Literary Element (page 746)
Monologue, Soliloquy, and Aside

The Tragedy of Romeo and Juliet, Act 3  WILLIAM SHAKESPEARE

A monologue is an uninterrupted speech that can be heard by every character onstage. In Act 1, the Prince’s speech to the quarreling families is a monologue.

An aside is a private remark that may not always be heard another character but that displays the speaker’s true feelings or intentions to the audience. In Act 2, Romeo’s comment about Mercutio—“He jests at scars that never felt a wound”—is an aside because it is heard only by the audience.

A soliloquy is not heard by any other character. The speaker is usually alone onstage, and only the play’s audience learns the character’s thoughts and feelings. In the orchard scene, Romeo’s speech upon seeing Juliet at the balcony is a soliloquy, since Juliet cannot hear him. Both the brief aside and the extended soliloquy permit the dramatist to reveal a character’s state of mind directly to the audience.

ACTIVITY

Directions  Review the following speeches from Act 3 in context and identify each as an aside, a monologue, or a soliloquy. Briefly explain your choice.

1. Scene 1, lines 107–113, Romeo begins, “This gentleman, the Prince’s near ally, / My very friend, hath got this mortal hurt / In my behalf…”

2. Scene 2, lines 1–31, Juliet begins, “Gallop apace, you fiery-footed steeds…”

3. Scene 3, lines 29–51, Romeo begins, “’Tis torture, and not mercy. Heaven is here, / Where Juliet lives…”

4. Scene 5, line 1, Juliet states, “Villain and he be many miles asunder.”

5. Scene 5, lines 126–138, Capulet begins, “When the sun sets the earth doth drizzle dew…”

6. Scene 5, lines 235–242, Juliet begins, “Ancient damnation! Oh most wicked fiend!”
Reading Strategy (page 746)
Comparing and Contrasting Scenes

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Comparing and contrasting scenes will deepen your understanding of the dramatist’s craft. As you compare scenes within Act 3, you may find it helpful to consider the following questions.

- Does the setting change? If so, how does this alter the mood of the scene?
- Are the main characters behaving differently? Why?
- How have plot developments changed the character’s situation?
- Based on this scene, what might the audience expect to happen next?

**ACTIVITY**

**Directions** Use the graphic organizer below to compare and contrast the play’s two balcony scenes. List all the similarities you find in the “How Alike?” box; list the differences in separate “How Different?” boxes.

**Active Reading Graphic Organizer**

As you compare other scenes within the play, you may wish to use a graphic organizer to note the similarities and the differences you find. Ask your teacher for a copy of the Compare-and-Contrast Graphic Organizer.
Selection Vocabulary Practice (page 746)
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Vocabulary

eloquence n. persuasive, inspirational speech
adversity n. hardship
predicament n. a difficult or tricky situation
fickle adj. given to frequent changes of thought or mood; unreliable; inconstant

EXERCISE A Practice with Antonyms

Choose the word that best completes each analogy.

1. predicament : disaster :: leak :
   A. flood   B. lake   C. danger

2. eloquence : speaker :: gracefulness :
   A. doctor   B. dancer   C. speech

3. adversity : ease :: illness :
   A. disease   B. health   C. hardship

4. fickle : flighty :: truthful :
   A. disloyal   B. unchanging   C. honest

EXERCISE B Applying Meanings

Of the following pairs, select the one that uses the vocabulary word appropriately.

   1. A. Despite the adversity of not getting a ride, Jaden arrived at the party.
      B. Karla overcame the adversity of illness to earn a college degree.

   2. A. Locking ourselves out of the car left us in a predicament.
      B. The pioneers faced a predicament when their wagon wheel broke.

   3. A. The speaker’s eloquence made me drowsy, so I missed some of it.
      B. The professor’s eloquence inspired many to enroll in the class.

   4. A. Mira is so fickle that she bought and returned the same dress twice.
      B. Confused by conflicting reports, the fickle general did not issue orders to retreat until it was too late.

EXERCISE C Responding to the Selection

Write a diary entry expressing Juliet’s thoughts about her situation at the close of Act 3. Use at least THREE of the vocabulary words.