

## JUNIOR CYCLE SHAKESPEARE

# The Merchant of Venice



**NEW  
FOR  
2023**

**Second Edition**

The original New Junior Cycle approach, now with added commentary and exam preparation



If your school issues booklists, make sure you specify the market-leading Educate.ie *The Merchant of Venice*.

**COMPLIMENTARY  
ebook**

Upgrade to the Second Edition for...

- ▶ **New Plot Points** which help students understand and navigate the action
- ▶ **New Looking at Language** feature and **Spotlight** tasks that embed understanding of Shakespeare's language and meaning
- ▶ **New Shakespeare's World** boxes which provide important context about the traditions and beliefs of Shakespeare's time
- ▶ **New Character Note** feature that builds understanding of key characters scene by scene
- ▶ **New** end-of-act **Linking to the Exam** feature which highlights relevant SEC past and sample exam questions and extensively supports students to approach and answer them.

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# Take a look Inside

**'The pound of flesh, which I demand of him, is dearly bought'**

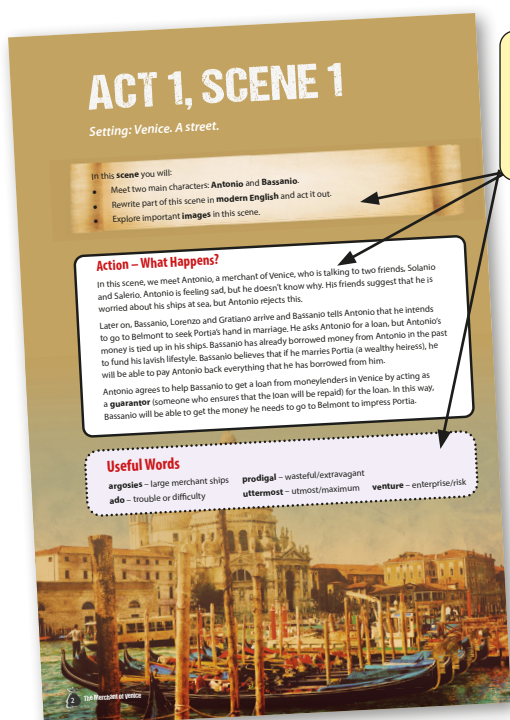
Shylock, Act 4, Scene 1, lines 98–9.

Educate.ie's **The Merchant of Venice** offers teachers a range of opportunities to **engage with** and **assess** students, using carefully scaffolded **written tasks, oral activities** and **exam questions**.

Students are supported in their study with **careful annotations** and explanations.

This **consistent, step-by-step approach** ensures **real understanding** and **embeds knowledge** so students are not only prepared for their Junior Cycle exam, but **confident to study Shakespeare** at Leaving Certificate.

With a huge emphasis on **stagecraft, performance** and **creativity** throughout, this edition is sure to engage students and bring **The Merchant of Venice** to life in the classroom.



All scenes are introduced with clear **learning intentions**, a **summary** of the action and a bank of **useful words**.

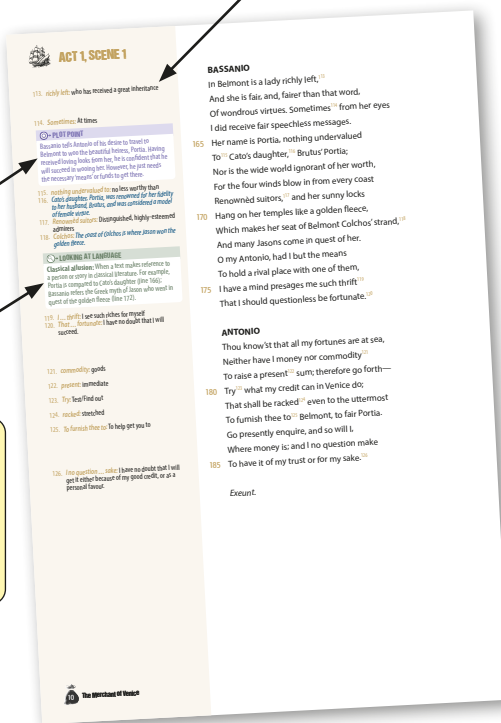
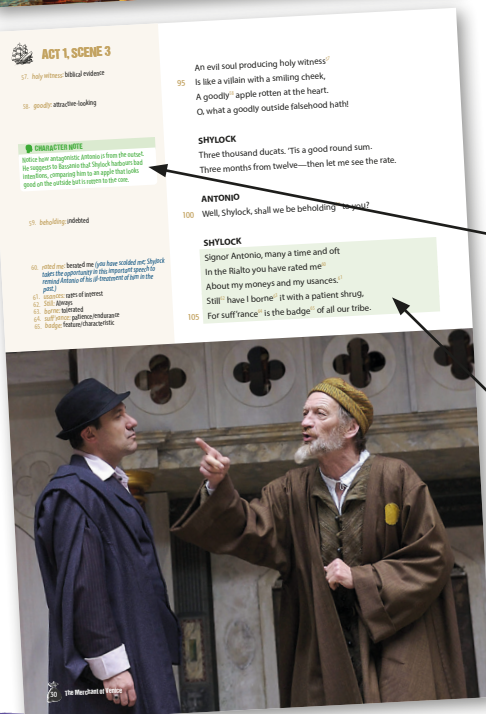
**Numbered annotations** explain unfamiliar words and phrases in simple, modern English.

**NEW! Plot Point boxes** provide an **overview** of what is happening in scenes.

**NEW! Looking at Language** feature promotes **literacy** and **understanding of devices and techniques**.

**NEW! Character Note** feature helps students to **build understanding of key personalities** and interactions as they move through the play and **answer exam questions on character**.

**Important dialogue** is clearly **identified** to support independent study.



walk with you, and so following, but I will not eat with you, drink with you, nor play with you. What news on the Rialto? Who is he comes here?

Enter ANTONIO.

BASSANIO  
This is Signior Antonio.

SHYLOCK  
[aside] How like a fawning publican! he looks! I hate him for that in a Christian! But more, for that in low simplicity He lends out money gratis, and brings down The rate of usance here with us in Venice. If I can catch him once upon the hip, I will feed fat the ancient grudge I bear him. He hates our sacred nation, and he rails Even there where merchants most do congregate On me; my bargains and my well-won thrift Which he calls interest. Cursed be my tribe If I forgive him!

BASSANIO  
Shylock, do you hear?

SHYLOCK  
I am debating of my present score, And by the near guess of my memory, I cannot instantly raise up the gross. Of full three thousand ducats, What of that? Tubal, a wealthy Hebrew of my tribe, Will furnish me. But soft!—how many months Do you desire? [to ANTONIO] Rest you fair, good signior. Your worship was the last man in my mouth.

ANTONIO  
Shylock, albeit I neither lend nor borrow By taking nor by giving of excess, Yet to supply the ripe wants of my friend, I'll break a custom. [to BASSANIO] Is he yet possessed How much ye would?

## ACT 1, SCENE 3

### SPOTLIGHT ON... ASIDE

Aside: A short remark, made by a character on stage, which is supposed to be heard by the audience but not the other character(s) on stage. When reading Shylock's aside (lines 36–47), consider what it reveals about his intentions. What two reasons does he give for hating Antonio? What else does he reveal about Antonio?

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**NEW! Spotlight boxes** help students to understand the **features of drama** and **identify meaning**, allowing them to **answer exam questions on stagecraft** and more.

End-of-scene **overviews** offer a simple summary of **key themes** and **events** and **highlight important quotes**.

**NEW! Shakespeare's World** boxes offer context by explaining relevant beliefs, traditions and customs of Shakespeare's time.

## ACT 2, SCENE 9

### REVIEWING

1. Explain the **three** conditions of the oath that each suitor must swear.
2. Why does the Prince of Arragon reject (a) the lead casket and (b) the silver casket?
3. What is the Prince of Arragon's main reason for choosing the silver casket?
4. How does he react to what he finds inside the silver casket?
5. At the end of the scene, what news does the servant bring?

### CREATING

#### Interior Monologue

#### What is an interior monologue?

An interior monologue is a piece of writing expressing a character's inner thoughts.

Write an interior monologue (in modern English) for **Portia**. Record her private thoughts as this scene unfolds. The interior monologue should be approximately 150 words.

### REFLECTING

1. **Reflecting on the Caskets** | P |  
Turn to **page 35** of your portfolio to record your response to the Prince of Arragon choosing the silver casket.



#### 2. Character File

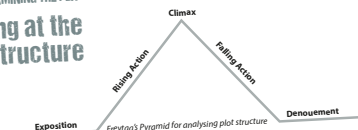
Turn to **page 126** of your portfolio to write a brief note about how **Portia** comes across in this scene. Use a quote if possible.

End-of-scene **Reviewing, Exploring, Creating, Oral Language** and **Reflecting** tasks quickly and simply **assess knowledge and understanding** as students move through the play, offer **active learning** and provide integrated opportunities for **pair and group work**.

**Examining the Play** section provides for comprehensive understanding of **plot, character development** and **key themes** and gives **clear guidance** on approaching drama questions.

## EXAMINING THE PLAY

### Looking at the Plot Structure



The plot is the sequence of events in a story. The German writer **Gustav Freytag** (1816–1895) devised the diagram above to examine the plot structure in Shakespearean plays. He identified the following five elements:

1. **Exposition** refers to the audience's introduction to the characters, main setting and events. The main themes may also be introduced.
2. **Rising action** refers to important events (or inciting actions) that cause the story to develop. Rising action leads to the play's climax.
3. The **climax** is the high point of the play. It is also known as the crisis. It may include a dramatic turning point. The climax scene often occurs in the third act of a play.
4. **Falling action** includes the events that occur after the climax. These lead to the play's ending. In scenes of falling action, the main protagonist (character) suffers a period of bad luck or misfortune.
5. **Resolution (or denouement)** is the ending of the story, during which the plot details are tied up. Themes and conflicts are resolved and explained.



## EXPLORING

### Plot Structure

#### Pair Activity

Turn to **page 142** of your portfolio to complete the activity on plot structure.

**NEW! Linking to the Exam** feature highlights a **relevant past or sample SEC exam question** at the end of each act and extensively supports students to plan and answer it.

## LINKING TO THE EXAM

### Key Moments


In the exam, you might be asked to write about a key moment of the play. Turn to **page 39** of your portfolio to complete a Junior Cycle English question on this topic.



# PORTFOLIO


Commended by teachers as a **vital tool** in assisting students with their study of Shakespeare, this book **helps students to complete tasks** to further their understanding and engagement with the play **and prepare for exams** by:

- Creating news articles, social media posts, letters, diary entries, cartoons, drawings and film posters
- Exploring important speeches and monologues in a structured, student-friendly way that encourages collaboration
- Completing step-by-step activities to get to grips with important quotes, key scenes and images
- Recording key plot, character and theme developments to create their own personal revision guide
- Tackling carefully scaffolded exam questions with suggested plans, sample answers, tips and answer space
- Reflecting on what they have learned.



## ACT 2

# LOOKING BACK AT ACT 2




### LOOKING BACK AT ACT 2

### 2. Quotes Quiz

Complete the following grid.

Quote	My interpretation:
<p>Shall we not for our completion, The apothecary liver of the burnished an</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 1-2)</p>	
<p>Besides, the lottery of my doctor Burns me purple of industry sleeping.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 25-26)</p>	
<p>To see ruled by my conscience, I should stay with you, my master here. And that the gods, in a box of affliction, and not away from the law, (should be ruled by the dead men, leaving your movement in the dead world)</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 27-32)</p>	
<p>I am sorry state and shame my father go You breathe in hell, and damn, every day. Doubt not it of some time of tribulation.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 1-3)</p>	
<p>Alack, what heaven's will is it in me To take pleasure in my father's child?</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 16-17)</p>	
<p>But otherwise should I go I can not do to you. Dear father, me, But yet I'll go in haste. To fear upon The purple of my father.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 18-21)</p>	
<p>Forsooth, and yet for shame be not accused, I have a father you in daughter, too.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 15-16)</p>	
<p>I will make for the doors, and yet I'll myself With some small death, and yet with some slight death.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 40-41)</p>	

Quote	My interpretation:
<p>you, by my head, a gentle and an honest</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 51)</p>	
<p>For your sake, if I am judge of fate And that the gods, in a box of affliction And your child, as you have given me fate.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 15-16)</p>	
<p>All this grief is not good</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 15)</p>	
<p>A gentle husband, chosen the loving gift Let not his company change me to this</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 16-17)</p>	
<p>I never heard it accused in my conscience, So strange, unthought, and yet so terrible And that the gods, in a box of affliction</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 12-14)</p>	
<p>These are all A certain of your country's death brought</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 24-25)</p>	
<p>A kind gentleman's death must be death.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 30)</p>	
<p>I think he truly took the world for his</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 30)</p>	
<p>With your small death, I will go to the But I will stay with you.</p> <p style="text-align: right; font-size: small;">(Shakespeare, Act 2, Scene 3, Lines 16-17)</p>	



The Shakespearean Quizzer

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when you adopt  
Educate.ie's  
*The Merchant of  
Venice Second Edition*  
for your class.

[illegible]

DELVING DEEPER

ACT 5

DELVING DEEPER

2. The Merchant of Venice Film Poster

The poster for *The Merchant of Venice* is a nod to the film, as the poster itself evokes the theme to go and see the film. Film posters are very carefully designed. Special attention is given to the characters, the costumes, the setting and the plot. Film posters are the character's own presentation to the viewer. Look closely. There are a lot of interesting things to notice that you can use to your advantage. Overlook the first poster; you must have a strong visual impact to entice you with the potential audience.

A. Key Features and Layout of a Film Poster

What are the most important features of a film poster?

- The title of the film
- Images of the main characters
- A caption or slogan that sums up the story
- Details of the actors
- Quotes from critics or star ratings

How do these components arranged in the film poster to maximize the visual appeal? Think about the following order examining a film poster:

1. What catches your attention?
2. Look at the title. What is it placed? (Is it obvious, is it difficult to read?)
3. Consider the images of the main characters. Do they depict the characters? Are they that male, female, or neutral? (Do not forget to look at the background.) Look at the characters' faces, expressions and gestures.
4. How are the characters presented? (Examine how they are positioned in relation to each other. What does it tell you about their relationship?)
5. Is there any caption or slogan?
6. What are the details of the actors' names?
7. What kind of atmosphere does the poster project create?
8. Are the names of the actors included in the poster design?

Check the key questions to check if the film poster *attracts* you to see the film!

B. Analyzing a Film Poster

Take a look at the poster on the next page where you will see the various features mentioned above highlighted.

In pairs, examine the poster and discuss whether you think it would encourage you to watch this film version of *The Merchant of Venice*.

The poster features a close-up of the main character, Shylock, with a somber expression. The title 'THE MERCHANT OF VENICE' is prominently displayed in a stylized font. The names of the main cast members are listed at the top.

The layout of the poster is designed to attract attention. The use of a close-up of the main character's face is a common technique to draw the viewer's eye.

The poster also includes a quote from a critic, which adds credibility and interest to the film. The overall design is visually appealing and effectively communicates the theme of the film.

The background of the poster is a dark, textured surface, possibly representing the Venetian architecture. The lighting is dramatic, highlighting the faces of the characters.

The poster uses a color palette of warm, earthy tones, which gives it a classic and timeless feel. The font used for the title and cast names is elegant and sophisticated.

The poster effectively uses visual elements to convey the story and the characters of the film. The close-up of Shylock's face is particularly striking, as it captures a moment of intense emotion.

The Merchant of Venice

Photo by [Name]

## ABOUT THE AUTHOR

**Catherine O'Donovan** graduated from Mary Immaculate College, UL with a BA in English and French. She holds a H.Dip and M.Ed from UCD where she specialised in Curriculum and Assessment. She has been teaching since 2002 and has been an examiner at both Junior and Leaving Certificate level for the SEC for more than 10 years. She is the author of Educate.ie's *Romeo and Juliet* and *Julius Caesar*.

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