MACBETH: EASTER REVISION BOOKLET

1. **TIER 2 VOCABULARY: Look at the list of tier 2 vocabulary below. Define each term and make a quick note of how they link to ‘Macbeth’. One has been done for you.**

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| ‘MACBETH’ – TIER 2 VOCABULARY LIST | | |
| **Term** | **Definition** | **Link to ‘Macbeth’** |
| **hubris** |  |  |
| **hamartia** |  |  |
| **duplicitous** |  |  |
| **heinous** |  |  |
| **malevolent** |  |  |
| **mercurial** | **Subject to sudden or unpredictable changes of mood or mind.** | **Macbeth becomes increasingly mercurial as his guilt begins to overwhelm him. An example of this is when he sees Banquo’s ghost.** |
| **regicide** |  |  |

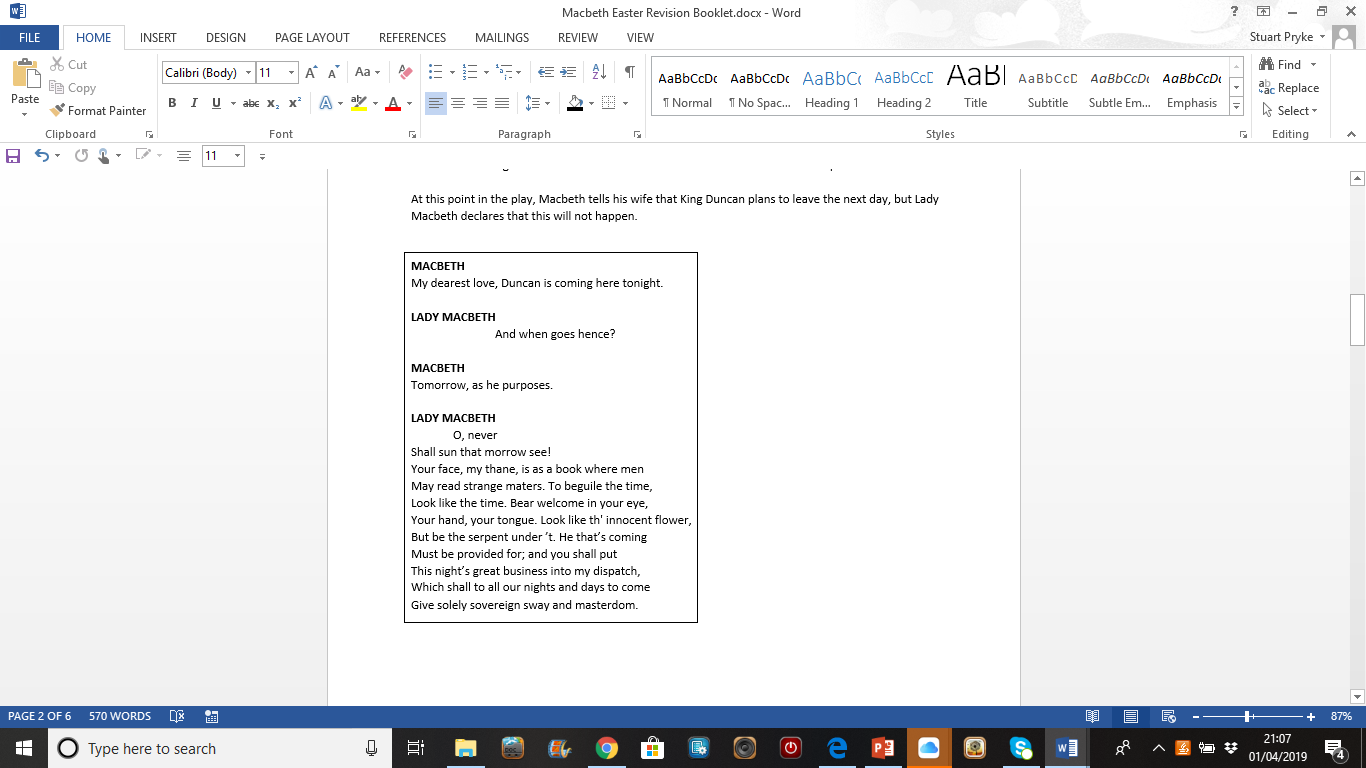
1. **MISCONCEPTIONS: The following statements are incorrect. Explain why around the outside of the grid.**

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| **Macbeth kills Banquo because he is concerned about his friends’ jealousy.** | **We see all of the prophecies come true in the play.** | **Lady Macbeth feigns madness to avoid suspicion.** |
| **Ambition is seen as irrelevant and unimportant.** | **Hope does not exist in the play.** | **Macbeth never acts of his own accord. Lady Macbeth and/or the witches are behind his every action.** |

1. **CONSIDER THE FOLLOWING QUESTION AS A CLASS:**

Read the following extract from Act 1 Scene 5 of Macbeth and then answer the question that follows.

At this point in the play, Macbeth tells his wife that King Duncan plans to leave the next day, but Lady Macbeth declares that this will not happen.



Starting with this extract, explore how Shakespeare presents appearance versus reality.

Write about:

* how Shakespeare presents appearance versus reality in this extract.
* how Shakespeare presents the significance of appearance versus reality in the play as a whole.

**Annotate the extract with your ideas. Remember, most of your AO2 marks can be gained from the extract itself, so try and pick out everything you can before turning your attention to the rest of the play. Look at the notes below to help you with your annotations.**

* Find the quotation where Lady Macbeth speaks of Macbeth’s face. What is she saying about it?
* Find a quotation where Lady Macbeth is telling Macbeth how to act. How does this link to the idea of appearance versus reality?
* Find a simile and a metaphor that links to appearance versus reality.
* Find the quotation where Lady Macbeth tells Macbeth she will take care of everything. How does this link to the idea of appearance vs reality? Consider the role of women at the time.

1. **Let’s model an introduction on the board for the answer to the question. Remember, your introduction should contain these ‘non-negotiables’ to ensure it is detailed and perceptive:**

**Genre:** *a category of literature*

**Viewpoint:** *who is telling the story? Whose perspective do we see events from?*

**Structure:** *how has the text been put together?*

**AO3:** *social and historical context*

**Intention:** *what is the writer trying to achieve with their text?* **Anchor to question:** *Refer to the question. Make a point that answers it.*

**Now let’s write our first paragraph. Remember, we need to hit the assessment objectives listed below. The majority of your marks are awarded for AO1 and AO2 but pay particular attention to how you integrate AO3. Avoid ‘bolting on’ AO3 to the end of the paragraph and don’t include sweeping statements.**

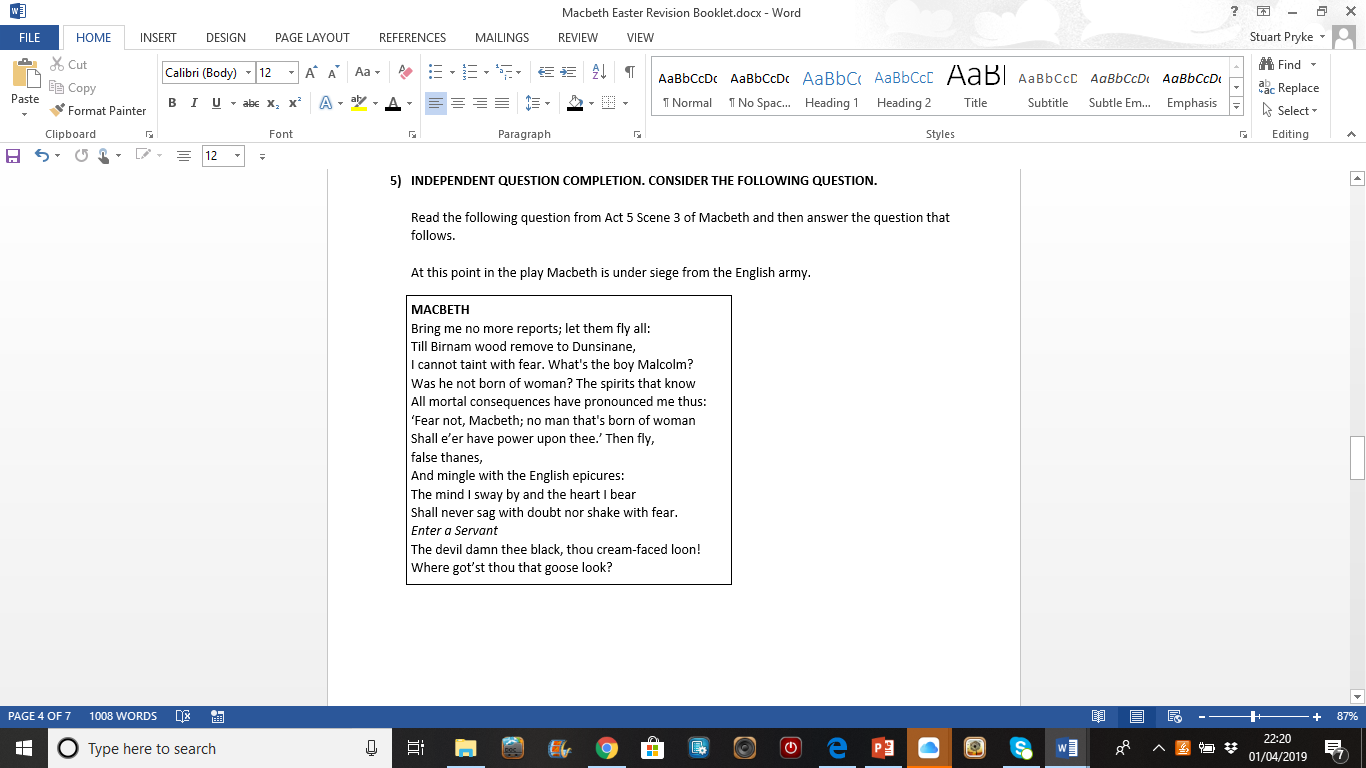
**AO1:** *Identify and interpret explicit and implicit information. Use quotations.* **AO2:** *Analyse language and structure using the correct terminology.* **AO3:** *Discuss the social/historical context.*

**Now highlight the assessment objectives in our class answer.**

1. **CONSIDER THE FOLLOWING QUESTION ON YOUR OWN:**

Read the following extract from Act 5 Scene 3 of Macbeth and then answer the question that follows.

At this point in the play, Macbeth is under siege from the English army.



Starting with this speech, explain how far you think Shakespeare presents Macbeth as a hero.

Write about:

how Shakespeare presents Macbeth in this speech how Shakespeare presents Macbeth in the play as a whole.

**Annotate the extract with your ideas. Remember, most of your AO2 marks can be gained from the extract itself, so try and pick out everything you can before turning your attention to the rest of the play. Look at the notes below to help you with your annotations.**

* What do Macbeth’s use of rhetorical questions tell us about how he is feeling?
* What does Macbeth say about his heart and mind? What does this tell us about him?
* What is Macbeth saying when he refers to the devil?
* Why does Macbeth quote the witches and the prophecies they gave? Is this heroics or plain arrogance?

1. **Now write an introduction in the box below for the answer to the question. Remember, your introduction should contain these ‘non-negotiables’ to ensure it is detailed and perceptive:**

**Genre:** *a category of literature*

**Viewpoint:** *who is telling the story? Whose perspective do we see events from?*

**Structure:** *how has the text been put together?*

**AO3:** *social and historical context*

**Intention:** *what is the writer trying to achieve with their text?* **Anchor to question:** *Refer to the question. Make a point that answers it.*

**Look at our class answer to help you construct an introduction to the question.**

**Now write your first paragraph. Remember to hit the assessment objectives listed below. The majority of your marks are awarded for AO1 and AO2 but pay particular attention to how you integrate AO3. Avoid ‘bolting on’ AO3 to the end of the paragraph and don’t include sweeping statements.**

**AO1:** *Identify and interpret explicit and implicit information. Use quotations.* **AO2:** *Analyse language and structure using the correct terminology.* **AO3:** *Discuss the social/historical context.*

**Now highlight the assessment objectives in your own answer.**

|  |  |  |  |  |  |
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| ‘Is this a dagger which I see before me, the handle toward my hand?’ | ‘If you can look into the seeds of time and say which grain will grow and which will not, speak then to me…’ (1.3) | ‘Come, your spirits that tend on mortal thoughts, unsex me here, and fill me from the crown to the toe top-full of direst cruelty.’ (1.5) | ‘I think our country sinks beneath the yoke; it weeps, it bleeds; and each new day a gash is added to her wounds.’ (4.3) | ‘I have no spur to prick the sides of my intent, but only vaulting ambition, which o’erleaps itself and falls on th’other.’ (1.7) | Macduff |
| Macbeth | ‘And oftentimes, to win us to our harm, the instruments of darkness tell us truths; win us in honest trifles, to betray’s in deepest consequence.’ (1.3) | ‘Out, out, brief candle!’ (5.5) | ‘All the perfumes of Arabia will not sweeten this little hand.’ (5.1) | ‘Look like the innocent flower, but be the serpent under’t’ (1.5) | ‘Upon my head they placed a fruitless rown and put a barren sceptre in my grip, thence to be wrenched with an unlineal hand, no son of mine succeeding.’ (3.1) |
| ‘To be thus is nothing, but to be safely thus.’ (3.1) | ‘This tyrant, whose sole name blisters our tongues, was once thought honest.’ (4.3) | ‘Disdaining Fortune, with his brandished steel, which smoked with bloody execution.’ (1.2) | Lady Macbeth | ‘Here lay Duncan, is silver skin laced with his golden blood…’ (2.3) | ‘All hail, Macbeth, that shalt be king hereafter!’ (1.3) |
| Banquo | ‘Fair is foul and foul is fair.’ (1.1) | ‘Stars, hide your fires; Let no light see my black and deep desires.’ (1.4) | ‘Never shake thy gory locks at me!’ | The Witches | King Duncan |

GCSE Thinking Quilt: ‘Macbeth’

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| --- | --- | --- | --- | --- | --- |
| **Ambition** | **Power** | **Appearance vs Reality** | **The Supernatural** | **Violence** | **Fate and Free Will** |

Shade in each of the themes. Then shade in each box (quotation/character) that links to that theme. Some could be more than one theme.