

Practice 3

Use the following passage from Act II, scene ii of *Romeo and Juliet* to answer questions 1-15.

JulietJuliet looks at her window.

Romeo But soft, what light through yonder window breaks?

- 5 It is the east, and Juliet is the sun.
Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief
That thou, her maid, art so wondrous.
10 Her yellow dew is a bad color to me,
and more than her tears do water it, when it sets
In heavy bed, or in dry oven;
Or that sick hour after sunset
She speaks, yet that very speaking, what softest
15 Her eye conceals, I will answer in
I was not born, 'tis not to me she speaks.
Two of the fairest stars in all the heaven,
Having some business, do leave her eyes;
The twilight in their absence till they return.
20 When y'hear their accents, do you tell them
That brightness of her cheek would shame those stars,
As daylight doth a lamp; her eyes in heaven
Would through the airy region stream so bright
25 That birds would sing and think it were not night.
How long that love has charmed your breath!
Or that I wear a garment upon that back,
That might make that cheek blush!
- 30 *Jul.* *My dear!*
Romeo Not speaking!
O, speak again, bright angel, for thou art
As glorious to this night, being o'er the land,
As in a winged messenger of heaven.
35 Show that white forehead, smooth as any lily;
Or mine be that (O! look no more at him,
Whom he resembles) the deep purling clouds,
And veil upon the bosom of the air.
- 40 *Jul.* O Romeo, Romeo, wherefore art thou Romeo?
Deny thy father and refuse thy name;
Or, if thou wilt not, let that name thy enemy;
And I'll no longer be a Capulet.
- 45 *Romeo* [Aside.] Shall I hear more, or shall I speak at this?
- Jul.* 'Tis but thy name that is the enemy;
Thou art thyself, though not a Montague.
What's Montague? It is nor hand nor foot,
Nor arm nor face, nor any other part

- 50 Challenging to a feud. O, for some name that
Romeo is a Montague! That which we call a name
By my side would be as sweet as earth,
So Romeo would, were he not Romeo call'd,
55 Remains that dear possession which he wears
Without the name. Romeo, doff thy name,
And bring thy love, which is no part of thee,
To me all night!
- Romeo* I take thee at thy word.
Call me but love, and I'll be true, baptiz'd,
60 Henceforward, I never will be Romeo.
Jul. What must I call thee? That thou hast sworn'st
is right.
So shall I call thee, my beloved?
- Romeo* My name is Romeo.
65 I have not love to tell thee what I am.
My name, dear saint, is hateful to myself,
Because it is an enemy to thee.
Had I it written, I would tear the word.
- 70 *Jul.* My name have you not struck a hundred
times.
O! the tongue's untrusty, yet I know that would
As often tell of Romeo, and a Montague!
- 75 *Romeo* Pardon, that word, if it offend thee.
Jul. It does offend thee, Romeo, tell me, and
wherefore?
The word's sweet, yet it is hateful to the ear;
And the place death, considering what that is,
80 Of any of my kinematics find their love.
- Romeo* With love's light wings did I
o'erpass those walls,
For many long months hold I have not,
And what love can do, that these have strength;
Therefore thy kinematics will be strong to me.
- 85 *Jul.* If they do, then, they will do their best.
Romeo Alas, those late tears were paid in those
eyes.
Then having of their sweetest! Look thou but
sorrow,
90 And I am proof against their coming.
Jul. I would not for the world they saw their
love.
- Romeo* I have night's cloak to hide me from
their eyes,
95 And but thou know'st me, let them find me here;
My life were better ended by their hate,
Than death, preying on, working of thy love.

Romeo And Juliet Applied Practice

Jon Davison, Jane Dowson



Romeo And Juliet Applied Practice:

Applied Practice for Educators of Gifted and Able Learners Hava E. Vidergor, Carole Ruth Harris, 2015-07-21 This book is a comprehensive study and guide for the classroom teacher the gifted program coordinator and the graduate student who are challenged daily to provide for individual children who differ markedly but come under the umbrella of giftedness It serves as a wellspring that derives from theory while it offers practical application of theoretical construct in a wide variety of international settings from leaders in the field who demonstrate implementation of proven and field tested techniques and alternative scenarios to accommodate every classroom situation Contributors are internationally recognized experts who have come together to provide a sound reliable source for teachers of the gifted that will be utilized time and time again by practitioners and researchers alike Among internationally renowned scholars are Joyce Van Tassel Baska Susan Johnsen June Maker Belle Wallace Linda Kreger Silverman Dorothy Sisk Gillian Eriksson Miraca Gross Gilbert Clark Enid Zimmerman and Rachel McAnallen Hava E Vidergor Ph D is lecturer of innovative pedagogy and curriculum design at Gordon Academic College and Arab Academic College of Education and holds a Ph D in Learning Instruction and Teacher Education with specialization in Gifted Education from the University of Haifa Israel Carole Ruth Harris Ed D formerly Director of G A T E S Research Evaluation is a consultant in education of the gifted in Central Florida who holds the doctorate from Columbia University where she studied with A Harry Passow and A J Tannenbaum She has served as Associate in International Education at Harvard University Research Associate at Teachers College Columbia University lecturer at University of Massachusetts Lowell and University of Hawaii Principal Investigator at Research Corporation of the University of Hawaii and Director of the Center for the Gifted in Ebeye Marshall Islands **Applies Practice in Romeo and Juliet** William Shakespeare, Applied Practice, Ltd, 2000 Applying Linguistics in Health Research, Education, and Policy Brett A. Diaz, Robert W. Schrauf, 2022-11-07 Researchers in applied linguistics have found medical and health contexts to be fertile grounds for study from macro levels of conceptual analyses to micro levels of the turn by turn The rich array of health contexts include medical research itself clinical encounters medical education and training caregivers and patients in everyday life from the formal and ritualized to the ad hoc and ephemeral This volume foregrounds the crucial role of applied linguists addressing real world problems while simultaneously highlighting the varied ways that health can be understood as a rich site of language inquiry in its own right Chapters cover a range of health topics including medical training medical interaction disability in education health policy analysis and recommendations multidisciplinary research teams and medical ethics While reporting and reflecting on their specific topics in clinical and health contexts contributors also articulate their own hybrid identities as professional collaborators in health research education and policy *Learning to Teach English in the Secondary School* Jon Davison, Jane Dowson, 1998 This forward looking book combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms Each chapter

explains the background to current debates about teaching the subject and provides tasks teaching ideas and further reading to explore issues and ideas in relation to school experience With reference to new legislation the chapters suggest a range of approaches to the teaching of reading writing speaking and listening drama media study information technology language study grammar poetry Shakespeare GNVQ and A Level English Language and Literature Learning to Teach English in the Secondary School offers principles and practical examples of teaching and learning in the context of the end of the twentieth century when new notions of literacy compete with the demands of national assessment Taking as its starting point the changing ideologies of English as a subject the text addresses questions about the nature of teacher education It raises issues concerning competence based courses working with a mentor in school and monitoring the development of a student teacher Learning to Teach Subjects in the Secondary School series edited by Sue Capel Tony Turner and Marilyn Leask

Academic Writing Maggie Charles, Susan Hunston, Diane Pecorari, 2011-10-20 Contemporary research into written academic discourse has become increasingly polarised between two approaches corpus linguistics and discourse analysis This volume presents a selection of recent work by experts in academic written discourse and illustrates how corpus linguistics and discourse analysis can work as complementary approaches The overall introduction sets the volume against the backdrop of current work in English for Academic Purposes and introductions to the each section draw out connections between the chapters and put them into context The contributors are experts in the field and they cover both novice and expert examples of EAP The book ends with an afterword that provides an agenda setting closing perspective on the future of EAP research It will appeal to researchers and postgraduates in applied linguistics corpus linguistics discourse analysis and EAP

Applied Social Psychology Frank W. Schneider, Jamie A. Gruman, Larry M. Coutts, 2005 Publisher Description

The Spatula Irving P. Fox, 1905 An Index to the Works of Shakspeare Evangeline Maria O'Connor, 1887 **Resources in education**, 1986-07 **Shakespeare's Dramatic Persons** Travis Curtright, 2016-12-05 In Shakespeare's Dramatic Persons Travis Curtright examines the influence of the classical rhetorical tradition on early modern theories of acting in a careful study of and selection from Shakespeare's most famous characters and successful plays Curtright demonstrates that personation the early modern term for playing a role is a rhetorical acting style that could provide audiences with lifelike characters and action including the theatrical illusion that dramatic persons possess interiority or inwardness Shakespeare's Dramatic Persons focuses on major characters such as Richard III Katherine Benedick and Iago and ranges from Shakespeare's early to late work exploring particular rhetorical forms and how they function in five different plays At the end of this study Curtright envisions how Richard Burbage Shakespeare's best actor might have employed the theatrical convention of directly addressing audience members Though personation clearly differs from the realism aspired to in modern approaches to the stage Curtright reveals how Shakespeare's sophisticated use and development of persuasion's arts would have provided early modern actors with their own means and sense of performing lifelike dramatic persons **The**

Magazine of Art Marion Harry Spielmann,1894 Reading Shakespeare's Poems in Early Modern England S. Roberts,2002-11-19 This is the first comprehensive study of early modern texts readings and readers of Shakespeare s poems in print and manuscript Reading Shakespeare s Poems in Early Modern England makes a compelling contribution both to Shakespeare studies and the history of the book Examining gendered readerships and the use of erotic works reading practises and manuscript culture textual forms and transmission literary taste and the canonisation of Shakespeare this book argues that historicist criticism can no longer ignore histories of reading **The gentleman's magazine** ,1754 Our Social World Jeanne H. Ballantine,Keith A. Roberts,2011-10-26 In this brief text two leaders of the Teaching Sociology movement encourage students development of their sociological imaginations through role taking Assuming the role of a child living in poverty in India or of a member of an African tribe students learn to re envision their global society An innovative integrated framework provides core sociological concepts while features such as Contributing to Our Social World enable students to do public sociology Our Social World Condensed Version presents the perspective of students living in the larger global world **The Plays of William Shakespeare** William Shakespeare,1809 **The Plays of William Shakespeare ... With the Corrections and Illustrations of Various Commentators ... Revised and Augmented by Isaac Reed, Etc** William Shakespeare,1809 **Select Plays of William Shakespeare** William Shakespeare,Samuel Johnson,George Steevens,1820 **The Bloomsbury Companion to Stylistics** Violeta Sotirova,2015-11-19 This Bloomsbury Companion provides an overview of stylistics with a detailed outline of the scope and history of the discipline as well as its key areas of research The main research methods and approaches within the field are presented with a detailed overview and then illustrated with a chapter of unique new research by a leading scholar in the field The Companion also features in depth explorations of current research areas in stylistics in the form of new studies by established researchers in the field The broad interdisciplinary scope of stylistics is reflected in the wide array of approaches taken to the linguistic study of texts drawing on traditions from linguistics literary theory literary criticism critical theory and narratology and in the diverse group of internationally recognised contributors *Writing Systems, Reading Processes, and Cross-Linguistic Influences* Hye K. Pae,2018-07-15 This book provides readers with a unique array of scholarly reflections on the writing systems of Chinese Japanese and Korean in relation to reading processes and data driven interpretations of cross language transfer Distinctively broad in scope topics addressed in this volume include word reading with respect to orthographic phonological morphological and semantic processing as well as cross linguistic influences on reading in English as a second language or a foreign language Given that the three focal scripts have unique orthographic features not found in other languages Chinese as logography Japanese with multi scripts and Korean as non Roman alphasyllabary chapters expound script universal and script specific reading processes As a means of scaling up the body of knowledge traditionally focused on Anglocentric reading research the scientific accounts articulated in this volume importantly expand the field s current

theoretical frameworks of word processing to theory building with regard to these three languages **Digital Literary Studies** David L. Hoover, Jonathan Culpeper, Kieran O'Halloran, 2014-02-05 Digital Literary Studies presents a broad and varied picture of the promise and potential of methods and approaches that are crucially dependent upon the digital nature of the literary texts it studies and the texts and collections of texts with which they are compared It focuses on style diction characterization and interpretation of single works and across larger groups of texts using both huge natural language corpora and smaller more specialized collections of texts created for specific tasks and applies statistical techniques used in the narrower confines of authorship attribution to broader stylistic questions It addresses important issues in each of the three major literary genres and intentionally applies different techniques and concepts to poetry prose and drama It aims to present a provocative and suggestive sample intended to encourage the application of these and other methods to literary studies Hoover Culpeper and O Halloran push the methods techniques and concepts in new directions apply them to new groups of texts or to new questions modify their nature or method of application and combine them in innovative ways

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