

Learning objective: Remind ourselves what we know about the play from the Prologue, continue reading Act 1, Scene 1 and consider how Shakespeare sets the scene and creates tension.

Starter:

Put the title 'The Prologue' and answer these questions:

- Where is the play set?
- What have the two households been doing?
- What happens to the two children of the households?
- What happens about the on-going quarrel?
- How long is the play going to take?

Introduction:

Read the first scene up to the entrance of the Prince, with each student reading a part as we go around the room.

Development:

After reading discuss how Shakespeare builds the tension in this scene: short lines; offensive words; accusatory statements; questions; declaratives (with exclamation marks); repetition of words and phrases; drawing of words; threat of violence.

Students write down 'Capulets' on one page and 'Montagues' on another. Write down each character that we have met so far with an example of an effective line for building the tension. Note down why and how it is effective.

Extension:

Write the essay title: 'How does Shakespeare effectively convey the tension of the scene to the audience in Act 1 Scene 1 of *Romeo and Juliet*?' Students should have a go at answering this question as an essay, remembering to plan out their answer and use PEA when writing.

Plenary:

Hear some of the lines students have chosen which show the way tension has been built.