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The Play



Romeo and Juliet is one of William Shakespeare's best-known plays. Shakespeare rarely invented new stories, he preferred to choose tales which had proven their popularity through time and make them his own. He would add new characters and develop existing ones, he would make the story even more interesting, and he would tell it all in his own very special language. So, how did Shakespeare get the idea for the story of *Romeo and Juliet*, and when did he write it?

Italian roots

Girolamo della Corte, an Italian author of the late 1500s, wrote in his *L'istoria di Verona* (1594) that the story of the two young lovers was a true event dating back to 1303. The first written version of the story appeared in 1476 in *Il Novellino* by Masuccio di Salerno and was set in Siena. In 1554, Matteo Bandello wrote a story about Romeo and Juliet in his *Novelle*, which was based on a previous work, Luigi da Porto's *La Giuletta* (1530). It was da Porto who named the lovers Romeo and Giulietta and described the rivalry of their two Veronese families. Pierre Boistreau translated da Porto's story into French and entitled his work *Histoire de Deux Amants* (1559). The first English version was in the form of a poem by Arthur Brooke in 1562. At the beginning of his poem *The Tragical History of Romeus and Juliet*, Brooke says his source was Bandello. However, literary historians agree that his main inspiration came from Boistreau. The direct source of William Shakespeare's play is considered to be Arthur Brooke's poem.

Timing

Shakespeare is thought to have moved to London between 1585 and 1592. *Romeo and Juliet* was written in 1594, at the same time as he started writing his collection of sonnets. By this time, documents indicate that he was already a well-known and successful writer. The play was first published with the title *The Most Excellent and Lamentable Tragedie of Romeo and Juliet*, which subsequently became *The Tragedie of Romeo and Juliet*.

Did you know?


Women were not allowed to be professional actors in England until 1660. Until that time, Juliet would have been played by a male actor.

Romeo and Juliet today

The story which Shakespeare borrowed and developed has become one of the greatest (and saddest) love stories of all time. It has been made into numerous films, including one in modern dress but with the original language, starring Leonardo di Caprio and Claire Danes (1995), and into a musical, *West Side Story* (1961), set in 1950s New York. The word 'Romeo' has entered the English language to refer to a man who is passionate or flirtatious. The Italian city of Verona has become a place of pilgrimage for lovers and tourists keen to visit Juliet's tomb and see her balcony.

- 1 Read the text on pages 10–11.
Complete the table with information in chronological order.

	DATE	TITLE	AUTHOR	NOTES
1	1476			
2		<i>La Giulietta</i>		
3			Matteo Bandello	
4				A translation in French of da Porto's story
5				
6	1594			

- 2  Using the table and the following expressions, speak to a partner and retell the history of the different versions of *Romeo and Juliet*.

First - Then - Next - After that - Subsequently - Finally

PRODUCE


- 3 Now write a short paragraph using the same information and expressions.

.....


.....

.....

INDEPENDENT LEARNING

- 4  Find out more about Luigi da Porto's *La Giulietta*, Matteo Bandello's *Novelle*, or Arthur Brooke's poem and report back to the class.

OR

-  Watch a modern version of *Romeo and Juliet* and report back to the class with your opinion.

The Main Characters

- 1 Look at the characters below and read the texts.
Highlight all the words which describe **relationships** and **positions**.
- 2 Which words can you find to describe the characters' personalities?
Make lists in your notebook, as in the example below.

Character

Prince Escalus

Relationships, Position

Head of the ruling family

Personality

Fair

The Ruling Family



Prince Escalus

is the prince of Verona and head of the ruling family. He is a fair ruler and tries to stop the fighting between the Montagues and the Capulets



Mercutio

is a close relative of Prince Escalus' and a good friend of Romeo's.



Paris

is related to the prince and is one of Juliet's admirers. Juliet's father would like to have him as his son-in-law.

The Montagues



Lord Montague

is the head of the Montague family and Romeo's father. He is highly respected.

The Capulets



Lord Capulet

is the head of the Capulet family, and like Lord Montague, he is well-respected. He is Juliet's father and he is fatherly and wise, but also materialistic and easily angered at times.



Lady Capulet

is Juliet's mother and Lord Capulet's wife. She has a weak character and would like her daughter to marry Paris.



Juliet

is Lord and Lady Capulet's daughter. She is 13 and is beautiful, witty and intelligent. She is also passionate, determined and courageous.




Tybalt

is Juliet's cousin and hates the Montagues. He can be aggressive and violent, and he is very sure of himself.

VOCABULARY

- 3 Are there any words you don't understand? Guess or find out what they mean and write synonyms (e.g. *fair = just*).

PRODUCE

- 4  Use your notes to ask and answer questions about the main characters with a partner.



Lady Montague
is Lord Montague's wife and Romeo's mother. She is very attached to her son, and when he is exiled from Verona, she dies of grief.



Benvolio
is Romeo's cousin and Lord Montague's nephew. He is a good friend of Romeo's.



Romeo
is the son and heir of Lord and Lady Montague. He is about 16, and even though his family is obsessed with fighting, his main interest is love. He is sensitive and idealistic, but also reckless, passionate, daring and handsome.

Other Characters



The nurse
is Juliet's faithful nurse. She is sentimental, and at times, she can be quite loud and vulgar.



Friar Lawrence
is a kind Franciscan friar who helps both Romeo and Juliet. He marries the couple in secret.



Rosaline
is the girl that Romeo thinks he is in love with at the beginning of the play.



PROLOGUE

In a tragedy, the introduction sets the scene and presents the characters and their story. In the case of *Romeo and Juliet*, the introduction begins with a speech called the *Prologue* which is delivered by the chorus.

- 1 Before you read, predict. What might the prologue tell you about the story and its setting?



- 2 Read the text. Use the notes on the right.

PROLOGUE

(Enter CHORUS)

- 1 Two households, both alike in dignity
(In fair Verona, where we lay our scene),
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
- 5 From forth the fatal loins of these two foes
A pair of star-crossed lovers take their life;
Whose misadventured piteous overthrows
Doth with their death bury their parents'
strife.
The fearful passage of their death-marked
love
- 10 And the continuance of their parents' rage,
Which, but their children's end, naught
could remove,
Is now the two hours' traffic of our stage;
The which, if you with patient ears attend,
What here shall miss, our toil shall strive to
mend.
(Exit CHORUS)

Two noble families of Verona, where the play is set, have been enemies for a long time. Now they have started fighting again.

Both families have children, destined to become lovers and to kill themselves. Their tragic story and their deaths will finally bring peace between the two families.

Their story of tragic love, and of their parents' terrible feud, which ends with the death of the two children, is the subject of this two-hour long play.

If you listen carefully, we will act out the full story.

Understand and Analyse

UNDERSTAND

- 1 Answer the following questions.
 - a Where is the story set?
 - b How is the town described?
 - c How many families are involved?
 - d What is the relationship between the families like?
 - e What happens to their two children?
 - f What do their parents decide to do at the end?

ANALYSE

- 2 Which words are used in the Prologue to refer to:
 - a the families
 - b fighting that has been going on for a long time
 - c recent fighting
 - d people killing each other
 - e the parents as enemies
 - f Romeo and Juliet
 - g Romeo and Juliet's deaths

- 3 Cruel fate or hostile destiny plays an important role in tragedy. Which words in the prologue remind you of this? Complete the quotations.
 - a "from forth the loins"
 - b "a pair of lovers"
 - c " of their love"

PRODUCE

- 4 Write a short paragraph beginning with these words:
From the Prologue of the play Romeo and Juliet, we learn that
-
-
-
-
-
-

THINK

- 5 The Prologue in Romeo and Juliet acts as a 'spoiler' because it says how the play is going to end. Why do you think Shakespeare does this?

Vocabulary Building

“ their parents’ strife „

Relationships

- 1 Separate the words in the word chain.

headofthefamilyrelativegoodfriendrelationadmirerfatherenemywifesonheircousinnephewaunt

- 2 Write the male or female equivalents of the words in Exercise 1 where possible.
- 3 Think back. Who do the words in Exercise 1 refer to in *Romeo and Juliet*?
- 4 Who are the following? Explain, following the example.

in-laws - grandparents - a fiancé - a step sister - a great aunt - a nanny - a carer - a widow - an adopted child - a divorcee - a new-born baby - a foster family - a boyfriend

Your in-laws are the family members you acquire when you get married, for example, your mother-in-law is your husband’s mother.

Describing people’s character

- 5 Which characters from *Romeo and Juliet* do these words describe? Which ones describe you?

aggressive - reckless - determined - sentimental

- 6 In the Chinese zodiac, each year is represented by an animal. Look at the table below, which animal are you? What do you think the animal represents? Imagine, then read the descriptions on pages 20–21.

INDEPENDENT LEARNING


1996	Rat (19-02-1996—06-02-1997)	2005	Rooster (09-02-2005—28-01-2006)
1997	Ox (07-02-1997—27-01-1998)	2006	Dog (20-01-2006—17-02-2007)
1998	Tiger (28-01-1998—15-02-1999)	2007	Pig (18-02-2007—206-02-2008)
1999	Rabbit (16-02-1999—04-02-2000)	2008	Rat (07-02-2008—25-01-2009)
2000	Dragon (05-02-2000—23-01-2001)	2009	Ox (26-01-2009—13-02-2010)
2001	Snake (24-01-2001—11-02-2002)	2010	Tiger (14-02-2010—02-02-2011)
2002	Horse (12-02-2002—31-01-2003)	2011	Rabbit (03-02-2011—22-02-2012)
2003	Sheep (01-02-2003—21-01-2004)	2012	Dragon (23-01-2012—09-02-2013)
2004	Monkey (22-01-2004—08-02-2005)	2013	Snake (10-02-2013—30-01-2014)

Vocabulary Building

The Chinese zodiac

The Chinese New Year falls between mid-January and mid-February. Each year is named after a different animal which changes according to a twelve-year cycle. Each animal has its own personality, with good and bad qualities which also define the people born in that year.

			
<p>The Rat aggressive</p> <p>charming sociable generous</p> <p>power-hungry suspicious small-minded</p>	<p>The Ox hardworking</p> <p>strong methodical patient</p> <p>rigid jealous stubborn</p>	<p>The Tiger smiling</p> <p>courageous passionate lucky</p> <p>vain undisciplined rebellious</p>	<p>The Rabbit cautious</p> <p>friendly sensitive careful</p> <p>timid squeamish old-fashioned</p>

- 1 Use a dictionary. Do the character words describe you well? What about other members of your family?
- 2 Organize and copy the character words into your notebook.
- 3  In pairs, think of someone (either someone you know, a famous person from the past or present, or a fictional character) for each Chinese zodiac sign.



- 4 Listen to five conversations.
 - a Write down the adjectives that you hear to describe personality.
 - b What do they mean? Write sentences to describe people you know.



The Dragon

showy

artistic
independent
enthusiastic

demanding
irritable
loud-mouthed



The Snake

wise

sympathetic
sophisticated
philosophical

possessive
changeable
vengeful



The Horse

gifted

athletic
elegant
entertaining

selfish
tactless
impatient



The Sheep

gentle

loveable
creative
intelligent

insecure
pessimistic
dissatisfied



The Monkey

merry

witty
fascinating
inventive

unfaithful
untruthful
untrustworthy



The Rooster

proud

stylish
popular
amusing

pompous
pedantic
boastful



The Dog

faithful

courageous
selfless
prosperous

introverted
cynical
critical



The Pig

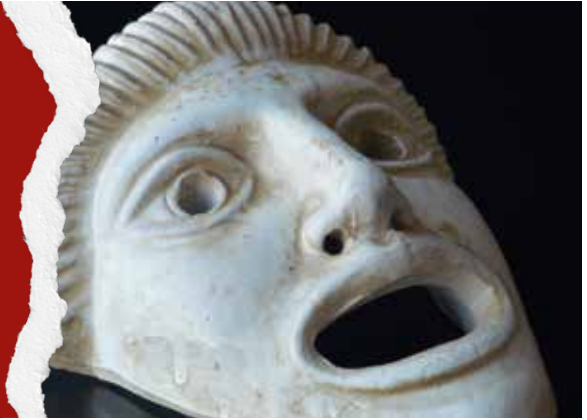
scrupulous

loyal
sincere
loving

naïve
insecure
defenceless

CULTURE

Tragedy



1 Read and highlight key information. Take notes under these headings:

- Origins
- Classical Tragedy
- Renaissance Tragedy
- The Tragic Hero / Heroine
- The Structure of Tragedy

Tragedy

Originally, in Ancient Greece, a tragedy was a ritual sacrifice to the god Dionysus. The ritual involved the singing of a song by a chorus in honour of the god. From this, Greek tragedy developed.

Early classical tragedies had serious action, events which aroused fear and pity, and elegant language. Plays were governed by the three unities of time, place and action. One single action had to occur on one day and in one setting. These limitations added tension, but also meant that the public were not distracted from the key event.

The tragic hero was a person who had a change in his fortunes caused by his lack of judgement. This took him from happiness to misery. The gods also played an important part because they interfered with events and controlled the hero's destiny. The role of the chorus was essential, too. The chorus announced the tragic events which were going to happen in their opening speech. In this way, the audience already knew that the events would lead to disaster. The public followed the events in a state of high tension, expecting tragedy. When the final catastrophe eventually happened, the audience felt a sense of relief and release, which is called catharsis. Watching a tragedy, in fact, was thought to have a cathartic effect on the audience. Greece's most important tragedians were Aeschylus, Sophocles and Euripides. In Roman literature, Seneca was famous for his violent and bloody tragic plays.



- 2 Think back to the information about the characters that you read on pages 12–13.**
- a** How is Romeo like a tragic hero?
 - b** What about Juliet?
- 3 Look back at the Prologue on page 17.**
- a** What is the role of the chorus in *Romeo and Juliet*?
 - b** Does it correspond to the role of the chorus in classical tragedy? How?

PRODUCE

- 4 Use your notes about tragedy from Exercise 1 and your ideas about *Romeo and Juliet* from Exercises 2 and 3. Write a paragraph linking the three.**

INDEPENDENT LEARNING

- 5 Find out more about one of the other authors of tragedy mentioned here and report back to your class.**

The genre was popular in Europe during the Renaissance period, and important authors included Thomas Norton, Thomas Sackville, Christopher Marlowe, William Shakespeare and Thomas Kyd.

Tragic heroes and heroines tend to be from noble or royal families. They have noble spirits, too, and have gifts and virtues which place them above ordinary men and women. However, their virtues do not rescue them from disaster, and their fate is hopeless from the beginning. Destiny, cruel and indifferent fate, seems to work against them, and they often have a 'tragic flaw', a weakness in their character, which brings them to their sad end. Tragic heroes and heroines are complex people with complex thoughts. Writers of tragedy use monologues and soliloquies, when the character speaks alone, to show the complexity of their emotions.

Tragedy often follows a pattern in six parts: there is an introduction, in which the audience learns about the story, the setting and the characters, and a development, in which a series of happy events lead to a climax, which is the happiest moment in the play. This climax of happiness is quickly followed by a moment of crisis, when something happens to reverse the hero's fortunes. A decline follows, in which the situation goes from bad to worse and leads to the final catastrophe.





From Reading to Performing






- 1 Before you listen, predict how the Prologue will be read. Use these words and add some of your own.**

one voice/multiple voices happily/sadly/solemnly slowly/fluentlly/excitedly

- 2**   **Listen and see if you were right. Discuss the tone used. Then try for yourself. Read the script aloud with the recording and then without. Imitate reading speed, intonation and tone.**

Stage management

Stage management is the organization of all the technical details in the production of a play. It includes the setting, the costumes, the props, the lights, etc.

- 3 Look at the photographs on pages 24–25 of stage productions of the play. Compare:**
- how the actors are dressed (costumes);
 - which objects have been used (props);
 - what colours are prominent;
 - what is behind the actors (scenery or backdrop).
- 4**  **What effect is created in each case? Share your ideas with a partner.**
- 5**  **Discuss in pairs.**
- a How would you dress the chorus for the Prologue?
 - b What props would you use?
 - c Would you use scenery? Why/Why not?
 - d What indications would you give to the actors?
- 6 WATCH AND PERFORM**
-  **Go to *Romeo and Juliet* online to watch a dramatization of the Prologue and do the activities.**



Test Yourself

PROLOGUE

1 Match the adjectives to the nouns that they are used with in the Prologue.

- | | |
|---|----------|
| a <input type="checkbox"/> fair | 1 blood |
| b <input type="checkbox"/> ancient | 2 grudge |
| c <input type="checkbox"/> civil | 3 loins |
| d <input type="checkbox"/> fatal | 4 love |
| e <input type="checkbox"/> star-crossed | 5 lovers |
| f <input type="checkbox"/> death-marked | 6 Verona |

2 Which two words below can be associated with the parents of Romeo and Juliet in the Prologue?

strife love death toil rage

3 In the Prologue, the audience learns that...

- | | |
|---|--------------|
| a the two families have recently become enemies. | True / False |
| b the two lovers will die before the end of the play. | True / False |
| c the play will last about two hours. | True / False |

4 The Prologue suggests that the tragedy of Romeo and Juliet is caused by their families' feud and by...

- a the pressure of social conventions.
 b a cruel pre-ordained destiny.
 c their own youth and inexperience.

▶ / 12 marks

VOCABULARY BUILDING

5 Choose the correct word or words below.

- a Lord Montague and Lord Capulet are *friends* / *enemies*.
 b Tybalt is Juliet's *cousin* / *brother*.
 c Paris is *an admirer* / *a close relative* of Juliet.
 d Romeo is Lord Montague's *nephew* / *heir*.
 e Lady Capulet is Tybalt's *uncle* / *aunt*.

6 Write the missing word or words.

- a My brother's wife is my
- b Gemma's getting married. Her 's name is Richard.
- c When a woman's husband dies, she becomes a
- d My grandmother's sister is my
- e parents are people who have temporary legal care of someone else's child.

7 Match the opposites.

- | | |
|---------------------------------------|--------------|
| a <input type="checkbox"/> strong | 1 gentle |
| b <input type="checkbox"/> confident | 2 naïve |
| c <input type="checkbox"/> aggressive | 3 tactless |
| d <input type="checkbox"/> loyal | 4 timid |
| e <input type="checkbox"/> sensitive | 5 unfaithful |
| f <input type="checkbox"/> wise | 6 weak |

8 Choose adjectives below to describe someone who...

amusing boastful generous vengeful vain witty

- a is obsessed with his/her own appearance.
- b says things that are both intelligent and funny.
- c can entertain others and make them laugh.
- d talks a lot about how good his/her achievements, skills or possessions are.
- e will do something bad to others if they have done something bad to him/her.
- f is happy to share what s/he has with others.

▶ / 22 marks

CULTURE – TRAGEDY

9 Complete the paragraph with six of the following words.

cathartic complex cruel tragic high low simple noble

The tragic hero is usually of (a)..... birth and, although he is a character of high virtue and expresses (b)..... emotions, he also has a (c)..... flaw that will, along with (d)..... fate, eventually lead to disaster. The audience knows that tragedy will be the result and watches the play in a state of (e)..... tension, which is relieved when the final catastrophe occurs. This release of tension is said to produce a (f)..... effect on the audience.

▶ / 6 marks

▶ TOTAL / 40 marks

Exam Practice

P B1 PRELIMINARY ENGLISH TEST: READING PART 1

TIP: Read each text carefully and think about where you might see a text like this. Then read the three options. Decide which one is correct and try to understand why the other two are incorrect.

For each question, choose the correct answer.

1

The lights must not be left on when the room is empty.



- A Switch the lights off if the room is not in use.
 B Don't turn the lights off unless it's necessary.
 C Leave the lights on in this room.

2

Hi Sam,
 I lent Bob my tennis racket, but I need it tomorrow afternoon.
 I've asked him to give it to you tomorrow morning, then you can leave it with my brother at lunch time. Thanks!
 Jemma

Jemma wants Sam to

- A ask Bob if she can borrow his racket.
 B give her racket to her brother.
 C let her use his racket.

3

• *Black wallet found on Thursday in the science lab. Contact the school secretary.*

- A If you have found a wallet, tell the school secretary.
 B The school secretary found a wallet in the science lab.
 C Speak to the school secretary if you've lost a wallet.

4

MARK,
 SANDRA'S INVITED EVERYONE FROM THE SPORTS CLUB TO HER HOUSE THIS EVENING. THE OTHERS ARE GOING TO ROSA'S CAFÉ FIRST. JOIN THEM THERE AROUND 6. I'LL SEE YOU LATER AT SANDRA'S.

ALI

Where should Mark meet the others?

- A at Sandra's house
 B at the sports club
 C at Rosa's café

5

Romeo and Juliet

Saturday evening's performance is sold out.

Tickets still available for Friday evening and Sunday afternoon.

Book in advance or pay on the door.

- A Tickets will be on sale from Friday.
 B There are no tickets left for Saturday evening.
 C You must book in advance for some performances.

Exam Practice

P B1 PRELIMINARY ENGLISH TEST: READING PART 4

TIP: First read the text to understand the meaning. Then look at the sentences around each gap and decide which option fits best. Remember to read the sentence after the gap, in order to understand which is the best option. At the end, reread the text with your chosen options to check that it makes sense.

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

WORK EXPERIENCE

This year, at school, we all have to spend two weeks doing work experience in a local company or shop. **(1)**..... . However, I soon changed my mind when my history teacher asked me if I'd like to do my work experience at Dover Castle. I couldn't believe my luck! Dover Castle dates from the Middle Ages and has a fascinating history.

I've always been a bit shy, and although I was excited by the thought of spending time in the castle, I didn't feel very confident about working with strangers and members of the public. **(2)**..... . So, one Monday in April, I arrived at the castle and was met at the entrance by Sally, the manager. She showed me round and introduced me to the rest of the staff.

I started by working in the office with Sally, then I helped in the ticket office. My favourite job was preparing some displays for a new exhibition. I learnt so much doing that. **(3)**..... . And I did once or twice, but nothing serious, and there was always someone to ask when I wasn't sure about something. In the second week, I started answering questions from tourists. Some of them were surprised that someone so young could know so much about the castle. **(4)**..... .

Working from Monday to Saturday was quite tiring. In the evenings and on Sunday, I had to do the school work I had missed. I was determined not to get behind with my studies, even though it meant not having much time to see my friends. Despite the hard work, I enjoyed my experience at the castle so much, that I applied for a summer job there, and they have already accepted me. **(5)**..... . Of course, first I have to pass my end of year exams.

A At first, I was worried in case I made a mistake.

B I'm really looking forward to going back again.

- C That gave me the chance to find out what it was like.
- D I have to admit, I wasn't very keen on the idea.
- E I thought I'd done something wrong.
- F However, I decided that I couldn't let that stop me.
- G It sounded really interesting to me.
- H That made me feel quite proud.

P B1 PRELIMINARY ENGLISH TEST: READING PART 5

TIP: First read the whole text to understand the general meaning. Then look at the options for each space. Before choosing an option, read the complete sentence carefully. When you have finished, read through the whole text again to make sure that it makes sense.

For each question, choose the correct answer.

William Shakespeare's Romeo + Juliet

When the film *William Shakespeare's Romeo + Juliet* was released in 1996, it was an immediate **(1)**.....

The film is **(2)**..... in a modern city, and the Montagues and Capulets are two mafia gangs, who fight with guns instead of swords and drive round the city in fast cars. **(3)**..... the modern context and other minor changes to some of the characters, the script is the original Shakespearean dialogue.

One of the most significant changes to the plot comes at the end, when Juliet wakes up while Romeo is drinking the poison, and they just have time to **(4)**..... into each other's eyes and kiss before Romeo dies.

Leonardo Di Caprio was 21 when the film was made, and fourteen year-old Natalie Portman was originally cast as Juliet, but it was **(5)**..... that she made her co-star appear too old – and Claire Danes was given the **(6)**..... instead.

- | | | | |
|--------------|---------------|-----------|-----------|
| 1 A win | B achievement | C prize | D success |
| 2 A situated | B set | C put | D located |
| 3 A Although | B However | C While | D Despite |
| 4 A see | B look | C watch | D regard |
| 5 A expected | B intended | C decided | D meant |
| 6 A part | B piece | C play | D person |

Exam Practice

P B1 PRELIMINARY ENGLISH TEST: WRITING PART 1

TIP: Read the question carefully and make sure that you answer all the points in the notes. Write about 100 words.

Read this email from your English-speaking friend Chris and the notes you have made.

From: Chris
Subject: Next Saturday

Hi,
 I'm really pleased that you can come to stay at my house next Saturday. *me too!*
How are you going to get here? *Say how and when*
 In the evening, my parents are going to take us out for dinner. There are lots of great places to eat in our town. *Explain*
 Tell me what type of food you like and mum will book a table somewhere.
 On Sunday, we could go for a bike ride in the countryside, if you like. My brother says you can use his bike.
 See you on Saturday,
 Chris
No, because...

Write your email to Chris using all the notes.

P B1 PRELIMINARY ENGLISH TEST: LISTENING PART 3



TIP: Before you listen, you will have time to read the notes and you can start thinking about the type of information that is missing (e.g. a name, a time, a number, a type of food or transport, a place, an adjective, a preposition, etc.). Pay attention to spelling. Numbers can be written as figures (e.g. 5, 20, etc). Remember, you will hear the recording twice.

You will hear part of a radio programme in which young people talk about their hobbies. You will hear the recording twice.

For each question, fill in the missing information in the numbered space.

Drama Club

Kelly hurt her **(1)**..... while doing gymnastics.

Kelly's **(2)**..... encouraged her to try acting.

Kelly says she is a **(3)**..... person.

The drama club meets every Friday at **(4)**..... pm.

School play will be performed in the **(5)**..... .

Contact the drama teacher at: **(6)**.....@dentonschool.com

Exam Practice

P B1 PRELIMINARY ENGLISH TEST: SPEAKING PART 1

TIP: Where possible, give more than one-word answers, but do not recite speeches that you have memorized.

Questions for both Candidates:

What's your name?

What's your surname?

How do you spell it?

Where do you live / come from?

Do you study English at school?

Do you like it? (Why/Why not?)

Questions for Candidate A:

Tell me something about your family.

What do you usually do on your birthday?

Questions for Candidate B:

Tell me something about one of your friends.

What's your favourite time of day? (Why?)

P B1  **PRELIMINARY ENGLISH TEST: SPEAKING PART 2**

TIP: Don't worry if you don't know the words for everything in the photo. Just describe what you can and try to keep going for 1 minute.

Describe this photograph.



Shakespeare Wordbank

Characters The people in a story, play or poem.

Comedy A type of drama that is amusing in tone and that has a happy ending, usually after the characters overcome a set of difficulties.

Context The situation (social, historical, biographical and geographical) in which a text is written.

Dialogue The words that the characters say to each other. Other types of speech include *monologue* (when only one character speaks) and *soliloquy* (when a character speaks alone and reflects on his/her feelings).

Drama A literary genre which begins as a written text but which is meant for performance. A single piece of drama is known as a *play*.

Figures of speech Phrases and expressions that use words in a figurative way. The most common figures of speech include *metaphor* (when something with similar characteristics is used to describe the original) and *simile* (when something with similar characteristics is compared to the original, using 'as' or 'like').

Form How a poem or piece of writing appears on the page.

Genre A type of literature. For example, drama is a literary genre.

Performance When a script is acted out on stage, on screen or on the radio.

Play A piece of drama. The author of a play is called a *playwright* or *dramatist*. Plays can be divided into acts, and acts can be subdivided

into scenes. A scene usually covers a single event in a single setting.

Poem A piece of writing with the words arranged in separate lines, often using rhyme, and chosen for the ideas they suggest and sounds they create.

Rhyme Same sounds usually at the end of lines (rhyme-time). Rhymes can create patterns, and these patterns are often indicated by using the letters of the alphabet (A, B, C, etc.) to mark rhyming words. The pattern generated is called the 'rhyme scheme'.

Sonnet A type of poem of which the earliest examples were Italian. Petrarch established the form with his *Canzoniere* (1366-1374), influencing poets worldwide.

Stage directions In a play, the instructions and information given by the playwright which accompany the dialogue. They are usually in italics to distinguish them from the dialogue. They can give information about the characters, their physical appearance, and their feelings and behaviour as well as their actions, movements, facial expressions and gestures.

Story(line) In drama, the main events given in chronological order.

Theme The central idea of a work, usually expressed in abstract terms, such as 'evil', 'love', etc.

Tragedy A type of drama that focuses on human suffering and its consequences. In tragedies, the initial situation is characterized by fortune and harmony, but it is undone by misfortunes and eventual disaster.