

## Figure 4.3: Teaching the Writer's Craft—*Romeo and Juliet*

**Directions:** As you read and annotate Juliet's soliloquy in act 4, scene 3, please complete the following, including answering the questions.

- Highlight and label all examples of figurative language in the speech.
- Label words with positive or negative connotations (using a + or -).
- Label words packed with meaning (considering how they sound, the images they convey, and so on).
- What are Juliet's fears? She proposes a lot of *what if* scenarios. What kinds of things does she imagine happening?
  
- What is Juliet concerned about in terms of Friar Laurence and his intentions?
  
- What is the author's purpose in this speech, and how does he use figurative language, repetition, and word choice to establish this meaning?
  
- How do these word choices and imagery create a cumulative impact on the meaning and tone of Juliet's soliloquy?
  
- How can you use what you have learned from Shakespeare's use of language to improve your own writing?

*Source: Adapted from Carolyn Hoyt, West Windsor-Plainsboro High School North.*

*Shakespeare, W. (1997). Romeo and Juliet. In G. B. Evans & Tobin, J. J. M. (Eds.), The Riverside Shakespeare (2nd ed., vol. 1) (1055–1100). Boston: Houghton Mifflin. (Original work published 1595)*