the dagger seem very real.
- ◆ Often sensory (in other words, the character expresses not just what s/he sees, but what s/he hears, feels etc). We focused on 'voices' Macbeth hears as the 'stones prate' of his 'whereabouts'.
- ◆ Just text. There are no stage directions as a rule. Everything the actor decides to do, and how s/he delivers the lines is based on the language, punctuation, rhythm etc.