

I'm not robot!

Act 2 Scene 4



Name 3 references to atmosphere that have featured in the play so far.
 What is the dominant atmosphere in the play so far?
 What is Shakespeare's purpose for creating this specific atmosphere?

ACT I SCENE II A camp near Forres. *[A flash from shadowy world of witches to realistic physical battle.]*

[Alarum within. Enter Duncan, Malcolm, Donalbain, Lennox, with attendants, meeting a bleeding sergeant]

Duncan: What bloody man is that? He can report, As seemeth by his plight, of the revolt The newest state.

Malcolm: This is the sergeant Who like a good and hardy soldier fought 'Gainst my captivity. Hail, brave friend! Say to the king the knowledge of the broil As thou didst leave it.

Sergeant: Doubtful it stood; As two spent swimmers, that do cling together And choke their art. The merciless Macdonwald-- Worthy to be a rebel, for to that The multiplying villanies of nature Do swarm upon him--from the western isles Of kerns and gallowglasses is supplied; And fortune, on his damned quarrel smiling, Show'd like a rebel's whore: but all's too weak: For brave Macbeth--well he deserves that name-- Disdaining fortune, with his brandish'd steel, *[Bloodthirsty nature is celebrated, but leads to his own downfall.]* As valiant's minie carved out his passage Till he faced the slave; Which ne'er shook hands, nor bade farewell to him, *[Till he uncoupled him from the reins of the charge.]* And fix'd his head upon our battlements. *[foreshadowing own death.]*

Duncan: O valiant cousin! worthy gentleman!

Sergeant: As whence the sun 'gins his reflection Shipwrecking storms and direful thunders break, So from that spring whence comfort seem'd to come Discomfort swells. Mark, king of Scotland, mark: No sooner justice had with valour arm'd Compell'd these skipping kerns to trust their heels, But the Norwegian lord surveying vantage, With furbish'd arms and new supplies of men Began a fresh assault.

Duncan: Dismay'd not this Our *[captains]*, Macbeth and Banquo?



After Duncan's Murder

Hark! Peace! It was the owl that shriek'd, the fatal bellman.

Alack, I am afraid they have awaked, And 'tis not done.

The attempt and not the deed Confounds us.

I laid their daggers ready; He could not miss 'em.

Had he not resembled My father as he slept, I had done't.

How does Lady Macbeth feel at the moment? How do you know?
 Why show this scene next? Why not show Duncan's murder?
 Why is the final quotation here so significant in terms of Lady Macbeth's character development?



Macbeth 5 act summary. Macbeth act 1 scene 2 short summary. What happens in act 5 of macbeth summary.

Last updated 21 February 2019 Aimed at a GCSE group. This worksheet follows Act 5, scene 2. The worksheet provides an extract from the scene with supporting prompt questions surrounding the extract. These prompts include links to AO1-AO3 on the AQA mark scheme. In other words it focuses on language analysis, context and personal impression. There are also similar worksheets for Act 5, scene 2-6 in my shop. Each can be used on their own, as a class activity or together as part of group work. Tes paid licence How can I reuse this? Select overall rating (no rating) Your rating is required to reflect your happiness. Write a review Update existing review It's good to leave some feedback. Something went wrong, please try again later. This resource hasn't been reviewed yet. To ensure quality for our reviews, only customers who have purchased this resource can review it. Report this resource to let us know if it violates our terms and conditions. Our customer service team will review your report and will be in touch. On Saturday, I went and saw War of the Worlds was a good adaptation of a good novel. But, despite the marketing machine behind it, two of my friends didn't come because of Tom Cruise's recent antics. Some have said that the film's success proves that the public can separate an actor's private life from his work. Yet, everyone was talking about the Lauer-Cruise interview. Maybe the percentage was small, but there are those who didn't go because of it. Can a person's actions be a liability to a company? One could point to Steve Jobs or Michael Eisner, but their criticism hasn't been of a personal nature. The big business personalities don't get the same scrutiny that celebrities do. But, when those celebrities are tied to business, like an actor in a film or a spokesman in a commercial, the backlash to a company can be huge. Remember Madonna's incident with Pepsi? In the last few decades the fields of business and entertainment have been inextricably tied together. With endorsements, sponsorships, and alliances, companies have become bound to the fickle nature of celebrity and public opinion. Is the gamble worth it? When is using a celebrity the wrong way to market? 1 Macbeth Act 5 scene 2 Date: Objectives Takes notes on the scene to settle down (1 slide) Read Act 5 scene 1 Takes a note on the scene Read Act 5 scene 2 Complete exercises. Warm-up - write down your Christmas exam Comprehension piece with Composition (Practise Writing) Summarise Macbeth Plot (Study notes) Macbeth (Character) or Lady Macbeth (Study notes) Poetry (2 poems will be on paper, answer one) (Study notes) 2 Act 5 scene 2 - Note This scene is all about the preparation for war and the fulfilment of the prophecies. Malcolm and Macduff are leading an army 'Beware Macduff; Beware the thane of Fife'. The soldiers are coming from a place called 'Birnam Wood' and they are carrying trees from there to use as camouflage. 'Macbeth shall never vanquish'd be until Great Birnam wood to high Dunsinane hill Shall come against him'. 3 Doctor, Gentlewoman, Lady M. Reading Read Act 5 scene 1 Doctor, Gentlewoman, Lady M. 4 Note Cathness' portrait of Macbeth comes close to the description of a warrior-hero given by the Captain in Act 1, Scene 2, especially in the phrase 'valiant fury'. Now he acts out of anger and madness, referred to as a 'distemper'd cause'. There is also a clothes metaphor here. His royal title 'Hangs loose about him, like a giant's robe upon a dwarfish thief'. Kingship no longer fits Macbeth. 5 MENTEITH, ANGUS, CATHNESS, LENNOX Reading Read Act 5 scene 2 MENTEITH, ANGUS, CATHNESS, LENNOX Then workshets 6 Countdown I think, I know, I wonder. Save time without sacrificing rigor by utilizing resources designed for teachers to measure their students' skills in areas such as close reading, analytical thinking, and creative writing. Last updated 10 January 2022 Support the development of close reading skills with this worksheet composed of challenging questions designed to help high school students analyze Shakespeare's classic tragedy Macbeth. With a focus on Act 5, scene 2, this resource saves teachers valuable time without sacrificing academic rigor. An answer key is provided. Materials are delivered as printable PDFs and Word Documents. This resource may serve as the basis for small-group discussions. Through these discussions, students decode language and pose/respond to questions relating to plot, broad topics, and character development, demonstrating an ability to analyze how complex characters transform and advance the plot and themes by applying logic and citing compelling, meaningful textual evidence. They will also evaluate their peers' reasoning and use of rhetoric to advance claims, clarifying or challenging unclear ideas. Using this resource for structured guidance, students, ultimately, will present information, conclusions, and supporting textual evidence clearly, concisely, and appropriately, thereby helping their peers comprehend their thinking. By completing this exercise, students will: Identify what the text states both explicitly and implicitly Apply knowledge of literary devices such as hyperbole, simile, metaphor, and symbolism Analyze Shakespeare's language to determine how it contributes to Macbeth's characterization Isolate a factual statement about plot from a set of falsehoods Define complex words and phrases in context Determine the function of the scene Explore character motivations and/or intentions Explain the intended effect of figurative language, specifically as it relates to the current condition of Scotland Articulate the reason for the Scottish thanes' confidence Cite textual evidence in support of claims and ideas Write with clarity and precision Tes paid licence How can I reuse this? This bundle is a package of resources grouped together to teach a particular topic, or a series of lessons, in one place. Bundle Measure high school reading comprehension and support analysis of Shakespeare's tragedy 'Macbeth' (Act 5) with this bundle that features a plot-based quiz and rigorous close reading activities for each scene. By engaging with these resources, students will identify what the text says explicitly and implicitly, apply knowledge of literary devices, interpret figurative expressions, make engagement with the text visible, and more. Answer keys are provided. Materials are delivered in Word Document and PDF formats. More specifically, students will: * Identify what the text states both explicitly and implicitly * Apply knowledge of literary devices such as hyperbole, simile, apostrophe, metaphor, syncope, personification, foreshadowing, and symbolism * Analyze Shakespeare's language to determine how it contributes to Macbeth's characterization * Explore Macbeth's psychological state * Isolate a true statement from falsehoods * Articulate an internal conflict in a scene * Define complex words and phrases in context * Determine the function of a scene * Explore character motivations and/or intentions * Explain the intended effect of figurative language, specifically as it relates to the current condition of Scotland * Analyze Shakespeare's language to determine how it contributes to the dehumanizing of Macbeth's fighting forces * Articulate the reason for the Scottish thanes' confidence * Articulate the greater significance of the laying down of boughs * Cite textual evidence in support of claims and ideas * Articulate how Macbeth tries to intimidate Young Seward * Analyze Macbeth's reaction to Young Seward's death and articulate what it reflects about his psychological state * Discern Macduff's personal motivations for playing a personal role in Macbeth's death * Conduct brief online research in order to answer a question * Articulate the greater significance of the placement of young Seward's fatal injuries * Write with clarity and precision \$21.50 Select overall rating (no rating) Your rating is required to reflect your happiness. Write a review Update existing review It's good to leave some feedback. Something went wrong, please try again later. This resource hasn't been reviewed yet. To ensure quality for our reviews, only customers who have purchased this resource can review it. Report this resource to let us know if it violates our terms and conditions. Our customer service team will review your report and will be in touch. The country near Dunsinane, (Menteth, Cathness; Angus; Lennox; Soldiers) The Scottish noblemen Menteth, Angus, Lennox, and Cathness all go with their soldiers to join Malcolm and Macduff. They discuss Macbeth, asserting that he rules only by ordering, not by love, and note that he has fortified Dunsinane against all comers. (37 lines) Drum and Colors. Enter Menteth, Cathness, Angus, Lennox, Soldiers. MENT. Menteth The English pow'r is near; led on by Malcolm, His uncle Seward, and the good Macduff. Revenges burn in them; for their dear causes Would to the bleeding and the grim alarm Excite the mortified man. ANG. Angus Near Birnam wood Shall we well meet them; that way are they coming. CATH. Cathness Who knows if Donalbain be with his brother? LEN. Lennox For certain, sir, he is not; I have a file of all the gentry. There is Seward's son, And many unrough youths that even now Protest their first of manhood. MENT. Menteth What does the tyrant? CATH. Cathness Great Dunsinane he strongly fortifies. Some say he's mad; others that lesser hate him Do call it valiant fury; but for certain He cannot buckle his distemper'd cause Within the belt of rule. ANG. Angus Now does he feel His secret murders sticking on his hands; Now minutely revolts upbraid his faith-breach; Those he commands move only in command, Nothing in love. Now does he feel his title Hang loose about him, like a giant's robe Upon a dwarfish thief. MENT. Menteth Who then shall blame His pester'd senses to recoil and start, When all that is within him does condemn Itself for being there? CATH. Cathness Well, march we on To give obedience where 'tis truly ow'd. Meet we the med'cine of

the sickly weal, And with him pour we, in our country's purge, Each drop of us. LEN.Lennox Or so much as it needs To dew the sovereign flower and drown the weeds. Make we our march towards Birnan. Exeunt marching.

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