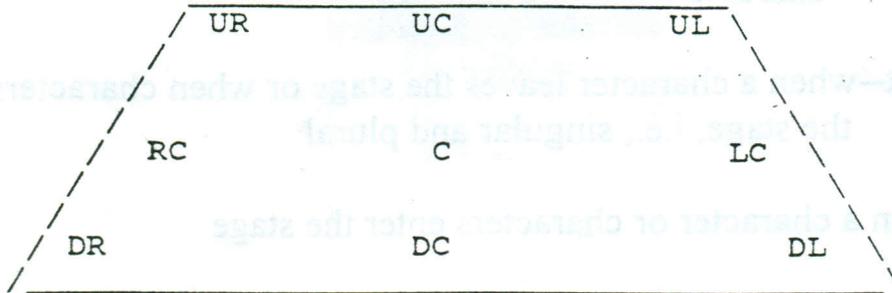


R & J

x

TERMS FOR DRAMATIC LITERATURE



THE STAGE:

ADD: *PROSCENIUM* -

1. properties (props)--all furniture, objects, etc., used during performance
2. stage left--the left side of stage from an actor's perspective
3. stage right--the right side of stage from an actor's perspective
4. upstage--to the back or rear of the stage
5. downstage--to the front of the stage near footlights
6. act--method of separating units or dividing a play
7. scene--further separation or division; scenes make up acts
8. aside--one character speaking on stage with other actors present, but the other actors can not hear the speaker; however, the audience can

9. soliloquy--one character speaking on stage with no other actors present; used to express feelings of a character to an audience
10. actor/actress--males and females who pretend to be the dramatist's characters
11. exit/exeunt--when a character leaves the stage or when characters leave the stage, i.e., singular and plural
12. enter--when a character or characters enter the stage
13. monologue--a long speech similar to a soliloquy but other actors are on stage and can hear it
14. dialogue--two or more characters conversing on stage
15. dramatis personae--the people in the drama, the dramatist's characters

LITERARY TERMS:

1. antagonist--individual, circumstance, or situation out to thwart, stop, or impede the actions of the protagonist
2. protagonist--the main character, not always hero, with whom the audience can best relate to or identify with
3. foil--a character (usually minor, although not always) who through interaction with other characters (usually major) helps define them
4. dramatic irony--when the audience in a play has been provided more knowledge and insight than the characters
5. motivation--reason or reasons a character acts

6. mood--atmosphere of a play determined by words and descriptions

7. tone--the attitude of the author toward his/her subject

8. foreshadowing--clues or hints of impending events

9. tragic hero--defined as a man of high renown who through some character flaw brings himself down

NOTE: Romeo and Juliet are brought down by the stars, fate

10. verisimilitude--appearance or similarity of reality or truth

11. dramatic question--question or feeling of uncertainty a reader feels early in the play and sometimes posed in the form of a question, "Will Romeo and Juliet be together forever?"
A play may have more than one dramatic question.

12. dramatic situation--when a person is involved in some conflict

13. setting--the time and place of the action

14. inference--a conclusion drawn by audience, not specifically stated by author, i.e., marriage of Romeo and Juliet

15. plot--generally a sequence of events, but more detailed in most drama

exposition (introduction)--early in a play, usually the first act, the conflict, characters, and setting introduced

rising action(complication)--additional events and/or complications occur

crisis (technical climax)--a point of tension when frequently a major change in the direction of the plot occurs

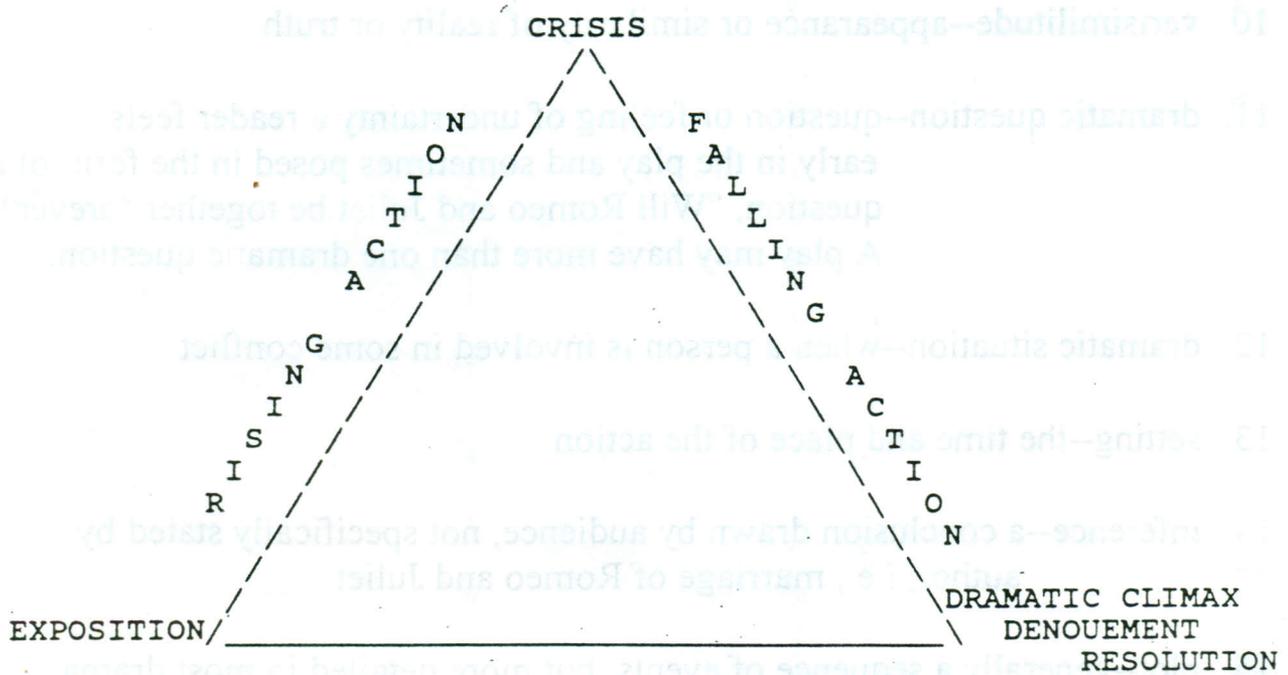
falling action--further complications as a result of the crisis

dramatic climax--point of greatest tension

denouement--literally "untying," outcome of the sequence of events

resolution--the overall conflict is concluded

Frequently this plot structure is shown in the form of a diagram:



NOTE: Most teachers, critics, etc., consider the denouement and the resolution to be the same thing; the distinction is a subtle one--resolution is the ending of the denouement, or "untying."

(X)

POETRY TERMS:

Although Romeo and Juliet is a play, it is written as poetry. The few terms and examples below will provide a cursory overview of the poetic elements of Romeo and Juliet.

1. blank verse--unrhymed line of poetry in iambic pentameter, i.e., five

metrical feet of unstressed (\sim) and then stressed (/) syllables

$\sim / \sim / \sim / \sim / \sim /$

$\sim / \sim / \sim / \sim / \sim /$

example: "Alas that love, whose view is muffled still,

$\sim / \sim / \sim / \sim / \sim /$

Should without eyes see pathways to his will."

(Act I, Scene I, lines 177-178)

2. heroic couplet--two lines that end in rhyme

example: "For never was a story of more woe,

Than this of Juliet and her Romeo."

(Act V, Scene III, lines 309-310)

NOTE: Although Shakespeare wrote in blank verse, he frequently used couplets in his plays, ending each of his plays with an heroic couplet.

3. personification--the giving of human qualities to animals, inanimate objects, or abstract terms

example: "Death is my son-in-law, Death is my heir,
My daughter he hath wedded. I will die,"
(Act IV, Scene V, lines 38-39)

4. alliteration--the repetition of initial consonant sounds in a line of poetry

example: "Now old desire doth in his death-bed lie,"
(Act II, Prologue, line 1)

5. metaphor--an implied comparison of two unlike objects

example: "But soft, what light through yonder window breaks?
It is the East, and Juliet is the sun."
(Act II, Scene II, lines 2-3)

example: "Sweet flower, with flowers thy bridal bed I strew.
O woe, thy canopy is dust and stones."
(Act V, Scene III, lines 12-13)

6. meter--when unstressed (\cup) and stressed (/) syllables occur in a pattern see example in #1

7. sonnet--a fixed form, a fourteen line poem/stanza
see Prologue, Romeo and Juliet

8. extended metaphor (conceit)--a comparison of two unlike objects that is sustained through several lines or an entire poem

"Thou detestable maw, thou womb of death,
Gorged with the dearest morsel of the earth,
Thus I enforce thy rotten jaws to open,
And in despite I'll cram thee with more food."

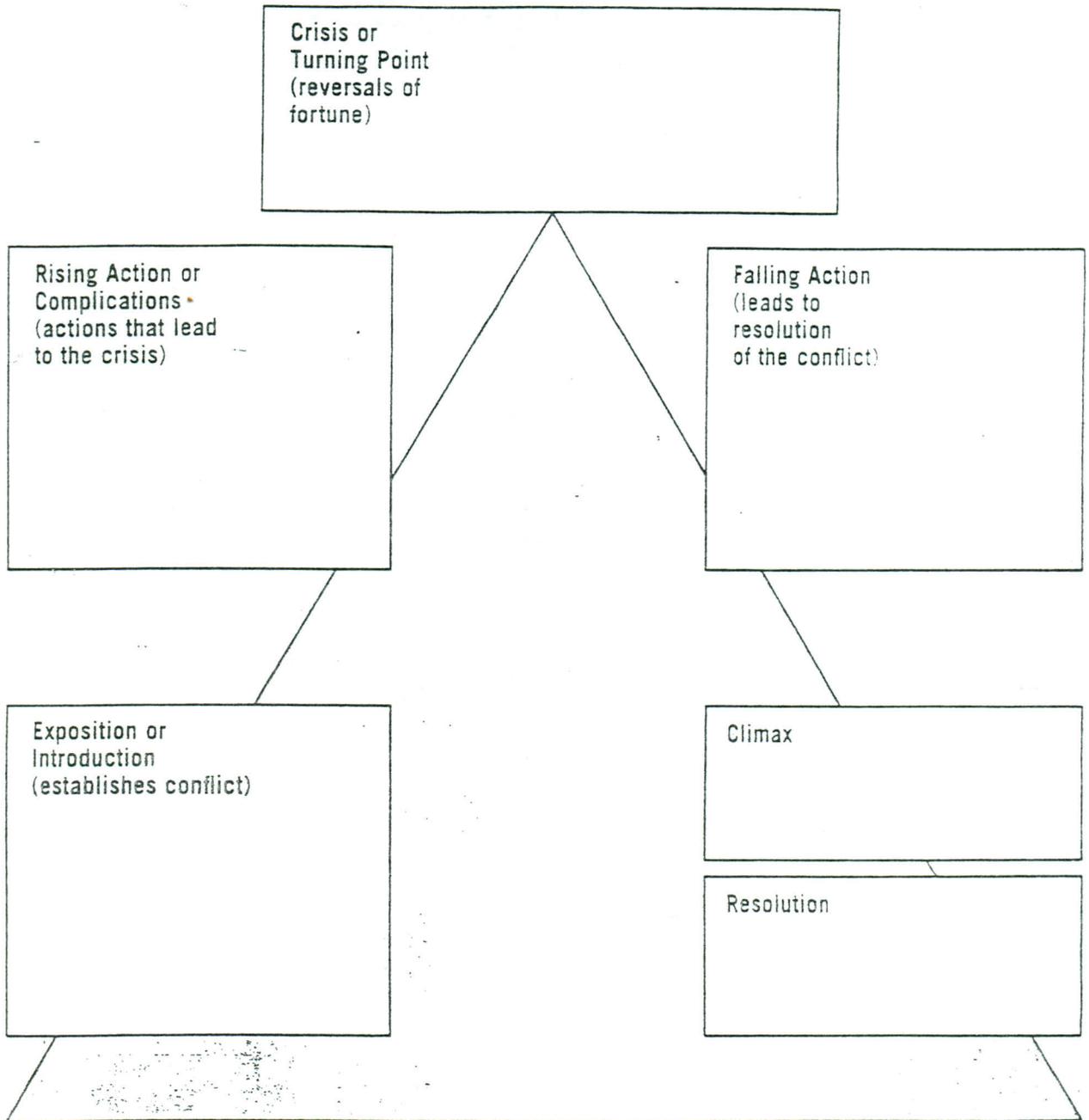
(Act V, Scene III, lines 45-48)

Unit Five: William Shakespeare

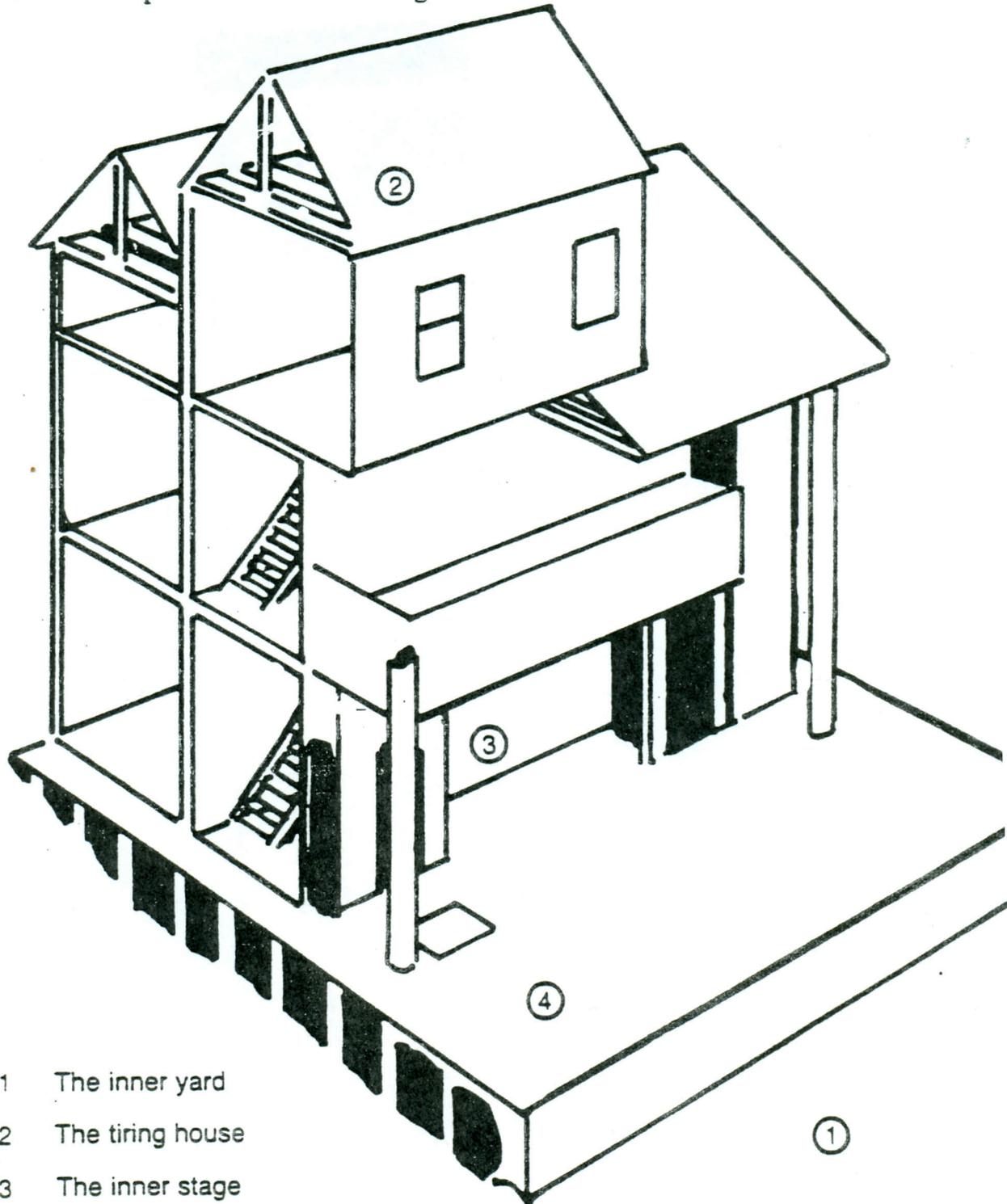
Dramatic Plot Structure

Title of Selection: _____

Author: _____



The Shakespearean Theater Stage



- 1 The inner yard
- 2 The tiring house
- 3 The inner stage
- 4 The stage

HANDOUT 2

SHAKESPEAREAN INSULT SHEET

Directions: Combineth one word or phrase from each of the columns below and addeth "Thou" to the beginning. Make certain thou knowest the meaning of thy strong words, and thou shalt have the perfect insult to fling at the wretched fools of the opposing team. Let thyself go. Mix and match to find that perfect barb from the bard!

Column A	Column B	Column C
1. bawdy	bunch-backed	canker-blossom
2. brazen	clay-brained	clotpole
3. churlish	dog-hearted	crutch
4. distempered	empty-hearted	cutpurse
5. fitful	evil-eyed	dogfish
6. gnarling	eye-offending	egg-shell
7. greasy	fat-kidneyed	gull-catcher
8. grizzled	heavy-headed	hedge-pig
9. haughty	horn-mad	hempseed
10. hideous	ill-breeding	jack-a-nape
11. jaded	ill-composed	malkin
12. knavish	ill-nurtured	malignancy
13. lewd	iron-witted	malt-worm
14. peevish	lean-witted	manikin
15. pernicious	lily-livered	minimus
16. prating	mad-bread	miscreant
17. purpled	motley-minded	moldwarp
18. queasy	muddy-mettled	nut-hook
19. rank	onion-eyed	pantaloon
20. reeky	pale-hearted	rabbit-sucker
21. roynish	paper-faced	rampallion
22. saucy	pinch-spotted	remnant
23. sottish	raw-boned	rudesby
24. unmuzzled	rug-headed	ruffian
25. vacant	rump-fed	scantling
26. waggish	shag-eared	scullion
27. wanton	shrill-gorged	snipe
28. wenching	sour-faced	waterfly
29. whoreson	weak-hinged	whipster
30. yeasty	white-livered	younker

INSULT HURLER: _____

INSULT:

Thou _____

DEFINITION:

You _____

**THE TRAGEDY OF
ROMEO AND JULIET, Act I** William Shakespeare *Textbook page 602*

DEVELOPING VOCABULARY

Directions: Read carefully the explanation of each word. Then write a sentence of your own using that word. Include in your sentence clues to the meaning of the word.

humor (hyoo'mər) *n.* mood. ▶ Centuries ago people believed moods were caused by certain body fluids, called *humors*. This accounts for the word's present meaning of

"moods." ■ Although yesterday he was happy, today Thomas is in a melancholy humor. **Page 608**

ORIGINAL SENTENCE: _____

to mark (märk) *v.* to listen, observe, or take notice of. ▶ A more familiar meaning of this word is "to place a visible impression on a surface." ■ Speaking to the crowd that

gathered after the fight, the swordsman exclaimed, "Mark well, countrymen!" **Page 617**

ORIGINAL SENTENCE: _____

shrif (shrift) *n.* confession; the forgiveness given by a priest for sins confessed. ▶ This archaic word survives in common usage in the expression "to make short shrif of," which

means "to finish a job quickly and impatiently." ■ The man's shrif brought him peace of mind, and he left the church feeling happy. **Page 609**

ORIGINAL SENTENCE: _____

Soft! (sôft) *interj.* Quiet! Hush! Slow up! Stop! ▶ This meaning of *soft* is archaic, but it is close to the original meaning of the Old English word from which it is derived: *softe*,

meaning "quiet" or "gentle." ■ Almost everyone remembers Romeo's line from the balcony scene: "But soft! What light through yonder window breaks?" **Page 611**

ORIGINAL SENTENCE: _____

withal (with•ôl') *prep.* with that; with. ▶ This meaning of *withal* is archaic, although the word is still used to mean "in addition" or "despite that." ■ The nurse, speaking of

Juliet's mother, told Romeo, "I nursed her daughter that you talked withal." **Page 626**

ORIGINAL SENTENCE: _____

Anon! (ə•nän') *interj.* At once! Soon! Coming! ▶ This word is archaic, which means it is an old word that is no longer

commonly used. ■ The peasant girl told her mother, "I'll be home anon, just as soon as I fill this bucket at the well." **Page 627**

ORIGINAL SENTENCE: _____

Good-den (good•den) *interj.* an archaic word meaning "good evening." ▶ The first part of this word is a variation of *God*, which also appears in our current word *goodbye* (God be

with you.) ■ Passing the priest on the cobblestone street, the merchant nodded and said, "Good-den." **Page 614**

ORIGINAL SENTENCE: _____

PRACTICE TEST A

Directions: Circle the letter of the best meaning for each word. (10 points each)

1. shrift a. beginning and end b. today and tomorrow
 c. impurities left after mining d. forgiveness for sins confessed
2. withal a. money b. with that c. for d. unto
3. humor a. health b. wisdom c. mood d. color
4. Anon! a. Terrific! b. Coming! c. Stop! d. Quiet!
5. Good-den a. good evening b. good morning c. God bless you
 d. God save the Queen

PRACTICE TEST B

Directions: In the blank at the right, write the vocabulary word that is a synonym for the word at the left. (10 points each)

- | | humor | Anon! | to mark | Soft! | shrift |
|---------------|-------|-------|---------|-------|----------|
| 1. confession | | | | | 1. _____ |
| 2. to listen | | | | | 2. _____ |
| 3. mood | | | | | 3. _____ |
| 4. Quiet! | | | | | 4. _____ |
| 5. Soon! | | | | | 5. _____ |

**THE TRAGEDY OF
ROMEO AND JULIET, Act II** William Shakespeare *Textbook page 629*

DEVELOPING VOCABULARY

Directions: Read carefully the explanation of each word. Then write a sentence of your own using that word. Include in your sentence clues to the meaning of the word.

discourses (dis•kôrs'əs) *v.* utters or speaks.
▶ This meaning of *discourse* is now archaic, but the word is presently used as a noun to mean "communication of ideas and

information, especially by talking" or "a lecture." ■ "Can you but discourse my name?" the lover begged. **Page 631**

ORIGINAL SENTENCE: _____

counsel (koun's'l) *n.* private thoughts; secret plan. ▶ This meaning of *counsel* is rarely used today, except in the expression "to keep one's own counsel," meaning "to keep one's

thoughts and plans to oneself." ■ "Never can you make me reveal my counsel," the man stated vehemently. **Page 633**

ORIGINAL SENTENCE: _____

proof (prōof) *adj.* armored or protected against; able to resist. ▶ This meaning of *proof*, while not frequently used, can be seen in the suffix *-proof*. When attached to a noun,

-proof adds the meaning "protected against," as in *fireproof*. ■ "Say what you will, but I am proof against your words," declared the villager. **Page 633**

ORIGINAL SENTENCE: _____

discovered (dis•kuv'ərd) *v.* past participle of *to discover*, which means "to reveal." ▶ This meaning of *discover* is now rarely used.

■ The early morning light has discovered the losses of yesterday's battle. **Page 634**

ORIGINAL SENTENCE: _____

bounty (boun'tē) *n.* capacity for giving generously. ▶ *Bounty* can also mean "a generous gift," as well as "a reward given by the government for raising certain crops,

capturing criminals, etc." ■ The mistress of the castle was much loved by the peasants for her bounty, especially at holiday time. **Page 635**

ORIGINAL SENTENCE: _____

baleful (bāl'fəl) *adj.* evil; threatening harm; poisonous. ▶ This word has no connection with the word *bale*, which means "a large bundle." Each entered Middle English from a

different source. ■ Jonathan couldn't erase from his mind the stranger's baleful stare. **Page 637**

ORIGINAL SENTENCE: _____

grace (grās) *n.* favor; good will; approval.
 ▶ This word forms the basis of several common expressions such as “to fall from grace” (to do wrong) and “in the good graces

of” (in favor with). ■ The knight hoped to win the grace of the princess by demonstrating his skill as a horseman. **Page 637**

ORIGINAL SENTENCE: _____

bauble (bô'b'l) *n.* a showy but worthless thing; trinket; cheap jewel. ▶ The origin of this word is uncertain, but it may have come from a Latin word meaning “pretty.” ■ “I

think I’ll go down to the mall and buy myself a bauble or two,” Ms. Shatz told her husband. **Page 641**

ORIGINAL SENTENCE: _____

Stay! (stā) *interj.* Wait! Pause! Delay! ▶ The original source of this word was a Latin word

meaning “to stand.” ■ “Stay!” the princess called, as she hurried to catch up. **Page 645**

ORIGINAL SENTENCE: _____

confounds (kən•foundz') *v.* destroys, defeats, or causes to fail. ▶ This meaning of *to confound* is archaic. Today, it means “to

confuse” or “to mix up.” ■ “The force of his army confounds us,” the warrior cried. **Page 647**

ORIGINAL SENTENCE: _____

PRACTICE TEST

Directions: In the blank at the right, write the vocabulary word that fits each definition at the left. (10 points each)

discourses
counsel

proof
discovered

bounty
baleful

grace
bauble

Stay!
confounds

- | | |
|--------------------------------|-----------|
| 1. private thoughts | 1. _____ |
| 2. capacity for giving | 2. _____ |
| 3. a trinket; cheap jewel | 3. _____ |
| 4. destroys | 4. _____ |
| 5. speaks | 5. _____ |
| 6. protected against | 6. _____ |
| 7. evil; threatening harm | 7. _____ |
| 8. Wait! | 8. _____ |
| 9. revealed | 9. _____ |
| 10. favor; approval; good will | 10. _____ |

THE TRAGEDY OF ROMEO AND JULIET, Act II William Shakespeare *Textbook page 629*

Characterization

In drama, **characterization**, the process of revealing the personality of a character, occurs mainly through **dialogue**, or the spoken lines of the play. The characters reveal themselves to us in what they say. Often, too, we learn about characters from what the other players say about them.

Understanding Characterization

From the list of characters below, select the name of the character who is being described in each of the following speeches from Act II of *Romeo and Juliet*. Write the character's name on the blank provided.

Mercutio	Romeo	Nurse	Tybalt
Benvolio	Juliet	Friar	Capulet

1. "Blind is his love and best befits the dark."

2. "Though his face be better than any man's, yet his leg excels all men's; and for a hand and foot, and a body, though they be not to be talked on, yet they are past compare."

3. "He jests at scars that never felt a wound."

4. "O, speak again, bright angel, for thou art
As glorious to this night, being o'er my head,
As is a wingèd messenger of heaven"

5. "He fights as you sing pricksong—keeps time, distance, and proportion; he rests his minim rests, one, two and the third in your bosom! The very butcher of a silk button, a duelist, a duelist!"

6. "Had she affections and warm youthful blood,
She would be as swift in motion as a ball;—
... But old folks, many feign as they were dead—
Unwieldy, slow, heavy, and pale as lead."

Language Worksheet

Interpreting Personification

Personification is a figure of speech often used in poetry and poetic drama. It represents a quality, idea, or nonhuman entity as having human traits.

Following are the first nine lines of the monologue of Friar Lawrence from the beginning of Scene iii. Circle each of the examples of personification to be found in the speech. Then on the lines below the monologue list the human characteristics that are applied to each.

FRIAR. The gray-eyed morn smiles on the frowning night,

Check'ring the eastern clouds with streaks of light;

And fleckéd darkness like a drunkard reels

From forth day's path and Titan's burning wheels.

Now, ere the sun advance his burning eye

The day to cheer the night's dank dew to dry,

I must upfill this osier cage of ours

With baleful weeds and precious-juicéd flowers.

The earth that's nature's mother is her tomb.

What is being personified?

What human characteristics are being applied?

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Analyzing Literature Worksheet

Understanding the Dramatic Foil

Shakespeare understood that it is important to develop characters that stand in contrast to one another as a way of highlighting and emphasizing character traits. The use of dramatic foils—characters that contrast with other characters—is also a good way to sustain the interest and attention of the audience by providing variety.

On the lines below each pair of names, explain the ways in which Benvolio can be viewed as a foil to Mercutio and Friar Lawrence can be viewed as a foil to Romeo.

1. Benvolio/Mercutio _____

2. Friar Lawrence/Romeo _____

DD:

#3. NURSE / JULIET

#4. ROMEO / MERCUTIO

**THE TRAGEDY OF
ROMEO AND JULIET, Act III** William Shakespeare *Textbook page 650*

DEVELOPING VOCABULARY

Directions: Read carefully the explanation of each word. Then write a sentence of your own using that word. Include in your sentence clues to the meaning of the word.

doublet (dub'lit) *n.* a kind of jacket. ▶ A *doublet* is a garment that was worn by men from the 14th to the 16th centuries. It was closefitting and often sleeveless. ■ For the

school play, the home economics classes made eight doublets and ten long dresses to be used as costumes. **Page 650**

ORIGINAL SENTENCE: _____

dissemblers (di•sem'blurz) *n. pl.* liars. ▶ The Latin verb *simulare*, which forms the root of this word and others such as *simulate*, means "to pretend." ■ Philip is sometimes a

dissembler, particularly when he thinks he has been caught doing something he shouldn't. **Page 659**

ORIGINAL SENTENCE: _____

strange (strānj) *adj.* unfamiliar. ▶ This use of *strange* is slightly different from its other meaning of "peculiar; odd; extraordinary."

■ Ella and Martha were playing a game that was strange to me. **Page 656**

ORIGINAL SENTENCE: _____

civil (siv'li) *adj.* well-behaved; courteous. ▶ You can remember the meaning of *civil* by associating it with *civilized*. ■ I don't expect

her to be civil to me after all the disagreements we've had, but she could at least be civil. **Page 656**

ORIGINAL SENTENCE: _____

fain (fān) *adv.* gladly; eagerly; willingly. ▶ Both the adverb and the adjective form (*fain*, meaning "eager or glad") are archaic.

■ As the knight started to mount his horse, the maiden cried, "I would fain follow you anywhere!" **Page 659**

ORIGINAL SENTENCE: _____

fond (fänd) *adj.* foolish. ▶ This use of *fond* appears rarely these days. More frequently it means "tender, loving, or affectionate." ■ The fond young man believed that if he sold

all his cows to buy the princess a golden bracelet, she would fall in love with him. **Page 661**

ORIGINAL SENTENCE: _____

to sack (sak) *v.* to rob or plunder a captured city of everything of value. ▶ This word comes from a Latin word meaning “bag.” You can remember its meaning by thinking about

invaders putting captured loot into bags to carry away. ■ The barbarians swept in from the north and began to sack the city. **Page 663**

ORIGINAL SENTENCE: _____

entertained (en'tər•tānd') *v.* past participle of *to entertain*, which means “to consider; to allow oneself to think about; to have in mind.” ▶ This meaning of *to entertain* is more closely related to its Latin root, which means “to

hold,” than is the more familiar meaning: “to amuse.” ■ Mr. Gibson has entertained the possibility of dyeing his hair, but fears it will look silly. **Page 655**

ORIGINAL SENTENCE: _____

spleen (splēn) *n.* anger; malice; spite. ▶ This meaning derives from the fact that the spleen, an organ next to the stomach, was once thought to be the location of certain emotions.

■ When Mildred gets angry, she directs her spleen toward the nearest person, whether or not he or she was the cause of the problem. **Page 655**

ORIGINAL SENTENCE: _____

estate (ə•stāt') *n.* situation; condition. ▶ This word is closely related to *state*, and both words are derived from the Latin word

meaning “to stand.” ■ The peasant did not seem to mind his lowly estate. **Page 662**

ORIGINAL SENTENCE: _____

PRACTICE TEST

Directions: In front of each number, write the letter of the definition that best matches each vocabulary word. (10 points each)

- | | | |
|----------------------|------------------------------|--------------|
| _____ 1. dissemblers | a. jacket | k. foolish |
| _____ 2. entertained | b. liars | l. anger |
| _____ 3. fain | c. exciting | m. situation |
| _____ 4. civil | d. unfamiliar | |
| _____ 5. to sack | e. to plunder or rob | |
| _____ 6. doublet | f. thought about, considered | |
| _____ 7. estate | g. sword | |
| _____ 8. spleen | h. courteous; well-behaved | |
| _____ 9. fond | i. willingly | |
| _____ 10. strange | j. without enough energy | |

Vocabulary Activity Worksheets: Elements of Literature, Third Course

**THE TRAGEDY OF
ROMEO AND JULIET, Act IV** William Shakespeare *Textbook page 676*

DEVELOPING VOCABULARY

Directions: Read carefully the explanation of each word. Then write a sentence of your own using that word. Include in your sentence clues to the meaning of the word.

God shield (gäd shēld) God forbid. ▶ This meaning of the verb *to shield* is rarely used. More often it means “to defend or protect.”

■ The old man bowed low and said, “God shield that I would fail to recognize a person of royal blood.” **Page 677**

ORIGINAL SENTENCE: _____

drift (drift) *n.* intentions. ▶ A more familiar use of *drift* as a noun is to mean “a driven

heap of snow or sand.” ■ “I hope I have made clear my drift,” the man said. **Page 679**

ORIGINAL SENTENCE: _____

cunning (kun’iŋ) *adj.* skillful. ▶ Currently, this word is more frequently used to mean “sly” or “good at deceiving.” ■ The prince

bought all his shoes from one cunning cobbler named Zack. **Page 679**

ORIGINAL SENTENCE: _____

closet (kläz’it) *n.* private quarters. ▶ Today this word usually refers to a small storage room for clothes and supplies. ■ The young

woman retired to her closet to pray. **Page 680**

ORIGINAL SENTENCE: _____

orisons (ôr’i•z’nz) *n. pl.* prayers. ▶ This word derives from a Latin word meaning “a speech.” ■ “God must have heard my

orisons,” exclaimed the young woman, “because today Father is well.” **Page 681**

ORIGINAL SENTENCE: _____

rosemary (rōz’mer’ē) *n.* a fragrant herb. ▶ Rosemary is used in cooking and perfumes. It is considered a symbol of remembrance.

■ Aunt Stella always has plenty of rosemary growing in her herb garden. **Page 687**

ORIGINAL SENTENCE: _____

lower (lou'ər) *n.* a frowning or threatening look. ▶ This work is somewhat similar to *glower*. A *lower* may appear ominous, whereas

a *glower* is more angry and sullen. ■ The stranger's baleful *lower* made me want to run and hide. **Page 687**

ORIGINAL SENTENCE: _____

fond nature (fänd nā'chər) foolish human nature. ▶ Both *fond* and *fun* come from the same Middle English word meaning "foolish."

■ "Fond nature leads us to do many unreasonable things," the priest said. **Page 687**

ORIGINAL SENTENCE: _____

to carry (kar'ē) *v.* to endure. ▶ This meaning of *carry* is no longer used. ■ "No longer will I *carry* your insults," the knight

said, striking his opponent with a single, deadly blow. **Page 688**

ORIGINAL SENTENCE: _____

cry you mercy (krī yōō mur'sē) beg your pardon. ▶ The word *cry* here has the meaning "to plead for" rather than the more familiar meaning "to call out" or "to weep."

■ "I *cry you mercy*," said the knight. "I thought you were someone else." **Page 688**

ORIGINAL SENTENCE: _____

PRACTICE TEST

Directions: Circle the letter of the best meaning for each word. (10 points each)

- | | | | | |
|------------------|-----------------------|-------------------------|-------------------|-------------------------|
| 1. to carry | a. to handle | b. to endure | c. to try | d. to see |
| 2. lower | a. frown | b. eyelid | c. legs | d. mood |
| 3. God shield | a. God forgive us | b. God forbid | c. good evening | d. God take care of you |
| 4. cunning | a. handsome | b. energetic | c. skillful | d. lazy |
| 5. orisons | a. herbs | b. bones | c. enemies | d. prayers |
| 6. cry you mercy | a. beg your pardon | b. offer you help | c. wish you well | d. ask God's blessing |
| 7. fond nature | a. intelligent beings | b. foolish human nature | c. friendliness | d. skillfulness |
| 8. rosemary | a. young girl | b. prayer | c. herb | d. meat |
| 9. drift | a. intentions | b. grief | c. mental illness | d. boat |
| 10. closet | a. chest of drawers | b. desk | c. kitchen | d. private quarters |

**THE TRAGEDY OF
ROMEO AND JULIET, Act IV** William Shakespeare *Textbook page 676*

Imagery

Imagery is language that appeals to the senses. Although most images are visual, they may also appeal to the senses of sound, touch, taste, or smell. Often, images appeal to two or more senses at once.

Understanding Imagery

On the blanks provided, write **sight**, **sound**, **touch**, **taste**, or **smell** to identify the sense appealed to by each of the following images. Remember that an image may appeal to more than one sense.

1. "... She's cold,
Her blood is settled, and her joints are stiff;" (p. 685)

2. "... chain me with roaring bears,
Or hide me nightly in a charnel house,
O'ercovered quite with dead men's rattling bones," (p. 678)

3. "With reeky shanks and yellow chapless skulls;" (p. 678)

4. "Death lies on her like an untimely frost
Upon the sweetest flower of all the field." (p. 685)

5. "... music with her silver sound" (p. 688)

6. "... with loathsome smells,
And shrieks like mandrakes torn out of the earth," (p. 683)

7. "... bloody Tybalt, yet but green in earth,
Lies fest'ring in his shroud . . ." (p. 683)

8. "And this distilling liquor drink thou off;
When presently through all thy veins shall run
A cold and drowsy humor;" (p. 678)

Analyzing Literature Worksheet

Understanding Dramatic Irony

Dramatic irony is a device whereby, in a given scene, an audience possesses a certain knowledge or understanding that is not shared by one or more of the characters. Simply put, the audience knows more than the character. Dramatic irony heightens tension and excitement and draws the audience more deeply into the world of the play.

In the left column of the following chart are situations in *Romeo and Juliet*, Act IV, involving dramatic irony. Complete the chart by explaining the dramatic irony of the situation and how it might affect an audience's emotions or their appreciation of the play.

Situation	Effect on audience
1. Juliet speaks with Paris in Friar Lawrence's cell and gives him the impression she intends to marry him.	1.
2. Juliet speaks with her father and mother giving them the impression that she intends to marry Paris.	2.
3. On Tuesday evening, Juliet tells her mother to "let the nurse this night sit up with you: For I am sure you have your hands full all in this so sudden business."	3.
4. Friar Lawrence consoles Juliet's parents, who believe that their daughter is dead.	4.

**THE TRAGEDY OF
ROMEO AND JULIET, Act V** William Shakespeare *Textbook page 690*

DEVELOPING VOCABULARY

Directions: Read carefully the explanation of each word. Then write a sentence of your own using that word. Include in your sentence clues to the meaning of the word.

to presage (pri•sāj') *v.* to predict, give warning of, or foretell. ▶ When used as a noun, this word means "a sign or warning of a future event," and is pronounced pres'ij. ■ Black clouds and heavy rain may presage a tornado. **Page 690**

ORIGINAL SENTENCE: _____

to beseech (bi•sēch') *v.* to beg. ▶ This word is closely related to the verb *to seek*, which means "to look for" or "to ask for." ■ "I beseech you," cried the woman. "Spare the life of my child." **Page 690**

ORIGINAL SENTENCE: _____

penury (pen'yə•rē) *n.* poverty. ▶ Although *penury* and *poverty* are synonyms, the first word describes a more severe condition than the second. ■ The family's penury was a serious threat to their health. **Page 691**

ORIGINAL SENTENCE: _____

loathsome (lōth'səm) *adj.* repulsive; disgusting. ▶ The verb *to loathe* means "to hate." The suffix *-some* signals an adjective form. ■ Some people consider snakes to be loathsome creatures, but others find them fascinating and beautiful. **Page 692**

ORIGINAL SENTENCE: _____

obsequies (äb'sə•kwēz) *n. pl.* funeral rites or ceremonies. ▶ This word derives from the same source as *obsequious*, which means "overly submissive; servile," but the two words are presently not related in meaning. ■ The obsequies of the Hindus often include burning the body and sprinkling the ashes in the holy Ganges River. **Page 693**

ORIGINAL SENTENCE: _____

ensign (en'sin) *n.* a flag or banner. ▶ *Ensign* and *insignia*, which means "symbols or badges of office or authority," have a common language ancestor. ■ England's ensign is often referred to as the Union Jack, just as ours is sometimes called the Stars and Stripes. **Page 695**

ORIGINAL SENTENCE: _____

maw (mô) *n.* the mouth. ▶ Originally *maw* meant “stomach,” but it now refers to the throat and jaws as well, especially of an

animal. ■ Unaware of the danger, the rabbit practically walked into the maw of the waiting lion. **Page 694**

ORIGINAL SENTENCE: _____

morsel (môr's'l) *n.* a small piece. ▶ This word comes from a Latin word meaning “bite.” You can remember it by thinking of an

amount that is only big enough for one bite. ■ We feed the pigeons with morsels of bread left from our lunch. **Page 694**

ORIGINAL SENTENCE: _____

ground (ground) *n.* a cause. ▶ When used in this way, the word is often plural: *grounds*, as in “You have grounds for concern.” ■ “The

ground of your dishonesty,” stated the man to the shopkeeper, “is pure greed.” **Page 699**

ORIGINAL SENTENCE: _____

pallet (pal'it) *n.* a small bed or mattress placed directly on the floor. ▶ This word comes from an Old French word meaning “straw,” because straw was often used as filling for

mattresses. ■ When we visit my aunt and uncle, I sleep on a pallet because they do not have enough beds for everyone. **Page 696**

ORIGINAL SENTENCE: _____

PRACTICE TEST

Directions: In front of each number, write **T** if the statement is true or **F** if the statement is false. (10 points each)

- _____ 1. A letter that *presages* the arrival of a mysterious stranger summarizes the stranger's ideas.
- _____ 2. If you are experiencing *penury*, a bank would probably be willing to issue you a credit card.
- _____ 3. If someone has generously given you something, there is no need to *beseech* him or her for it.
- _____ 4. The sweet smell of a spring day is generally considered *loathsome*.
- _____ 5. A state flag is an example of an *ensign*.
- _____ 6. *Obsequies* are particularly delicious when served with whipped cream.
- _____ 7. The opening of a cave could be compared to the *maw* of an animal.
- _____ 8. A *morsel* of food is enough to share with several friends.
- _____ 9. A wealthy person would probably sleep regularly on a *pallet*.
- _____ 10. *Ground* is a word meaning “a cause.”



Dear Diary...



Beginning today, you are to begin keeping a diary of the events that take place in "Romeo and Juliet." If you are a boy, your diary will be written from Romeo's point of view. If you are a girl, you will write from Juliet's viewpoint.

1. Write the "day" of each entry.
2. Include all the things that happened on that day that your character knows about.
3. Your diary should go from Sunday to Thursday.
4. It is to be written in blue or black ink only.
5. It will be turned in after we have finished reading the play.
6. It will have a point value of: 50 points.

Grading... I will grade the diaries using the following criteria:

1. Neatness
2. Accuracy
3. Completeness
4. Creativity

Begin keeping your diary today... do not wait until the end. Procrastination doesn't pay.

