

# Unit 5

Drama

## A Midsummer Night's Dream

by William Shakespeare

### Activity Book









Unit 5  
*Drama*  
**A Midsummer Night's Dream**  
*by William Shakespeare*  
**Activity Book**  
**GRADE 5**

Core Knowledge Language Arts®



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This OER unit is offered as a supplement to the core CKLA program developed by the Core Knowledge Foundation. The unit is not part of the current CKLA print program available for purchase from Amplify.

However, as we gather more feedback on how this unit works in classrooms, Amplify and the Core Knowledge Foundation will consider how this unit may be incorporated into future iterations of the core CKLA program sold by Amplify.

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## Vocabulary for Lesson 1

- |                          |  |
|--------------------------|--|
| 1. <b>express, v.</b>    | to convey a thought or feeling in words or actions<br><b>(expressed) (I)</b> |
| 2. <b>playwright, n.</b> | a person who writes plays <b>(I)</b>   |
| 3. <b>scholar, n.</b>    | a person who is an expert in a subject <b>(scholars) (II)</b>                |
| 4. <b>script, n.</b>     | the written text of a play or movie <b>(scripts) (II)</b>                    |
| 5. <b>perform, v.</b>    | to present to an audience <b>(II)</b>  |
| 6. <b>theater, n.</b>    | a building where plays and other performances are<br>watched <b>(II)</b>     |
| 7. <b>heed, v.</b>       | to pay attention or take notice <b>(IV)</b>                                  |

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Below are some popular phrases that come from William Shakespeare's works.  
Next to each phrase, explain what you think the phrase means.

1. "Brave new world" — (The Tempest) \_\_\_\_\_

\_\_\_\_\_

2. "Refuse to budge an inch" — (Measure for Measure / The Taming of the Shrew)

\_\_\_\_\_

\_\_\_\_\_

3. "For goodness' sake" — (Henry VIII) \_\_\_\_\_

\_\_\_\_\_

4. "Heart of gold" — (Henry V) \_\_\_\_\_

\_\_\_\_\_

5. "Laughing stock" — (The Merry Wives of Windsor) \_\_\_\_\_

\_\_\_\_\_

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6. “Wild-geese chase” — (Romeo and Juliet)\_\_\_\_\_

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7. “Knock knock! Who’s there?” — (Macbeth)\_\_\_\_\_

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8. “Dog will have his day” - (Hamlet)\_\_\_\_\_

\_\_\_\_\_

9. “As good luck would have it” — (The Merry Wives of Windsor)\_\_\_\_\_

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10. “Kill with kindness” — (The Taming of the Shrew)\_\_\_\_\_

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## Vocabulary for Lesson 2

- |                                 |  |
|---------------------------------|--|
| 1. <b>bustling, <i>adj.</i></b> | full of lively activity <b>(VII)</b>   |
| 2. <b>evidence, <i>n.</i></b>   | collection of facts or information often used to prove or support an idea <b>(VII)</b> |
| 3. <b>linger, <i>v.</i></b>     | to be slow in leaving <b>(VIII)</b>  |
| 4. <b>reputation, <i>n.</i></b> | general belief or opinion that people have about someone or something <b>(VIII)</b>    |
| 5. <b>thrive, <i>v.</i></b>     | to grow or be successful <b>(thrived) (VIII)</b>                                       |



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## Vocabulary for Lesson 3

- |                                |  |
|--------------------------------|--|
| 1. <b>cruel, <i>adj.</i></b>   | wanting to cause pain and suffering pain and suffering <b>(1)</b>                        |
| 2. <b>enforce, <i>v.</i></b>   | to demand obedience <b>(enforced) (1)</b>  |
| 3. <b>vexation, <i>n.</i></b>  | a state of being worried or annoyed <b>(2)</b>   |
| 4. <b>affection, <i>n.</i></b> | a feeling of fondness or liking <b>(2)</b>   |
| 5. <b>jealous, <i>adj.</i></b> | resentful of someone because of that person's rivalry, success, or advantages <b>(5)</b> |

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Characters in <i>A Midsummer Night's Dream</i>	
Section 1 Character	Features
Egeus	
Hermia	
Duke Theseus	
Section 2 Character	Features
Peter Quince	
Nick Bottom	
Francis Flute	

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**3.2**  
CONTINUED

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<b>Characters in <i>A Midsummer Night's Dream</i></b>	
<b>Section 3 Character</b>	<b>Features</b>
<b>Oberon</b>	
<b>Titania</b>	
<b>Puck</b>	
<b>Demetrius</b>	
<b>Helena</b>	
<b>Section 4 Character</b>	<b>Features</b>
<b>Lysander</b>	

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## Vocabulary for Lesson 4

- |                                  |  |
|----------------------------------|--|
| 1. <b>proceed</b> <i>v.</i>      | to begin or continue a course of action ( <b>proceeded</b> ) (6) |
| 2. <b>restrain</b> , <i>v.</i>   | to keep under control (7)  |
| 3. <b>coax</b> , <i>v.</i>       | to talk into something through flattery (7)                      |
| 4. <b>hesitation</b> , <i>n.</i> | the action of pausing or hesitating (7)                          |
| 5. <b>eagerness</b> , <i>n.</i>  | enthusiasm to do something (7)                                   |

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## Vocabulary for Lesson 5

- |                                    |   |
|------------------------------------|---|
| <b>1. quarrel, <i>n.</i></b>       | an argument or disagreement between people <b>(8)</b>           |
| <b>2. mischievous, <i>adj.</i></b> | showing a fondness for causing trouble <b>(9)</b>               |
| <b>3. scheme, <i>n.</i></b>        | a plan of action, especially a crafty or secret one <b>(11)</b> |
| <b>4. pursue, <i>v.</i></b>        | to follow someone in order to catch them <b>(11)</b>            |
| <b>5. disdainful, <i>adj.</i></b>  | disrespectful, full of dislike <b>(12)</b>                      |



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## Act 3

### *Student Book Page 8*

#### 1. Who are Oberon and Titania? (Lines 1-6)

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#### 2. What do the fairies do during the midnight revels in the woods? (Lines 1-8)

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#### 3. Why are Oberon and Titania arguing? (Lines 9-17)

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***Student Book Page 9***

**4. How do you know that Oberon is unhappy to see Titania? (Lines 2-3)**

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**5. How do you know that Titania is unhappy to see Oberon? (Lines 4-5)**

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**6. What is the injury that Oberon is referring to? (Line 14)**

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***Student Book Pages 9-10*****7. Why is the flower called 'Love in Idleness'? (Lines 20-23 and Lines 1-5)**

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***Student Book Page 11*****8. What is the scheme that Oberon is planning? (Lines 2-4)**

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**9. Why does Oberon decide to use the juice of the flower on Demetrius? (Lines 18-20)**

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## Vocabulary for Lesson 6

### Section 4

- |                          |   |
|--------------------------|---|
| <b>1. persuade, v.</b>   | to convince someone to do something <b>(persuaded) (13)</b> |
| <b>2. scornful, adj.</b> | full of feelings of dislike or disrespect <b>(13)</b>       |
| <b>3. urgency, n.</b>    | requiring quick action <b>(14)</b>                          |
| <b>4. mock, v.</b>       | to tease, laugh at, make fun of <b>(mocked) (14)</b>        |

### Section 5

- |                          |  |
|--------------------------|--|
| <b>5. convenient, n.</b> | fitting in well with a person's needs, activities, and plans <b>(15)</b> |
| <b>6. emerge, v.</b>     | come into view <b>(emerged) (17)</b>                                     |

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Use this worksheet to identify the plot and three characters that will be in your story.

**1. Write the plot of your narrative.**

[illegible]



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- 2. Identify three main characters for your narrative. Name and describe features of each character.**

**Character 1**

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**Character 2**

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**Character 3**

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## Vocabulary for Lesson 7

1. **conclude, v.** to decide; arrive at a judgment (**concluded**) (18)
2. **assure, v.** to tell someone something to dispel any doubts they may have (**assured**) (18)
3. **rival, n.** competitor (**rivals**) (20)
4. **exchange, v.** to give something and get something in return (**exchanged**) (21)
5. **wearily, adv.** with extreme tiredness (21)
6. **negligence, n.** carelessness (21)

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## Vocabulary for Lesson 8

- |                                  |  |
|----------------------------------|--|
| <b>1. appetite, <i>n.</i></b>    | a strong desire or liking for something <b>(23)</b>  |
| <b>2. pity, <i>n.</i></b>        | the feeling of sorrow and compassion caused by the suffering and misfortunes of others <b>(23)</b> |
| <b>3. affirm, <i>v.</i></b>      | to state that something is true-usually strongly <b>(affirmed) (25)</b>                            |
| <b>4. eternally, <i>adv.</i></b> | forever <b>(26)</b>  |
| <b>5. mortal, <i>n.</i></b>      | human being <b>(mortals) (27)</b>  |

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## Develop a Main Character

**Directions:** Use the following graphic organizer to brainstorm ideas for the main character in your narrative.

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graph TD; A[Male or Female Character:] --> C[My Character's Name:]; B[Age] --> C; D[Adjectives that Describe My Character's Personality:] --> C; E[What My Character Looks Like:] --> C;
```

**Male or Female Character:**

**Age**

**My Character's Name:**

**Adjectives that Describe My Character's Personality:**

**What My Character Looks Like:**

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## Mid Unit Assessment

### Part I: Reading Comprehension

**Directions: Re-read pages 1-15. Answer the following questions.**

1. What does the word “*worthy*” mean on page 2, line 21.
  - a. handsome
  - b. very smart
  - c. unfit
  - d. deserving
  
2. Why are Lysander and Hermia in the wood at night?
  - a. They are watching fireworks.
  - b. They want to watch the fairies sing and dance.
  - c. They are looking for Demetrius and Helena.
  - d. They are going to Lysander’s aunt’s house.
  
3. What does the word *farewell* mean on page 4, line 19.
  - a. goodbye
  - b. hello
  - c. thank you
  - d. best wishes
  
4. On page 5, why does Helena go to find Demetrius?
  - a. to tell him she loves him
  - b. to tell him Hermia is running away with Lysander
  - c. to go with him to his aunt’s house
  - d. to tell Demetrius about the Duke’s marriage



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5. Why are the workmen putting on a play?
- a. for the summer festival
  - b. for the Duke's wedding
  - c. for Hermia and Lysander's wedding
  - d. for Helena and Demetrius's wedding
6. Which word would be a good word to describe Nick Bottom?
- a. stern
  - b. athletic
  - c. creative
  - d. childlike
7. What does the word *fetch* mean on page 11, line 4?
- a. to get
  - b. to catch
  - c. to throw away
  - d. to hold
8. Find the word *swiftly* on page 11, line 17. Which of the following choices best defines *swiftly*?
- a. to move with urgency
  - b. to move with disdain
  - c. to move with hesitation
  - d. to move with vexation
9. Why does Lysander fall in love with Helena?
- a. because she is smart
  - b. because Puck cast a spell on him
  - c. because Hermia is in love with Demetrius
  - d. because Egeus made him

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10. Describe how Helena feels about Demetrius.

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11. Why was Helena confused when she tripped over Lysander on page 14?

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## Part II: Vocabulary

Select the correct definition for each of the core vocabulary words.

### 12. scornful

- a. a plan of action, especially a crafty or secret one
- b. to keep under control
- c. showing an individual's perspective
- d. full of feelings of dislike or disrespect

### 13. affection

- a. a feeling of fondness or liking
- b. fitting in well with a person's needs, activities, and plans
- c. enthusiasm to do something
- d. full of lively activity

### 14. scholar

- a. a human being
- b. a person who writes plays
- c. a person who is an expert in a subject
- d. a competitor

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15. Describe two of the conflicts from *A Midsummer Night's Dream*.

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16. List three facts about the Globe Theatre.

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17. Would you say that this play has a happy ending or a sad ending? Support your answer with evidence from the book.

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## Vocabulary for Lesson 9

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|-------------------------------------|---|
| 1. <b>abridged, <i>adj.</i></b>     | shortened <b>(28)</b>   |
| 2. <b>interpretation, <i>n.</i></b> | an individual's perspective <b>(28)</b>                                       |
| 3. <b>dialogue, <i>n.</i></b>       | conversation between two or more people in a book, play, or movie <b>(28)</b> |
| 4. <b>condense, <i>v.</i></b>       | to make shorter or more concise <b>(condensed) (28)</b>                       |

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## Sequence Plot Events

**Directions:** Use the following graphic organizer to brainstorm ideas for the problem or conflict you will include in your narrative, and to sequence the order in which these events will take place in your story.

**Setting:**

**Problem or Conflict:**

**How the Problem or Conflict is Resolved:**

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**The events in my narrative will occur in this order:**

**First:** \_\_\_\_\_

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**Second:** \_\_\_\_\_

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**Third:** \_\_\_\_\_

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## Peer Review Checklist

**Directions:** Complete this checklist as you read the draft of the narrative written by a classmate.

**Author's name:** \_\_\_\_\_

**Reviewer's name:** \_\_\_\_\_

\_\_\_\_\_ The story has a clearly described setting.

\_\_\_\_\_ There is a main character.

\_\_\_\_\_ There is an interesting problem or conflict in the story.

\_\_\_\_\_ There is a resolution to the problem or conflict in the story.

What I liked in your story:

What I suggest you change in your story:

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14.1

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## Editing Checklist

**Directions:** Use the following checklist as you edit the final draft of your story. Be sure to make changes to your story if you are missing any of the items on this checklist.

Narrative Editing Checklist	
Format	
	All my paragraphs are indented.
	I have a topic sentence for each of my paragraphs.
	I have detail sentences in each of my paragraphs that support the topic sentence.
	I have a concluding sentence for each paragraph.
	I have a title for my narrative short story.
Capitals	
	I began each sentence with a capital letter.
	I used capital letters for all proper nouns.
Spelling	
	I have checked the spelling for any words I was unsure of.
Punctuation	
	All my sentences end with a period, question mark, or exclamation point.
	If I have dialogue in my story, the commas, end punctuation, and quotation marks are all correct.



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## End of Unit Assessment

### Part I: Background Information

1. Who is William Shakespeare and why is he important?

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2. What is the plot of a story?

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3. Describe the plot of *A Midsummer Night's Dream*.

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4. Pick your favorite character in *A Midsummer Night's Dream* and describe the character.

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5. Can a play have more than one setting? Explain your answer.

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## Part II: Literary Elements

**Directions:** Match the literary element with the definition.

- |                    |  |
|--------------------|--|
| _____ 1. character | a. a conversation between characters           |
| _____ 2. setting   | b. the main events of a story                  |
| _____ 3. conflict  | c. a person in a story                         |
| _____ 4. plot      | d. the time and place that a story takes place |
| _____ 5. dialogue  | e. a struggle or disagreement                  |

## Part III: Vocabulary

1. mock
  - a. to convince someone to do something
  - b. to pay attention or take notice
  - c. feeling resentment against someone
  - d. to tease, laugh at, make fun of
  
2. evidence
  - a. enthusiasm to do something
  - b. collection of facts or information
  - c. the feeling of sorrow and compassion
  - d. carelessness

3. interpretation
  - a. fear
  - b. a flight of sparrows
  - c. an individual's perspective
  - d. a fancy costume
  
4. condense
  - a. to eat
  - b. to run away from
  - c. to cook
  - d. to make shorter or more concise

#### Part IV: Reading Comprehension

**Directions:** Re-read pages 15-27. Answer the following questions.

1. Why does Egeus come to Duke Theseus?
  - a. He wants the duke to make Hermia marry Lysander.
  - b. He wants the duke to make Hermia marry Demetrius.
  - c. He is mad that Helena ran away and wants her to be punished.
  - d. He wants to go hunting with him.
  
2. What is the law of Athens?
  - a. A daughter must marry who her father selects or be killed.
  - b. A daughter must finish school before she gets married.
  - c. A man must pay the father in order to marry his daughter.
  - d. The duke can force a couple to get married.

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3. What is the setting of this story?
  - a. the wood at night
  - b. the wood in the afternoon
  - c. the palace where the duke lives during April
  - d. At Helen's aunt's house
4. When and where are the workmen rehearsing their play?
  - a. in the wood by the moonlight
  - b. in the wood at noon
  - c. at the palace
  - d. in the wood by the primrose beds
5. How did the changeling boy come to Titania?
  - a. Oberon gave the boy to Titania as a gift to be her son.
  - b. The boy's mother was Titania's friend, who died.
  - c. Titania found the boy wandering lost in the woods.
  - d. Oberon won the boy in a bet and brings him to Titania.
6. Why does Titania fall in love with Bottom?
  - a. Because he is a good actor
  - b. Because he is very strong
  - c. Because Puck casts a spell on Bottom
  - d. Because Puck casts a spell on Titania
7. Why does Puck send away the workmen?
  - a. So that Puck is the only person around when Titania wakes up
  - b. So that they could rehearse without Titania seeing them
  - c. So that Bottom is the only one around when Titania wakes up
  - d. So that Titiana can have a good nap

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8. What type of animal's head does Puck place on Bottom?
- a. A horse
  - b. A donkey
  - c. A cow
  - d. A dog
9. On page 19, what does Demetrius mean when he says, "I am not guilty of Lysander's blood!"
- a. Demetrius is telling Hermia he did not kill Lysander.
  - b. Demetrius is saying that he was not responsible for Lysander.
  - c. Demetrius is saying that he hated Lysander.
  - d. Demetrius is telling Hermia that Helena was with Lysander.
10. How does Oberon respond when he finds out that Puck had not put the love juice into Demetrius's eyes?
- a. He thinks it is funny.
  - b. He is mad at Puck.
  - c. He makes Puck go get Titania.
  - d. He throws a rock at Puck.
11. Why does Oberon order Puck to create a thick fog?
- a. Puck creates a fog so that Lysander and Demetrius can't fight.
  - b. Puck creates a fog so that the men would not know where Oberon and Puck are.
  - c. Puck creates a fog to cool the air down.
  - d. Puck creates a fog so that the young people will go to sleep.

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12. On page 23, line 12, what does the word dote mean?

- a. To have spots
- b. To hate something a lot
- c. To give a lot of love or attention to
- d. To create a magic spell on

13. Why is Titania alarmed when she wakes up on page 25?

- a. She doesn't know that Oberon is there.
- b. She is surprised to see a workman.
- c. She is surprised to see a man with a donkey's head.
- d. She is surprised to see Puck.

14. Did Puck do what Oberon asked him to do? Explain your answer.

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15. Do you think Oberon is a good king? Support your answer.

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16. At the end of the story, who gets married?

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17. Does Egeus get his way at the end of the story? Explain your answer.

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## Glossary for *A Midsummer Night's Dream*

<b>abridged, <i>adj.</i></b>	shortened <b>(28)</b>
<b>affection, <i>n.</i></b>	a feeling of fondness or liking <b>(2)</b>
<b>affirm, <i>v.</i></b>	to state that something is true-usually strongly <b>(affirmed) (25)</b>
<b>appetite, <i>n.</i></b>	a strong desire or liking for something <b>(23)</b>
<b>assure, <i>v.</i></b>	to tell someone something to dispel any doubts they may have <b>(assured)</b>
<b>bustling, <i>adj.</i></b>	full of lively activity <b>(VII)</b>
<b>coax, <i>v.</i></b>	to talk into something through flattery <b>(7)</b>
<b>conclude, <i>v.</i></b>	to decide, arrive at a judgment <b>(concluded)</b>
<b>condense, <i>v.</i></b>	to make shorter or more concise <b>(condensed) (28)</b>
<b>convenient, <i>n.</i></b>	fitting in well with a person's needs, activities, and plans <b>(15)</b>
<b>cruel, <i>adj.</i></b>	wanting to cause pain and suffering <b>(1)</b>
<b>dialogue, <i>n.</i></b>	conversation between two or more people in a book, play, or movie <b>(28)</b>
<b>disdainful, <i>adj.</i></b>	disrespectful, full of dislike <b>(12)</b>
<b>eagerness, <i>n.</i></b>	enthusiasm to do something <b>(7)</b>
<b>emerge, <i>v.</i></b>	come into view <b>(emerged) (17)</b>
<b>enforce, <i>v.</i></b>	to demand obedience <b>(enforced) (1)</b>
<b>eternally, <i>adv.</i></b>	Forever <b>(26)</b>
<b>evidence, <i>n.</i></b>	collection of facts or information often used to prove or support an idea <b>(VII)</b>
<b>exchange, <i>v.</i></b>	to give something and get something in return exchanged
<b>express, <i>v.</i></b>	to convey a thought or feeling in words or actions expressed <b>(I)</b>
<b>heed, <i>v.</i></b>	to pay attention or take notice <b>(IV)</b>

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**1.1**  
CONTINUED

STUDENT  
RESOURCE

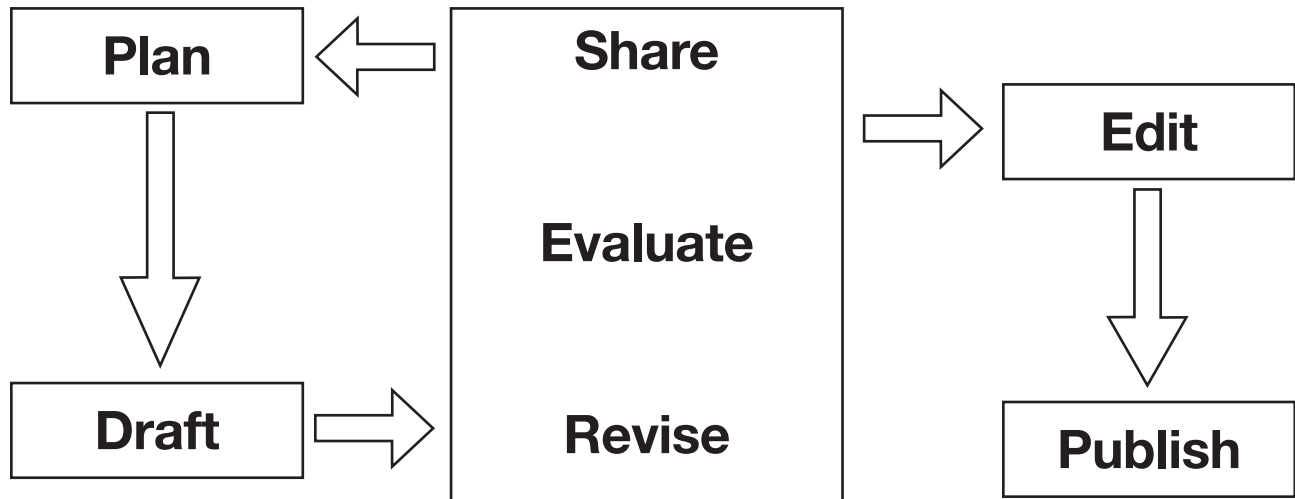
<b>hesitation, <i>n.</i></b>	the action of pausing or hesitating <b>(7)</b>
<b>interpretation, <i>n.</i></b>	showing an individual's perspective <b>(28)</b>
<b>jealous, <i>adj.</i></b>	resentful of someone because of that person's rivalry, success, or advantages <b>(5)</b>
<b>linger, <i>v.</i></b>	to be slow in leaving <b>(VIII)</b>
<b>mischievous, <i>adj.</i></b>	showing a fondness for causing trouble <b>(9)</b>
<b>mock, <i>v.</i></b>	to tease, laugh at, make fun of <b>(mocked) (14)</b>
<b>mortal, <i>n.</i></b>	human being <b>(mortals)</b>
<b>negligence, <i>n.</i></b>	carelessness
<b>perform, <i>v.</i></b>	to present to an audience <b>(II)</b>
<b>persuade, <i>v.</i></b>	to convince someone to do something <b>(persuaded) (13)</b>
<b>pity, <i>n.</i></b>	the feeling of sorrow and compassion caused by the suffering and misfortunes of others <b>(23)</b>
<b>playwright, <i>n.</i></b>	a person who writes plays <b>(I)</b>
<b>proceed <i>v.</i></b>	to begin or continue a course of action <b>(proceeded) (6)</b>
<b>pursue, <i>v.</i></b>	to follow someone in order to catch them <b>(11)</b>
<b>quarrel, <i>n.</i></b>	an argument or disagreement between people <b>(8)</b>
<b>mischievous, <i>adj.</i></b>	showing a fondness for causing trouble
<b>mortal, <i>n.</i></b>	human being <b>(mortals) (27)</b>
<b>reputation, <i>n.</i></b>	general belief or opinion that people have about someone or something <b>(VIII)</b>
<b>restrain, <i>v.</i></b>	to keep under control <b>(7)</b>
<b>rival, <i>n.</i></b>	competitor <b>(rivals)</b>
<b>scheme, <i>n.</i></b>	a plan of action, especially a crafty or secret one <b>(11)</b>
<b>scholar, <i>n.</i></b>	a person who is an expert in a subject <b>(scholars) (II)</b>
<b>scornful, <i>adj.</i></b>	full of feelings of dislike or disrespect <b>(13)</b>
<b>script, <i>n.</i></b>	the written text of a play or movie <b>(II)</b>
<b>theater, <i>n.</i></b>	a building where plays and other performances are



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## The Writing Process



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Unit 5  
Drama  
**A Midsummer Night's Dream**  
by William Shakespeare

Activity Book  
GRADE 5



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