

NAME: _____

14.1 In-Class Homework for *Macbeth*, I-III

In groups of 2 or 3, please answer all of the following to the best of your ability. There will be opportunities to speak with the whole class, and with me, as you work through this. *Please work quickly and efficiently (i.e. don't mess around).*

Please re-read carefully the following monologues:

- *Macbeth*, Act 1, Scene 3, ll. 140-155
- *Macbeth*, Act 1, Scene 7, ll. 1-27
- *Macbeth*, Act 2, Scene 1, ll. 44-61
- *Macbeth*, Act 3, Scene 1, ll. 52-77
- *Macbeth*, Act 3, Scene 4, ll. 152-156

1. For each monologue, please list one phrase or expression that you had never seen before reading this play, and/or did not understand. "Translate" that phrase into contemporary English or define it to the best of your ability (ask me if necessary!):

1.3, 140-155:

- phrase:
- what it means:

1.7, 1-27:

- phrase:
- what it means:

2.1, 44-61:

- phrase:
- what it means:

3.1, 52-77:

- phrase:
- what it means:

3.4, 152-156:

- phrase:
- what it means:

2. Now explain why Shakespeare's creative use of language in these monologues helps express Macbeth's character development. How does Shakespeare's language help demonstrate the change in Macbeth's moral order? Refer to your specific examples above to aid your explanation.

3. Match the phrases from your first exercise to the following emotions/themes, and explain why:

- ambition
 - example: "ambition" is reflected in 1.3, 140-155, specifically ["your awesome quote here,"] because [your awesome reason here.]

- tyranny/love of power

- cowardice

- moral order (old or new)