

**LESSON PACKET FOR RENAISSANCE ENGLISH (MACBETH, ACT THREE, SCENES 1-2)**  
**ENGLISH III, BRITISH LITERATURE**  
**MR. CHAFFIN/A-315**  
**JUNE 2016**

**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 sentence clarity errors
- \* grammar/usage exercises
- \* exercise on figurative language

**OBJECTIVES TO BE TESTED:**

- \* vocabulary
- \* story content
- \* sentence clarity errors

**SENTENCE COMBINING, CLARITY, AND CONCISENESS**

*by Neill J. Chaffin*

It is unusual for anyone to write something perfectly without the need for revision and proofreading. It is important to read what you have written to see if there is anything unclear, confusing, unnecessarily wordy, incomplete, or awkward. You will then have the opportunity to correct or improve what you have written, thus becoming a more effective writer.

## **SENTENCE COMBINING**

Sometimes it is advisable to combine sentences you have written to show choice/alternative, cause and effect (result), sequence, contrast, addition, etc. The establishment of such relationships in what you have written will make your writing more effective.

### **COMBINING TO SHOW CHOICE/ALTERNATIVE**

Use these words to combine sentences to show choice/alternative:

**either/or      neither/nor      or      nor      otherwise      on the other hand**

We will go to the zoo. We will go to the museum.  
**Either we will go to the zoo or we will go to the museum.**

They did not like the music. They did not like the seating.  
**They liked neither the music nor the seating.**

Vacuum the carpet. Take out the trash.  
**Vacuum the carpet or take out the trash.**

We could buy a new car. We could fix our old car.  
**We could buy a new car; on the other hand, we could fix our old car.**

### **COMBINING TO SHOW CAUSE AND EFFECT (RESULT)**

Use these words to combine sentences to show cause and effect (result):

**because      as a result      since      therefore      thus      consequently      hence**

He failed to clamp the mainspring. The movement flew apart upon disassembly.  
**Because he failed to clamp the mainspring, the movement flew apart upon disassembly.**  
**The movement flew apart upon disassembly because he failed to clamp the mainspring.**  
**He failed to clamp the mainspring; as a result, the movement flew apart upon disassembly.**  
**He failed to clamp the mainspring; therefore, the movement flew apart upon disassembly.**  
**Since he failed to clamp the mainspring, the movement flew apart upon disassembly.**

### **COMBINING TO SHOW CONTRAST**

Use these words to combine sentences to show contrast:

<b>but</b>	<b>still</b>	<b>yet</b>	<b>nevertheless</b>	<b>although</b>	<b>on the other hand</b>
<b>in contrast</b>	<b>whereas</b>	<b>on the contrary</b>	<b>even though</b>	<b>however</b>	

The grass was lush and green. The bushes were brown and wilted.  
**Even though the grass was lush and green, the bushes were brown and wilted.**  
**The grass was lush and green, whereas the bushes were brown and wilted.**  
**The grass was lush and green, but the bushes were brown and wilted.**  
**The grass was lush and green; on the contrary, the bushes were brown and wilted.**

### COMBINING TO SHOW SEQUENCE

Use these words to combine sentences to show sequence:

<b>after</b>	<b>afterwards</b>	<b>as soon as</b>	<b>at once</b>	<b>at the same time</b>	<b>beforehand</b>
<b>before</b>	<b>immediately</b>	<b>meanwhile</b>	<b>finally</b>	<b>thereafter</b>	<b>subsequently</b>
<b>then</b>	<b>earlier</b>	<b>later</b>	<b>while</b>	<b>now</b>	<b>until</b>
<b>when</b>	<b>first/second/third</b>	<b>next</b>			

The men mowed the lawn. They trimmed the shrubs.  
**After the men mowed the lawn, they trimmed the shrubs.**  
**The men mowed the lawn; afterwards, they trimmed the shrubs.**  
**First, the men mowed the lawn; second, they trimmed the shrubs; third, they put up the equipment.**  
**The men mowed the lawn; later, they trimmed the shrubs.**

We set up the new computers. We typed our papers.  
**We set up the new computers; next, we typed our papers.**  
**As soon as we set up the new computers, we typed our papers.**  
**We set up the new computers, and then we typed our papers.**  
*(Note: in British English, "immediately" can mean "as soon as": Immediately we set up the new computers, we typed our papers.)*

The girls got dressed. The girls went downstairs.  
**The girls got dressed; subsequently, they went downstairs.**  
**The girls got dressed; finally, they went downstairs.**  
**The girls got dressed before they went downstairs.**

### COMBINING TO SHOW ADDITION

Use these words to combine sentences to show addition:

<b>also</b>	<b>and</b>	<b>besides (also)</b>	<b>both/and</b>	<b>furthermore</b>
<b>likewise</b>	<b>moreover</b>	<b>in addition to(also)</b>	<b>not only/but also</b>	

I washed the car. I mowed the grass.  
**I washed the car, and I mowed the grass.**  
**I washed the car; furthermore, I mowed the grass.**  
**Not only did I wash the car but I also mowed the grass.**  
**In addition to washing the car, I also mowed the grass.**

### EDITING SENTENCES FOR CLARITY

#### EMPTY SENTENCES

“Empty” sentences are those that say too little, usually with too many words, are vague, or that make a

## **circular statement:**

The reason I like working on clocks is that it is my favorite hobby.	<i>(circular statement)</i>
I like working on clocks because I find the work intricate and challenging.	<i>(reason given)</i>
It was an excellent movie because it was well-made.	<i>(circular statement)</i>
It was an excellent movie because of the interesting plot and skilled acting.	<i>(reason given)</i>
I failed the test because I didn't deserve to pass.	<i>(vague explanation)</i>
I failed the test because I had not taken the time to study.	<i>(definite reason)</i>
The earliest clocks did not keep good time because they were inaccurate.	<i>(circular statement)</i>
The earliest clocks did not keep good time because they lacked a balance mechanism.	<i>(definite reason)</i>

## **PADDED SENTENCES**

**“Padded” sentences are those that repeat the same information in words or phrases. Be succinct:**

If you are just starting to play golf, these clubs are good for a beginner.	<i>(redundant)</i>
If you are just starting to play golf, you will find these clubs inexpensive and easy to use.	<i>(redundancy eliminated)</i>
In my opinion, I think this test is too difficult.	<i>(redundant)</i>
In my opinion, this test is too difficult.	<i>(redundancy eliminated)</i>
I think this test is too difficult.	<i>(redundancy eliminated)</i>
When the cat jumped, the reason was that it heard a loud noise.	<i>(redundant)</i>
The cat jumped when it heard a loud noise.	<i>(redundancy eliminated)</i>
What I think is that we don't have enough time for this.	<i>(wordy and complicated)</i>
I don't think we have enough time for this.	<i>(succinct)</i>

## **SENTENCES THAT SAY TOO MUCH**

**These are “Energizer Bunny” sentences: they just keep going and going and going.....! The modern style of writing is to be terse and to the point. While an overly-long sentence may be grammatically and structurally correct, it contains too many thoughts and too much information to be understood:**

I got up that morning and went out to get the paper, which was under the car, despite the fact that I had told the paper carrier not to throw the paper under the car; thus, I had to get down on my hands and knees and reach under the car to retrieve the paper. *(way too long)*

I got up that morning and went out to get the paper. It was under the car, despite the fact that I had told the paper carrier not to throw the paper under the car. I had to get down on my hands and knees and reach under the car to retrieve the paper. *(broken into multiple sentences)*

I like teaching school because I think it is a really important job, since it influences the lives of many people; I have been teaching for thirty-three years, and I still enjoy getting up and going to work every day. *(way too long)*

I like teaching school. I think it is a really important job, since it influences the lives of many people. I have been teaching for thirty-three years, and I still enjoy getting up and going to work every day. *(broken into multiple sentences)*

## **WORDY SENTENCES**

**Be direct. Don't use obscure or unnecessary expressions. Avoid flowery or pretentious words. Do not be redundant. Use the active verb voice whenever possible, avoiding the passive voice unless it is**

**necessary. Don't be redundant or repetitive.!) Leave writing that nobody can understand to the lawyers, advertisers, and politicians!**

I was faced with the necessity of making the purchase of a new means of vehicular transportation. *(wordy/pretentious)*

I had to buy a new car. *(clear/to the point)*

At this point in time, we must exercise due caution concerning our options. *(wordy/pretentious)*

Right now we have to make careful choices. *(clear/to the point)*

I do not believe that I am aware of his capability of performing this task with the requisite accuracy. *(wordy/pretentious)*

I don't know if he can do the job right. *(clear/to the point)*

The motorized vehicle was functioning in the capacity of a mass public conveyance. *(wordy/pretentious)*

It was a bus. *(clear/to the point)*

The bird was caught by a cat. *(unnecessary passive verb)*

The cat caught a bird. *(active voice verb)*

A tiny little dog sat by the curb. *(redundant: tiny=little)*

A tiny dog sat by the curb. *(redundancy eliminated)*

A little dog sat by the curb. *(redundancy eliminated)*

The weather is cold outside. *(as opposed to inside?)*

The weather is cold. *(to the point)*

Let's mix together these colors. *(as opposed to mix apart?)*

Let's mix these colors. *(to the point)*

## **SIMPLICITY IN STRUCTURE**

**Generally, do not use a subordinate (dependent) clause where a verbal or prepositional phrase will do. Do not use a verbal or prepositional phrase where an adjective or adverb will do. Do not write unnecessarily long compound or complex sentences. In essence, be short and to the point:**

The girl closed the door, but she didn't lock the door.  
The girl closed the door but didn't lock it. *(compound sentence reduced to simple sentence)*

Because the men worked quickly, they finished the job on time.  
Working quickly, the men finished the job on time. *(adverb clause reduced to participial phrase)*

Gerald Mathers, who is my cousin, just sold a painting.  
Gerald Mathers, my cousin, just sold a painting. *(adjective clause reduced to appositive phrase)*

The book with the red cover is on the desk.  
The red book is on the desk. *(prepositional phrase reduced to adjective)*

## **IRRELEVANT INFORMATION**

**Leave out anything that is not really necessary in the general topic of the sentence:**

My best friend, who owns an art studio, called me about fixing a clock.  
My best friend called me about fixing a clock. *(eliminates irrelevant information)*

The new book I am reading, which has a red place marker,

is very interesting.

The new book I am reading is very interesting.

*(eliminates irrelevant information)*

Many of his clocks, which he had obtained from various places over a long period of time, were damaged by the fire.

Many of his clocks were damaged by the fire.

*(eliminates irrelevant information)*

## **EXERCISE ON SENTENCE CLARITY PROBLEMS**

*Directions: Choose the answer that best describes the sentence problem:*

01. That singer is popular because many people like her songs.

- A. Redundancy
- b. Circular reasoning
- c. Sentence that says too much

02. He drove slowly towards the camp, taking his time because he didn't really want to go, which was because he much preferred to spend the summer at home, since he really liked where he lived.

- A. Redundancy
- b. Circular reasoning
- c. Sentence that says too much

03. In my opinion I think I believe that this assignment might not help me understand anything.

- A. Redundancy
- b. Circular reasoning
- c. Sentence that says too much

04. The superfluity of viable options greatly exceeded his personal ability to exercise a valid judgement.

- A. Sentence that says too much

- b. Flowery, pretentious wording
  - c. Irrelevant information
05. His old gray cat, which his son had got from a violin teacher many years before, lay lazily on the arm of the couch.
- A. Sentence that says too much
  - b. Flowery, pretentious wording
  - c. Irrelevant information
06. A building that was old and dilapidated was condemned and torn down by the municipal authorities.
- A. Unnecessarily complicated structure
  - b. Redundancy
  - c. Irrelevant information
07. A tiny midget introduced the next variety show act.
- A. Unnecessarily complicated structure
  - b. Redundancy
  - c. Irrelevant information
08. I didn't like the show because it was too long, and I had other things to do that demanded my attention, and so I left early to do them.
- A. Unnecessarily complicated structure
  - b. Redundancy
  - c. Irrelevant information
09. On account of the fact that my mode of employment would soon be eliminated, I began investigating the possibility of other viable opportunities.
- A. Sentence that says too much
  - b. Flowery, pretentious wording
  - c. Irrelevant information
10. This old computer, which I bought from Best Buy, back when they had a store on the south side of town, does not have the features and capabilities I now need.
- A. Sentence that says too much
  - b. Flowery, pretentious wording
  - c. Irrelevant information

### EXERCISE ON SENTENCE COMBINING

*Directions: Combine the sentences to make one sentence, as per the directions:*

01. The men will bring the necessary tools today. *The men will bring the necessary tools tomorrow.*  
(Eliminate the italicized words and combine using "or")

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02. Install the bushings in the clock plates. Polish the pivots on the ends of the arbors.  
(Combine using "either/or")

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03. We must leave immediately. We will not arrive at the airport on time.  
(Combine using ";otherwise,")

- 
04. The skunk was run over by a car. *The skunk* did not look left or right as he crossed the highway.  
(Combine by eliminating the italicized words and using “because” and “he”)
- 
05. A heavy rain fell all night long. The river flooded.  
(Combine with “; as a result,”)
- 
06. She failed to prepare for the test. She failed *the test*.  
(Combine by eliminating the italicized words and using “; consequently,” and “it”)
- 
07. The house is a little too small. The utility bills are low.  
(Combine using “; however,”)
- 
08. The boys prepared for the test. The girls did not *prepare for the test*.  
(Combine by eliminating the italicized words and using “although” and a comma)
- 
09. Fill out the check. Put it into an envelope along with the bill. Seal the envelope.  
(Combine using “First,” “; second,” “; third,”)
- 
10. We played tennis for several hours. We stopped for some rest and dinner.  
(Combine using “after” and a comma)
- 

## EXERCISE ON FIGURATIVE LANGUAGE

Directions: Label the following as simile, metaphor, metonymy, hyperbole, or personification:

01. The trees towered overhead, standing like sentinel pillars at the end of the road.
02. Towering overhead, the trees were sentinel pillars at the end of the road.
03. The sentinel trees watched carefully the approaches to the end of the road.
04. What night would bring, if it caught them in the wild, none could tell.
05. Night descended like a black blanket draped over the land.
06. The night was a dense black blanket draped over the land.
07. A dense black blanket draped over the land.
08. Millions of mosquitoes swarmed over the hapless hikers.
09. The mosquitoes were a black cloud swarming over the hikers.
10. A buzzing, flitting black cloud swarmed over the hikers.
11. His speech went on forever.
12. Faint lines appeared in the cliff face, like slender veins of silver.
13. A merciless sun glared down at the straggling band marooned in the cruel desert.
14. His voice rolled out as thunder from a darkening cloud.
15. It was a creature from a science fiction film: a spotted, horned, long-legged beetle the size of my thumb.
16. Worrying about the next day, he lay awake through the interminable night.
17. Aurora’s rosy fingers tinted the eastern horizon.
18. Dawn crept across the lawn and through the open window, where it painted the room in shades of pink and orange.
19. The carved wood screen was a garden of flowers and twisting vines.
20. It’s going to take an ocean of calamine lotion to cure your poison ivy.



## EXERCISE ON TYPES OF PHRASES AND CLAUSES

Directions: Classify the bold-faced words as verb phrase, prepositional phrase, noun clause, etc.:

01. **Starting early each day**, they began to trek southwards until they reached the hills. \_\_\_\_\_
02. Starting early each day, they began **to trek southwards** until they reached the hills. \_\_\_\_\_
03. Starting early each day, they began to trek southwards **until they reached the hills**. \_\_\_\_\_
04. Never before had they seen in the zoo birds **that had such bright plumage**. \_\_\_\_\_
05. Never before **had** they **seen** in the zoo birds that had such bright plumage. \_\_\_\_\_
06. Never before had they seen **in the zoo** birds that had such bright plumage. \_\_\_\_\_
07. **Waxing his car** was the first thing that he did when he got up that day. \_\_\_\_\_
08. Waxing his car was the first thing **that he did** when he got up that day. \_\_\_\_\_
09. Waxing his car was the first thing that he did **when he got up that day**. \_\_\_\_\_
10. His computer, **an old Hewlett-Packard Pentium 4**, sat atop a black desktop. \_\_\_\_\_
11. His computer, an old Hewlett-Packard Pentium 4, sat **atop a black desktop**. \_\_\_\_\_
12. **Struck by a hard-hit ball**, the pitcher fell to the ground, clutching his head. \_\_\_\_\_
13. Struck by a hard-hit ball, the pitcher fell **to the ground**, clutching his head. \_\_\_\_\_
14. Struck by a hard-hit ball, the pitcher fell to the ground, **clutching his head**. \_\_\_\_\_
15. **To finish the race in record time** was the goal he most wanted to achieve. \_\_\_\_\_
16. To finish the race in record time was the goal **he most wanted** to achieve. \_\_\_\_\_
17. To finish the race in record time was the goal he most wanted **to achieve**. \_\_\_\_\_
18. They **had been walking** for six hours before they stopped for a rest. \_\_\_\_\_
19. They had been walking for six hours **before they stopped for a rest**. \_\_\_\_\_
20. His greatest achievement that year was **pitching a perfect game**. \_\_\_\_\_

## VOCABULARY

## MACBETH, ACT 3, SCENES ONE AND TWO

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

- |                   |                 |
|-------------------|-----------------|
| 01. abide         | 24. jovial      |
| 02. affliction    | 25. levy        |
| 03. botches       | 26. mongrels    |
| 04. bounteous     | 27. notion      |
| 05. buffets       | 28. oracles     |
| 06. chid (chided) | 29. parricide   |
| 07. clept         | 30. posterity   |
| 08. cloistered    | 31. predominant |
| 09. commend       | 32. probation   |
| 10. craving       | 33. rancors     |
| 11. curs          | 34. rebuked     |
| 12. dauntless     | 35. resolved    |
| 13. disjoint      | 36. scepter     |
| 14. drowse        | 37. solemn      |
| 15. ecstasy       | 38. subtle      |
| 16. embrace       | 39. sundry      |
| 17. fancies       | 40. therewithal |
| 18. flattering    | 41. tormented   |
| 19. gracious      | 42. twain       |
| 20. grapples      | 43. 'twixt      |
| 21. incensed      | 44. verities    |
| 22. indissoluble  | 45. vile        |
| 23. jocund        | 46. whereby     |

- |    |  |     |   |
|----|--|-----|---|
| a. | All of a person's descendants  | x.  | Delicately clever or skillful; deft; ingenious                        |
| b. | Truths; facts; realities   | y.  | Plentiful; provided in abundance                                      |
| c. | Those believed to be in communication with a deity or spirit; prophets | z.  | By what; by means of which  |
| d. | Strictly formal; serious; grave  | aa. | Grips; holds; seizes  |
| e. | Permanent; unable to be dissolved                                      | bb. | Offensive; low; degrading; mean; repulsive                            |
| f. | Between  | cc. | Blows; shocks   |
| g. | Two  | dd. | Angered; filled with wrath  |
| h. | The act of murdering one's parent                                      | ee. | Various; assorted   |
| i. | With all that; in addition   | ff. | Bungled acts; mistakes  |
| j. | Wanting; desiring  | gg. | Accept readily; avail oneself   |
| k. | Put in the care of; entrust  | hh. | Determined; decided   |
| l. | Fearless; that cannot be intimidated                                   | ii. | Stay; remain; await   |
| m. | Scolded; blamed; reprimanded; chided                                   | jj. | Tortured; suffering agony; feeling great mental or physical anguish   |
| n. | Rebuked; scolded mildly  | kk. | Imaginings; mental images; notions                                    |
| o. | Ornamental rod or staff of a ruler held as a symbol of sovereignty     | ll. | Fall apart  |
| p. | Merciful; kind; compassionate  | mm. | Pain; distress; suffering   |
| q. | Bitter hates; malices  | nn. | State of being overwhelmed by emotion, be it grief, joy, sorrow, etc. |
| r. | Testing or trial   | oo. | Group of enlisted soldiers  |
| s. | Idea   | pp. | Full of hearty, playful good humor; genial; jocund                    |
| t. | Most common; most frequent   | qq. | Praises, especially ones that are insincere                           |
| u. | Dogs of mixed and/or uncertain ancestry; worthless dogs                | rr. | Genial; cheerful; jovial  |
| v. | A dog of mixed breed; mongrels   | ss. | Secluded; hidden  |
| w. | Named; called  | tt. | Sleep lightly; doze   |

### STUDY QUESTIONS FOR MACBETH, ACT 3, SCENES 1 AND 2

01. To whom is Banquo talking at the beginning of the scene?
02. What does he suspect MacBeth has done?
03. What hope does he express for himself in his soliloquy?
04. How does Banquo respond to MacBeth's invitation to a solemn supper?
05. MacBeth relates news of Malcolm and Donalbain to Banquo. How is what he says hypocritical?
06. In MacBeth's soliloquy beginning at line 47, summarize what he is thinking about Banquo?
07. What do you think he is going to do to Banquo?
08. What has MacBeth already done by this time?
09. What motive do the two murderers have?
10. Who else does MacBeth want killed besides Banquo? Why?
11. Summarize Lady MacBeth's soliloquy in lines 4-7.
12. Summarize what she says to her husband in lines 8-12.
13. How does MacBeth compare his own self-inflicted plight with that of the murdered Duncan?
14. What does MacBeth advise his wife to do in lines 30-34?
15. What is MacBeth hinting at in lines 38-43?
16. Does he tell his wife what is going to happen?