

English

Quarter 4 - Module 11

Explain How Elements Specific to Full Length Plays Build its Theme



English – Grade 9

Alternative Delivery Mode

Quarter 4 - Module 11: Explain How Elements Specific to Full Length Plays Build its Theme

First Edition, 2020

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English

Quarter 4 - Module 11

Explain How Elements

Specific to Full Length Plays

Build its Theme

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

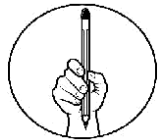
Thank you.



What I Need to Know

Objectives: At the end of this module the learners will be able to:

- Explain how the elements specific to full length plays build its theme



What I Know

TASK 1: VOCABULARY/CONCEPT BUILDING

“*Romeo and Juliet*” is an example of a tragic play or drama written by William Shakespeare where the main characters were brought to ruin or suffered extreme sorrow, especially as a consequence or inability to cope with unfavorable circumstances. Before you read the excerpt of the play, you must learn concepts on the elements of drama or play and some keywords from the story itself.

Directions:

1. In the table below, you will find a list of important concepts relating to the elements of drama or play. Match the concept with its definition by writing it in the first column of the table below.

conflict	scenes	acts	playwright	dialogue	protagonist
cast of characters		drama	props		narrator
monologue					

Elements of Drama	Definition
	a story intended to be performed in front of an audience.
	divisions of acts that occur in different settings.
	the author of a play.
	a list of all the characters in the play, usually in the order of appearance.
	an abbreviation of the word “property”; any object that is used in a play that helps to enhance the setting.
	a character who sets the scene for the play and comments on the action.

	the words speeches or conversation spoken by characters to each other. Much of what you learn about the characters setting and events are revealed in this conversation.
	the central or main character a drama. They are a central part of the conflict in the plot and normally the hero.
	internal or external problems the characters face in play. The theme or moral centers around this and protagonist and antagonist play a huge role in its resolution.
	a long uninterrupted speech that is spoken by a single character which reveals his/her thoughts and feelings.

2. Below are words that are taken from the play. Match the words from Column A to its definition in Column B. Write the letter of your answers on the space before each item.

Your Answer	Column A: Words	Column B: Definition
	Jove	a. Chains, shackles
	Enmity	b. Worship
	Perverse	c. Clothing; appearance
	Ware	d. Hatred
	Falconer	e. Celibate, virtuous
	Perjuries	f. Conscious of, aware
	Gyves	g. Falsehoods
	Vestal	h. A hawk trainer
	Idolatry	i. Passionless, indifferent, unsympathetic
	Livery	j. Chief Roman god, Jupiter

3. Choose three words from column A and use them in sentences.

a. _____

- b. _____

- c. _____



What's New

TASK 1: Let's Talk About Love

1. Shakespeare's *Romeo and Juliet* tells the tale of a young man and woman, who fall in love but are destined for tragedy due to their families' conflict - the Montagues and the Capulets. Before reading the Excerpt, read and answer the questions inside the shapes.

Write your own definition of what real love is and what is not.

Is it possible to fall in love at first sight? Explain.

Should love be blind to family differences? Why or why not?



What is It

TASK 1: Reading Activity: Romeo and Juliet Act 2 Scene 2 (An Excerpt) by William Shakespeare

Romeo and Juliet Summary

An age-old vendetta between two powerful families erupts into bloodshed. A group of masked Montagues risk further conflict by gatecrashing a Capulet party. A young lovesick Romeo Montague falls instantly in love with Juliet Capulet, who is due to marry her father's choice, the County Paris. With the help of Juliet's nurse, the women arrange for the couple to marry the next day, but Romeo's attempt to halt a street fight leads to the death of Juliet's own cousin, Tybalt, for which Romeo is banished. In a desperate attempt to be reunited with Romeo, Juliet follows the Friar's plot and fakes her own death. The message fails to reach Romeo, and believing Juliet dead, he takes his life in her tomb. Juliet wakes to find Romeo's corpse beside her and kills herself. The grieving family agree to end their feud.

Romeo and Juliet begins as the Chorus introduces two feuding families of Verona: the Capulets and the Montagues. On a hot summer's day, the young men of each faction fight until the Prince of Verona intercedes and threatens to banish them. Soon after, the head of the Capulet family plans a feast. His goal is to introduce his daughter Juliet to a Count named Paris who seeks to marry Juliet.

Montague's son Romeo and his friends (Benvolio and Mercutio) hear of the party and resolve to go in disguise. Romeo hopes to see his beloved Rosaline at the party. Instead, while there, he meets Juliet and falls instantly in love with her. Juliet's cousin Tybalt recognizes the Montague boys and forces them to leave just as Romeo and Juliet discover one another.

Romeo lingers near the Capulet house to talk with Juliet when she appears in her window. The pair declare their love for one another and intend to marry the next day. With the help of Juliet's Nurse, the lovers arrange to marry when Juliet goes for confession at the cell of Friar Laurence. There, they are secretly married (talk about a short engagement).

Following the secret marriage, Juliet's cousin Tybalt sends a challenge to Romeo. Romeo refuses to fight, which angers his friend Mercutio who then fights with Tybalt. Mercutio is accidentally killed as Romeo intervenes to stop the fight. In anger, Romeo pursues Tybalt, kills him, and is banished by the Prince.

Juliet is anxious when Romeo is late to meet her and learns of the brawl, Tybalt's death, and Romeo's banishment. Friar Laurence arranges for Romeo to spend the night with Juliet before he leaves for Mantua. Meanwhile, the Capulet family grieves for Tybalt, so Lord Capulet moves Juliet's marriage to Paris to the next day. Juliet's parents are angry when Juliet doesn't want to marry Paris, but they don't know about her secret marriage to Romeo.

SCENE II. Capulet's orchard.

Enter ROMEO

ROMEO:

(He jests at scars that never felt a wound.
JULIET appears above at a window)

*But, soft! what light through yonder window
breaks?*

It is the east, and Juliet is the sun.

*Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief,
That thou her maid art far more fair than she:
Be not her maid, since she is envious;
Her vestal livery is but sick and green
And none but fools do wear it; cast it off.
It is my lady, O, it is my love!*

O, that she knew she were!

*She speaks yet she says nothing: what of
that?*

Her eye discourses; I will answer it.

*I am too bold, 'tis not to me she speaks:
Two of the fairest stars in all the heaven,
Having some business, do entreat her eyes
To twinkle in their spheres till they return.
What if her eyes were there, they in her
head?*

*The brightness of her cheek would shame
those stars,*

*As daylight doth a lamp; her eyes in heaven
Would through the airy region stream so
bright*

*That birds would sing and think it were not
night.*

See, how she leans her cheek upon her hand!

O, that I were a glove upon that hand,

That I might touch that cheek!

JULIET

Ay me!

ROMEO

She speaks:

O, speak again, bright angel! for thou art
As glorious to this night, being o'er my head
As is a winged messenger of heaven
Unto the white-upturned wondering eyes
Of mortals that fall back to gaze on him
When he bestrides the lazy-pacing clouds
And sails upon the bosom of the air.

JULIET

O Romeo, Romeo! wherefore art thou
Romeo?

Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

ROMEO

[Aside] Shall I hear more, or shall I speak at
this?

Lest that thy love prove likewise variable.

ROMEO

What shall I swear by?

JULIET

Do not swear at all;
Or, if thou wilt, swear by thy gracious self,
Which is the god of my idolatry,
And I'll believe thee.

ROMEO

If my heart's dear love--

JULIET

Well, do not swear: although I joy in thee,
I have no joy of this contract to-night:
It is too rash, too unadvised, too sudden;
Too like the lightning, which doth cease to be
Ere one can say 'It lightens.' Sweet, good
night!

This bud of love, by summer's ripening
breath,

May prove a beauteous flower when next we
meet.

Good night, good night! as sweet repose and
rest

Come to thy heart as that within my breast!

ROMEO

O, wilt thou leave me so unsatisfied?

JULIET

What satisfaction canst thou have to-night?

ROMEO

The exchange of thy love's faithful vow for
mine.

JULIET

I gave thee mine before thou didst request it:
And yet I would it were to give again.

ROMEO

Wouldst thou withdraw it? for what purpose,
love?

JULIET

But to be frank, and give it thee again.
And yet I wish but for the thing I have:
My bounty is as boundless as the sea,
My love as deep; the more I give to thee,
The more I have, for both are infinite.

Nurse calls within

I hear some noise within; dear love, adieu!
Anon, good nurse! Sweet Montague, be true.
Stay but a little, I will come again.

Exit, above

ROMEO

O blessed, blessed night! I am afeard.
Being in night, all this is but a dream,
Too flattering-sweet to be substantial.
Re-enter JULIET, above

JULIET

Hist! Romeo, hist! O, for a falconer's voice,
To lure this tassel-gentle back again!
Bondage is hoarse, and may not speak aloud;
Else would I tear the cave where Echo lies,
And make her airy tongue more hoarse than
mine,
With repetition of my Romeo's name.

ROMEO

It is my soul that calls upon my name:
How silver-sweet sound lovers' tongues by night,
Like softest music to attending ears!

JULIET

Romeo!

ROMEO

My dear?

JULIET

At what o'clock to-morrow
Shall I send to thee?

ROMEO

At the hour of nine.

JULIET

I will not fail: 'tis twenty years till then.
I have forgot why I did call thee back.

ROMEO

Let me stand here till thou remember it.

JULIET

I shall forget, to have thee still stand there,
Remembering how I love thy company.

ROMEO

And I'll still stay, to have thee still forget,
Forgetting any other home but this.

JULIET

'Tis almost morning; I would have thee gone:
And yet no further than a wanton's bird;
Who lets it hop a little from her hand,
Like a poor prisoner in his twisted gyves,
And with a silk thread plucks it back again,
So loving-jealous of his liberty.

ROMEO

I would I were thy bird.

JULIET

Sweet, so would I:
Yet I should kill thee with much cherishing.
Good night, good night! parting is such
sweet sorrow,
That I shall say good night till it be morrow.
Exit above

ROMEO

Sleep dwell upon thine eyes, peace in thy breast!
Would I were sleep and peace, so sweet to rest!
Hence will I to my ghostly father's cell,
His help to crave, and my dear hap to tell.
Exit

Task 2: Understanding the Scene

In “Rome and Juliet’s” Act II Scene II, Romeo reveals himself, agreeing to forsake the name Romeo if he can have her love. Juliet warns him that, as a Montague, he’ll be killed if he’s spotted with her, but Romeo doesn’t care. After much discussion, the two swear their love for each other and agree to be married. To check your understanding of this event, read the following questions below and write the letter of your answer on the space provided.

1. Where does this scene take place? _____
 - a. Outside of the part
 - b. In Romeo's backyard
 - c. On Juliet's balcony
 - d. On the streets of Verona
2. How does Juliet react when she realizes that Romeo overheard her talking about him?
 - a. She is upset and angry
 - b. She is embarrassed and blushing
 - c. She is indifferent and uncaring
 - d. She is shocked and disgusted _____
3. What does Juliet wish about Romeo?
 - a. That he forgets about his father
 - b. That he changes his name
 - c. That he becomes a Capulet
 - d. That he be reborn again
4. Why doesn't Juliet want Romeo to swear by the moon? _____
 - a. The moon is dark, depressing, and cold
 - b. The moon is always changing and inconsistent
 - c. She would rather that he swears by something brighter, like the sun
 - d. She thinks that Romeo is lying about his love for her
5. At the end of this scene, what do Romeo and Juliet decide to do?
 - a. Make a vow to marry each other
 - b. Runaway together
 - c. Elope and get married
 - d. Remain faithful to each other

TASK 2: CHARACTER DESCRIPTION

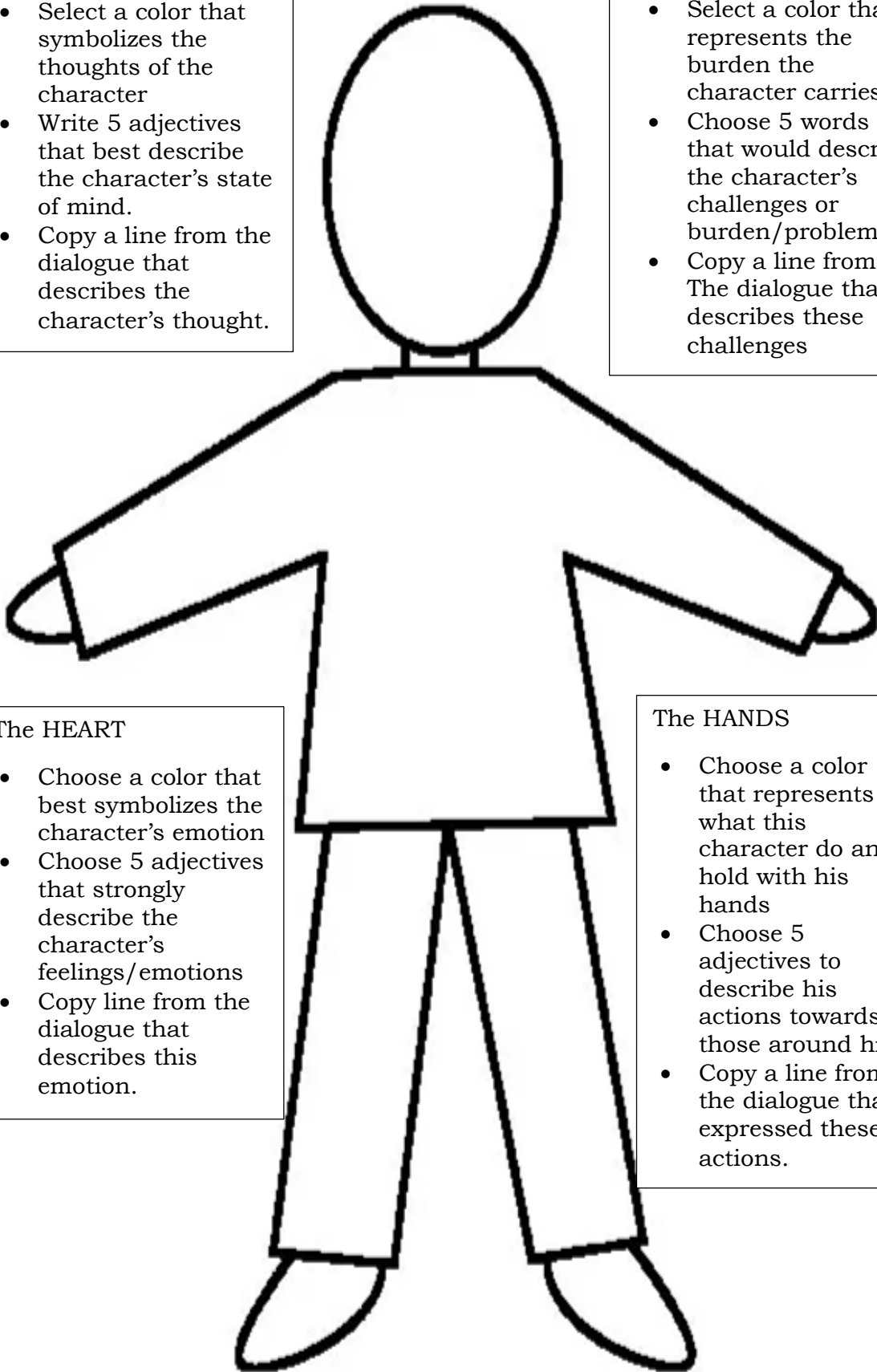
Dialogue is one of the few ways that a playwright communicates important things to the audience through his/her characters. Dialogue reveals character. A character’s words tell us much about the character’s background, emotional and psychological state. In revealing a character through dialogue, a playwright considers how a character speaks. In the play “Romeo and Juliet,” the characters expressed their thoughts and their feelings through a dialogue. Choose two major characters from the scene Describe the characters by completing the human diagram below. Make two images and write your description inside the images based on how they speak and interact with other characters.

The HEAD

- Select a color that symbolizes the thoughts of the character
- Write 5 adjectives that best describe the character's state of mind.
- Copy a line from the dialogue that describes the character's thought.

The SHOULDER

- Select a color that represents the burden the character carries
- Choose 5 words that would describe the character's challenges or burden/problem
- Copy a line from. The dialogue that describes these challenges



The HEART

- Choose a color that best symbolizes the character's emotion
- Choose 5 adjectives that strongly describe the character's feelings/emotions
- Copy line from the dialogue that describes this emotion.

The HANDS

- Choose a color that represents what this character do and hold with his hands
- Choose 5 adjectives to describe his actions towards those around him.
- Copy a line from the dialogue that expressed these actions.

TASK 3: INTERPRETING FIGURATIVE LANGUAGE

Shakespeare's use of figurative language is one of his strongest and most distinguishing characteristics. It is the frequent use of words, places, characters, or objects that mean something beyond what they are on a literal level. Recognizing when his characters are speaking figuratively helps to understand what they are saying. The famous balcony scene of the play is overflowing with figurative language. Scan over Act 2, Scene 2. On the first column of the table are lines taken from the scene, identify what figures of speech is used for each line (simile, metaphor, personification, hyperbole, irony). On the opposite side of the chart, describe the two things each figures of speech compares.

Lines from the Scene	Figures of Speech	Explanation
<p><i>Example:</i></p> <p><i>Love.. is too rash, too unadvised, too sudden; Too like the lightning, which doth cease to be</i></p>	simile	Juliet is comparing their love to lightning because it came upon them so quickly
<p><i>This bud of love, by summer's ripening breath, may prove a beauteous flower when next we meet.</i></p>		
<p><i>.. there lies more peril in thine eye than twenty of their swords!"</i></p>		
<p><i>I have night's cloak to hide me from their eyes</i></p>		
<p><i>She speaks yet she says nothing: what of that?</i></p>		
<p><i>Arise, fair sun, and kill the envious moon It is the east, and Juliet is the sun</i></p>		



What's More

TASK 1: TRANSLATE ROMEO AND JULIET

The language plays an important role in “Romeo and Juliet” as it defines and characterizes the characters in the play. It is used to display which social class they are in, signals the change in the characters and reflects their mood or feelings. However, it is written in Elizabethan English, highly poetic, sound complicated and difficult to understand. To check your understanding of the language, translate the selected lines from scene 2 act 2 of Rome and Juliet’s conversation into modern text to make it easier to understand. An example is done for you.

Original Text	Modern Text
<p>JULIET O Romeo, Romeo! Wherefore art thou Romeo? Deny thy father and refuse thy name. Or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet.</p>	<p>Oh, Romeo, Romeo, why do you have to be Romeo? Forget about your father and change your name. Or else, if you won't change your name, just swear you love me and I'll stop being a Capulet.</p>
<p>ROMEO Shall I hear more, or shall I speak at this?</p>	
<p>ROMEO I know not how to tell thee who I am. My name, dear saint, is hateful to myself Because it is an enemy to thee.</p>	
<p>JULIET But trust me, gentleman, I'll prove more true</p>	
<p>ROMEO For stony limits cannot hold love out,</p>	
<p>JULIET If they do see thee they will murder thee.</p>	
<p>ROMEO My life were better ended by their hate Than death proroguèd, wanting of thy love.</p>	

TASK 2: YOU'RE THE DESIGNER

Create costume designs that show Romeo's look and Juliet's image. Pay attention to the meaning or feelings behind the colors you pick. Consider what era or period you want to set the play in and what impact that will have on the play.



What I Have Learned

TASK 1: LOVE ADVICE

Young love is a very deep immature feeling, which tends to misguide those affected by it, and the affected ones fall too deeply in love, which leads to a tendency of self-destruction. The concept of the young misguiding love is emphasized in the drama, Romeo and Juliet. Understanding their situation, what piece of advice would you give to the two characters, Rome and Juliet as young lovers?

Advice for Romeo:

Advice for Juliet:

Task 2: LOVE QUOTES

Shakespeare's Romeo and Juliet is one of history's most famous love stories. Love is naturally the play's dominant and most important theme. The play focuses on romantic love, specifically the intense passion that springs up at first sight between Romeo and Juliet. In Romeo and Juliet, love is a violent, ecstatic, overpowering force that supersedes all other values, loyalties, and emotions. Choose three quotes from the scene and explain what it says about love.

Quote 1

Quote 2

Quote 3



What I Can Do

TASK 1: YOU'RE THE WRITER

Shakespeare is still relevant today for many reasons. His plays and poems teach society how to not only love but dream and hate all at the same time. “Romeo and Juliet” perfectly capture the rush of being in love and the desire to make that feeling, that one moment in time, last forever despite daunting circumstances. Write a short script on a modern-day story of Romeo and Juliet by using modern language, setting, characters and plot. Make your own ending or change the ending of the story.

My Script

SUMMARY

This module helped learners explore, analyze, and use the literary elements of drama through a classic Shakespearean play. This module also helped them extract the theme of the story by understanding human nature, behavior and empathy with situations that might happen in real life. Students also did activities that encouraged them to resolve conflict, and recognize the various roles and responsibilities individuals have in their families and societies through working on the theme presented in the play. Activities also developed the learner’s vocabulary and concepts of drama, understand the meaning of the story, and hone their creativity and writing skills.



Assessment (Post)

A. Match the statement that uses words containing the definition given in the second column.

Statements	Answer	Definition
1. That were some spite: my invocation	_____	a. an extended communication dealing with some particular topic
2. He jests at scars that never felt a wound.	_____	b. unusually great in size or amount or extent or scope
3. Her eye discourses; I will answer it.	_____	c. misery resulting from affliction
4. Alack, there lies more peril in thine eye	_____	d. the act of appealing for help
5. As that vast shore wash'd with the farthest sea,	_____	e. a farewell remark
6. I hear some noise within; dear love, adieu!	_____	f. activity characterized by good humor
7. Good night, good night! as sweet repose and rest	_____	g. a state of danger involving risk
8. I have forgot that name, and that name's woe.	_____	h. be fond of
9. O, let us hence; I stand on sudden haste.	_____	i. overly eager speed and possible carelessness
10. Yet I should kill thee with much cherishing.	_____	j. freedom from activity

B. Read the questions below and encircle your answer.

- Juliet acts distant and cold towards Romeo during the balcony scene.
 - True
 - False
- What does Romeo mean when he says, "My name, dear saint, is hateful to myself Because it is an enemy to thee. Had I it written; I would tear the word." Why does he say this?
 - Romeo's name is his enemy and he cannot bear the word
 - Romeo wants to change his name using a paper
 - Romeo hates his own name and despises that he cannot be with Juliet
 - Romeo hates his name because his name is Juliet's enemy. If Romeo had it written down, he would tear up the paper

3. What technique is used in the line " The brightness of her cheek would shame those stars,"
 - a. Metaphor
 - b. Jargon
 - c. Personification
 - d. Oxymoron

4. What is the technique and meaning in the following line "With Love's light wings did I o'erperch these walls for stony limits cannot hold love out"
 - a. Alliteration - emphasizes the power of Love to break through limitations.
 - b. Simile - to compare their love to a brick wall
 - c. Metaphor - their love is powerful enough to penetrate a brick wall
 - d. Allusion - the wall is a challenge that only their love will break

5. Juliet wants to make sure Romeo does not think she is 'too quickly won.' What does she mean by this?
 - a. She wants to make sure that Romeo does not think she is won over too easily.
 - b. She wants to be sure that Romeo truly loves her before she fully gives herself to him.
 - c. She wants to let Romeo know that she likes to play hard to get.
 - d. Both A & B

C. Read again Scene 2 of Romeo and Juliet. Then, complete the following graphic organizer.

Elements of a Play	
Title: Romeo and Juliet Playwright: William Shakespeare	
Cast of Characters: (Describe each)	Scene: (Describe the setting)
1. 2.	

Dialogues: Choose your favorite dialogue from the characters below.
Translate them in your own words.

Romeo: _____

Juliet: _____

Conflict:

Solution:

Central Theme:

Lesson:



Answer Key

<p>Lesson: love is a violent, ecstatic, overpowering force that supersedes all other values, loyalties, and emotions.</p>		<p>Central Theme: The play focuses on romantic love, specifically the intense passion that springs up at first sight between Romeo and Juliet</p>	
<p>Solution: They must keep their love a secret and go to great lengths to fight the greater forces against them but ended in tragedy</p>		<p>Conflict: Conflict is between their families, the Montagues and the Capulets. All of the other problems in the plot stem from this feud, and the</p>	
<p>Dialogues: Select one from each character that you love most (Answers here vary)</p> <p>Romeo: _____</p> <p>Juliet: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>Scene: (Describe the setting) On another street of Verona, Capulet walks with Paris, a noble kinsman of the Prince.</p>		<p>Cast of Characters: (Describe each)</p> <p>1. Romeo=A young lovesick Romeo Montague falls instantly in love with Juliet Capulet.</p> <p>2. Juliet-Juliet Capulet, who is due to marry her father's choice, the County Paris.</p>	
<p>Title: Elements of a Play</p> <p>Playwright:</p>			

- B. 1. A 2. C 3. C 4. C 5. D
- C.

Definition	Answer	Statements
k. an extended communication dealing with some particular topic	d	2. That were some spite: my invocation
l. unusually great in size or amount or extent or scope	f	2. He jests at scars that never felt a wound.
m. misery resulting from affliction	a	3. Her eye discourses; I will answer it.
n. the act of appealing for help	g	11. Alack, there lies more peril in thine eye
o. a farewell remark	b	12. As that vast shore wash'd with the farthest sea,
p. activity characterized by good humor	e	13. I hear some noise within; dear love, adieu!
q. a state of danger involving risk	j	14. Good night, good night! as sweet repose and rest
r. be fond of	c	15. I have forgot that name, and that name's woe,
s. overly eager speed and possible carelessness		16. O, let us hence; I stand on sudden haste.
t. freedom from activity	h	17. Yet I should kill thee with much cherishing.

A.

What I know

Task 1.1

Elements of Drama	Definition
Drama	a story intended to be performed in front of an audience.
scene	divisions of acts that occur in different settings.
playwright	the author of a play.
cast of characters	a list of all the characters in the play, usually in the order of appearance.
props	an abbreviation of the word "property"; any object that is used in a play that helps to enhance the setting.
narrator	a character who sets the scene for the play and comments on the action.
dialogue	the words speeches or conversation spoken by characters to each other. Much of what you learn about the characters setting and events are revealed in this conversation.
protagonist	the central or main character a drama. They are a central part of the conflict in the plot and normally the hero.
conflict	internal or external problems the characters face in play. The theme or moral centers around this and protagonist and antagonist play a huge role in its resolution.
monologue	a long uninterrupted speech that is spoken by a single character which reveals his/her thoughts and feelings.

Task 1.2

Your Answer	Column A: Words	Column B: Definition
j	Love	e. Chains, shackles
d	Enmity	f. Worship
i	Perse	g. Clothing; appearance
f	Ware	h. Hatred
h	Falconer	i. Celibate, virtuous
g	Perjures	j. Conscious of, aware
a	Gyes	k. Falsehoods
e	Vestal	l. A hawk trainer
b	Idolaty	m. Passionless, indifferent, unympathetic
c	Livery	n. Chief Roman god, Jupiter

Task 1: 3 Answers may vary

What's New

Task 1: answers may vary

What is it:

Task 1: 1. C 2. B 3. A 4. B 5. C

Task 2: answers may vary

Lines from the Scene	Figures of Speech	Explanation
Example: Love.. is too rash, too unadvised, too sudden; Too like the lightning, which doth cease to be	simile	Juliet is comparing their love to lightning because it came upon them so quickly
This bud of love, by summer's ripening breath, may prove a beauteous flower when next we meet.	metaphor	Answers may vary
".. there lies more peril in thine eye than twenty of their swords!"	hyperbole	Answers may vary
I have night's cloak to hide me from their eyes	personification	Answers may vary
She speaks yet she says nothing: what of that?	irony	Answers may vary
Arise, fair sun, and kill the envious moon It is the east, and Juliet is the sun	Personification/ metaphor	Answers may vary

Task 1

Original Text	Modern Text
JULIET O Romeo, Romeo! Wherefore art thou Romeo? Deny thy father and refuse thy name. Or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet.	JULIET Oh, Romeo, Romeo, why do you have to be Romeo? Forget about your father and change your name, just swear you love me and I'll stop being a Capulet.
ROMEO Shall I hear more, or shall I speak at this?	ROMEO Should I listen for more, or should I speak now?
ROMEO I know not how to tell thee who I am. My name, dear saint, is hateful to myself Because it is an enemy to thee.	ROMEO I don't know how to tell you who I am by telling you a name. I hate my name, dear saint, because my name is your enemy
JULIET But trust me, gentleman, I'll prove more true	JULIET But trust me, gentleman, I'll prove myself more faithful
ROMEO For stony limits cannot hold love out,	ROMEO Stone walls can't keep love out
JULIET If they do see thee they will murder thee.	JULIET If they see you, they'll murder you.

Task 2: answers may vary

What I have Learned:

Task 1 and 2: answers may vary

What I Can Do:

Answers May Vary

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