

AP English Literature and Composition
Unit 1: Tenacity and Futility
Hamlet & Wuthering Heights Vocabulary Bonus

SAT vocabulary from *Hamlet*

adulterate	circumvent	equivocal	indifferent	obstinate	peevish	provincial	wanton
auspicious	confound	felicitous	insolence	obstreperous	pernicious	rouse	
baseness	dearth	forbearance	invidious	ominous	pious	scintillate	
brazen	discord	galling	malingering	ostentatious	pithy	spurn	
carnal	edifying	germane	maudlin	palpable	ponderous	tenable	
chide	enmity	impetuous	obsequious	paragon	prodigal	usurp	

SAT vocabulary from *Wuthering Heights*

alacrity	churlish	credulity	entreat	laconic	morose	sententiously	virulence
apathy	compel	deride	expedient	lamentation	munificent	slovenly	wan
ardent	complacent	despondency	fastidiousness	lavish	petulantly	solace	
austere	conjecture	diabolical	impertinent	magnanimity	reprobate	taciturn	
aversion	contempt	disdain	impudence	malignant	sagacity	trepidation	
beneficent	convalescent	disparage	intractable	misanthrope	sanguine	vex	
capricious	countenance	earnest	lachrymose	miscreant	scorn	vigilant	

VOCABULARY ACQUISITION INSTRUCTIONS

#	State the word, and identify the <u>part of speech</u> .
a)	Write the sentence from the book with the word in it and indicate page or chapter number in a parenthetical citation.
b)	Record the <u>definition</u> of the word, citing your <u>source</u> , and at least one SAT-level <u>synonym</u> for the word. If multiple definitions exist, choose the definition(s) that is apt for the context of the book's sentence.
c)	Determine <u>other forms</u> of the word that you could in your writing and speaking, stating the <u>part of speech</u> of each.
d)	Discuss how the use of the word in the passage shapes the <u>tone</u> and reveals <u>characterization</u> and/or <u>conflict</u> . Explain <u>context clues</u> (from the sentence or surrounding sentences) reinforce the meaning of the word. You should also consider how literary devices of <u>repetition</u> , <u>juxtaposition</u> , and/or <u>figurative language</u> influence the meaning of the passage. Underline the literary devices you incorporate in your analysis.
e)	Compose a sentence of your own about a text you have read, using the new word (or one of its forms) in context that clearly shows its meaning. You must show me that you can use the word—DO NOT copy or rephrase sentences from internet sites. Underline the word and the context clue(s).

VOCABULARY ACQUISITION EXAMPLE

1	abhorrence (noun)
a)	"I felt the greatest ardour for virtue rise within me, and abhorrence for vice, as far as I understood the signification of those terms, relative as they were, as I applied them, to pleasure and pain alone." (<i>Frankenstein</i> chapter 15)
b)	<u>definition</u> : the act of regarding something with extreme repugnance (<i>Merriam-Webster</i> online) <u>synonyms</u> : loathe, despise
c)	abhorrent (adjective), abhorrently (adverb), abhor (verb), abhorring (adjective), abhorrer (noun)
d)	The creature's use of the word abhorrence in this passage emphasizes the fervent <u>tone</u> that defines his entire narrative and illustrates his passionate <u>character</u> . The context clue depends upon <u>parallel structure</u> to emphasize <u>contrast</u> of ideas and emotion. "Ardour for virtue" shows that the creature feels passionate love for acting morally, which is directly <u>juxtaposed</u> with "abhorrence for vice" as he feels intense hatred for acting immorally. The <u>parallelism</u> of "pleasure and pain" reinforces the opposition that has defined his life and shaped his character. <u>Ironically</u> , despite the cruel treatment he has received from most humans he has encountered, including his creator Frankenstein, the creature maintains his benevolent spirit, and his learning to read intensifies his humane character.
e)	From the beginning of Act 1 of <i>The Tragedy of Othello</i> , Iago feels <u>abhorrence</u> for Othello and Cassio and thus sets about to destroy them both; all his actions are driven by his <u>intense hatred</u> because he believes Othello passed him over for promotion and Cassio stole his rightful position.

VOCABULARY ACQUISITION RUBRIC

Standard	<i>Exceeding</i>	<i>Meeting</i>	<i>Progressing</i>	<i>Not Meeting</i>
CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing to support conclusions drawn from the text.				
CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining connotative and figurative meanings. Analyze how specific word choices shape meaning or tone.				
CCSS.ELA-Literacy.CCRA.L.1&2: Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.				
CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and consulting general and specialized reference materials.				
CCSS.ELA-Literacy.CCRA.L.6: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading and writing at the college and career readiness level.				