### Vocabulary 1

- **foreshadowing**: hints or suggestions in the text that something will happen in the future.
- **conflict**: external conflict (coming from outside forces, e.g. debt) and inner conflict.
- **catharsis**: where the audience experiences an emotional release when something violent or dramatic happens.
- **peripetia**: the hero’s experience of a reversal of fate or fortune.
- **prophecy**: a prediction of what will happen in the future.
- **fate**: the idea that something is predestined to happen and under the control of a higher power or powers.

### Vocabulary 2

- **declarative sentence**: a sentence that makes a statement, provides a fact, offers an explanation, or conveys information. E.g. *Animal Farm* was written by George Orwell.
- **interrogative sentence**: a sentence that asks a question. E.g. Is it cold outside?
- **imperative sentence**: a sentence that gives advice, a direct command or an instruction – they typically start with a verb e.g. Close the door.
- **exclamatory sentence**: a sentence that expresses a strong emotion, often ending in an exclamation mark. E.g. We won!

### Academic Writing

**ACADEMIC WRITING**

Thesis statement, authorial intent and influence, language exploration, links and development, character journey, text structure and tension, talking about instability, chaos and decline:

The character undergoes a steep decline...

The character loses their mental stability...

...the situation rapidly deteriorates...

...there is extreme social upheaval...

**The Literary Present**

In literary analysis, we ALWAYS talk about the text and the writer as if they are in the present tense, even if they were writing hundreds of years ago.

E.g. Shakespeare *is* implying that...

The conspirators *are* plotting to kill Caesar...

### Revise

**REVISE FROM Y8 T5**

- **modal verbs**: verbs which show how certain your interpretation is, e.g. *this may suggest*...; *Shakespeare could be implying*...
- **modal adverbs**: adverbs which show how likely something is, e.g. *this possibly implies that*...; *Shakespeare is clearly suggesting that*...; *Crucially, this shows that*...; *this is particularly significant because*...

**ACADEMIC ADJECTIVES**

- immoral
- deceitful
- manipulative
- respectable
- virtuous
- honourable

### Themes

- **Shakespeare returned to the same key ideas across many of his plays. Some of these connect *Julius Caesar* to *Macbeth* (your GCSE Play in Y10)**

- **storms**: storms happen frequently in Shakespeare plays and are associated with massive social upheaval and dramatic events such as: murder, war and betrayal.

- **kingship**: Shakespeare writes MANY plays about kings, often exploring ideas about what makes a good king and what makes a tyrant.

- **prophecies**: Shakespeare presents many situations in his plays where someone or something predicts the future – this takes the form of things like: dreams, visions, ghosts and witches.

- **conspiracy**: secrets and plots are a key device in many Shakespeare story lines, linked to ideas of truth and deceit, betrayal and loyalty.