

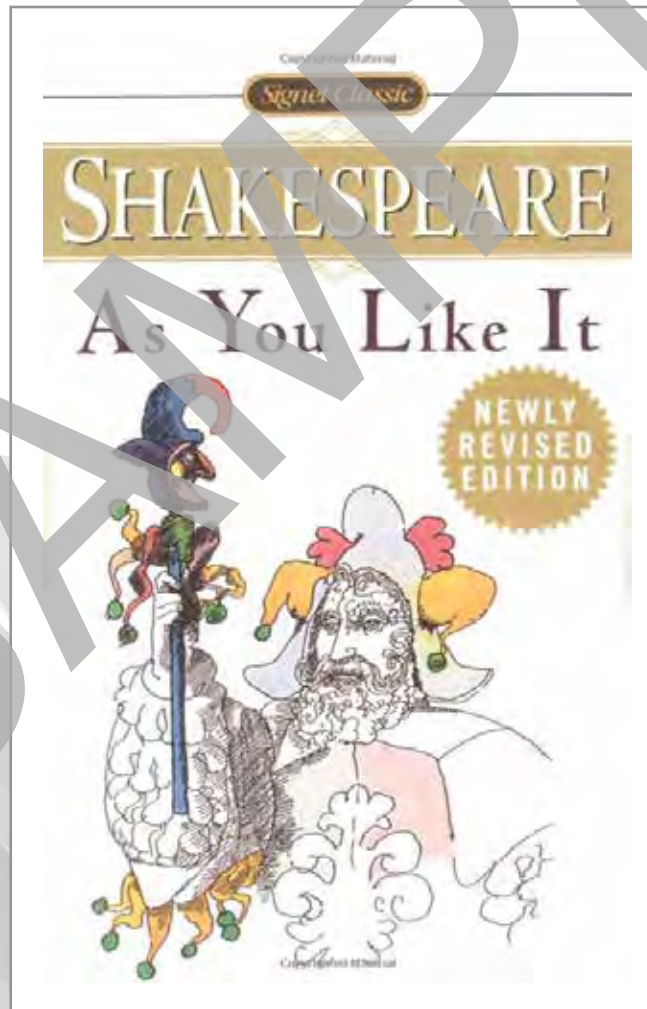


STUDENT PACKET

GRADES 9-12

As You Like It

William Shakespeare



READ, WRITE, THINK, DISCUSS AND CONNECT

As You Like It

#N/A

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

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Name _____

Shakespeare used many words that are now rare, obsolete, or mean something else. When he couldn’t quite find the word to suit his meaning, he frequently made one up! It’s not important to understand the meaning of every word or line that he wrote. What matters is that you enjoy his wonderful—and often playful—use of language.

Group activity: Before you read *As You Like It*, take a look at the following list of words from the play. Brainstorm possible definitions and use each word or phrase in a sentence. Have fun writing imaginative sentences—and later comparing your definitions with the actual ones. (Act, scene, and line number are given in parentheses in that order.)

- 1. allottery (1.1.71) _____
- 2. physic your rankness (1.1.84) _____
- 3. sweet my coz (1.2.1) _____
- 4. eke (1.2.185) _____
- 5. quintain (1.2.241) _____
- 6. suit me all points (1.3.114) _____
- 7. roynish (2.2.8) _____
- 8. chopt (2.4.48) _____
- 9. peascod (2.4.49) _____
- 10. dog-apes (2.5.23) _____
- 11. mewling (2.7.144) _____
- 12. parlous (3.2.44) _____
- 13. perpend (3.2.66) _____
- 14. atomies (3.2.230) _____
- 15. cony (3.2.334) _____
- 16. fancy-monger (3.2.357) _____
- 17. moonish (3.2.401) _____
- 18. tapster (3.4.29) _____
- 19. puisny (3.4.40) _____
- 20. erst (3.5.95) _____

Name _____

I. Fill in the blanks with the appropriate vocabulary word from the list below.

marry	misprized	purgation	umber	flux
meed	peascod	motley	chanceleer	mewling

1. "O good old man, how well in thee appears/The constant service of the antique world,/When service sweat for duty, not for _____!"
2. "At first, the infant, _____ and puking in the nurse's arms."
3. "'This right,' quoth he, 'thus misery doth part/The _____ of company.' "
4. "...and I remember the/wooing of a _____ instead of her, from whom I took two cods again, said with/weeping tears, 'Wear these for my sake.' "
5. "_____ sir, I am helping you to mar that which God made, a poor unworthy brother of yours,/with idleness."
6. "Yet he's gentle...and indeed so much in the heart of the world,/and especially of my own people, who best know him,/that I am altogether _____."
7. "Thus do all traitors. If their _____ did consist in words, They are as innocent as grace itself."
8. "My lungs began to crow like _____"
9. "I'll put myself in poor and mean attire/And with a kind of _____ smirch my face."
10. "A fool, a fool! I met a fool i' th'forest,/A _____ fool!"

II. Match the words with their definitions. Write the vocabulary words in the blanks.

_____	a. peapod	_____	f. reddish-brown color
_____	b. scorned	_____	g. reward
_____	c. rooster	_____	h. expletive
_____	d. dressed in multi-colored costume	_____	i. bawling
_____	e. clearance	_____	j. stream

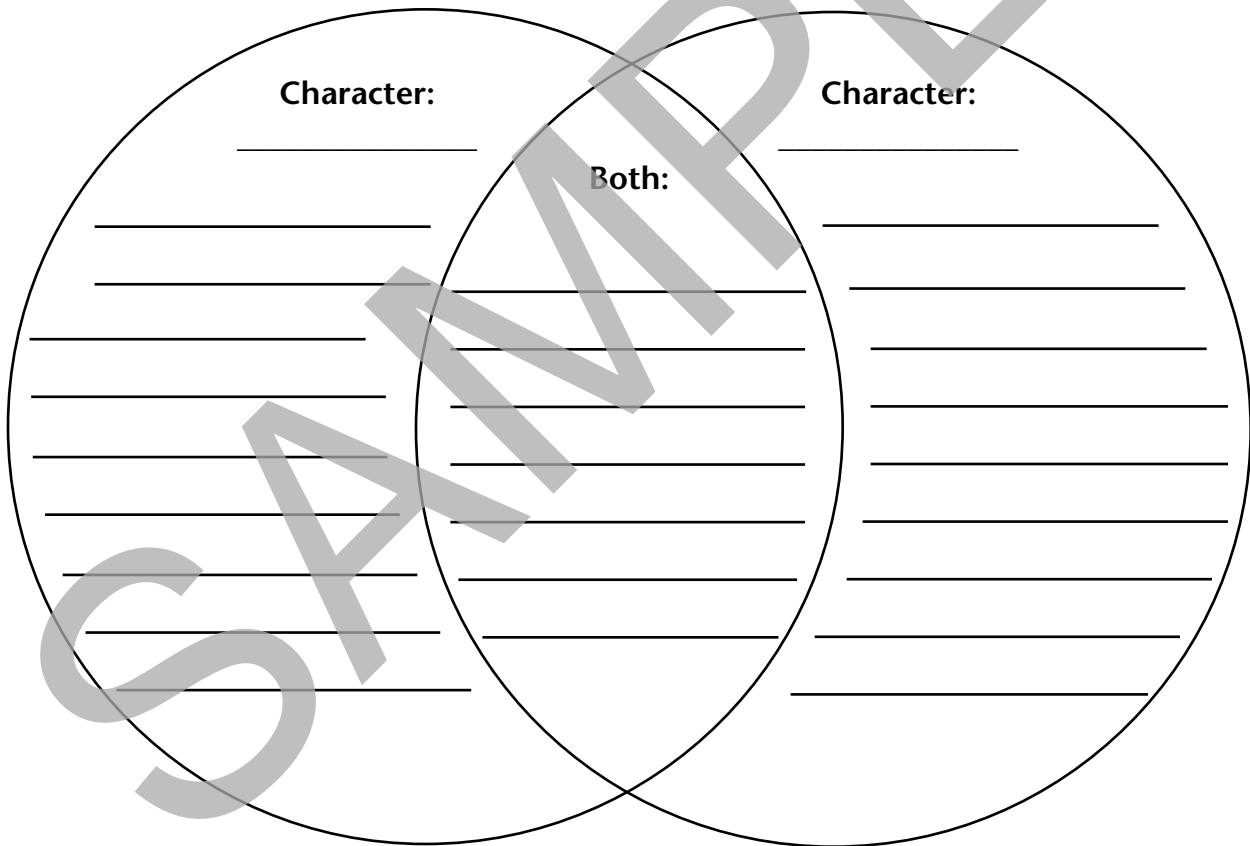
III. Number the back of this paper from 1 to 10. Identify the speaker and the person addressed for each of the quotes.

Name _____

In literature, a **foil** is a person who, through strong contrast, underscores or emphasizes the distinctive characteristics of another. Write an essay supporting the thesis that

- (a) **Oliver is a foil for Orlando**
or
(b) **Corin is a foil for Silvius.**

As a prewriting exercise, complete the Venn diagram below by placing one character's name at the top of each circle and then filling in the blanks with words or phrases that describe each character. Characteristics that are shared by both characters should be placed in the overlapping area.



Use some of the following transition words and phrases to help develop your ideas: *alike, also, both, common, equally, in the same way, just as...so, likewise, same, too, similar, similarly, although, but differ, different, however, in contrast, on the other hand, unlike, whereas, while.*

Name _____

Directions: In small groups, talk about the relationships between the following characters: Rosalind, Orlando, Duke Frederick, Celia. Act out some short scenes from the story that show how they get along. Then label each arrow with a brief description of the relationship.

