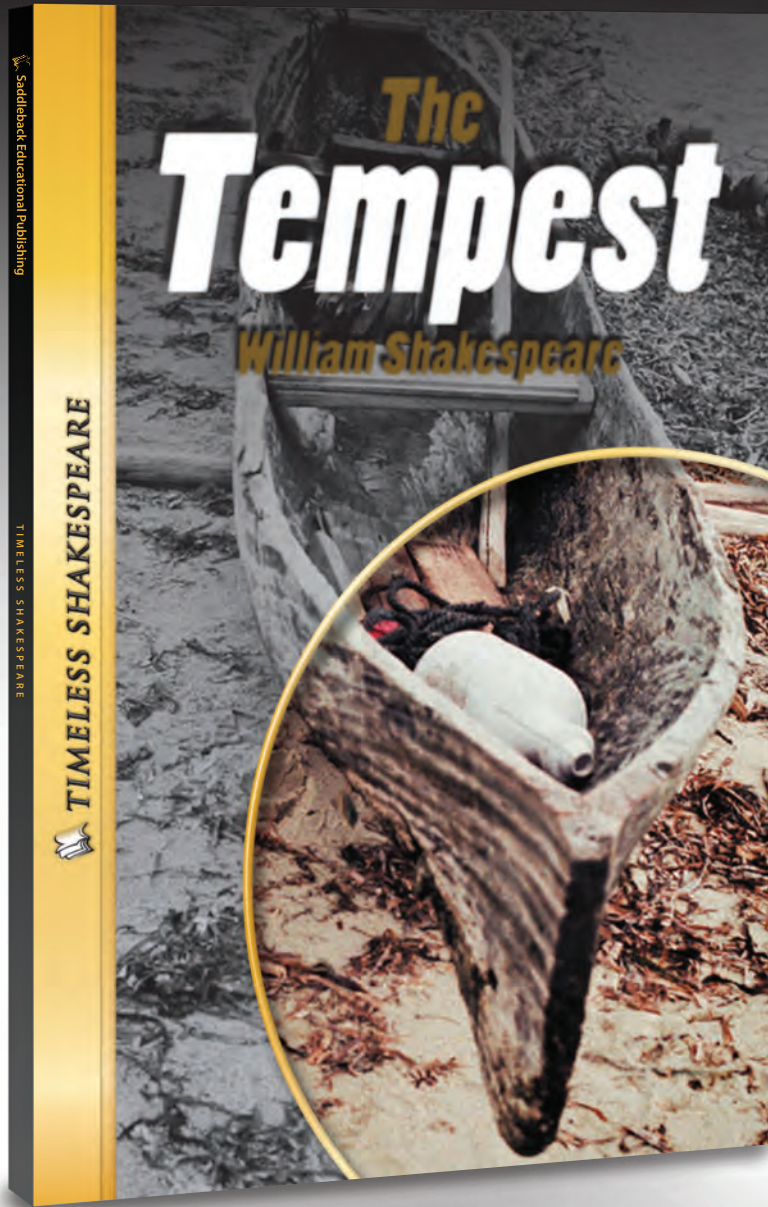




*TIMELESS SHAKESPEARE*

# STUDY GUIDE



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## TIMELESS SHAKESPEARE

### NOTES TO THE TEACHER

#### THE PROGRAM

*Timeless Shakespeare* were expressly designed to help students with limited reading ability gain access to some of the world's greatest literature. While retaining the essence and stylistic "flavor" of the original, each *Timeless Shakespeare* has been expertly adapted to a reading level that never exceeds grade 4.0.

An ideal introduction to later, more in-depth investigations of the original works, *Timeless Shakespeare* utilize a number of strategies to ensure the involvement of reluctant readers: airy, uncomplicated page design, shortened sentences, easy-reading type style, elimination of archaic words and spellings, shortened total book length, and handsome illustrations.

#### THE STUDY GUIDES

The *Timeless Shakespeare Study Guides* provide a wealth of reproducible support materials to help students extend the learning experience. Features include critical background notes on both the author and the times, character descriptions, chapter summaries, and seven "universal" exercises which may be used to follow up the reading of any *Timeless Shakespeare* novel or play.

In addition to the universal exercises, 27 title-specific exercises are included to review, test, and enrich students' comprehension as well as their grasp of important vocabulary and concepts. All reproducible, the worksheets provided for Shakespeare's plays are designed

to be used act-by-act as the student's reading of the play proceeds. Several exercises are provided for each act. One always focuses on key vocabulary. Others include a simple comprehension check and treatment of an important literary concept such as character analysis, point of view, inference, or figurative language. A three-page final exam is also included in every *Timeless Shakespeare Study Guide*.

#### USING THE STUDY GUIDES

Before assigning any of the reproducible exercises, be sure each student has a personal copy of the *Glossary* and the *Facts About the Author* and *About the Times*. Students will need to be familiar with many of the literary terms in order to complete the worksheets. Obviously, the *Facts About the Author* and *About the Times* lend themselves to any number of writing, art, or research projects you may wish to assign.

The title-specific exercises may be used as a springboard for class discussions or role-playing. Alternatively, you may wish to assign some exercises as homework and others as seatwork during the closing minutes of a class period.

All exercises in this Guide are designed to accommodate independent study as well as group work. The occasional assignment of study partners or competitive teams often enhances interest and promotes creativity.

**FACTS ABOUT THE AUTHOR**

**WILLIAM SHAKESPEARE**

(1564–1616)

William Shakespeare is widely regarded as the finest poet and playwright who ever lived. Yet he was the son of illiterate parents and never attended college!

Much of this remarkable man's life is shrouded in mystery. He had been dead almost a hundred years before anyone wrote a short account of his life. But we do know that his mother, Mary Arden, was the daughter of a prosperous farmer. His father, John Shakespeare, was a successful glovemaker who also traded in wool, hides, and grain. They lived in an English market town called Stratford-on-Avon, where William was born in 1564. Their house still stands.

Until the age of 13 or 14, Shakespeare probably attended the Stratford grammar school where he read the great Latin classics of Cicero, Virgil, and Seneca. Some stories say that he had to leave school early because of his father's financial difficulties. But there is no official record of his life until 1582, when he married Anne Hathaway at the age of 18. By 1585, he and Anne had three children. No one knows for

sure what happened to him during the next seven years, although one account says that he was a schoolmaster. In 1592, however, records reveal that he was working in London as both an actor and a playwright. By that year, he had published two popular poems and written at least three plays.

Records from various sources show that Shakespeare became wealthy. In 1597, he bought one of the grandest houses in Stratford. (It had 10 fireplaces!) The next year he bought 10 percent of the stock in the handsome Globe Theater and a fine house in London. His artistic life was very busy and productive. His theatrical company, known as the King's Men, presented a variety of plays, week after week. It is thought that he rehearsed in the mornings, acted in the afternoons, and wrote at night.

After 1612, he spent most of his time in Stratford with his family. He died there, at the age of 52, on April 23, 1616. The tomb of the great literary genius still stands at Holy Trinity Church in Stratford.

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**FACTS ABOUT THE TIMES**

**In 1564, when Shakespeare was born . . .**

About 100,000 people lived in London; the horsedrawn coach was introduced in England; the great Italian sculptor and painter, Michelangelo, died; an outbreak of plague killed more than 20,000 Londoners.

**In 1616, when Shakespeare died . . .**

Sir Walter Raleigh began his search for El Dorado; tobacco was becoming a popular crop in Virginia; Pocahontas died; the Catholic church forbade Galileo from conducting any further scientific investigations.

## THE TEMPEST

### FACTS ABOUT THE CHARACTERS

**Alonso** (uh LAHN soh), the King of Naples

**Sebastian** (suh BAS chuhn), Alonso's brother

**Prospero** (PRAHS pehr oh), the rightful Duke of Milan. Banished to a deserted island, he has magic powers

**Antonio** (an TOH nee oh), Prospero's brother. He has taken the position of the Duke of Milan

**Ferdinand** (FUHR dihn and), the son of the King of Naples

**Gonzalo** (guh ZAH loh), an honest old counselor

**Adrian** (AY dree uhn) and **Francisco** (fran SIHS koh), lords

**Caliban** (KAL uh ban), a deformed slave

**Trinculo** (TRINGK yoo loh), a jester

**Stephano** (STEHF uh noh), a drunken butler

**Miranda** (muh RAN duh), Prospero's daughter

**Ariel** (AHR ee uhl), an airy spirit; the servant of Prospero

**Iris** (EYE rihs), **Ceres** (SEER eez), and **Juno** (JOO noh), spirits

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### SUMMARIES BY ACT

**ACT 1:** A ship goes down in a storm. Meanwhile, on a nearby island, Miranda suspects that her father has used his magical powers to cause the storm. She laments the loss of life she is sure has occurred. Her father, Prospero, assures her that no harm has been done. He then reveals to her the story of how the two of them came to be stranded on the island. Twelve years earlier, when Miranda was not even three years old, Prospero had been ousted as the Duke of Milan. His own brother, Antonio, with the help of Alonso, the King of Naples, had arranged to have Prospero and Miranda taken out to sea and put on a "rotten carcass of a ship" with no sail, mast, rigging, or tackle. Without the help of a noble Neapolitan named Gonzalo, they would not have survived. Gonzalo had provided them with food, water, books, and other supplies. For the past 12 years, Prospero

has had the help of Ariel, a spirit with magic powers, and Caliban, a deformed human who has lived on the island since birth. He keeps these two servants as his subjects by his own magic powers. As Miranda and Prospero talk, Ferdinand, a prince of Naples and a survivor of the shipwreck, approaches them. Miranda and Ferdinand fall in love at first sight. Prospero decides to make it difficult for them, so that the reward of their love will seem more valuable. He accuses Ferdinand of being a spy who has come to take over the island and forbids Miranda to defend him.

**ACT 2:** Elsewhere on the island, other survivors have gathered. Gonzalo speaks of the beauty of the island, and Alonso grieves for the loss of his son Ferdinand, who he thinks has drowned. Shortly after, everyone falls asleep except Sebastian and Antonio. Antonio talks Sebastian

into killing Alonso and the others so he can take over as King of Milan. Just as they get ready to do so, Ariel sings in Gonzalo's ear, awakening him. The others awaken, too, and Alonso asks Antonio why he has drawn his sword. Sebastian makes up a story about having heard some animals nearby. On another part of the island, Caliban is carrying wood when he sees Trinculo, a jester, approach. Thinking that Trinculo is a tormenter sent by Prospero, Caliban lies flat and hides under his cloak. Trinculo, hearing thunder in the distance, decides to take shelter from the storm by getting under Caliban's cloak as well. Then Stephano arrives, carrying a bottle of wine, and sees what he thinks is a two-headed, four-legged monster. Deciding to tame the monster and take him home to Naples, he gives wine to Caliban. When he tries to give some to Trinculo, Trinculo speaks to him. Soon, Stephano realizes that it is not a four-legged monster after all—and that Trinculo is another survivor of the shipwreck. They all drink wine, and Caliban offers to serve Stephano in exchange for more wine.

**ACT 3:** Ferdinand carries logs, as part of his punishment. Miranda visits him, and Prospero, invisible to them both, listens in on their conversation. They declare their love and promise to marry. Prospero is very happy about this. In another part of the island, Caliban, Stephano, and Trinculo talk. Caliban talks Stephano into killing Prospero. Stephano agrees, thinking he can then marry Miranda and take over the island. Elsewhere, Antonio and Sebastian are still plotting to kill Alonso. Island spirits present a banquet to the group, but just as the men get ready to eat it, Ariel appears and claps

his wings over the table, making the food disappear. Ariel then accuses the men of their crimes against Prospero and tells them that they are sentenced to lingering suffering. When Ariel disappears, Alonso feels so guilty that he blames himself for his son's death at sea. He decides to join Ferdinand in the mud on the ocean floor. Sebastian and Antonio follow him, probably to make sure he dies. Gonzalo orders the others to follow them all and prevent any disaster.

**ACT 4:** Prospero blesses Miranda's and Ferdinand's engagement before Ariel and the other spirits perform a scene for Ferdinand and Miranda, singing blessings on the young couple. Prospero then remembers Caliban's plot against his life. He ends the performance so he can deal with Caliban. He orders Ariel to get some of his clothing and spread it on a line as bait for the plotters. When Stephano and Trinculo see the glittery clothing, they try it on and force Caliban to carry it off. Then some spirits enter, disguised as dogs, and chase Stephano, Trinculo, and Caliban away.

**ACT 5:** Prospero tells Ariel to fetch the survivors of the shipwreck who are on the island. He also tells him to get the sailors who are still on the ship, which is not wrecked after all but is in a nearby cove. Prospero then confronts Alonso. He forgives him but demands the return of his dukedom. When Prospero shows Alonso that his son Ferdinand is still alive, Alonso is overjoyed. Miranda, seeing people for the first time, is astonished at their beauty. Prospero and Alonso are reconciled, and they look forward to the marriage of their children. Prospero frees Ariel from his service at last.

## LITERARY GLOSSARY

**aside** lines spoken by an actor that the other characters on stage supposedly cannot hear; an aside usually shares the character's inner thoughts with the audience

**Although she appeared to be calm, the heroine's aside revealed her inner terror.**

**backstage** the part of the theater where actors prepare to go onstage, where scenery is kept, etc.

**Before entering, the villain impatiently waited backstage.**

**cast** the entire company of actors performing in a play

**The entire cast must attend tonight's dress rehearsal.**

**character** a fictional person or creature in a story or play

**Mighty Mouse is one of my favorite cartoon characters.**

**climax** the outcome of the main conflict of a play or novel

**The outlaw's capture made an exciting climax to the story.**

**comedy** a funny play, film, or TV show that has a happy ending

**My friends and I always enjoy a Jim Carrey comedy.**

**conflict** the struggle between characters, forces, or ideas at the center of a story

***Dr. Jekyll and Mr. Hyde* illustrates the conflict between good and evil.**

**conclusion** the resolution of all plot conflicts, bringing a story to a close

**That play's conclusion was very satisfying.  
Every conflict was resolved.**

**dialogue** words spoken by the characters in a novel or play

**Amusing dialogue is an important element of most comedies.**

**drama** a story, usually not a comedy, especially written to be performed by actors in a play or movie

**The TV drama about spies was very suspenseful.**

**event** something that happens; a specific occurrence

**The most exciting event in the story was the surprise ending.**

**figurative language** colorful wording not meant to be taken literally, but to form a colorful, sharp picture in the mind

**A "screaming" headline may be set in large type, but it makes no sound at all.**

**introduction** a short reading that presents and explains a novel or play

**The introduction to *Frankenstein* is in the form of a letter.**

**motive** the internal or external force that makes a character do something

**What was that character's motive for telling a lie?**

THE TEMPEST  
**PRE-READING**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

1. Read about the characters at the front of *The Tempest*. Then study the book's cover.

a. Which character do you think is pictured on it? \_\_\_\_\_

b. What is happening in the background? \_\_\_\_\_

\_\_\_\_\_

2. Look at the art on page 15 in Act 1.

a. Who do you think the characters are? \_\_\_\_\_

\_\_\_\_\_

b. Explain what you think is happening in the picture. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Suppose a person in public office decided to neglect his or her duties and study instead. What do you think that person's rivals might do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Many stories center on characters who have magical powers. Some people think that children should not read such stories. Why? Because there is no such thing as magic. What do you think about this issue?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. If you were banished to an almost deserted island, what items do you think you'd need to survive?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle a letter to answer each question.

1. How does the tempest seem to affect the ship on which Gonzalo and the others are sailing?
  - a. It rips a few sails but does no lasting damage.
  - b. It breaks the mainmast only.
  - c. It destroys the ship.
2. How long have Prospero and Miranda been on the island?
  - a. 12 years
  - b. 3 years
  - c. all their lives
3. What had been Prospero's position in Milan?
  - a. He had been a leading citizen.
  - b. He had been the Duke of Milan.
  - c. He had been a teacher at the university.
4. Who was responsible for Prospero's and Miranda's banishment from Milan?
  - a. Antonio, Prospero's brother
  - b. Miranda's mother
  - c. Caliban, Prospero's servant
5. Why does Ariel serve Prospero?
  - a. because Prospero pays him very well
  - b. because he wants to get closer to Miranda
  - c. because Prospero threatens to lock him up in an oak tree if he doesn't
6. What had Miranda taught Caliban?
  - a. history
  - b. language
  - c. math
7. What do Ferdinand and Miranda think of each other when they first meet?
  - a. They fall in love at first sight.
  - b. Each thinks the other is too shy.
  - c. They are not interested in each other.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Find and circle the hidden vocabulary words from Act 1. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

- |               |              |
|---------------|--------------|
| ___ COMFORT   | ___ WRECK    |
| ___ SERVANT   | ___ FLEET    |
| ___ VIOLATE   | ___ PINCH    |
| ___ TEMPEST   | ___ DIVINE   |
| ___ HOMAGE    | ___ TORMENT  |
| ___ OBSESSION | ___ BANISHED |

C	P	D	S	E	R	V	A	N	T	H	B
B	O	I	N	P	Y	L	O	S	O	O	P
A	X	M	M	Q	M	R	E	Z	T	M	A
N	O	M	F	D	E	P	F	N	H	A	N
I	M	Z	X	O	M	E	S	O	D	G	U
S	A	K	C	E	R	W	G	I	I	E	R
H	R	W	T	Y	F	T	I	S	V	R	P
E	C	T	E	E	L	F	J	S	I	B	I
D	Z	G	L	X	K	W	S	E	N	O	N
H	V	I	O	L	A	T	E	S	E	C	C
U	V	A	B	D	J	T	K	B	V	I	H
F	T	O	R	M	E	N	T	O	C	A	J

**B.** Now complete each sentence with one or more of the hidden words.

1. Because Jim thought about music all the time, people called it his \_\_\_\_\_.
2. After the storm, one ship in the \_\_\_\_\_ was a total \_\_\_\_\_.
3. If you \_\_\_\_\_ our club's code of honor, you'll be \_\_\_\_\_ from our membership.
4. A \_\_\_\_\_ being is one that is worshiped or adored.
5. If you pay \_\_\_\_\_ to another, you are showing respect.
6. One way to \_\_\_\_\_ another person is to \_\_\_\_\_ him or her on the arms or legs.
7. The thoughtful \_\_\_\_\_ was a great \_\_\_\_\_ to her employer.
8. The \_\_\_\_\_ began shortly after the winds picked up.