

***Romeo and Juliet* – Act II Study Questions—ANSWERS**

You are not required to turn in your answers to these questions, but you will be held responsible for this information on the unit test. If you have difficulty answering these questions, you need to spend more time studying the play and/or contact your teacher.

1. Why do you think the Friar and Mercutio are still talking about Rosaline?
The Friar is concerned that Romeo so quickly turned his affection to Juliet. He thinks Romeo is acting immaturely. Mercutio still doesn't know that Romeo is in love with Juliet, so he asks Romeo about Rosaline, whom he assumes Romeo still loves.
2. When Mercutio says to Romeo, "Why, is not this better than groaning for love? / Now art thou sociable, now art thou Romeo," how does this imply Mercutio's attitude toward love in general?
Mercutio thinks love is something that has brought Romeo down into depression. He thinks of love as a burden. When Mercutio says this, he doesn't know that Romeo is being "sociable" and more himself because of his new love for Juliet and the joy this brings him. Mercutio just thinks that he's gotten over Rosaline without anyone else to replace her.
3. Both Juliet and Mercutio claim to know the "real" Romeo. How does each of them regard Romeo? How would Mercutio react if he heard Romeo talking to Juliet in the garden?
Romeo and Mercutio exchange witty, playful banter, and this is what Mercutio calls the "real" Romeo. Juliet thinks the "real" Romeo is someone who speaks in passionate descriptions of love. If Mercutio heard the way Romeo talked to Juliet, he probably wouldn't recognize Romeo.
4. What does Juliet struggle with during the scene in the garden?
She feels such passionate love for Romeo, but she also fears what their families would say. She is pulled in opposite directions by two very powerful forces.
5. In the garden scene, why does Romeo compare Juliet to the sun? Is it night time or dawn in this scene?
It's still night time, not long after the Capulet's party ended. The moon is in a dark sky. Romeo compares Juliet to the sun, but it's not dawn at all. Romeo is saying that Juliet, and the love he feels for her, has the power to transform night into day.
6. How is the Friar different from Romeo, Juliet, and Tybalt?
He advises moderation, which is not something Romeo, Juliet, nor Tybalt express. Romeo and Juliet passionately express love for each and rashly go forth with plans to marry. Tybalt is not moderate in his violence or feelings of hatred for the Montagues.

Romeo And Juliet Act Study Guide Questions Answers

**Leung Che Miriam Lau, Wing Bo Anna
Tso**



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Study Guide for Decoding Romeo and Juliet Steven Smith,2023-05-15 Decoding Romeo and Juliet comprehensively analyzes the play's key elements including its literary techniques historical background plot summary themes characters and conflicts It discusses the intricate narrative structure explores Shakespeare's use of language and poetic devices and examines the socio cultural context of the Elizabethan era The guide offers detailed explanations and references to each theme character and conflict allowing readers to deepen their understanding of the play's complexity and relevance Additionally it provides practical resources such as character descriptions thematic analyses and plot summaries making it an invaluable tool for students educators and enthusiasts alike seeking to engage with Shakespeare's timeless masterpiece

Study Guide to Romeo and Juliet by William Shakespeare Intelligent Education,2020-03-27 A comprehensive study guide offering in depth explanation essay and test prep for William Shakespeare's Romeo and Juliet a romance characterized by love sonnets rhyme and imagery of light and dark As a tragedy of the late sixteenth century Romeo and Juliet displays Elizabethan belief in astrology and fate as it applies to the two star crossed lovers Moreover the story explores themes of romantic and courtly love especially the expectations of young lovers and the conventions to which they are confined This Bright Notes Study Guide explores the context and history of Shakespeare's classic work helping students to thoroughly explore the reasons it has stood the literary test of time Each Bright Notes Study Guide contains Introductions to the Author and the Work Character Summaries Plot Guides Section and Chapter Overviews Test Essay and Study Q As The Bright Notes Study Guide series offers an in depth tour of more than 275 classic works of literature exploring characters critical commentary historical background plots and themes This set of study guides encourages readers to dig deeper in their understanding by including essay questions and answers as well as topics for further research

Yellow Brick Roads Janet Allen,2024-11-01 Do you spend your days working with students who struggle to comprehend reading in literacy and content classes Are you looking for a way to establish comprehensive literacy instruction in your school or classroom so all students receive support in becoming competent and confident readers In Yellow Brick Roads Shared and Guided Paths to Independent Reading 4 12 Janet Allen offers research based methods for helping teachers move toward these goals This book provides research practical methods detailed strategies and resources for read aloud shared guided and independent reading In addition Janet outlines solutions for many of the literacy dilemmas that teachers face every day Understanding what gets in the way of reading Rethinking and reorganizing time and resources Providing support for content literacy Developing assessment practices that inform instruction Supporting reading as a path to writing instruction Establishing professional communities to support individual and school wide needs based research The appendixes include graphic organizers to support strategy lessons suggestions of titles for building classroom libraries as well as web sites and professional resources that support the teaching of reading Yellow Brick Roads will give you rich ideas detailed strategies and literature support for

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School Library Journal ,1997 *Study and Revise for GCSE: Romeo and Juliet* Jane Sheldon,2016-03-07 Exam Board AQA OCR Edexcel WJEC Eduqas Level GCSE 9 1 Subject English literature First teaching September 2015 First exams Summer 2017 Enable students to achieve their best grade in GCSE English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise Romeo and Juliet throughout the course This Study and Revise guide Increases students knowledge of Romeo and Juliet as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of plot characterisation themes and language equipping students with a rich bank of textual examples to enhance their exam responses Builds critical and analytical skills through challenging thought provoking questions that encourage students to form their own personal responses to the text Helps students maximise their exam potential using clear explanations of the Assessment Objectives annotated sample student answers and tips for reaching the next grade Improves students extended writing techniques through targeted advice on planning and structuring a successful essay Provides opportunities for students to review their learning and identify their revision needs with knowledge based questions at the end of each chapter

The Complete Guide to Shakespeare's Best Play Aileen M. Carroll,2000 Ideal as a year long program or for selective units This packed volume takes an intense look at Romeo and Juliet Julius Caesar Macbeth Hamlet A Midsummer Night s Dream and The Tempest Each of the 40 lessons opens up the world of Shakespeare his words and his characters Extensive teacher support includes assessments historical background and language study synopses and suggestions for engaging hard to reach learners **Teaching English Language and Literature 16-19** Furzeen Ahmed,Marcello Giovanelli,Megan Mansworth,Felicity Titjen,2020-10-28 This book offers both a scholarly and practical overview of an integrated language and literature approach in the 16 19 English classroom Providing a comprehensive overview of the identity of the subject it outlines the pedagogical benefits of studying a unified English at post 16 and provides case studies of innovative classroom practice across a range of topics and text types Including contributions from practising teachers and higher education practitioners with extensive experience of the post 16 classroom and drawing on a range of literature this book covers the teaching of topics such as Mind style in contemporary fiction Comparative poetry analysis Insights from linguistic cohesion Criticality through creative response Written to complement the two other Teaching English 16 19 titles in the NATE series

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Performing Arts/books in Print, 1973

Studying

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