Daily Bard

QUOTATION SHEET

Romeo and Juliet: key quotation sheet

10 quotations worth knowing by heart, each with a plain-English reading, space for your notes, and a fill-the-gap test.



How to use this sheet

These are the 10 quotations from the **Romeo and Juliet study guide**, set out for revision. Part one gives each quotation with a plain-English reading and space for your own notes. Part two prints them again with a word missing from each line, so that you can test yourself.

- [ ] Read the quotation aloud twice. Sound helps memory more than staring does.
- [ ] In the note space, name one method (a device, a word choice, a feature of the verse) and the effect it has.
- [ ] Add one link: to a theme, to another moment in the text, or to a point of context.
- [ ] A day later, cover part one and complete part two from memory.

Part one: the quotations

> From forth the fatal loins of these two foes
> A pair of star-crossed lovers take their life;
>
> CHORUS · PROLOGUE

Plain English: From these two enemy families come two lovers whom the stars oppose.

Method and effect:

Links to: _____

> Why then, O brawling love, O loving hate,
> O anything of nothing first create!
>
> ROMEO · ACT 1, SCENE 1

Plain English: Love is a fight and hatred is a passion; everything is made out of nothing.

Method and effect:

Links to: _____

> My only love sprung from my only hate!
> Too early seen unknown, and known too late!
>
> JULIET · ACT 1, SCENE 5

Plain English: The one man I love is the son of the one family I hate; I saw him before I knew who he was.

Method and effect:

Links to: _____

> But soft, what light through yonder window breaks?
> It is the East, and Juliet is the sun.
>
> ROMEO · ACT 2, SCENE 2

Plain English: Quiet: what is that light at the window? It is the dawn, and Juliet is the sun.

Method and effect:

Links to: _____

> What's in a name? That which we call a rose
> By any other word would smell as sweet.
>
> JULIET · ACT 2, SCENE 2

Plain English: A name is only a label; a rose would smell the same whatever we called it.

Method and effect:

Links to: _____

> My bounty is as boundless as the sea,
> My love as deep. The more I give to thee,
> The more I have, for both are infinite.
>
> JULIET · ACT 2, SCENE 2

Plain English: My generosity and my love are as limitless as the sea; giving them only increases them.

Method and effect:

Links to: _____

> These violent delights have violent ends
> And in their triumph die, like fire and powder,
> Which, as they kiss, consume.
>
> FRIAR LAWRENCE · ACT 2, SCENE 6

Plain English: Intense pleasures end as intensely as they begin, like fire meeting gunpowder.

Method and effect:

Links to: _____

> A plague o' both your houses!
>
> MERCUTIO · ACT 3, SCENE 1

Plain English: A curse on both your families.

Method and effect:

Links to: _____

> Hang thee, young baggage, disobedient wretch!
> I tell thee what: get thee to church o' Thursday,
> Or never after look me in the face.
>
> CAPULET · ACT 3, SCENE 5

Plain English: Marry Paris on Thursday, you worthless girl, or I disown you.

Method and effect:

Links to: _____

> Then I deny you, stars!
>
> ROMEO · ACT 5, SCENE 1

Plain English: Then I reject you, fate.

Method and effect:

Links to: _____

Part two: test yourself

Fill each gap from memory, then check against part one. Mark the ones you missed and come back to them tomorrow.

> From _____ the fatal loins of these two foes
> A pair of star-_____ lovers take their life;
>
> CHORUS · PROLOGUE

> Why then, O _____ love, O loving hate,
> O _____ of nothing first create!
>
> ROMEO · ACT 1, SCENE 1

> My only love _____ from my only hate!
> Too early seen _____, and known too late!
>
> JULIET · ACT 1, SCENE 5

> But soft, what light _____ yonder window breaks?
> It is the East, and _____ is the sun.
>
> ROMEO · ACT 2, SCENE 2

> _____ in a name? That which we call a rose
> By any _____ word would smell as sweet.
>
> JULIET · ACT 2, SCENE 2

> My bounty is as _____ as the sea,
> My love as deep. The more I give to thee,
> The more I have, for both are _____.
>
> JULIET · ACT 2, SCENE 2

> These violent _____ have violent ends
> And in their _____ die, like fire and powder,
> Which, as they kiss, _____.
>
> FRIAR LAWRENCE · ACT 2, SCENE 6

> A _____ o' both your houses!
>
> MERCUTIO · ACT 3, SCENE 1

> Hang thee, young baggage, _____ wretch!
> I tell thee what: get thee to church o' _____,
> Or _____ after look me in the face.
>
> CAPULET · ACT 3, SCENE 5

> Then I deny you, _____!
>
> ROMEO · ACT 5, SCENE 1

Next steps

Turn three of these quotations into full paragraphs with the **essay planner**, and check your method against the **close reading toolkit**. For a small daily dose of the language, **Daily Bard** shows one passage each morning with a plain-English reading on the back of the leaf.



A page of Shakespeare, every day.

This resource comes from Daily Bard, an app for iPhone and iPad. Each morning it shows one engraved plate and one passage, exactly as Shakespeare wrote it, with a plain-English reading on the back of the leaf.

Free to download. The Full Edition is a one-time US$11.99: no subscription, no account, no ads, no tracking.

Get it on the App Store: **apps.apple.com/app/id6792967225**

More free study guides, lesson plans and close readings: dailybard.app