

"The Passionate Shepherd to His Love" by Christopher Marlowe

"The Nymph's Reply to the Shepherd" by Sir Walter Raleigh

Vocabulary Warm-up Word Lists

Study these words from the selections. Then, complete the activities.

Word List A

passionate [PAH shuhn it] *adj.* capable of, having, or dominated by powerful emotions
Everyone in the actor's family had a passionate personality.

shepherd [SHEP erd] *n.* one who herds, guards, and tends sheep
The shepherd had a dog that stopped the sheep from straying.

groves [GROHVZ] *n.* A small stand of trees lacking dense undergrowth
The scouts pitched their tents in the palm groves.

flocks [FLOKZ] *n.* groups of animals that live, travel, or feed together
When the television crew flew over Scotland, they filmed flocks of sheep on the hillsides.

shallow [SHAL loh] *adj.* lacking physical depth
The toddler's swimming pool was very shallow.

melodious [muh LOH dee uhs] *adj.* agreeable to hear
When played well, the clarinet has a melodious sound.

fragrant [FRAY gruhnt] *adj.* having a pleasant odor
The florist used roses and lavender to make a fragrant sachet.

nymph [NIMF] *n.* a beautiful maiden
The director of the opera put an extra nymph in the forest scene.

Word List B

madrigals [MAD ri guhlz] *n.* short poems or songs, often about love
Six voices were needed to sing the madrigals properly.

embroidered [em BROY derd] *v.* to add embellishments or fanciful details
The pillow cover was embroidered with wool threads.

swains [SWAYNZ] *n.* country lads
The milkmaid flirted with all the swains in the village.

wanton [WAHN tuhn] *adj.* undisciplined; unjust
The wanton boys were punished for their cruel practical joke.

wayward [WAY werd] *adj.* unruly; unpredictable
The wayward wind blew the kite into a tree.

reckoning [REK uhn ing] *n.* a settling of accounts
A complete reckoning the company's books meant paying the back taxes.

gall [GAWL] *n.* impudence; shamelessness
The foot soldier had the gall to contradict his sergeant, and was thrown in the brig.

folly [FAH lee] *n.* an act of foolishness
It was folly to sail on the lake during a thunderstorm.

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Vocabulary Warm-up Exercises

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

At the end of the sixteenth century, people in England believed that moon and all the planets traveled around the earth, in [1] _____ harmony, creating the "music of the spheres." Planets were believed to influence a person's fate and personality. Both melancholy and [2] _____ tempers were thought to occur when a person was out of tune with the universe. The planets controlled everything from luck to weather. To keep his [3] _____ safe, a [4] _____ might consult an astrologer to learn if a storm was coming. The sound of wind rustling leaves through [5] _____ of trees might be attributed to an enchanted wood [6] _____. Similarly, the babbling sounds of a [7] _____ brook might be credited to a water sprite. Sweetly [8] _____ fennel was stuffed into door locks to prevent evil spirits from entering the house.

Exercise B Write a complete sentence to answer each question. For each item, use a word from Word List B to replace each underlined word without changing its meaning.

Example: What kind of songs did the choral group perform?
 The choral group performed madrigals.

1. What kind of thread did the dressmaker use for the decoratively stitched jacket?

2. Which of her admirers brought the young woman the bouquet?

3. What reckless act destroyed the rose bush?

4. Was the customer's perverse behavior justified?

5. Did the accountant finish calculating the costs of the party?

6. Who had the nerve to ask the president to wait?

7. Did the lonely man regret the mistakes he made while he was young?

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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.

While almost everyone knows that a red rose symbolizes passionate love, few people realize that flowers have been used for centuries to convey a range of emotions. The Victorians specialized in this subtle form of communication and even published books on what they called the "language of flowers." Using various blossoms and floral arrangements, they expressed feelings which otherwise might not be spoken.

In addition to flowers, plants and herbs were used to send messages. For example, rue meant disdain, mint implied wisdom, rosemary was a sign of remembrance, and parsley was connected with celebrations. Leaves from groves of laurel trees were woven into wreaths to symbolize victory, a custom that began in ancient Greece.

Ancient Greece—sometimes idealized by the Victorians as a landscape dotted with flocks of gently grazing sheep, the contented shepherd watching nearby, playing a melodious tune on his pipes, and perhaps a lovely nymph hiding in the woods—was where the pastoral tradition had its beginnings. Flowers are one of nature's simple joys that are celebrated in the pastoral tradition, and the "language of flowers" certainly has some connection to the classical world.

For years, this form of sweet-smelling, fragrant communication was full of nuances: the type of flower, its color, and especially the way it was given, all held special meaning. A rosebud presented upright would convey the message: "I fear, but I hope." The same rosebud presented upside down would signal there was no reason to hope. The nuances of this "language" are now mostly forgotten, but some remain. White roses still signify virtue, yellow roses stand for friendship, pansies mean "thoughts of you," and lilies imply purity. So, though we may not be fluent in the "language of flowers," and our gestures may be shallow rather than deep, we still use flowers to express our feelings.

1. Circle the words that tell what symbolizes passionate true love. Then, tell what passionate means.
2. Underline the words that tell what kinds of groves the leaves came from. Write a sentence using the word groves.
3. Circle the word that describes the kind of flocks that were grazing. Name a flock of something you have seen.
4. Underline the words that gives a clue as to what a shepherd does. Describe what you think the duties of a shepherd were.
5. Circle the words that help to define melodious. Give a synonym for melodious.
6. Circle the word that describes the nymph. Tell what a nymph is.
7. Underline the nearby word that is a synonym for fragrant. Then, write a sentence using the word fragrant.
8. Circle the words that help to explain the meaning of shallow. Describe something that is shallow.

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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.

Portraits of royalty in embroidered gowns and doublets, stories of banquets, and productions of Shakespeare's plays have all created romantic images of Elizabethan England. It is easy to imagine young, manly swains and courtiers strolling through gardens, languishing in country palaces, or singing madrigals in court for the Queen's amusement. But that does not accurately portray daily life, even for the privileged few.

For the merchants and commoners who lived in the city of London, mere survival was a struggle. The city was incredibly dirty and overcrowded. Houses were built close together on dark, airless lanes. There were no sewers, and garbage was dumped into a gutter that ran down the center of each street. Refuse gathered for days, and was removed only when a wayward rainstorm washed it away.

The bubonic plague was a constant threat, killing people with wanton ease. Officials mistakenly believed that stray dogs, not rats with fleas, were the carriers of the infection. As a result, whenever there was an outbreak of the disease, dogs were destroyed. This folly allowed the rats to multiply more freely than usual, and did nothing to control the epidemic.

Religious persecution was a constant reality, along with war and poverty. In spite of that, the population rose so dramatically during the sixteenth century, an increasing number of people were unable to support themselves, leading to crime and vagrancy. To control this problem, punishments for even minor crimes were deliberately harsh and public. These spectacles served as a warning to anyone who had the gall to defy the law.

Most of the work of local officials consisted of tracking estates and keeping a reckoning of births, deaths, and marriages, so the government could have records of the population. This became increasingly necessary as changes in agriculture led people from the country to towns and cities where they hoped to find work and a better life.

1. Describe what an embroidered gown might look like. Then, tell what embroidered means.
2. Underline the words that give clues to the meaning of swains. Rewrite the sentence using a synonym for swains.
3. Circle the words that help to explain what madrigals are. Describe how madrigals might amuse Queen Elizabeth.
4. Rewrite the sentence using a synonym for wayward. Then, tell what wayward means.
5. Circle the words that explain what the plague was doing with wanton ease. Then, explain what wanton means.
6. Circle the words that explain what the folly allowed. Then, tell what folly means.
7. Explain what gall means.
8. Circle the words that tell what the officials were expected to give a reckoning of. Then, tell what reckoning means.