

***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

Didier Musso



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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

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Conceptions of Teaching for Understanding, Adolescents, and Literacy Within Content Areas Julia Moorhead Reynolds,2005 **A Study Guide to "Blood Brothers" for GCSE** Janet Marsh,2009-08 Blood Brother is a moving story of twins seperated at birth and is a favourite with examining boards at GCSE This photo copiable resource is suited for pupils for both Foundation and Higher tier study and provides comprehensive analysis of plot characters and themes in the play

Teaching Shakespeare to ESL Students Leung Che Miriam Lau,Wing Bo Anna Tso,2016-09-23 This is a teacher s resource book tailor made for EFL teachers who want to bring Shakespeare into their classes It includes forty innovative lesson plans with ready to use worksheets hands on games and student oriented activities that help EFL learners achieve higher levels of English proficiency and cultural sensitivity By introducing the plots characters and language arts employed in Macbeth Romeo and Juliet The Taming of the Shrew and The Merchant of Venice the book conveys English grammatical rules and aspects like a walk in the garden complicated rhetorical features such as stress meter rhyme homonymy irony simile metaphor euphemism parallelism unusual word order etc are taught through meaning driven games and exercises Besides developing EFL learners English language skills it also includes practical extended tasks that enhance higher order thinking skills encouraging reflection on the central themes in Shakespeare s plays Resources in Education ,1998-04

Curriculum and Teaching Dialogue Chara Haeussler Bohan,John L. Pecore,Franklin S. Allaire,2019-09-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum The purpose of the journal is to promote the scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors Information about the journal is located on the AATC website <http://aatchome.org> and can be found on the Journal tab at <http://aatchome.org/about-ctd-journal> **English Teaching in the Secondary School 2/e** Mike Fleming,David Stevens,2014-06-03 Presenting an informed view of current educational policy this text encourages students of secondary English to take a creative and independent interpretation of government

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Performing Arts/books in Print ,1973 Studying Fiction Jessica Mason,Marcello Giovanelli,2021-04-19 Studying Fiction provides a clear rationale alongside ideas and methods for teaching literature in schools from a cognitive linguistic perspective Written by experienced linguists teachers and researchers it offers an overview of recent studies on reading and the mind providing a detailed guide to concepts such as attention knowledge empathy immersion authorial intention characterisation and social justice The book synthesises research from cognitive linguistics in an applied way so that teachers and those researching English in education can consider ways to approach literary reading in the classroom Each chapter draws on the latest research in cognitive stylistics and cognitive poetics discusses a range of ideas related to the whole experience of conceptualising teaching fiction in the classroom and enacting it through practice provides activities and reflection exercises for the practitioner encourages engagement with important issues such as social justice emotion and curriculum design Together with detailed suggestions for further reading and a guide to available resources this is an essential guide for all secondary English teachers as well as those teaching and researching in primary and undergraduate phases Literature Prentice Hall PTR,1991 **Performing Arts/books in Print: an Annotated Bibliography** Ralph Newman Schoolcraft,1973

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