

Name: \_\_\_\_\_

## **Macbeth**

### **Act 3 Quiz**

- \_\_\_\_\_ 1. As Act 3 opens, which character's mind races with suspicion and curiosity about the future?
- A. Banquo.
  - B. Malcolm.
  - C. Lady Macbeth.
  - D. Lennox.
- \_\_\_\_\_ 2. Act 3 opens on the day when...
- A. The witches plan to cast a spell upon Lady Macbeth.
  - B. Banquo's son, Fleance, intends to kill Macbeth and take the throne.
  - C. There will be a feast to honor Macbeth.
  - D. Macbeth plans to announce war with a neighboring nation.
- \_\_\_\_\_ 3. Macbeth is planning to...
- A. Have Banquo and his son murdered.
  - B. Have Lennox and Ross murdered.
  - C. Have Lady Macbeth murdered.
  - D. Have Iago and Desdemona murdered.
- \_\_\_\_\_ 4. Lady Macbeth...
- A. Is becoming increasingly suspicious and fearful of her husband.
  - B. Is beginning to embrace the darkest aspects of witchcraft.
  - C. Is less able to hide her guilt over Duncan's murder than her husband.
  - D. Is less content with her newfound power than she expected.
- \_\_\_\_\_ 5. In a conversation with his wife, Macbeth confesses to what?
- A. Having no desire to continue being king.
  - B. Having an eager desire to commit more murders.
  - C. Having terrible dreams on a nightly basis.
  - D. Wanting to reveal their evil deeds to Banquo.
- \_\_\_\_\_ 6. Why won't Macbeth tell his wife details of his newest murderous plan?
- A. He wants to spare her from feeling more guilt.
  - B. He does not trust that she will keep his secret.
  - C. He does not want to subject himself to her criticisms.
  - D. He is not sure whether he will follow through on them.

# Macbeth Act 3 Comprehension Answer

**Holt Rinehart & Winston, Holt,  
Rinehart and Winston Staff**



### **Macbeth Act 3 Comprehension Answer:**

**Macbeth through Multiple Intelligences** Alan David Pritchard, 2011-08-15 The activity pages in this book complement the teaching of Macbeth by providing teachers with differentiated tasks which invite the students to explore the play using Howard Gardner's Theory of the Multiple Intelligences There are pre framing activities to introduce key ideas and concepts There are class discussion pages to provide context and establish understanding of key ideas Activity pages can then be given to individuals pairs and small groups for independent work These pages access different intelligences and critical creative thinking skills These activities are differentiated to suit National Curriculum levels 2 to 5 Omnibus II Douglas Wilson, G. Tyler Fischer, 2005-12 *Macbeth Study Guide* Saddleback Educational Publishing, 2011-01-01 Timeless Shakespeare designed for the struggling reader and adapted to retain the integrity of the original play These classic plays retold will grab a student's attention from the first page Presented in traditional play script format each title features simplified language easy to read type and strict adherence to the tone and integrity of the original Thirty five reproducible activities per guide reinforce basic reading and comprehension skills while teaching high order critical thinking Also included are teaching suggestions background notes summaries and answer keys The guide is digital simply print the activities you need for each lesson **Macbeth Study Guide CD** Saddleback Educational Publishing, 2011-01-01 Timeless Shakespeare designed for the struggling reader and adapted to retain the integrity of the original play These classic plays retold will grab a student's attention from the first page Presented in traditional play script format each title features simplified language easy to read type and strict adherence to the tone and integrity of the original Thirty five reproducible activities per guide reinforce basic reading and comprehension skills while teaching high order critical thinking Also included are teaching suggestions background notes summaries and answer keys The guide is digital and only available on CD ROM simply print the activities you need for each lesson **Oswaal ISC Question Bank Class 12 English-2 | Chapterwise and Topicwise | Solved Papers | For Board Exams 2025** Oswaal Editorial Board, 2024-05-21 Description of the Product 100% Updated with Latest 2025 Syllabus Fully Solved Board Specimen Paper Timed Revision with Topic wise Revision Notes Smart Mind Maps Extensive Practice with 1500 Questions Self Assessment Papers Concept Clarity with 1000 Concepts Concept Videos 100% Exam Readiness with Previous Years Exam Question MCQs **The English Marvel Workbook** 6 Brinda Dutta, The English Marvel is a multiskill based series in English that adheres to the National Curriculum Framework and the advances made in ELT pedagogical principles Having a learner centred approach the series develops essential communication skills and integrates the four language skills of Reading Writing Listening and Speaking Macbeth - Literature Kit Gr. 9-12 Gideon Jagged, 2014-08-01 Enter a world filled with witches prophecies ambition and betrayal Fresh and practical our resource includes assessment rubric and writing prompts to inspire student comprehension Speculate the advantages and disadvantages to knowing the future in advance Put the events from the play in the order that they happen as Macbeth

contemplates killing the King Students write their own scene in which Macduff confronts Macbeth directly with his suspicions about the murder of the king Understand the meaning of key vocabulary words by using them in a sentence Explain what is Macbeth's greatest worry now that he is King Students write an Epilogue where Hecate meets up with the Weird Sisters to discuss the events that ended the play Aligned to your State Standards and written to Bloom's Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel Macbeth is the classic tale of a husband and wife's ambition and their eventual downfall On their way home from a battle Macbeth and Banquo are told of their destiny by three witches Banquo is told he will father a line of kings while Macbeth is told he will be crowned King After informing his wife of the witches prophecy Lady Macbeth helps to put events into motion that will put Macbeth on the throne While trying to keep their fate intact the pair are met with many challenges that all seem to hold true to the witches prophecy Macbeth is thrown into a series of murderous plots while his wife's ambition pulls her over the edge Murder greed and the supernatural propel the story forward to an exciting conclusion

**Elements of Language** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 1999-04 *Parade of Programs*, 2007 A Standard Dictionary of the English Language, Upon Original Plans ..., 1894 *World Literature* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2000-03

**Bridging English** Joseph O'Beirne Milner, Lucy Floyd Morcock Milner, 2003 The third edition of this popular book again takes a balanced comprehensive approach to teaching English one that creates a bridge between theory background and practices that reflect today's diverse challenging high school classrooms This book has been praised for its unique components discussion of four stages of reading texts and three phases of teaching texts The authors many years of experience teaching English are obvious throughout the material but nowhere more so than in their straightforward presentation of organization and planning for instruction and their firm stand on teaching grammar This book covers the challenging and the controversial in English instruction and explores censorship national standards high stakes testing multi lingual students and multicultural literature For professionals in the field of teaching

*"A" Standard Dictionary of the English Language Upon Original Plans* Isaac Kaufman Funk, 1893 A Standard Dictionary of the English Language Isaac Kaufman Funk, 1894 Elements of Literature Probst, 1997 *Standardized test preparation workbook*, 2002

**Shakespeare Matters** Lloyd Davis, 2003 In each area the authors discuss a range of issues by applying and debating key critical approaches to Shakespeare including new historicism cultural materialism feminism and postcolonialism BOOK JACKET

*Teaching Literature to Adolescents* Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2016-03-10 This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them Throughout the textbook readers are encouraged to raise and explore inquiry based questions in response to authentic

dilemmas and issues they face in the critical literature classroom New in this edition the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards Each chapter is organized around specific questions that English educators often hear in working with pre service teachers Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical inquiry methods for responding to texts Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry based responses to authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

**Teaching Literature-Based Instructional Units** Angela L. Hansen, Anete Vásquez, 2022-04-21 Teaching Literature Based Instructional Units From Planning to Assessment provides an accessible roadmap to planning designing and implementing literature based instructional units for the English Language arts ELA classroom Understanding that unit plans are the building blocks of the ELA curriculum Hansen and Vásquez outline the theoretical foundations and approaches behind teaching ELA and offer a framework to help readers make sound decisions about their content pedagogy In so doing this text offers research based and straightforward guidance on planning instruction around key literary texts Placing literature at the center of the ELA curriculum the approaches in this book not only support students reading writing listening speaking and digital media skills but will also motivate and inspire them Part 1 addresses how to choose unit themes and texts discusses the importance of having a rationale for choices made and examines the practical philosophical and historical approaches to teaching literature Part 2 provides step by step instructions for designing literature based units of instruction by using backwards design The text focuses on assessment before moving into how to scaffold and sequence lessons to meet learning objectives and concludes with consideration given to teaching ELA in virtual environments The wealth of activities strategies exercises examples and templates in this book make this text essential reading for instructors and pre service teachers in ELA pedagogical methods courses and for practicing teachers of literature instruction

*Teaching Reading Shakespeare* John Haddon, 2009-05-07 Teaching Reading Shakespeare is warmly and clearly communicated and gives ownership of ideas and activities to teachers by open and explicit discussion John Haddon creates a strong sense of community with teachers raising many significant and difficult issues and performing a vital and timely service in doing so Simon Thomson Globe Education Shakespeare's Globe John Haddon offers creative systematic and challenging approaches which don't bypass the text but engage children with it He analyses difficulty rather than ignoring it marrying his own academic understanding with real sensitivity to the pupils reactions and providing practical solutions Trevor Wright Senior Lecturer in Secondary English University of Worcester and author of How to be a Brilliant English Teacher also by Routledge Teaching Reading Shakespeare is for all training and practising secondary teachers who want to help their classes overcome the very real difficulties they experience when they have to do Shakespeare Providing a practical and critical discussion of the ways in

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