Y7 English Term 5 + 6 Romeo and Juliet Week 1: Context Week 2: Genre Week 3: Language, imagery, symbolism dialogue: a phrase using two contrasting ways to talk about During the Elizabethan a conversation between two or oxymoron: terms (e.g. 'feather of lead') context: period... more people During the 16th Century... when a character speaks their two things being placed close soliloquy: juxtaposition: thoughts aloud to themselves or together with contrasting effect patriarchy: a system of society or to the audience the use of people or things to symbolism: government in which men two lines of the same length that represent powerful ideas or rhyming couplet: hold the power and women rhyme and complete one qualities are largely excluded from it. thought the ability to take action or agency: foreshadowing: where we get hints/clues about choose what action to take. what might happen later in the plot









Y7 English Term 5 + 6 Week 4: Academic Writing 1		Romeo and Juliet			
		Week 5: Academic Writing 2		Week 6: Academic Writing 2	
thesis statement:	NAME, VERB, POINT, PLACE, COMMA, QUOTATION	the literary present:	In literary analysis, we ALWAYS talk about the text	extended metaphor:	a metaphor which unfolds across multiple lines or sections of a text.
academic verbs: The author illustrates evokes	illustrates evokes	modal verbs:	and the writer as if they are in the present tense, even if they were writing hundreds of years ago. verbs which show how	conceit:	where the vehicle and tenor are two vastly contrasting things, and the effect is surprising unlikely and complex.
academic ohrases	The reader is struck by alarmed	modal verbs.	certain your interpretation is, e.g. this may suggest; Shakespeare could be implying		
	encouraged to				
	Extension (QR Codes – Read the informa	ation on BBC Bitesize and complet	te the 'Test- to so	elf-quiz
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