

## **Unit 2: Romeo And Juliet Test- Help, Practice Test, and Study Guide**

1.

Which statement best describes a theme, or message about life and people, conveyed by the events in *The Tragedy of Romeo and Juliet*?

- A. Hatred between two families can rob people of what they hold dearest.
- B. Young people in love are foolish and totally irresponsible
- C. Love is fleeting and must be pursued at all costs
- D. Misunderstandings can happen at any age and must be forgiven

2.

### **Different types of irony in Romeo and Juliet**

#### **Three Types of Irony Defined with Examples and Practice**

<https://docs.google.com/presentation/d/1om46rw1HKDDgoFKq9B7zX9BJkFgHorye-IUg1gh6ze0/edit#slide=id.p2/copy>

#### **Romeo and Juliet Act IV Irony Examples**

<https://docs.google.com/document/d/1Zl6S-Fixjz7dyflEmiCs9lQs2yqFMPMUEdVIKQlICzA/edit#heading=h.gue1tyvi11v3/copy>

#### **The Practice question:**

Dramatic irony occurs when a character on stage is not aware of something the audience or reader knows to be true. In Act V, Scene 3 of *Romeo and Juliet*, why are the following lines of Romeo dramatically ironic?

Death, that hath sucked the honey of thy breath,  
Hath had no power yet upon thy beauty.  
Thou art not conquered. Beauty's ensign yet  
Is crimson in thy lips and in thy cheeks,  
And death's pale flag is not advanced there.

**3. Note: You may need to go back and read about the wedding from this scene in Act IV Scene number 2. Then you will be prepared to answer this question.**

Read the following dialogue from Act IV, Scene 2 from *Romeo and Juliet*:

Capulet: So many guests invite as here are writ.--  
[Exit first Servant.]

Sirrah, go hire me twenty cunning cooks.

Second Servant: You shall have none ill, sir; for I'll try if they can lick their fingers.

Capulet: How canst thou try them so?

Second Servant: Marry, sir, 'tis an ill cook that cannot lick his own fingers: therefore he that cannot lick his fingers goes not with me.

How does Shakespeare's use of comic relief impact this scene?

4.

## Figurative Language

### Definitions and Types of Figurative Language

<https://7esl.com/figurative-language/>

### Metaphor and Simile Practice and Examples-Romeo and Juliet

<https://www.sparknotes.com/shakespeare/romeojuliet/metaphors-and-similes/>

### All kinds including Personification-Practice and Examples-Romeo and Juliet

<https://theromiettes.weebly.com/figurative-language.html>

<https://quizlet.com/119246740/romeo-juliet-figurative-language-in-act-2-scene-2-flash-cards/>

Read the following line from Romeo's monologue in Act II, Scene 2 of *Romeo and Juliet*, where Shakespeare employs personification:

Arise, fair sun, and kill the envious moon,  
Who is already sick and pale with grief,  
That thou her maid art far more fair than she:  
Be not her maid, since she is envious...

In this quote, Romeo refers to Juliet as the sun and Rosaline as the moon. What does Romeo intend to say in these lines?

5.

What is the effect of the metaphor in the following line from Romeo's speech to Juliet from Act I, Scene 5 of *Romeo and Juliet*?

If I profane with my unworhiest hand  
This holy shrine,

6.

Read Capulet's speech from Act IV, Scene 2, as he plans for the wedding:

Tush, I will stir about,  
And all things shall be well, I warrant thee, wife:  
Go thou to Juliet, help to deck up her;  
I'll not to bed to-night; --let me alone;  
I'll play the housewife for this once. --What, Ho!  
-- They are all forth: well, I will walk myself  
To County Paris, to prepare him up  
Against to-morrow: my heart is wondrous light  
Since this same wayward girl is so reclaim'd.

- A. Readers know that Juliet will obey her father's wishes
- B. Readers know that Juliet has no plans to marry Paris
- C. Readers know that Capulet looks forward to his daughter's marriage to Paris
- D. Readers know that Capulet plans to continue the Capulet-Montague feud

7.

To paraphrase Shakespeare it helps to go back to that scene in the play to read what is happening. Afterwards, you can then interpret and paraphrase the line.

[Romeo and Juliet translated into plain English](#)

[How to Paraphrase](#)

[Romeo and Juliet Paraphrasing Practice-With Answer Key](#)

**The Practice question:**

After he is wounded in Act III, Scene 1, Mercutio says to Romeo, "Why the devil came you between us? I / was hurt under your arm." Which of the following is the best paraphrase of Mercutio's words?

- A. I am so badly wounded that I feel I will die
- B. Why did you interfere? Your arm allowed him to stab me
- C. Why has the Devil caused me bad fortune?
- D. Your arm could not save me, Romeo

9.

What can readers infer from the following quote from Act V, Scene 3 of *Romeo and Juliet*?

Romeo: O, be gone!  
By heaven, I love thee better than myself;  
For I come hither arm'd against myself.  
Stay not, be gone;--live, and hereafter say,  
A madman's mercy bid thee run away.

10. What are 4 ways Friar Lawrence affects the lives of Romeo and Juliet in the play?

11.

Which event in *The Tragedy of Romeo and Juliet* does the Prologue foreshadow?

### [Foreshadowing](#)

12. You can use the Merriam Webster dictionary along with the context within the scene to answer the following question.

To find definitions as well as synonyms and antonyms. You will find examples and how they are used in a sentence. You can also use the *Kids Definition* feature which will help you better understand and define the words,

Please go to <https://www.merriam-webster.com/>

---

What does *loathsome* mean as it is used in the following lines from Act IV, Scene 3 of *Romeo and Juliet*?

Juliet: Or, if I live, is it not very like  
The horrible conceit of death and night,  
Together with the terror of this place,--  
As in a vault, an ancient receptacle,  
Where, for this many hundred years, the bones  
Of all my buried ancestors are pack'd;  
Where bloody Tybalt, yet but green in earth  
Lies festering in his shroud; where, as they say,  
At some hours in the night spirits resort;--  
Alack, alack, it is not like that I,  
So early waking,--what with *loathsome smells*,  
And shrieks like mandrakes torn out of the earth,  
That living mortals, hearing them, run mad;

**13. Proper Definitions of The following words given 4 choices.**

- **Marred**
- **Procure**
- **Cordial**
- **Vile**
- **Prodigious**

**To find definitions as well as synonyms and antonyms. You will find examples and how they are used in a sentence. You can also use the *Kids Definition* feature which will help you better understand and define the words,**

Please go to <https://www.merriam-webster.com/>

**You will also need to look at how they are used in a sentence and choose the proper definition. You can also Use your context clues strategies to do this.**

**You will want to consider how the word is being used to determine its meaning:**

**For context clues strategies and practice:**

**Make a copy so you can view the infographic-**

<https://docs.google.com/document/d/1wEz041Sb36TMHVuhpgnuEMtu8-6-3iPexFGJepKFwHE/copy>

14. You can use the Merriam Webster dictionary along with the context within the scene to answer the following question.

To find definitions as well as synonyms and antonyms. You will find examples and how they are used in a sentence. You can also use the *Kids Definition* feature which will help you better understand and define the words,

Please go to <https://www.merriam-webster.com>

---

What does *pestilence* mean as it is used in the following lines from Act V, Scene 2 of *Romeo and Juliet*?

Friar John: Going to find a barefoot brother out,  
One of our order, to associate me,  
Here in this city visiting the sick,  
And finding him, the searchers of the town,  
Suspecting that we both were in a house Where the infectious *pestilence* did reign,  
Seal'd up the doors, and would not let us forth;  
So that my speed to Mantua there was stay'd.

15. You can use the Merriam Webster dictionary along with the context within the scene to answer the following question.

To find definitions as well as synonyms and antonyms. You will find examples and how they are used in a sentence. You can also use the *Kids Definition* feature which will help you better understand and define the words,

Please go to <https://www.merriam-webster.com>

---

Which word means the same as *scathe* as it is used in these lines from Act I, Scene 5 of *Romeo and Juliet*?

Capulet: Go to, go to!  
You are a saucy boy. Is't so, indeed?  
The 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.

## 16. Short Answer essay question prompt:

Choose one of the following essay prompts.

I. In Act IV, Scene 1 of *Romeo and Juliet*, Juliet cries, "O, bid me leap, rather than marry Paris . . . And I will do it without fear or doubt."

Both Romeo and Juliet seek out Friar Lawrence for counsel during their difficulties. How does he affect their decisions, and eventually, the outcome of the play? Write an essay analyzing the cause-and-effect relationship between the two lovers and Friar Lawrence. You may want to address why Friar Lawrence marries the two in the first place, and the results of his advice throughout the story. The introduction of your essay should include an attention-getter and thesis statement. The body of your essay should explore how and why Friar Lawrence orchestrates many of the developments in the plot. Close your essay with an overall conclusion, including a restatement of the thesis.

II. By the end of *Romeo and Juliet*, Paris and Romeo, both of whom loved Juliet, are dead. The two characters, however, are very different. Write an essay comparing and contrasting the two men. The introduction of your essay should include an attention-getter and thesis statement. The body of your essay should provide examples of similarities and differences regarding their attitudes toward love, traditions, and fidelity, as well as their actions. Close your essay with an overall conclusion, including a restatement of the thesis.

### Video Guide from Your Teacher:

<https://watch.screencastify.com/v/S5w3pbOFMqcAAw19Nh2Y>

**The Unit 2: Romeo and Juliet Short Answer essay Guide. Thesis creator template and Graphic Organizers for the Two short answer essay questions. Please click on the link below to make a copy.**

<https://docs.google.com/document/d/1V1-e0ndIXPHQQv-293-te6p4dis4Kwsemj178rMfdtk/copy>

**You will want to go back into the story. You can also look at summary, quotes, characters, and analysis from the following sources:**

**Summary and Analysis: For after you have read each Act of Romeo and Juliet:**

<https://www.sparknotes.com/shakespeare/romeojuliet/plot-analysis/>

<https://www.gradesaver.com/romeo-and-juliet/study-guide/summary-act-1>

**Plot Summary and Synopsis Videos of The Whole Play:**

<https://www.gradesaver.com/romeo-and-juliet/study-guide/video-romeo-and-juliet>

<https://www.sparknotes.com/shakespeare/romeojuliet/video-summary/>

**Romeo and Juliet-The Play PDF**

<https://www.connexus.com/content/media/1723957-10202015-105036-AM-575156973.pdf>

**Romeo and Juliet-Abridged Version for High School PDF**

<https://www.marsd.org/cms/lib/NJ01000603/Centricity/Domain/761/Romeo%20and%20Juliet.pdf>

**Romeo and Juliet-No Fear Shakespeare-The Play with Side by Side Translation In Plain English**

<https://www.biloxischools.net/cms/lib07/MS01910473/Centricity/Domain/440/No%20Fear%20Shakespeare%20-%20Romeo%20and%20Juliet.pdf>