**JULIET**

Yon light is not day-light, I know it, I:  
It is some meteor that the sun exhales,  
To be to thee this night a torch-bearer,  
And light thee on thy way to Mantua:  
Therefore stay yet; thou need'st not to be gone.

**ROMEO**

Let me be taken, let me be put to death;  
I am content, so thou wilt have it so.  
I'll say yon grey is not the morning's eye,  
'Tis but the pale reflex of Cynthia's brow;  
Nor that is not the lark, whose notes do beat  
The vaulty heaven so high above our heads:  
I have more care to stay than will to go:  
Come, death, and welcome! Juliet wills it so.  
How is't, my soul? let's talk; it is not day.

**JULIET**

It is, it is: hie hence, be gone, away!  
**It is the lark that sings so out of tune,****Straining harsh discords and unpleasing sharps.**  
Some say the lark makes sweet division;  
This doth not so, for she divideth us:  
Some say the lark and loathed toad change eyes,  
O, now I would they had changed voices too!  
Since arm from arm that voice doth us affray,  
Hunting thee hence with hunt's-up to the day,  
O, now be gone; more light and light it grows.

**ROMEO**

More light and light; more dark and dark our woes!

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**







**Use in essays on…**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**



**Use in essays on…**

**Quotation:**

“It is the lark that sings so out of tune,/Straining harsh discords and unpleasing sharps.”

**Interpretation:** Romeo and Juliet have spent the night together before he is banished. The normally beautiful lark, who signals the morning with its song, is now a painful reminder of what the future holds.

**Techniques:** Symbolism; Sibilance; Language.

**Analysis:**

* The lark is usually a bird symbolising morning joy and hope for a new day. Here, joy and optimism have been defeated by pain and pessimism – even nature has been drawn into the idea of conflict that fills the play.
* Simple language emphasises the heartbreak of the scene – “straining”, “harsh” and “unpleasing” perfectly convey what the new day will bring for the lovers.
* The sibilance of the statement creates an unpleasant sound – much like the lark, Juliet’s words are not what the audience want to hear.

**Use in essays on…** Conflict; Marriage; Youth.

**ACT SCENE ESSAY QUESTION:**

**At this point in the play,**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

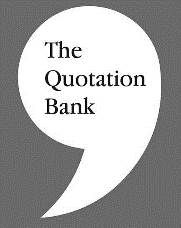
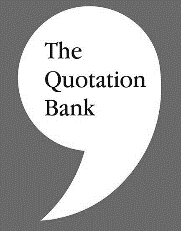






**Use in essays on…**

**Romeo and Juliet – Extract Analysis**



**The Quotation Bank® GCSE English Literature Study Guides – free photocopiable resource. www.thequotationbank.co.uk**

**Teacher notes:**

This activity is designed to be used in class or set as a homework, to help pupils develop their AO1 and AO2 skills.

The resource is designed so that it can be revisited multiple times with different extracts, or used by pupils independently, to develop a bank of annotated extracts over time.

One example quotation is provided, taken from The Quotation Bank®: Romeo and Juliet. The example models how to interpret a quotation, draw out the literary and dramatic devices used, and analyse key words/techniques, as well as consider what exam questions this quotation could provide evidence for.

The Act and Scene section is left blank – a simple starter could be for pupils to locate the scene within the text. “At this point in the play” allows pupils to put the passage within a whole text context.

When using this resource with your pupils you may wish to give pupils two copies of the handout, so you can model the analysis with the whole class, using a quotation you have chosen, before they work independently.

Please note this resource is set at A3 size.

*Differentiated use of the resource:*

You may wish to give pupils suggested quotations to analyse, particularly where you feel pupils would benefit from more structure and support, or they could select their own. The template is provided as a Word document so you can type directly into the document to provide more scaffolding and support if you feel your pupils would benefit from this.

You may wish to give pupils a pre-chosen exam style question in the box at the bottom and ask them to find relevant quotations from the text before analysing them, or pupils could set their own exam question. This is an activity that could also work well in groups, with each member providing analysis for a different quotation before bringing them together in a group essay plan.

Pupil-focused instructions are provided below if you wish to use this resource for homework or independent learning.

**The Quotation Bank: Extract Analysis**

|  |  |
| --- | --- |
| **A01** | **Read, understand and respond to texts. Students should be able to:**   * **Maintain a critical style and develop an *informed personal response*** * **Use textual references, *including quotations*, to support and illustrate *interpretations*.** |
| **A02** | **Analyse the *Language, Form and Structure* used by a writer to *create meanings and effects*, using *relevant subject terminology* where appropriate.** |

This activity allows you to show off all your analytical and interpretative skills.

1. What Act and Scene of the play is this extract from? Quickly skimming through the text will remind you of where this extract comes from in the context of the rest of the play.
2. Complete the sentence in the box at the bottom of the page, beginning, “At this point in the play….” You should explain what is happening in the extract.
3. Use the headings in the blank quotation boxes to help you analyse and interpret your chosen quotations

* Interpretation – Give your own personal response to the quotation. What does it suggest about a key theme or idea? What message is it conveying to the audience? You may want to include a brief contextual comment here if you like.
* Technique – What literary techniques are present in the quotation? This is just a list of techniques – you don’t need to analyse them at this point.
* Analysis – Break down the quotation into smaller parts and analyse the effect of language, form or structure. Aim for three different analytical points, covering three different techniques.
* Use in essays on…. Which possible exam questions or themes might this quotation be useful for?