



CAPULET

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- ✓ Tick Each Section When Complete.

- ☒ PREP STEP - Make a copy of this document.
- ☒ PREP STEP - Share your essay outline template with your tutor.
- ☒ PREP STEP - Copy and paste the link for your essay outline into your study system.
- ☒ STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**
- ☒ STEP 2 - Use the TTECEA checklist for details
- ☒ STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.
- ☒ STEP 4 - Edit your essay.
- ☒ STEP 5 - Put your essay together as one complete piece.

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STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece
MORE KEY QUOTES

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QUESTION

Read the following extract from act 1, scene 1, then answer the question that follows.

PARIS

But now, my lord, what say you to my suit?

CAPULET

But saying o'er what I have said before:

My child is yet a stranger in the world;
She hath not seen the change of fourteen years,
Let two more summers wither in their pride,
Ere we may think her ripe to be a bride.

PARIS

Younger than she are happy mothers made.

CAPULET

And too soon marr'd are those so early made.
The earth hath swallow'd all my hopes but she,
She is the hopeful lady of my earth:
But woo her, gentle Paris, get her heart,
My will to her consent is but a part;
An she agree, within her scope of choice
Lies my consent and fair according voice.

Starting with this speech, explore how Shakespeare presents Capulet. Write about:

- how Shakespeare presents Capulet in this extract
- how far Shakespeare presents Capulet in the play as a whole.





100% ESSAY STRUCTURE OVERVIEW





I. Introduction

- A. Historical context: Renaissance Italy marriage customs and paternal authority
- B. Thesis: Explore Capulet's multifaceted character to demonstrate complexities of human nature and impact of personal history on actions

II. Capulet's caring nature

- A. Capulet's concern for Juliet's well-being in marriage proposal scene
- B. Analysis of language techniques: alliteration, imagery, phrasing, and enjambment
- C. Shakespeare's purpose: complexities of parent-child relationships and tender side of harsh characters

III. Capulet's darker side

- A. Contrast between caring nature and harsh treatment in Act 3, Scene 5
- B. Analysis of language techniques: violent language, metaphor, pronoun usage, and contrasting language choices
- C. Shakespeare's purpose: complexities of human nature and authority figures' dual nature

IV. Capulet's emotional vulnerability

- A. Influence of past losses on decision-making
- B. Analysis of language techniques: personification, elision, and juxtaposition
- C. Shakespeare's purpose: humanising Capulet and showing the impact of grief on actions

V. Conclusion

- A. Summary of Capulet's multifaceted character exploration
- B. Discussion on the cult of honor and its effects on identity and relationships
- C. Shakespeare's warning about the consequences of extreme beliefs and the importance of peace and understanding





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <div>fact/statistic ▾</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In Renaissance Italy, it was typical for girls to marry between the ages of 15 and 20, although noble families sometimes arranged marriages for their daughters at even younger ages to form strategic alliances.
Building sentence(s) AO3 <div><input checked="" type="checkbox"/> counter argument</div> <div>OR</div> <div><input checked="" type="checkbox"/> some contextual info</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Additionally, Capulet's authority over Juliet's life and decisions reflects the societal norms of Renaissance Italy, where fathers were expected to have significant control over their children's lives, particularly in terms of marriage arrangements.
Thesis statement AO1 <div><input checked="" type="checkbox"/> key-idea-1</div> <div><input checked="" type="checkbox"/> key-idea-2</div> <div><input checked="" type="checkbox"/> key-idea-3</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Consequently, this essay will explore how Shakespeare portrays Capulet's multifaceted character, highlighting his caring nature, darker side, and emotional vulnerability, to demonstrate the complexities of human nature and the impact of personal history on one's actions.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
WHAT? Topic sentence AO1 <div><input checked="" type="checkbox"/> key-idea-1</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In the extract provided, Capulet demonstrates his concern for Juliet's well-being when Paris asks for her hand in marriage. Through the use of iambic pentameter and dialogue, Shakespeare creates a sense of respectful conversation between the two men.
HOW? Supporting sentences AO2 <div><input checked="" type="checkbox"/> terminology</div> <div><input checked="" type="checkbox"/> evidence</div> <div><input checked="" type="checkbox"/> close analysis</div> <div><input checked="" type="checkbox"/> effects*</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	For instance, Capulet expresses his concern that Juliet is too young to marry, saying she has 'not seen the change of fourteen years' and that 'Too soon marr'd are those early made.' Notably, the alliteration of 'marr'd' and 'made' emphasises the potential dangers of early marriage, as the repetition of the 'm' sound creates a sense of warning and gravity. Moreover, the phrase 'let two more summers wither in their pride' employs vivid imagery of passing time, suggesting Capulet's desire for his daughter to enjoy her youth before entering into the responsibilities of marriage. As a result, the emotions evoked in the reader by Capulet's genuine concern are sympathy and understanding. This sentiment is further exemplified when Capulet asserts that 'within her scope of choice / Lies my consent and fair according





		voice,' indicating his willingness to consider Juliet's desires in the matter. This line features balanced phrasing and enjambment, reinforcing the idea of Capulet's measured, thoughtful approach to the situation. Ultimately, Shakespeare's purpose in portraying Capulet as a caring father in this scene may be to highlight the complexities of parent-child relationships and to demonstrate that even seemingly harsh characters can have a tender side.
<p>WHY? Concluding sentence(s) AO2/AO3</p> <p><input checked="" type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	By including instances of close analysis, such as the exploration of alliteration, imagery, and the nuances of phrasing, we gain a deeper understanding of the intricacies of Shakespeare's language and the emotional resonance of the characters' interactions.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<p>WHAT? Topic sentence AO1</p> <p><input checked="" type="checkbox"/> key idea 2</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	However, Capulet's darker side becomes evident as the play progresses, which stands in stark contrast to his previous concern for Juliet's well-being.
<p>HOW? Supporting sentences AO2</p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects*</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	In Act 3, Scene 5, he threatens Juliet with violence when she refuses to marry Paris. The use of violent language, such as 'my fingers itch,' employs a metaphor that illustrates Capulet's barely restrained urge to physically punish his daughter. Moreover, his objectification of Juliet, referring to her as a possession to be given away with the phrase, 'You be mine, I'll give you to my friend,' employs the possessive pronoun 'mine' and the dismissive tone of 'give you,' revealing a darker side to Capulet's character. This juxtaposition of Capulet's earlier concern for Juliet with his harsh treatment now creates feelings of anger and disappointment in the reader. Furthermore, the contrast between the respectful dialogue in the extract and the imperatives used in Act 3, Scene 5, such as 'Hang thee, young baggage!' further highlights the dramatic shift in Capulet's demeanor. The abrupt change in his language and tone underscores the complexity and unpredictability of his character. In conclusion, Shakespeare's purpose in creating these conflicting emotions may be to demonstrate the complexities of human nature and to show that authority figures can be both caring and domineering.





<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>By delving into the subtleties of metaphor, pronoun usage, and the contrasting language choices, we gain a deeper understanding of Capulet's multifaceted character and the emotional impact it has on the audience.</p>
<p>Criteria</p>	<p>Status</p>	<p>BODY PARAGRAPH 3 - only focus on KEY IDEA #3</p>
<p><u>WHAT? Topic sentence AO1</u></p> <p><input checked="" type="checkbox"/> key-idea-3</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Building on this complexity, Capulet's emotional vulnerability becomes more apparent as we examine how his decision-making is influenced by his past losses.</p>
<p><u>HOW? Supporting sentences AO2</u></p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects*</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>For instance, he admits, 'The earth hath swallow'd all my hopes but she,' suggesting that his other children have died and left Juliet as his sole heir. Consequently, this emotional wound leads Capulet to act impulsively, changing his mind about allowing Paris to court Juliet. The personification of the earth 'swallowing' his hopes creates a vivid image of the devastating impact of his losses. Additionally, the elision in 'swallow'd,' with its missing 'e,' serves as a linguistic reflection of the absence left by his deceased children. As a result, the emotions evoked in the reader by this revelation are empathy and compassion, as they come to understand the pressure Capulet feels to protect and provide for his only surviving child. The vulnerability portrayed through his confession also adds depth to his character, making him more relatable to the audience. Furthermore, the juxtaposition of this vulnerability with his harsh treatment of Juliet in other scenes serves to emphasise the complexity and internal conflict that defines his character. Consequently, Shakespeare's purpose in presenting Capulet's emotional vulnerability may be to humanise him and demonstrate that grief can profoundly influence a person's actions.</p>
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input checked="" type="checkbox"/> author's purpose</p> <p><input type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>By employing personification, elision, and juxtaposition, Shakespeare engages the reader in a closer analysis of Capulet's emotional state and reveals the intricacies of his character, allowing for a more profound understanding of his motives and behavior.</p>





Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<u>Restated thesis AO1</u> (Re-write your thesis statement in different words.)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	In conclusion, this essay has explored how Shakespeare portrays Capulet's multifaceted character, emphasising his caring nature, darker side, and emotional vulnerability, ultimately demonstrating the complexities of human nature and the influence of personal history on one's actions.
<u>Summary of controlling concept AO1</u> How does your thesis link to the central theme of the text?	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	However, Capulet's vulnerable emotions actually highlight a deeper issue; an elaborate cult of honour had exerted a powerful grip, and its effects extended beyond the ideals of love to all other aspects of life, including identity, which is the central obstacle to Romeo and Juliet's marriage. Juliet recognises this in her profound 'what's in a name?' soliloquy, which questions the true value of names, the object of Capulets and Montagues' feud. On the contrary, Juliet suggests that a name is simply a label to distinguish something from another. It does not create worth nor does it create true meaning. What is important is the worth of the individual or thing because 'that which we call a rose / By any other name would smell as sweet.' Juliet likens the rose to Romeo - Romeo is still the man she loves had he a different name; Romeo's name does not define him as a man.
<u>Summary of author's central purpose AO1/AO3</u> How does the controlling concept reflect the MAIN reason that the author wrote the text?	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Just as he does through Samson and Gregory, Shakespeare uses Juliet here to expose the ridiculousness of the feud between the two families over, simply, who they are. What the feud is about is, therefore, unknown and irrelevant. Juliet's soliloquy suggests that Shakespeare believed that a name means little - it is the worth of the individual that counts; however, he illustrates how even the most trivial of obstacles can result in the most regrettable tragedy and, perhaps, therefore, Shakespeare wants us to see the play as a criticism and warning about going to extremes in beliefs such as the Early Modern beliefs about honour. In essence, he suggests that obsessions with honour - such as Capulet's - were meaningless, and, ultimately, an unnecessary obstacle to happiness.
<u>Universal message AO1</u> (What is the MAIN message of the text? Focus on the end.)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	The reconciliation at the end between the two families, therefore, can be seen as the lesson of the play; peace is only achievable when we put our pride aside and see each other as family, not enemies by look beyond superficial qualities such as names, to see the true worth of people.

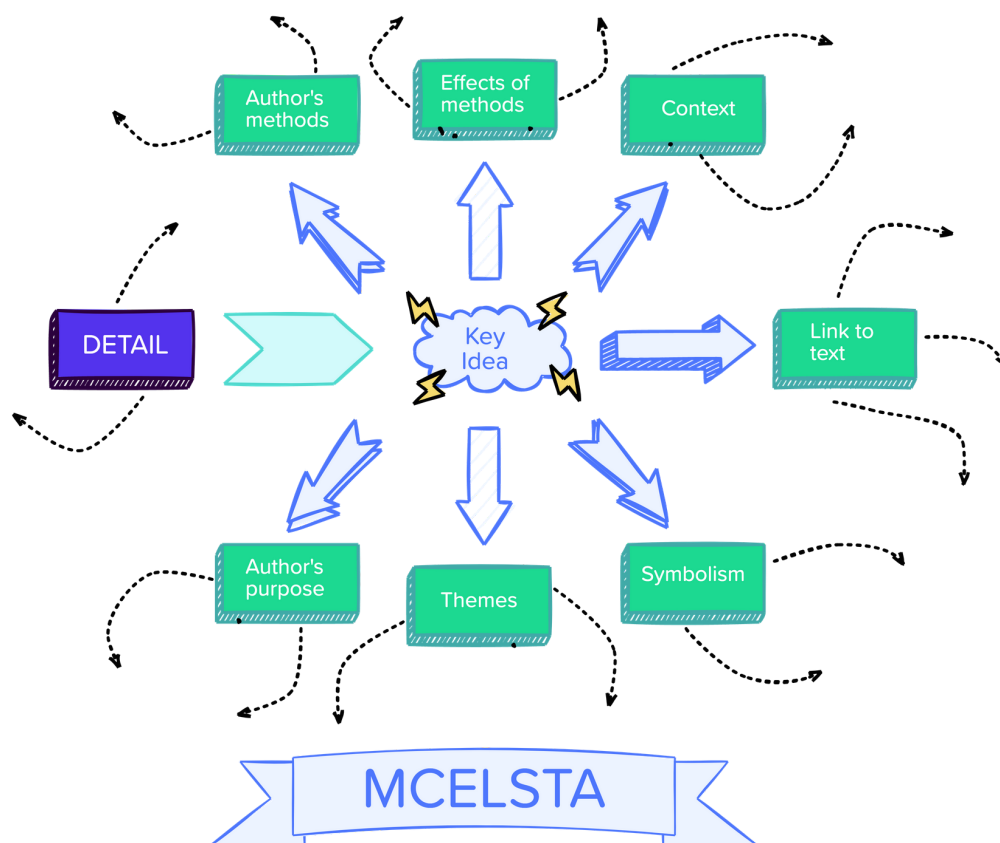




STEP 2: ADDING DETAIL-Complete the *TTECEA* Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the *TTECEA* mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the *TTECEA* elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ✓ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- ✓ **EVIDENCE:** EMBED a quote to back up your ideas.
- ✓ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- ✓ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- ✓ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- ☒ Removed/replaced ALL redundant repetition.
- ☒ Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- ☒ Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- ☒ Revised essay for cohesion: check the toolkit for help.
- ☒ Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- ☒ Your vocabulary is academic – no informal language unless quoting directly.
- ☒ Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- ☒ All words are spelt correctly.
- ☒ All sentences and names begin with a capital see guidelines below 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma before and after the following words or phrases:
 - for example,
 - however
- ☒ I have used ellipses to indicate missing words in quotes.
- ☒ I have used at least one semi-colon to separate or join closely related sentences.
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- ☒ I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - **ABLE PRINTS**:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody** saw it coming.
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE!** (avoid this)

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece

In Renaissance Italy, it was typical for girls to marry between the ages of 15 and 20, although noble families sometimes arranged marriages for their daughters at even younger ages to form strategic alliances. Additionally, Capulet's authority over Juliet's life and decisions reflects the societal norms of Renaissance Italy, where fathers were expected to have significant control over their children's lives, particularly in terms of marriage arrangements. Consequently, this essay will explore how Shakespeare portrays Capulet's multifaceted character, highlighting his caring nature, darker side, and emotional vulnerability, to demonstrate the complexities of human nature and the impact of personal history on one's actions.

In the extract provided, Capulet demonstrates his concern for Juliet's well-being when Paris asks for her hand in marriage. Through the use of iambic pentameter and dialogue, Shakespeare creates a sense of respectful conversation between the two men. For instance, Capulet expresses his concern that Juliet is too young to marry, saying she has 'not seen the change of fourteen years' and that 'Too soon marr'd are those early made.' Notably, the alliteration of 'marr'd' and 'made' emphasises the potential dangers of early marriage, as the repetition of the 'm' sound creates a sense of warning and gravity. Moreover, the phrase 'let two more summers wither in their pride' employs vivid imagery of passing time, suggesting Capulet's desire for his daughter to enjoy her youth before entering into the responsibilities of marriage. As a result, the emotions evoked in the reader by Capulet's genuine concern are sympathy and understanding. This sentiment is further exemplified when Capulet asserts that 'within her scope of choice / Lies my consent and fair according voice,' indicating his willingness to consider Juliet's desires in the matter. This line features balanced phrasing and enjambment, reinforcing the idea of Capulet's measured, thoughtful approach to the situation. Ultimately, Shakespeare's purpose in portraying Capulet as a caring father in this scene may be to highlight the complexities of parent-child relationships and to demonstrate that even seemingly harsh characters can have a tender side. By including instances of close analysis, such as the exploration of alliteration, imagery, and the nuances of phrasing, we gain a deeper understanding of the intricacies of Shakespeare's language and the emotional resonance of the characters' interactions.

However, Capulet's darker side becomes evident as the play progresses, which stands in stark contrast to his previous concern for Juliet's well-being. In Act 3, Scene 5, he threatens Juliet with violence when she refuses to marry Paris. The use of violent language, such as 'my fingers itch,' employs a metaphor that illustrates Capulet's barely restrained urge to physically punish his daughter. Moreover, his objectification of Juliet, referring to her as a possession to be given away with the phrase, 'You be mine, I'll give you to my friend,' employs the possessive pronoun 'mine' and the dismissive tone of 'give you,' revealing a darker side to Capulet's character. This juxtaposition of Capulet's earlier concern for Juliet with his harsh treatment now creates feelings of anger and disappointment in the reader. Furthermore, the contrast between the respectful dialogue in the extract and the imperatives used in Act 3, Scene 5, such as 'Hang thee, young baggage!' further highlights the dramatic shift in Capulet's demeanor. The abrupt change in his language and tone underscores the complexity and unpredictability of his character. In conclusion, Shakespeare's purpose in creating these conflicting emotions may be to demonstrate the complexities of human nature and to show that authority figures can be both caring and domineering. By delving into the subtleties of metaphor, pronoun usage, and the contrasting language choices, we gain a deeper understanding of Capulet's multifaceted character and the emotional impact it has on the audience.

Building on this complexity, Capulet's emotional vulnerability becomes more apparent as we examine how his decision-making is influenced by his past losses. For instance, he admits, 'The earth hath swallow'd all my hopes but she,' suggesting that his other children have died and left Juliet as his sole heir. Consequently, this emotional wound





leads Capulet to act impulsively, changing his mind about allowing Paris to court Juliet. The personification of the earth 'swallowing' his hopes creates a vivid image of the devastating impact of his losses. Additionally, the elision in 'swallow'd,' with its missing 'e,' serves as a linguistic reflection of the absence left by his deceased children. As a result, the emotions evoked in the reader by this revelation are empathy and compassion, as they come to understand the pressure Capulet feels to protect and provide for his only surviving child. The vulnerability portrayed through his confession also adds depth to his character, making him more relatable to the audience. Furthermore, the juxtaposition of this vulnerability with his harsh treatment of Juliet in other scenes serves to emphasise the complexity and internal conflict that defines his character. Consequently, Shakespeare's purpose in presenting Capulet's emotional vulnerability may be to humanise him and demonstrate that grief can profoundly influence a person's actions. By employing personification, elision, and juxtaposition, Shakespeare engages the reader in a closer analysis of Capulet's emotional state and reveals the intricacies of his character, allowing for a more profound understanding of his motives and behavior.

In conclusion, this essay has explored how Shakespeare portrays Capulet's multifaceted character, emphasising his caring nature, darker side, and emotional vulnerability, ultimately demonstrating the complexities of human nature and the influence of personal history on one's actions. However, Capulet's vulnerable emotions actually highlight a deeper issue; an elaborate cult of honour had exerted a powerful grip, and its effects extended beyond the ideals of love to all other aspects of life, including identity, which is the central obstacle to Romeo and Juliet's marriage. Juliet recognises this in her profound 'what's in a name?' soliloquy, which questions the true value of names, the object of Capulets and Montagues' feud. On the contrary, Juliet suggests that a name is simply a label to distinguish something from another. It does not create worth nor does it create true meaning. What is important is the worth of the individual or thing because 'that which we call a rose / By any other name would smell as sweet.' Juliet likens the rose to Romeo - Romeo is still the man she loves had he a different name; Romeo's name does not define him as a man. Just as he does through Samson and Gregory, Shakespeare uses Juliet here to expose the ridiculousness of the feud between the two families over, simply, who they are. What the feud is about is, therefore, unknown and irrelevant. Juliet's soliloquy suggests that Shakespeare believed that a name means little - it is the worth of the individual that counts; however, he illustrates how even the most trivial of obstacles can result in the most regrettable tragedy and, perhaps, therefore, Shakespeare wants us to see the play as a criticism and warning about going to extremes in beliefs such as the Early Modern beliefs about honour. In essence, he suggests that obsessions with honour - such as Capulet's - were meaningless, and, ultimately, an unnecessary obstacle to happiness. The reconciliation at the end between the two families, therefore, can be seen as the lesson of the play; peace is only achievable when we put our pride aside and see each other as family, not enemies by look beyond superficial qualities such as names, to see the true worth of people.







MORE KEY QUOTES

1. "My child is yet a stranger in the world. She hath not seen the change of fourteen years. Let two more summers wither in their pride ere we may think her ripe to be a bride." (Act 1, Scene 2)
2. "But woo her, gentle Paris, get her heart; my will to her consent is but a part." (Act 1, Scene 2)
3. "And too soon marred are those so early made." (Act 1, Scene 2)
4. "Within her scope of choice lies my consent and fair according voice." (Act 1, Scene 2)
5. "For men so old as we to keep the peace." (Act 1, Scene 2)
6. "Hang thee, young baggage! Disobedient wretch!" (Act 3, Scene 5)
7. "You be mine, I'll give you to my friend; And you be not, hang, beg, starve, die in the streets." (Act 3, Scene 5)
8. "My fingers itch." (Act 3, Scene 5)
9. "The earth hath swallowed all my hopes but she." (Act 4, Scene 5)
10. "O brother Montague, give me thy hand. This is my daughter's jointure, for no more can I demand." (Act 5, Scene 3)

