

## Notes from the Series Editor: Jane Sheldon

*Jane is an English teacher with over twenty years' experience and a Senior Examiner in English Literature for a major exam board. She works as a consultant for a well-known theatre and has written numerous English textbooks.*

### More about the series

The series has been written specifically to support students to gain the skills needed to engage with a wide range of texts.

Each book is centred around a popular theme and includes accessible, high-quality extracts and tasks especially selected to offer range and interest to students in Key Stage 3.

The clear fiction, non-fiction and poetry sections allow teachers and students to work through a variety of text types, as well

as to take a more flexible approach and 'dip in and out' of the extracts and poems offered. You can use the anthologies as an entire scheme of work, or to support key study themes already used in your English Department. Each extract has been chosen to be fun to work with.

### What's in this sample?

Key scenes from *A Midsummer Night's Dream*, *Romeo and Juliet* and *Macbeth* which form a basis for students' engagement with plot, characters and themes, along with thought-provoking activities which encourage analysis of Shakespeare's techniques and style. Have a look through the sample pages to see the kind of extracts and activities used in each anthology.

### Key Features

The clear spread based design is supported by informative annotations and a wide variety of reading, writing and spoken task frameworks to both focus and guide learners. Each extract section consists of explanations for difficult vocabulary, prompts to foster language engagement and the development of literacy skills through interactive activities.

'Look Closely' tasks are differentiated to provide a clear framework for students. 'Now Try This' activities consolidate learning and provide a combination of individual, pair and group activities which will lead students to develop proficiency in written responses and promote creative thought. The 'Fast Finishers' section gives the opportunity for more able students to expand their ideas.

### The Progression Framework

An overarching progression framework supports the series, showing how skills can be built up over the anthologies. These are grounded in the principles of the National Curriculum and increase in difficulty to move students towards the skills they will need at Key Stage 4 in order to fulfil the GCSE Assessment Objectives.

Best Wishes,

Jane Sheldon

Romeo thinks Juliet's beauty makes her stand out from other young women at the party like a white dove flocking with black crows.

**ROMEIO**  
O, she doth teach the torch  
It seems she hangs upon  
Like a rich jewel in an Et  
Beauty too rich for use, f  
So shows a snowy dove tu  
As yonder lady o'er her fi  
The masses d... P11...

**HELENA**  
> How happy some o'er other some can be!  
Through Athens I am thought as fair as she.  
But what of that? Demetrius thinks not so;  
He will not know what all but he do know: <  
And as he errs, dotting on Hermia's eyes,  
So I, admiring of his qualities: <  
Things base and vile, holding no quantity,  
> Love can transpore to form and dignity:  
> Love looks not with the eyes, but with the mind;  
And therefore is wing'd Cupid painted blind;  
Nor hath Love's mind of any judgement taste;  
Wings and no eyes figure unheedy haste:  
And therefore is Love said to be a child.  
Because in choice he is so oft beguiled. <  
< As waggish boys in game themselves forswear,  
So the boy Love is perjured everywhere:  
For ere Demetrius look'd on Hermia's eye,  
He hall'd down oaths that he was only mine;

### NOW TRY THIS

From reading the storyline above, how much do you think Romeo is to blame for his troubles? Make two lists – one to show how he is to blame and one to show how he is innocent.