

Coach the students reading roles in Scene 5 to express Juliet's eagerness to hear from Romeo and the Nurse's teasing procrastination.

Although Scene 6 tells of happy preparations for a secret wedding, students should note the forewarnings of violence and "love-devouring death."

The section concerning conventions under **Literary Elements**, text pages 506–507, contains essential information to be discussed.

To ensure that students are following the plot line, you might check to see if they have included the following in their summaries:

**Prologue:** The chorus confirms the intensity of Romeo and Juliet's love.

**Scene 1:** Mercutio and Benvolio search for Romeo.

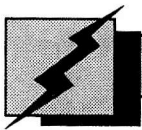
**Scene 2:** Romeo stands in the Capulets' orchard, and Juliet appears at the window. Romeo declares his love, but she does not hear him. Then Juliet declares her love, unaware that Romeo is listening. After Romeo reveals his presence, they exchange vows of love and agree to marry. They plan to meet the next day.

**Scene 3:** Romeo asks Friar Laurence to perform the wedding, and the Friar agrees, hoping the marriage will heal the rift between the two families.

**Scene 4:** Benvolio and Mercutio, searching for Romeo, reveal that Tybalt has challenged Romeo to a duel. Romeo arrives in high spirits and the young men exchange banter. Juliet's nurse appears, and Romeo asks her to tell Juliet that they are to be married that afternoon.

**Scene 5:** The Nurse delivers Romeo's message to Juliet.

**Scene 6:** Romeo and Juliet meet and are married in Friar Lawrence's cell.



## READING/CRITICAL THINKING STRATEGIES

### Making Generalizations

Before students begin reading Act Two of *Romeo and Juliet*, ask that they discuss their impressions of the young lovers so far. What are some words that they would use to describe Romeo? to describe Juliet? List their responses on the chalkboard. Tell students that as they read they should think about their lists. Does what they find in this act confirm what is on their lists? After reading this act are there any entries they would like to cross off their lists? Is there anything they would like to add to the lists? After students have completed their reading, ask them to compare their findings and to discuss what they see as the young lovers' strengths and weaknesses.

	Original List (from student suggestions)	Reaction (+=confirmed x=rejected)	Reason
Romeo	impulsive		

**VOCABULARY** The following words are defined in the glossary. (Numbers in parentheses refer to line numbers.)

<b>Act Two</b>	<b>variable</b> (111)	<b>Scene 4</b>
<b>Scene 1</b>	<b>idolatry</b> (113)	<b>prate</b> (–ing) (147)
<b>conjure</b> (6)	<b>repose</b> (123)	<b>fain</b> (148)
<b>invocation</b> (27)	<b>procure</b> (145)	<b>Scene 5</b>
<b>Scene 2</b>	<b>rite</b> (146)	<b>herald</b> (s) (4)
<b>perjury</b> (–ies) (92)		<b>wanton</b> (66)

continued

# ANSWER KEYS

## READING CHECK

Romeo and Juliet, Act Two Text Page 508

- A.
1. to go to Juliet's garden (*or* window)
  2. Romeo
  3. The moon changes.
  4. to be married
  5. He uses them for poisons and medicines.
  6. Friar Laurence
  7. Tybalt is a skilled duelist, and Romeo, being lovesick, is not ready to fight.
  8. that she is going to confession
  9. the Nurse
  10. with a rope ladder
- B. Answers may vary. Students should include the following events: Romeo hides in the Capulet garden and hears Juliet confess that she loves him. He reveals his presence, and they plan to marry. Romeo visits Friar Laurence, who agrees to marry them, and the two meet for the ceremony in Friar Laurence's cell.

## STUDY GUIDE A

Romeo and Juliet, Act Two Text Page 508

1. because he is considered a foe
2. Being a dependent woman in her father's house, she has even less ability than Romeo to seek a meeting.
3. from passion and time
4. by Capulet's orchard on the night of the party, after Romeo and his friends have left Capulet's house
5. Rosaline
6. that Romeo has fallen in love with Juliet and no longer cares for Rosaline
7. that he "means not to be found"
8. Answers will vary. Students may point out that Scene 1 underscores the change in Romeo's affections and emphasizes Benvolio's and Mercutio's attachment to him.

## STUDY GUIDE B

Romeo and Juliet, Act Two Text Page 508

1. He compares her to the sun and an angel. He says her eyes are so bright that if they replaced the stars in heaven, the birds would think it was daylight instead of night.
2. Juliet's glove

3. He should refuse his name and thus get rid of the family attachment that makes them foes.
4. The orchard walls are high and hard to climb, and if any of her kinsmen find him, they will kill him.
5. her eyes
6. by love
7. He has already heard her speaking about him, so he knows her feelings.
8. The moon is inconstant, and his love may prove likewise if he swears by the moon.
9. They are rash, unadvised, and sudden.
10. so that she could be generous and give it again
11. It is night, and what has passed seems too sweet to be real.
12. If he plans to marry her, he should set a time and place for the wedding and send her word the following day by messenger; if not, he should cease his suit.
13. Answers will vary. Students should understand that Juliet wishes that Romeo were like a pet bird in the following ways: He would never go far away, he would return to her whenever she wanted him, and she could cherish him as much as she wished.
14. Answers may vary. Possible answers are: soliloquy, lines 1–23; monologue, lines 85–106; and aside, line 37.
15. Answers will vary. Students should compare Romeo's feelings for each woman (infatuation with Rosaline versus love for Juliet); each woman's response to him (Rosaline's lack of interest versus Juliet's love and ardent interest); and Rosaline's inaccessibility with Juliet's apparent inaccessibility, which Romeo is managing to overcome.

## STUDY GUIDE C

Romeo and Juliet, Act Two Text Page 508

1. poisonous weeds and healing flowers
2. a. Answers will vary. Possible answers: Nothing is so evil that it is totally without redeeming qualities. Nor is anything so good that it cannot turn aside (or be turned aside) from its true purpose and do evil (or be put to evil use).  
b. The same flower has a healthful effect if smelled but is poisonous if swallowed.  
c. in people
3. He's disturbed by cares; he is ill; or he hasn't yet been to bed.

continued 

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4. He seems glad. Romeo's melancholy was so excessive that Friar Laurence, like Montague, was probably worried about both Romeo's health and his happiness.
5. He says one of his enemies has wounded him and likewise has been wounded by him and that Friar Laurence is the only doctor who can help them both.
6. He says love resides in their eyes rather than in their hearts. Romeo's quick change from hopeless infatuation with Rosaline to what he says is love for Juliet leads Friar Laurence to this conclusion.
7. a. loving Rosaline  
b. He says he scolds Romeo not for loving but for doting, that is, for showing foolish and excessive infatuation.
8. a. Juliet requites his love. Rosaline did not.  
b. Rosaline knew his love was neither deep nor true; Juliet is naive.
9. his hope that the marriage of Romeo and Juliet will unite their families in friendship
10. It is all heroic couplets.
11. Answers will vary. Students should recognize that Friar Laurence thinks that Romeo is impetuous and not too deep or mature.

### STUDY GUIDE D

#### Romeo and Juliet, Act Two Text Page 508

1. still looking for Romeo
2. his love for Rosaline
3. Tybalt has sent a letter to Romeo that apparently challenges him to duel.
4. He joins in for the first time in the play and beats Mercutio at his own game.
5. Answers will vary. Some students will say that Mercutio has concluded correctly that Romeo is no longer love-sick. This is true because his love (for Juliet) is now requited. Some students may think that Mercutio has concluded that Romeo is not in love at all and that Mercutio has no idea that it is Romeo's new, requited love for Juliet that has created this mood.
6. a. Her own—although she was supposed to deliver Juliet's, she never does.  
b. She warns Romeo against dealing falsely with Juliet.
7. If Juliet can go to confession at Friar Laurence's cell that afternoon, Romeo and Juliet will be married there by the Friar.
8. a. "Two may keep counsel, putting one away."  
b. She wants as few people as possible in on the secret, and she wants to make sure the other person is trustworthy.
9. a rope ladder
10. a. Answers will vary. Possible answer: *chattering*.

b. Answers will vary. Possible answer: *willingly*.

11. Answers will vary depending on the topic chosen.

### STUDY GUIDE E

#### Romeo and Juliet, Act Two Text Page 508

1. a. a half hour  
b. over three hours  
c. She could be quicker.
2. She is weary, her bones ache, she is out of breath, and her head aches.
3. She is worn out, but she is also teasing Juliet.
4. a. She praises his face, leg, hand, foot, and body, as well as his gentleness, honesty, kindness, and virtue.  
b. "He is not the flower of courtesy."
5. The nurse is going to a rendezvous with Romeo's servant to get the rope ladder. Juliet is going to Friar Laurence's cell to be married to Romeo.
6. They are a prayer, because the action hasn't yet taken place and because Romeo responds "Amen."
7. It devours love.
8. He warns Romeo that delights undertaken in a rash and violent way may soon burn out in a violent end. He warns Romeo to love moderately if he wishes his love to last.
9. a. to put her love for him into words  
b. She says words are not necessary.
10. They would be swifter.
11. The last two lines are a heroic couplet. They call attention to the unity created by the marriage and give a sense of finality to the end of the scene and the act.
12. Answers should include the following points: Her impatient thought; her quick, excited sentences; her repeated questions; her irritable responses; her praise of the Nurse to encourage her to respond.

### LANGUAGE SKILLS

#### Romeo and Juliet, Acts One–Two Text Page 483

- A. 1. To move is to stir, to be valiant is to stand; and  
2. shuts, locks, makes; and (Note: Students may choose to underline the complete predicates following each verb.)  
3. will stay, bide; Nor  
4. looked for, called for, asked for, sought for; and  
5. It is the east, Juliet is the sun; and

continued 

- B. 6. 1, 5  
7. 2, 3  
8. 4
- C. 9. an African antelope  
10. questioning  
11. Juliet was a Capulet.  
12. watching television  
13. fearing he would not

D. 14.–20. Answers will vary.

## BUILDING VOCABULARY

Romeo and Juliet, Act Two Text Page 508

A. Answers will vary. The following are suggested meanings.

1. ARCHAIC: foolish  
MODERN: well-disposed; friendly, affectionate

2. ARCHAIC: own  
MODERN: be indebted to someone
3. ARCHAIC: hindrance  
MODERN: a service in tennis that hits the net
4. ARCHAIC: spoiled child  
MODERN: malicious; reckless
5. ARCHAIC: listen to  
MODERN: to go
6. ARCHAIC: medical cures  
MODERN: science of the physical universe
7. ARCHAIC: declare  
MODERN: object
8. ARCHAIC: unreality  
MODERN: preoccupation with one's appearance
9. ARCHAIC: understanding  
MODERN: pride; egomania

B. Answers will vary.

**Reading  
Check**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Act Two**     *William Shakespeare*     (Page 508)

**READING CHECK**

**A. Short Answer.** In the space provided, write the answer to the question.

1. After the Capulets' ball, why does Romeo run away from his friends Benvolio and Mercutio? \_\_\_\_\_

2. Who overhears Juliet speaking aloud her loving thoughts of Romeo? \_\_\_\_\_

3. Why does Juliet say she does not want Romeo to swear his love by the moon? \_\_\_\_\_

4. Before parting, the young lovers decide what? \_\_\_\_\_

5. What uses does Friar Laurence have for the herbs, plants, and stones he gathers in his basket? \_\_\_\_\_

6. Who agrees to perform the wedding ceremony of Romeo and Juliet? \_\_\_\_\_

7. Why is Mercutio worried about Tybalt's challenge to the Montagues? \_\_\_\_\_

8. What excuse does Juliet use for going to Friar Laurence's cell? \_\_\_\_\_

9. Who carries the message about wedding arrangements from Romeo to Juliet? \_\_\_\_\_

10. How does Romeo plan to enter Juliet's house? \_\_\_\_\_

**B.** List the major events in Act Two in the order in which they occurred.

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\_\_\_\_\_

\_\_\_\_\_

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

READING CHECK—CONTINUED

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# **ROMEO AND JULIET, ACT TWO,** **PROLOGUE and SCENE 1** (Pages 508–509)

**William Shakespeare** (1564–1616)

## **Understanding the Play**

*Act Two, Prologue* (Page 508)

1. Why may Romeo not have access “to breathe such vows as lovers use to swear”?

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2. What does it mean that Juliet’s “means [are] much less”?

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3. Where do Romeo and Juliet get the power and means to meet?

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*Act Two, Scene 1* (Pages 508–509)

4. Where and when does Scene 1 take place?

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5. Whom does Mercutio praise in an attempt to attract Romeo’s attention?

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NAME \_\_\_\_\_

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STUDY GUIDE A—CONTINUED

6. What do you as a reader know in this scene that Mercutio and Benvolio do not know?

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7. When Romeo does not appear, what does Benvolio conclude?

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### Writing and Responding to Literature

8. Write a paragraph explaining why you think Shakespeare chose to begin Act Two with Mercutio and Benvolio rather than with Romeo.

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Study  
Guide  
**B**

NAME \_\_\_\_\_

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# ROMEO AND JULIET, ACT TWO, SCENE 2 *(Pages 509–516)*

**William Shakespeare** (1564–1616)

## Understanding the Play

1. To what does Romeo compare Juliet? How bright does he say Juliet's eyes are?

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2. What does Romeo wish he was? \_\_\_\_\_

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3. What does Juliet say Romeo should do about his name?

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4. Why is Juliet surprised at Romeo's presence?

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5. What does Romeo say is more dangerous than Juliet's kinsmen? \_\_\_\_\_

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6. How does Romeo say he discovered where Juliet was? \_\_\_\_\_

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7. Why is Juliet so open with Romeo?

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STUDY GUIDE B—CONTINUED

8. Why doesn't Juliet want Romeo to swear by the moon?

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9. Why isn't Juliet happy about the promises of love just made?

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10. Why does Juliet wish she hadn't yet vowed her love to Romeo?

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11. Why is Romeo afraid that his meeting with Juliet is a dream?

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12. What choice does Juliet set before Romeo?

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13. A *metaphor* is a comparison that doesn't use *like* or *as*. It may be drawn out and detailed, in which case it is called an *extended metaphor*. Reread lines 176–183, and write a paragraph that explains the extended metaphor they contain.

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STUDY GUIDE B—CONTINUED

### Understanding Literary Elements

14. A *soliloquy* is spoken by a character who is alone on stage. A *monologue* is a long uninterrupted speech, but it is spoken when other characters are present. An *aside* is a remark intended only for the audience. Find an example of each in Act Two, Scene 2.

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### Writing and Responding to Literature

15. Write a paragraph explaining how in Act Two, Scenes 1 and 2, Juliet becomes a foil for Rosaline.

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# **ROMEO AND JULIET, ACT TWO,** **SCENE 3** (Pages 516–518)

**William Shakespeare** (1564–1616)

## **Understanding the Play**

1. What is the Friar collecting? \_\_\_\_\_

2. a. In your own words, rephrase the following lines:

For naught so vile that on the earth doth live,  
But to the earth some special good doth give;  
Nor aught so good but, strained from that fair use,  
Revolts from true birth, stumbling on abuse.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. What example does he give of this principle? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Where, besides in plants, does Friar Laurence say this principle applies? \_\_\_\_\_

\_\_\_\_\_

3. What three reasons does Friar Laurence think could have caused Romeo to come so early?

\_\_\_\_\_

\_\_\_\_\_

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STUDY GUIDE C—CONTINUED

4. How does Friar Laurence react when Romeo says he has forgotten Rosaline? Why do you think he reacts in this way?

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5. What metaphor does Romeo first use to explain to Friar Laurence what has happened to him?

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6. Where does Friar Laurence say young men's love resides? What leads him to reach this conclusion?

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7. a. What does Romeo say Friar Laurence scolds him for? \_\_\_\_\_

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- b. How does Friar Laurence correct this statement? \_\_\_\_\_

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8. What is the difference between Rosaline and Juliet:

- a. according to Romeo? \_\_\_\_\_

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- b. according to Friar Laurence? \_\_\_\_\_

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9. What persuades Friar Laurence, despite his condemnation of Romeo's wavering, to assist Romeo?

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NAME \_\_\_\_\_

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STUDY GUIDE C—CONTINUED

## Understanding Literary Elements

**10.** What kind of poetry is used in Scene 3?

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## Writing and Responding to Literature

11. Imagine that you are Friar Laurence. You are concerned about Romeo and are trying to put your thoughts about him down on paper to help you decide how to handle the situation wisely. Write a brief character sketch of Romeo through the eyes of Friar Laurence.

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# **ROMEO AND JULIET, ACT TWO,** **SCENE 4** (Pages 519–523)

**William Shakespeare** (1564–1616)

## **Understanding the Play**

1. What are Benvolio and Mercutio doing as the scene opens? \_\_\_\_\_

\_\_\_\_\_

2. To what do they attribute Romeo's strange behavior? \_\_\_\_\_

\_\_\_\_\_

3. What new occurrence in the Montague/Capulet feud do Mercutio and Benvolio know about that Romeo has not yet learned of?

\_\_\_\_\_

\_\_\_\_\_

4. How does Romeo respond to Mercutio's jokes and gibes in lines 45–61?

\_\_\_\_\_

\_\_\_\_\_

5. What conclusions does Mercutio come to about Romeo from the changes in Romeo's mood?

\_\_\_\_\_

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NAME \_\_\_\_\_

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STUDY GUIDE D—CONTINUED

6. a. Whose message does the Nurse deliver to Romeo?

\_\_\_\_\_  
\_\_\_\_\_

b. What does she say? \_\_\_\_\_

\_\_\_\_\_

7. What scheme has Romeo devised?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. a. What proverb does the Nurse quote? \_\_\_\_\_

\_\_\_\_\_

b. What is her point? \_\_\_\_\_

\_\_\_\_\_

9. What is Romeo's servant going to give the Nurse?

\_\_\_\_\_

### Understanding Vocabulary

10. Find *prating* (line 148) and *fain* (line 149) in the play and check the definition of each word in the glossary or in a dictionary. Give a synonym for each word that fits the context.

a. *prating*: \_\_\_\_\_

b. *fain*: \_\_\_\_\_

### Writing and Responding to Literature

11. Choose one of the topics on which Mercutio and Romeo joke (for example, sole, goose, curtsy, flower, or ship) and explain the joke.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# **ROMEO AND JULIET, ACT TWO, SCENES 5 and 6** (Pages 524–527)

**William Shakespeare** (1564–1616)

## **Understanding the Play**

*Act Two, Scene 5* (Pages 524–525)

1. a. In what length of time did the Nurse promise to return? \_\_\_\_\_

b. How long has the Nurse been away? \_\_\_\_\_

c. In what way, according to Juliet, could the Nurse be a better messenger?

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2. The Nurse puts off answering Juliet's questions about the marriage plans with four excuses. What are they?

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3. Why do you think the Nurse makes so many excuses?

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4. a. What praise does the Nurse give Romeo? \_\_\_\_\_

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b. What one complaint does she make? \_\_\_\_\_

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continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE E—CONTINUED

5. At the end of the scene, where is the Nurse going? Where is Juliet going?

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*Act Two, Scene 6 (Pages 526–527)*

6. Are Friar Laurence's first two lines a statement or a prayer? How do you know?

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7. What does Romeo say about death in lines 7–8? \_\_\_\_\_

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8. In your own words, tell what warning Friar Laurence gives in lines 9–11.

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9. a. What does Romeo ask Juliet to do upon her arrival? \_\_\_\_\_

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- b. How does Juliet respond? \_\_\_\_\_

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**Understanding Vocabulary**

10. Find *heralds* (Scene 5, line 4) in the play and check the definition in the glossary or in a dictionary. Why does Juliet think it would be better if Love's heralds were thoughts?

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continued 



CLASS \_\_\_\_\_ DATE \_\_\_\_\_ STUDY GUIDE E—CONTINUED

**11. Which two lines in Scene 6 are a heroic couplet? Why do you think Shakespeare used a couplet here?**


**12.** How does Shakespeare show Juliet's agitation in Scene 5? Write a paragraph listing the various techniques he uses.

[illegible]

# Romeo and Juliet, Acts One and Two

William Shakespeare

(Page 482)

## BALANCED GRAMMATICAL STRUCTURES WITH COORDINATING CONJUNCTIONS

Writers often express a relationship among items, actions, or ideas by joining single words or groups of words with words like *and*, *for*, or *but*. Notice how William Shakespeare uses the underlined words in the following lines to join single words, phrases, and complete ideas.

More light, you knaves, and turn the tables up,  
And quench the fire, the room is grown too hot.  
Ah, sirrah, this unlooked-for sport comes well.  
Nay, sit, nay, sit, good Cousin Capulet,  
For you and I are past our dancing days.  
How long is't now since last yourself and I  
Were in a mask? (Page 501, lines 24–30)

*And* and *for* are **coordinating conjunctions**. *But*, *or*, *nor*, *yet*, and *so* are also coordinating conjunctions. They may join single words, or they may join groups of words. Coordinating conjunctions always connect items of the same kind, that is, items of **balanced grammatical structure**. Balanced grammatical structure further reinforces the connection among the items that are joined.

EXAMPLES . . . What dares the slave  
Come hither, covered with an antic face,  
To flee **and** scorn at our solemnity? (Pages 501–502, lines 52–54)

In the preceding example, *and* joins two infinitives.

Romeo that spoke him fair, bade him bethink  
How nice the quarrel was, **and** urged withal  
Your high displeasure. (Page 534, lines 136–138)

In the second example, *and* joins three verbs.

Shall I hear more, **or** shall I speak at this? (Page 510, line 37)

In the last example, *or* joins two independent clauses.

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

LANGUAGE SKILLS—CONTINUED

### ACTIVITY A

Underline the equal grammatical structures that are joined by coordinating conjunctions in the following lines from *Romeo and Juliet*. Write each of the coordinating conjunctions that joins these structures in the space provided.

- \_\_\_\_\_ 1. To move is to stir, and to be valiant is to stand. (*Page 483, line 8*)
- \_\_\_\_\_ 2. . . . my heavy son . . . Shuts up his windows, locks fair daylight out,  
and makes himself an artificial night. (*Pages 487–488, lines 122–126*)
- \_\_\_\_\_ 3. She will not stay the siege of loving terms,  
Nor bide the encounter of assailing eyes. (*Page 490, lines 198–199*)
- \_\_\_\_\_ 4. You are looked for and called for, asked for and sought for, in the  
great chamber. (*Page 500, lines 9–10*)
- \_\_\_\_\_ 5. It is the east, and Juliet is the sun! (*Page 510, line 3*)

### ACTIVITY B

In the space provided, answer the following questions about the passages in ACTIVITY A. Identify the passages by their numbers in ACTIVITY A.

- \_\_\_\_\_ 6. Which two passages contain balanced independent clauses?
- \_\_\_\_\_ 7. Which two passages contain balanced predicates?
- \_\_\_\_\_ 8. Which passage contains balanced participles?

### ACTIVITY C

Revise each of the following sentences. Replace each underlined element with an expression grammatically equal to another element in the sentence. Write your revised sentence in the space provided.

EXAMPLE Their hobbies receive more attention than the things they should do.  
Their hobbies receive more attention than their duties.

9. We saw an Australian emu and an antelope from Africa.

\_\_\_\_\_  
\_\_\_\_\_

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

LANGUAGE SKILLS—CONTINUED

10. Previewing, reading, and to ask questions are vital steps in studying.

\_\_\_\_\_  
\_\_\_\_\_

11. Romeo was a Montague, and Juliet, Capulet's daughter.

\_\_\_\_\_  
\_\_\_\_\_

12. Patty enjoys reading books or television.

\_\_\_\_\_  
\_\_\_\_\_

13. He went into the garden, hoping to see her but in fear he would not.

\_\_\_\_\_  
\_\_\_\_\_

#### ACTIVITY D

Complete each sentence by adding a grammatically equal structure to the underlined element.

EXAMPLE We saw bottle-nosed dolphin and hammerhead sharks.

14. There are wood carvers but no \_\_\_\_\_.

15. He values his time and \_\_\_\_\_.

16. Would you prefer to mix the salad or \_\_\_\_\_?

17. We are busy, planning the party and \_\_\_\_\_.

18. What he recommends and \_\_\_\_\_ are the same.

19. We found a trail, winding among the trees and \_\_\_\_\_.

20. Shakespeare is known as a playwright and \_\_\_\_\_.

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# Romeo and Juliet, Act Two

*William Shakespeare*

(Page 508)

## UNDERSTANDING ARCHAIC MEANINGS

Some words in English are **archaic** meanings, or meanings that are no longer used, in addition to their current meanings. In Modern English, for example, the noun *closet* means “a cabinet or recess for storing articles or hanging clothes.” In Shakespeare’s time, *closet* meant “a small, private room, such as a study or office.” Dictionaries usually indicate archaic meanings with the terms *archaic* or *obsolete*.

### ACTIVITY A

Each of the words below has an archaic meaning in addition to one or more modern meanings. Using a dictionary, write the archaic meaning of each word and one modern meaning in the space provided.

**1. *fond***

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**2. *owe***

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**3. *let* (noun)**

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**4. *wanton***

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**5. *attend***

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ BUILDING VOCABULARY—CONTINUED

**6. *physics***

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**7. *protest* (*verb*)**

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**8. *vanity***

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**9. *conceit***

ARCHAIC \_\_\_\_\_

MODERN \_\_\_\_\_

**ACTIVITY B**

Use what you know about Shakespearean language and style to write a short prose dialogue between two characters on the lines below. In your dialogue, try to use as many words as you can from Activity A, using their archaic meanings. Remember to give your characters names.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# TEACHER'S NOTES

## ROMEO AND JULIET, ACT THREE

*William Shakespeare*

Text Page 529

### OBJECTIVES

The aims of this lesson are for the student:

- To explain the inevitability of the duel
- To demonstrate understanding of the consistency of character traits represented in Juliet, Romeo, and Capulet
- To demonstrate understanding of the elements of dramatic structure: exposition, rising action, turning point or crisis, falling action, resolution, and climax
- To use a dictionary or a book of mythology to explain allusions in selected quotations
- To analyze magazine ads for errors in reasoning

### SUMMARY/ PRESENTATION

You may want to present the customary diagram of Shakespearean plot structure. Students can copy it in their journals from the chalkboard or overhead projector. During the reading and discussion of Acts Three, Four, and Five, they can list the events involved in building the structure. Refer to information concerning plot under **Literary Elements** (page 554).

If you have chosen good readers for Scene 1 and coached them well, the lively action and suspense should hold all students entranced. The first two study questions will help students understand the characters of the young men and the inevitability of the duels between Tybalt and Mercutio and between Romeo and Tybalt. Ask students why Romeo's killing of Tybalt is the turning point of the drama. (This event decides the nature of the falling action and the tragic conclusion.)

Naturally, students will want to hurry on with the reading to discover Juliet's reaction to the dreadful news that her cousin Tybalt has been slain by her husband, now banished. And what of Romeo, despairing ever to see his bride again? Despite all the dangers and complications, students will rejoice and thank the Nurse and Friar Laurence for giving the despairing, tearful young lovers the promise of a reunion.

Events move swiftly. Capulet promises Paris that he shall marry Juliet (Scene 4). Romeo and Juliet say their tender farewells (Scene 5). Juliet responds with dismay to the news her parents thought would be "joyful tidings." Enraged at Juliet's ingratitude, Capulet says she will marry Paris or "hang, beg, starve, die in the streets." Even the Nurse, cowed by Capulet's tongue-lashing, advises Juliet to marry Paris. Juliet, however, resolves to go to the Friar—not for confession, as she says, but "to know his remedy."

Students should have little trouble with the study questions and should be eager to read what happens next. To reflect a basic understanding of the plot, student summaries of this act should include the following:

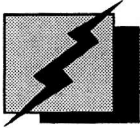
**Scene 1:** Benvolio, Mercutio, and their servants encounter Tybalt and his servants. Words are exchanged. Romeo arrives and attempts to calm the situation, but Tybalt and Mercutio fight, and Mercutio is killed. Romeo kills Tybalt and flees. The Prince sentences Romeo to exile.

**Scene 2:** The Nurse tells Juliet of Tybalt's death and Romeo's banishment. Juliet sends the Nurse to Romeo, who is hiding in Friar Laurence's cell.

**Scene 3:** The Friar attempts to comfort Romeo, who despairs when he hears his sentence. The Nurse gives Romeo Juliet's ring. Friar Laurence tells Romeo to go to Mantua and promises to help the lovers.

**Scene 4:** Capulet arranges a marriage between Juliet and Paris.

**Scene 5:** Romeo bids farewell to Juliet. Although Juliet successfully hides her feelings for Romeo from her mother, she refuses to marry Paris, displeasing her parents. The Nurse suggests she do as her parents wish. Juliet pretends to agree with the nurse but resolves to ask Friar Laurence for help.



## READING/CRITICAL THINKING STRATEGIES

### Analyzing

Before students begin reading Act Three of *Romeo and Juliet*, remind them that many critics believe that Shakespeare was a master at creating believable characters with distinct personalities and understandable (though not always simple) motivations. You might encourage students to think for a moment about motivations for behavior in real life—sometimes human motives are complex and other times they are quite straightforward. Tell students that as they read this act, they should consider why each character behaves as he or she does. Students might benefit from keeping a chart like the one below. After students have finished their reading, ask them to compare their findings and to discuss whether the characters' motivations seem believable to them. Ask them to predict what two or three of the characters will do next.

Character	Actions	Motivations
Mercutio	Accepts Tybalt's challenge when Romeo declines. He dies cursing both families. He seems to think of the quarrel as a game; when he experiences its <i>deadly</i> seriousness, he regrets his involvement.	He is hot-headed by nature.

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**VOCABULARY** The following words are defined in the glossary. (Numbers in parentheses refer to line numbers.)

<b>Act Three</b>	<b>Scene 3</b>	<b>Scene 5</b>
<b>Scene 1</b>	<b>calamity</b> (3)	<b>tiding (s)</b> (105)
<b>vile</b> (61)	<b>prevail (s)</b> (60)	<b>beseech</b> (107)
<b>dexterity</b> (146)	<b>reconcile</b> (151)	
<b>Scene 2</b>	<b>Scene 4</b>	
<b>tributary</b> (104)	<b>commend</b> (9)	
<b>banishment</b> (132)		

## ANSWER KEYS

### READING CHECK

Romeo and Juliet, Act Three Text Page 529

- A. 1. to save his honor (or to pay back Tybalt's insults)  
2. to avenge the death of Mercutio  
3. banishment  
4. the Nurse  
5. to Friar Laurence's cell
6. a ring  
7. to see Juliet  
8. disown her  
9. marry the Count  
10. Friar Laurence
- B. 1. He is now related to Tybalt.  
2. Tybalt  
3. Friar Laurence

continued



4. She says she will not marry yet, and that when she does, she will marry Romeo.

## STUDY GUIDE A

### Romeo and Juliet, Act Three Text Page 529

1. the heat of the day, the presence of the Capulets, and the likelihood of a brawl
2. He is always ready to quarrel. No, this is not true. On the contrary, Benvolio tried to stop the quarrel in Act One, Scene 1.
3. He is as quarrelsome as he accused Benvolio of being
4. Romeo is now Tybalt's kinsman by marriage. For this reason and also probably because of the Prince's injunction, as well as the fact that it is his wedding day, he does not wish to fight.
5. He says Romeo's submissiveness is dishonorable.
6. He requests that they stop, reminds them of the Prince's threat, gets between the fighters, and asks Benvolio to help him stop them.
7. Tybalt gives Mercutio a mortal wound under Romeo's arm. Mercutio dies shortly afterwards.
8. because Mercutio, the Prince's ally and his friend, received his wound fighting on Romeo's behalf for the insult Romeo had received
9.
  - a. More deaths will follow.
  - b. Tybalt returns, and Romeo kills him in a duel.
10. The citizens are up; Tybalt is dead; the Prince will fulfill his threat of death to those who fight.
11. Answers will vary. Some students may point out that Benvolio's account gives the impression that Romeo immediately ran away on his own, whereas it was actually Benvolio who persuaded him to do so.
12. He didn't mention it until Tybalt reappeared.
13.
  - a. She says he must be lying since he is related to the Montagues.
  - b. Twenty armed men set upon Tybalt and killed him.
  - c. She is utterly outrageous in trying to distort reality to give the Capulets the upper hand in the feud. She has no sense of fairness or justice and no insight into Tybalt's character. She was very attached to Tybalt.
14. After Tybalt killed Mercutio, the law would have demanded the death penalty for him according to the Prince's pronouncement in Act One. Romeo's violation of the law, as it turns out, has provided exactly the same punishment for Tybalt as the law prescribed. Montague is using this argument to try to convince the Prince that he should stop the punishments there and should view Romeo as an agent of the law rather than a violator of it.
15.
  - a. He commands that Romeo be exiled, rather than ordering his death.

- b. Pardoning murderers leads to more murders.
- c. Opinions will vary.

16. *Vile* means humiliating and lowly—unworthy of a gentleman. *Dishonorable* means going against the established code of behavior in a way that causes humiliation or degradation in others' eyes.
17. parry Mercutio's blows
18.
  - a. They are to be separated by Romeo's exile from Verona.
  - b. Answers will vary.
19. Answers will vary. Students may cite various extenuating circumstances that they feel justify clemency (Tybalt started fighting, Romeo tried to stop it). They may also suggest that the death penalty would only worsen the situation at this point and that it was better to leave things with a single loss for each side. Other students may say that if you make a rule, you should stick to it, and that it is unjust to change the law.

## STUDY GUIDE B

### Romeo and Juliet, Act Three Text Page 529

1. night and Romeo's presence
2. She says that if after Romeo dies he is made into stars, he will make heaven so fine that everyone will love night and scorn the sun for its gaudiness.
3. Juliet thinks that Romeo is dead.
4.
  - a. She calls him her best friend and a courteous and honest gentleman. She says she swooned when she saw his corpse.
  - b. Opinions will vary. Possible answer: She seems to be exaggerating both his qualities and his importance to her, now that he is dead.
5.
  - a. that although he was charming to look at, he was really an evil person
  - b. the comments on virtue and evil (Act Two, Scene 3, lines 17–22 and 27–30)
  - c. that Romeo had originally refused to fight Tybalt; that Tybalt had killed Mercutio; that Romeo had tried to stop the fight; that Tybalt had killed Mercutio treacherously, under Romeo's arm; and that Romeo had only fought Tybalt when he returned after Mercutio's death
6. that there is no trust, faith, or honesty in men
7.
  - a. that Romeo should be shamed
  - b. She scolds the Nurse and also scolds herself for her earlier words that were disloyal to Romeo.
8. three hours
9. Tybalt could have killed Romeo.
10.
  - a. She would rather that her father or mother or both died.

continued 

- b. She would rather deal with some event that comes in the natural order of things that might be met with ordinary grief. The death of one's parents is something one fears, but something that happens sooner or later. The banishment of one's husband is not expected in the natural course of things.
- 11. mourning Tybalt's death
- 12. find Romeo so that he can comfort Juliet
- 13. She is comparing her tears to the tributaries of a spring.
- 14. Answers will vary. Possible answer: *exile*.
- 15. Answers will vary. Some students may say Juliet should have withheld judgment until she learned more about the situation that led to the fight. Others may say that since Romeo is her husband she should side with him. Some students may point out that Juliet has known Tybalt for years and that he is part of her family. By contrast, she has known Romeo for approximately twenty-four hours and the brevity of their acquaintance should be reflected in her judgment.

### STUDY GUIDE C

#### Romeo and Juliet, Act Three Text Page 529

- 1. Romeo feels that banishment is worse than death, that the Prince has tortured Romeo. Friar Laurence feels that banishment is better than death, that the Prince has been merciful.
- 2. because they can be in Verona with Juliet, but he may not
- 3. Romeo says that Friar Laurence is neither as young as Romeo, in love with Juliet, married an hour, a murderer, nor banished. Thus, Friar Laurence cannot feel as Romeo feels, and so he can't speak about the situation with any knowledge.
- 4. for his womanish tears, his beastlike fury, his selfishness in planning to kill himself without thinking of Juliet, his raging against Heaven and Earth, and his ingratitude for the Prince's clemency
- 5. a. his shape, love, and wit  
b. the comments on virtue and vice (Act Two, Scene 3, lines 17–22 and 27–30)  
c. Juliet is alive; Tybalt, rather than Romeo, is dead; and he is exiled rather than condemned to death.
- 6. Friar Laurence suggests that Romeo go disguised to Mantua either before the watch is set at the city gates or before dawn. There he can wait for others to make the marriage known and to beg pardon of the Prince on his behalf. Then, he hopes, Romeo will be able to return.
- 7. by sending letters with Romeo's manservant
- 8. to wed her to Paris in three days

- 9. It contrasts the themes of love and death.
- 10. Romeo's life is so full of misfortune now that it seems as if calamity is always with him, just as a wife and husband are united.
- 11. Answers will vary. Possible answer: *defame*, *disparage*.
- 12. Answers will vary.

### STUDY GUIDE D

#### Romeo and Juliet, Act Three Text Page 529

- 1. The lark represents morning, the nightingale evening. Juliet hopes that the singing bird is the nightingale so that Romeo won't have to leave, but Romeo knows it is the lark, signaling that he must leave immediately. When Romeo says that if he stays he will die, Juliet realizes he must go and says that the lark is singing.
- 2. love, lord, husband, and friend
- 3. She thinks she sees Romeo dead and in a tomb.
- 4. a. as wishes for the dire vengeance she herself wants  
b. vows of love meant to be misinterpreted
- 5. to comfort Juliet in her grief over Tybalt's death
- 6. a. Paris has not yet had a chance to woo her.  
b. "I swear/It shall be Romeo, whom you know I hate,/Rather than Paris."
- 7. He upbraids and threatens her.
- 8. Either she marries Paris or she will be an outcast from his house, left to starve, beg, or die.
- 9. to stand by her and at least delay the marriage for a short time
- 10. She tells Juliet to marry Paris. Romeo is banished; the odds against his returning to her are overwhelming; he probably won't ever return; Paris is the better man.
- 11. a. She apparently decides to heed the counsel of her parents and the Nurse and to go to confession for displeasing her father.  
b. By siding with Juliet's parents, the Nurse has shown that she can no longer be Juliet's confidante.  
c. get help from Friar Laurence or kill herself
- 12. Sentences will vary.
- 13. Answers will vary, but students should include reasons for the advice they give.

### BUILDING VOCABULARY

#### Romeo and Juliet, Act Three Text Page 529

- A. 1. commend  
2. vile  
3. calamity  
4. tidings  
5. prevail

continued 

6. beseech
7. dexterity

B. 8.-14. Sentences will vary.

### SELECTION VOCABULARY TEST

Romeo and Juliet,  
Acts Two-Three

Text Page 508

- |         |       |
|---------|-------|
| A. 1. b | 4. c  |
| 2. a    | 5. c  |
| 3. d    |       |
| B. 1. b | 4. a  |
| 2. a    | 5. b  |
| 3. c    |       |
| C. 1. f | 6. k  |
| 2. i    | 7. a  |
| 3. g    | 8. j  |
| 4. c    | 9. h  |
| 5. e    | 10. d |

### SELECTION TEST

Romeo and Juliet,  
Acts One-Three

Text Page 483

- |         |       |
|---------|-------|
| A. 1. d | 5. d  |
| 2. d    | 6. a  |
| 3. c    | 7. b  |
| 4. b    | 8. d  |
| B. 9. a | 14. c |
| 10. d   | 15. d |
| 11. a   | 16. c |
| 12. c   | 17. b |
| 13. d   | 18. a |

**Reading  
Check**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Act Three**     *William Shakespeare*     (Page 529)

**READING CHECK**

**A. Short Answer.** In the space provided, write the answer to the question.

1. Why does Mercutio decide to fight with Tybalt? \_\_\_\_\_

2. Why does Romeo finally kill Tybalt? \_\_\_\_\_

3. What sentence does Prince Escalus decree for Romeo after Tybalt's death?

\_\_\_\_\_

4. Who tells Juliet of Tybalt's death? \_\_\_\_\_

5. Where does Romeo go to hide? \_\_\_\_\_

6. What does Juliet send Romeo as a token of love? \_\_\_\_\_

7. What do Friar Laurence and the Nurse help Romeo to do before he goes to Mantua?

\_\_\_\_\_

8. What does Lord Capulet say he will do if Juliet does not marry Count Paris?

\_\_\_\_\_

9. What does the Nurse advise Juliet to do? \_\_\_\_\_

10. To whom does Juliet decide to go for help? \_\_\_\_\_

**B. 1. Why is Romeo reluctant to fight Tybalt?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. Who is the "King of Cats"?**

\_\_\_\_\_

\_\_\_\_\_

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continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

READING CHECK—CONTINUED

**3. Who tells Romeo of his punishment?**

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**4. When Lady Capulet tells Juliet of the planned marriage to Paris, what is Juliet's response?**

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# ROMEO AND JULIET, ACT THREE, SCENE 1 *(Pages 529–535)*

**William Shakespeare** (1564–1616)

## Understanding the Play

1. What three reasons does Benvolio give for retiring?

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2. What does Mercutio say about Benvolio's character? From what you have observed, is this true? Explain.

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---

3. What do Mercutio's answers to Tybalt show about Mercutio's character?

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4. Why doesn't Romeo rise to Tybalt's bait?

---

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---

5. What reason does Mercutio give for interfering in Romeo and Tybalt's quarrel?

---

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NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE A—CONTINUED

**6. How does Romeo try to stop the fight?**

---

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---

**7. What is the result of Romeo's interference?**

---

---

**8. Why does Romeo rebuke himself in lines 92–98?**

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---

---

**9. a. What does Romeo predict for the future after learning of Mercutio's death?**

---

---

**b. How does this prophecy immediately come true?** \_\_\_\_\_

---

**10. What reasons does Benvolio give to convince Romeo to run away?**

---

---

---

**11. Is Benvolio's account of the fighting entirely accurate? Explain your answer.**

---

---

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*continued* 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE A—CONTINUED

12. How do you know that it's true that Romeo "but newly entertained revenge"?

---

---

13. a. What is Lady Capulet's immediate reaction to Benvolio's testimony? \_\_\_\_\_

---

b. According to Lady Capulet, what really happened? \_\_\_\_\_

---

c. What can you conclude about Lady Capulet from her statements? \_\_\_\_\_

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14. Explain the meaning of the line: "His fault concludes but what the law should end,/The life of Tybalt" (lines 168–169).

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---

15. a. How does the Prince's punishment differ from the punishment he threatened in Act One, Scene 1?

---

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continued 



NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE A—CONTINUED

- b. The Prince states the principle behind his action in line 180. What does it mean?

---

---

- c. Do you think the Prince believed Benvolio? Why? \_\_\_\_\_

---

### Understanding Vocabulary

Find *vile* (line 61) and *dexterity* (line 146) in the play and check the definition of each word in the glossary or in a dictionary.

16. Mercutio calls Romeo's submission "dishonorable" and "vile." What's the difference in meaning between these two words?

---

---

---

---

17. What did Tybalt's dexterity allow him to do?

---

---

### Understanding Literary Elements

18. The *turning point*, or *crisis*, of a play determines how the complication will turn out. Scene 1 of Act Three is the turning point of *Romeo and Juliet*.

- a. What change does the scene bring about in Romeo and Juliet's situation? \_\_\_\_\_

---

---

- b. What do you think will happen as a result of the fight? \_\_\_\_\_

---

---

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE A—CONTINUED

## Writing and Responding to Literature

- 19.** Write a brief essay explaining what factors you think went into the Prince's decision not to sentence Romeo to death. Also tell whether you think his decision was just.

[illegible]

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Study  
Guide  
**B**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

# ROMEO AND JULIET, ACT THREE, SCENE 2 *(Pages 535–540)*

**William Shakespeare** (1564–1616)

## Understanding the Play

1. What is Juliet impatient for? \_\_\_\_\_

2. In Act Two, Romeo compared Juliet to stars. How does Juliet now use this comparison?

3. What misunderstanding occurs between Juliet and the Nurse?

4. a. How does the Nurse express her reaction to Tybalt's death? \_\_\_\_\_

b. What do you think of her statements? \_\_\_\_\_

5. a. What does Juliet conclude about Romeo when she first learns that he killed Tybalt?

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE B—CONTINUED

b. What words of Friar Laurence does her speech recall?

\_\_\_\_\_  
\_\_\_\_\_

c. What information about the incident does Juliet not know? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What broad conclusions does the Nurse draw from the incident?

\_\_\_\_\_  
\_\_\_\_\_

7. a. What wish does the Nurse utter? \_\_\_\_\_

\_\_\_\_\_

b. In your own words, tell how Juliet reacts. \_\_\_\_\_

\_\_\_\_\_

8. How long have Romeo and Juliet been married? \_\_\_\_\_

9. What sudden realization does Juliet have about how the situation could have been far worse? \_\_\_\_\_

10. a. What event does Juliet say would be preferable to Romeo's exile? \_\_\_\_\_

\_\_\_\_\_

b. Why does she wish for such a thing? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE B—CONTINUED

11. Where are Juliet's parents? \_\_\_\_\_

\_\_\_\_\_

12. What does the Nurse promise to do? \_\_\_\_\_

\_\_\_\_\_

### Understanding Vocabulary

Find *tributary* (line 104) and *banishment* (line 132) in the play and check the definition of each word in the glossary or in a dictionary.

13. What metaphor is Juliet using when she uses the word *tributary*?

\_\_\_\_\_

14. What is a synonym that could be used here in place of *banishment*?

\_\_\_\_\_

### Writing and Responding to Literature

15. Given how little Juliet knows about the incidents that occurred, do you think she is right to side with Romeo? Why or why not? Write a paragraph presenting your point of view, and include evidence from the play to support it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **ROMEO AND JULIET, ACT THREE,** **SCENES 3 and 4** (Pages 540–546)

**William Shakespeare** (1564–1616)

## **Understanding the Play**

*Act Three, Scene 3* (Pages 540–545)

1. Romeo and Friar Laurence feel differently about the Prince's punishment of Romeo. How does each feel?

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2. Why, according to Romeo, is every cat, dog, mouse, and fly luckier than he is?

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3. Why won't Romeo listen to Friar Laurence?

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4. For what five things does Friar Laurence scold Romeo?

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NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE C—CONTINUED

5. a. What three gifts does Friar Laurence accuse Romeo of misusing?

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b. What earlier speech of Friar Laurence's does this recall? \_\_\_\_\_

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c. For what three reasons does Friar Laurence say Romeo should be happy? \_\_\_\_\_

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6. What is Friar Laurence's plan for Romeo?

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7. How does Friar Laurence plan to get messages to Romeo?

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*Act Three, Scene 4 (Pages 545–546)*

8. What plans do Juliet's parents make for her?

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9. What contrasts does this scene contain in the themes presented?

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*continued* 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE C—CONTINUED

## Understanding Vocabulary

Find *calamity* (Scene 3, line 3) and *commend* (Scene 4, line 9) in the play and check the definition of each word in the glossary or in a dictionary.

- 10. What does Friar Laurence mean by saying Romeo is “wedded to calamity”?**

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- 11.** What is an antonym for *commend* as it is used in the play?

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## Writing and Responding to Literature

- 12. Choose one character in the play. Explain how this character both fits a general type and is also a unique individual.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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# **ROMEO AND JULIET, ACT THREE, SCENE 5** *(Pages 546–554)*

**William Shakespeare** (1564–1616)

## **Understanding the Play**

1. How are the lark and the nightingale used in this scene?

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2. What four things does Juliet call Romeo as he leaves?

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3. What foreboding does Juliet have?

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4. a. How does Lady Capulet interpret Juliet's statements about Romeo? \_\_\_\_\_

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- b. What do readers realize the statements really are? \_\_\_\_\_

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5. Why, according to Lady Capulet, has Capulet arranged the marriage so suddenly?

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*continued* 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE D—CONTINUED

6. a. What reason does Juliet give for putting off the marriage? \_\_\_\_\_

b. What sentence with a double meaning does Juliet use to describe her intentions? \_\_\_\_\_

7. In your own words, describe how Capulet reacts to Juliet's refusal to marry Paris.

8. What choice does Capulet give Juliet?

9. What does Juliet beg of her mother?

10. What advice does the Nurse give Juliet? What is her reasoning?

11. a. What sudden change does Juliet apparently undergo? \_\_\_\_\_

b. Why doesn't she tell the Nurse the truth? \_\_\_\_\_

c. What does Juliet really intend to do? \_\_\_\_\_

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continued 

NAME \_\_\_\_\_

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STUDY GUIDE D—CONTINUED

### Understanding Vocabulary

12. Find *tidings* (line 105) and *beseech* (line 107) in the play and check the definition of each word in the glossary or in a dictionary. Use each word in a sentence that shows its meaning.

a. *tidings*: \_\_\_\_\_

\_\_\_\_\_

b. *beseech*: \_\_\_\_\_

\_\_\_\_\_

### Writing and Responding to Literature

13. Now that Romeo is banished and Juliet's parents want her to marry Paris, what do you think Juliet should do? If you were her friend, what advice would you give her? Explain your reasons for this course of action.

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# Romeo and Juliet, Act Three

*William Shakespeare*

(Page 529)

## SOLVING ANAGRAMS / USING WORDS IN CONTEXT

### ACTIVITY A

Using the clues provided, try to unscramble each word, and write your guess in the blank provided. Check your guesses in a dictionary or in the glossary in the textbook. Each of the following anagrams spells a word used by Shakespeare in Act Three of *Romeo and Juliet*.

1. M D O C M N E \_\_\_\_\_  
(to praise)

2. I L V E \_\_\_\_\_  
("evil" is both an anagram and a definition of this word)

3. L T A I M C A Y \_\_\_\_\_  
(disaster)

4. G N D S I I T \_\_\_\_\_  
(new; announcements)

5. V L R E I A P \_\_\_\_\_  
(to win out; to conquer)

6. E H E C B S E \_\_\_\_\_  
(to entreat; to implore)

7. T X R I Y T D E E \_\_\_\_\_  
(skill; agility)

### ACTIVITY B

Use each of the words you have unscrambled in an original sentence.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ BUILDING VOCABULARY—CONTINUED

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

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**Selection  
Vocabulary  
Test**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet,  
Acts Two and Three**

**William Shakespeare**

(Pages 508–555)

**VOCABULARY TEST**

A. In the space provided, write the letter of the word or phrase closest in meaning to the italicized word. (5 points each)

- \_\_\_\_\_ 1. The Nurse threatens Romeo that Paris would *fain* have Juliet as a bride.  
(a) pretend to (b) gladly (c) not want to (d) try to
- \_\_\_\_\_ 2. The Nurse remembers Juliet as a little *prating* child.  
(a) chattering (b) singing (c) smiling (d) crying
- \_\_\_\_\_ 3. The Prince condemns Romeo to *banishment*.  
(a) death (b) silence (c) prison (d) exile
- \_\_\_\_\_ 4. Juliet *beseeches* her mother for joyous news.  
(a) chides (b) waits for (c) asks seriously (d) thanks
- \_\_\_\_\_ 5. Juliet asks Romeo not to swear his love by the moon, because it is *variable*.  
(a) constant (b) untrue (c) changeable (d) far away

B. In the space provided, write the letter of the *best* synonym for each word. (5 points each)

- \_\_\_\_\_ 1. **procure** (a) to spend (b) to get (c) to have (d) to waste
- \_\_\_\_\_ 2. **repose** (a) calmness (b) laziness (c) wakefulness (d) haziness
- \_\_\_\_\_ 3. **vile** (a) loving (b) battle (c) disgusting (d) healthy
- \_\_\_\_\_ 4. **tributary** (a) stream flowing into a river (b) a river (c) a dam (d) a small hill
- \_\_\_\_\_ 5. **tidings** (a) songs (b) news (c) letters (d) packages

C. Match each word in column I with the correct definition in column II. Place the letter of each definition you choose in the space provided. (5 points each)

- | I                    | II   |
|----------------------|--|
| _____ 1. commend     | a. to appeal to earnestly                                    |
| _____ 2. reconcile   | b. unrestrained  |
| _____ 3. prevail     | c. a religious or other formal ceremony                      |
| _____ 4. rite        | d. a serious request or prayer for help                      |
| _____ 5. calamity    | e. a disaster; misfortune                                    |
| _____ 6. dexterity   | f. to give regards, or best wishes, to someone               |
| _____ 7. conjure     | g. to succeed; to be effective; to remain in force           |
| _____ 8. idolatry    | h. the telling of a lie while swearing to tell the truth     |
| _____ 9. perjury     | i. to accept or agree to something; to become friendly again |
| _____ 10. invocation | j. extreme devotion to a person or thing                     |
|                      | k. skill; cleverness   |

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**Selection  
Test**

NAME \_\_\_\_\_  
CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Acts One–Three William Shakespeare (Page 482)**

**AN OPEN-BOOK TEST**

**A. Reading Comprehension.** Write the letter of the *best* answer to each question.  
(10 points each)

1. In the Prologue, a Chorus
  - a. apologizes for the play's flaws
  - b. introduces all the characters
  - c. talks to himself
  - d. discusses the play's theme
 1. \_\_\_\_\_
2. Act One, Scene 1, does all of the following *except*
  - a. show the hatred of the two factions
  - b. furnish a good deal of wit and humor
  - c. put a royal edict of death on breaking the peace
  - d. introduce Romeo newly home from a sea voyage
 2. \_\_\_\_\_
3. In Act One, Scene 2, we meet and learn a good deal about all of the following characters *except*
  - a. Paris
  - b. Benvolio
  - c. Juliet's mother
  - d. Juliet
 3. \_\_\_\_\_
4. In Act One, Scene 2 (line 76), someone named Rosaline is mentioned. Who is she?
  - a. Romeo's cousin
  - b. A girl Romeo is in love with
  - c. Benvolio's sweetheart
  - d. Someone Romeo has abandoned
 4. \_\_\_\_\_
5. In Act One, Scene 4, we see that
  - a. Romeo is worried about the faithfulness of his love
  - b. Benvolio is trying to talk Romeo into a foolish act
  - c. Romeo and Mercutio are eager to duel with Capulets
  - d. Romeo and friends are on their way to crash a party
 5. \_\_\_\_\_
6. When Romeo sees Juliet at the masked ball, he
  - a. falls instantly in love with her
  - b. compares her unfavorably to Rosaline
  - c. fights with Tybalt over her
  - d. pretends he is married
 6. \_\_\_\_\_
7. In Act Two, Scene 2, Romeo and Juliet make a decision to
  - a. elope to Mantua
  - b. get married
  - c. meet the next morning
  - d. meet the following night
 7. \_\_\_\_\_
8. Within the hour following Romeo and Juliet's meeting in Friar Laurence's cell, all of the following events take place with one exception. Which is the exception?
  - a. Tybalt kills Mercutio.
  - b. Romeo kills Tybalt.
  - c. The Prince exiles Romeo.
  - d. Juliet is betrothed to Paris.
 8. \_\_\_\_\_

continued 

**B. Understanding Motive and Character.** Base your answers to the following questions on the speeches and actions of the characters involved. (6 points each)

9. Who is the most aggressive of the feuders and an experienced duelist?
  - a. Tybalt
  - b. Mercutio
  - c. Romeo
  - d. Benvolio
 9. \_\_\_\_\_
10. After the ball, Juliet stands on her balcony to
  - a. listen to the nightingales
  - b. escape from her parents
  - c. escape from her suitors
  - d. dream of her love
 10. \_\_\_\_\_
11. Romeo runs off from his friends and climbs a garden wall to
  - a. get a glimpse of Juliet
  - b. escape from Tybalt
  - c. return to the dance
  - d. bribe Juliet's nurse
 11. \_\_\_\_\_
12. At first Friar Laurence cannot believe that Romeo is serious about Juliet because he thinks
  - a. Juliet is to marry Paris
  - b. Romeo and Juliet are too young for marriage
  - c. Romeo is in love with someone else
  - d. the Capulets and Montagues would refuse to accept their marriage
 12. \_\_\_\_\_
13. Why does Romeo kill Tybalt?
  - a. To defend his family's honor
  - b. To end the ugly feud
  - c. To keep his promise to Juliet
  - d. To avenge his friend's death
 13. \_\_\_\_\_
14. Juliet's father assumes his daughter will obey him because she
  - a. has always been weak-willed
  - b. likes Paris
  - c. has always been obedient
  - d. does not love Romeo
 14. \_\_\_\_\_
15. Romeo's speeches in Act One and his sudden love for Juliet make him seem
  - a. sincere
  - b. inexperienced
  - c. foolish
  - d. rash and inconstant
 15. \_\_\_\_\_
16. It is in character for Romeo to climb the wall of Juliet's garden because he
  - a. loves dangerous actions
  - b. likes to trick his friends
  - c. does things on impulse
  - d. is always defiant of authority
 16. \_\_\_\_\_
17. Mercutio's actions and speeches give us reason to consider him
  - a. always serious
  - b. lighthearted
  - c. tense and quarrelsome
  - d. foolish and changeable
 17. \_\_\_\_\_
18. The Nurse adds humor to the first three acts with her
  - a. talkativeness
  - b. vanity and arrogance
  - c. clever wordplay
  - d. hatred of young men
 18. \_\_\_\_\_



# TEACHER'S NOTES

## ROMEO AND JULIET, ACT FOUR

*William Shakespeare*

Text Page 556

### OBJECTIVES The aims of this lesson are for the student:

- To analyze Juliet's internal conflict and growth of character in this act
- To suggest reasons for the Friar's secrecy about the marriage of Romeo and Juliet
- To identify the Friar's scheme for reuniting the couple
- To analyze Juliet's doubts, fears, and final decision about drinking the potion
- To suggest how Juliet's parents, the Nurse, and Paris explained the cause of Juliet's death
- To analyze the clown's word play in the comic relief scene at the end of Act Four
- To identify and explain examples of dramatic irony
- To interpret archaic and obsolete expressions
- To outline a persuasive essay

### SUMMARY/ PRESENTATION

Juliet's internal conflict and growth of character deserve much attention. Intensely loyal to Romeo, she is ready to devise any stratagem or brave any danger to be reunited with him. As students read their roles and answer study questions, help them to appreciate the psychological struggles of this young heroine. With witty equivocations, she answers her would-be husband, Paris, whom she has met by accident in Friar Laurence's cell. When Paris has left, she tells the Friar she would rather slay herself than be untrue to Romeo. She readily agrees to try a sleeping potion that will give her the appearance of death. Though filled with doubts and "faint cold fear," she says a secret farewell to her mother and nurse and drinks the potion, knowing she will either die or wake in the dismal tomb of the Capulets. Have students point out the most terrifying lines of her soliloquy (Scene 3, lines 14–58).

Though students have deplored the harshness of Lord and Lady Capulet and the fickleness of the Nurse, they will probably feel some sympathy for the household that must turn from wedding hymns to "sullen dirges." Note the exercise concerning dramatic irony under **Literary Elements** (page 570).

Student summaries should include the following:

**Scene 1:** In Laurence's cell, Juliet encounters Paris, who is there to make their wedding arrangements. She is evasive with Paris, who departs. She then threatens to kill herself if she is forced to marry Paris. The Friar gives her a potion that will simulate death. She is to take it the night before the wedding; he will arrange to have Romeo meet her in the tomb.

**Scene 2:** Juliet promises to abide by her father's wishes. Capulet is delighted and schedules the wedding for the next day.

**Scene 3:** Although Juliet is fearful, she drinks the potion.

**Scene 4:** The family and servants prepare for the wedding.

**Scene 5:** The Nurse discovers Juliet apparently dead. The family and Paris mourn. Laurence offers words of comfort.

### READING/CRITICAL THINKING STRATEGIES

#### **Making Generalizations**

Before students begin reading Act Four of *Romeo and Juliet*, ask them to discuss how each of the adults in the play has behaved so far. How do students react to this behavior? Tell students that as they read this play they should consider the action of each

continued 

adult. What does he or she do? Students might benefit from keeping a chart like the one below. After students have completed their reading, ask them to compare their findings. Does the behavior of these adults seem normal? typical?

Character	Action	Response
Friar Laurence	tells Juliet to pretend she will marry Paris and gives her a drug to help her feign death	

**VOCABULARY** The following words are defined in the glossary. (Numbers in parentheses refer to line numbers.)

<b>Act Four</b>	<b>enjoin (ed)</b> (17)	<b>Scene 5</b>
<b>Scene 1</b>	<b>prostrate</b> (18)	<b>pilgrimage</b> (45)
<b>shroud</b> (85)	<b>provision</b> (36)	<b>lamentable</b> (50)
<b>vial</b> (93)	<b>Scene 3</b>	<b>beguile (d)</b> (56)
<b>distill (ed)</b> (94)	<b>receptacle</b> (39)	<b>martyr (ed)</b> (59)
<b>bier</b> (110)	<b>fester (ing)</b> (43)	<b>array</b> (81)
<b>abate</b> (120)	<b>distraught</b> (49)	<b>lament</b> (82)
<b>valor</b> (120)	<b>environ (ed)</b> (50)	<b>dirge (s)</b> (88)
<b>Scene 2</b>	<b>Scene 4</b>	
<b>behest (s)</b> (17)	<b>curfew</b> (4)	

## ANSWER KEYS

### READING CHECK

- A.
1. Count Paris
  2. kill herself
  3. forty-two hours
  4. A friar will take a letter to Mantua.
  5. advances them a day
  6. She may die or go insane.
  7. Capulet
  8. the Nurse
  9. death
  10. Juliet is in Heaven.
- B.
1. She will go with Romeo to Mantua.
  2. She confesses her disobedience and promises to obey him.
  3. She does not think there will be enough time to prepare for the wedding.
  4. Juliet's funeral

### STUDY GUIDE A

1. Paris is there, apparently making arrangements for their wedding.
2. Friar Laurence wishes he didn't know of Romeo and Juliet's marriage. He wishes that the whole situation were different and better, or that he had more power to help them.
3. Juliet will kill herself before she will marry Paris.
4. Lines 61–65
5. a. Juliet should give her consent to marry Paris.  
b. She should arrange to be alone the next night.  
c. She should drink the vial of liquid.  
d. She will then appear dead for forty-two hours.  
e. She will be put in the family vault.

continued 

- f. Friar Laurence will send a message to Romeo.
- g. He and Romeo will be there when she wakes.
- h. Romeo will take her to Mantua that very night.
6. to evermore be ruled by him
7. a. Answers will vary. He is very glad and satisfied.  
b. play housewife and go fetch Paris himself since the servants are all out
8. Juliet asks to be left alone for the night. She says she wants to be left alone to pray. She is sure her mother has much to do and can use the Nurse's assistance.
9. in case the vial of liquid doesn't work
10. a. that he put poison in the vial to kill her and so save himself from dishonor through its being known that he married her and Romeo  
b. that the foul air in the vault will strangle her; that she will go mad; that she will dash out her own brains
11. preparing for the wedding feast
12. Answers will vary. They seem to be in a good humor, rushing about and jesting.
13. a small glass bottle for holding liquids
14. The entire household is delighted. The reader knows that they will soon discover Juliet's "death."
15. Answers will vary.

### STUDY GUIDE B

1. She doesn't see her until she draws the curtains (line 11), and then it still takes her a few seconds to realize that Juliet is not breathing.
2. a. He uses a simile. He says that death lies on her like early, unexpected frost on a beautiful flower. It means that his daughter was young and beautiful and no one expected her to die before she had a chance to grow up.  
b. death
3. He chides them for mourning so much because her death means she is in heaven.
4. They are ironic because Friar Laurence uses the word "well" to mean that she is in heaven and also to mean that she is well in another sense (she is physically healthy).

5. In lines 84–90, Capulet says that all the aspects of the feast, such as the music, the flowers, and the food, will now be part of the funeral.
6. They are names of musical notes.
7. He is upset by Juliet's "death" and is taking grief and anger out on them.
8. It is a custom for the rites of mourning to include sad songs about death. This helps the listeners express their grief and sorrow over their loss.
9. Answers will vary.

### BUILDING VOCABULARY

- A. Wording of definitions will vary. The following are suggested answers.
  1. small container; evil
  2. platform for a coffin; type of beverage
  3. costume or dress; wrong
  4. lesson; head of an abbey
  5. entreaty; gift in a will
  6. grow infected; protect, care for
  7. charm; craftiness
  8. wrapping for a corpse; intelligent
  9. regulation limiting travel; type of bird
  10. funeral march; dull, unimaginative person
- B. 11.–18. Sentences will vary.

### SELECTION VOCABULARY TEST

- |         |       |
|---------|-------|
| A. 1. b | 4. d  |
| 2. c    | 5. a  |
| 3. e    |       |
| B. 1. p | 9. b  |
| 2. o    | 10. n |
| 3. d    | 11. e |
| 4. m    | 12. f |
| 5. c    | 13. j |
| 6. a    | 14. g |
| 7. l    | 15. k |
| 8. i    |       |

**Reading  
Check**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Act Four**     *William Shakespeare*     (Page 556)

**READING CHECK**

**A. Short Answer.** In the space provided, write the answer to the question.

1. Who is visiting Friar Laurence when Juliet arrives? \_\_\_\_\_
2. What does Juliet threaten to do if she is forced to marry Paris? \_\_\_\_\_
3. Friar Laurence gives Juliet a potion to make her sleep how long? \_\_\_\_\_
4. How will Romeo be told that Juliet is not dead? \_\_\_\_\_
5. What change does Capulet make in the wedding plans? \_\_\_\_\_
6. What is Juliet afraid will happen if she drinks the potion? \_\_\_\_\_
7. Who takes charge of the preparations for the wedding feast? \_\_\_\_\_
8. Who tries to wake Juliet and cries out that she is dead? \_\_\_\_\_
9. According to the bereaved Capulet, who is now his son-in-law? \_\_\_\_\_
10. The friar says that tears of grief are natural, but there is also a reason to rejoice. What is the reason? \_\_\_\_\_

**B. 1.** According to Friar Laurence's plan, where will Juliet go after she wakes?

\_\_\_\_\_

\_\_\_\_\_

**2.** What does Juliet tell her father when she returns from Friar Laurence's cell?

\_\_\_\_\_

\_\_\_\_\_

**3.** What is Lady Capulet's reaction to the changed marriage plans?

\_\_\_\_\_

\_\_\_\_\_

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continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

READING CHECK—CONTINUED

4. At the end of Act Four, what ceremony does Capulet plan?

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# ROMEO AND JULIET, ACT FOUR, SCENES 1–4 (Pages 556–564)

William Shakespeare (1564–1616)

## Understanding the Play

### *Act Four, Scene 1 (Pages 556–560)*

1. Whom does Juliet meet at Friar Laurence's cell? What is he doing there?

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2. What is the meaning of Friar Laurence's aside in line 16?

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3. What do lines 55–59 mean?

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4. In which lines does Juliet utter words that can be taken as an accusation of Friar Laurence for his failure to help more?

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5. List the steps in Friar Laurence's plan (lines 89–120).

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE A—CONTINUED

- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

*Act Four, Scene 2 (Pages 560–561)*

6. What promise does Juliet make to her father?

\_\_\_\_\_

\_\_\_\_\_

7. a. In your own words, explain Capulet's reaction to her changed behavior.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. What does he offer to do that he wouldn't do usually in order to get ready for Juliet's wedding?

\_\_\_\_\_

\_\_\_\_\_

*Act Four, Scene 3 (Pages 561–563)*

8. What request does Juliet make of the Nurse and her mother? What excuses does she give?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Why does Juliet take a dagger to bed with her?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE A—CONTINUED

10. Juliet has some doubts about using the mixture in the vial.

a. What is her fear about Friar Laurence? \_\_\_\_\_

\_\_\_\_\_

b. Juliet also fears what might happen if she wakes before Romeo arrives. What three possibilities does she mention? \_\_\_\_\_

\_\_\_\_\_

*Act Four, Scene 4 (Pages 563–564)*

11. What are Lady Capulet, the Nurse, Capulet, and the servants doing as the scene opens?

\_\_\_\_\_

12. What mood are they in?

\_\_\_\_\_

### Understanding Vocabulary

13. Find *vial* (Scene 1, line 93) and *receptacle* (Scene 3, line 39) in the play and check the definition of each word in the glossary. What kind of receptacle is a vial?

\_\_\_\_\_

### Understanding Literary Elements

14. In *dramatic irony*, the audience knows something the characters do not. What is the dramatic irony of Scene 4?

\_\_\_\_\_

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continued 



STUDY GUIDE A—CONTINUED

**15.** Consider whether there is anything in *Romeo and Juliet* that you have found hard to believe or that stretches credibility. Write a brief essay that either explains the problems you have found in the play or shows how Shakespeare has avoided such pitfalls.

[illegible]

# **ROMEO AND JULIET, ACT FOUR,** **SCENE 5**     *(Pages 564–569)*

**William Shakespeare** (1564–1616)

## **Understanding the Play**

1. Why doesn't the Nurse discover that Juliet is "dead" until line 14?

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2. a. Capulet uses figurative language to describe his dead daughter in lines 27–29. What kind of figure of speech does he use and what does it mean? \_\_\_\_\_

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- b. What does Capulet personify in lines 38–40? \_\_\_\_\_

3. In lines 65–74, Friar Laurence chides Juliet's family for something. What is it, and what reason does he give?

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4. What is ironic about lines 75–76?

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NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE B—CONTINUED

5. The Capulets were ready to have a wedding feast. How will all the preparations for the feast be changed by Juliet's "death"?

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6. What do the words *re* and *fa* mean in line 113?

---

7. Why does Peter threaten the musicians?

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### Understanding Vocabulary

8. Find *lament* (line 82) and *dirges* (line 88) in the play and check the definition of each word in the glossary or in a dictionary. Why do people who lament a death play dirges?

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### Writing and Responding to Literature

9. Imagine that you are Friar Laurence. If you were faced with the situation in Act Four, Scene 3, what would you do? Write a paragraph that proposes an alternative plan to help Romeo and Juliet. Make sure you explain why this is the best and safest plan for all concerned.

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# Romeo and Juliet, Act Four William Shakespeare

(Page 556)

## ANALYZING SIMILAR WORDS / USING WORDS IN CONTEXT

As in many other languages, the distinctions in English between similar words often depend on slight changes in spelling or pronunciation. It is important to distinguish between similar words that may have very different meanings.

### ACTIVITY A

The first word in each pair below appears in Act Four of *Romeo and Juliet*. The second word in each pair resembles the first but differs in spelling or pronunciation and has a different meaning. Write the meaning of each word in the space provided. Use a dictionary if necessary.

1. **vial** \_\_\_\_\_

*vile* \_\_\_\_\_

2. **bier** \_\_\_\_\_

*beer* \_\_\_\_\_

3. **array** \_\_\_\_\_

*awry* \_\_\_\_\_

4. **abat** \_\_\_\_\_

*abbot* \_\_\_\_\_

5. **behest** \_\_\_\_\_

*bequest* \_\_\_\_\_

6. **fester** \_\_\_\_\_

*foster* \_\_\_\_\_

7. **beguile** \_\_\_\_\_

*guile* \_\_\_\_\_

8. **shroud** \_\_\_\_\_

*shrewd* \_\_\_\_\_

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ BUILDING VOCABULARY—CONTINUED

9. **curfew** \_\_\_\_\_

*curlew* \_\_\_\_\_

10. **dirge** \_\_\_\_\_

*drudge* \_\_\_\_\_

### ACTIVITY B

Select eight boldfaced words from Activity A. Use each in an original sentence.

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Selection  
Vocabulary  
Test**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Act Four William Shakespeare**

(Page 556)

**VOCABULARY TEST**

A. Below are quotations from *Romeo and Juliet* in which a definition or synonym has been substituted for a word in each quotation. In the space provided, write the letter of the word taken from the list below which is closest in meaning to the italicized definition or synonym in each of the following sentences. (5 points each)

- a. valor  
b. shroud

- c. vial  
d. abate

- e. distilled  
f. martyr

- \_\_\_\_\_ 1. "Or bid me go into a new-made grave, / And hide me with a dead man in his (*burial cloth*)—"   
\_\_\_\_\_ 2. "Take thou this (*small bottle*), being then in bed,   
\_\_\_\_\_ 3. And this (*refined; increased in strength*) liquor drink thou off, . . ."   
\_\_\_\_\_ 4. "And this shall free thee from this present shame, / If no inconstant toy nor womanish fear / (*reduce in amount or intensity*) thy   
\_\_\_\_\_ 5. (*bravery*) in the acting it."

B. Match each word in column I with the correct definition in column II. Place the letter of each definition you choose in the space provided. (5 points each)

**I**

**II**

- |                      |   |
|----------------------|---|
| _____ 1. bier        | a. a container                                |
| _____ 2. behest      | b. to surround                                |
| _____ 3. enjoin      | c. a stock of food in store                   |
| _____ 4. prostrate   | d. to order; to urge                          |
| _____ 5. provision   | e. distressing                                |
| _____ 6. receptacle  | f. to deceive; to spend time pleasantly       |
| _____ 7. fester      | g. to grieve for                              |
| _____ 8. distraught  | h. a settlement                               |
| _____ 9. environ     | i. troubled; anxious                          |
| _____ 10. curfew     | j. an orderly display; fine clothes           |
| _____ 11. lamentable | k. a funeral hymn                             |
| _____ 12. beguile    | l. to develop pus; to rot                     |
| _____ 13. array      | m. to be flat; to kneel in surrender          |
| _____ 14. lament     | n. a time when people must be off the streets |
| _____ 15. dirge      | o. an order                                   |
|                      | p. a structure to hold a corpse or coffin     |

# TEACHER'S NOTES

## ROMEO AND JULIET, ACT FIVE

William Shakespeare

Text Page 571

### OBJECTIVES

The aims of this lesson are for the student:

- To demonstrate understanding of the frustrating instances of bad timing in the final act
- To explain how Romeo's defiance of the stars is consistent with his actions throughout the play
- To explain how Juliet's last actions in the play are typical of her
- To explain that "all are punished"
- To demonstrate understanding of the theme of the play
- To identify and explain the intended meanings of puns in several quotations from the play
- To write a composition that cites several instances of irony in the final act of the play and discusses how these instances affect the outcome
- To analyze and evaluate *West Side Story* as a contemporary adaptation of *Romeo and Juliet*

### SUMMARY/ PRESENTATION

Romeo's joy in "the flattering truth of sleep" gives way to desperate plans for suicide when he hears that Juliet is dead. There are several other frustrating instances of bad timing in the final act: Paris happens to see Romeo opening the tomb and accosts him; Juliet does not awaken before Romeo kills himself; Friar Laurence does not stay long enough to protect Juliet; Friar Laurence does not arrive in time to save Romeo; the Capulets and Montagues make peace too late to save their children.

Students who have been reading thoughtfully will realize, however, that much more than bad timing has caused the deaths of the young lovers, as well as the deaths of Mercutio, Tybalt, Paris, and Lady Montague. The causes are not merely bad timing, unlucky accident, and the cruel hand of fate.

The final speeches of Prince Escalus, following the testimonies of witnesses, cite such causes as the hatred between the houses of Capulet and Montague and the Prince's own bad judgment in "winking at . . . discords." The Prince says, "All are punished." All must share the blame and feel the sorrow in this time of "glooming peace."

The greatest cause of the tragedy and the soaring theme of the drama is, finally, love. Let students discover this for themselves. As they consider the last of the questions in **For Study and Discussion** and **For Further Discussion**, they should perceive that Romeo and Juliet have willfully chosen love in defiance of expedience, enmities, and the stars, and have irresistibly moved to the climax of love's triumph in tragedy.

The following events should be included in student summaries:

**Scene 1:** Balthasar, Romeo's servant, delivers the news of Juliet's death to Romeo, who buys poison from an apothecary.

**Scene 2:** Friar Laurence discovers that Romeo has not received the letter explaining Juliet's plan.

**Scene 3:** In the tomb, Romeo, unaware that Juliet is only sleeping, duels with Paris and kills him. Romeo lays Paris to rest, drinks the poison, and dies. Balthasar and Friar Laurence enter the tomb, and Juliet wakes. The Friar says they must leave, but the distraught Juliet remains behind to kill herself with Romeo's dagger. The Capulets, the Montagues, and the Prince arrive at the tomb, and the Friar and Balthasar return. In their grief, the Capulets and Montagues put aside their quarrel.

### READING/CRITICAL THINKING STRATEGIES

#### Interpreting

Before students begin reading Act Five of *Romeo and Juliet*, ask them to discuss how they think critics and scholars go about determining the theme of a play. Tell students

continued 

that one way to determine theme is to consider who and/or what changes during the course of the play, to explain what those changes are, how they occur, and what they imply about the human condition. Suggest that students consider what the situation was at the beginning of the play. What is the situation at the end? After students have completed their reading, ask them to share their findings and to discuss some possible theme statements for the play.

## VOCABULARY

The following words are defined in the glossary. (Numbers in parentheses refer to line numbers.)

<b>Act Five</b>		<b>morsel</b>	<b>(46)</b>	<b>sepulcher</b>	<b>(141)</b>
<b>Scene 1</b>		<b>vengeance</b>	<b>(55)</b>	<b>dispose</b>	<b>(156)</b>
<b>apothecary</b>	<b>(37)</b>	<b>apprehend</b>	<b>(56)</b>	<b>restorative</b>	<b>(166)</b>
<b>cull (ing)</b>	<b>(40)</b>	<b>felon</b>	<b>(69)</b>	<b>conspire (s)</b>	<b>(212)</b>
<b>penury</b>	<b>(49)</b>	<b>peruse</b>	<b>(74)</b>	<b>ambiguity (-ies)</b>	<b>(217)</b>
<b>disperse</b>	<b>(61)</b>	<b>inter (red)</b>	<b>(87)</b>	<b>direful</b>	<b>(225)</b>
<b>Scene 3</b>		<b>amorous</b>	<b>(103)</b>	<b>tedious</b>	<b>(230)</b>
<b>canopy</b>	<b>(13)</b>	<b>abhor (red)</b>	<b>(104)</b>	<b>devise</b>	<b>(240)</b>
<b>mattock</b>	<b>(22)</b>	<b>paramour</b>	<b>(105)</b>	<b>discord (s)</b>	<b>(294)</b>
<b>detestable</b>	<b>(45)</b>	<b>unsavory</b>	<b>(116)</b>	<b>enmity</b>	<b>(304)</b>
<b>gorge (d)</b>	<b>(46)</b>	<b>discern</b>	<b>(126)</b>		

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## ANSWER KEYS

### READING CHECK

Romeo and Juliet, Act Five Text Page 571

- A.
1. Juliet is dead.
  2. poison
  3. He was detained by health officers who were enforcing a plague quarantine.
  4. to mourn and scatter flowers
  5. to be buried beside Juliet
  6. the poison
  7. to a sisterhood of nuns
  8. stabs herself
  9. Friar Laurence, Balthasar, and Paris' page
  10. golden statues of Romeo and Juliet
- B.
1. He is poor and needs the money.
  2. He says that he wants to take a ring from her finger.
  3. Romeo tells him to leave, but Balthasar hides in the tomb.
  4. He thinks Romeo has come to desecrate the bodies of Tybalt and Juliet.

### STUDY GUIDE

Romeo and Juliet, Act Five Text Page 571

1. that Juliet found him dead and revived him with kisses
2. letters from the Friar and news of Juliet and his father
3. that Juliet is dead and her body is laid out in the Capulets' tomb
4. He intends to kill himself so that he can be with Juliet.
5. a. death  
b. The apothecary is so poor that a large enough bribe will convince him to sell it.
6. a quick-working, violent one
7. Gold is worse for men's souls than poison is.
8. It will restore him by enabling him to be with Juliet.
9. Friar Laurence's message to Romeo has not been delivered. At the same time, the wedding was moved up so Juliet took the potion earlier.

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continued 



The Friar is worried about what may happen since Romeo doesn't know that Juliet is actually alive.

10. He has come to put flowers on Juliet's tomb.
11. a. Answers will vary. Possible answers: He tells Balthasar to deliver the letter to his father in the morning and to leave the churchyard immediately.  
b. He wants to see Juliet's face and get a ring from her finger.  
c. He hides away, fearing some mischief.
12. Answers will vary. Possible answers: Here is Romeo who murdered Tybalt. It was grief over Tybalt's death that caused Juliet's death, and now Romeo is here to defile their tomb. I will stop him.
13. No. He asks Paris to leave and says that he intends only to kill himself. He begs Paris not to anger him.
14. a. She still looks beautiful. Her lips are red and her cheeks are pink. She does not look dead.  
b. She is waking up, and her circulation is returning.
15. Answers will vary. Possible answer: He's afraid of being implicated in the situation.
16. a. to submit to the severest penalty of the law if any of the sad results are judged to be his fault  
b. Opinions will vary.
17. He says it confirms the Friar's story.
18. He says they are due to the feud between the Capulets and the Montagues, as well as to his own failure to follow the discord more closely and attend to it.
19. *Enmity* is a feeling of deep hatred or mistrust. *Discord* is an angry or quarrelsome disagreement that can result from feelings of enmity.
20. Answers will vary. Students should explain what the readers know that the character does not.

## LANGUAGE SKILLS

Romeo and Juliet,  
Acts Three–Five

Text Page 529

- A. 1. a villain  
2. fortune's fool  
3. the truth  
4. a kinsman to the Montagues  
5. woe enough  
6. death mistimed  
7. a form of wax  
8. thy friend  
9. a lovely gentleman, a dishclout to him  
10. my son-in-law, my heir
- B. 11. they  
12. he

13. she
14. he
15. they

C. 16.–20. Answers will vary.

## BUILDING VOCABULARY

Romeo and Juliet, Act Five

Text Page 571

1.–4. Answers will vary.

## SELECTION VOCABULARY TEST

Romeo and Juliet, Act Five

Text Page 571

- |         |       |
|---------|-------|
| A. 1. b | 4. a  |
| 2. f    | 5. c  |
| 3. e    |       |
| B. 1. m | 9. d  |
| 2. h    | 10. p |
| 3. k    | 11. f |
| 4. e    | 12. b |
| 5. c    | 13. i |
| 6. o    | 14. n |
| 7. l    | 15. j |
| 8. a    |       |

## SELECTION TEST A

Romeo and Juliet,  
Acts Four and Five

Text Page 529

- |          |       |
|----------|-------|
| A. 1. b  | 6. b  |
| 2. c     | 7. d  |
| 3. c     | 8. d  |
| 4. d     | 9. c  |
| 5. c     | 10. b |
| B. 11. c | 13. d |
| 12. d    | 14. d |
| C. 15. b | 18. d |
| 16. c    | 19. c |
| 17. d    | 20. b |

## SELECTION TEST B

Romeo and Juliet,  
Acts One–Three and Five

Text Page 483

- |      |       |
|------|-------|
| 1. c | 6. a  |
| 2. b | 7. b  |
| 3. e | 8. a  |
| 4. d | 9. d  |
| 5. a | 10. d |

**Reading  
Check**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Act Five**     *William Shakespeare*     (Page 571)

**READING CHECK**

**A. Short Answer.** In the space provided, write the answer to the question.

1. Romeo's servant Balthasar arrives in Mantua with what news for Romeo? \_\_\_\_\_  
\_\_\_\_\_
2. What does Romeo obtain from a poor apothecary? \_\_\_\_\_
3. What has kept Friar John from delivering Friar Laurence's letter to Romeo? \_\_\_\_\_  
\_\_\_\_\_
4. Why has Count Paris come to the tomb of Juliet? \_\_\_\_\_  
\_\_\_\_\_
5. What last request does Romeo grant Paris? \_\_\_\_\_
6. When Romeo says, "Here's to my love!" what does he drink? \_\_\_\_\_
7. Where does Friar Laurence want to take Juliet? \_\_\_\_\_
8. Juliet kisses the lips of her dead Romeo and then does what? \_\_\_\_\_
9. Who explains to the Prince and the bereaved families what has happened? \_\_\_\_\_
10. What do Montague and Capulet vow to build? \_\_\_\_\_

- B.**
1. Why does the apothecary consent to Romeo's request? \_\_\_\_\_  
\_\_\_\_\_
  2. What main reason does Romeo give Balthasar for going to Juliet's tomb? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  3. In what way does Balthasar disobey his master? \_\_\_\_\_  
\_\_\_\_\_

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continued 

NAME \_\_\_\_\_

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READING CHECK—CONTINUED

4. What does Paris think Romeo's intentions are when Romeo arrives at Juliet's tomb?

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# **ROMEO AND JULIET, ACT FIVE** *(Pages 571–584)*

**William Shakespeare** (1564–1616)

## **Understanding the Play**

### *Act Five, Scene 1 (Pages 571–573)*

1. What did Romeo dream?

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---

2. What does Romeo expect from Verona?

---



---

3. What news does he receive?

---



---

4. What does Romeo mean in line 34?

---



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5. a. What is the penalty for selling poisons in Mantua? \_\_\_\_\_

---

b. Why does Romeo think he can buy poison nevertheless? \_\_\_\_\_

---

6. For what kind of poison does Romeo ask the apothecary?

---



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*continued* 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE—CONTINUED

7. What does Romeo mean in line 83, when he says to the apothecary, "I sell thee poison, thou hast sold me none"?

---

---

8. Why does Romeo call the poison a *cordial*?

---

---

*Act Five, Scene 2 (Pages 573–574)*

9. What problem has arisen in carrying out Friar Laurence's plan?

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---

---

*Act Five, Scene 3 (Pages 574–584)*

10. Why is Paris in the churchyard in this scene?

---

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11. a. In your own words, briefly retell the instructions Romeo gives Balthasar. \_\_\_\_\_

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- b. What reasons does he give Balthasar for his going to the tomb? \_\_\_\_\_

---

- c. What does Balthasar do? \_\_\_\_\_

---

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

STUDY GUIDE—CONTINUED

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12. In lines 49–53, Paris explains what he thinks when he sees Romeo in the churchyard. Paraphrase those lines.

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13. Does Romeo intend to kill Paris when he sees him in the churchyard? Explain how you know.

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14. a. In lines 91–96, what does Romeo notice about Juliet’s appearance? \_\_\_\_\_

---

- b. Why does she look this way? \_\_\_\_\_

---

15. Why does Friar Laurence leave?

---

---

16. a. What offer does Friar Laurence make after he recounts what has happened? \_\_\_\_\_

---

---

- b. Do you think anything is his fault? \_\_\_\_\_

---

17. How does the Prince react after he has read Romeo’s letter to Montague?

---

continued 

STUDY GUIDE—CONTINUED



[illegible]

# Romeo and Juliet, Acts Three, Four, and Five William Shakespeare (Page 529)

## PREDICATE NOMINATIVES

Often, the two nouns or pronouns on either side of a verb refer to the same person or thing. The purpose of a clause that contains two such nouns or pronouns is to identify or explain the subject. Notice William Shakespeare's use of this type of clause in this dialogue between Juliet and the Nurse, as they discuss Romeo.

**Juliet.** Upon his brow shame is ashamed to sit,  
For 'tis a throne where honor may be crowned  
Sole monarch of the universal earth.

Oh, what a beast was I to chide at him!

**Nurse.** Will you speak well of him that killed your cousin?

**Juliet.** Shall I speak ill of him that is my husband? (Page 538, lines 93–98)

In the underlined clauses, the nouns and pronouns refer to the same person or thing, almost as if the clause contained an equal sign: **It (Romeo's brow) = a throne; I = a beast; That = my husband.** The second noun or pronoun in each clause is called a **predicate nominative**, a noun or pronoun in the predicate that explains or identifies the subject. The verb in such a clause is a **linking verb**: a form of the verbs *be*, *become*, *seem*, or *appear*.

## ACTIVITY A

Underline the predicate nominative and all its modifiers in each of the following lines from *Romeo and Juliet*. There may be more than one predicate nominative in a passage.

1. Romeo, the hate I bear these can afford/No better term than this—thou art a villain.  
(Page 530, lines 48–49)
2. Oh, I am fortune's fool! (Page 533, lines 119)
3. This is the truth, or let Benvolio die. (Page 534, line 158)
4. He is a kinsman to the Montague, (Page 535, line 159)
5. . . . Tybalt's death/Was woe enough if it had ended there. (Page 539, lines 115–116)
6. . . . Then "banishèd,"/Is death mistermed. . . . (Page 540, lines 20–21)
7. Thy noble shape is but a form of wax, (Page 544, line 126)
8. The law, that threatened death, becomes thy friend (Page 544, line 139)
9. Oh, he's a lovely gentleman!/Romeo's a dishclout to him. . . . (Page 553, lines 220–221)
10. Death is my son-in-law, Death is my heir, (Page 566, line 38)

continued 



NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

LANGUAGE SKILLS—CONTINUED

### Using Pronouns as Predicate Nominatives

When a pronoun, instead of a noun, is used as a predicate nominative, the rules of written English require the use of the **nominative** or subject form. The personal pronouns in the nominative case are *I, we, he, she, it, they, and you.*

EXAMPLE It was she who sent the Nurse to Romeo.

### ACTIVITY B

In the space provided, rewrite each of the following sentences, replacing the underlined predicate nominative with an appropriate pronoun. Remember to use the nominative case pronouns.

11. It was the Nurse and Lady Capulet, talking outside the door.

---

---

12. It was Tybalt that Romeo killed.

---

---

13. He thought his true love was Rosaline, but it wasn't Rosaline.

---

---

14. Did she think it would be Romeo she found when she awoke?

---

---

15. Of all the minor characters, it is the Montagues who have the best lines.

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NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

LANGUAGE SKILLS—CONTINUED

### ACTIVITY C

Create a sentence for each of the following subjects by adding a linking verb, a predicate nominative, and any necessary modifiers in the space provided.

EXAMPLE Romeo was a "star-crossed" lover.

16. The Nurse \_\_\_\_\_

\_\_\_\_\_

17. Juliet \_\_\_\_\_

\_\_\_\_\_

18. Tybalt \_\_\_\_\_

\_\_\_\_\_

19. Friar Laurence \_\_\_\_\_

\_\_\_\_\_

20. Mercutio \_\_\_\_\_

\_\_\_\_\_

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# Romeo and Juliet, Act Five

*William Shakespeare*

(Page 571)

## WRITING SYNONYMS AND ANTONYMS / USING WORDS IN CONTEXT

**Synonyms** are words that have the same, or almost the same, meaning, such as *tranquil* and *calm*, *nourish* and *feed*, *frying pan* and *skillet*.

**Antonyms** are words that have opposite meanings, such as *twilight* and *dawn*, *clumsy* and *graceful*, *arrive* and *depart*.

Shakespeare uses the words listed below in Act Five of *Romeo and Juliet*. Choose four words from the list. Then, using the spaces provided below, supply the following items for each word you have chosen: First, using the glossary in the textbook or a dictionary, write a definition for the word. Next, use a thesaurus to list two synonyms and two antonyms for the word. Finally, use the word in an original sentence.

abhor	discord
ambiguity	enmity
detestable	tedious
direful	unsavory

1. WORD \_\_\_\_\_

DEFINITION \_\_\_\_\_

SYNONYMS (2) \_\_\_\_\_

ANTONYMS (2) \_\_\_\_\_

ORIGINAL SENTENCE \_\_\_\_\_

2. WORD \_\_\_\_\_

DEFINITION \_\_\_\_\_

SYNONYMS (2) \_\_\_\_\_

ANTONYMS (2) \_\_\_\_\_

ORIGINAL SENTENCE \_\_\_\_\_

continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ BUILDING VOCABULARY—CONTINUED

**3. WORD** \_\_\_\_\_

DEFINITION \_\_\_\_\_

SYNONYMS (2) \_\_\_\_\_

ANTONYMS (2) \_\_\_\_\_

ORIGINAL SENTENCE \_\_\_\_\_

\_\_\_\_\_

**4. WORD** \_\_\_\_\_

DEFINITION \_\_\_\_\_

SYNONYMS (2) \_\_\_\_\_

ANTONYMS (2) \_\_\_\_\_

ORIGINAL SENTENCE \_\_\_\_\_

\_\_\_\_\_

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**Selection  
Vocabulary  
Test**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Act Five**

**William Shakespeare**

(Page 571)

**VOCABULARY TEST**

**A.** In the space provided, write the letter of the word taken from the list below which is closest in meaning to the italicized definition or synonym(s) in each of the following sentences. (5 points each)

a. vengeance  
b. culled

c. abhorred  
d. canopy

e. disperse  
f. penury

- \_\_\_\_\_ 1. Friar Laurence (*selected; gathered*) herbs.
- \_\_\_\_\_ 2. The apothecary sold poison because of his (*poverty*).
- \_\_\_\_\_ 3. Romeo wanted poison that would (*scatter in various directions*) throughout his veins.
- \_\_\_\_\_ 4. Paris thought Romeo had come to Juliet's tomb for (*punishing another in return for injury*).
- \_\_\_\_\_ 5. Romeo says death is a monster to be (*hated intensely*).

**B.** Match the words given below with the numbered definitions that follow. Place the letter of each word you choose in the space provided. (5 points each)

a. detestable  
b. gorge  
c. morsel  
d. apprehend

e. felon  
f. peruse  
g. devise  
h. amorous

i. unsavory  
j. discern  
k. dispose  
l. conspire

m. ambiguity  
n. tedious  
o. discord  
p. enmity

- \_\_\_\_\_ 1. something with two or more meanings
- \_\_\_\_\_ 2. loving; in love
- \_\_\_\_\_ 3. to arrange important business
- \_\_\_\_\_ 4. criminal
- \_\_\_\_\_ 5. a small amount
- \_\_\_\_\_ 6. conflict; harsh tones
- \_\_\_\_\_ 7. act together secretly; plot or plan
- \_\_\_\_\_ 8. hateful
- \_\_\_\_\_ 9. to capture; to understand
- \_\_\_\_\_ 10. hostility
- \_\_\_\_\_ 11. to read; to study
- \_\_\_\_\_ 12. to eat greedily
- \_\_\_\_\_ 13. offensive; disagreeable
- \_\_\_\_\_ 14. tiresome
- \_\_\_\_\_ 15. to see clearly

**Selection  
Test  
A**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet, Acts Four–Five William Shakespeare (Page 556)**

**AN OPEN-BOOK TEST**

**A. Reading Comprehension.** Write the letter of the *best* answer to each question.  
(10 points each)

1. When Juliet's father orders Juliet to marry Paris, she
  - a. tells him she is already married
  - b. seeks help from Friar Laurence
  - c. asks her Nurse for help
  - d. decides to run away
 1. \_\_\_\_\_
2. In order to prevent bigamy, Friar Laurence concocts a scheme whereby Juliet will
  - a. secretly flee to the Montagues
  - b. confess everything to her mother
  - c. take a sleeping potion
  - d. write to Romeo for help
 2. \_\_\_\_\_
3. When Juliet prepares to follow Friar Laurence's plan, she feels
  - a. happy
  - b. relieved
  - c. frightened
  - d. annoyed
 3. \_\_\_\_\_
4. When the Capulets see Juliet lying "dead," their immediate reaction is to
  - a. suspect murder
  - b. blame Friar Laurence
  - c. assume suicide
  - d. weep and lament
 4. \_\_\_\_\_
5. Romeo's servant, not Friar John, brings Romeo news that
  - a. Juliet must marry Paris
  - b. Juliet needs his help
  - c. Juliet is dead
  - d. his sentence is revoked
 5. \_\_\_\_\_
6. Resolving to kill himself, Romeo buys poison from
  - a. Friar Laurence
  - b. an apothecary
  - c. a bad doctor
  - d. Balthasar
 6. \_\_\_\_\_
7. Paris goes to Juliet's tomb to
  - a. confront Romeo
  - b. look for Friar Laurence
  - c. see if she is really dead
  - d. bring flowers
 7. \_\_\_\_\_
8. When Romeo arrives at the tomb, he discovers Paris and
  - a. quarrels with him a long while
  - b. they attempt to waken Juliet
  - c. is jealous and suspicious
  - d. kills him in a duel
 8. \_\_\_\_\_
9. Arriving to inspect the corpses of Paris, Romeo, and Juliet, the Montagues and Capulets too late realize
  - a. Friar Laurence's treachery
  - b. what the Nurse had predicted
  - c. the folly of their bitter quarrel
  - d. the tragic nature of young love
 9. \_\_\_\_\_
10. At the play's end, both families plan to
  - a. go into seclusion
  - b. erect a memorial to the lovers
  - c. hold combined funeral services
  - d. reward the Friar for his help
 10. \_\_\_\_\_

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continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

SELECTION TEST A—CONTINUED

**B. Understanding Motive and Character.** In the space provided, place the letter of the word or phrase that *best* completes each statement. (5 points each)

11. Friar Laurence seems very human because he feels all of the following emotions *except*
- a. fear for his own good name and safety
  - b. concern for the plight of Romeo and Juliet
  - c. anger that his message was not delivered to Romeo
  - d. misgivings about helping the young lovers
11. \_\_\_\_\_
12. Juliet, out of necessity, acts deceitfully when she pretends to
- a. love Romeo
  - b. respect her parents
  - c. go to see the Friar
  - d. yield to her father's demands
12. \_\_\_\_\_
13. Friar Laurence marries the two lovers because he
- a. disapproves of Romeo's love affairs
  - b. thinks it is time Juliet got married
  - c. wants to punish the old Capulet
  - d. hopes the marriage will end the feud
13. \_\_\_\_\_
14. For a girl not yet fourteen years old, Juliet is surprisingly
- a. emotional
  - b. carefree
  - c. sheltered
  - d. determined
14. \_\_\_\_\_

**C. Understanding Dramatic Techniques.** Write the letter of the answer that *best* completes each of the following statements. (5 points each)

15. The quarrel between the Capulets and Montagues provides the plot element called
- a. climax
  - b. conflict
  - c. dialogue
  - d. conclusion
15. \_\_\_\_\_
16. Shakespeare often used music. One scene in the play where music would obviously be used is the scene
- a. in which Juliet is on her balcony
  - b. in which there is a street brawl
  - c. at the Capulets' ball
  - d. in which the Prince sorts out the facts
16. \_\_\_\_\_
17. A tragic complication is added to the plot when
- a. Romeo climbs the wall of a garden
  - b. the Nurse reports Tybalt's death
  - c. Juliet goes to Friar Laurence
  - d. Capulet orders Juliet to wed Paris
17. \_\_\_\_\_
18. The general impression we get of Paris throughout the play is that he is a
- a. villain
  - b. brawler
  - c. fortune hunter
  - d. quite decent young man
18. \_\_\_\_\_

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continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

SELECTION TEST A—CONTINUED

**19.** If the play has a villain, it is probably

**a.** Mercutio

**c.** Tybalt

**b.** Montague

**d.** the Prince

**19.** \_\_\_\_\_

**20.** Shakespeare gives many of the most poetic, beautiful passages to

**a.** the scene at the ball

**c.** Romeo's death scene

**b.** the balcony scene

**d.** the final scene

**20.** \_\_\_\_\_

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**Selection  
Test  
B**

NAME \_\_\_\_\_  
CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

**Romeo and Juliet William Shakespeare (Page 482)**

**Identifying Speakers.** Using the list of characters below, place in the space after each passage from the play the letter identifying the person who is speaking. You may use a letter more than once. (10 points each)

- a. Juliet      c. the Nurse      e. Tybalt  
b. Mercutio      d. Romeo

1. "On Lammas Eve at night shall she be fourteen.  
That shall she, marry, I remember it well.  
'Tis since the earthquake now eleven years . . ."  
(I, 3, 22-24) 1. \_\_\_\_\_
2. "Give me a case to put my visage in.  
A visor for a visor! What care I  
What curious eye doth quote deformities?  
Here are the beetle brows shall blush for me."  
(I, 4, 29-32) 2. \_\_\_\_\_
3. "This, by his voice, should be a Montague.  
Fetch me my rapier, boy. What dares the slave  
Come hither, covered with an antic face . . ."  
(I, 5, 51-53) 3. \_\_\_\_\_
4. "But soft! What light through yonder window breaks?  
It is the east, and Juliet is the sun!"  
(II, 2, 2-3) 4. \_\_\_\_\_
5. "What's in a name? That which we call a rose  
By any other name would smell as sweet."  
(II, 2, 43-44) 5. \_\_\_\_\_
6. "Good night, good night! Parting is such sweet sorrow  
That I shall say good night till it be morrow."  
(II, 2, 184-185) 6. \_\_\_\_\_
7. "A plague o' both your houses!  
They have made worms' meat of me."  
(III, 1, 89-90) 7. \_\_\_\_\_
8. "Wilt thou be gone? It is not yet near day.  
It was the nightingale, and not the lark,  
That pierced the fearful hollow of thine ear."  
(III, 5, 1-3) 8. \_\_\_\_\_
9. "There is thy gold, worse poison to men's souls,  
Doing more murder in this loathsome world  
Than these poor compounds that thou mayst not sell."  
(V, 1, 80-82) 9. \_\_\_\_\_
10. "Death that hath sucked the honey of thy breath,  
Hath had no power yet upon thy beauty."  
(V, 3, 92-93) 10. \_\_\_\_\_

# TEACHER'S NOTES

## UNIT 4: Drama

### UNIT ASSESSMENT STRATEGIES

**UNIT TESTS** The assessment tools provided with this program include **Mastery Tests**, **Analogy Tests**, and **Composition Tests**. These tests, covering materials in this section, are found on the pages that follow the **Teacher's Notes**. Answer Keys for these tests begin below.

**ALTERNATE OR PORTFOLIO ASSESSMENT** Since students vary widely in their aptitude and learning styles, this program provides evaluation tools for a broad range of assessment strategies. The forms and guidelines in this program provide rubrics for you to use in assessing compositions or for student or peer-group evaluation of compositions.

In addition to the unit tests described above, here is a list of other evaluation or assessment tools that are in the program:

- **Student Learning Options**—These suggested unit projects are listed on the unit interleaf pages in the *Annotated Teacher's Edition*.
- **Suggestions for Portfolio Assessment Projects**—This list of possible projects for student portfolios is located in the *Portfolio Assessment and Professional Support Materials* booklet.
- **Fine Arts and Instructional Transparencies**—These transparencies reinforce concepts covered in the unit. The transparencies are accompanied by Teacher's Notes and blackline masters with writing skills. The transparencies for each unit are located in the *Audiovisual Resource Binder*.
- **Evaluation Guides**—These forms are helpful for revising and assessing student papers, whether by you as instructor, by the student, or by peer evaluators. See the *Portfolio Assessment and Professional Support Materials* booklet.

For a variety of assessment and evaluation suggestions, see the *Portfolio Assessment and Professional Support Materials* booklet.

### ANSWER KEYS

#### MASTERY TEST A

- A. 1. b                      7. c  
      2. b                      8. d  
      3. c                      9. c  
      4. d                      10. d  
      5. a                      11. b  
      6. b                      12. c
- B. 13. a                    16. b  
      14. c                    17. d  
      15. a

#### C. For Composition

##### Guidelines for Essay Topic 1

In a well-written essay on this topic, the student should:

1. Reflect an accurate understanding of the assignment
2. Identify the aspects of the drama that the author uses to convey the message of the play. These could include
  - Character—young lovers whose families disapprove
  - Plot—overcoming obstacles to love
  - Theme—beauty of true love; problems of judging someone by the family or group to which he or she belongs; old disputes poisoning new circumstances
3. Explain how these aspects have a timeless and universal appeal for an audience.
4. Support all generalizations with details from the play.

continued 

**B. Understanding Motive and Character.** In the space provided, place the letter of the word or phrase that *best* completes each statement. (5 points each)

11. Friar Laurence seems very human because he feels all of the following emotions *except*
  - a. fear for his own good name and safety
  - b. concern for the plight of Romeo and Juliet
  - c. anger that his message was not delivered to Romeo
  - d. misgivings about helping the young lovers
11. \_\_\_\_\_
12. Juliet, out of necessity, acts deceitfully when she pretends to
  - a. love Romeo
  - b. respect her parents
  - c. go to see the Friar
  - d. yield to her father's demands
12. \_\_\_\_\_
13. Friar Laurence marries the two lovers because he
  - a. disapproves of Romeo's love affairs
  - b. thinks it is time Juliet got married
  - c. wants to punish the old Capulet
  - d. hopes the marriage will end the feud
13. \_\_\_\_\_
14. For a girl not yet fourteen years old, Juliet is surprisingly
  - a. emotional
  - b. carefree
  - c. sheltered
  - d. determined
14. \_\_\_\_\_

**C. Understanding Dramatic Techniques.** Write the letter of the answer that *best* completes each of the following statements. (5 points each)

15. The quarrel between the Capulets and Montagues provides the plot element called
  - a. climax
  - b. conflict
  - c. dialogue
  - d. conclusion
15. \_\_\_\_\_
16. Shakespeare often used music. One scene in the play where music would obviously be used is the scene
  - a. in which Juliet is on her balcony
  - b. in which there is a street brawl
  - c. at the Capulets' ball
  - d. in which the Prince sorts out the facts
16. \_\_\_\_\_
17. A tragic complication is added to the plot when
  - a. Romeo climbs the wall of a garden
  - b. the Nurse reports Tybalt's death
  - c. Juliet goes to Friar Laurence
  - d. Capulet orders Juliet to wed Paris
17. \_\_\_\_\_
18. The general impression we get of Paris throughout the play is that he is a
  - a. villain
  - b. brawler
  - c. fortune hunter
  - d. quite decent young man
18. \_\_\_\_\_
19. If the play has a villain, it is probably
  - a. Mercutio
  - b. Montague
  - c. Tybalt
  - d. the Prince
19. \_\_\_\_\_
20. Shakespeare gives many of the most poetic, beautiful passages to
  - a. the scene at the ball
  - b. the balcony scene
  - c. Romeo's death scene
  - d. the final scene
20. \_\_\_\_\_



5. Demonstrate competence in the following writing skills:
  - Vocabulary
  - Mechanics (spelling/punctuation/grammar)
  - Sentence structure
  - Organization (logical arrangement of ideas)

### Guidelines for Essay Topic 2

In a well-written essay on this topic, the student should:

1. Reflect an accurate understanding of the assignment
2. Identify the selections by stating the following:
  - The author of each selection
  - The subject of each selection
3. Explain the impact of sound and music on the following:
  - Staging of the drama
  - Development of the plot of the drama
  - Mood of the drama
4. Support all generalizations with details from the selected plays
5. Demonstrate competence in the following writing skills:
  - Vocabulary
  - Mechanics (spelling/punctuation/grammar)
  - Sentence structure
  - Organization (logical arrangement of ideas)

### MASTERY TEST B

- |      |       |
|------|-------|
| 1. d | 8. a  |
| 2. b | 9. c  |
| 3. b | 10. b |
| 4. b | 11. b |
| 5. a | 12. b |
| 6. c | 13. b |
| 7. a |       |

### ANALOGY TEST A

1. —E— sordid : dirty :: offensive : unsavory  
Sordid is a synonym of dirty just as offensive is a synonym of unsavory (disagreeable).
2. —B— dirge : hymn :: mattock : tool  
A dirge (funeral hymn) is a type of hymn just as a mattock (a digging tool similar to a pickaxe) is a type of tool.
3. —A— canopy : cover :: textbook : instruct  
A canopy's function is to cover; a textbook's function is to instruct.

4. —D— coarse : smooth :: erratic : regular  
Coarse is an antonym of smooth just as erratic (wandering; irregular) is an antonym of regular.
5. —B— vial : bottle :: reprimand : scolding  
A vial (a small bottle for liquids) is a type of bottle just as a reprimand is a type of scolding.
6. —A— gymnastics : exercises :: calamity : disaster  
Gymnastics is a synonym of exercises just as calamity is a synonym of disaster.
7. —A— kibitzer : meddling :: wolf : predatory  
Meddling describes characteristic behavior of a kibitzer (someone who gives unwanted advice). Predatory (living by catching and eating other animals) describes characteristic behavior of a wolf.
8. —D— languish : pine :: escape : elude  
Languish (to long for something) is a synonym of pine just as escape is a synonym of elude.
9. —B— discord : harmony :: impulse : caution  
Discord (a combination of harsh tones sounded together) is an antonym of harmony just as impulse (the sudden desire to do something) is an antonym of caution.
10. —B— morsel : chunk :: suffering : anguish  
Morsel (a small amount) differs in degree from chunk (a large piece) in a similar way that suffering differs from anguish (great mental or physical suffering).

### ANALOGY TEST B

1. —B— droop : sink :: dislike : abhor  
Droop (to bend down) differs in degree from sink (to descend) in a similar way that dislike differs from abhor (to hate intensely).
2. —C— pernicious : destructive :: direful : frightful  
Pernicious is a synonym of destructive just as direful is a synonym of frightful.
3. —D— cowardly : valiant :: detestable : lovable  
Cowardly is an antonym of valiant (brave) just as detestable (hateful) is an antonym of lovable.
4. —B— herald : announcements :: apothecary : prescriptions  
A herald is someone who makes announcements. An apothecary is someone who makes and sells prescriptions.
5. —A— rapier : sword :: fray : fight  
A rapier is a long, slender type of sword. A fray is a noisy type of fight.
6. —E— cup : receptacle :: banishment : punishment  
A cup is a type of receptacle (container) just as banishment (exile) is a type of punishment.

continued 

7. —C— wastefulness : penury :: embezzlement :  
loss  
Wastefulness leads to or causes penury (poverty) just as embezzlement (the stealing of money that has been put in one's care) causes loss.
8. —D— pilgrimage : travel :: diplomacy : tact  
A pilgrimage (any long journey for a particular purpose) is characterized by travel just as diplomacy (the skillful handling of relationships) is characterized by tact.
9. —C— computer : mathematics :: microphone :  
broadcasting  
A computer is used to perform mathematical functions; a microphone is used to perform broadcasting functions.
10. —C— ominous : threatening :: changeable :  
variable  
Ominous is a synonym of threatening just as changeable is a synonym of variable.

### COMPOSITION TEST

Student answers will vary, but students should write a composition response that has coherence and unity and that adequately covers the topic selected. Students should select a topic from among the choices given, express their opinions clearly in accordance with materials that they have read, and support their ideas with quotations or specific details from the selections. You may want to have students evaluate one another's compositions in cooperative groups. For assessment, you may wish to use one of the array of evaluation guides in the *Portfolio Assessment and Professional Support Materials* booklet.

**Mastery  
Test  
A**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

## Understanding Drama

**A. Reading Comprehension.** Write the letter of the *best* answer to each question.  
(6 points each)

1. *A Marriage Proposal* can best be described as a
  - a. short, realistic play about stupid aristocrats
  - b. farce poking fun at the foibles of human nature
  - c. family comedy set in an exotic locale
  - d. comedy putting ordinary people in an improbable situation1. \_\_\_\_\_
2. Chekhov's play involves two ferocious arguments. What absurd matters are these arguments over?
  - a. Marriage terms and an old dog
  - b. An obscure meadow and two dogs
  - c. Lomov's ailments and family
  - d. Borrowed money and a meadow2. \_\_\_\_\_
3. Lomov, who wishes to be married, has trouble proposing to Natalia. Why?
  - a. He doesn't actually love her.
  - b. She doesn't want to marry.
  - c. He is painfully shy and quite stupid.
  - d. Her father keeps interrupting.3. \_\_\_\_\_
4. The central character in *Visit to a Small Planet* is which of the following?
  - a. General Powers, a suspicious military type
  - b. Roger Spelding, an egocentric television personality
  - c. Ellen Spelding, a pretty young woman engaged to be married
  - d. Kreton, an irresponsible visitor from outer space4. \_\_\_\_\_
5. In Vidal's play, Kreton characterizes human beings as which of the following?
  - a. Primitive and violent
  - b. Simple and trusting
  - c. Weak-kneed and docile
  - d. Dull and unimaginative5. \_\_\_\_\_
6. *Visit to a Small Planet* ends quite unexpectedly. How?
  - a. The earth's time clock is turned back, erasing all human progress.
  - b. Kreton is taken home, as a naughty runaway schoolboy.
  - c. General Powers' war is canceled by the World Council.
  - d. A benevolent, effective government is established.6. \_\_\_\_\_
7. In *Thunder on Sycamore Street*, the original plan was to march to the Blakes' house and
  - a. threaten Joe Blake with violence
  - b. set fire to the house
  - c. politely ask Joe Blake to pack up his family and leave
  - d. hurl rocks through the windows as a warning7. \_\_\_\_\_

continued 

8. The greatest amount of disagreement occurs between
  - a. Frank Morrison and Clarice Morrison
  - b. Charlie Denton and Frank Morrison
  - c. Joe Blake and Anna Blake
  - d. Arthur Hayes and Phyllis Hayes8. \_\_\_\_\_
9. The Hayes household is similar to the Blake household in having
  - a. two young children there
  - b. a large mortgage
  - c. an in-law there
  - d. a faithful dog there9. \_\_\_\_\_
10. In *Romeo and Juliet*, Shakespeare gives us all of the following *except*
  - a. a dramatic story
  - b. a tragic romance
  - c. humor and clever wordplay
  - d. a comedy10. \_\_\_\_\_
11. In *Romeo and Juliet*, the characters are of several sorts. Various, they are all of the following *except*
  - a. grand and dignified
  - b. base and dishonorable
  - c. individual and real
  - d. eloquent and idealized11. \_\_\_\_\_
12. Which of the following *best* states the theme of *Romeo and Juliet*?
  - a. Young love frequently ends badly.
  - b. Secret marriages are unwise.
  - c. Love can transcend hate and bitter feuds.
  - d. Parents are wiser than inexperienced children.12. \_\_\_\_\_

**B. Comparing Plays.** The plays in this unit were intended to be performed, not merely to be printed and read. With that in mind, write the letter of the *best* answer to each of the following five questions. (8 points each)

- |                                   |                                      |                  |
|-----------------------------------|--------------------------------------|------------------|
| a. <i>A Marriage Proposal</i>     | c. <i>Thunder on Sycamore Street</i> | e. None of these |
| b. <i>Visit to a Small Planet</i> | d. <i>Romeo and Juliet</i>           |                  |

13. In which play do you find only a few characters and no minor characters? 13. \_\_\_\_\_
14. Which play has a number of scenes in front of a row of identical houses? 14. \_\_\_\_\_
15. During which play would you most find yourself smiling or laughing? 15. \_\_\_\_\_
16. In which play would you be treated to a considerable amount of social satire—that is, holding society’s customs, conventions, and institutions up to ridicule? 16. \_\_\_\_\_
17. Which play’s scenes are often set during nighttime? 17. \_\_\_\_\_

**C. For Composition.** Choose one of the two following topics.

1. Great literature is often termed universal and timeless. The characters never grow dated; the themes and insights lose little or nothing with the passing of time. What qualities in *Romeo and Juliet* might be termed universal?
2. Choose two of the plays that require music and sound effects. Consider what the omission of these elements would do to the plays. Then write an essay stating what the music and sound effects contribute to each play and how damaging their omission would be.



**Mastery  
Test  
B**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

## Applying Literature Skills

**Understanding Drama.** Following are the opening scenes from two plays you are unlikely to have seen or read. Read each carefully, and then answer the questions that follow. (*Excerpt 1, 8 points each; Excerpt 2, 9 points each*)

### *Characters*

**Yelena Ivanova Popova:** *a little widow with dimpled cheeks, a landowner*

**Luka:** *Mme. Popova's footman, an old man*

*The drawing room in Mme. Popova's manor house. Mme. Popova, in deep mourning, her eyes fixed on a photograph, and Luka.*

**Luka.** It isn't right, madam. You're just killing yourself. The maid and the cook have gone berrying, every living thing rejoices, even the cat knows how to enjoy life and wanders through the courtyard catching birds, but you stay in the house as if it were a convent and take no pleasure at all. Yes, really! It's a whole year now, I figure, that you haven't left the house!

**Mme. Popova.** And I never will leave it . . . what for? My life is over. He lies in his grave, and I have buried myself within these four walls. We are both dead.

**Luka.** There you go again! I oughtn't to listen to you, really. Nikolay Mihailovich is dead, well, there is nothing to do about it, it's the will of God; may the kingdom of Heaven be his. You have grieved over it, and that's enough; there's a limit to everything. One can't cry and wear mourning forever. The time came when my old woman, too, died. Well? I grieved over it, I cried for a month, and that was enough for her, but to go on wailing all my life, why, the old woman isn't worth it. (*Sighs*) You've forgotten all your neighbors. You don't go out and you won't receive anyone. We live, excuse me, like spiders—we never see the light of day. The mice have eaten the livery. And it isn't as if there were no nice people around—the country is full of gentlemen. A regiment is quartered at Ryblov and every officer is a good-looker, you can't take your eyes off them. And every Friday there's a ball at the camp, and 'most every day the military band is playing. Eh, my dear lady, you're young and pretty, just peaches and cream, and you could lead a life of pleasure. Beauty doesn't last forever, you know. In ten years' time you'll find yourself wanting to strut like a pea-hen and dazzle the officers, but it will be too late.

**Mme. Popova** (*resolutely*). I beg you never to mention this to me again! You know that since Nikolay Mihailovich died, life has been worth nothing to me. You think that I am alive, but it only seems so to you! I

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continued 

vowed to myself that never to the day of my death would I take off my mourning or see the light. Do you hear me? Let his shade see how I love him! Yes, I know, it is no secret to you that he was often unjust to me, cruel, and . . . even unfaithful, but I shall be true to the end, and prove to him how I can love. There, in the other world, he will find me just the same as I was before he died. . . .

—Anton Chekhov, *The Boor*

1. The two characters in this opening scene of a play can be variously described as all of the following *except*
  - a. sober
  - b. unhappy
  - c. futile
  - d. dishonest

1. \_\_\_\_\_
2. To judge from the excerpt, Madame Popova is motivated by
  - a. standards of correct behavior
  - b. a misplaced loyalty to her late husband
  - c. a stubborn determination to shame her late husband
  - d. a tranquil enjoyment of solitude

2. \_\_\_\_\_
3. Apparently the play will concentrate on which one of the following?
  - a. A strong dramatic plot
  - b. Madame Popova's states of mind and resolutions
  - c. A tragic event in the future
  - d. A conflict between the servant and a visitor

3. \_\_\_\_\_
4. If properly mounted on the stage, the play probably would require
  - a. little or nothing in the way of props and sets
  - b. realistic, nineteenth-century sets and props
  - c. only suggested, modernistic sets
  - d. shabby, down-at-the-heels sets and props

4. \_\_\_\_\_
5. To judge from this first glimpse of two of the play's three characters, the play may well be a
  - a. farce involving a foolish woman
  - b. tragedy concerning a broken marriage
  - c. high society comedy
  - d. mystery drama

5. \_\_\_\_\_
6. Madame Popova is apparently what sort of woman?
  - a. Very witty
  - b. Drab and pathetic
  - c. Deeply emotional
  - d. Simple and ignorant

6. \_\_\_\_\_
7. Which one of the following *best* sums up Luka's comments to Madame Popova?
  - a. You are foolishly wasting your best years.
  - b. You are a saint to mourn so for your late husband.
  - c. You treat us, your servants, in a shabby way.
  - d. We all are helpless, but we should try to be sympathetic toward one another.

7. \_\_\_\_\_

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continued 

8. Luka's long speech comes closest to being which of the following?

- a. A lecture
- b. A monologue
- c. An aside
- d. A prologue

8. \_\_\_\_\_

**Scene 1**

Time: *The future.*

Setting: *The control room of a Mars-bound rocket ship.*

Before the curtain rises: *The audience first hears background noises. Then the voices come through.*

**Younger.** Cast off all lines.

**First Pilot.** Thirty seconds till takeoff.

**Skipper.** Hey! Watch out for that boom down there! (*Pause*) Already? OK, then, remove all supports! (*Noise of chains and pulleys*)

**Skipper.** All stations report!

**Tom.** Station one secure!

**Cal.** Station two secure!

**First Pilot.** Station five secure!

**Cookie.** Station three secure!

**Younger.** Station six secure!

**Second Pilot.** Station eight secure!

**Bigger.** Station four secure!

**Doc.** Medical Station secure!

**Tom.** Station seven secure!

**Skipper.** Close all hatches! (*Noises of clanking*) . . . All crew members strap yourselves in . . . (*Pause*) . . . Timer, begin the countdown!

**Voice.** Seven seconds . . . six seconds . . . five seconds . . . four seconds . . . three seconds . . . two seconds . . . one second . . . zero seconds . . .

(*Noise of blastoff builds up and dies off. There is a pause. Then the curtain rises.*)

—James MacPherson Harper, *The First Cat on Mars*

9. To judge from the clues in this excerpt, it is part of what kind of play?

- a. A radio play
- b. A television play
- c. A play for the theater
- d. A play intended for reading only

9. \_\_\_\_\_

10. This short excerpt comes closest to being which of the following?

- a. A monologue
- b. A prologue
- c. A soliloquy
- d. A set of stage directions

10. \_\_\_\_\_

11. The main item of information in the excerpt is that we are about to experience a

- a. dangerous accident
- b. takeoff
- c. space skyjacking
- d. humorous incident

11. \_\_\_\_\_

12. We can logically infer that the play is a

- a. farce
- b. dramatic adventure
- c. romantic drama
- d. tragedy

12. \_\_\_\_\_

# Analogy Test A

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

## DRAMA

**Analogies.** To solve the analogy problems that follow, use test sentences to try all choices before deciding upon the correct answer. Write the letter of your choice in the space provided.

### QUESTION 1. \_\_\_\_\_

**SORDID : DIRTY ::**

- A. remote : nearby
- B. trespass : invite
- C. malice : kindness
- D. adjoin : separate
- E. offensive : unsavory

### QUESTION 2. \_\_\_\_\_

**DIRGE : HYMN ::**

- A. enmity : friendship
- B. mattock : tool
- C. monitor : punishment
- D. return : tidings
- E. menace : peace

### QUESTION 3. \_\_\_\_\_

**CANOPY : COVER ::**

- A. textbook : instruct
- B. intrusion : illegal
- C. reconcile : alienate
- D. mishap : perhaps
- E. appetite : food

### QUESTION 4. \_\_\_\_\_

**COARSE : SMOOTH ::**

- A. clumsy : awkward
- B. error : mistake
- C. perverse : stubborn
- D. erratic : regular
- E. inadvertent : unintentional

### QUESTION 5. \_\_\_\_\_

**VIAL : BOTTLE ::**

- A. excited : delirious
- B. reprimand : scolding
- C. martyr : torturer
- D. observe : plan
- E. evade : vague

### QUESTION 6. \_\_\_\_\_

**GYMNASTICS : EXERCISES ::**

- A. calamity : disaster
- B. computer : calculate
- C. mischievous : mannerly
- D. lamentable : praiseworthy
- E. vehemence : forcefully

### QUESTION 7. \_\_\_\_\_

**KIBITZER : MEDDLING ::**

- A. wolf : predatory
- B. oppression : relief
- C. party : holiday
- D. reconnoiter : scout
- E. fan : opponent

### QUESTION 8. \_\_\_\_\_

**LANGUISH : PINE ::**

- A. fain : hesitantly
- B. accumulate : disperse
- C. skeptical : sterile
- D. escape : elude
- E. despise : dote

### QUESTION 9. \_\_\_\_\_

**DISCORD : HARMONY ::**

- A. shrill : whistle
- B. impulse : caution
- C. solve : peer
- D. deprive : apprise
- E. applaud : approve

### QUESTION 10. \_\_\_\_\_

**MORSEL : CHUNK ::**

- A. sorrow : contrite
- B. suffering : anguish
- C. portentous : potent
- D. fiery : unemotional
- E. distraught : peaceful

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# Analogy Test B

NAME \_\_\_\_\_  
CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

## DRAMA

**Analogies.** To solve the analogy problems that follow, use test sentences to try all choices before deciding upon the correct answer. Write the letter of your choice in the space provided.

### QUESTION 1. \_\_\_\_\_

**DROOP : SINK ::**

- A. commend : criticize
- B. dislike : abhor
- C. malevolence : disuse
- D. device : plan
- E. boisterous : apathetic

### QUESTION 2. \_\_\_\_\_

**PERNICIOUS : DESTRUCTIVE ::**

- A. harmful : harmless
- B. vile : pleasing
- C. direful : frightful
- D. tolerate : endurance
- E. serene : disturbed

### QUESTION 3. \_\_\_\_\_

**COWARDLY : VALIANT ::**

- A. repose : rest
- B. dexterity : cleverness
- C. ceremony : rite
- D. detestable : lovable
- E. unclear : vague

### QUESTION 4. \_\_\_\_\_

**HERALD : ANNOUNCEMENTS ::**

- A. adversary : opponent
- B. apothecary : prescriptions
- C. drink : cup
- D. alderman : elected
- E. oversight : monitor

### QUESTION 5. \_\_\_\_\_

**RAPIER : SWORD ::**

- A. fray : fight
- B. abate : intensity
- C. spontaneous : planned
- D. domesticated : predatory
- E. lament : rejoice

### QUESTION 6. \_\_\_\_\_

**CUP : RECEPTACLE ::**

- A. lunatic : insane
- B. imposter : honesty
- C. vehicle : bicycle
- D. valor : battle
- E. banishment : punishment

### QUESTION 7. \_\_\_\_\_

**WASTEFULNESS : PENURY ::**

- A. intoxicate : drunkenness
- B. assumption : proof
- C. embezzlement : loss
- D. invocation : prayer
- E. thought : sentiment

### QUESTION 8. \_\_\_\_\_

**PILGRIMAGE : TRAVEL ::**

- A. dipsomaniac : abstinence
- B. exuberant : lively
- C. perjury : truth
- D. diplomacy : tact
- E. paramour : enemy

### QUESTION 9. \_\_\_\_\_

**COMPUTER : MATHEMATICS ::**

- A. shroud : cloth
- B. distill : chemistry
- C. microphone : broadcasting
- D. crime : felon
- E. eating : spoon

### QUESTION 10. \_\_\_\_\_

**OMINOUS : THREATENING ::**

- A. perverse : proper
- B. elliptical : circular
- C. changeable : variable
- D. conjecture : fact
- E. estimate : renown

**Composition  
Test**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

## Drama

<b>A Marriage Proposal</b>	<i>Anton Chekhov</i>	(Page 413)
<b>Visit to a Small Planet</b>	<i>Gore Vidal</i>	(Page 423)
<b>Thunder on Sycamore Street</b>	<i>Reginald Rose</i>	(Page 449)
<b>Romeo and Juliet</b>	<i>William Shakespeare</i>	(Page 482)

**A.** The essential element in drama is *conflict*. Choose one of the plays listed above and, in a brief essay, show how the conflict is developed and how it is resolved.

**B.** *Dramatic irony* occurs when the audience possesses some knowledge that some of the characters in a play are ignorant of. Choose at least *three* separate examples of dramatic irony in the plays listed above and demonstrate the significance of each in advancing plot, developing character, or contributing to theme.

**C.** Analyze the plot structure of one of the plays listed above. Include the following elements: *exposition*; *complication*; *crisis*, or *turning point*; and *denouement*, or *resolution*.

**D.** Discuss Shakespeare's use of character foils to heighten dramatic contrast in *Romeo and Juliet*.

**E.** Discuss the conventions of the Elizabethan theater, referring to *Romeo and Juliet* for specific examples of each feature. Include the following: the use of *prose* and *poetry*; the *soliloquy*, *monologue*, and *aside*; *stage* and *scenery*.

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continued 

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_

COMPOSITION TEST—CONTINUED

Handwriting practice lines consisting of multiple horizontal lines for writing.

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