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.

- 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 head 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 Study Guide Questions Answers Act 2

Aileen M. Carroll

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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

Teaching Students Romeo and Juliet! a Teacher's Guide to Shakespeare's Play (Includes Lesson Plans, **Discussion Questions, Study**, 2013-03-30 Shakespeare's one of the greatest playwrights of all time but telling a student this isn t enough This bundled book is perfect for teachers looking for lesson plans and other resources to get students interested in the Bard Inside you will find a five day lesson plan discussion questions a comprehensive study quide a biography about the life and times of Shakespeare and a modern retelling along with the original text of Shakespeare s Romeo and Juliet Each section of this book may also be purchased individually 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 Romeo & Juliet - Literature Kit Gr. 7-8 Nat Reed, 2008-09-01 Become swept up in a tale of love feuds Shakespeare s plays and tragedy Before and after reading questions and activities are designed to help guide student comprehension as they read the novel Identify the central problem of this play Defend or refute statements about the play by using evidence from the text Find an example of hyperbole in Romeo s soliloguy Get a handle on the difficult vocabulary by finding their synonyms based on their context Identify the use of alliteration within Romeo and Mercutio's conversation Answer true or false questions

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