

SAT Vocabulary Study

Romeo and Juliet by William Shakespeare

Teacher Overview

Skill Focus

Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create
Close Reading		Grammar		Composition	
Reading Strategies Determining Main Idea Inference Paraphrase Summary Literary Elements Diction connotation denotation vocabulary Plot Setting Theme Figures of Speech (Figurative Language) Metaphor Literary Techniques Characterization direct indirect Literary Forms Drama <i>Soliloquy</i> Verse <i>Blank Verse</i>	Analysis of a Text Meaning and Effect related to parts of speech, phrases, clauses, sentences, and syntax Rhetorical Analysis Focused on Syntax		Types (modes) Expository analytical comparison/contrast Persuasive (argumentation) persuasive appeals emotional ethical logical The Process of Composition Prewriting consideration of audience determination of purpose generation of ideas organization of ideas Drafting extended time timed <i>analysis of poetry</i> <i>analysis of prose</i> <i>analysis of theme</i> Structural Elements Introduction thesis Body incorporation of quotes topic sentence use of commentary use of evidence Conclusion		

Materials and Resources

- Copies of lesson for each student
- Copies of Shakespeare's tragedy *Romeo and Juliet*

Lesson Introduction/Overview

First Section—SAT Vocabulary words, definitions, and quotations

An alphabetical list of the ten words in each act is given at the beginning. The first word and definition in each definition box is the actual SAT word that has been used once or several times on the SAT exam. If a derivation is used in the play or the same word used as a different part of speech, an additional definition or note on the use is provided. The words and quotations from the play are given in order as they occur in the plot. The whole sentence or thought is included in the quotation.

You may wish to explain that sometimes words are contracted at the beginning, middle, or end of the word as in *'twere* (*it were*) and *o'er* (*over*). Shakespeare probably used this abbreviated form to accommodate the 10 syllable, iambic pentameter line. Sometimes the past tense verb form is spelled with *'st* instead of *ed*, such as in *seem'st* instead of *seemed* for the same reason.

Fill-in-the-Blank Activity

The sentences in this activity are mainly brief summaries or commentaries that are specific to each act, written for the most part in order as events happen in the play. The activity is meant to aid instruction and understanding of the play, as well as to provide a check for vocabulary comprehension. Some answers are not the words given in the SAT list, but are derivations of the words, adding higher level of thinking to the lesson. This provides an assessment that is more difficult and challenging than simply matching 10 words with 10 blanks.

Complete List of SAT Words: *Romeo and Juliet*

This is an alphabetical listing of all 50 words in the study unit, with the act and scene in which the word is found.

Multiple Choice Exam

The students will be tested on 25 of the 50 words listed. The form of the answer may or may not be as given in the SAT list, as in the Fill-in-the-Blank Activity. The answer may be one of the derivatives of the SAT word.

Writing Activity

This activity might be used at the end of the study of *Romeo and Juliet*. It is an AP-like essay prompt based on lines from the play. Encourage your students to use some of the SAT words in their essays. This essay assignment can be a 40-minute timed in-class assignment or a take home assignment.

Additional Resources:

The version of *Romeo and Juliet* used in writing this lesson is found on-line at the following site from the Gutenberg Project:

<http://www.gutenberg.org/dirs/etext97/1ws1610.txt>

Fill-in-the-Blank Key
Romeo and Juliet

Act I

- | | |
|----------------|---------------|
| 1. partisans | 6. portentous |
| 2. wantonly | 7. galling |
| 3. covertly | 8. virtuous |
| 4. disparaging | 9. profane |
| 5. pernicious | 10. accord |

Act II

- | | |
|-------------|---------------|
| 1. repose | 6. rancor |
| 2. airs | 7. baleful |
| 3. idolatry | 8. chide |
| 4. utters | 9. entreaties |
| 5. forsake | 10. intercede |

Act III

- | | |
|--------------|---------------|
| 1. discord | 6. dissemble |
| 2. dexterous | 7. submissive |
| 3. feint | 8. perjury |
| 4. calamity | 9. ascend |
| 5. beguiled | 10. vexation |

Act IV

- | | |
|---------------|---------------|
| 1. dirges | 6. supple |
| 2. resolute | 7. stark |
| 3. inundates | 8. prostrate |
| 4. pensive | 9. lamentable |
| 5. melancholy | 10. treachery |

Act V

- | | |
|--------------|-----------------|
| 1. presage | 6. dispatches |
| 2. interred | 7. peruses |
| 3. cordially | 8. engrossed |
| 4. rigorous | 9. inauspicious |
| 5. penury | 10. thwarted |

Multiple Choice Exam Key

1. C
2. D
3. E
4. D
5. D
6. A
7. B
8. C
9. B
10. E
11. A
12. C
13. C
14. D
15. B
16. D
17. A
18. C
19. C
20. B
21. E
22. A
23. B
24. D
25. E