

**The Tragedy of Romeo and Juliet, Act V**, by William Shakespeare**Vocabulary Warm-up Word Lists**

Study these words from *Romeo and Juliet, Act V*. Then, apply your knowledge to the activities that follow.

**Word List A**

**contagion** [kuhn TAY juhn] *n.* disease that spreads from one person to another

A serious contagion kept 20 percent of the students at home.

**dispose** [di SPOHZ] *v.* transfer to the control of; put in a particular order

The police will dispose of the stolen goods by returning them to their owner.

**famine** [FAM in] *n.* widespread lack of food causing many to starve or die

After the crops dried up, the farmers experienced severe famine for two years.

**infectious** [in FEK shuhs] *adj.* spreading from one person to another

Measles is an infectious disease.

**loathsome** [LOHTH suhm] *adj.* very unpleasant; disgusting

Zeke has the loathsome habit of spitting in public.

**pestilence** [PES tuh luhns] *n.* deadly disease that harms many; something destructive

The pestilence wiped out half the population of the city.

**suspicion** [suh SPISH uhn] *n.* unproven belief that something is bad or someone is guilty

Sean had a strong suspicion that Marian was not telling the truth.

**vengeance** [VEN juhns] *n.* harm done to someone as punishment for his or her actions

Maria wanted vengeance after Hannah spread those ugly rumors about her.

**Word List B**

**banished** [BAN isht] *v.* as a punishment, made someone move from his or her home

The government banished the writer from the country where he had lived his whole life.

**depart** [di PAHRT] *v.* leave

We plan to depart from Los Angeles International Airport at six.

**fury** [FYOOOR ee] *n.* feeling of extreme anger; rage

In her fury, Madeline smashed the plate.

**intend** [in TEND] *v.* have in mind as a purpose; plan

Alexis and Josh intend to go to a movie on Saturday.

**patience** [PAY shuhns] *n.* ability to wait or suffer without becoming annoyed or upset

Lateesha, known for her patience, never gets anxious over a long wait.

**unaccustomed** [uhn uh KUS tuhmd] *adj.* not used to; unfamiliar with

Shy Taylor was unaccustomed to so much attention.

**unsavory** [uhn SAY vuhr ee] *adj.* appearing bad or dishonest

Because Tony cheated and lied, people saw him as an unsavory character.

**violently** [VY uh luhnt lee] *adv.* forcefully; with a sudden burst of activity

The hurricane violently destroyed all buildings as far as a mile inland.

**The Tragedy of Romeo and Juliet, Act V**, by William Shakespeare**Vocabulary Warm-up Exercises**

**Exercise A** Fill in each blank in the following paragraph with an appropriate word from Word List A. Use each word only once.

Starvation caused by the recent [1] \_\_\_\_\_ in Nate's country had left him weak and unable to fight off his illness. His friend Benjamin had a strong [2] \_\_\_\_\_ that Nate's illness was quite serious. It caused Nate great pain, as if it had come after him for [3] \_\_\_\_\_. The [4] \_\_\_\_\_ had been traveling through the community for about 6 months now. Doctors had determined that it was an [5] \_\_\_\_\_ disease caused by a virus that spread very easily. Benjamin did not think the illness was as deadly as a [6] \_\_\_\_\_ such as the plague. However, the [7] \_\_\_\_\_ cough that Nate had was disturbing. Benjamin thought it was important to [8] \_\_\_\_\_ Nate to the care of a nurse who could watch him carefully. That seemed like a good way to get him back to a healthy state.

**Exercise B** Decide whether each of the following statements is true or false. Explain your answer.

1. An *unsavory* character is someone you would like to have as a friend.  
T / F \_\_\_\_\_
2. If you are *unaccustomed* to eating rich foods, you are tired of them.  
T / F \_\_\_\_\_
3. If you *banished* citizens from the country where they were born or lived, they would have to live in other countries.  
T / F \_\_\_\_\_
4. The opposite of *depart* is *return*.  
T / F \_\_\_\_\_
5. A good time to ask your neighbor for a favor is when he or she is in a *fury*.  
T / F \_\_\_\_\_
6. A person who is known for *patience* often throws temper tantrums.  
T / F \_\_\_\_\_
7. You would expect a gentle summer breeze to make a flag wave *violently*.  
T / F \_\_\_\_\_
8. If you *intend* to do something, you are planning to do it.  
T / F \_\_\_\_\_

**The Tragedy of Romeo and Juliet, Act V**, by William Shakespeare**Reading Warm-up A**

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Without a doubt, the worst disaster of the fourteenth century was the bubonic plague. The troubles began in the early 1300s. Extreme cold weather shortened the growing season. A food shortage led to famine and starvation, lowering human resistance to disease.

In October 1347, several Italian merchant ships docked in Sicily after having been to the Black Sea, a key link in trade with China. At the time, the pestilence was killing people in China. By the time the Italian ships arrived at the island of Sicily, many of those on board were already infected. Within days, the disease began to spread. By August 1348, the contagion had traveled all the way to England.

This infectious disease, carried by black rats and their fleas, causes ugly swellings, or *buboes*, at the site of the fleabite; fever and chills follow. The final stage is the appearance of dark spots on the skin. Because of this symptom, the disease was called the black death.

Once the plague reaches the human population, it can be spread directly to other humans through breathing. This horrifying, loathsome form of the plague invades the lungs. More lethal than the disease carried by fleas, this form kills the victim within a few days.

The plague was at its worst from 1348 to 1350, killing one third to one half of the population of Europe. In some cities, two thirds of the population died in the first 2 years. One of the biggest problems was how to dispose of the bodies. Each morning, a cart would be wheeled through the streets. A crier would call out, "Bring out your dead." People piled bodies onto the cart to be taken away.

At the time, no one knew what caused the frightful disease. Many had the suspicion that it was a punishment from God, seeking vengeance for humanity's sins. It was not until the early 1900s that scientists discovered the real culprit: the rat. Today, outbreaks still occur, but antibiotics cure 95 percent of the cases.

1. Circle the words that hint at the meaning of famine. What does *famine* mean?
2. Underline the word that shows what a pestilence does. Use *pestilence* in a sentence.
3. Circle the words in the previous sentence that show that the plague was a contagion. If a *contagion* were affecting your community, what would be your best course of action?
4. Underline the word that tells what was infectious. Name something *infectious*.
5. Circle the word that means nearly the same as loathsome. Describe something that you think is *loathsome*.
6. Underline the sentence that tells how people would dispose of the bodies. How might you *dispose* of an empty soda can?
7. Circle the words that tell what suspicion many people had. How is a *suspicion* different from knowledge?
8. Underline the words that tell why God would want vengeance, according to people of the day. Why is it unwise for a person to seek *vengeance*?

**The Tragedy of Romeo and Juliet, Act V**, by William Shakespeare**Reading Warm-up B**

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The countryside whizzed by as Alison and Chase sat with noses pressed against the window. The brother and sister were enjoying the train ride from Venice to Verona. In fact, they had been enjoying every minute of their vacation with their parents in Italy.

So far, Venice was Alison's favorite city. Getting around by *vaporetto*, or water taxi, in the canals was especially adventurous. She had not really wanted to leave Venice, but with only a few weeks to see the whole country, she agreed with her parents that today was the day to depart Venice and head to Verona, about 70 miles away.

Before this trip, the family had been unaccustomed to train travel; they always used cars at home. However, they were getting used to the railroads. They had to develop patience as they sometimes had to adjust their plans to fit the train schedules, but they did not really mind.

"Did you know that there is an ancient wall around Verona?" asked Mrs. Moreno. "It is the wall Romeo referred to in Shakespeare's play after he was banished from that city. Remember when he said there was no life outside Verona's walls?"

"I knew about that wall, Mom," said Chase. "I also know that one of Verona's tourist attractions is a house said to be Juliet's. People leave love notes on the walls of the house and garden. They used to attach their notes with chewing gum, but that unsavory practice has been stopped and the walls have been cleaned up."

"We intend to go there before we visit the Arena," said Mr. Moreno. "The Arena in Verona is the third largest in Italy. Think how much fun it will be to climb the forty-plus marble steps to the top! While up there, we can try to imagine the fury of the ancient Roman gladiators forced to fight each other so long ago. How violently some of them must have fought!"

Picturing brave men with drawn swords, Alison announced, "This trip has certainly been an educational experience so far. I wish we could stay longer."

1. Underline the word that is a synonym, or word with a similar meaning, for depart. When students depart from school, where do they often go?
2. Circle the words that explain why the family was unaccustomed to train travel. Name one type of travel to which you are *unaccustomed*.
3. Underline the words that tell why the family had to develop patience. Describe a situation that requires *patience*.
4. Circle the word that identifies the place from which Romeo was banished. What does *banished* mean?
5. Underline the words that describe the unsavory practice that has been stopped. Use *unsavory* in a sentence.
6. Circle the words that tell what Mr. Moreno says they intend to do. Give an example of something you might *intend* to do.
7. Underline the words that tell why the gladiators felt such fury. Describe how someone in a *fury* might act.
8. Circle the word that tells what some of the gladiators did so violently. Use *violently* in a sentence.