

**THE OBJECTIVES FOR THIS LESSON ARE:**

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

**MATERIALS PROVIDED IN THIS PACKET:**

- \* vocabulary puzzle
- \* study/answer questions
- \* guide to noun clauses
- \* grammar/usage exercises

**OBJECTIVES TO BE TESTED:**

- \* vocabulary
- \* story content
- \* noun clauses

A **noun clause** is a **subordinate (dependent) clause** that **functions as a noun**. Like adjective clauses and adverb clauses, it has some of the characteristics of an independent clause (complete sentence), but it cannot stand by itself. Unlike the adjective and adverb clauses, it is not always possible to remove a noun clause from a sentence and still have a structurally complete sentence. This is because the noun clause functions as a noun, and thus **it can be used as a subject, direct object, appositive, indirect object, subject complement, or object of a preposition, just like any other noun**. Obviously, you cannot remove, say, the subject of a sentence and still have a complete sentence.

The noun clause is introduced by certain words, the most common of which are:

<b>how</b>	<b>if</b>	<b>that</b>	<b>what</b>	<b>whatever</b>	<b>when</b>	<b>where</b>
<b>whether</b>	<b>which</b>	<b>whichever</b>	<b>who</b>	<b>whoever</b>	<b>whomever</b>	<b>why</b>

**What you bought** is all of the available supply.

*(subject of the sentence)*

We don't like **what you bought**.

*(direct object of the sentence)*

This is **what you bought**.

*(subject complement of the sentence)*

The best stuff, **what you bought**, is in the pile by the door.

*(appositive to the subject "stuff")*

**When they will arrive** no one knows.

*(direct object of the sentence)*

No one knows **when they will arrive**.

*(direct object of the sentence)*

**Whether or not they will answer** is unknown to all.

*(subject of the sentence)*

We did not agree with **whom they had chosen**.

*(object of the preposition "with";*

*note "whom" because it is the direct object of the noun clause)*

The introductory word is usually followed by the subject of the noun clause. However, sometimes the introductory word itself is the subject of the clause:

**What is needed** is a good solution to the problem.

*(subject of the sentence: note that the introductory word "what" is the*

*subject of the noun clause)*

Sometimes the introductory word is omitted:

The men admitted **that the answer was wrong**.

*(direct object of the sentence)*

The men admitted **the answer was wrong**.

*(introductory word omitted)*

Sometimes a noun clause is used as the object of a participle:

**Believing what the man said**, the investors signed up for the program.

*(a participial phrase modifying*

*"investors": "believing" is the participle and "what the man said"*

*is a noun clause acting as the direct*

*object of the participle)*

## EXERCISE ON NOUN CLAUSES

*Directions: Circle the noun clause(s) in each sentence. Tell how each is used(subject, direct object, etc.)*

01. Where it stops no one knows!
02. She didn't agree with what he said.
03. What doesn't kill you makes you stronger.
04. His answer, exactly what we expected, was unwelcome.
05. I know how this works.
06. We don't know where the building will be constructed.
07. What you see is what you get. (2)
  
08. He said the answer was wrong.
09. I'm puzzled by what this means.
10. When he had first arrived was not certain.

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**EXERCISE ON NOUN AND PRONOUN FUNCTION**

*Directions: Tell how the bold-faced noun or pronoun is used (subject, direct object, etc.):*

01. **Maria** gave me some of the books that you bought.
02. Maria gave **me** some of the books that you bought.
03. Maria gave me **some** of the books that you bought.
04. Maria gave me some of the **books** that you bought.
05. Is he the **one** who gave you the clothes?
06. Is **he** the one who gave you the clothes?
07. Is he the one who gave **you** the clothes?
08. Is he the one who gave you the **clothes**?
09. That man is the **leader** of the gang.
10. That man is the leader of the **gang**.

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**EXERCISE ON ADJECTIVE CLAUSES**

*Directions: Circle the adjective clauses:*

01. Is he the one who gave you the clothes?
02. Maria gave me some of the books that you bought.
03. Some of the clocks that he repaired are on sale at the shop.
04. What would be the kind of aid that would make them welcome?
05. What is the last thing Ulysses hears?
06. Cite the messages Galadriel has sent to Aragorn, Legolas, and Gimli.
07. Is he the man of whom you spoke?
08. A large carpet, which lay on our den floor for years, was damaged in the flood.
09. She is the girl who brought the salad.
10. The time when you can begin the test is drawing near.

**EXERCISE ON ADVERB CLAUSES**

*Directions: Circle the adverb clauses:*

01. Lightning flashed, thunder roared, and the rain fell until the streets flooded.
02. She would give help whenever she was asked.

03. When Hama demands Gandalf's staff, what does Gandalf say?
04. As the story ends, what do they see in front of them?
05. How does the crew react when the ship starts rushing forward in the water?
06. If you will come with me, I will get you a new book.
07. Those shrubs grow best where there is partial shade.
08. Many things have changed since you were last here.
09. Everybody listened intently as the band began to play.
10. The program will begin as soon as everyone arrives.

### EXERCISE ON SENTENCE COMBINING WITH ADVERB CLAUSES

*Directions: Combine the following sentences by turning one into an adverb clause. Use the indicated subordinating conjunction. Be sure to indicate proper cause and effect or sequence of events:*

**Example: The downtown area was completely rebuilt. The downtown area burned down.**

The downtown area was completely rebuilt because it burned down.

Because it burned down, the downtown area was completely rebuilt.

Because the downtown area was completely rebuilt, it burned down. *(faulty cause and effect)*

01. I finished my essay. I felt a sense of relief. *(combine using "when")*

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02. We do our work successfully. We plan ahead. *(combine using "because")*

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03. The students had a party. The students bought supplies and rented a room. *(combine using "after")*

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04. Many people left the area. A hurricane approached the coast. *(combine using "when")*

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05. The shingles arrived. We roofed the house. *(combine using "as soon as")*

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06. Some students do not concentrate on their work. Some students fail. *(combine using "because")*

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07. My friend became a successful painter. He had serious problems. *(combine using "although")*

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08. Insects have built up resistance. New insecticides must be developed. *(combine using "since")*

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09. Gabriella is the top student in the class. Gabriella is not going to college. *(combine using "even though")*

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10. We went to the park. The weather was bad. *(combine using "in spite of")*

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### VOCABULARY

### MACBETH, ACT 2, SCENES 1 AND 2

*Directions: Match the definitions to the words by writing the letter of the definition in front of the word:*

- |                |               |
|----------------|---------------|
| 01. allegiance | 05. chamber   |
| 02. appalls    | 06. constancy |
| 03. augment    | 07. cursed    |
| 04. balm       | 08. curtained |

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| 09. deed   | e. Detestable; hateful   |
| 10. defect   | f. Hold back; hinder   |
| 11. descended  | g. Rest; sleep   |
| 12. dudgeon  | h. Vast; enormous; immense                                     |
| 13. entreat  | I. Imperfection of weakness; flaw                              |
| 14. franchised   | j. Done; made  |
| 15. gild   | k. Beg; ask; request   |
| 16. gouts  | l. Add to; increase  |
| 17. grooms   | m. Freed from some restriction, servitude, etc.                |
| 18. husbandry  | n. Loyalty; fealty   |
| 19. incarnadine  | o. Sane; reasonable  |
| 20. infirm   | p. Solid; touchable; tangible                                  |
| 21. knell  | q. Lead; guide   |
| 22. marshal  | r. Splash; clot; gob   |
| 23. measureless  | s. Anger; resentment   |
| 24. multitudinous  | t. Enfolded; concealed, as with draperies                      |
| 25. nightclothes   | u. Sneaky; so as not to be detected                            |
| 26. nourisher  | v. Seizing; forcibly carrying away                             |
| 27. palpable   | w. Talk; chatter; speak  |
| 28. pluck  | x. Location  |
| 29. prate  | y. Toll, as of a bell, especially in a mournful or ominous way |
| 30. quenched   | z. Pajamas; nightgown; clothing worn for sleep                 |
| 31. raveled  | aa. Yelled; screamed   |
| 32. ravishing  | bb. Extinguished; put out; doused                              |
| 33. repose   | cc. Looked like  |
| 34. resembled  | dd. Went down; proceeded from a higher to a lower place        |
| 35. restrain   | ee. Unwoven; untangled; tattered; frayed                       |
| 36. retire   | ff. Anything soothing or healing                               |
| 37. sensible   | gg. That provides sustenance; feeder                           |
| 38. shrieked   | hh. Release as from a strain, burden, tension, etc.            |
| 39. stealthy   | ii. Not firm in mind or purpose; irresolute                    |
| 40. strides  | jj. Cover with a thin layer, as with gold                      |
| 41. summons  | kk. Fills with horror or dismay; shocks                        |
| 42. 'twere   | ll. Numerous   |
| 43. unbend   | mm. Leave; withdraw; retreat                                   |
| 44. uneasy   | nn. Firmness of mind or purpose                                |
| 45. whereabouts  | oo. Poetic contraction for "it were", subjunctive of "it was"  |
| 46. wrought  | pp. Act; thing done  |
| a. Disturbed by anxiety or apprehension; restless; unsettled | qq. Any of certain officials of a household                    |
| b. Room  | rr. Reddened   |
| c. Economy; management of domestic affairs, resources, etc.  | ss. Take out; pull out   |
| d. Order or command to come, appear, attend, perform, etc.   | tt. Long steps   |

## STUDY QUESTIONS FOR MACBETH, ACT TWO, SCENES ONE AND TWO

*Directions: Answer the following questions:*

01. What do the opening lines tell you about the state of technology at this time?
02. How is even this an anachronism?

03. What does Banquo give to MacBeth? From whom is the present?
04. Of what has Banquo dreamt?
05. What does MacBeth want to do with Banquo when they have time?
06. What do you think is worrying MacBeth about Banquo?
07. What vision does MacBeth see after Banquo and Fleance leave?
08. In reading lines 40-60, is there any doubt that MacBeth knows what he is doing is evil?
09. How do we know he has killed Duncan by the end of the scene?
10. Why did Duncan's grooms not resist MacBeth?
11. What particularly evil thing has Lady MacBeth done regarding the grooms?
12. How is MacBeth doing about this time? Is he confident? Secure?
13. What does it mean that MacBeth could not pronounce "Amen"?
14. What does Lady MacBeth tell MacBeth to do with the daggers?
15. When he refuses, what does she do?
16. Which one, MacBeth or Lady MacBeth, shows more resolution at this point?
17. When MacBeth exclaims that all the seas could not wash the blood from his hands, what does Lady MacBeth say insultingly to her husband?
18. What do they hear repeatedly?
19. What does she tell her husband to do so that it will not appear that he has been out or done anything?