**Voc. 3 in Context** Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LIST: idealist pragmatist opportunist verbal irony situational irony dramatic irony anachronism hubris triumvirate dictator monarchy plebian patrician republic democracy mechanical portentous**

1. A person who values what is right and moral, and does not stray from his/her values is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. A person who maximizes his/her benefit in every action he/she takes in order to get what he/she wants is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. \_\_\_\_\_\_\_\_\_\_ occurs when the expected outcome does not happen. An example of this kind of irony is: Romeo finds Juliet drugged and assumes she is dead. He kills himself; then she awakens, sees that he is dead, and kills herself.
4. \_\_\_\_\_\_\_\_\_\_\_\_ occurs when speakers say the opposite of what they mean. An example of this kind of irony saying, “"this water is as clear as mud."
5. A person who sees things as they really are and works to find the BEST outcome regardless of personal opinion is a(n)\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. \_\_\_\_\_\_\_\_\_ occurs when speeches or a situation of a drama is understood by the audience but not grasped by the characters in the play. For example, in *Romeo and Juliet* by William Shakespeare, Romeo finds Juliet in a drugged state and he thinks she is dead. The audience knows that she really is NOT dead. However, Romeo kills himself in despair.
7. The \_\_\_\_\_\_\_\_ are the poor working class in Shakespeare’s play, *Julius Caesar*, and he referred to them this way to insinuate that they were without feeling and intelligence.
8. Samuel showed excessive \_\_\_\_\_\_\_ when he declared himself the winner of the election before the votes were even counted.
9. The dark sky and threatening storm was a \_\_\_\_\_\_\_\_\_\_ warning of dangerous weather to come.
10. Hitler was an example of a \_\_\_\_\_\_\_\_ who ran Germany with absolute power and controlled people through fear.
11. I was born into a \_\_\_\_\_\_\_ family so I was able to have access to an education, a beautiful home, and family wealth.
12. Shakespeare often used \_\_\_\_\_\_\_\_\_\_\_\_ in his plays because although the story didn’t change, he wanted to use modern touches, such as sets, props, and clothing, even when they didn’t fit the time period of the play.
13. The powerful \_\_\_\_\_\_\_\_\_\_\_ was a successful administrative team because they divided up the work between the three of them.
14. A \_\_\_\_\_\_\_\_ is a system where people elect others to represent their concerns and be their “voice” in government.
15. Queen Elizabeth is part of England’s \_\_\_\_\_\_\_\_\_\_, although today she is more of a figurehead than the ruler of the country.

**Act I Quiz Prep Questions**

1. **Find an example of a character who speaks in prose (regular speech) instead of poetry(iambic pentameter) in Act I. Is this character a plebian or patrician? Why do you think Shakespeare uses this technique?**
2. **Who is Caesar’s wife?**
3. **What is Caesar compared to in the quote below, and what does this metaphor imply about how other Patricians feel about Caesar. Why?**

**"These growing feathers plucked from Caesar's wing will make him fly an ordinary pitch; Who else would soar above the view of men and keep us all in servile fearfulness" (S.I, s.i, 73-76)**

1. **What are the common people compared to in sc. iii, lines 106-112? This is an example of parallel structure (a repeated idea). What were the plebeians compared to earlier in A.1,i,33? What do the comparisons imply?**
2. **The inciting force of the play is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Use evidence from the end of sc.iii to complete the sentence stem. Look at Cassius’ and Casca’s, and Cinna’s conversation for help.**

1. **What important job does Cinna agree to do for Cassius? Connect back to Cassius’ soliloquy at the end of sc.ii to INFER the content of the task.**
2. **Create a plot diagram (Freytag Triangle) in your notes. Add the following:**
	1. **exposition- time, place, mood, conflict**
	2. **inciting force-what is it?**
	3. **rising action- what builds the tension?**