HOW TO USE YOUR YORK NOTES WORKBOOK

There are lots of ways your Workbook can support your study and revision of *Romeo and Juliet*. There is no 'right' way – choose the one that suits your learning style best.

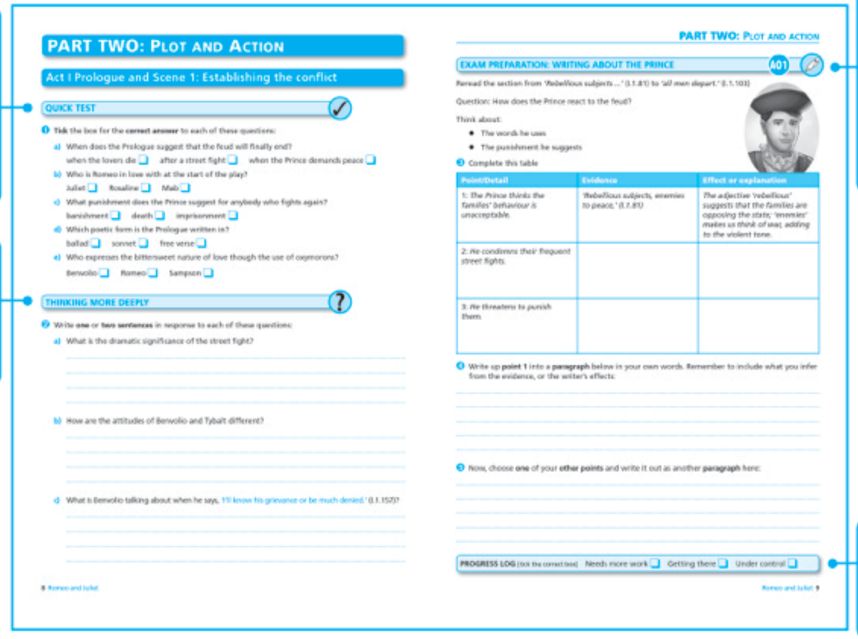
1) Alongside the York Notes Study Guide and the text	2) As a 'stand-alone' revision programme	3) As a form of mock-exam
Do you have the York Notes Study Guide for *Romeo and Juliet*? The contents of your Workbook are designed to match the sections in the Study Guide, so with the play to hand you could: • read the relevant section(s) of the Study Guide and any part of the play referred to • complete the tasks in the same section in your Workbook.	Think you know *Romeo and Juliet* well? Why not work through the Workbook systematically, either as you finish scenes, or as you study or revise certain aspects in class or at home? You could make a revision diary and allocate particular sections of the Workbook to a day or week.	Prefer to do all your revision in one go? You could put aside a day or two and work through the Workbook, page by page. Once you have finished, check all your answers in one go! This will be quite a challenge, but it may be the approach you prefer.

HOW WILL THE WORKBOOK HELP YOU TEST AND CHECK YOUR KNOWLEDGE AND SKILLS?

Parts Two to **Five** offer a range of tasks and activities:

These fun and quick-to-complete tasks check your basic knowledge of the text

These more open questions challenge you to show your understanding

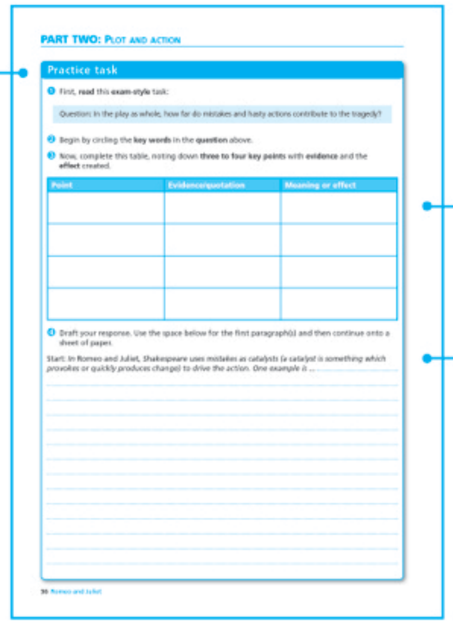


This task focuses on a key character, theme, technique, idea or relationship and helps you plan and write up paragraphs from an essay

A clear, quick way to record your progress visually

Each Part ends with a **Practice task** to extend your revision:

An exam-style task is provided at the end of each section for you to practise a full essay

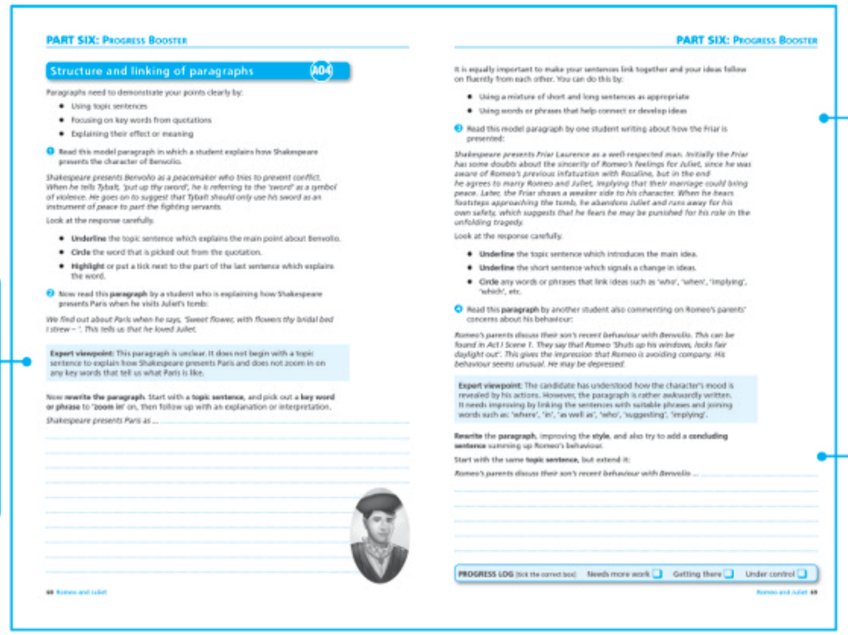


A plain table is provided for you to fill in with your own ideas

The first sentence of the essay is provided for you to use as a prompt to start a full-length essay

Part Six: Progress Booster helps you test your own key writing skills:

An expert teacher or marker's view of the student's work will help you understand key skills



A sample of a student's writing challenges you to judge its strengths and weaknesses

An opportunity for you to apply what you have learned to a new point

Don't forget – these are just some examples of the Workbook contents. Inside there is much more to help you revise. For example:

- lots of examples of students' own work at different levels
- help with spelling, punctuation and grammar
- advice and tasks on writing about context
- a full answer key so you can check your answers
- a full-length practice exam task with guidance on what to focus on.

Language

QUICK TEST

1 First **match** these **words** to their **meanings** without checking the play:

Word:	Meaning:
a) shrift	pilgrim
b) suit	confession
c) visor	went wrong
d) palmer	mask
e) miscarried	request to marry

2 Now check the **words in context**. Look at the following references. Do you want to change any of your answers?

a) (II.5.77) b) (I.2.6) c) (I.5.24) d) (I.5.100) e) (V.3.267)

THINKING MORE DEEPLY

3 For each of the **emotions** listed below, think of a moment in the play when it is expressed. Find a **quotation** to back up each of your examples:

Emotion	Moment in the play	Quotation
1: *Anger*	*Mercutio is furious when Romeo refuses to fight Tybalt*	
2: *Love*		
3: *Fear*		

4 Now **underline** the **key words** in each quotation that convey the **emotion**.

In the play several **literary techniques** are used. Read the **definitions** of these literary techniques:

- **Dramatic irony**: when the audience or a character knows something that the other characters do not.
- **Simile**: when one thing is compared to another using 'like' or 'as'.
- **Metaphor**: when one thing is described as if it really were something else; you do not use 'like' or 'as'.
- **Oxymoron**: when contradictory terms are brought together.

5 Complete the table below, identifying the technique used in each quotation and giving the meaning or effect.

Example	Literary technique	Meaning/effect
1: *When Romeo describes Juliet as being: '... As glorious to this night, being o'er my head / as is a wingèd messenger of heaven' (II.2.26–7)*	*Simile*	
2: *When Romeo sees Juliet and says, 'What light from yonder window breaks?' (II.2.2)*		
3: *When Romeo refuses to fight Tybalt saying, 'But love thee better than thou canst devise' (III.1.68)*		
4: *When Romeo pines for Rosaline and says, 'O brawling love, O loving hate,' (I.1.176)*		

6 Blank verse is a type of poetry that does not usually rhyme, but which has a clear pattern of ten syllables in each line. Find one example of blank verse in the play and then find one example of prose (where there is no ten syllable pattern). Write your examples below:

Example 1 (blank verse): .....

Example 2 (prose): .....

7 In what ways does Shakespeare tend to use blank verse and prose in *Romeo and Juliet*?

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