

Y9 T1: Julius Caesar

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

peripeteia: 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

REVISE FROM Y8 T5

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 Y7 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

Form

pun: a humorous use of words that involves a word or phrase that has more than one possible meaning.

soliloquy: when a character speaks their thoughts aloud to themselves or to the audience

metre: the basic rhythmic structure of a verse or lines in verse

iambic pentameter: a metre consisting of five (pent) iambs (unstressed followed by stressed syllable, e.g. a-bove), e.g.
di-DUM di-DUM di-DUM di-DUM di-DUM

repetition: when words or phrases are used again for effect to create meaning

epiphora: when a writer ends a number of lines or clauses with the same word or phrase

irony: where the words of a speaker intends to express a meaning that is directly opposite of the said words

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