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# Honors English IV

Curriculum Guide

Scranton School District

Scranton, PA



**Scranton School District  
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**Honors English IV**

**Prerequisites:**

- Successful completion of Honors English III
- Be in compliance with [SSD Honors and AP Criteria Policy](#)

Honors English IV consists of both literature and grammar. The actual time spent and the material covered is determined by the class grouping and the judgment of the individual teacher.

The grammar portion of Honors English IV continues to build on work begun in grade eleven. Beginning with a review of grammar fundamentals, and then delving more deeply into areas such as agreement, sentence structure and usage, the grammar examines the nuances of written language encountered by adults. Work in the area of composition goes beyond the paragraph and essay to include a research paper and preparation for the writing portion of the SAT.

In the literature portion, students are introduced to major British writers and movements through a chronological study beginning with the earliest inhabitants and continuing to the present time. Poetry, short stories, novels, plays, and essays representative of the various time periods and/or movements are studied. Major works include, but are not limited to: *Beowulf*, *The Canterbury Tales*, *Macbeth* and poetry by other British authors. More contemporary selections may also be included. This exposure is intended not only to show how British literature evolved, but also to give the student an appreciation for British literary masters and draw connections to other authors the student may have read.

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**Year-at-a-glance**

<b>Subject: Honors English IV</b>	<b>Grade Level: 12</b>	<b>Date Completed: 06/21 2016</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
College Application Essay	Approved Textbook Teacher Prepared Materials	CC1.4
Resume/Cover Letters/Interview Skills	Teacher Prepared Materials	CC1.4 CC1.5
Vocabulary Workshop Units	Approved Textbook Teacher Prepared materials	CC1.1
Grammatical Skills	Approved Textbook Teacher Prepared Materials	CC1.1
Historical Background – Anglo Saxon Period	<i>Prentice Hall Literature: The British Tradition</i>	CC1.3
Anglo Saxon Poetry: The Seafarer, The Wanderer, The Wife’s Lament	<i>Prentice Hall Literature: The British Tradition</i>	CC1.3
Beowulf	<i>Prentice Hall Literature: The British Tradition</i>	CC1.3 CC1.5
Historical Background – English Church & Medieval Period	<i>Prentice Hall Literature: The British Tradition</i>	CC1.2
The Canterbury Tales: Prologue, “The Pardoner’s Tale”, “The Nun’s Priest’s Tale”, “The Wife of Bath’s Tale”	<i>Prentice Hall Literature: The British Tradition</i> Approved Textbook	CC1.3 CC1.5
Sir Gawain and the Green Knight	<i>Prentice Hall Literature: The British Traditio</i>	CC1.3
Le Morte D’Arthur	<i>Prentice Hall Literature: The British Tradition</i> Approved Textbook	CC1.3
British Nonfiction – The Book of Margery Kempe, The Letters of Margaret Paston	<i>Prentice Hall Literature: The British Tradition</i> Approved Textbook	CC1.2

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**2<sup>nd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Vocabulary Units	Approved Textbook Teacher Prepared Materials	CC1.1
Writing skills and Assessments	Approved Textbook Teacher Prepared Materials	CC1.4
Grammatical Skills	Approved Textbook Teacher Prepared Materials	CC1.1
Historical Background – The Renaissance	<i>Prentice Hall Literature: The British Tradition</i>	CC1.2
Sonnets	<i>Prentice Hall Literature: The British Tradition</i>	CC1.3
The King James Bible	<i>Prentice Hall Literature: The British Tradition</i>	CC1.3
Historical Background – William Shakespeare	<i>Prentice Hall Literature: The British Tradition</i> Teacher Approved Materials	CC1.2
William Shakespeare: <i>Macbeth, As You Like It, Hamlet</i>	<i>Prentice Hall Literature: The British Tradition</i> Approved Textbook	CC1.3 CC1.5

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**3<sup>rd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Vocabulary Units	Approved Textbook Teacher Prepared Materials	CC1.1
Writing skills and Assessments	Approved Textbook Teacher Prepared Materials	CC1.4
Grammatical Skills	Approved Textbook Teacher Prepared Materials	CC1.1
Historical Background – The Restoration	<i>Prentice Hall Literature: The British Tradition</i>	CC1.2
Works of Poetry – Donne, Johnson, Cavalier Poets, Milton, Lanier, Lovelace, Pope, Gray	<i>Prentice Hall Literature: The British Tradition</i>	CC1.3
Historical Background – The Romantic Period	<i>Prentice Hall Literature: The British Tradition</i>	CC1.2
Works of Poetry – Burns, Blake, Shelley, Wordsworth, Coleridge, Byron, Shelley, Keats	<i>Prentice Hall Literature: The British Tradition</i>	CC1.3
Works of Fiction and Nonfiction – Swift, Defoe	<i>Prentice Hall Literature: The British Tradition</i>	CC1.2 CC1.3

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Vocabulary Units	Approved Textbook Teacher Prepared Materials	CC1.1
Writing skills and Assessments	Approved Textbook Teacher Prepared Materials	CC1.4
Grammatical Skills	Approved Textbook Teacher Prepared Materials	CC1.1
Historical Background – The Victorian Period	<i>Prentice Hall Literature: The British Tradition</i> Teacher Prepared Materials	CC1.2
Works of various prose or drama from the period – Teacher’s choice – Choose from <i>Frankenstein</i> or <i>The Importance of Being Earnest</i>	Approved Textbook Teacher Prepared Materials	CC1.3 CC1.5
Victorian Novel - <i>Jane Eyre</i>	<i>Jane Eyre</i> :Approved Textbook Teacher Prepared Materials	CC1.3 CC1.5
Research writing (Choose from Argumentative Thesis, Literary Analysis)	Approved Textbook Teacher Prepared Materials	CC1.4
Final Review and Exam	Teacher Prepared Materials	CC1.1 CC1.2 CC1.3 CC1.4

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<b>General Topic</b>	<b>Academic Standard(s)</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time</b>
<b>Quarter 1 SAT/College Prep Conventions (Grammar)</b>	CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.R	Grammatical Skills in Context Vocabulary Acquisition Practical Application of Conventions	Vocabulary Resources  Warriner’s English Grammar and Composition	Assignments  Formative and Summative Assessments	15 days
<b>College Application Essay College Exploratory Research</b>	CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.K CC.1.4.11-12.M CC.1.4.11-12.P CC.1.4.11-12.Q CC.1.4.11-12.T CC.1.4.11-12.U	College Application Essay Exploratory Research Narrative Techniques	Online Access to Common Application  Student Samples  Teacher Notes  Guest Speaker	Student Generated Essays  College Essay Writing  Keystone Expository or Persuasive Rubric	10 days Overlapping with Grammar Unit.

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<p><b>Anglo Saxon Literature</b>  <b>“The Seafarer”</b>  <b>“The Wanderer”</b>  <b>“The Wife’s Lament”</b>  <b>From “The Anglo Saxon Chronicles”</b>  <b>(nonfiction)</b></p>	<p>CC.1.3.11-12.A          CC.1.3.11-12.B          CC.1.3.11-12.D          CC.1.3.11-12.F          CC.1.3.11-12.H          CC.1.3.11-12.K</p>	<p>Literary Terms: <b>caesura</b>,  <b>kenning</b>, <b>alliteration</b>,  <b>assonance</b>, <b>epic</b>, <b>elegy</b>,          symbolism, narrator,          audience, oxymoron,          irony, ballad, lyric</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• admonish</li> <li>• blithe</li> <li>• compassionate</li> <li>• fervent</li> <li>• grievous</li> <li>• rancor</li> <li>• rapture</li> <li>• redress</li> <li>• sentinel</li> <li>• winsomeness</li> </ul>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From:          Classroom Reading          Class discussion          PowerPoint          Guided reading          Video clips          Teacher model          Small group work          Teacher Notes          CD</p>	<p>Literary Analysis:          Anglo-Saxon Lyric          Poetry          Formative Quiz</p>	<p>8 days</p>
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<p><b>“Beowulf”</b></p>	<p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.J CC.1.3.11-12.K</p> <p>CC.1.4.11-12.B CC.1.4.11-12.F</p>	<p><b>Literary Terms:</b> caesura, <b>kenning, alliteration, assonance</b>, elegy, symbolism, narrator, audience, oxymoron, irony, <b>legendary hero</b>, paraphrasing, lyric, <b>epic</b>, romance, <b>allusion, gnomic sayings</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• loathsome</li> <li>• massive</li> <li>• purge</li> <li>• reparation</li> <li>• solace</li> <li>• writhing</li> </ul>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Class discussion PowerPoint Guided reading Video clips Teacher model Teacher Notes</p>	<p>Three-Five paragraph essay applying literary terms with modern characters</p> <p>Keystone Expository Rubric</p> <p>Summative Assessment</p>	<p>12 days</p>
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<p><b>Analytical Comparison of Anglo Saxon Literature</b></p>	<p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F</p>	<p>Identify and apply previous literary terms to selected pieces of literature.</p>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Analytical Writing Assignment (2-3 typed pages)</p> <p>Summative Student Generated Assessment</p>	<p>5 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 2</b> <b>Chaucer</b> <b>Historical Background</b> <b>“The Canterbury Tales”</b> <b>Prologue</b> <b>“The Pardoner’s Tale”</b> <b>“The Wife of Bath’s Tale”</b> <b>“The Nun’s Priest’s Tale”</b></p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.J CC.1.3.11-12.K</p> <p>CC.1.4.11-12.O CC.1.4.11-12.P</p>	<p><b>Literary Terms: direct and indirect characterization,</b> archetypal narrative elements, exemplum, fable, <b>feudalism, narrative,</b> character portraits, <b>parody,</b> <b>satire,</b> romance, fabliau, <b>social commentary</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• absolution</li> <li>• apothecary</li> <li>• avouches</li> <li>• cant</li> <li>• capital</li> <li>• commission</li> <li>• derision</li> <li>• garnished</li> <li>• hoary</li> <li>• maxim</li> <li>• pallor</li> <li>• prating</li> <li>• prevarication</li> <li>• sanguine</li> <li>• solicitous</li> <li>• stringent</li> <li>• tarry</li> <li>• timorous</li> </ul>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Classroom Reading Discussion PowerPoint Teacher Materials Small Group Work</p>	<p>Literary Analysis: Characterization</p> <p>Analytical Writing (2-3 typed pages with references and citations)</p> <p>Keystone Expository Rubric</p> <p>Reading Strategies</p> <p>20 Line Creative writing application of character and social commentary</p> <p>Formative Quiz</p> <p>Summative Assessment</p>	<p>25 days</p>

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<p>“Sir Gawain and the Green Knight” “Le Morte D’Arthur” “Letters of Margaret Paston” (nonfiction)</p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E  CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H  CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O  CC.1.5.11-12.K</p>	<p><b>Historical Context</b></p> <p><b>Types of Literature:</b> medieval romances, legends</p> <p><b>Literary Terms:</b> summarize, nonfiction, <b>point of view</b></p> <p><b>Vocabulary in Context:</b></p> <ul style="list-style-type: none"> <li>• assay</li> <li>• adjure</li> <li>• feigned</li> <li>• adroitly</li> <li>• largesse</li> <li>• righteous</li> <li>• entreated</li> <li>• peril</li> <li>• interred</li> </ul>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Informative Writing Assignment (5 paragraph min)</p> <p>Keystone Expository Rubric</p> <p>Student Generated Assessment</p> <p>Formative and Summative</p>	<p>10 days</p>
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<p><b>Introduction to Sonnets</b></p> <p><b>Introduction to Shakespeare</b></p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.F CC.1.3.11-12.H</p> <p>CC.1.5.11-12.K</p>	<p><b>Historical Context</b></p> <p><b>Types of Literature:</b> poetry, sonnet, drama, written verse, tragedy, comedy, history, plays</p> <p><b>Literary Terms: sonnet,</b> Petrarchan sonnet, Spenserian sonnet, <b>sonnet sequence</b>, paraphrasing, pastoral poems, quatrain, couplet, syntax, structure, theme, <b>rhyme scheme</b></p> <p><b>Vocabulary in Context:</b></p> <ul style="list-style-type: none"> <li>• alters</li> <li>• anguished</li> <li>• assay</li> <li>• balm</li> <li>• chronicle</li> <li>• deign</li> <li>• devise</li> <li>• impediments</li> <li>• prefiguring</li> <li>• scope</li> <li>• sullen</li> <li>• wan</li> </ul>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Multimedia Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Student Generated Assessment Formative and Summative</p>	<p>10 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Quarter 3 Macbeth</b>	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F  CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H  CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O  CC.1.5.11-12 K	<b>Historical Context</b>  <b>Literary Terms:</b> imagery, situational irony, <b>soliloquy</b> , drama, aside, monologue, <b>comic relief</b> , <b>stage direction</b> , dramatic irony, blank verse, iambic pentameter, prose, conflict, antagonist, <b>tragic flaw/impulse</b> , protagonist, foils, symbolism, text aids, trochaic foot, anapestic foot, climax, beliefs, infer  <b>Vocabulary in Context:</b> <ul style="list-style-type: none"> <li>• See Appendix A</li> </ul>	<i>Prentice Hall Literature: The British Tradition</i>  Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes MLA- Shakespearian citations (MLA 8)	Teacher prepared tests, quizzes, etc.  Analytical Writing Assignment (3-5 pages with references and citations)  Keystone Expository Rubric  Student Generated Assessment  Formative and Summative	30 days

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<p><b>Additional Shakespearean Play</b> <b>Choose From:</b> <i>Hamlet</i> <i>As You Like It</i></p>	<p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H</p> <p>CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O</p> <p>CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G</p>	<p><b>Vocabulary in Context</b></p> <ul style="list-style-type: none"> <li>• Tragedy</li> <li>• Comedy</li> <li>• Allusion</li> <li>• Deus Ex Machina</li> <li>• Allegory</li> </ul>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Analytical Writing Assignment (3-5 pages with references and citations)</p> <p>Keystone Expository Rubric</p> <p>Student Generated Assessment</p> <p>Formative and Summative</p>	<p>10 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Quarter 4</b> <b>Selections of Poetry</b> <b>Choose from</b> <b>Restoration, Romantic,</b> <b>Victorian, Modern,</b> <b>Post-Modern</b>	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F  CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H  CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O  CC.1.5.11-12 K	<b>Historical Context</b>  <b>Literary Terms:</b> imagery, situational irony, <b>soliloquy</b> , drama, aside, monologue, <b>comic relief</b> , <b>stage direction</b> , dramatic irony, blank verse, iambic pentameter, prose, conflict, antagonist, <b>tragic flaw/impulse</b> , protagonist, foils, symbolism, text aids, trochaic foot, anapestic foot, climax, beliefs, infer  <b>Vocabulary in context:</b> <ul style="list-style-type: none"> <li>• See Appendix A</li> </ul>	<i>Prentice Hall Literature: The British Tradition</i>  Select From: Classroom Reading Class discussion PowerPoint Guided reading Multimedia Teacher model Small group work Teacher Notes	Teacher prepared tests, quizzes, etc.  Analytical Writing Assignment  Poetry Interpretation: TDA  Keystone Literature Response Rubric  Student Generated Assessment  Formative and Summative	15 days



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<p><b>Selection of Modern Literature (Drama, Novel, Short Story)</b> Choose from available texts: <i>The Importance of Being Earnest</i> <i>Frankenstein, or Jane Eyre</i></p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H</p> <p>CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O</p> <p>CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G</p>	<p><b>Historical Context</b> <b>Types of Literature:</b> short stories, <b>plays</b>, <b>novels</b>, mystery</p> <p><b>Vocabulary in context:</b></p> <ul style="list-style-type: none"> <li>• Consult vocabulary book</li> <li>• See Appendix A</li> </ul>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Analytical Writing Assignment (3-5 pages with references and MLA citations)</p> <p>Keystone Expository Rubric</p> <p>Student Generated Assessment</p> <p>Formative and Summative</p>	<p>20 days</p>
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<b>Final Review and Exam</b>	All previously listed	All previously listed	<i>Prentice Hall Literature: The British Tradition</i>  Select From: Classroom Reading Class discussion PowerPoint Guided reading Multimedia Teacher model Small group work Teacher Notes	Summative Assessment	10 days
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**Appendix A**

Q3 Vocabulary in Context:

- valor, treasons, liege, sovereign, imperial, augment, multitudinous, palpable, equivocate, stealthy, predominance, indissoluble, infirmity, dauntless, jocund, malevolence, pernicious, intemperance, judicious, sundry, avarice, credulous, perturbation, pristine, clamorous, harbingers

Q4 Vocabulary in Context:

- (*Restoration*) Profanation, laity, trepidation, breach, contention, piety, intermit, covetousness, coyness, amorous, languish, prime, wan, obdurate, tempestuous, transcendent, suppliant, ignominy
- (*Romantic*) dominion, impudence, winsome, discretion, inconstantly, vales, symmetry, aspire, recompense, roused, presumption, anatomize, confounded, sordid, stagnant, averred, sojourn, expiated, reverence, sinuous, tumult, arbiter, tempests, torrid, fathomless, retort, insensible, credulous, copious, visage, verge, sepulcher, impulse, blithe, profuse, vernal, satiety, ken, surmise, gleaned, teeming, vintage, requiem.
- (*Victorian*) diffusive, churls, waning, furrows, countenance, officious, munificence, dowry, eludes, vestige, sublime, minions, tranquil, cadence, turbid, dominion, contrite, languish, rapturous, gaunt, terrestrial, biography, grandeur, blight, rue,
- (*Modern/Postmodern*) clamorous, conquest, anarchy, conviction, paltry, artifice, galled, refractory, dispensation, supplication, tumid, sequestered, topographical, affinities, prenatal, intrigues