



**The Grammar Dog Guide to  
The Tragedy of  
Romeo and Juliet  
by William Shakespeare**

**All quizzes use sentences from the play.  
Includes over 250 multiple choice questions.**

## About Gramwardog

Gramwardog was founded in 2001 by Mary Jane McKinney, a high school English teacher and dedicated grammarian. She and other experienced English teachers in both high school and college regard grammar and style as the key to unlocking the essence of an author.

Their philosophy, that grammar and literature are best understood when learned together, led to the formation of Gramwardog.com, a means of sharing knowledge about the structure and patterns of language unique to specific authors. These patterns are what make a great book *a great book*. The arduous task of analyzing works for grammar and style has yielded a unique product, guaranteed to enlighten the reader of literary classics.

Gramwardog's strategy is to put the author's words under the microscope. The result yields an increased appreciation of the art of writing and awareness of the importance and power of language.



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**SAMPLE EXERCISES - THE TRAGEDY OF ROMEO AND JULIET** by Shakespeare

**EXERCISE 5            COMPLEMENTS**

Identify the complements in the following sentences. Label the underlined words:

*d.o.* = direct object

*i.o.* = indirect object

*p.n.* = predicate nominative

*o.p.* = object of preposition

*p.a.* = predicate adjective

ACT I

- \_\_\_ 1.        A pair of star-crossed lovers take their life; whose misadventured piteous overthrows doth with their death bury their parents' strife.
- \_\_\_ 2.        My child is yet a stranger in the world, she hath not seen the change of fourteen years . . .
- \_\_\_ 3.        At my poor house look to behold this night earth-treading stars that make dark heaven light.

**EXERCISE 6            PHRASES**

Identify the phrases in the following sentences. Label the underlined words:

*par* = participial

*ger* = gerund

*inf* = infinitive

*appos* = appositive

*prep* = prepositional

ACT I

- \_\_\_ 1.        Thou shalt not stir one foot to seek a foe.
- \_\_\_ 2.        She is too fair, too wise, wisely too fair, to merit bliss by making me despair.
- \_\_\_ 3.        Among fresh fennel buds shall you this night inherit at my house.

**EXERCISE 9            STYLE: FIGURATIVE LANGUAGE**

Identify the figurative language in the following sentences. Label the underlined words:

*p* = personification

*s* = simile

*m* = metaphor

*o* = onomatopoeia

*h* = hyperbole

ACT I

- \_\_\_ 1.        In the instant came the fiery Tybalt, with his sword prepared; which, as he breathed defiance to my ears, he swung about his head and cut the winds, who, nothing hurt withal, hissed him in scorn.
- \_\_\_ 2.        Love is a smoke raised with the fume of sighs; being purged, a fire sparkling in lovers' eyes; being vexed, a sea nourished with lovers' tears.

**SAMPLE EXERCISES - THE TRAGEDY OF ROMEO AND JULIET** by Shakespeare

- \_\_\_3. It seems she hangs upon the cheek of night as a rich jewel in an Ethiop's ear – beauty too rich for use, for earth too dear!

**EXERCISE 12 STYLE: ALLUSIONS AND SYMBOLS**

Identify the allusions and symbols in the following sentences. Label the underlined words:  
*a. historical b. mythological c. religious d. folklore and superstition*

ACT I

- \_\_\_1. . . . but all so soon as the all-cheering sun should in the farthest East begin to draw the shady curtains from Aurora's bed, away from light steals home my heavy son . . .
- \_\_\_2. She'll not be hit with Cupid's arrow.
- \_\_\_3. She hath Dian's wit and, in strong proof of chastity well armed, from Love's weak childish bow she lives unharmed.

**EXERCISE 13 STYLE: LITERARY ANALYSIS – SELECTED PASSAGE 1**

Read the following passage the first time through for meaning.

But soft! What light through yonder window breaks?  
It is the East, and Juliet is the sun!  
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.  
Her vestal livery is but sick and green,  
And none but fools do wear it. Cast it off.  
It is my lady; O, it is my love!  
O that she knew she were!  
She speaks, yet she says nothing. What of that?  
Her eye discourses; I will answer it.  
I am too bold; 'tis not to me she speaks.  
Two of the fairest stars in all the heaven,  
Having some business, do entreat her eyes  
To twinkle in their spheres till they return.  
What if her eyes were there, they in her head?  
The brightness of her cheek would shame those stars  
As daylight doth a lamp; her eyes in heaven  
Would through the airy region stream so bright  
That birds would sing and think it were not night.  
See how she leans her cheek upon her hand!  
O that I were a glove upon that hand,  
That I might touch that cheek! (II, I, 2-25)

***SAMPLE EXERCISES - THE TRAGEDY OF ROMEO AND JULIET*** by Shakespeare

Read the passage a second time, marking figurative language, sensory imagery, poetic devices, and any other patterns of diction and rhetoric, then answer the questions below.

1 But soft! What light through yonder window breaks?

2 It is the East, and Juliet is the sun!

3 Arise, fair sun, and kill the envious moon,

4 Who is already sick and pale with grief

5 That thou her maid art far more fair than she.

6 Be not her maid, since she is envious.

7 Her vestal livery is but sick and green,

8 And none but fools do wear it. Cast it off.

9 It is my lady; O, it is my love!

10 O that she knew she were!

11 She speaks, yet she says nothing. What of that?

12 Her eye discourses; I will answer it.

13 I am too bold; 'tis not to me she speaks.

14 Two of the fairest stars in all the heaven,

15 Having some business, do entreat her eyes

16 To twinkle in their spheres till they return.

17 What if her eyes were there, they in her head?

18 The brightness of her cheek would shame those stars

19 As daylight doth a lamp; her eyes in heaven

20 Would through the airy region stream so bright

21 That birds would sing and think it were not night.

22 See how she leans her cheek upon her hand!

23 O that I were a glove upon that hand,

24 That I might touch that cheek!

**SAMPLE EXERCISES - THE TRAGEDY OF ROMEO AND JULIET** by Shakespeare

- \_\_\_1. Line 2 contains an example of . . .  
a. metaphor   b. simile   c. personification   d. hyperbole
- \_\_\_2. Lines 3 through 5 contain an example of . . .  
a. metaphor   b. simile   c. personification   d. hyperbole
- \_\_\_3. In Line 16, the antecedent of the pronoun *they* is . . .  
a. stars   b. eyes   c. business   d. spheres

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