Vocabulary Practice

A. Label each picture with the correct word.

<table>
<thead>
<tr>
<th>gown</th>
<th>flocks</th>
<th>fragrant</th>
<th>delight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

B. Complete each sentence with the best word.

<table>
<thead>
<tr>
<th>gown</th>
<th>delight</th>
<th>fragrant</th>
<th>flocks</th>
</tr>
</thead>
</table>

5. A girl would wear a _____________ to a party.
6. The _____________ smell from the bakery made Terry hungry.
7. _____________ of ducks swim in the pond at the park.
8. Cold ice cream cones on hot summer days _____________ the children.

C. Choose the correct word to answer each question.

| flocks | gown | fragrant | delight |

9. Which word goes with "sweet smelling"? _____________
10. Which word goes with "groups of geese"? _____________
11. Which word goes with "great happiness"? _____________
12. Which word goes with "party dress"? _____________
Connect to the Poem
Do you think the country is a good setting for love? Why do you think so? List the reasons on the lines below.

The country is a good setting for love because

1. 
2. 
3. 

Literary Element  Point of View
The point of view is the way the speaker sees things in a poem. In first-person point of view, the speaker uses / and me. In third-person point of view, the speaker watches but does not take part in the action. The poem uses first-person point of view. The speaker is a shepherd talking to someone he loves. As you read, ask yourself what clues in the poem tell you that it uses the first-person point of view.

Reading Strategy  Analyze Sound Devices
Poets use sound devices to add to a poem’s rhythm or to make us notice sounds and music in the poem. One sound device is alliteration. Alliteration is repeating consonant sounds at the beginning of words. Consonant sounds are sounds that begin with any letter of the alphabet except a, e, i, o, or u. For example, in the sentence “I love the long and lazy summer days” the sound of the consonant letter / is repeated.

Underline the words in these sentences that begin with the same consonant letters.

The wild wind beat against the boat. 
The blue birds sang sweet songs. 
The soft snow covered the tall trees. 

Look for alliteration as you read “The Passionate Shepherd to His Love.” Ask yourself,
• What sounds are repeated?
Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

**Content Vocabulary**

**flocks** (flocks) **n.** groups of animals or people
The sheep in the **flocks** stood close together to keep warm.

**fragrant** (fra’grant) **adj.** having a sweet or pleasant smell
Joe smelled the **fragrant** flowers.
➤ Cognate (Spanish) **fragante**

**gown** (goun) **n.** a dress or a robe
The bride wore a pretty white wedding **gown**.

**delight** (di lit’) **n.** great joy
The children clapped in **delight** at the clown’s tricks.
➤ Cognate (Spanish) **deleite**

For more practice, see page 259.
The Passionate Shepherd to His Love

To Sum Up

➤ The shepherd asks his love to live with him in the woods.
➤ He will make a bed of flowers for her.
➤ He will make a hat, a dress, and shoes for her.

Comprehension Check

Reread the boxed text in the middle and at the bottom of the page. Underline the things the shepherd will make for his lover.

Literary Element

Point of View What words show that the poem is told from the shepherd's point of view?
☐ me
☐ shepherds
☐ I

flocks (floks) n. groups of animals or people

fragrant (fra'grant) adj. having a sweet or pleasant smell

gown (gown) n. a dress or a robe

To Sum Up

➤ The shepherd asks his love to live with him in the woods.
➤ He will make a bed of flowers for her.
➤ He will make a hat, a dress, and shoes for her.

1. The author uses prove in this line to mean “experience” or “come into contact with.”
2. Madrigals are kinds of songs.
3. A kirtle is a dress.
A belt of straw and ivy buds,
With coral clasps and amber studs.
And if these pleasures may thee move,
Come live with me and be my love.

The shepherd swains\(^4\) shall dance and sing
For thy delight each May morning;
If these delights thy mind may move,
Then live with me and be my love.

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4. **Swains** means “young people.”

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**REFLECT**

**Analyze Sound Devices**
List some examples of alliteration used in the poem. How do these examples add to the poem’s rhythm or sound?

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**To Sum Up**

- The young shepherd will dance and sing for his love.
- If she likes what he says, she should go with him.
Vocabulary Check

A./B. Circle the picture that best answers the question.

1. Which picture shows a **gown**?

2. Which person feels **delight**?

3. Which picture shows something that is **fragrant**?

C. Circle the letter of the answer that correctly shows what the word means.

4. **flocks**
   a. a group of lambs
   b. one lamb

5. **fragrant**
   a. a garden of flowers
   b. sour milk

Comprehension Check

A./B. Complete the sentences.

1. The speaker in the poem is ____________________________________________.

2. He is speaking to ____________________________________________________.

3. He asks her to ________________________________________________________.

4. He will give her ______________________________________________________.

C. Reread the poem aloud. Then answer the questions about the poem.

5. What two consonant sounds are repeated in line 6? _____________________________

6. What consonant sound is repeated in line 8? _________________________________

7. What other examples of alliteration can you find in the poem? _____________________________

For more practice, see page 260.
Correct

Small Group Work Imagine that you are writing a screenplay and that one of the characters in your movie is Death. Think about how you’d like the character to look and behave. What personality will you give Death? For example, will Death be a leader or a follower? Will Death be a strong, powerful character, or will Death have weaknesses? In a small group, discuss your ideas and give reasons for them. Work together to write a quick character sketch of Death. Then share your character sketch with the class.

In this poem, the speaker tells what he thinks about death as he speaks directly to Death.

Did You Know?

Building Background John Donne was one of a group of seventeenth-century writers known as the metaphysical poets. In the poem you are about to read, "Death Be Not Proud," Donne uses many devices common to metaphysical poetry:

- The poem makes an argument that appeals to the intellect as well as the emotions.
- The poem makes striking comparisons (for example, between death and sleep).
- The poem is written in a plain style that closely resembles the everyday speech of the time.

The death of Donne’s wife and the grief that followed inspired Donne to write “Death Be Not Proud.” It is one of nineteen poems in Holy Sonnets, a work containing Donne’s thoughts on immortality and religious faith.

Reason to Read

Setting a Purpose for Reading Read to find out what the speaker thinks of death.

Vocabulary Preview

Read the definitions of these words from “Death Be Not Proud.” Use the pronunciation guides to help you say each word aloud. As you read the poem, use context clues to help unlock the meaning of these words and any others you don’t know.

proud (proud) adj. displaying an extreme sense of superiority; arrogance; p. 73
overthrow (6' var thrö’) v. to bring about the downfall of another; defeat; p. 73
fate (fät) n. the unavoidable and predetermined cause of everything that happens; destiny; p. 73
chance (chans) n. the seemingly accidental reason that things happen; luck; p. 73
eternally (i tur’ na lé) adv. without end; forever; p. 73

Hot Words Journal

As you read, circle words that you find interesting or that you don’t understand. Later you may add them to your Hot Words Journal at the back of this book.

What You’ll Learn

Key Goals In this lesson, you will learn these key skills, strategies, and concepts.

- Reading Focus: Monitor Comprehension
- Reading Coach: Understanding Old-Fashioned Language
Death, be not proud, though some have called thee
Mighty and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow
Die not, poor Death, nor yet canst thou kill me. 

From rest and sleep, which but thy pictures¹ be,
Much pleasure, then from thee much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and soul's delivery.²
Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell,
And poppy³ or charms can make us sleep as well
And better than thy stroke; why swell'st thou then?⁴
One short sleep past, we wake eternally,
And death shall be no more; Death, thou shalt die.  

Reading Check

1. Pictures; or images, of rest and sleep are similar to images of death.
2. Soul's delivery likely means "soul's salvation."
3. Poppy is a source of opium, which is a narcotic drug that can produce sleep.
4. Why swell'st thou then? can be restated as "Why do you swell with pride?"

Vocabulary

proud (proud) adj. displaying an extreme sense of superiority; arrogance
overthrow (ˈər-ˈthōr) v. to bring about the downfall of another; defeat
fate (ˈfāt) n. the unavoidable and predetermined cause of everything that happens; destiny
chance (chans) n. the seemingly accidental reason that things happen; luck
eternally (iˈtər-nə-lē) adv. without end; forever
Buddy Up

Understanding Old-Fashioned Language

1. **In Plain English** As you read “Death Be Not Proud,” you practiced replacing old-fashioned words and phrases with modern language in four lines of the poem. Now try this strategy with a partner. Look at lines 9–12. Replace the old-fashioned words with modern language. Then take turns explaining to one another what this section means. Using your own words, write a sentence telling the meaning of the section.

2. **Death Be Not...** With your partner, write a poem in which you speak directly to Death, imitating the old-fashioned language in “Death Be Not Proud.” First, discuss a quality of Death that you could use as an adjective to replace “proud” in the title. You might want to look at the character sketch you wrote with your group in the Connect activity on page 72 for ideas. Write the title and the first two lines of your poem on the lines below.

TeamWork

Monitor Comprehension

1. **In Sympathy** As you read “Death Be Not Proud,” you tried to understand what the poem meant. Now discuss that meaning with your group. How does the speaker view Death? In what way could the poem offer comfort to someone who has suffered the loss of a loved one? Work together to write one or two short sentences to answer these questions.

2. **Say Anything** With your group, arrange your seats in a circle. Have each student read aloud a line of the poem. Then the student to the right says something about the line just read. For example, he or she may ask a question, tell what the line means, talk about the language, or make a response. Other members of the group may then respond if they wish. When you make it all the way through the poem, discuss its theme, or main message. Write the theme here.

Theme:
Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circle in the spaces for questions 1 and 2 on the right.

1. How does the speaker feel about Death?
   A. He thinks Death is almighty.
   B. He fears and respects Death.
   C. He does not consider Death powerful.
   D. He believes that Death is the end of all life.

2. To what does the speaker compare Death?
   A. a king
   B. a slave
   C. a flower
   D. a desperate man

Write your answer to open-ended question A in the space provided below.

A. What conflicting views of Death does the speaker present in the poem? Use details from the poem to support your answer.

Multiple-Choice Questions

1. [ ] [ ] [ ] [ ]
2. [ ] [ ] [ ] [ ]

Open-Ended Question

A. ______________________
   ______________________
   ______________________
   ______________________
   ______________________

Vocabulary Check

From the word list, write the word that belongs in the blank in each sentence.

proud adj. displaying an extreme sense of superiority; arrogance
overthrow v. to bring about the downfall of another; defeat
fate n. the unavoidable and predetermined cause of everything that happens; destiny
chance n. the seemingly accidental reason that things happen; luck
eternally adv. without end; forever

1. A small army of rebels banded together to __________________ the cruel leader.
2. Romeo and Juliet believed that their love would live __________________ and that nothing could ever destroy it.
3. They met by __________________ when they both showed up for a job interview at the same time.
4. The woman was too __________________ to admit her mistake.
5. He had no choice in the matter; it was his __________________ to live in the shadow of his older brother.