

How to use your York Notes Workbook

There are lots of ways your Workbook can support your study and revision of *Macbeth*. There is no 'right' way – choose the one that suits your learning style best.

1) Alongside the York Notes Study Guide and the text	2) As a 'stand-alone' revision programme	3) As a form of mock-exam
<p>Do you have the York Notes Study Guide for <i>Macbeth</i>?</p> <p>The contents of your Workbook are designed to match the sections in the Study Guide, so with the play to hand you could:</p> <ul style="list-style-type: none"> read the relevant section(s) of the Study Guide and any part of the play referred to; complete the tasks in the same section in your Workbook. 	<p>Think you know <i>Macbeth</i> well?</p> <p>Why not work through the Workbook systematically, either as you finish scenes, or as you study or revise certain aspects in class or at home.</p> <p>You could make a revision diary and allocate particular sections of the Workbook to a day or week.</p>	<p>Prefer to do all your revision in one go?</p> <p>You could put aside a day or two and work through the Workbook, page by page. Once you have finished, check all your answers in one go!</p> <p>This will be quite a challenge, but it may be the approach you prefer.</p>

HOW WILL THE WORKBOOK HELP YOU TEST AND CHECK YOUR KNOWLEDGE AND SKILLS?

Parts Two to Five offer a range of tasks and activities:

These fun and quick-to-complete tasks check your basic knowledge of the text

These more open questions challenge you to show your understanding

PART TWO: PLOT AND ACTION

Act I Scenes 6 and 7: Duncan arrives, Macbeth decides

QUICK TEST

1. Number the events of these two scenes so they are in the correct sequence. Use 1 for the first event and 7 for the final event.

- a) Lady Macbeth is angry with Macbeth for leaving the meal.
- b) Lady Macbeth taunts Macbeth, telling him he is weak.
- c) Macbeth resolves to kill the king, once Lady Macbeth has told him her plans.
- d) Macbeth tells Lady Macbeth he has decided not to kill the king.
- e) Lady Macbeth appears and welcomes her guests.
- f) Duncan, his sons, Banquo and other lords arrive at Macbeth's castle.
- g) Macbeth considers the rights and wrongs of killing Duncan.

THINKING MORE DEEPLY

2. Write one or two sentences in response to each of these questions:

- a) In what way are Banquo's words at the start of Scene 6 about Macbeth's castle ironic?
- b) What particularly horrible image does Lady Macbeth use to persuade Macbeth he should stick to his promises?
- c) How does the final couplet of Scene 7 echo earlier lines?

PART TWO: PLOT AND ACTION

EXAM PREPARATION: WRITING ABOUT SIGNIFICANT MOMENTS A02 | A03

Read Macbeth's speech in Scene 7 again from 'If it were done when 'tis done' (Act I Scene 7 line 1) to 'That two shall crown the winner' (line 25). In what ways is this a significant extract in terms of developing ideas about kingship?

Think about:

- How Duncan compares to Macbeth
- Ideas in Shakespeare's day

1. Complete this table:

Point/detail	Evidence	Effect or explanation
1. Duncan is a decent, honest man.	'Some his faculties so weak, / Both here / So clear in his great office' (lines 17-18)	Duncan represents a gentle, moral king, but is he weak?
2. Killing Duncan will highlight and exaggerate his strong points.		
3. Kings were often associated with religious imagery.		

2. Write up point 1 in a paragraph below, in your own words. Remember to include what you infer from the evidence, or the writer's effects.

3. Now, choose one of your other points and write it out as another paragraph here:

PROGRESS LOG [Link the correct box] Needs more work [] Getting there [] Under control []

This task focuses in on a key character, theme, technique, idea or relationship and helps you plan and write up paragraphs for an essay

A clear, quick way to visually record your progress

Each Part ends with a **Practice task** to extend your revision:

An exam-style task is provided at the end of each section for you to practise a full essay

PART TWO: PLOT AND ACTION

Practice task

1. First, read this exam-style task:

Macduff has just discovered the murder of Duncan. Macbeth is about to tell the king's sons of their father's death.

Read from 'MACBETH: Had I but died an hour before this chance' (Act II Scene 3 line 88) to 'the very source of it is stopped' (line 96).

Question: How does Shakespeare present Macbeth as someone who both hides, and reveals, his feelings in this extract?

2. Begin by circling key words in the question above.

3. Now complete the table, noting down 3-4 key points with evidence and the effect created:

Point	Evidence/quotation	Effect or explanation

4. Draft your response. Use the space below for your first paragraph(s) and then continue onto a sheet of paper.

Start in this extract, Shakespeare presents Macbeth as someone who seems to express real sorrow. Firstly, he ...

PROGRESS LOG [Link the correct box] Needs more work [] Getting there [] Under control []

A plain table provided for you to fill in with your own ideas

The first sentence of the essay provided for you to use as a prompt to start a full-length essay

Part Six: Progress Booster helps you test your own key writing skills:

An opportunity for you to apply what you have learned to a new point

PART SIX: PROGRESS BOOSTER

Structure and linking of paragraphs A01 | A04

Paragraphs need to demonstrate your points clearly by:

- Using topic sentences
- Focusing on key words from quotations
- Explaining their effect or meaning

1. Read this model paragraph in which a student explains how Shakespeare presents Duncan:

Shakespeare presents Duncan as a saintly, well-respected king. Even Macbeth when thinking about murdering him is forced to accept that 'his virtues / Will plead like angels' (Act I Scene 7 lines 18-19). The use of the nouns 'virtues' and 'angels' links Duncan to divine or heavenly character traits, and therefore makes Macbeth's potential murder of him all the more sinful.

Look at the paragraph carefully.

- Underline the topic sentence which explains the main point about Duncan.
- Circle the words that are picked out from the quotation.
- Highlight the part of the last sentence which explains the words.

2. Now read this paragraph by a student who is explaining how Shakespeare presents Lady Macbeth in the later part of the play:

We find out about Lady Macbeth when she is sleepwalking as she says 'What, will these hands ne'er be clean?' (Act V Scene 1 line 42). This tells us that she feels guilty about the murderous acts she has been involved in.

Now rewrite the paragraph. Start with a topic sentence, and pick out a key word or phrase to 'zoom in' on, then follow up with an explanation or interpretation: Shakespeare presents Lady Macbeth in this scene as ...

Expert viewpoint: This paragraph could be more precise. It does not begin with a topic sentence to explain how Shakespeare presents Lady Macbeth and doesn't zoom in on any key words that tell us what she is like, or explain the effect of the chosen words.

It is equally important to make your sentences link together and your ideas flow on fluently from each other. You can do this by:

- Using a mixture of short and long sentences as appropriate
- Using words or phrases that help connect or develop ideas

3. Read this model paragraph by one student writing about how Lady Macduff is presented:

Shakespeare presents Lady Macduff as an isolated, innocent mother who acts as a contrast to Lady Macbeth. She is initially shown as independent of thought, questioning her husband's motives, saying 'I might have madam' (Act IV Scene 2 line 3) and even telling her son, only partly in jest, that his father was a 'traitor' (line 43). However, later in the scene it is her vulnerability that is most powerful. When the messenger appears, her simple question, 'Whether should I fly?' (line 73) implies she has nowhere to go, and nowhere to turn.

Look at the response carefully.

- Underline the topic sentence which introduces the main idea.
- Underline the short sentence which signals a change in ideas.
- Circle any words or phrases that link ideas such as 'what', 'when', 'firstly', 'which', etc.

4. Read this paragraph by another student also commenting on how Lady Macduff is presented:

Shakespeare presents us with a sympathetic portrayal of Lady Macduff. The messenger appears and warns her about danger. He says, 'Hence with your little ones!' (Act IV Scene 2 line 68). This tells us that the children are in Macbeth's sights. It reminds us of the fragile nature of life. Her simple statement, 'I have done no harm' (line 74) emphasises her innocence. The murderers come in and accuse her husband of treason.

Expert viewpoint: The candidate has understood how the character's nature is revealed. However, the paragraph is rather awkwardly written. It needs improving by linking the sentences with suitable phrases and joining words such as 'when', 'where', 'and', 'later', 'finally', etc.

Rewrite the paragraph, improving the style, and also try to add a concluding sentence summing up how she is portrayed in this part of the scene.

Start with the same topic sentence: Shakespeare presents us with a sympathetic portrayal of Lady Macduff. When ...

PROGRESS LOG [Link the correct box] Needs more work [] Getting there [] Under control []


A sample of a student's writing challenges you to judge its strengths and weaknesses

An expert teacher or marker's view of the student's work will help you understand key skills

Don't forget – these are just some examples of the Workbook contents. Inside there is much, much more to help you revise. For example:


- lots of examples of students' own work at different levels
- help with spelling, punctuation and grammar
- advice and tasks on writing about context
- a full answer key so you can check your answers
- a full-length practice exam task with guidance on what to focus on.

Language

QUICK TEST 

1 Select the correct word to complete these examples of imagery from the play:

- a) Macbeth: 'The Thane of Cawdor lives. Why do you dress me / In borrowed?' (Act I Scene 3 lines 107–8)
clothes robes cloaks
- b) Macbeth: 'And Pity, like a new-born babe' (Act I Scene 7 line 21)
naked nasty naive
- c) Lady Macbeth: 'The sleeping and the dead / Are but as' (Act II Scene 2 lines 53–4)
pictures paintings poetry
- d) Macbeth: 'O, full of is my mind, dear wife!' (Act III Scene 2 line 36)
serpents spiders scorpions
- e) Ross: 'Alas, poor country ... It cannot / Be called our mother, but our' (Act IV Scene 3 lines 164–6)
godfather grave grace

THINKING MORE DEEPLY 

2 Add further annotations to the following quotation, underlining the imagery used and making notes to explain its effect.

After the murder of their father, Malcolm and Donalbain decide to flee. Malcolm explains:

image of arrow shot by murderers of Duncan

'This murderous shaft that's shot
Hath not yet lighted; and our safest way
Is to avoid the aim.' Act II Scene 3 lines 138–40
(‘lighted’ means ‘landed’)



THINKING MORE DEEPLY 

3 The following motifs run through the play, but they have many meanings. In each case give two occasions where the motif appears or is used, and explain what different meanings or ideas are connected to it:

a) SLEEP

Act Scene

Act Scene

Significance/effect/link to other ideas:

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.....
.....

b) BLOOD

Act Scene

Act Scene

Significance/effect/link to other ideas:

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c) WEATHER AND NATURE

Act Scene

Act Scene

Significance/effect/link to other ideas:

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