

between the lines

A lesson written for every student in the room

FREE SAMPLE

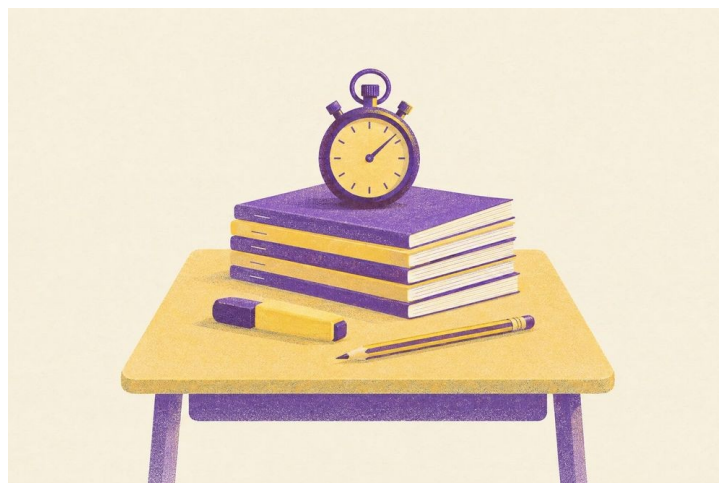
Romeo and Juliet: Raising Achievement

Free drill: teacher guide

1 drills of about 25 minutes

Slides, a student sheet and answers for every drill

Written for the AQA specification

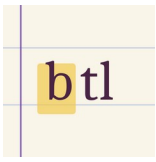


How the drills work

Thirty short Raising Achievement drills for AQA Literature Paper 1, Section A (Romeo and Juliet), each built for a 25 to 30 minute intervention session. Every drill takes one extract from the play, explodes one quotation through AO1, AO2 and AO3 questions, then has students plan an answer or write an introduction to an exam-style question in 8 minutes and check it against a model in green pen. After drill 1, the drills broadly follow the order of the play, from the opening brawl to the tomb, and alternate between planning and introductions.

Do Now	Five quick retrieval questions, answered in silence and self-marked.
Focus reminder	What the skill or exam question asks for, in three or four plain points.
Read and check	The extract with line numbers, then quick questions to make sure everyone has understood it.
Quotation explosion	One quotation, exploded with AO1, AO2 and AO3 questions.
Technique	One method or sentence skill, modelled on the extract.
The question	An exam-style question in AQA's wording. Students plan an answer or write the introduction, never a full essay, then compare with a model.
Have a go	A second short task on a new moment or extract.
Green pen	A checklist to improve the answer before the sheets are collected.

Each drill comes as an editable slide deck with notes on every slide and a printable student sheet. Run them weekly in intervention sessions, in any order within a topic.



Topics

Conflict and violence

These drills cover the feud, Tybalt, Mercutio, the Prince and the fight at the tomb. Students should be able to trace how violence spreads from servants to masters to the lovers themselves, and how each act of revenge leads to the next. A common error is treating the feud as background; push students to show that it drives the plot. Context on honour, swords and the Prince's authority should be tied to a quotation every time, never bolted on at the end.

Drills: 1 (That villain Romeo)

Drill 1: That villain Romeo

Conflict and violence · How Tybalt turns a feast into a threat of violence

Do Now	Focus reminder and extract	Quotation Explosion	Technique	The Question: plan	Model and green pen	Have a go
3 min	3 min	4 min	2 min	8 min	3 min	2 min

- Read Capulet's lines with growing irritation: he starts calm and ends giving orders.
- Common error: thinking Capulet is on Romeo's side. He is protecting his feast and his good name as a host.
- Point out that Romeo came to see Rosaline. Tybalt's reading of the situation is wrong from the start.

Do Now answers

1. Which family does Tybalt belong to, and how is he related to Juliet? **The Capulets. He is Lady Capulet's nephew, so he is Juliet's cousin.**
2. Why are Romeo and his friends wearing masks at the feast? **It is a masked party, and the masks hide that they are Montagues, who were not invited.**
3. Who is the host of the feast in Act 1 Scene 5? **Capulet, Juliet's father.**
4. What does Tybalt tell his servant to fetch when he hears Romeo's voice? **His rapier, a long, thin sword used for duelling.**
5. What is dramatic irony? **When the audience knows something that a character on stage does not.**

Check your understanding

1. Who does Tybalt want to fight? **Romeo, who has come to the Capulet feast in a mask.**
2. What does Capulet say Verona thinks of Romeo? **That he is "a virtuous and well-govern'd youth".**
3. Why does Capulet tell Tybalt to leave Romeo alone? **He does not want trouble at his own feast, and he says "It is my will".**
4. Why does Tybalt think Romeo has come? **To "scorn at our solemnity": to mock the Capulets' celebration.**

Quotation explosion: "Tis he, that villain Romeo."

AO1	What does Tybalt want Capulet to let him do?	Throw Romeo out or fight him. He assumes Romeo has come to insult the family, when Romeo only came to see Rosaline.
AO2	What does the noun "villain" suggest about how Tybalt sees Romeo?	A villain is a wicked, low criminal. Tybalt judges Romeo by his family name alone, before Romeo has done anything.
AO2	Tybalt's line is short and blunt. What does this show about him?	He has already made up his mind. Capulet speaks in long, calm sentences, so the contrast makes Tybalt seem hot-headed and dangerous.
AO3	Why would an audience in the 1590s understand Tybalt's anger?	In great families, honour mattered hugely. An enemy walking into your house uninvited was an insult that many young men felt they had to answer with a sword.

Technique: Comparing two speakers

When two characters speak in one extract, compare how they speak as well as what they say. Short, sharp lines and long, calm sentences tell the audience different things. Task: Write one sentence comparing Capulet's "gentle coz" with Tybalt's "villain Romeo".

The question

Read the following extract from Act 1 Scene 5 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Capulet is holding a feast. Tybalt has just recognised Romeo's voice, although Romeo is wearing a mask.

Starting with this extract, how does Shakespeare present Tybalt as a threat to peace?

Write about:

- how Shakespeare presents Tybalt in this extract
- how Shakespeare presents Tybalt in the play as a whole.

Model plan

Thesis: Shakespeare presents Tybalt as the feud in human form, a young man so ruled by family honour that peace cannot last while he is near.

Point 1 (extract): he calls Romeo "that villain Romeo" before Romeo has done anything. His short, blunt lines clash with Capulet's calm "gentle coz", so Tybalt seems hot-headed. Context: an enemy at your feast was an insult to a family's honour.

Point 2 (Act 1 Scene 1): he hates peace "As I hate hell, all Montagues, and thee". The list puts every Montague beside hell. Context: these "civil brawls" break the Prince's law.

Point 3 (Act 3 Scene 1): he insults Romeo again, "Thou art a villain", and kills Mercutio. The threat from the feast comes true and starts the tragedy. Context: young gentlemen of the 1590s carried swords and fought over honour.

- The thesis gives an idea about Tybalt's purpose in the play, not a description of him.
- Each point has a quotation of five words or fewer and names a method: short lines, a list, repetition.
- The points move through the play, from Act 1 to Act 3.
- Context is tied to a point each time, never added on at the end.

Have a go

Read Tybalt's last lines before he leaves the feast. Answer in two or three sentences. What does Tybalt promise here, and how does Act 3 Scene 1 prove him right? Use one quotation.

Tybalt promises that Romeo's "intrusion", which seems sweet now, will "convert to bitter gall" (turn into bitter poison). In Act 3 Scene 1 he hunts Romeo down and calls him a villain, and the fight that follows kills Mercutio and then Tybalt himself.