

I'm not robot!

Macbeth wall display

As part of your revision for 'Macbeth' we are going to produce a large wall display. This wall display will cover the scenes, characters, production ideas and possible questions you may be asked in your exam. Therefore, it is important that you make sure your chosen task is completed on time and put up on the wall. Make your completed piece of work as neat and colourful as possible.

Select one of the following tasks. Some of the tasks are to be finished individually and some can be done in pairs. Choose a task that is appropriate for you to do. You will need to use your own notes from your exercise books and a copy of 'Macbeth'.

- Design and draw modern day costumes for the characters in Act 2 Scene 1 and 2 of 'Macbeth'. Write a brief summary explaining why you chose to dress them in this way.

- On a large piece of sugar paper make a spy diagram of a character study of any one of the following characters:

Macbeth	Banquo
Lady Macbeth	Duncan

Use your own words and references from the text. Make it as detailed and colourful as possible.

- Using one of the following headlines write an article for the local newspaper, 'The Cavalier Express':
 - King Duncan Found Murdered!
 - Macbeth To Be New King.
 - Battle For The Crown Of Scotland.

- The new King of Scotland and his beautiful wife have agreed to allow BBC1 Magazine into their new castle. Write an interview with the new King and Queen. You may do this in pairs.

- Make a glossary of all the old English words you do not understand which appear in the key scenes. Try to write the meaning in your own words and if possible give a modern day alternative. You may work in pairs for this.

- Produce a spy diagram on a large piece of paper for one of the following themes that appear in the play. Try to use evidence from the text as well as your own words.

Power	Good vs. Evil
Fate	Love

- Banquo is suspicious about Macbeth's involvement with the murder of Duncan. Write a letter, as if you were Banquo, to your son explaining your suspicions and feelings towards Macbeth. You may want to include details about your meeting with the three witches too.

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Fastest, Longest, Biggest

What is the biggest mountain in the world?

What is the biggest mountain in Japan?

What is the fastest animal in the world?

What is the biggest animal in the world?

What is the biggest country in the world?

What is the richest country in the world?

What is the longest river in Africa?

What is the longest river in South America?

What is the biggest penguin in the world?

What is the biggest bird in the world?

What is the biggest mountain in Africa?

What is the biggest ocean in the world?

What is the biggest continent in the world?

What is the smallest continent in the world?

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Meet the Mechanicals

Very little is known about the Mechanicals, except for their job titles. What do you understand from the following job titles? Which job titles are you familiar with? Can you guess what the others might mean?

- Carpenter
- Joiner
- Weaver
- Bottom-remover
- Tinker
- Tinker

1. In small groups, brainstorm what sorts of people were likely to do these jobs. What might they look like? How do they each know what their job is? What do we learn about each Mechanical, if at all, in 1.2?

2. Using the information you have brainstormed, draw 7 sketches about Mechanicals: what do they look like? What do they wear? What do they do? What do they look like? What do they wear? What do they do? What do they look like?

Act II Gull! — The Mechanicals

- Working in six groups, each group will look at one of the Mechanicals.
- As a group, read through the scene (1.2) and stop every time your character speaks, or is spoken about.
- As a group, agree on one line of text and by which your character which you think is particularly relevant in terms of understanding your character.
- The groups should now come together and share their information with the other groups.
- One volunteer from each group should now be chosen to play that character in a freeze-frame exercise.
- Starting with the student who plays Cornice, the group discuss how they should stand on an empty space to best represent Peter Cornice, the Carpenter.
- This same process is repeated with Bottom and the other characters, respectively, in the order that each appears in the scene.
- Now each character says, in turn, the line of text chosen for their character by their group.
- Allow all this activity to give you a better understanding of the Mechanicals, both individually and collectively.


1. What does in particular does Shakespeare give us about these characters?

2. What might Shakespeare want these characters to show on the audience?

3. What might Shakespeare want these characters to show on the audience?

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Who's Who

 Duncan	King of Scotland. He is a good king and most people like him.
Malcolm	Duncan's son. Next in line to be king. Has a brother named Donalbain.
Macbeth	Scottish nobleman; brave warrior. Married to Lady Macbeth.
Banquo	Scottish nobleman and friend of Macbeth. Son named Fleance.
Lenox and Ross	Scottish noblemen
Macduff and Lady Macduff	Scottish nobility

Macbeth act 1 scene 3 comprehension questions and answers. How was macbeth in act 1. How did macbeth act in act 1. Act ii macbeth summary. Macbeth act 4 short answer questions. Macbeth act 1 short answer questions.

Easel Assessment Included This resource includes a self-grading quiz students can complete on any device. Easel by TpT is free to use! Learn more. Macbeth Quiz Bundle (Printables) Promote homework accountability and measure general reading comprehension with this comprehensive bundle of quizzes on Macbeth by William Shakespeare. Answer keys are included. Materials are delivered in printable Word Document and PDF formats. (Alternatively, a self-grading bundle made for Google DMacbeth Act 1 Quiz and Close Reading Worksheets Bundle (Printables) Measure reading comprehension and support analysis of Shakespeare's Macbeth (Act 1) with this bundle, which includes a plot-based quiz and seven rigorous close reading worksheets. Answer keys are included. Materials are delivered in printable Word Document and PDF formats. (Alternatively, a digital Promote homework accountability and measure general reading comprehension with this quiz on Act 1 of Macbeth by William Shakespeare. An answer key is included. Materials are delivered in printable Word Document and PDF formats. (Alternatively, a self-grading version made for Google Drive is available.) By taking this assessment, students will demonstrate knowledge of the following: The opening scene Characterization of Norway's king The fate of the Thane of Cawdor Macbeth's new title The witches' prophecy Banquo's presence The news Malcolm shares with his father King Duncan's declared successor Lady Macbeth's concerns about her husband Lady Macbeth's ambition Lady Macbeth's influence on her husband Details concerning the plot to kill King Duncan General comprehension quizzes are available for a variety of Shakespeare's works: Standards Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Folic acid is a B vitamin. If a woman gets enough folic acid before and during early pregnancy, it can help prevent neural tube defects (major defects of the baby's brain or spine). Women need 400 micrograms of folic acid every day. Women can get folic acid by taking a vitamin with 400 micrograms of folic acid in it or eating food that is fortified with folic acid (such as some breakfast cereals and foods made with flour enriched with vitamins). Neural tube defects are serious birth defects of the brain and spine. They develop very early in pregnancy when the neural tube, which becomes the brain and the spine, does not close properly. Folic acid is needed for the neural tube to close properly. Starting folic acid intake after the time in development that the neural tube should have closed (after 6 weeks of pregnancy) will not prevent neural tube defects. The two most common neural tube defects are spina bifida (affects the spine) and anencephaly (affects the brain). CDC urges all women capable of becoming pregnant to take 400 micrograms of folic acid every day to help prevent neural tube defects (major birth defects of the baby's brain or spine). The terms 'folic acid' and 'folate' are often used interchangeably. However, folate is a general term used to describe vitamin B9 which comes in different forms. These include: folic acid, dihydrofolate (DHF), tetrahydrofolate (THF), 5,10-methylenetetrahydrofolate (5,10-MTHF), and 5-methyltetrahydrofolate (5-MTHF) [1]. Folic acid is the synthetic (man-made) form that is used in vitamin supplements and in fortified foods such as rice, pasta, bread and some breakfast cereals. Folic acid has been shown to be effective in preventing neural tube defects in many scientific studies and in countries around the world [2-6]. Folate can be found in foods such as leafy green vegetables, citrus fruits, and beans. Women should eat a balanced diet of food rich in natural folate. However, it is very difficult for most women to get the daily recommended amount of folate through food alone [7]. The effectiveness of supplements containing some form of folate other than folic acid (such as 5-MTHF, or labeled "Natural Folate") for preventing neural tube defects has not been studied. Folate in food is easily broken down by heat and light. Folic acid is the more heat-stable form of vitamin B9 and is, therefore, better suited for food fortification since many fortified products, such as bread, are baked [8]. Folic acid has been shown to be effective in preventing neural tube defects in randomized control trials, community intervention programs, and food fortification programs. [2-6] Folic acid is easily absorbed in the body and studies have shown that it can increase blood folate concentrations across populations (including those with the MTHFR TT variant-see below for addition information) [9, 10]. Blood folate concentration is the amount of folate measured in the blood. When a woman gets folic acid through foods or supplements, her blood folate concentration increases. When blood folate concentration is too low, there can be medical issues. Very low blood folate concentrations can cause a form of anemia called megaloblastic anemia. Having enough folate in the blood can help improve a woman's health and can reduce her risk of having a pregnancy affected by a neural tube defect [11]. Once a woman starts taking 400 micrograms of folic acid every day it can take several months to reach a blood folate concentration that is high enough to help prevent neural tube defects. The amount of folic acid and/or food folate and the length of time it is consumed before pregnancy are the most important factors in achieving a blood folate concentration that is high enough to help prevent neural tube defects. Yes, All women, including those who have the MTHFR TT or CT genotype, can benefit from getting 400 micrograms of folic acid each day, especially before and during early pregnancy. MTHFR (methyltetrahydrofolate reductase) is an enzyme that plays a role in how people process folate. A common variant of the MTHFR enzyme (also known as the MTHFR TT or CT genotypes) determines how fast certain people can process folate. Even though women with the MTHFR TT or CT genotype process folate more slowly, they can increase their blood folate concentrations enough to help prevent neural tube defects by taking the recommended daily amount (400 micrograms) of folic acid [11]. Research studies have shown that in populations with high levels of the MTHFR TT or CT genotype, getting 400 micrograms of folic acid daily before and during early pregnancy can reduce the risk of neural tube defects by up to 85% [5, 11]. Many studies have shown that consuming folic acid increases blood folate concentrations. For example a research study showed that after three months of consuming 400 micrograms folic acid, blood folate concentrations increased over 250% among women with the MTHFR TT genotype [9]. Crider, K.S., L.B. Bailey, and R.J. Berry. Folic acid food fortification-its history, effect, concerns, and future directions. *Nutrients*, 2011. 3(3): p. 370-84. De Wals, P., et al., Reduction in neural-tube defects after folic acid fortification in Canada. *N Engl J Med*, 2007. 357(2): p. 135-42. De Wals, P., et al., Spina bifida before and after folic acid fortification in Canada. *Birth Defects Res A Clin Mol Teratol*, 2008. 82(9): p. 622-6. Czeizel, A.E. and I. 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