

LESSON PACKET FOR RENAISSANCE ENGLISH (MACBETH, ACT THREE, SCENES 3-6)
ENGLISH III, BRITISH LITERATURE
MR. CHAFFIN/A-315
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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 paragraph development
- * guide to commonly confused words
- * composition guidelines

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * paragraph errors
- * commonly confused words

GUIDE TO PARAGRAPH ORDER/ARRANGEMENT/DEVELOPMENT

by Neill J. Chaffin

After the sentence, the paragraph is the basic organizational element of a written composition. A paragraph should include a topic sentence, which sets forth the basic idea of the paragraph. It is usually, but not necessarily, at the beginning of the paragraph. The remainder of the paragraph should consist of details included within the idea set forth in the topic sentence. The paragraph should also contain a concluding or summarizing statement or a statement that leads into the next paragraph.

The information in a paragraph may be arranged or ordered in various ways, depending on the purpose of the paragraph. In the narrative and expository types of paragraphs, order is usually **chronological**: that is, the information proceeds in a series of events or processes. In a descriptive paragraph, order is usually **spatial**: that is, it relates information based on location or placement. A paragraph that presents an argument may arrange details in **order of importance**. Another method of paragraph development employs **comparison and contrast** to create a clear picture. Some paragraphs are developed by **classification**, by **analogy**, or by **cause and effect (result)**.

It is important that everything in a paragraph be germane to the paragraph: that is, there should be nothing in the paragraph that does not act as a detail to support the topic statement. Irrelevant or unrelated ideas, even if they are important in the overall composition, belong in another paragraph.

In the examples below, the topic statement is in bold-face:

Rebuilding a mechanical clock movement is a detailed process that requires strict attention to detail. The first step is to clean the movement, which removes dirt and grease so as to make the work easier and less messy. It also helps reveal wear in the pivot holes. After cleaning the movement, wind the mainsprings. Note any obvious damage: bent wheels, missing parts, broken springs, etc. Then, holding the movement firmly, use a thumb against a gear wheel to remove tension or pressure on the time gear-train. Carefully watch the pivot ends where they protrude through the plates. If they move when pressure is removed, scratch a mark at the place to which the pivot end moved. Do this for the front and back plates. Repeat for the chime and strike trains, if the movement is intended to chime and/or strike. Having marked the wear in the plates, let down the mainsprings, being careful to use let-down keys. It is imperative that all power be removed from the gear trains to avoid damage to the movement or injury to yourself when disassembling the movement. You are now ready to disassemble the movement and begin repairs.
(Note the topic sentence at the beginning of the paragraph. Take notice of how the steps are laid out in a logical sequential order. Also take note of the concluding sentence, which is intended to lead into another paragraph detailing how to disassemble the movement.)

It was a single story house that had grown with the increasing size of the family that owned it. As built about 1950, it consisted of a one-car garage, a living room, and a tiny hallway that opened to two bedrooms and a single bathroom. There was a kitchen and a small space that served as a dining area. As the family grew, the house grew. The garage was enclosed to make an area for the family's many hobbies: amateur radio, lapidary, photography, etc. The little dining area became a pantry. The major additions began there, spreading inexorably back into the deep lot. The first addition included a dining room and a long hallway that led to a new master bedroom and a spacious bathroom. Around 1960 or so an additional bedroom and a half-bath were appended to the back of the house, as well as a long narrow "office", which mostly served as another hobby area. In the late 1960's, a *dojo*, or judo gymnasium, was erected in the back yard, where the owner taught judo and related martial arts. Somewhat later a large workshop was built, with a door opening into the master bedroom. There the owner built furniture and funerary urns (he was a funeral director) and pursued myriad

other hobbies. Beneath it all was a storm cellar, and a high concrete block wall enclosed the back yard. The

overall impression was one of sprawling spaciousness.

*(Note the topic sentence at the beginning of the paragraph. See how the description proceeds **both spatially and chronologically** toward the end of the paragraph. The last sentence **summarizes the contents** of the paragraph.)*

“Mount Trashmore” rises inexorably at the western edge of Oklahoma City. “Douglas Mountain” mirrors its heights on the eastern edge. These trash dumps are probably the highest points of elevation in central Oklahoma. Monuments to our excessive production of trash, they stand as an indictment of our “throw away” society. **It is essential that we do more to deal with the massive amounts of trash we produce.** The gross national product of the United States is, if you will pardon the pun, trash. It is piling up at an alarming rate and is contributing to environmental pollution. There are things we can do to ameliorate this problem. The first thing is to simply produce less garbage. We must use less packaging. I recently bought a new lawnmower: the packaging material filled my entire garbage can! How fragile can a lawnmower be? We can re-use packaging materials. I have a cabinet full of Wal-Mart bags. If I were to take them back to the store with me, I could re-use them several times. We can limit our use of disposable products. Let’s use washable kitchen towels instead of paper towels. Let’s eat on real dishes and wash them, rather than use paper plates. We can use mulching lawnmowers and not only eliminate more waste at the landfill but nourish our lawns at the same time. We can recycle those things that are economically worth recycling, like aluminum, paper, and plastics. If we all do a little bit every day to produce less garbage, re-use things, and recycle what is worth recycling, then we can make a big dent in the amount of trash we produce.

*(Note the delaying of the topic sentence: the paragraph hooks the audience’s interest before revealing the topic. The details are then arranged in **order of importance**: use less, eliminate disposables, and recycle. The final sentence summarizes.)*

There is a great deal of interest these days in mass transit systems for our major cities. It is not hard to see why. Proponents of mass transit systems point to the massive and paralyzing congestion on our urban highways, the pollution from millions of motor vehicles, and the huge demand on petrochemical resources. Mass transit systems deal directly with all of these issues. One light-rail train or bus will carry the equivalent of dozens of individual cars, thus alleviating congestion. One light-rail train or bus will produce much less air pollution. One light-rail train or bus will use much less oil and gas. What’s not to like? However, there is a down side to this. Mass transit systems are expensive to develop: people are not thrilled by the taxes that are necessary to fund these projects. Furthermore, mass transit systems, for all their benefits, are much less convenient than individual transportation. It is really nice to get into your car, drive to work or whatever, park, and do whatever business you have to do. You are on your schedule, not someone else’s! There is little or no privacy on mass transportation systems, not to mention less safety. In inclement weather, it is a real inconvenience to have to walk or drive to access points for mass transportation systems. It boils down to the choice between the public and collective good or the private and individual good. The private and individual choice has long been the standard of American life, but in an age of burgeoning population and lessening space, it is not clear that this is a sustainable option. Mass transportation may be the way of the future, but serious drawbacks must be overcome.

*(Note that a clear choice is drawn between private and mass transportation. A balanced and well-considered argument is presented. This is an example of a **compare and contrast development** in which no side is clearly advocated.)*

Comedienne Phyllis Diller once wryly commented, “Cleaning your house while your kids are still growing is like shoveling the sidewalk before it stops snowing!” She had a point: the mess you clean up today will just have to be cleaned up again tomorrow. **The same is true of construction and the resulting mess: it is sometimes better to leave all the mess until the job is finished and then clean it up.** Of course, some attention must be paid to safety. Too much clutter can be a danger to the workmen. Still, a great deal of the debris generated by the framers, the electricians, the plumbers, the roofers, and the drywall men can be left until

the job is nearing completion. A careful clean-up can then be done before the floor and carpet people do their job, which is generally the last thing done in a construction job. Leaving most of the clean-up for one time saves time, effort, and money. Phyllis Diller would certainly approve of this approach!

*(This is development by **analogy**: one thing is like another thing. Okay, it's a little weird, but you get the idea!)*

One thing is certain about a mechanical clock: at some point it will stop running. **Many things can make a mechanical clock stop running.** The most obvious is failure to wind the springs or pull up the weights. Without motive power, supplied by the springs or by the weights, the clock cannot run. Placement of an open-pendulum clock-such as a cuckoo clock or a Zaandam clock-near an air register can cause a stoppage as the air current interferes with the swinging of the pendulum. If a clock is placed where it is jarred or bumped accidentally, or where there is some type of excessive mechanical vibration, it can stop running. A clock movement that is very dirty, from dust or smoke, will stop running, since the dirt creates excessive friction in the gear trains. Physical wear of the arbor pivot holes will increase friction, sap power, and change the meshing of the gears and pinions, thus making the clock stop. In spring-driven clocks, the mainsprings will eventually weaken or become "set" and will not provide sufficient power to run the movement. Mechanical clocks are very complicated and precise mechanisms, and they are prone to stoppage unless everything is just right.

*(Development by **cause and effect (result)**: the topic statement is explained by the remainder of the paragraph.)*

Clocks may be classified in several ways. The motive power of the clock is one way: clocks may be spring-driven, weight-driven, electrically-powered, or battery-powered. There is even one clock, the LeCoultre Atmos, that is driven solely by the changes in air temperature around the clock! Another way to classify clocks is by their cabinet style. Floor clocks, commonly known as grandfather clocks, are large cabinets that stand on the floor. Other clocks hang on the wall. Still others, known as shelf or bracket clocks, sit on a table or on a mantle. Mechanical clocks may be classified by their run-time: 30-hour clocks, eight-day clocks, 30-day clocks, or even year clocks. Mechanical clocks may be classified by how they are regulated: by oscillating (swinging) pendulums, by rotary pendulums, or by spring-balances. The national origin of a clock is another form of classification. They may be American, English, German, Korean, Chinese, etc. However you choose to classify clocks, there is a clock available for every purpose and to suit every taste.

*(Development by **classification**: the topic sentence sets this up.)*

GUIDE TO COMMONLY CONFUSED WORDS

by Neill J. Chaffin

Many words in English sound alike or almost alike, even though they are not spelled the same. Sometimes words that are spelled the same or almost the same are pronounced differently and have very different meanings. As a result, people often confuse these words. Following is a list and explanation of many of these words.

accept take; receive; agree to
except excluding; but

adapt to make apt or suitable; adjust
adopt to choose as one's own; to accept

advice words or information given to assist; guidance (*ad v s*)
advise to give advice; guide; assist with information (*ad v z*)

affect to influence, alter, or change
effect result; outcome; to produce a result

agree to concur, as with a plan

agree on	concur, as with a person
agree with	concur, as with a course of action
a lot	a great deal; much
allot	parcel out; distribute; allocate
allusion	reference to something
illusion	mistaken idea or sight
already	previously; by this time
all ready	completely prepared
alright	variant spelling of “all right” (<i>not completely accept as correct form</i>)
all right	completely correct; permissible
altar	a table where religious rituals are performed
alter	to change or transform
altogether	entirely; completely
all together	as one; in unity; all in the same place
among	included with; surrounded by (<i>used of three or more persons, things, etc.</i>)
between	in the space or time joining or separating (<i>used of two persons, things, etc.</i>)
amount	total sum, when can't be counted
number	total sum, when can be counted
angry at	indignant; irate; mad, as at a thing
angry with	indignant; irate; mad, as at a person
anywhere	at any place
nowhere	at no place
bad	faulty; evil; disobedient
badly	poorly; in a wrong or inadequate way
beside	next to; at the side of
besides	in addition to
born	begot; delivered; brought into the world
borne	carried; maintained; supported; sustained
borrow	to take or accept on a temporary basis
lend	to give temporarily
loan	something that is given temporarily
brake	slow or stop; a device to stop a car, machine, etc.
break	fracture; crack; disjoin; separate; sever
bring	carry along with; fetch, as towards
take	carry along; remove away, as away from
can	is able to; has the ability

may	is allowed to; has the permission to
capital	a city that is an administrative center; of major importance; wealth/money; punishable by death
capitol	a building that is an administrative or government office
cloths	pieces of fabric (<i>cläths</i>)
clothes	garments; attire; garb; vestments (<i>cl ths</i>)
close	shut; secure; slam; (<i>cl z</i>) near; not far away (<i>cl s</i>)
coarse	rough; crude; unrefined
course	way; route; path of action or movement; a class for instruction
compliment	something good said about someone; commendation; tribute
complement	something that completes or makes perfect; assigned or allotted amount, number, etc.
consul	political representative of a foreign country
council	a meeting to decide something; a group serving for a particular purpose
counsel	to advise or give advice; the advice given
differ from	not be the same as
differ with	disagree
emigrate	leave a country to settle elsewhere
immigrate	enter a country to settle
famous	well-known; very widely known or recognized
notorious	infamous; well-known in a negative way
infamous	notorious; well-known in a negative way
fewer	not as many, when can be counted
less	not as much, when can't be counted
formally	in a formal or designated manner
formerly	previously; no longer
good	well-behaved; suitable; excellent
well	adequately; suitably; in good health
hanged	executed by hanging
hung	suspended; draped; attached to
in	within; inside of
inn	a hostel, hotel, motel, etc.
en	a printer's measurement of about 1/6 inch
into	from outside to inside
in two	separated into two parts
its	third person singular possessive pronoun
it's	contraction for "it is"
later	at some time in the future (<i>l t r</i>)
latter	the second part of two (<i>lat r</i>)
lay	put, place, or set; past tense of "lie"

lie	put oneself in a prone position; past tense is “lay”
lie	tell something false; prevaricate
lye	a caustic alkaline solution, usually sodium or potassium hydroxide
lead	conduct; go first; convey; steer; entice; lure (<i>l d</i>)
lead	a dull soft grey metal (<i>led</i>)
led	past tense of lead, meaning to conduct, go first, etc.
learn	to gain knowledge
teach	to impart knowledge
leave	depart; go away from; permission
let	allow; permit
lose	misplace; suffer a loss (<i>l z</i>)
loose	not secured; not tight; free; unhindered (<i>l s</i>)
miner	one who digs or extracts minerals, metals, etc. from the earth
minor	one who is under the age of majority; less important; of less consideration
moral	good; righteous; ethical; a lesson for conduct (<i>mor l</i>)
morale	attitude; esprit de corps; mood; mental condition or spirit (<i>mor al</i>)
most	the majority; the greater part
almost	nearly
passed	past tense of “pass”, meaning succeeded, went ahead of, elapsed, or exceeded
past	history; antiquity; yore; gone by; before the present time
peace	tranquility; calm; lack of war or strife (<i>p s</i>)
piece	part; portion; fragment (<i>p s</i>)
peas	small round green vegetables (<i>p z</i>)
personal	private; individual; confidential
personnel	crew; employees; staff
persecute	treat unfairly; attack
prosecute	bring legal action against
plain	bare; modest; unadorned; unembellished; a broad flat land
plane	a flat surface; an airplane; a tool for shaving wood flat
principal	headmaster or executive of a school; the main or most important of several things
principle	tenet; standard; ideal; model; pattern; norm
quiet	silent; noiseless (<i>kw et</i>)
quite	to a great degree; completely; totally (<i>kw t</i>)
quit	cease; stop (<i>kwit</i>)
raise	make or cause to go up or become more; grow, as of a crop; rear or bring up children
rise	to go up or become more

raze	to demolish; tear down
rays	beams of light, energy, etc.
real	genuine; authentic
reel	stagger; sway; a circular form to hold rope, film, etc.; a type of dance
really	very; truly; in truth
set	put or place; lay; a group of similar things; a movie film site; harden
sit	to place oneself in a recumbent position (sit down)
stationary	fixed in place; unmoving
stationery	paper, envelopes, etc. for writing
sure	certain; positive
surely	certainly; positively
Shirley	a girl's name
surlly	bad-tempered; rude; sullen
than	a conjunction, usually used as part of a comparison
then	at that time
thin	slender; skinny; narrow; sparse; runny; diluted
their	belonging to them; a possessive pronoun
there	in that place
they're	contraction for "they are"
to	toward; in the direction of; part of the infinitive form of a verb
two	a pair; duo; the number between one and three
too	also; too much
vale	valley; dell (<i>v l</i>)
veil	covering, as of cloth; scarf; to cover or conceal (<i>v l</i>)
veal	the flesh of a very young calf, used as food (<i>v l</i>)
vial	small bottle, usually of glass
vile	repulsive; disgusting; repugnant
viol	an old type of violin or similar such instrument
waist	the middle part of the body; the middle part of a ship, clock case, etc.
waste	squander; dissipate; splurge; that which is left over and no longer useful
war	strife; conflict; combat; series of battles
wore	had on, as of clothing; eroded; frayed
wear	have on, as of clothing; erode; fray
ware	merchandise; things to be sold
weir	a low dam; a fence in water used to catch fish (<i>wir</i>)
we'd	contraction for "we would" or "we had"
weed	an undesirable plant
weather	the daily change in temperature, rainfall, etc.; to endure or survive; erode; rot
whether	a word indicating choice; in case; be it the case or fact that

whose	possessive form of “who”
who’s	contraction for “who is” or “who has”
witch	sorceress; enchantress (<i>wich</i>)
which	a word indicating choice; what one of the number or person implied (<i>hwich</i>)
wood	forest; grove; the thick fibrous substance of the trunk and branches of a tree
would	a conditional helping verb; expresses a supposition or condition
wrap	enclose; surround; sheath; envelop; a coat or cape
rap	knock quickly and sharply; talk (<i>slang</i>); a kind of music
wreak	inflict, as of vengeance; cause, as of harm
reek	stink; smell bad; a bad smell
your	possessive pronoun meaning “belonging to you” (<i>y r</i>)
you’re	contraction for “you are” (<i>y r</i>)
yore	the past; history (<i>yôr</i>)

EXERCISE ON COMMONLY CONFUSED WORDS

01. All of the teachers (accept, except) Mr. Galway attended the meeting.
02. We must (accept, except) certain difficulties in life.
03. There is (all together, altogether) too much talking going on.
04. We must stay (all together, altogether) if we expect to survive.
05. She was seeking (advice, advise) on how to cope with her problem.
06. I must (advice, advise) her in the matter.
07. Small clearings appeared (between, among) all the trees.
08. A great stone stele appeared (between, among) the two flat stones.
09. The (number, amount) of energy they displayed was amazing.
10. On the plain appeared a great (number, amount) of horsemen.
11. Do not (a lot, allot) so many napkins to each diner.
12. That is (a lot, allot) of paper for just one essay.
13. The comment was an (allusion, illusion) to the difficult diplomatic situation facing him.
14. He was under the (allusion, illusion) that his comments were actually interesting.
15. The hot weather and lack of rain had a remarkable (affect, effect) on the lawn.
16. The hot weather and lack of rain will adversely (affect, effect) the lawn.
17. We can't go (anywhere, nowhere) without him following us. (stalker!)
18. His efforts to combat the invasion were going (anywhere, nowhere).
19. (Can, May) you lift such a heavy load?
20. (Can, May) I please leave the room for a few minutes?
21. His campaign resulted in (less, fewer) stray cats in the neighborhood.
22. This food has (less, fewer) fat in it than the other does.
23. Would you please (lend, loan, borrow) me your book for a few minutes?
24. I would really like to (lend, loan, borrow) your book for a while.
25. Consider it a friendly (lend, loan, borrow).
26. (It's, Its) never right to steal from people.
27. A hummingbird dipped (its, it's) bill into the feeder.
28. (There, They're, Their) not going to finish on time, are they?
29. (There, They're, Their) goes the smartest man in the class.
30. (There, They're, Their) toenails are green with fungus.
31. (Who's, Whose) fence blew down in the storm?
32. (Who's, Whose) here today?
33. Please (rise, raise) your hand if you know the answer.
34. Please (rise, raise) before you speak.
35. (Most, Almost) of the girls knew the answer.
36. (Most, Almost) all of the boys did, too.
37. Did he have to (sit, set) in the back of the room?
38. Did you (sit, set) the alarm before you went to bed?
39. (Lose, Loose) change jingled in his pocket.
40. Did you (lose, loose) any money at the casino?
41. If you have a headache, you should (lie, lay) down and put a cold cloth on your forehead.
42. (Lay, Lie) the cold cloth on your forehead.
43. Yesterday I (lay, laid) down for a nap about three o'clock.
44. He had (laid, lain) down for a nap shortly before the telephone rang.
45. Are you (sure, surely) he is ready for the test?
46. He is (sure, surely) not ready yet.
47. I am (sure, surely) about the answer and don't call me (sure, surely, Shirley)!
48. It is (real, really) hot out!
49. Are these (real, really) diamonds, or are they fakes?

EXERCISE ON COMMONLY CONFUSED WORDS

Directions: Choose the correct word form:

01. (There, They're, Their) go the last of the parade floats.
02. (There, They're, Their) backpacks are over against the wall.
03. Did the boys say (there, they're, their) going to the concert?
04. (To, Two, Too) many cooks spoil the broth, they say.
05. (To, Two, Too) girls were the last contestants at the spelling bee.
06. (To, Two, Too) err is human.
07. The light rain will have little (effect, affect) on the games.
08. We must work hard to (effect, affect) some change in our condition.
09. Did the rain (effect, affect) the condition of the field?
10. You must (agree on, agree to, agree with) the best course of action.
11. Now that you've heard my reasons, do you (agree on, agree to, agree with) me?
12. We didn't know if they would (agree on, agree to, agree with) accompany us.
13. I had to (adapt, adopt) a Hermle pendulum to the old Urgos clock movement.
14. Some people choose to (adapt, adopt) children.
15. The boxes are (already, all ready) for shipment.
16. They have (already, all ready) been sealed and stacked up.
17. (Beside, Besides) a lack of water, there was very little food.
18. (Beside, Besides) the stream lay a small deer.
19. The proposed law was (formally, formerly) passed by Congress.
20. Some of the countries of Eastern Europe were (formally, formerly) part of the Soviet Union.
21. (Fewer, Less) soldiers volunteered for duty that month.
22. (Fewer, Less) sugar is needed for this recipe.
23. When they walked (in, into) the room, they were greeted by applause.
24. The people (in, into) the room applauded as they entered.
25. These reports (differ from, differ with) the ones we got last week.
26. I have to (differ from, differ with) you on this issue.
27. (You're, Your) not ready yet, are you?
28. (You're, Your) new schedule is on your desk.
29. (Most, Almost) all of the boys passed the test.
30. (Most, Almost) of the boys passed the test.
31. This is (sure, surely) to be a difficult job.
32. This is (sure, surely) the best way to go.
33. I will (learn, teach) them the way to write a paper.

COMPOSITION ASSIGNMENT

Directions: Choose one of the organizational schemes in the guidelines to paragraphs. Write a paragraph of 150-200 words. The topic may be anything suitable to that organizational scheme.

Since there are many examples in the guide, I won't provide another one here.

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

- | | |
|---|--|
| 01. amends | d. Treason; betrayal |
| 02. appetite | e. Upset mentally or emotionally |
| 03. augurs | f. Talk or say in a loud, wild, extravagant way; |
| 04. betimes | rave |
| 05. bid | g. Talk incoherently or wildly; rant |
| 06. blanched | h. Sends away; allows or instructs to leave |
| 07. cabined | i. Feelings that a person is guilty, wrong, or |
| 08. contriver | harmful, without full proof |
| 09. cribbed | j. Joyfulness; gaiety; merriment |
| 10. delinquents | k. Established; ordered; organized |
| 11. dismisses | l. Enclosed or confined, as in a cabin |
| 12. displaced | m. Confined or shut in, as in a crib |
| 13. disposition | n. Poison |
| 14. distilled | o. Desire, as for food; strong craving |
| 15. disturbed | p. Unlucky accident; misadventure; bad luck |
| 16. exasperate | q. Lasting only a brief period or time |
| 17. expectation | r. Intense emotion or excitement |
| 18. founded | s. Persons who deceive by pretending to be |
| 19. glimmers | someone else |
| 20. homage | t. Law; regulation |
| 21. illusion | u. Cleansed; rid of impurities; expelled |
| 22. impostors | v. Sickness; illness |
| 23. infirmity | w. Thought; conjecture; consciousness |
| 24. initiate | x. Without vitality or life |
| 25. malevolence | y. Taken the place of; supplanted |
| 26. marrowless | z. One's nature or temperament |
| 27. mirth | aa. Paled; whitened |
| 28. mischance | bb. Hidden knowledge |
| 29. momentary | cc. Promptly quickly; early |
| 30. passion | dd. Tiresome; boring |
| 31. pious | ee. Beginner |
| 32. purged | ff. Rude; impudent |
| 33. rant | gg. Schemer; manager; bringer about |
| 34. rave | hh. Headstrong; willful; disobedient |
| 35. saucy | ii. Malicious; intending evil |
| 36. speculation | jj. Angry |
| 37. spiteful | kk. Atonements; just repayments or recompense |
| 38. statute | ll. Drawn out of or obtained the essence |
| 39. suspicions | mm. Unreal, deceptive, or misleading appearance or |
| 40. tedious | image |
| 41. thralls | nn. People of antisocial behavior; breakers of the |
| 42. treachery | law |
| 43. tyrant | oo. Slaves; bondsmen |
| 44. venom | pp. Usurper; one who seized sovereignty illegally |
| 45. wayward | qq. Showing religious zeal; zealous in the |
| 46. wrathful | performance of religious duties |
| a. Ask; urge | rr. Spitefulness; maliciousness |
| b. Shines with a faint flickering light | ss. Public promise of allegiance to a lord |
| c. Anticipation; a looking forward to | tt. Irritate; annoy |

STUDY QUESTIONS FOR MACBETH, ACT 3, SCENES 3-6

Directions: Answer the following questions:

01. Who sent the third murderer?
02. Whom do the murderers hear approaching?
03. What are Banquo's dying words to his son?
04. How does MacBeth receive the news of Banquo's death and Fleance's escape?
05. What does MacBeth mean when he asks if Banquo is safe?
06. To what does MacBeth compare Banquo and Fleance in lines 28-30?
07. What is so morally chilling about this?
08. What does MacBeth mean when he asks, "Which of you have done this?"
09. What does MacBeth say to the ghost?
10. How does Lady MacBeth explain MacBeth's words and behavior?
11. How does Lady MacBeth insult and belittle her husband?
12. What is ironic about MacBeth drinking to Banquo "were he here"?
13. How does MacBeth in a way praise his wife in lines 112-115?
14. What does Lady MacBeth bid their guests do in lines 118-120?
15. Why is MacBeth concerned about MacDuff's absence?
16. Whom does MacBeth say he is going to see the next day?
17. What is the rhyme scheme of the discourse of the witches?
18. Who is present with the Weird Sisters?
19. Whom will they all meet the next day?
20. What is the final intent the witches have for MacBeth?
21. In a discourse laden with irony, Lennox says what the others are also thinking. Whom does he think killed Duncan?
22. Why were the two servants who were originally thought to have killed Duncan killed themselves?
23. What does Lennox ask the other lord about MacDuff in lines 23-24?
24. What does Lennox say about MacDuff and also about Malcolm?
25. What does he say that Malcolm will ask of the English King Edward?