<u>Texts:</u>
- William Shakespeare: The Tempest
- William Shakespeare: Romeo and Juliet
- *Warm Bodies – Sections*
- *Gnomeo and Juliet - Sections*
- *The Tempest (2010) - Sections*

<u>Introduction:</u>

This unit is designed to last for 7 weeks of Term 2.
There will be **no formal assessment task this term**; just class tasks that you will be expected to complete. You will work through some content looking at how Shakespeare is modernised, as well as our classic writing challenges and some general literacy stuff. ☺ You won't be reading entire plays, just sections. You will be sent a copy of Romeo and Juliet, and the parts of The Tempest you need will be photocopied and included.

As with the end of Term One, this booklet will also be uploaded to Google Classroom in lessons, to allow you to show your work to me and receive live feedback.
The other option if you are working in the booklet is to periodically drop some work into the office for me to have a look.

My overall message is that just complete what you can. If it all becomes too much don't be hard on yourself.
As always, I am contactable via the school on 67851184, or via email on
alyssa.nott1@det.nsw.edu.au

Stay safe and well,
Notty. ☺
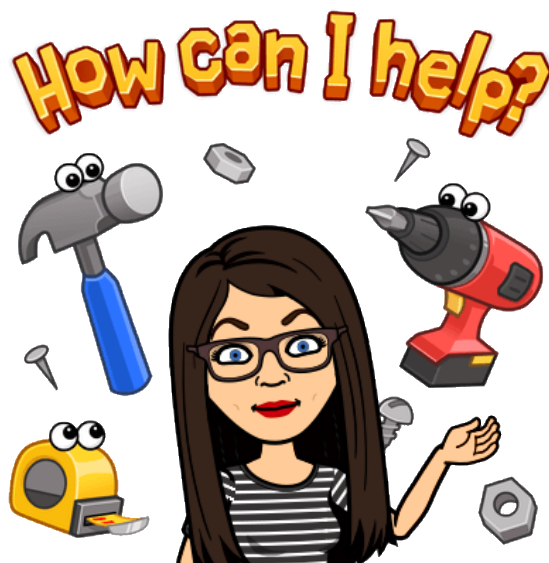
Week One To-Do

Task	Checklist
Read info on Focus: Why do we still study Shakespeare and complete mind-map.	
Complete Shakespeare background research	
Romeo and Juliet summary	
Copy character map into book	
20-minute challenge – Week 1	

<u>Focus: Why do we still study Shakespeare?</u>

Shakespeare is considered the greatest playwright in the world. This includes not just English-speaking countries, but everywhere. There are several reasons for this, and these explain why we keep studying "the bard."

Admittedly, Shakespeare's language can be a hurdle, but today, there are more and more tools to help understand what he is saying, and if you can get beyond the difficult wording, you can start to delight in his work.

Here are some reasons we keep studying him:

Characterisation: Shakespeare seemed to intensely feel what his characters felt, whether they were good or evil. He created characters that are powerful because they seem so alive. Their struggles and emotions are completely heartfelt. They behave consistently, as if they are real people. They draw us in with their deeply felt desires.

Language: Shakespeare doesn't simply put flat words into his character's mouths. The words he uses are so memorable that they stick with us. He's never afraid of a [pun or a metaphor.](#) Juliet, for example, is not simply beautiful: she sparkles like a jewel against an ear.

Range of plays: Not every play Shakespeare wrote was a masterpiece, but he wrote a large body of plays, and very many of them *are* masterpieces. He excelled at both comedy and [tragedy](#) and did so numerous times. The consistency of his excellence is stunning.

Influence on literary culture: Allusions to Shakespeare show up everywhere, from popular writers like Agatha Christie and P.G. Wodehouse to more literary writers like Aldous Huxley and Tom Stoppard. It's good to study Shakespeare because he is a window into so many writers after him.

Exciting plots: Shakespeare is seldom boring: he brings us witches, ghosts, fairies, laughter, fighting, horror, romance, and bloodshed.

Summarise this information in a mind-map in your books, or using an online mind mapping tool like MindMup.
Feel free to add any other reasons you can think of.

William Shakespeare Background Research

Where and when was I born?
_____
When and who did I marry? Who are my kids?
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_____
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_____

What am I famous for?
_____
What is so special about me and my plays?
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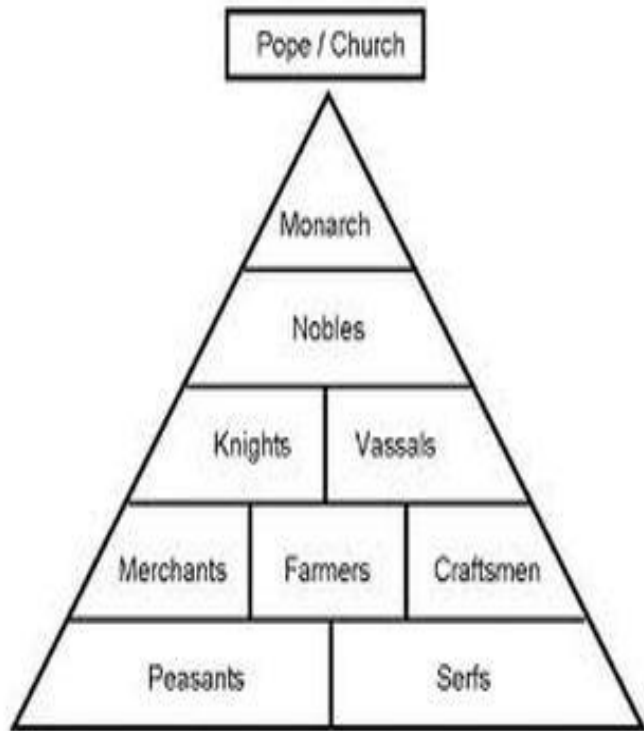_____

List my 5 of my plays.
- _____
- _____
- _____
- _____
- _____

What was going on during Shakespeare's life?

Use the questions below to find out what life was like during the Elizabethan Times.

First things first, who is this?

_____

Why did she play an important part in Shakespeare's life?

_____
_____
_____
_____
_____
_____

Pope / Church

Monarch

Nobles

Knights   Vassals

Merchants   Farmers   Craftsmen

Peasants   Serfs

What does STATUS mean?
_____
_____
Why was this so important in the Elizabethan Times?
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What do you think this means for the characters of Shakespeare's plays?
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What was life like for the rich in Elizabethan Times?
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What was life like for the poor in Elizabethan times?
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Why is this relevant to Shakespeare's plays?

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Make a list of Shakespeare's plays that have been **adapted** into a modern context. E.g. She's The Man

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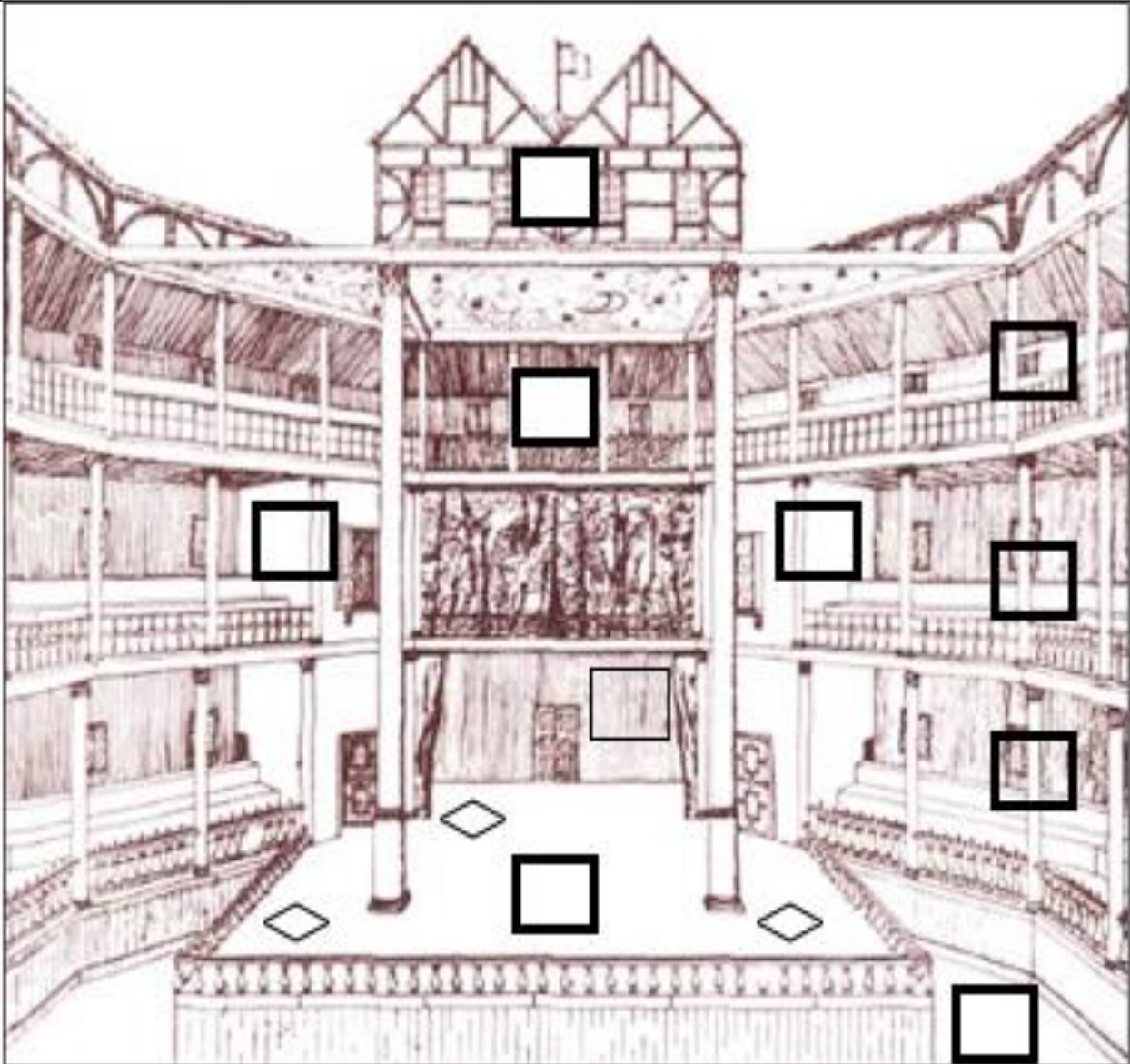
The Globe Theatre

Use the internet or a book to label the different features of the Globe Theatre in the boxes on the diagram.

Romeo and Juliet summary

Romeo and Juliet is perhaps one of Shakespeare's most famous plays. It has been recreated in several different forms across the years, and continues to be studied in schools across the world. For this unit, we will be studying a couple of sections – not the whole play. We just want to get the major themes and ideas behind us.

Write down below what you already know about this play. Don't worry if it's not much!

_____

_____

_____

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Now, we are going to access a few YouTube videos to get the general plot down. Go to the following links:

Sparknotes:

https://www.youtube.com/watch?v=dRrvQ1vZxcg

Video SparkNotes: Shakespeare's Romeo and Juliet summary

Cliffsnotes:

https://www.youtube.com/watch?v=Z81wjUl3BvU

"Shakespeare's ROMEO AND JULIET" Cliffsnotes' Video Summary

Shmoop:

https://www.youtube.com/watch?v=2Q6hIVRa_QA

Romeo and Juliet Summary by Shmoop

(Another good summary is Thug Notes… but I didn't tell you about that ☺)

Once you have watched the videos, answer the following questions. This will be included as a Google Form on the Google Classroom if you'd prefer to access it there.

1. Where is Romeo and Juliet set?

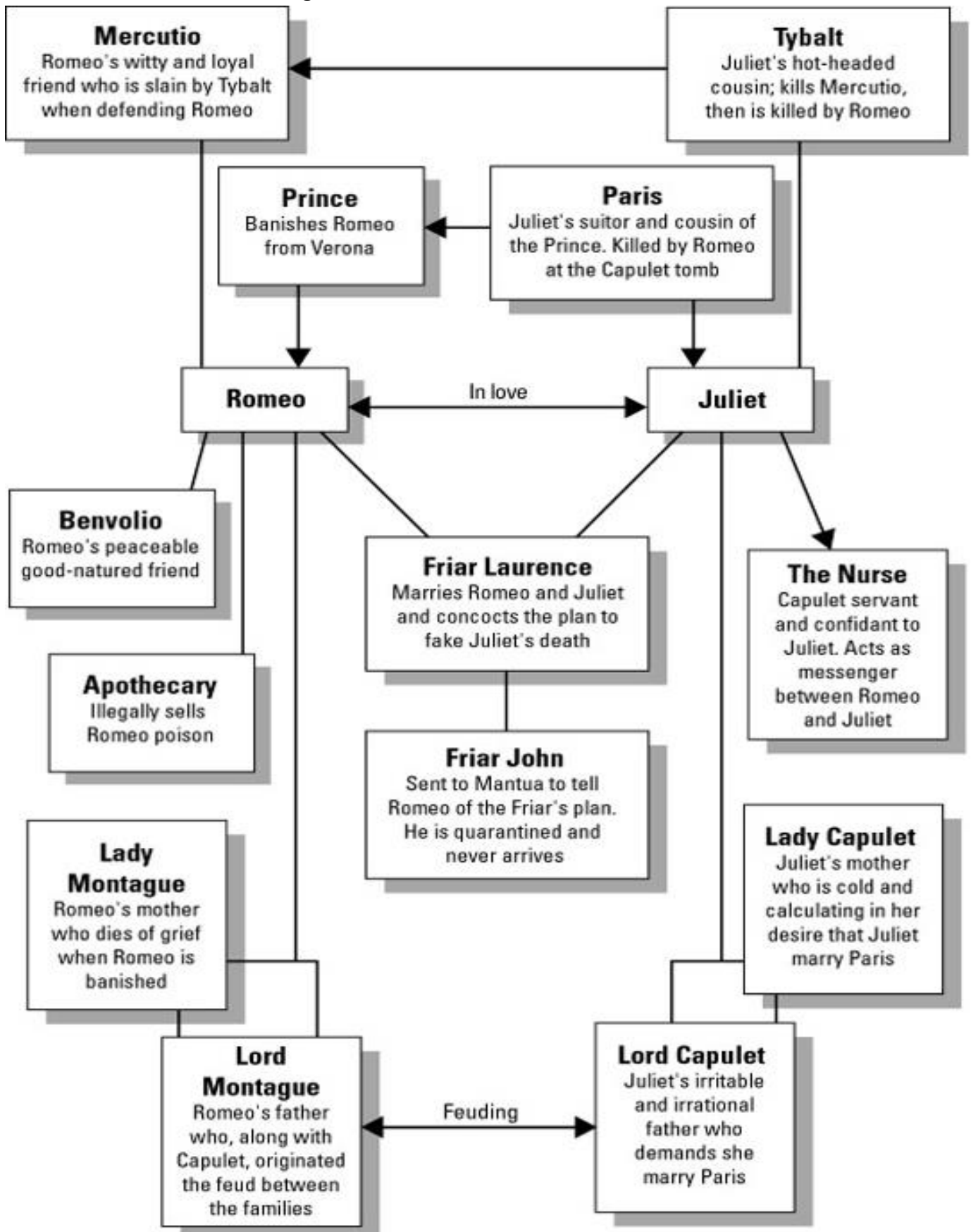_____

2. Who are the two main families involved in the story?

_____

3. The families are fighting. Why?

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4. Make a list of the character names mentioned.

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5. Give a general summary of what happens in the story.

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Copy this character map into your book and add colour!
Term 2 – 200 Word Challenge 1

Mercutio
Romeo's witty and loyal friend who is slain by Tybalt when defending Romeo

Tybalt
Juliet's hot-headed cousin; kills Mercutio, then is killed by Romeo

Prince
Banishes Romeo from Verona

Paris
Juliet's suitor and cousin of the Prince. Killed by Romeo at the Capulet tomb

Romeo — In love — **Juliet**

Benvolio
Romeo's peaceable good-natured friend

Friar Laurence
Marries Romeo and Juliet and concocts the plan to fake Juliet's death

The Nurse
Capulet servant and confidant to Juliet. Acts as messenger between Romeo and Juliet

Apothecary
Illegally sells Romeo poison

Friar John
Sent to Mantua to tell Romeo of the Friar's plan. He is quarantined and never arrives

Lady Capulet
Juliet's mother who is cold and calculating in her desire that Juliet marry Paris

Lady Montague
Romeo's mother who dies of grief when Romeo is banished

Lord Montague
Romeo's father who, along with Capulet, originated the feud between the families

Feuding

Lord Capulet
Juliet's irritable and irrational father who demands she marry Paris

As always, I want you to have an attempt at writing this down in your book/this booklet first before typing and uploading to the Google Classroom.

*Don't forget to complete the checklist after you have written as well.* ☺

- ☐ Word count _____
- ☐ Used acclimatise
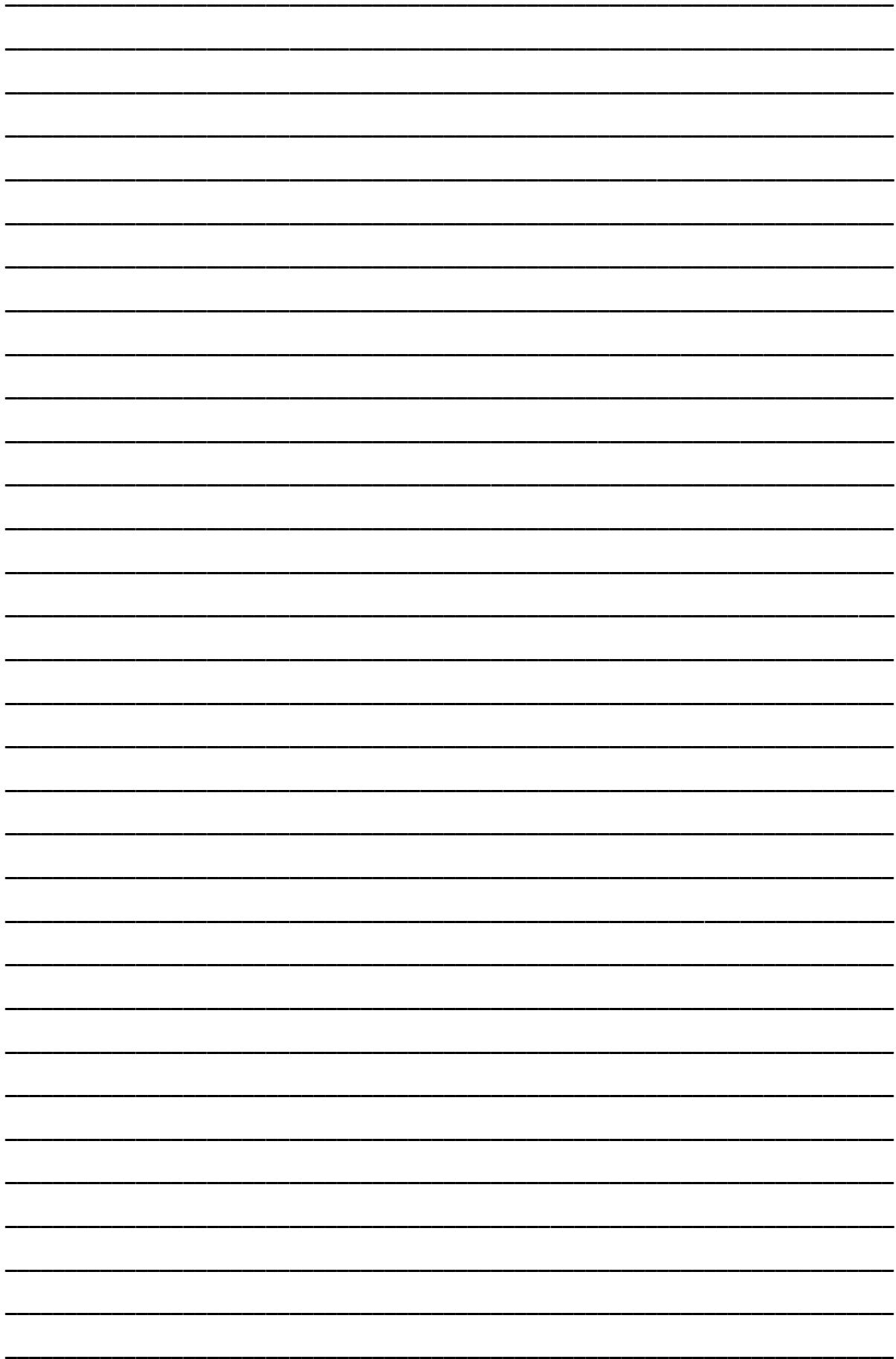- ☐ Used a metaphor
- ☐ Used a simile
- ☐ Used anthropomorphism

200 WORD CHALLENGE
200 words – 20 minutes

Include the word:
Acclimatise - to adapt to different weather/ life conditions

Write an advertisement for a new mystery animal at Dubbo Zoo.

INCLUDE:
A METAPHOR
A SIMILE
ANTHROPOMORPHISM

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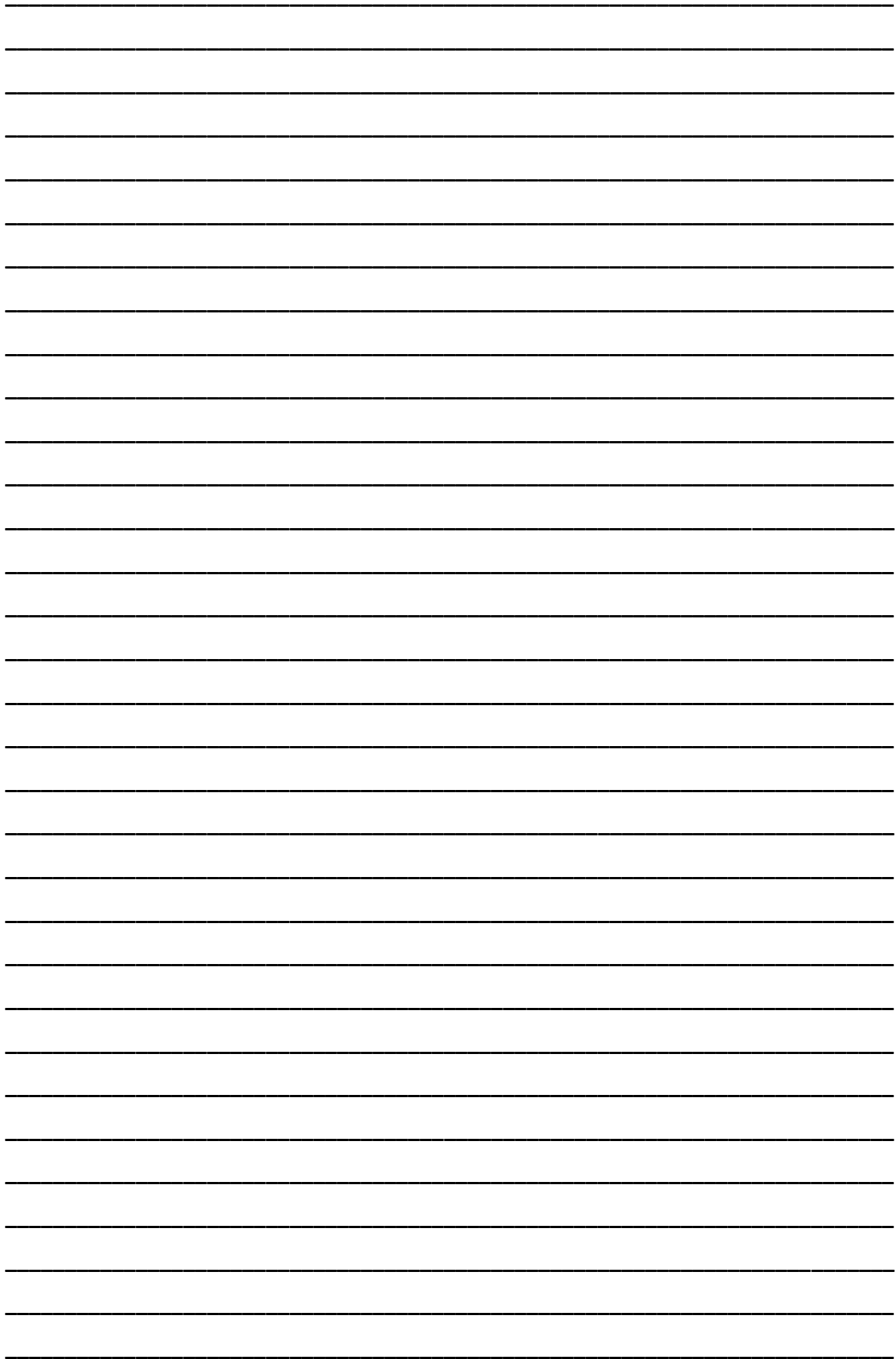
Week Two To-Do

| Task	Checklist
Shakespeare's language table	
Read Act I Scene I of Romeo and Juliet	
Act I Scene I Activities (questions and summary page)	
Read Act II Scene 3-4	
Act II Scene 3-4 Activities (questions and summary page)	
Genre activity	
20-minute challenge	

Shakespeare's language

Act I Scene I Activities

Answer the following questions in your book, or on the Google Classroom.

1. How does the scene begin?
2. Who causes the fight? Who tries to stop it? Who keeps it going?
3. What are the main differences between Benvolio and Tybalt?
4. When Capulet and Montague want to fight, who restrains them?
5. Who breaks up the fight in the square?
6. What kind of mood is he in? What warning does he give?
7. How many times has the fight disrupted the city?
8. Why are Romeo's parents worried about him?
9. Why is Romeo sad?
10. Who tries to help Romeo?
11. What advice is given to Romeo?

Notty's tips:

Sparknotes is going to be your best friend throughout this whole unit. It has summaries, themes and the modern translations (like the parts of the book I have given you).
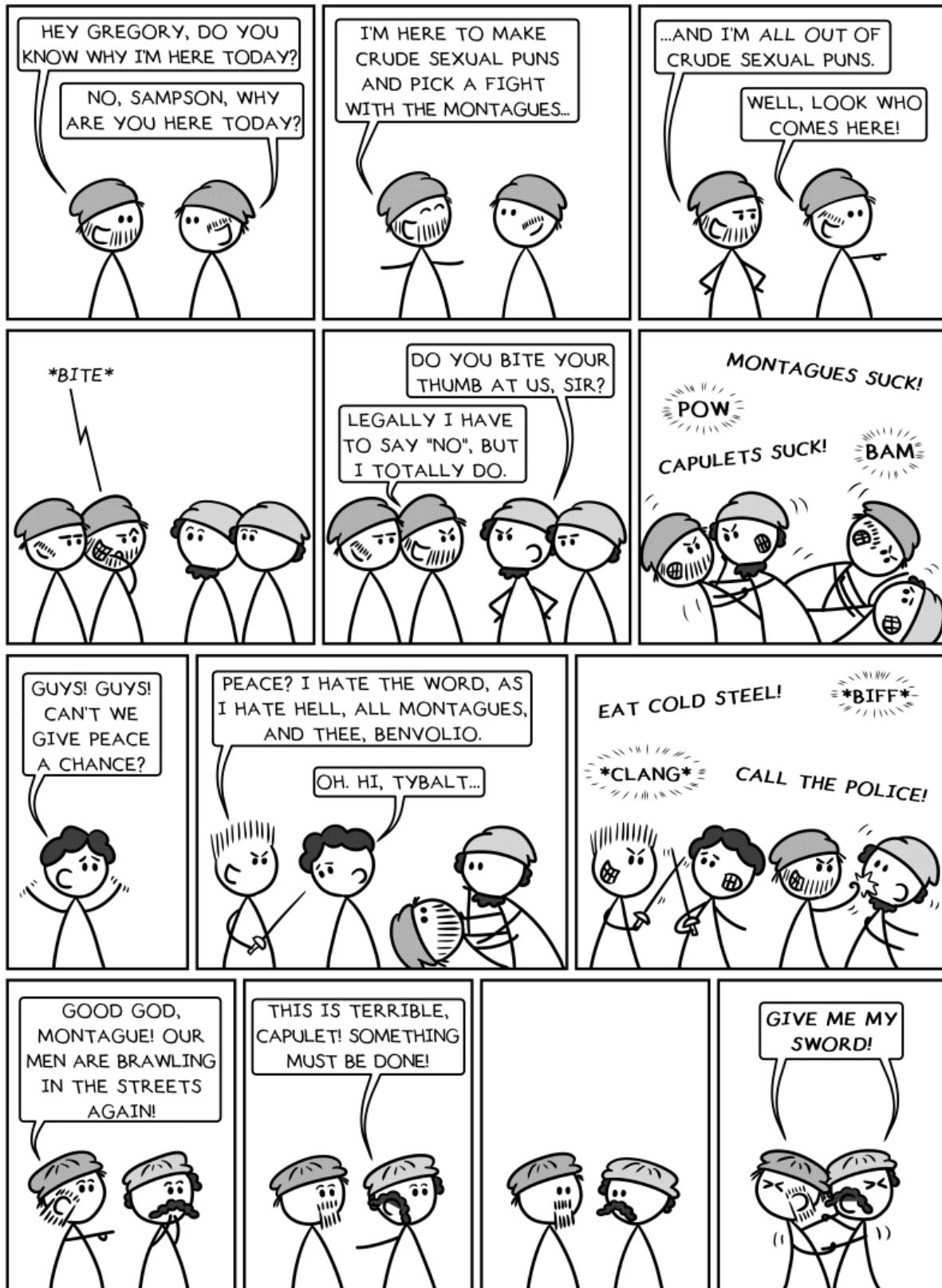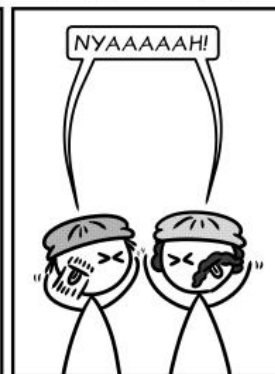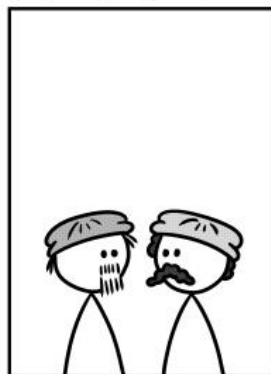
https://www.sparknotes.com/shakespeare/romeojuliet/
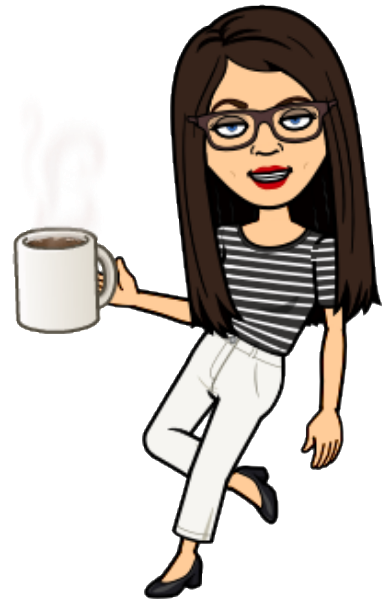
This website has good pictures summaries like the one that follows:
https://goodticklebrain.com/home/2017/2/7/romeo-and-juliet-act-1-scene-1-part-2

ROMEO AND JULIET: Act 1, Scene 1 (part 2)

Act II Scene III-IV

Scene 3:

1. Who does Romeo visit to ask for help? What is he doing when Romeo visits?
2. What does Friar Lawrence say about the earth?
3. What are some of the powers of herbs? How does Friar Lawrence compare man to herbs?
4. What does Romeo ask Friar Lawrence to do?
5. What is his initial reaction to Romeo's request?
6. Why does Friar Lawrence change his mind?

Scene 4:

1. What two things did Benvolio discover at Montague's home?
2. What does Mercutio say about Tybalt?
3. How does Mercutio talk with the nurse?
4. What does Romeo tell the Nurse?

Use the graphic below to label the main **themes** in Romeo and Juliet so far. (Have a Google if you get stuck).
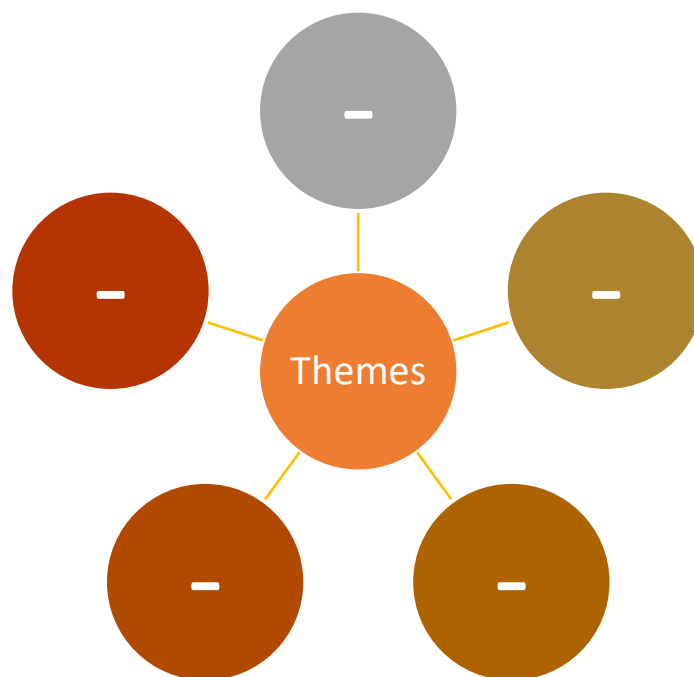
Genre - Tragedy

Define the term genre:

_____

Shakespeare's plays typically fall under one of three (sometimes four) categories:

- The comedies

- The tragedies

- The histories

- The romances

Romeo and Juliet falls under the category of a **tragedy.**

So, what is a tragedy?

In Shakespearean play, the word 'tragedy' is used very differently from the way we use it in everyday life, where it refers to a **sad or dreadful event** or disaster. We see examples in the news all the time, of events that are described as being tragedies.

Consider **3 recent events** that you have read or heard about in the news that have been described as tragedies. Examples from the past might include the Bali Bombings in October 2002, and the earthquake in Haiti in January 2010.
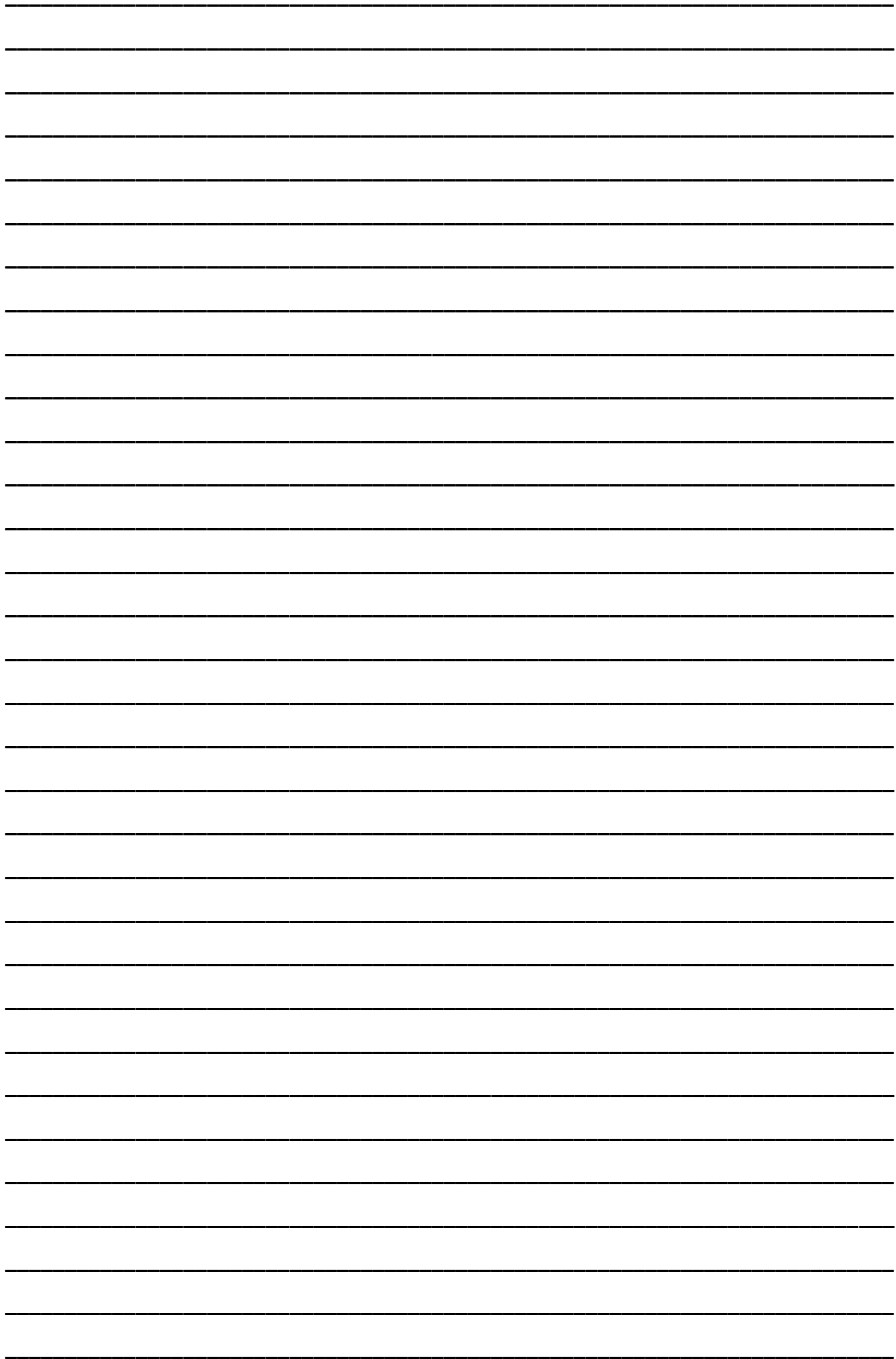
1. _____

2. _____

3. _____

The difference with a Shakespearean tragedy is that the play has the following characteristics:
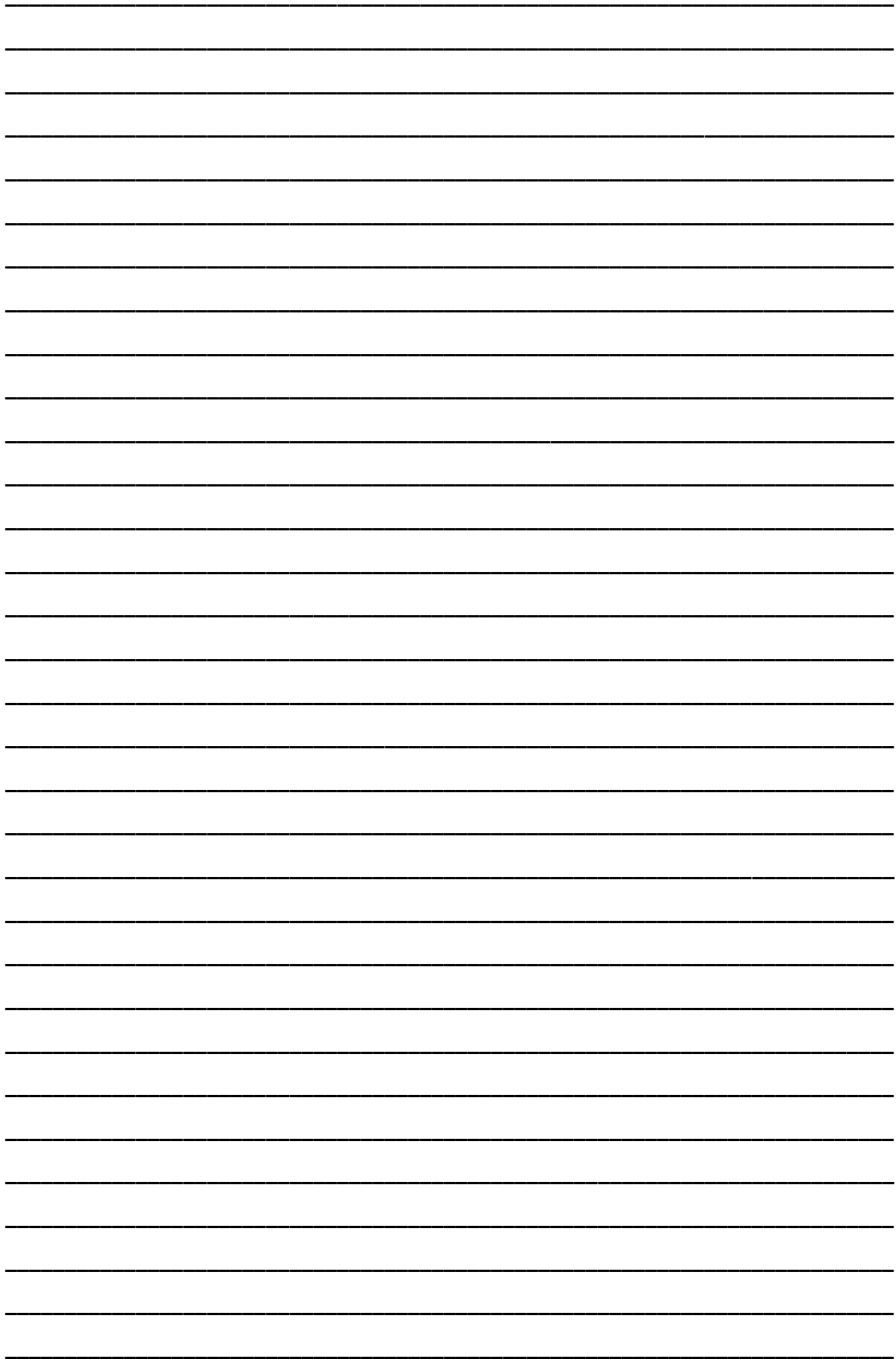
- We can see many good qualities in the main character. We like and respect them.

- The main character(s) always die.

- The main character has a flaw in their personality that leads to their death.

- A lot of innocent people die too.

- Fate, gods or supernatural forces may be involved in bringing about their demise.

- We, the audience, feel a sense of pity or loss at their death.

- The main character is of high social status in the community. Rich, famous or powerful.

- We can see many good qualities in the main character. We like and respect them.

List three things you have learned about the main character in a Shakespearean tragedy?

1. _____
2. _____
3. _____

From your reading of Romeo and Juliet so far, how do you think some of these elements of tragedy might apply?

_____

_____

_____

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200-word challenge – Week 2

- ☐ Word count _____
- ☐ Used warranted
- ☐ Used a list
- ☐ Used anaphora
- ☐ Used onomatopoeia

200 WORD CHALLENGE

200 words – 20 minutes

Write a speech to encourage a sports team before their grand final match.

Include:
- A list with a colon
- Repeating the same word/phrase at the start of several sentences (Anaphora)
- Onomatopoeia

Include the word:
Warrented: Needed

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Week Three To-Do

Task	Checklist
Read Act 3 Scene 5 Romeo and Juliet	
Complete Act 3 Scene 5 Activities (Questions and Summary Page)	
Globe Theatre research task	
Literacy Activity	
Read Act 4 Scene 1 Romeo and Juliet	
Complete Act 4 Scene 1 (Questions and Summary Page)	
20-minute challenge	

Romeo and Juliet Act III Scene V

1. What bird does Juliet dread hearing and why?
2. What does Romeo think about the bird and the light?
3. Why does Juliet change her mind?
4. What does Juliet ask Romeo?
5. What does Juliet envision?
6. Why does Lady Capulet think Juliet is crying? What is her plan for revenge?
7. How does Juliet react to the news of the marriage plans?
8. How does Lord Capulet react to Juliet's disobedience?
9. What is the Nurse's advice?
10. What is Juliet's reply?
11. What does Juliet plan to do?

Romeo and Juliet Act IV Scene I

1. What explanation does Paris give Friar Lawrence for the rushed marriage?
2. What will Juliet do if the Friar cannot help her?
3. According to Friar Lawrence's plan, what should Juliet do first?
4. On Wednesday night, Juliet should do what?
5. What will the potion do?
6. How long will it last
7. How will Romeo know of the plan?
8. What will Romeo do?
9. Do you think the plan is flawless? Why or why not?
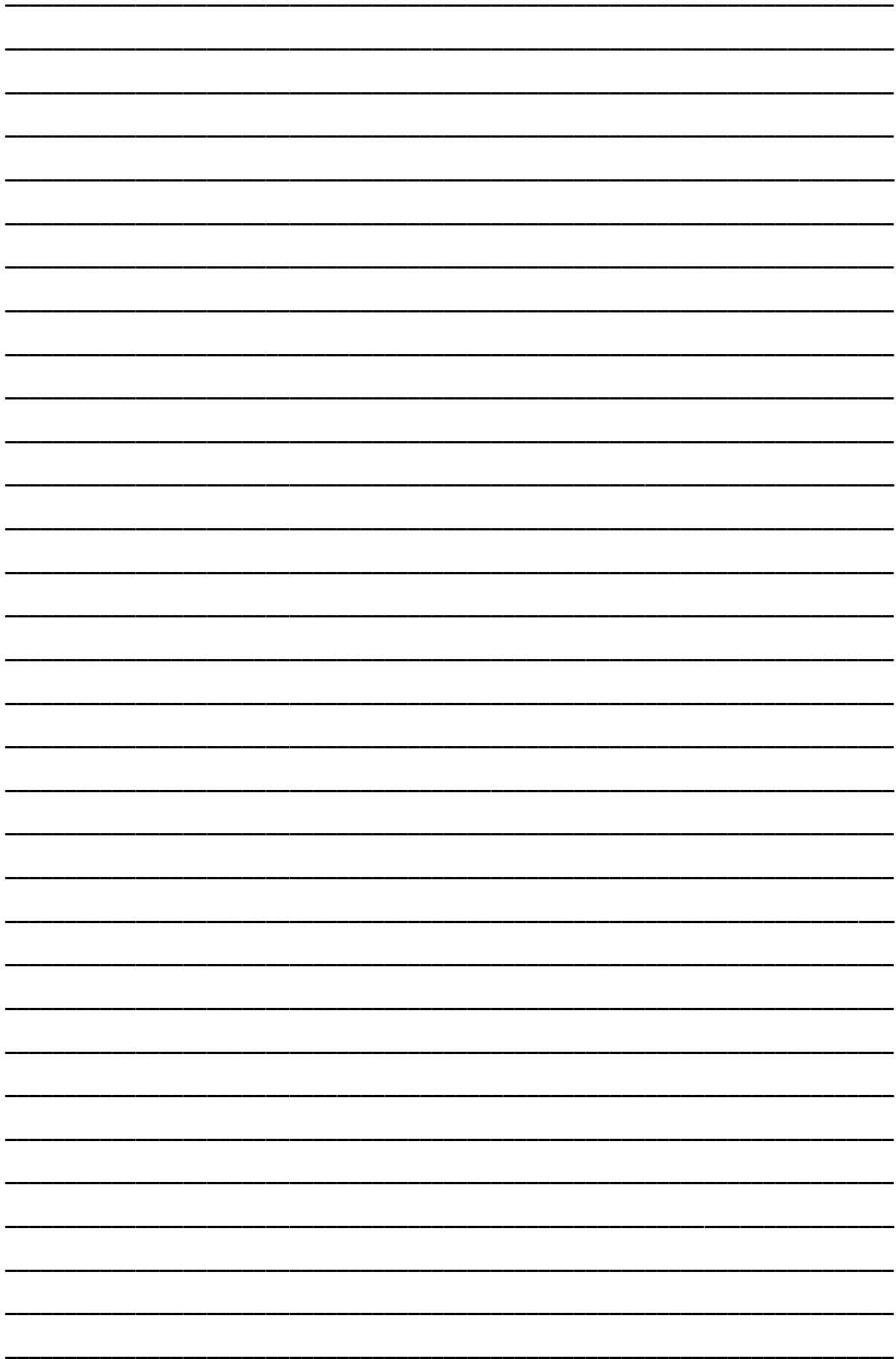
200 word challenge Week 3

- ☐ Word count _____
- ☐ Used implore
- ☐ Used persuasive language
- ☐ Used a fact or statistic
- ☐ Used quotation marks

Include the word:
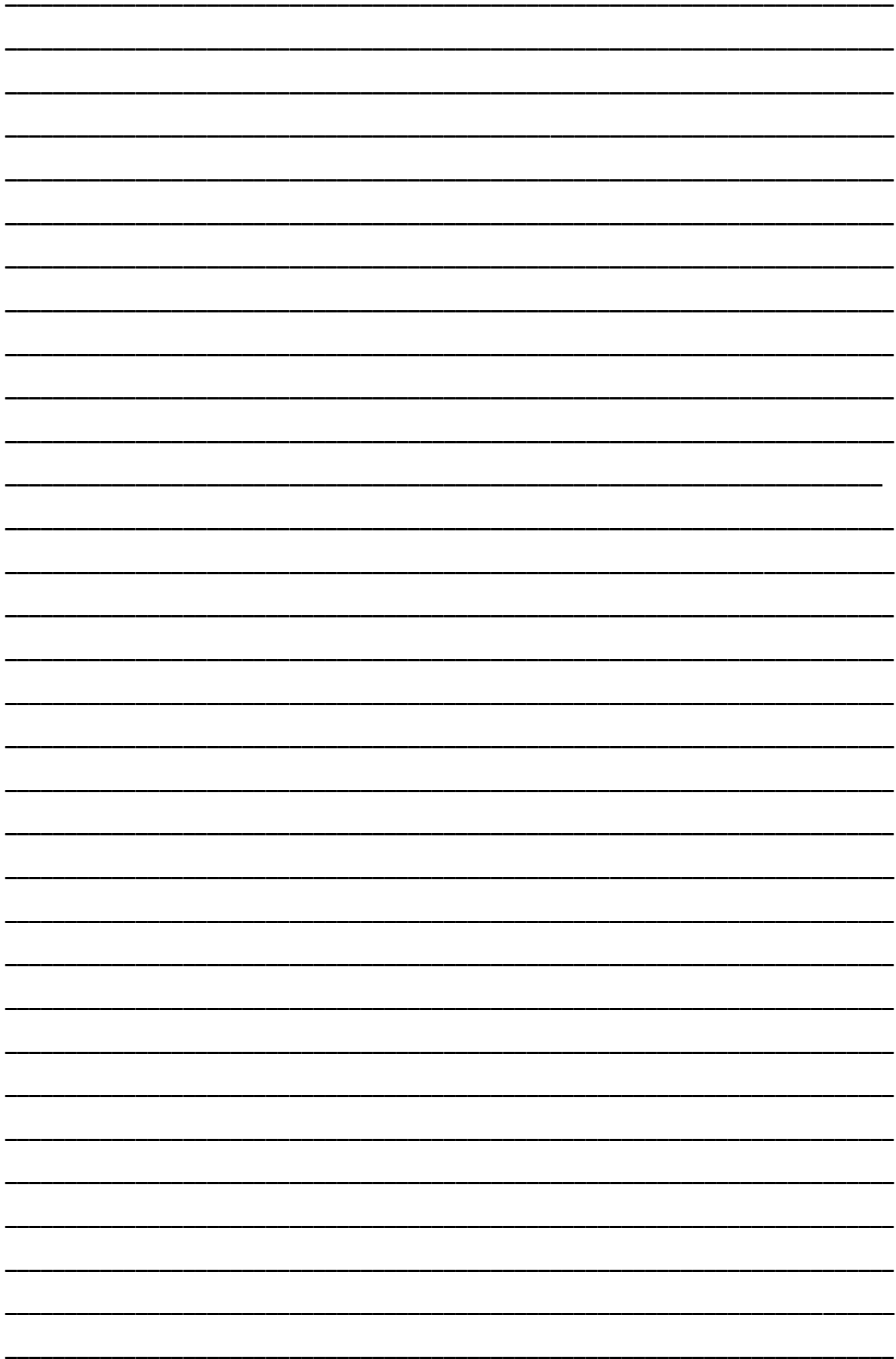Implore: beg someone to do something

200 WORD CHALLENGE

200 words – 20 minutes

Write a persuasive text either **for** or **against** moving schools online. You can include some arguments for, and some against if you like.

INCLUDE:
- PERSUASIVE LANGUAGE
- A FACT/STATISTIC YOU HAVE RESEARCHED
- QUOTATION MARKS

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Week Four To-Do

Task	Checklist
Modernising Romeo and Juliet – poster comprehension activity	
Create your own poster activity	
Watch section of Warm Bodies and complete reflection	
Literacy Task	
200-word challenge	

Poster comprehension: Modernising Romeo and Juliet

Shakepeare's Romeo and Juliet written in 1597 has been adapted and transformed into thousands of different versions: films, theatre, music, poetry and TV series.

Romeo and Juliet Film directed by Baz Luhrmann 1996

This story continues to have a major impact on society today as the issues of forbidden love, love at first sight, jealousy, hatred etc are as important today as they were in Medieval times when it was written.
Romeo and the Montague family brandish **guns** (which they call swords) and wear bright, casual clothes. The image of the gun-wielding Romeo suggests this is an **action** film.
The Capulets and the Montagues are represented as **rival gangs**; their families are **rival corporations**.
The story is set in **Verona Beach**, a cross between Miami, New York and Mexico City.
Director **Baz Luhrmann** used Shakespeare's **words**; the contrast between a modern setting and the use of Shakespearean English is dramatic.

Key **themes** are listed on the poster, revealing that this is more than just a romantic story.
- Modern setting/ America – Verona Beach
- Modern weapons eg. Guns show it is an action film
- The words; hope, despair, tragedy and love are on the poster to show key themes
- Well know actor/actress used for main characters
- Costumes casual and modern/bright colours used.

Gnomeo and Juliet Animated Film 2011

Gnomeo & Juliet is a **3D animated transformation** starring warring garden gnomes. At the start of the film, a red gnome announces, 'The story you are about to see has been told before. A lot.'

The two households of Shakespeare's play are now **two gardens** in Stratford-upon-Avon, the English town in which Shakespeare was born. The two families of gnomes try to **outdo** each other by creating elaborate, ornamented gardens.

- Transformation of the original
- Picture in centre clearly shows TWO opposing sides like original
- Bright colours are used – target young audience
- Setting is a garden in England
- Weapons are garden tools/ use of humour

Romeo and Juliet Film directed by Franco Zeffirelli 1968

In director **Franco Zeffirelli's 1968 film,** Romeo and Juliet look as though they have stepped straight out of the **Italian Renaissance**. The Montagues and the Capulets are dressed in richly ornate clothes and the sword fights are **realistic**.

While he created what seems to be the **'look'** of a Shakespearean drama, Zeffirelli took **liberties** with the **script**. Many lines were simplified, added or omitted. More than half the play's text was not used in the film.

- Olden day setting/ Italy – Renaissance/Medieval period (same a original play)
- Focus on love – two main characters in the centre of the poster
- Sword fights looks possible
- Costumes medieval period – richly ornate.

1. Based on the posters, which of the versions of Romeo and Juliet appeals to you most? Why?

_____

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2. Which version seems likely to be closest to the original Shakespearean play?

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3. Would you prefer to read the play or watch the film of Romeo and Juliet? Why?

_____

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4. What is the target audience for Gnomeo & Juliet? Justify your response by commenting on the colours, images and language of the poster for the film.

_____

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5. How has Baz Luhrmann tried to make his film appeal to a young, modern audience?

_____

_____

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_____

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6. What do you think the director of Gnomeo & Juliet thinks of the original play by Shakespeare?

_____

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_____

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7. What themes or subject matter seem to be emphasised in Franco Zeffirelli's adaptation?

_____

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8. What aspects of the Romeo and Juliet story does Baz Luhrmann wish to highlight in his film, other than the romance?

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Create your own poster activity

As you can see above, people create all sorts of adaptations of Shakespeare. They can change the setting, the characters or the time period to try to engage a modern audience.

Flip through the next few pages. I have included some examples of posters that my past students have made.

Either in your book, on Canva, or on Photoshop, I want you to think about a modern setting you could set Romeo and Juliet in, and create a poster modelled on the examples you have seen.

Some ideas could be a school setting, a business, a beach theme or really anything that comes to your mind.

Do some research online, or email me for some ideas if you get stuck.

Be creative!

Warm Bodies and Gnomeo and Juliet – Scene Analysis

If you can, access the Google Classroom where I have posted the ClickView link to the film Warm Bodies.

Watch the first 15 minutes of this film and make notes below on what is happening in the initial moments of the movie.

_____
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Re-read the summary of Act I of Romeo and Juliet.

Complete the table comparing the similarities and differences between Romeo and Juliet and Warm Bodies.

Similarities	Differences

Reflect on **why** you think the director has chosen to adapt the play into this context.
Consider:

- Audience: Who is this aimed at?
- Appeal: How has the play been changed to appeal to a modern demographic?
- How have the characters been updated?

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If you can, access the Google Classroom again and watch the first 20-30 minutes of Gnomeo and Juliet.

Make notes below on what is happening in the initial moments of the movie.

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Complete the table comparing the similarities and differences between Romeo and Juliet and Gnomeo and Juliet.

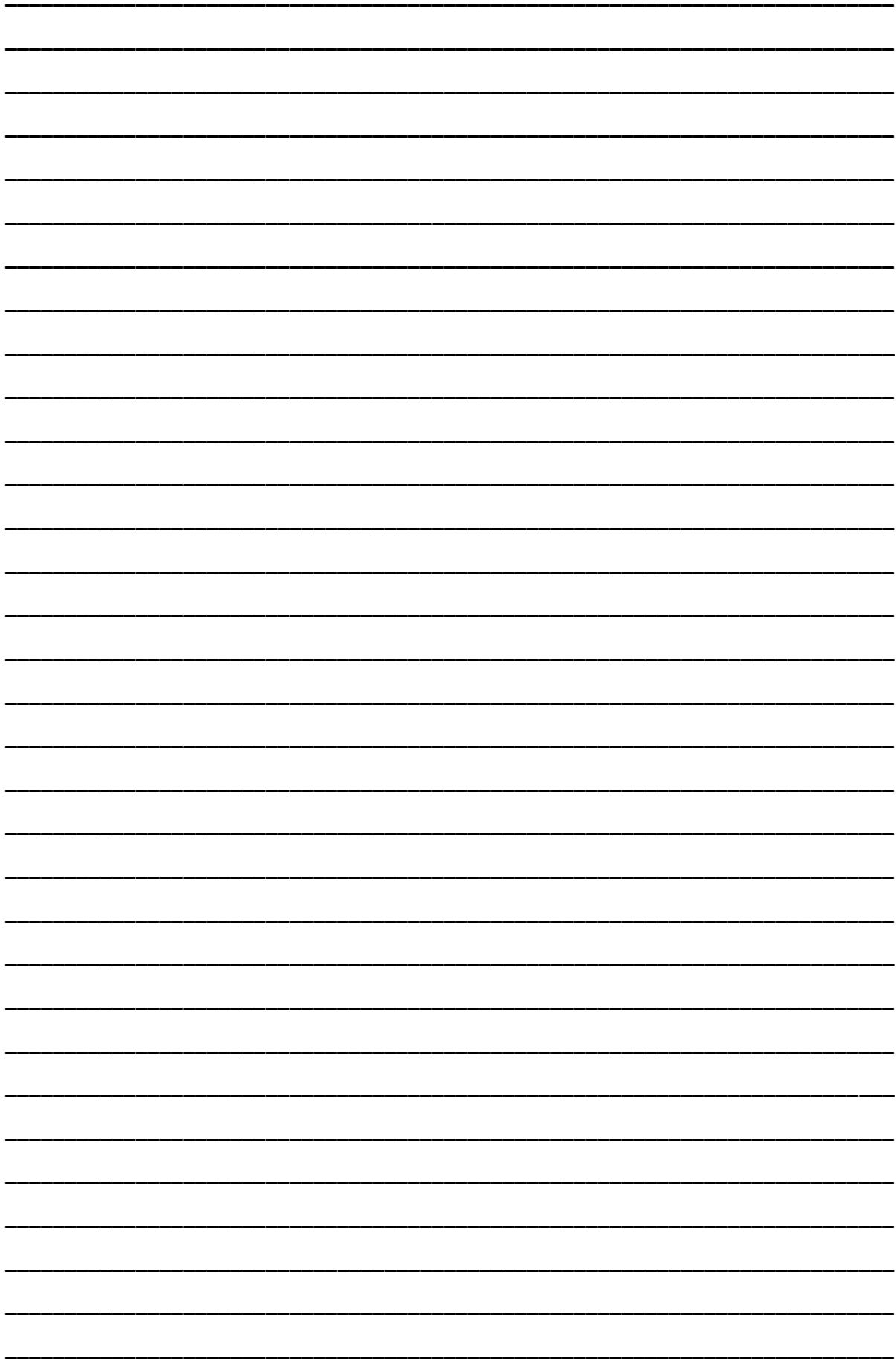| Similarities	Differences

Reflect on **why** you think the director has chosen to adapt the play into this context. Consider:
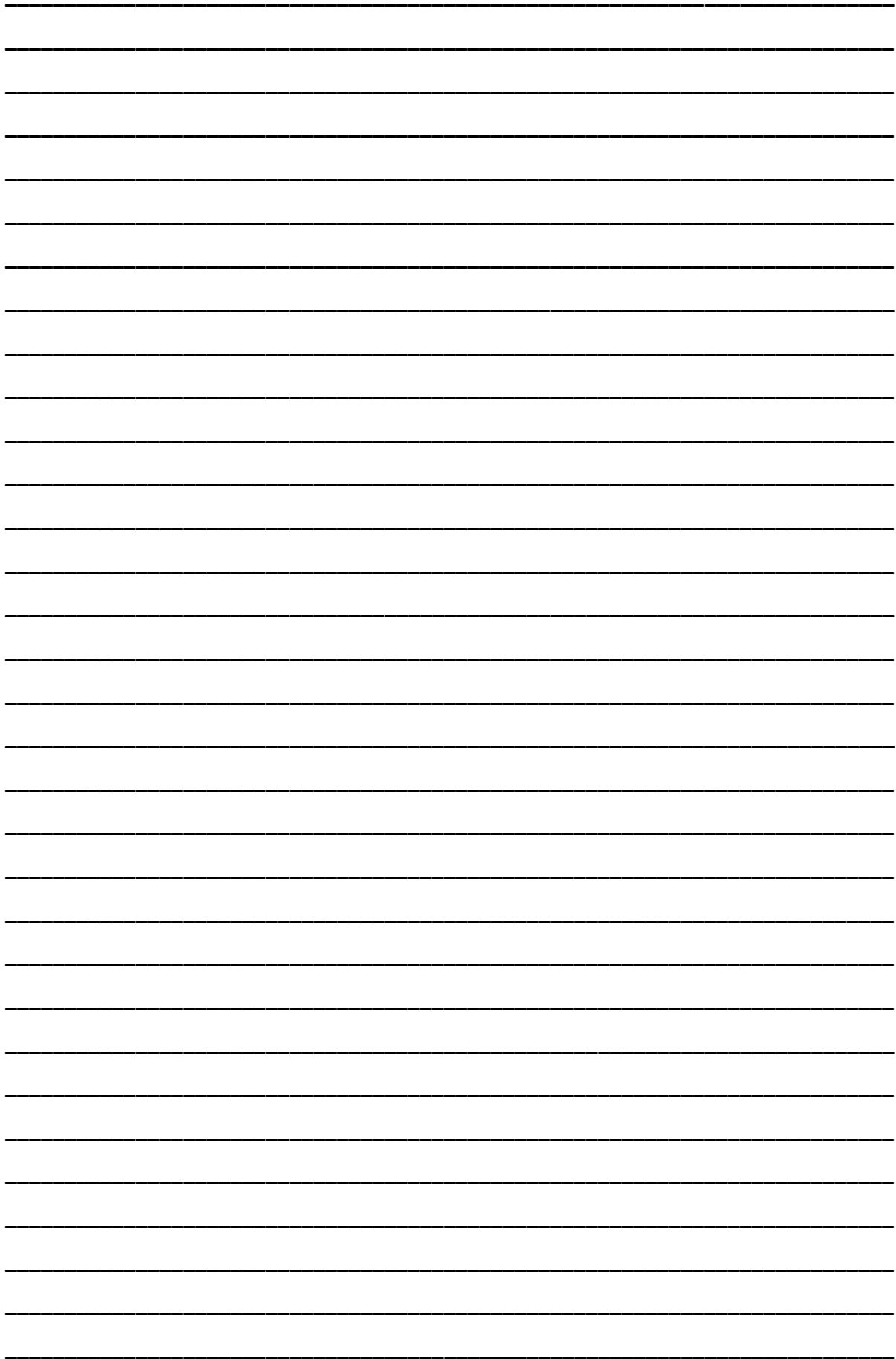- Audience: Who is this aimed at?
- Appeal: How has the play been changed to appeal to a modern demographic?
- How have the characters been updated?

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200-word challenge week 4
- ☐ Word count _____

- ☐ Used captivating
- ☐ Used hyperbole
- ☐ Used descriptive language
- ☐ Used first person language

200 WORD CHALLENGE

200 words – 20 minutes

You are stationed on the international space station. Describe what you see.

INCLUDE:
- A HYPERBOLE
- DESCRIPTIVE LANGUAGE
- FIRST PERSON LANGUAGE

Include the word:
Captivating - capable of attracting and holding interest

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Week Five To-Do

Task	Checklist
Appropriation notes and activity	
The Tempest Summary	
Read Act I Scene 1-2 of the Tempest	
Complete Act I Questions	
Literacy Activity	
200-word challenge	

Appropriation notes

What is Appropriation? Copy this definition into your book:

Taking over or possessing something for personal use. Appropriation is a part of the transformation process. It is "lifting" the material from an original source and updating it to make it more relevant for a modern audience. Often this means creating the story in a new, more contemporary form.
Some stories are just too good to let die. Stories are often appropriated because they contain universal themes and "truths" about the human condition (human nature and emotions) which cross all social, historical and cultural boundaries.

- Why do you think so many of Shakespeare's plays have been appropriated?

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1. In your own words, explain why you think a composer would choose to appropriate a text. Why don't they just create their own ideas instead of taking someone else's?

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2. Why would it be important for a modern composer to consider the FORM of a text?

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3. Why would a long novel or a play not be suited to modern audiences anymore?

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4. What textual forms would be more relevant in a contemporary context? Why?

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5. Choose one of the following fairytales:

- Goldilocks and the Three Bears
- Cinderella
- Little Red Riding Hood

For your chosen fairytale, complete the following:

    a)   Write a short (100-150 word) summary outlining the plot of the fairytale; making sure to outline the major events and characters.

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    b)   What is the moral/s of the fairytale? What are the main themes or messages?

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c) Now, taking the main ideas and/or characters from your chosen fairytale, come up with a short story that APPROPRIATES the original narrative. Your story should be set in a contemporary context and should be relevant to the audience (which is your class). Remember, there should be connections to the original text, but you should change them enough so the new story is your own. Write your story in your book.

The Tempest Summary:

Access the following YouTube clip:

https://www.youtube.com/watch?v=KVsQjZxLqTY

THE TEMPEST BY SHAKESPEARE - SUMMARY, THEME, CHARACTERS & SETTING

214,534 views • Apr 25, 2018

Give a general summary of what happens in the story.

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What category does the Tempest fall under? Comedy, tragedy or history?

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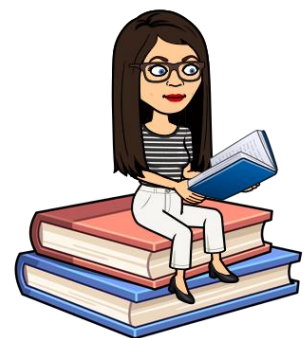
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The Tempest – Act One Questions

1. Act One, Scene i shows the "tempest" of the play's title. How do the different characters react to crisis?

2. Who is Miranda? What is her reaction to the scene she has just witnessed?

3. Who is Prospero? How does he know that everyone has survived the storm?

4. How did Prospero and Miranda come to be on the island?

5. Who is Ariel? Why should he be grateful to Prospero, and just do what he's told?

6. Who was Sycorax? How does Prospero feel about her? Are there any parallels between Sycorax's story and Prospero's?

7. Who is Caliban? What is his attitude towards Prospero's control of the island?

8. What event led Prospero to start treating Caliban as his slave?

9. Who taught Caliban to speak? How does he tend to use language? Why?

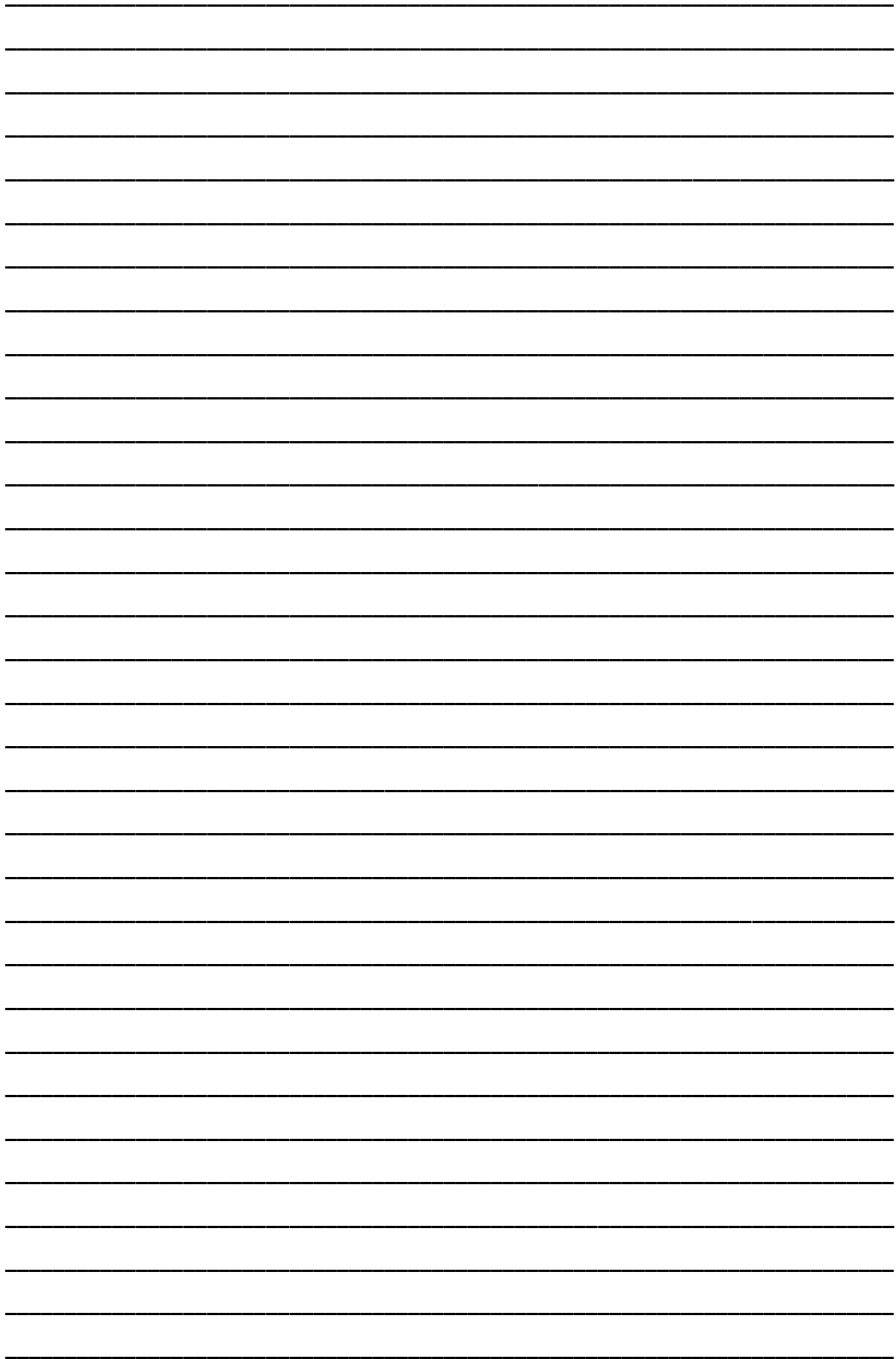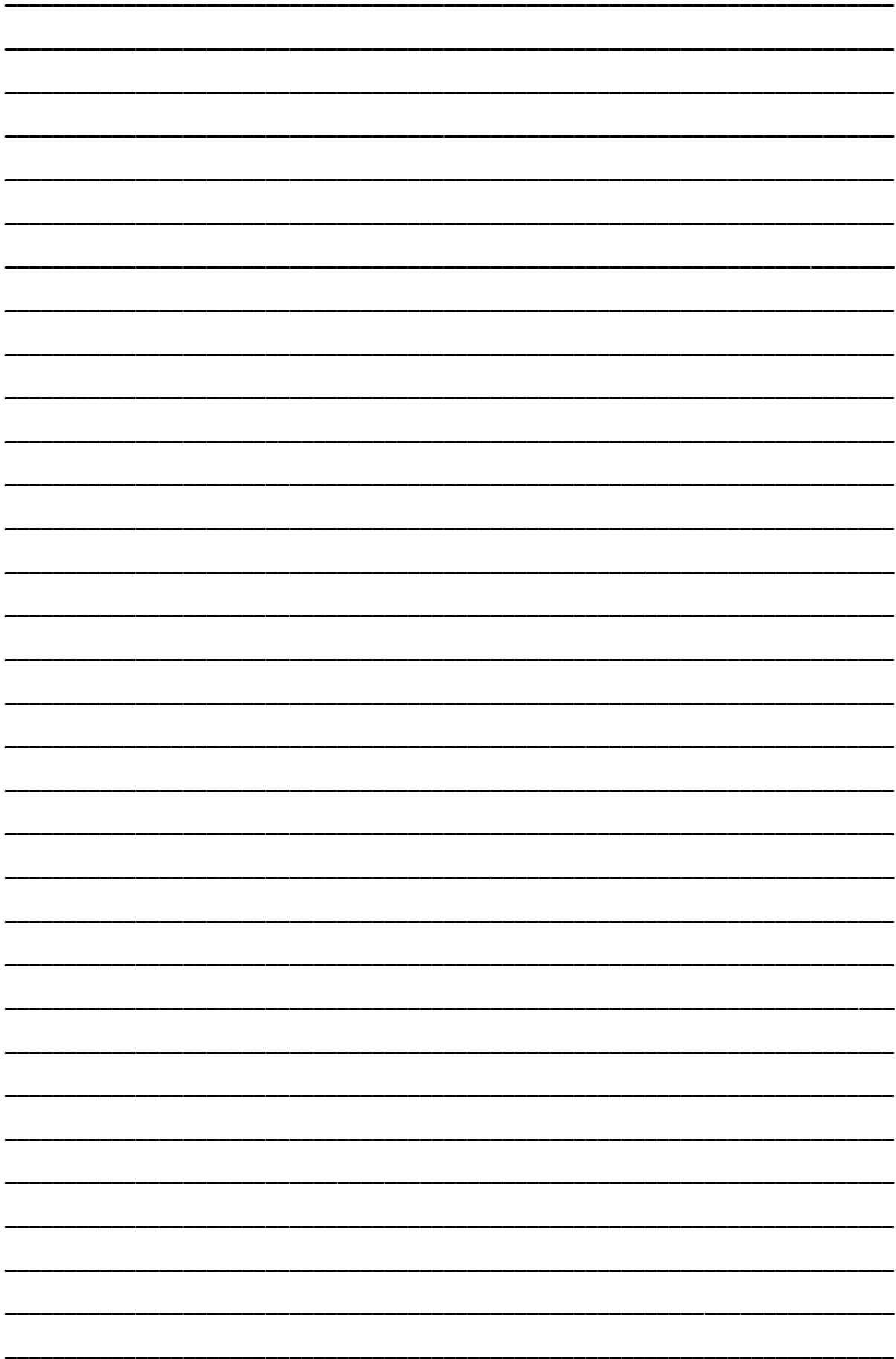10. Why does Miranda think that Ferdinand might be a "spirit"?

200-word challenge – week 5

- ☐ Word count _____
- ☐ Used enriching
- ☐ Used a metaphor
- ☐ Used descriptive language
- ☐ Used symbolism

Use the word:
Enriching: improve or enhance the quality of

200 WORD CHALLENGE

200 words - 20 minutes

"Life begins at the end of your comfort zone."
Write a creative piece inspired by this quote.

INCLUDE:
- A METAPHOR
- DESCRIPTIVE LANGUAGE
- SYMBOLISM

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<u>Week Six To-Do:</u>

Task	Checklist
Read Act 4 of the Tempest	
Complete Act 4 Activities	
Mind-map: themes	
Research and create an infographic about the Tempest	
Literacy Activity	
200-word challenge	

The Tempest Act IV questions

18. What is Prospero's major warning to Ferdinand and Miranda? Why do you think he is so concerned about this?

19. For the benefit of Ferdinand and Miranda, Prospero has Ariel stage a masque, or symbolic pageant, celebrating betrothal and marriage (IV.i). Ceres, goddess of the harvest and fertility, and Juno, goddess of marriage, as well as Iris, the goddess of the rainbow (associated with covenant or contract), all have speaking parts. Why isn't Venus invited to the wedding masque?

20. What makes Prospero interrupt the masque?

21. How does Ariel get the best of the low-life plotters?

Mind-Map – The Tempest

Using your own knowledge and any research you need to do, use either Mindmup, other online software or good old pen and paper to create a mind-map of the main themes in the Tempest.

THINKING...

Tempest Infographic Activity

Infographics are an excellent way to summarise and share information in a modern world.

Below are some examples of this text type:

As you can see, an **infographic** combines text, pictures and colour to deliver information in an appealing way.

What I want you to do, using your own knowledge and the internet if you can, is to create an infographic about *The Tempest.*
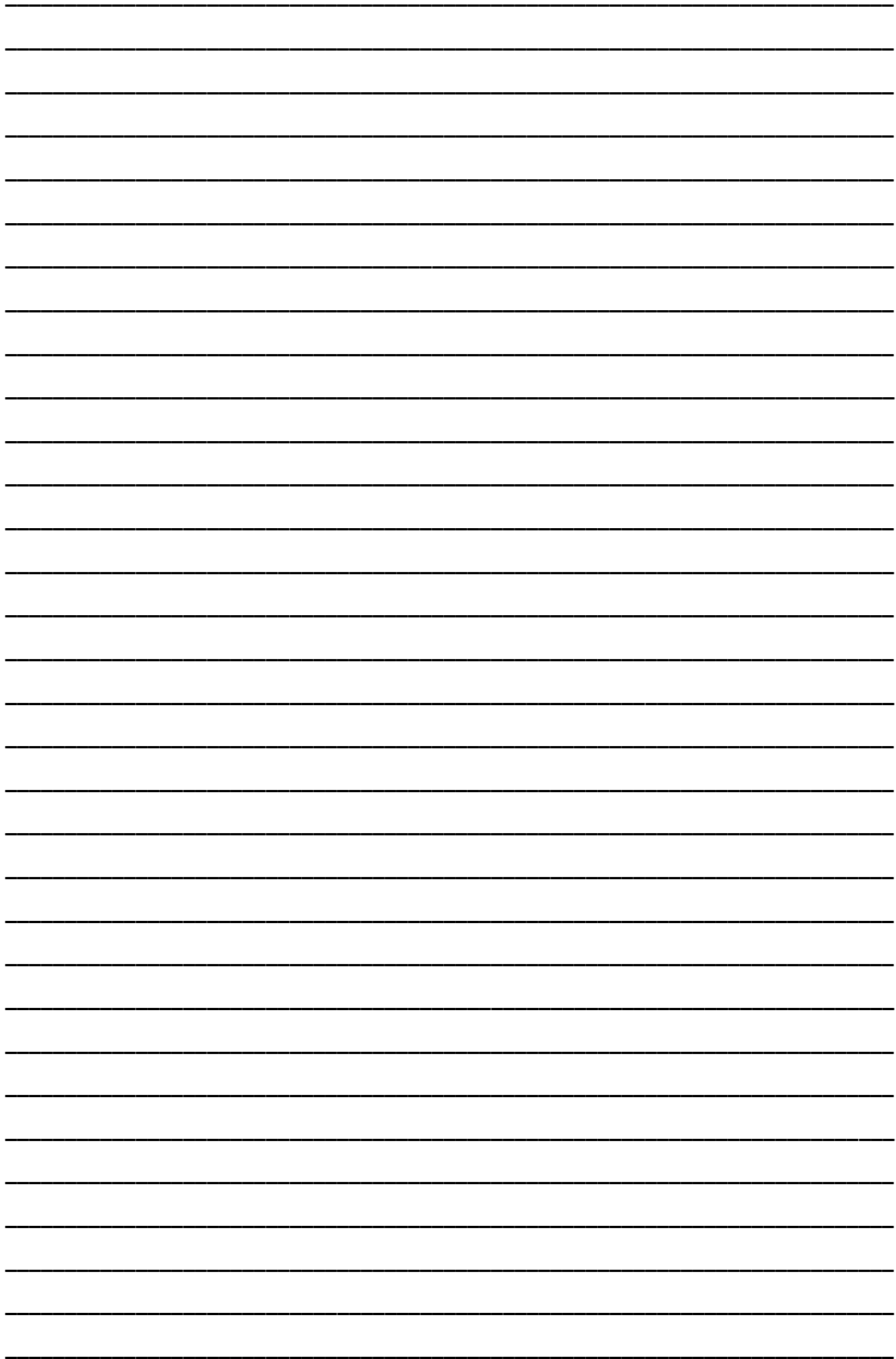
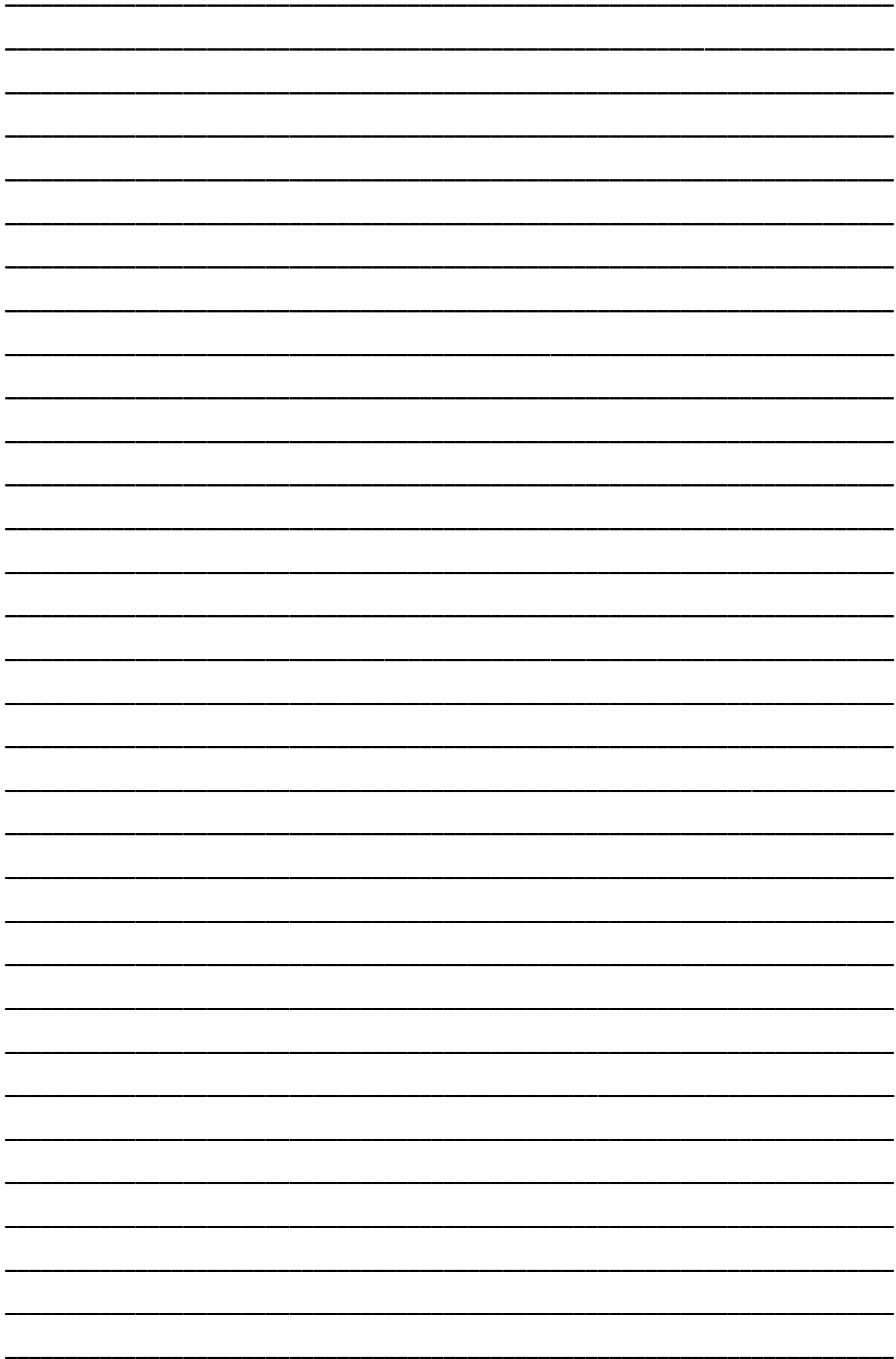The things I want you to include are:

- A plot summary

- Character summaries (brief)

- The main themes

- Pictures

- What is interesting about this text.

There are a lot of websites/platforms out there, but I like **Canva.** Create your infographic, and email me or upload to the Google Classroom. ☺

200 word challenge – week 6

- ☐ Word count _____
- ☐ Used tranquil

- ☐ Used colour imagery
- ☐ Used a simile
- ☐ Used emotive language

200 WORD CHALLENGE
200 words - 20 minutes

Write a descriptive piece that captures an autumn day.

INCLUDE:
- COLOUR IMAGERY
- A SIMILE
- EMOTIVE LANGUAGE

Include the word:
Tranquil - free from disturbance, calm

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<u>Week Seven To-Do:</u>

Task	Checklist
Tempest film section	
Summary task	
Literacy Activity	
200-word challenge	
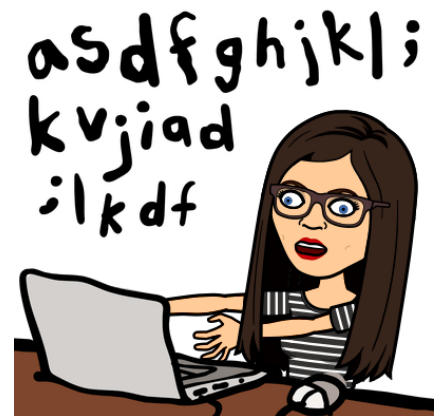
Tempest Film Comparison

If you can, log onto the Google Classroom and access the film version of the Tempest that I have linked.

Again, watch the opening 20-30 minutes and complete the following activities:

Make notes below on what is happening in the initial moments of the movie.

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Complete the table comparing the similarities and differences between the opening of the Tempest in the play and in the film.

Similarities	Differences

Reflect on **why** you think the director has chosen to adapt the play into this context. Consider:
- Audience: Who is this aimed at?
- Appeal: How has the play been changed to appeal to a modern demographic?
- How have the characters been updated?

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Summary Activity:

Using what you have learned in this unit, I want you to write a written piece explaining **why** Shakespeare's texts are appropriated into different, more modern forms. You should use either Romeo and Juliet or the Tempest as your example.

I want you to structure it as sort of a mini-essay: I will detail the structure below in a scaffold.

The things you should include in your response are:

- What is interesting about Shakespeare: go back to the start of the booklet about why we still study it.
- How the texts have been changed: e.g. Gnomeo and Juliet is an animation with garden gnomes instead of humans etc.
- **Why** have they been changed. E.g. modern language is more appealing, animations are interesting to kids etc.

A sample paragraph might be:

Shakespeare's texts are changed into modern versions because the themes are still relevant for today's audience. For example, some of the themes in Romeo and Juliet are teenage love, conflict with parents and deception. Many young people and even adults can relate to this idea in the modern world. These themes are also explored in the movie Gnomeo and Juliet, where the characters are garden gnomes instead of people, there is a red family and a blue family and they are trying to work out how to get together. This movie is interesting to an audience because the language has been updated to be more modern and the characters are animated and fun, and scenes such as a lawnmower race have been added to make the text more humorous. Therefore, Shakespeare's texts are often updated into modern forms like animation because the themes are interesting and relatable to a modern audience.

Introduction

State your topic: e.g. why do people make movies/updated versions of Shakespeare's plays	
List your points E.g. because the themes are interesting	
Say which texts you will talk about. E.g. I will talk about Romeo and Juliet and Gnomeo and Juliet as my examples	

Paragraph 1

State your first point. E.g. People change Shakespeare's plays into modern versions because…	
Give examples from the Shakespeare text E.g. Romeo and Juliet shows…	
Give examples of how the modern text is updated E.g. Gnomeo and Juliet is changed to be an animation but still deals with the same ideas such as…	
Summary sentence E.g. Therefore, people change Shakespeare's plays because	

Paragraph 2

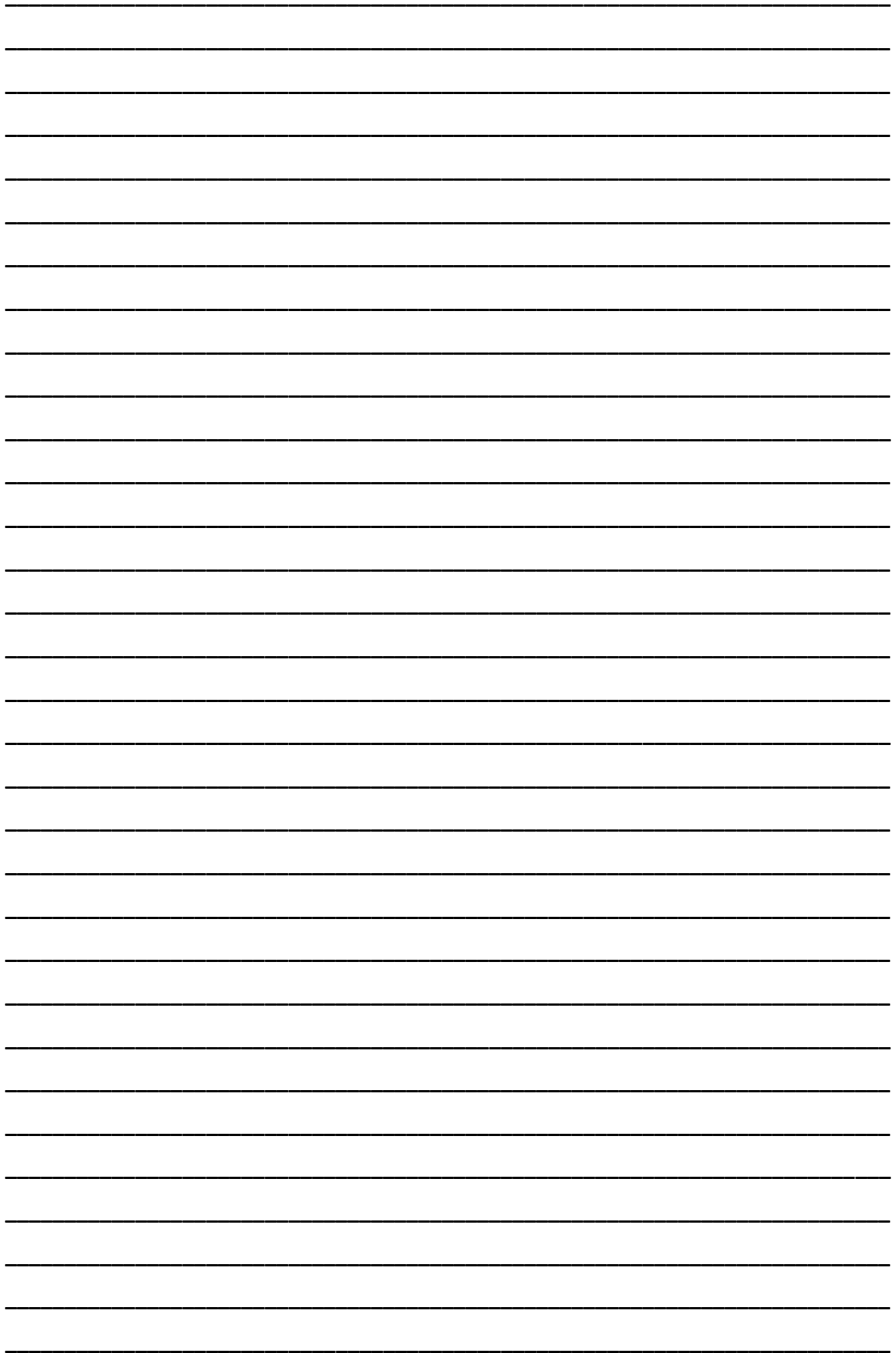|	
State your first point. E.g. People change Shakespeare's plays into modern versions because…	
Give examples from the Shakespeare text E.g. Romeo and Juliet shows…	
Give examples of how the modern text is updated E.g. Gnomeo and Juliet is changed to be an animation but still deals with the same ideas such as…	
Summary sentence E.g. Therefore, people change Shakespeare's plays because	

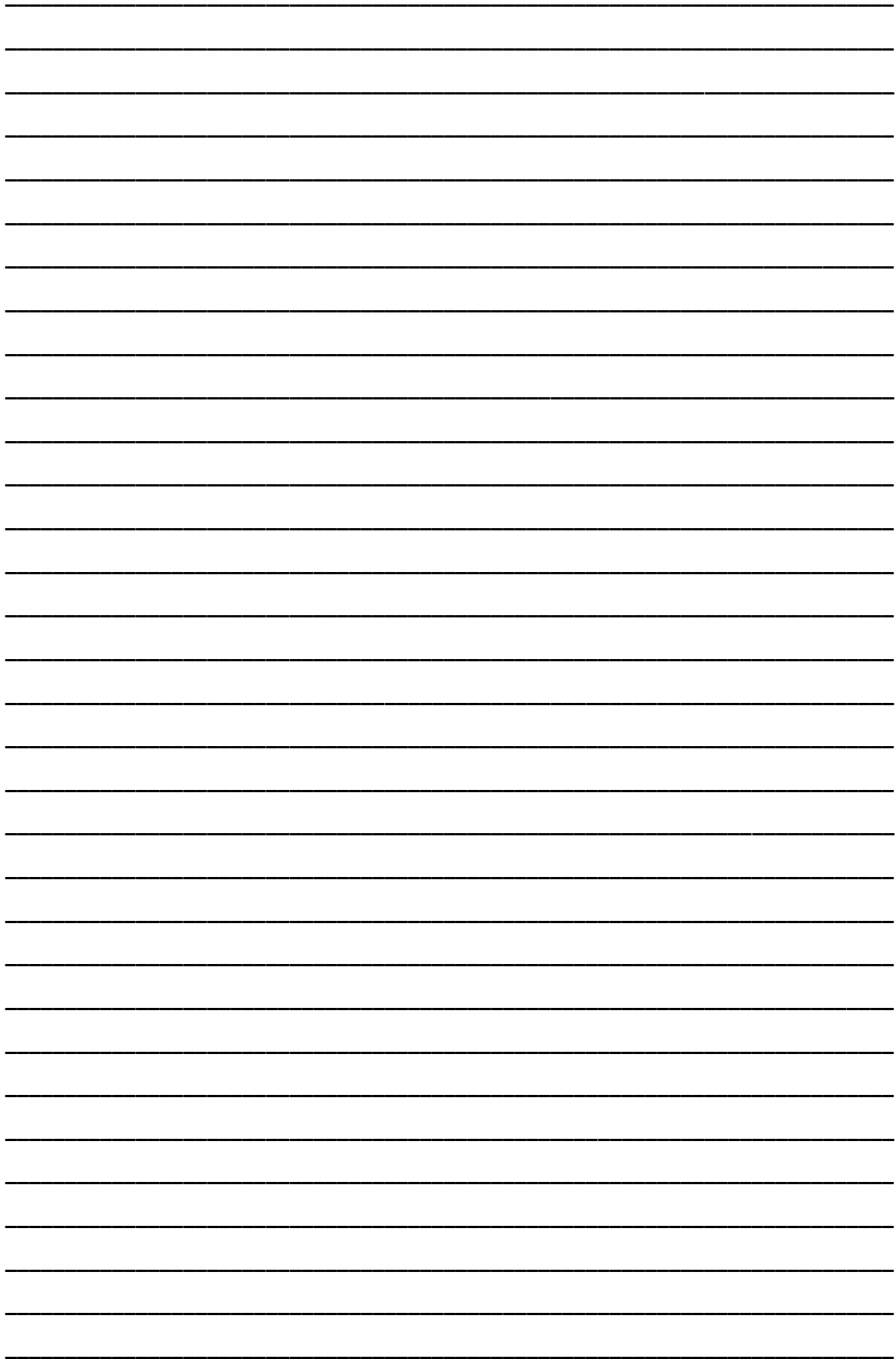Conclusion:

Sum up your point. As I have shown Shakespeare's plays are changed because…	

If you can – please type this and email to me or upload to the Google Classroom. ☺

200-word challenge – Week 7

- ☐ Word count _____
- ☐ Used intrigued
- ☐ Used dialogue
- ☐ Used a hyperbole
- ☐ Used onomatopoeia

200 WORD CHALLENGE

200 words – 20 minutes

You sit on the street of a busy city for a day. Describe the things you see and hear.

INCLUDE:
- DIALOGUE
- A HYPERBOLE
- ONOMATOPOEIA

Include the word: **Intrigued** - arouse the curiosity or interest of; fascinate.

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<u>Word search</u>

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P  A  I  G  T  A  G  M  P  D  Y  S  S  Y  G
Y  C  A  U  J  R  T  R  E  E  T  H  O  J  P
Y  G  Y  L  W  C  A  A  X  S  V  A  N  V  O
T  W  H  A  X  D  T  G  E  T  E  K  N  R  N
J  H  U  Y  M  H  R  P  E  L  D  E  E  J  O
C  K  G  A  Z  A  M  O  I  D  L  S  T  C  B
K  T  Z  R  Y  E  C  Z  F  E  Y  P  W  J  C
B  Y  I  T  T  S  A  Y  D  T  T  E  M  N  B
P  Z  O  E  E  B  O  L  G  K  A  A  H  V  O
F  T  F  B  E  I  K  D  N  J  Q  R  F  E  O
D  E  S  T  I  N  Y  D  Z  J  R  E  T  X  L
H  P  H  E  R  A  E  P  S  E  K  A  H  S  E
K  A  G  W  V  A  E  L  P  P  H  N  W  C  V
N  P  B  J  F  Q  S  G  E  W  A  R  C  Y  O
S  A  Z  T  A  G  H  E  C  J  J  D  W  A  L
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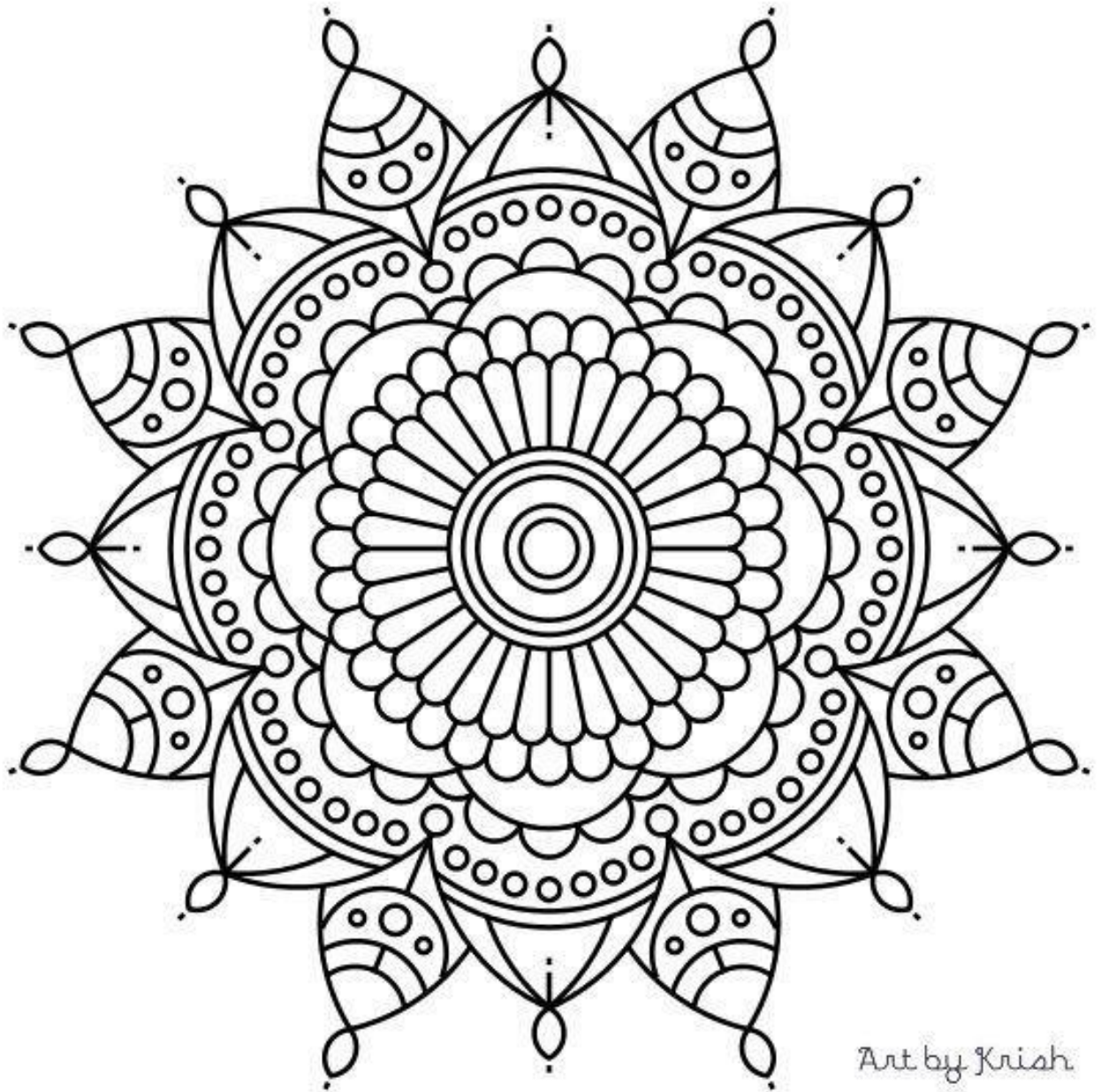
BETRAYAL	LOVE
DEATH	SHAKESPEARE
DESTINY	SHAKESPEAREAN
ELIZABETHAN	SONNET
FATE	STRATFORD
GLOBE	TEMPEST
HATE	TRAGEDY

Art by Krish