

# Romeo and Juliet: Study Guide

## Reading Shakespeare: An Introduction

Reading Shakespeare is one of the most rewarding experiences you'll ever have; it's also one of the most challenging. But rest assured that Shakespeare is not the most difficult thing you'll ever read. (Chaucer's *Canterbury Tales* in the original Middle English, Joyce's *Finnegans Wake*, and Faulkner's *Absalom! Absalom!* come to mind as being infinitely more difficult to read and understand.)

## Language Issues

Most of the problems you'll be encountering are a direct result of the fact that you'll be reading a text that is close to 420 years old! The language has changed quite a bit in that time, and that will cause you some problems.

### **Watch for words with different meanings in Shakespeare's day.**

Many words changed meaning over that last 400 years. For example, "traffic" used to mean "business"; "happy" could mean "lucky." How are you going to know whether a word means in the play what it means in the hallway after class? Simple: check the marginal notes. I took both these examples right from Act I Scene 1.

Another common example is "want" for lack. When Romeo is leaving Juliet after their famous balcony scene (act 2, scene 2), Juliet says, "A thousand times goodnight," to which Romeo responds,

A thousand times the worse, to *want* thy light.  
Love goes toward love, as schoolboys from  
their books,  
But love from love, toward school with heavy looks.

Here, "want" simply means "to lack," or "to be without."

Most of these words will be noted in the marginal notes.

### **Be aware of the unusual word arrangements.**

No one in Shakespeare's day really spoke like the characters in his plays. He used unusual word order to provide a poetic feel. We can do the same thing today:

I ate the sandwich.  
I the sandwich ate.  
Ate the sandwich I.  
Ate I the sandwich.  
The sandwich I ate.  
The sandwich ate I.

All four of these mean the same thing. They all have a subject (I), a verb (ate), a direct object (sandwich), and an article (the). Notice that the article/direct object order never changes: it's always "the sandwich." What this means is that the word order is not completely scrambled; instead, it's the units of the sentence that are scrambled. Some times it might be direct object, subject, verb; other times it might be verb, subject, direct object; it could even be subject, direct object, verb (which is how German sentences are formed).

When you read something in Shakespeare with this odd word ordering, then, it's critical to figure out what the parts of the sentences are.

### **Understand that there are many omissions.**

Shakespeare also left out letters, syllables, and even whole words (also for the sake of poetry).

It seems odd, but we do things like that nowadays:

"Been to class yet?"  
"No. Heard Ulen's givin' a test."  
"Wha'sup wi'that?"

Here are some of Shakespeare's omissions/contractions:

'a ~ he  
a' ~ on  
an' / and ~ if  
Anon ~ Soon! Right away! Coming!  
But ~ if, or only  
cock-a-hoop ~ boastful individual, braggart  
e'en ~ even  
e'er ~ ever  
gi' ~ give  
Good-den / go-den ~ Good evening  
hap / happy ~ luck / lucky  
i' ~ in  
Jack ~ common fellow  
mark ~ listen to  
Marry! ~ mild oath, from "By the Virgin Mary!"

ne'er ~ never  
nice ~ trivial, foolish  
oft ~ often  
ope ~ open  
o'er ~ over  
owes ~ owns  
princox ~ forward, offensive young person  
shrift ~ confession (Catholic)  
Soft! ~ Quiet! Slow up!  
'tis ~ it is  
withal ~ with that, with  
wot ~ know  
zounds ~ mild expletive, corrupted form of  
"God's wounds"

Sometimes, whole words are left out. "So" sometimes means "so long as." "As" could mean "as though."

### **Realize that verb tenses are a little more flexible in Shakespearian English.**

Sometimes, Shakespeare uses "had" and means "would have"; sometimes he just means "had." How do we know? Context. We'll look at this more when we examine Shakespeare's long sentences.

### **Don't be intimidated by long sentences.**

Let's face it: some of Shakespeare's sentences are *long*. It takes a while to wade through them. The trick: take a deep breath and break it apart one piece at a time.

Here's a passage from *Othello*:

"I had been happy if the general camp, pioneers and all, had tasted her sweet body, so I had nothing known."

"Had" can mean "would have" or simply "had." Which one makes sense here?

I had been happy if...  
I would have been happy if...

Clearly, the second one makes more sense.

Next, if you looked at the marginal notes, you'd see that "general camp" means "all people" and "pioneers" means lower-class individuals.

So here's what we have:

"I would have been happy if everyone, lower class and all, had tasted her sweet body, so I had nothing known."

The next part – had tasted her sweet body – is obvious: had slept with.

Next, we have the tricky "so." Remember: it can mean "so long as." Which makes more sense?

So long as I had known nothing  
so that I had known nothing

Clearly, the first. So we put it all together and we have:

I would have been happy if everyone, lower class and all, had slept with her, as long as I had known nothing.

Now *that* makes sense. But it does take a bit of work to get there.

### ***Stage Directions***

Very often, there are stage directions in plays that make it clear who is talking to whom and what they are doing as they speak. Much of Shakespeare's writing does not include this. It can make for confusing passages. Look at the discussion Lord Capulet has with Tybalt, who has just informed Capulet that Romeo is at the ball:

Go to, go to;  
You are a saucy boy: is't so, indeed?  
This trick may chance to scathe you, I know what:  
You must contrary me! marry, 'tis time.  
**Well said, my hearts!** You are a princox; go:

Be quiet, or--**More light, more light!** For shame!  
I'll make you quiet. **What, cheerly, my hearts!**

The passages in bold are not spoken to Tybalt but instead to the guests.

In an earlier passage, Lady Capulet speaks to the nurse in an odd way:

This is the matter:--Nurse, give leave awhile,  
We must talk in secret:--nurse, come back again;  
I have remember'd me, thou's hear our counsel.  
Thou know'st my daughter's of a pretty age.

In the meantime, the nurse has left and returned (at the very least, she's started to leave); there's nothing in the stage instructions about it.

## General Hints

### ***Keep in mind what's come before.***

Remember: this is a play. Because it was generally viewed in one sitting, there will be many events that depend on you remember what happened earlier. Keep your log close at hand, and when you sit down to read a new scene, review what happened earlier.

### ***Remember the relationships of the characters.***

One key to understanding Shakespeare is to realize who is talking to whom. This will give you valuable insight into what could be said and what wouldn't be realistic. For example, if Tybalt and Romeo are talking, knowing that they are enemies and that Tybalt in fact has an intense hatred for Romeo will help you understand what they're saying. We know, for example, they won't be talking about how spring break went!

### ***Refer to summaries and other aids.***

Although it would be considered cheating to read Spark Notes about Romeo and Juliet without bothering to read the play itself, it can be helpful to refer to the Notes as a reference to help understand what's going on in the more difficult passages. One can also find many sources of help on the Internet. Again, these things are not a substitute for reading the play itself, but they can help make the process less disorienting.

## Shakespeare's Language

Shakespeare wrote poetry. It's true that they were in the forms of drama, but what he really wrote was poetry. To that end, we must be aware of the linguistic tools of both poetry and drama. Make sure you know the meaning of the following terms:

- Alliteration: repetition of initial consonant sounds
- Allusion: referring to another literary or cultural work
- Apostrophe: address to an absent or imaginary person
- Aside: a character speaks to the audience
- Comic relief: the inclusion of an amusing line or exchange in an otherwise serious work;

- intended to lighten the work
- Conceit: an extended metaphor
- Dramatic irony: when the situation is understood by the audience but not by the characters
- Foreshadow: to hint at things to come in the play
- Hyperbole: exaggeration for effect
- Irony: a literary device in which there is a discordance between what a speaker or writer says and what he or she means, or what is generally understood by the audience
- Metaphor: a comparison in which one thing is called another
- Metonymy: substituting the name of an attribute or feature for the name of the thing itself (as in "they counted heads" or "all hands on deck") ([wordnet.princeton.edu/perl/webwn](http://wordnet.princeton.edu/perl/webwn))
- Oxymoron: self-contradictory passage or idea (jumbo shrimp)
- Paradox: a statement that contradicts itself; comparing incompatible ideas for the sake of striking description or unexpected insight
- Personification: giving non-human things human qualities
- Pun: phrase that deliberately exploits confusion between similar-sounding words for humorous or rhetorical effect ([en.wikipedia.org/wiki/Pun](http://en.wikipedia.org/wiki/Pun)); a joke or type of wordplay in which similar senses or sounds of two words or phrases, or different senses of the same word, are deliberately confused ([en.wiktionary.org/wiki/pun](http://en.wiktionary.org/wiki/pun))
- Simile: a comparison using "like" or "as"
- Synecdoche: substituting a more inclusive term for a less inclusive one or vice versa (using "court" to refer to "judge"); very similar to metonymy

# **Study Questions**

## **Act One**

**Vocabulary:** Be able to define the following words and understand them when they appear in the play.

1. adversary
2. boisterous
3. nuptial

**Literary Terms:** Be able to define each term and apply each term to the play (specifically this act).

1. Alliteration

example

2. aside

Example:

3. blank verse

4. characterization

5. comic relief

6. conflict

1. External:

1. \_\_\_\_\_ vs. \_\_\_\_\_

2. \_\_\_\_\_ vs. \_\_\_\_\_

3. \_\_\_\_\_ vs. \_\_\_\_\_

2. Internal: \_\_\_\_\_ vs. \_\_\_\_\_

Example:

7. couplet

8. epithet

9. figurative language

Example:

10. foil

Example:

11. foreshadowing

Example:

12. hyperbole

13. iambic meter

14. iambic pentameter

15. metaphor

Example:

16. oxymoron

17. simile

Example:

18. pun

Example:

## **Act One - Prologue and Scene One**

1. In what city does this play take place?

2. Why are Romeo and Juliet called “star-cross’d lovers”?

3. Between what two families does the feud exist?

\_\_\_\_\_ vs. \_\_\_\_\_

4. Who is fighting at the beginning of the first scene?

5. Who tries to break up the fighting?

6. What decree does the Prince make after the street brawl?

7. Benvolio and Montague describe the way Romeo has been acting. What do they have to say about him?

8. Why is Romeo so sad? Explain. What advice does Benvolio give Romeo about the woman he loves?

### **Act One -Scene Two**

1. Why does Capulet think it will be easy for Montague and him to keep the peace?
2. How does Capulet respond to Paris' proposal to marry Juliet?
3. How do Romeo and Benvolio learn about the Capulet's ball? What do they decide to do?
4. What is the name of the woman Romeo loves?
5. What do Romeo and Benvolio decide to do?

### **Act One -Scene Three**

1. How does Juliet feel about getting married?
2. Following Juliet's answer, what does Lady Capulet then tell Juliet?
3. How old is Juliet? What is Lammastide? On what date does it come?

### **Act One - Scene Four**

1. When and where does this scene take place?
2. According to Mercutio, who or what is Queen Mab, and what does she or it do?
3. What does Mercutio say about dreams?
4. What is Romeo's mood at the end of this scene? Explain.

### **Act One - Scene Five**

1. Where does this scene take place?
2. Who is Romeo talking about in lines 46-55? Explain the irony in these lines.
3. Why does Tybalt become so upset, and how does Capulet respond to his rage?
4. Who said the following lines and why? Paraphrase them in the space provided
  1. "is she a Capulet? O dear account, my life is my foe's debt."
  2. "My only love sprung from my only hate Too early seen unknown and known too

late."

## Act 2

**Vocabulary:** Be able to define the following words and understand them when they appear in the play.

1. cunning
2. vile
3. predominant
4. unwieldy

**Literary Terms:** Be able to define each term and apply each term to the play.

1. allusion:

Example:

2. analogy:

Example:

3. conceit:

Example:

4. imagery:

5. irony:

Example:

1. dramatic irony

Example:

2. situational irony

Example:

3. verbal irony:

Example:

6. monologue:

7. oxymoron:

Example:

8. Paradox:

Example:

9. personification:

Example:

10. soliloquy:

**Act Two - Scene One:**

1. Explain the Prologue.
2. Explain the dramatic irony in this scene.
3. What does Mercutio say about "blind love"?

**Act Two - Scene Two:**

1. Fill in the blanks in this paraphrase of Romeo's soliloquy (lines 1-32)

Shh! What \_\_\_\_\_ is at the \_\_\_\_\_? \_\_\_\_\_ shines through the window like the \_\_\_\_\_ rises in the \_\_\_\_\_. Arise, beautiful sun (Juliet) and replace the \_\_\_\_\_ who is jealous because you, her maid (Diana - Virgin moon goddess) are \_\_\_\_\_ than she. Don't be a \_\_\_\_\_ since the moon is \_\_\_\_\_ of you. Her innocence is sickly, and only a \_\_\_\_\_ would keep it.

Oh! It's Juliet! I wish she knew that I \_\_\_\_\_ her. She speaks, but says \_\_\_\_\_. How strange. She speaks with her eyes. I'll \_\_\_\_\_ her. No, I'd better not since she isn't \_\_\_\_\_.

Two of the \_\_\_\_\_ in heaven have asked her \_\_\_\_\_ to twinkle for them while they take care of some \_\_\_\_\_. If her eyes were there, her bright \_\_\_\_\_ would make the stars seem dull just as the \_\_\_\_\_ outshines a lamp. Her eyes would shine so \_\_\_\_\_ that the \_\_\_\_\_ would think it were \_\_\_\_\_ and begin to \_\_\_\_\_. O' I wish that I could touch her \_\_\_\_\_.

She speaks. O speak again bright \_\_\_\_\_, for you are as glorious to this \_\_\_\_\_, being over my \_\_\_\_\_ (up at the window) as is an angel of \_\_\_\_\_ is to \_\_\_\_\_ who look up and see him when he walks on the \_\_\_\_\_ and sails through the \_\_\_\_\_.

2. How does Juliet "speak, yet . . . [say] nothing"?
3. Explain Juliet's soliloquy (lines 33-44).

4. How is this an example of dramatic irony?
5. Fill in the blanks in this paraphrase of Juliet's speech (lines 85-106).
6. You know it is \_\_\_\_\_ or you could see me \_\_\_\_\_ because you \_\_\_\_\_ me talking about you. If I followed proper etiquette, I'd \_\_\_\_\_ I ever said it. But who cares about etiquette! Do you \_\_\_\_\_ me? Don't say yes unless you really \_\_\_\_\_ it. If you think that I am too \_\_\_\_\_. I'll play \_\_\_\_\_ so you can \_\_\_\_\_ my affections. The truth is I am foolishly in \_\_\_\_\_ with you, and you might not take me \_\_\_\_\_. But \_\_\_\_\_ me, and I'll \_\_\_\_\_ myself to be more \_\_\_\_\_ than those who know how to play hard to \_\_\_\_\_. I would have been more \_\_\_\_\_ I must confess, but since you \_\_\_\_\_ me confess my \_\_\_\_\_ for you, there is no \_\_\_\_\_ to be.

7. Paraphrase what Juliet says in lines 116-24.

Even though I'm happy to be with \_\_\_\_\_, I have no joy of what's happening \_\_\_\_\_. It is too \_\_\_\_\_ and \_\_\_\_\_. It's like \_\_\_\_\_, which stops existing as soon as you can \_\_\_\_\_.

8. After Romeo and Juliet vow their love for one another, what do they decide to do and when?

### **Act Two - Scene Three**

1. The sky turns \_\_\_\_\_ as the \_\_\_\_\_ gives way to \_\_\_\_\_. Streaks of \_\_\_\_\_ speckle the Eastern \_\_\_\_\_ as the \_\_\_\_\_ rises in its normal course. Now, before the \_\_\_\_\_ rises fully and \_\_\_\_\_ the dew, I must fill this \_\_\_\_\_ with \_\_\_\_\_ and \_\_\_\_\_. The earth is both the place of \_\_\_\_\_ and \_\_\_\_\_ for all of \_\_\_\_\_. We find all kinds of \_\_\_\_\_ growing from the earth; Some are \_\_\_\_\_ and some \_\_\_\_\_, but all are \_\_\_\_\_. Plants and \_\_\_\_\_ and \_\_\_\_\_ have great \_\_\_\_\_. There is nothing on earth so \_\_\_\_\_ that it does not have some \_\_\_\_\_ qualities, and nothing so \_\_\_\_\_ that it cannot be used for \_\_\_\_\_. Even goodness itself turns to vice when \_\_\_\_\_, and \_\_\_\_\_ put to good use may appear worthy. Within this \_\_\_\_\_ lies \_\_\_\_\_ as well as \_\_\_\_\_; for it has a very pleasing \_\_\_\_\_, but if you \_\_\_\_\_ it, it will \_\_\_\_\_ you. It is the same with \_\_\_\_\_. He is part \_\_\_\_\_ and part \_\_\_\_\_, and when the bad side of his nature is \_\_\_\_\_ than the good, he'll sooner or later \_\_\_\_\_ himself.

2. What has friar Laurence been out gathering in his basket?
3. How does this demonstration of Friar Laurence's knowledge of herbs foreshadow future events in the drama?
4. Explain lines 21-22: "Virtue itself turns vice, being misapplied,/And vice sometime by action dignified"?
5. Why does Romeo go to see Friar Laurence?
6. How does Friar Laurence respond to Romeo's request?

7. What does Friar Laurence mean when he says to Romeo, "Young men's love then lies not truly in their hearts, but in their eyes?"
8. Why does Friar Laurence consent to Romeo's request?

### **Act Two - Scene Four**

1. For whom is the nurse looking and why?
2. What warning does she give Romeo?

### **Act Two - Scene Five**

1. The nurse is supposed to be gone only a half hour, but she is actually gone for how long?
2. How is the nurse behaving that is frustrating to Juliet?

### **Act Two - Scene Six**

1. Romeo and Juliet are married in Friar Laurence's cell. How does this scene foreshadow future events?

## ***Act Three***

**Vocabulary:** Be able to define the following words and understand them when they appear in the play.

1. banishment
2. dexterity
3. idolatry
4. reconcile
5. exile
6. fickle
7. gallant

**Literary Terms:** Be able to define each term and apply each term to the play.

1. allusion:

Example:

2. climax:
3. dramatic structure:
4. symbol:

Example:

5. apostrophe

Example:

6. conceit

Example:

7. personification

Example:

8. foreshadowing

Example:

9. simile

Example:

10. oxymoron

Example:

11. metonymy

Example:

12. pun

Example:

13. irony

Example:

### **Act Three - Scene One**

1. Tybalt, still enraged at Romeo's intrusion at the Capulet's ball, is determined to fight, but Romeo refuses. Why?

2. How does Mercutio get involved, and what happens to him?
3. How does Romeo react to this?
4. What decree does the Prince make?
5. Explain how this scene serves as the climax or turning point of the drama. (Think of all that has happened between Romeo and Juliet so far.)

### **Act Three - Scene Two**

1. Complete this paraphrase of Juliet's soliloquy (lines 1-31)

Hurry up, \_\_\_\_\_ and set so that night will come and \_\_\_\_\_ can leap into my \_\_\_\_\_ Lovers don't need \_\_\_\_\_ to make love. If \_\_\_\_\_ is blind it best agrees with \_\_\_\_\_. Come on, night, so I can learn to \_\_\_\_\_ the love game. I'll \_\_\_\_\_ to Romeo, and we'll both lose our \_\_\_\_\_. Cover my blushing \_\_\_\_\_ until I grow \_\_\_\_\_ enough to act out my true \_\_\_\_\_. Come night. Come \_\_\_\_\_, and lie with me this night. Give me my \_\_\_\_\_ and when he \_\_\_\_\_ cut him up into little \_\_\_\_\_, and he will light the \_\_\_\_\_ so fine that all the \_\_\_\_\_ will be on love with \_\_\_\_\_ and not \_\_\_\_\_. Oh, I have taken the \_\_\_\_\_ vow, yet I am still a virgin. it's like a child who has new \_\_\_\_\_, but is not allowed to \_\_\_\_\_ them.

2. Explain the dramatic irony in the beginning of this scene.
3. How does Juliet react to the nurse's news?
4. What does Juliet plan to do with the cords? (See lines 132-137)
5. How does the nurse console her?

### **Act Three - Scene Three**

1. How does Romeo react to the news of his banishment?
2. Complete this paraphrase of Friar Laurence's speech (lines 108-154).

Stop! - Are you a \_\_\_\_\_? You look like a man but you cry like a \_\_\_\_\_ and act like a \_\_\_\_\_. I'm surprised at you! I thought you were a better man than that. You already killed \_\_\_\_\_. Will you now kill \_\_\_\_\_ and by doing so kill \_\_\_\_\_ who loves you? What are you \_\_\_\_\_ about? You're alive aren't you? \_\_\_\_\_ on you! You are a \_\_\_\_\_ to your manhood, trying to \_\_\_\_\_ yourself after vowing to love and \_\_\_\_\_ Juliet. Your \_\_\_\_\_ that should guide your body and your love is \_\_\_\_\_ like a \_\_\_\_\_ soldier trying to load his \_\_\_\_\_ and kills himself instead of the enemy. What's wrong with you \_\_\_\_\_? \_\_\_\_\_ is alive. There, you are lucky. \_\_\_\_\_ would have \_\_\_\_\_ you but instead you killed him. There, you are lucky. The Prince could have \_\_\_\_\_ you to \_\_\_\_\_, but he only \_\_\_\_\_ you. There, you are lucky. You have much to be \_\_\_\_\_ for, but instead of counting your \_\_\_\_\_, you sulk and \_\_\_\_\_ like a spoiled child. Stop sulking,

and go to your \_\_\_\_\_ and \_\_\_\_\_ her. But don't \_\_\_\_\_ too long, or you won't be able to get pass the \_\_\_\_\_ to go to \_\_\_\_\_ where you can stay until I can tell your \_\_\_\_\_ about your \_\_\_\_\_, reconcile them, and get the \_\_\_\_\_ to \_\_\_\_\_ you so you can come back and live happily. Go, \_\_\_\_\_ and tell \_\_\_\_\_ to go to bed early because \_\_\_\_\_ is coming.

3. What does the nurse give to Romeo?

### Act Three - Scene Four

1. What does Capulet tell his wife to say to Juliet?
2. How does the action in this scene complicate matters even further?
3. How does Capulet's attitude now differ from his attitude when Paris first came to ask for Juliet's hand in marriage?
4. Explain the dramatic irony in this scene.

### Act Three - Scene Five

1. Complete the paraphrase of lines 94-103.

I'm so \_\_\_\_\_ about my cousin's death that I'll never be \_\_\_\_\_ with Romeo until I see him \_\_\_\_\_. Mother, if you could find a man who sells \_\_\_\_\_, I would \_\_\_\_\_ it myself so that Romeo would be \_\_\_\_\_. My heart hates hearing his \_\_\_\_\_ and not being able to \_\_\_\_\_ him, not being able to \_\_\_\_\_ the love I had for my \_\_\_\_\_.

Explain the paradoxical phrases in this passage.

2. How does Capulet react to Juliet's refusal to marry Paris?
3. After Lady Capulet breaks the news about Paris, what is Juliet's response?
4. If Juliet's mother does not arrange to delay the marriage, what will Juliet do?
5. What advise does the nurse give Juliet?
6. How does Juliet's attitude toward the nurse change?
7. What "scheme" does Juliet devise to get rid of the nurse and to get out of the house?

### Act Four

**Vocabulary:** Be able to define the following words and understand them when they appear in the play.

1. lament

2. shroud
3. dismal
4. vial
5. loathsome

**Literary Terms:** Be able to define each term and apply each term to the play.

1. protagonist:

Example:

2. antagonist:

Example:

### **Act Four - Scene One**

1. Why is Friar Laurence reluctant to marry Paris to Juliet?
2. How does Paris explain the sudden haste of the marriage plans?
3. What is ironic about the conversation between Juliet and Paris?
4. If Friar Laurence cannot help her, what does Juliet threaten to do?
5. Why does Friar Laurence think that Juliet will accept his plan?
6. Describe the friar's plan for Juliet.

### **Act Four - Scene Two**

1. What day is it now?
2. Juliet is so convincing in her deception that her father decides to move the wedding day up from Thursday to Wednesday. What Complication does this change foreshadow?

### **Act Four - Scene Three**

1. Complete this paraphrase of Juliet's soliloquy (lines 14-58)

Farewell! God knows when we shall \_\_\_\_\_ again. Oh, I'm so \_\_\_\_\_ that my \_\_\_\_\_ runs cold. I'll call them back to \_\_\_\_\_ me. Nurse! - But what can she do? I must do this alone. Come vial. But what if the potion doesn't \_\_\_\_\_ and I have to \_\_\_\_\_ Paris after all? I'll use this \_\_\_\_\_ on myself first! What if the Friar gave me \_\_\_\_\_ to kill me so that no one will find out that he already

\_\_\_\_\_ me to Romeo? No, the Friar is proven to be a \_\_\_\_\_ man. He would not do that. But what if I \_\_\_\_\_ before \_\_\_\_\_ comes to take me away? That's scary. Will I not \_\_\_\_\_ in the vault before \_\_\_\_\_ comes? Or if I \_\_\_\_\_, my imagination will run \_\_\_\_\_ in that horrible place where the bones of my \_\_\_\_\_ have been \_\_\_\_\_ for hundreds of years; where \_\_\_\_\_ yet recently burned lies \_\_\_\_\_ in his shroud; where \_\_\_\_\_ visit at some hours of the \_\_\_\_\_. Oh! Wouldn't those horrible \_\_\_\_\_ and \_\_\_\_\_ drive a living person \_\_\_\_\_? If I \_\_\_\_\_ will I not be so disturbed in the midst of these hideous \_\_\_\_\_ that I play with my forefather's \_\_\_\_\_ or pull \_\_\_\_\_ burial clothes off, and then in a fit of madness dash out my \_\_\_\_\_ with my \_\_\_\_\_?

Oh look! I think I see my cousin's (Tybalt's) \_\_\_\_\_ looking for \_\_\_\_\_ who cut him up with his \_\_\_\_\_. Stay back, \_\_\_\_\_ stay back! Romeo, I come! I \_\_\_\_\_ this (potion) to you.

2. List Juliet's fears as she is about to drink the potion.

- 1.
- 2.
- 3.
- 4.
- 5.

## Act Four - Scene Four

1. What is happening in this brief scene?

## Act Four - Scene Five

1. Describe the imagery Shakespeare uses in describing Juliet's "death"?
2. What does Friar Laurence say to comfort the Capulet family?
3. What even are the Capulets now preparing for?
4. Explain the dramatic irony in Friar Laurence's speech (lines 65-83)

## Act Five

**Vocabulary:** Be able to define the following words and understand them when they appear in the play.

1. ambiguity

2. peruse
3. remnants
4. haughty

**Literary Terms:** Be able to define each term and apply each term to the play.

1. motivation:
2. theme:

Example:

### **Act Five - Scene One**

1. How does Romeo's dream, which he describes in his opening speech, compare with the news brought to him by Balthasar?
2. What does Romeo mean when he says, "Then I defy you, stars!"?
3. How does Romeo convince the apothecary to sell him poison?
4. What does he plan to do with the poison?

### **Act Five - Scene Two**

1. Explain the conversation between Friar Laurence and Friar John.
2. What does Friar Laurence now plan to do?

### **Act Five - Scene Three**

1. Why does Paris come to Juliet's burial place?
2. What happens when Romeo and Paris meet?
3. Romeo gives Balthasar two reasons for entering the Capulet's tomb. What are those two reasons?
4. Why does Paris think that Romeo has come to the tomb?
5. Romeo enters the tomb and sees Juliet. He takes the poison, and no sooner does Romeo die, than Friar Laurence comes along - but too late.  
WHAT HAPPENS WHEN JULIET WAKES UP?
6. Complete this paraphrase of Friar Laurence's speech.  
(lines 229-269)

I will be \_\_\_\_\_, for I don't expect to \_\_\_\_\_ long. Romeo and Juliet are \_\_\_\_\_ and \_\_\_\_\_. I \_\_\_\_\_ them in \_\_\_\_\_, and that same day was \_\_\_\_\_ killed and \_\_\_\_\_ banished. Juliet pined for her bridegroom and not for \_\_\_\_\_. You (Capulet) while trying to make her \_\_\_\_\_ promised her to \_\_\_\_\_ and would have \_\_\_\_\_ her to marry him. Then she came to me asking that I \_\_\_\_\_ to prevent her second marriage, or she would have \_\_\_\_\_ herself right there in my cell. So I gave her a \_\_\_\_\_ which was intended to make her \_\_\_\_\_. Meanwhile, I wrote a letter to \_\_\_\_\_ telling him to come \_\_\_\_\_ to take \_\_\_\_\_ from her borrowed grave when the potion \_\_\_\_\_. But Friar John, who was sent to \_\_\_\_\_ the \_\_\_\_\_, was detained and brought the letter back to me. So I came alone at the time when Juliet was to \_\_\_\_\_ to take her from the vault and hide her in \_\_\_\_\_ until I could send another \_\_\_\_\_ to \_\_\_\_\_. When I got here, just a few minutes before \_\_\_\_\_ should awaken, I found both \_\_\_\_\_ and \_\_\_\_\_ dead. Juliet woke up, and I tried to get her to leave. I heard some \_\_\_\_\_ and was \_\_\_\_\_ away, but Juliet would not \_\_\_\_\_. It seems that she \_\_\_\_\_. This is the whole story, and Juliet's \_\_\_\_\_ also knew of the \_\_\_\_\_. If this is all my \_\_\_\_\_ let me be sacrificed to the full extent of the \_\_\_\_\_.

7. Why doesn't Friar Laurence stay in the tomb with Juliet after she awakens?
8. When Montague first arrives on the scene, what does he tell those gathered?
9. How do Montague and Capulet plan to honor the memories of their children?
10. Describe the conclusion of the drama and explain how poetic Justice operates in the play.
11. What is Romeo and Juliet's tragic flaw? How does it lead to their destruction?

## Sources

This study guide was prepared with material from:

- Literary Explorer (<http://drb.lifestreamcenter.net/Lessons/RomJul/index.htm>)
- Mr. Lettierie's English on the Web (<http://www.argo217.k12.il.us/departs/english/blettiere/romeojuliet.htm>)