

LESSON PACKET FOR RENAISSANCE ENGLISH (MACBETH, ACT FIVE, SCENES 1- 5)
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
- * exercises on verbal phrases
- * exercises on subject/verb agreement
- * exercises on pronouns
- * exercise on noun/pronoun use

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * verbal phrases
- * subject/verb agreement
- * noun/pronoun use
- * pronouns

Directions: Answer the following questions:

01. What does Lady MacBeth's attendant report to the doctor?
02. Describe/define "somniaambulism".
03. Why will the attendant not report to the doctor what Lady MacBeth was saying?
04. What does the attendant say to the doctor about what they observe Lady MacBeth doing?
05. How do we know that Lady MacBeth is angry with the doctor?
06. No, seriously, what is it that her actions indicate about her mental state?
07. How does this contrast with her previous comments to her husband?
08. Whose murders does Lady MacBeth reference in lines 30-50?
09. To whom does Lady MacBeth appear to be talking as she sleepwalks?
10. Summarize the doctor's words in lines 58-65?

SCENE TWO

01. Name the leaders of the forces that are gathering to attack Dunsinane.
02. Who is not present with them?
03. What two opinions are expressed about MacBeth, in lines 13-15?
04. What is the public opinion about MacBeth, as stated in lines 19-22?
05. Cite the simile Angus uses to describe MacBeth's title.

SCENE THREE

01. In whose words does MacBeth find confidence?
02. How does MacBeth greet the servant who comes in to report on the army approaching Dunsinane?
03. Is MacBeth feeling confident, scared, disillusioned, or cheerful in lines 19-14?
04. What does he say will not accompany his old age?
05. Does MacBeth think that the people love or hate him?
06. What does MacBeth want the doctor to do concerning Lady MacBeth?
07. How does the doctor answer him?
08. What is ironic about MacBeth wishing the doctor could cure what is wrong with Scotland?

SCENE FOUR

01. What does Malcolm tell his soldiers to do with the trees in the wood of Birnam?
02. How is this ominous for MacBeth, given the promises of the witches?
03. Why does Malcolm want his soldiers to cut the branches?
04. What does Malcolm say about MacBeth's decision to hole up in Dunsinane Castle?
05. What do MacDuff and Siward say they should be doing rather than speculating about MacBeth?

SCENE FIVE

01. Is MacBeth scared or confident at the beginning of the scene?
02. What news does Seyton bring him?
03. Lines 19-28 are among the best-known lines of the play. Summarize them.
04. What alarming news does the messenger bring to MacBeth?
05. What does MacBeth begin to understand in lines 42-46?

VOCABULARY

MACBETH, ACT FIVE, SCENES 1-5

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

- | | |
|--|---|
| 01. accustomed | d. Disguise; appearance |
| 02. agitation | e. Used to; enured to |
| 03. arbitrate | f. Memory; recollection |
| 04. bough | g. Damage; injure |
| 05. breed | h. Urgently; greatly |
| 06. censures | i. Give birth to |
| 07. consequences | j. Tell; make known; confess |
| 08. discharge | k. Made defensible, as with walls, towers, etc. |
| 09. endure | l. Dead |
| 10. epicures | m. In Great Britain, the rank of people just below the nobility |
| 11. equivocation | n. Minute by minute |
| 12. fain | o. Robber |
| 13. famine | p. Bothered; annoyed; troubled |
| 14. fancies | q. Draw back, as from fear, horror, etc. |
| 15. fortified | r. Get rid of; remove |
| 16. gentry | s. Contaminate; infect |
| 17. guise | t. Results due from an action, process, etc.; logical results or conclusions |
| 18. hence | u. Persons who enjoy fine drink and food; ones very fond of luxury and pleasure |
| 19. hew | v. A type of cloth made from the fibers of the flax plant |
| 20. industrious | w. Thin, pale, watery parts of milk after separation from the solid parts (curds) |
| 21. linen | x. From this place; away |
| 22. mar | z. Gladly; eagerly; with pleasure |
| 23. minister | aa. Wish, desire, will, or choice |
| 24. minutely | bb. Illusions; delusions |
| 25. mortified | cc. Tend to; care for |
| 26. perceive | dd. Tear down; destroy |
| 27. pestered | ee. Clean; unpolluted; pure |
| 28. petty | ff. A plant whose stalks are used to make pie or a cathartic or purgative |
| 29. pleasure | gg. A plant used to make a dye and for a laxative |
| 30. pristine | hh. A substance that purges; a laxative |
| 31. purgative | ii. Clean thoroughly |
| 32. purge | jj. Cut; chop |
| 33. raze | kk. Limb; branch |
| 34. recoil | ll. Disapprovals; condemnations |
| 35. remembrance | mm. Hard-working |
| 36. rhubarb | nn. Theoretical; uncertain; risky |
| 37. scour | oo. Judge; decide a dispute |
| 38. senna | pp. An attack by surrounding and cutting off supplies to a fort |
| 39. siege | qq. Lack of food; starvation |
| 40. sorely | rr. Small; insignificant |
| 41. speculative | ss. Tolerate; bear up |
| 42. taint | tt. Anger; fury |
| 43. thief | uu. Lie; falsehood |
| 44. whey | |
| 45. witness | |
| 46. wrath | |
| a. See; understand | |
| b. Nervousness; anxiety | |
| c. Someone who verifies what someone else has said, seen, done, etc. | |

EXERCISE ON SUBJECT AND VERB AGREEMENT

Directions: Choose the correct verb form:

01. Either of those shirts (fit, fits) me very well.
02. Neither of the drivers (is, are) properly licensed.
03. Each of the trucks (get, gets) good mileage.
04. Some of the flocks (spend, spends) the winter near the lake.
05. Few in this class (knows, know) how to weave baskets.
06. Everyone in the room (has, have) to complete this assignment.
07. (Have, Has) either of the candidates made a speech here?
08. We found that one of the clocks (was, were) not chiming properly.
09. The chairs and the stools (were, was) moved to the wrong room.
10. Both the books and the magazines (belongs, belong) in the library.
11. Neither the cat nor the dogs (appears, appear) badly injured.
12. Either you or those two boys (needs, need) to watch for her.
13. Where (is, are) all of the spoons?
14. There (lie, lies) the pipes for the new drain line.
15. Down the street (move, moves) the parade floats.
16. All along the sides of the streets (lie, lies) huge piles of trash.
17. The water on the floors (make, makes) them slippery.
18. Macaroni and cheese (is, are) a popular side dish for dinner.
19. The council (disagree, disagrees) with each other over the issue.
20. The faculty (bring, brings) their computers with them to meetings.
21. Mathematics (was, were) her favorite subject.
22. Four quarts of milk (is, are) too much for that recipe.
23. Ten minutes in that class (bore, bores) me to death!
24. "By the Waters of Babylon" (is, are) a good short story.
25. The Antilles (is, are) an island group in the Caribbean Sea.
26. The United States (is, are) a large country of the Western Hemisphere.
27. He is one of the teachers who never (fails, fail) to turn in grades on time.
28. Mathis Brothers (sell, sells) a lot of furniture.
29. There (is, are) many parks in the city.
30. Above the horizon (rise, rises) tall dark clouds.
31. (Is, Are) economics your favorite class?
32. The teacher and lecturer for that class (are, is) Mr. Mackensen.
33. He is the one mechanic who always (get, gets) the job done right.

EXERCISE ON PRONOUN TYPE

Directions: Classify the bold-faced pronouns (personal, indefinite, reflexive, etc):

01. **It** will be a punishment for any of us to be left behind.
02. It will be a punishment for **any** of us to be left behind.
03. It will be a punishment for any of **us** to be left behind.
04. **You** do not yet know yourselves the strength of your own hearts.
05. You do not yet know **yourselves** the strength of your own hearts.
06. You do not yet know yourselves the strength of **your** own hearts.
07. Whether **they** are good or evil, or have nothing to do with us at all, we must go down at once.
08. Whether they are good or evil, or have **nothing** to do with us at all, we must go down at once.
09. Whether they are good or evil, or have nothing to do with **us** at all, we must go down at once.
10. Whether they are good or evil, or have nothing to do with us at **all**, we must go down at once.
11. Whether they are good or evil, or have nothing to do with us at all, **we** must go down at once.

12. If there are **any** to see, then I am at least revealed to them.
13. If there are any to see, then **I** am at least revealed to them.
14. If there are any to see, then I am at least revealed to **them**.
15. To **this** all of them agreed.
16. To this **all** of them agreed.
17. To this all of **them** agreed.
18. The wolf **one** hears is worse than the orc that one fears.
19. The wolf one hears is worse than the orc **that** one fears.
20. **Whose** arrow hit first?
21. **Whom** did they mean?
22. Whom did **they** mean?
23. **Your** sword is on the ground; mine is in its scabbard.
24. Your sword is on the ground; **mine** is in its scabbard.
25. Your sword is on the ground; mine is in **its** scabbard.

EXERCISE ON NOUN AND PRONOUN USE

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

01. The **howling** of the wolves was all around them.
02. At a **gap** in the circle, a great wolf could be seen.
03. Through the throat of one huge leader Aragorn passed his **sword** with a thrust.
04. Over the edge of the ridge dripped a **trickle** of water.
05. Either Gandalf was astray, or the **land** had changed in recent years.
06. The swords and knives of the **defenders** shone and flickered.
07. Fling **fuel** on the fire!
08. The last arrow of **Legolas** plunged burning into the heart of a great wolf-chieftain.
09. Without warning a **storm** of howls broke out fierce and wild all about the camp.
10. After a brief halt and a hasty **meal**, they went on.
11. They sent **me** a letter about the sale.
12. They sent **me** a **letter** about the sale.
13. They sent **me** a letter about the **sale**.
14. The **suspect** was a tall man with dark hair.
15. The suspect was a tall **man** with dark hair.
16. The suspect was a tall man with dark **hair**.
17. **She** was old and wrinkled, and she gave him the creeps as she talked to herself.
18. She was old and wrinkled, and she gave **him** the creeps as she talked to herself.
19. She was old and wrinkled, and she gave him the **creeps** as she talked to herself.
20. She was old and wrinkled, and she gave him the creeps as she talked to **herself**.
21. The **man** at the desk is the teacher for this class.
22. The man at the **desk** is the teacher for this class.
23. The man at the desk is the **teacher** for this class.
24. The man at the desk is the teacher for this **class**.
25. He finished the **test**.

EXERCISE ON PARTICIPIAL PHRASES

Directions: Circle the participial phrases:

01. Those boys walking on the lawn live on the next block. (4)* *number of words*

02. His finger, scratched by the cat, bled profusely. (4)
03. Those paper clips lying on the desk must be used for the packets. (4)
04. Stunned by the blow to his head, the boxer reeled back into his corner. (7)
05. Strolling along on the beach, the couple picked up shells and pebbles. (5)
06. The computer mouse damaged by the spilled drink would not work properly. (5)
07. The old man, thoughtfully stroking his beard, gave his opinion on the matter. (4)
08. Besprinkled by rain, the sidewalk chalk drawing began to smear. (3)
09. The cats resting on the window sill belong to the man living in the next house. (5) (5)
10. Absolutely amazed, he gaped at the UFO. (2)

EXERCISE ON GERUND PHRASES

Directions: Circle the gerund phrases. Then tell how each is used (subject, direct object, subject complement, appositive, etc.):

- | | |
|---|-------|
| 01. Jumping out of an airplane seems silly to me. (5)* <i>number of words</i> | _____ |
| 02. They demonstrated their courage by walking a high tightrope. (4) | _____ |
| 03. Have you ever tried skiing through a revolving door? (5) | _____ |
| 04. He gave lifting weights a good effort. (2) | _____ |
| 05. Her favorite exercise is jumping to conclusions. (3) | _____ |
| 06. She also likes flying off the handle. (4) | _____ |
| 07. His favorite hobby, building clocks, consumed much of his time. (2) | _____ |
| 08. Slowly simmering soup atop a stove enhances the flavor. (6) | _____ |
| 09. His singing was excruciatingly bad. (2) | _____ |
| 10. We thought it was the howling of a dying cat. (6) | _____ |

EXERCISE ON INFINITIVE PHRASES

Directions: Circle the infinitive phrases. Then tell how each is used (noun, adjective, adverb):

- | | |
|---|-------|
| 01. To err is human. (2)* <i>number of words</i> | _____ |
| 02. This is the best way to go. (2) | _____ |
| 03. To live quietly and securely was his goal. (5) | _____ |
| 04. These instructions are difficult to understand. (2) | _____ |
| 05. I like to work on clocks. (4) | _____ |
| 06. None of them tried to complete the work. (4) | _____ |
| 07. He tried to jump from one roof to another. (7) | _____ |
| 08. The best flight to take leaves at 9:00 A.M. (2) | _____ |
| 09. The path was easy to follow. (2) | _____ |