



**Task 1:** Work with the shortened version of Act 5, Scene 2 that you find on the text sheet. You will find one version with the original language and one with simplified language. Does Orlando know Ganymede is Rosalind?

Take parts and act out the part of the scene printed on the text sheets:

- first, as if Orlando is still innocent of the disguise and counterfeits of Rosalind
- second, as if he is fully aware that she has been playing an elaborate game with him.



**Task 2:** Read the shortened version of lines 14-77 of Act 5, Scene 2 again (text sheet 1). Pay special attention to Orlando's emotions and Rosalind's speech.



**Task 3:** Describe Orlando's emotional state in this scene. How does he feel? What are the reasons for those emotions?

- ☐ through Oliver's engagement to Aliena Orlando is confronted with the happiness that love brings
- ☐ Oliver tries to be happy for Oliver but can't really get over his own unhappiness
- ☐ Orlando appears to be sad and bitter
- ☐ Orlando has trouble being happy for others when he can't
- ☐ Orlando seems tired of the situation and the game with Ganymede/Rosalind (only short responses)



**Task 4:** Only consider Rosalind's speech in lines 64-72 on the text sheet. What is Rosalind's aim in this speech? What effect does she want to have on Orlando and his emotions?

- ☐ Rosalind presents a plan to ensure all the right couples end up together
- ☐ Rosalind as Ganymede tries to give Orlando hope about his situation by foreshadowing Rosalind's return to Orlando
- ☐ She tries to convince him not to give up
- ☐ She wants to console him and make him less sad and bitter



**Task 5:** You are the director of this scene. How do you imagine Rosalind delivers this speech to Orlando- mysteriously, business-like, seriously, provocatively, formally, humorously, ...? Write a detailed stage direction for the actress playing Rosalind for lines 64-72. Include e.g. tone, pace, pauses, gestures, facial expressions, movements on the stage, ...

Answers here depend very much on what style of delivery is chosen by the students. Possible aspects include:

- ☐ **Tone:** aggressive, amused, angry, apologetic, arrogant, assertive, benevolent, bitter, candid, cautionary, celebratory, comic, compassionate, concerned, condescending, cynical, derisive, diplomatic, direct, earnest, empathetic, encouraging, excited, frustrated, gentle, inane, informative, intimate, ironic, joyful, loving, mocking, optimistic, patronising, persuasive, playful, pragmatic, restrained, sarcastic, sentimental, sulking, thoughtful, witty, worried
- ☐ **Pace:** slow-motion, slow, conversational, fast, inaudibly fast
- ☐ **Gestures:** nodding, pointing, thumbs up, clapping, tapping fingers, cross fingers, eye contact, finger pointing, head in hands, hunched shoulders, waving, arms crossed, index finger to lips, leaning forward, shaking head
- ☐ **Facial expressions:** anger, fear, happiness, sadness, surprise, contempt, disgust, smile, raised eyebrows, winking, blinking, clenched jaw, confusion, eye contact, eyebrow flash, eyes narrow, flared nostrils, furrowed forehead, long face, pursed lips, rolling eyes, shame