

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

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

### **Word List A**

**deny** [di NY] *v.* say that something is not true

The defendant plans to deny that he is guilty.

**desperate** [DES puh-r it] *adj.* in or showing great need; reckless from lack of hope

Amber's desperate play in the last seconds of the game won the team the championship.

**doubt** [DOWT] *n.* feeling of not being certain or sure

Luke had no doubt that John would lend him the money.

**lamentable** [luh MEN tuh buhl] *adj.* causing feelings of sorrow or disappointment

Amanda's lamentable failure to practice was clear at the concert.

**miserable** [MIZ uhr uh buhl] *adj.* very unhappy or sad

The extreme heat was making everyone miserable.

**pitiful** [PIT i fuhl] *adj.* making one feel sympathy, regret, or contempt

The sick dog whined in a pitiful way.

**prevent** [pri VENT] *v.* keep from happening; stop from doing something

You can prevent accidents by being careful.

**remedy** [REM uh dee] *n.* something that cures a sickness or solves a problem

Chicken soup is my grandmother's remedy for any and all illnesses.

### **Word List B**

**devotion** [di VOH shuhn] *n.* act of prayer; also, strong religious feeling

Zachary knelt during his time of devotion.

**instruments** [IN struh muhnts] *n.* things used to make music

The players polished their instruments before the performance.

**leisure** [LEE zhuhr] *n.* time free from work, study, or any duties

When Sunita is at leisure, she likes to play with her dog.

**musicians** [myoo ZISH uh-nz] *n.* persons who are skilled in making music

Four musicians entertained the wedding party with their singing and playing.

**prosperous** [PRAHS puh-r uhs] *adj.* successful and wealthy

Connor and his family live in a prosperous community in Arizona.

**resolution** [rez uh LOO shuhn] *n.* decision; plan

Sam made a firm resolution to improve his study habits.

**rouse** [ROWZ] *v.* wake someone up

Not even two alarm clocks could rouse me from my deep sleep.

**therefore** [THAYR fawr] *adv.* for the reason that has just been mentioned

I ran out of money; therefore, I could not buy the jacket.

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**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.

Nicholas tried his best to [1] \_\_\_\_\_ the accident. [2] \_\_\_\_\_ not to make his mother angry, he attempted to catch the falling vase, but he missed. There was no [3] \_\_\_\_\_ in his mind that his mother would not have any sympathy for him. Others might find his situation [4] \_\_\_\_\_, but she would have no sympathy. He felt quite [5] \_\_\_\_\_ about the fact that he would have to admit to such [6] \_\_\_\_\_ carelessness. He could not [7] \_\_\_\_\_ that he had ruined the carpet just a few months before. As he thought about his problem, he had a sudden inspiration. He would replace the vase with one that was even better. That might be the perfect [8] \_\_\_\_\_ for the situation.

**Exercise B** Find a word or phrase that means about the same for each word in the following vocabulary list. Use each of your new words or phrases in a sentence that makes its meaning clear.

**Example:** Vocabulary word: *instruments*      Phrase with similar meaning: *musical devices*

*Sample sentence:* The musical devices used by the group included guitar, saxophone, violin, and a saw played with a bow.

1. devotion \_\_\_\_\_  
\_\_\_\_\_
2. therefore \_\_\_\_\_  
\_\_\_\_\_
3. leisure \_\_\_\_\_  
\_\_\_\_\_
4. musicians \_\_\_\_\_  
\_\_\_\_\_
5. prosperous \_\_\_\_\_  
\_\_\_\_\_
6. resolution \_\_\_\_\_  
\_\_\_\_\_
7. rouse \_\_\_\_\_  
\_\_\_\_\_

**The Tragedy of Romeo and Juliet, Act IV**, 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.

During the time of the playwright William Shakespeare, the kind of medicine practiced was quite different from modern medicine. People of the time knew much less about disease and the body. One cannot deny that the limited knowledge of the day usually meant a patient would get worse rather than better.

In the 1500s, most doctors had no formal education. Instead, they taught themselves through trial and error. Because of the lamentable lack of education, most doctors actually harmed more patients than they helped.

The exceptions were doctors called physicians. Physicians were well-educated men. They were up-to-date on the latest methods of treatment, however pitiful those treatments might seem compared to those used today. They had been to school and had studied both medicine and philosophy. They made their diagnoses only after carefully examining the patient.

Physicians had only limited knowledge and crude equipment, however. They had no X-ray machines, for example. Still, there is no doubt that going to a physician was often the best option for a sick person. Unfortunately, physicians were few in number, and those who could be found charged a lot of money.

For a desperate patient unable to afford a physician, the only choice was to find a type of doctor called a surgeon. Usually, the neighborhood surgeon was also the dentist and the barber. Most of these surgeons were self-taught. They used equipment that was not sterilized, thus failing to prevent infections. The patient could end up in more miserable shape, with an infection that could not be treated.

Another choice for a patient was to see an herbalist. Herbalists used various homemade concoctions to treat pain or disease. It was not uncommon for the herbalist to concoct a remedy out of newts' tongues or worms' livers. Many of the ingredients used by herbalists did no good, but some were actually beneficial.

1. Underline the words that tell what one could not deny. Write a statement describing something that no one can **deny**, using the word in your statement.
2. Circle the words that tell what was lamentable. Use **lamentable** in a sentence describing some aspect of your community.
3. Circle the word that names what is pitiful. What does **pitiful** mean?
4. Underline the words that tell what there was no doubt about. What is a truth that you do not **doubt**?
5. Underline the words that tell what a desperate patient had to do. Describe what might make a patient **desperate**.
6. Circle the word that tells what the surgeons failed to prevent. How do we **prevent** these today?
7. Underline the words that explain why the patient became more miserable. What might be done today to help a patient feel less **miserable**?
8. Circle the words in the previous sentence that tell what a remedy might be used to do. What **remedy** do you use to treat a cold?

**The Tragedy of Romeo and Juliet, Act IV**, 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.

By the sixteenth century, the time of William Shakespeare, music had become quite varied and sophisticated. One important factor was the official change to religious music in the late 1500s.

Gregorian Chant (also called *plainchant* or *plainsong*) had been developed about a thousand years earlier and had been used in religious services ever since. It consisted of single-line melody. Whether sung by one person or by many, all voices sang the same notes. The music lacked harmony and additional melodies, called counterpoint.

By the end of the sixteenth century, the Catholic Church wanted change. In 1563, the cardinals of the church adopted a resolution to reform church music. They wanted a pure vocal style that would encourage true religious devotion. Therefore, they turned to an Italian composer named Palestrina.

Palestrina wrote music that used several voices, with melody, harmony, and counterpoint. This music was in the *a cappella* style—that is, without instruments to accompany singers. The idea was that the human voice alone would inspire religious emotions.

During this time, one type of music people listened to when they were at leisure, rather than worshipping or working, was the madrigal. It was one of the main forms of nonreligious music. Developed first in Italy, the madrigal was based on the text of a short poem. Sung without the accompaniment of musicians, these songs might be about love, humor, politics, or everyday life.

Music is an important part of all Shakespeare's plays. The popular music he chose might have been heard first in the homes of prosperous citizens or in rowdy taverns. He also chose traditional folk songs, ballads, and dance music of the day. Whatever music he chose, it certainly would rouse any theatergoer who might be on the verge of dozing off!

1. Underline the words that tell the purpose of the cardinals' resolution. Name a resolution that some people make on New Year's Eve.
2. Circle the words that describe devotion. Tell how someone might show such devotion.
3. The word therefore expresses cause-and-effect relationships. Underline the effect of the cardinals' decision. Use therefore in a sentence.
4. Circle the words that tell what instruments were not used to do. Name two of your favorite musical instruments.
5. Circle the words that describe activities other than being at leisure. Name an activity people like to do when at leisure.
6. Underline the word that names what musicians provide for singers. Name two of your favorite musicians.
7. Circle the word that tells who is prosperous. What kind of a home might a prosperous person have today?
8. Underline the word that tells what would rouse a theatergoer. Explain what rouse means.