

English Literature Mock

Key info and top tips

What are you doing?

One extract question on Macbeth

One question on comparing two poems from the anthology

You will have 1 hour 45 mins to do both

You must plan for 5 minutes first and do an introduction



Do whichever Q is easiest first!

Q	<p style="text-align: center;"><u>Extract Q on Macbeth</u></p> <p>Can be from anywhere in the play. Write an essay based on this and examples elsewhere eg</p> <p style="text-align: center;">Q.How is the supernatural presented in this extract from Act 1 sc 1 and elsewhere in the play?</p> <p>You MUST mention AT LEAST one example elsewhere in the play or your mark gets capped at 10 (not a pass)</p>	5 mins annotate/pl an40 minutes
Q	<p style="text-align: center;"><u>Essay on a poem printed from the anthology</u></p> <p style="text-align: center;">You compare it to one of your choice eg</p> <p>Compare and contrast how writers in the poems you have read present the power of humans</p>	5mins annotate/pl an 40 minutes



Any time you write out a point in your essay use:

WHAT HOW WHY to structure your paragraph

You get more marks for what you say AFTER the quotation.

AQA have advised teachers to tell you to use WHW as it helps you write in better quality



Analyse the impact of a writer's methods: WHAT? HOW? WHY?

I- MY MODEL: Where is the WHAT? HOW? WHY?

Up to here is just comment or statement

The simile, 'as solitary as an oyster' suggests Scrooge is single and alone.

HOW? Simile-method
WHAT? Scrooge as single and alone

Here, it starts to ANALYSE and pick apart word choice and impact

The adjective 'solitary' implies he is introverted and unsociable. Which, if readers hadn't been shown how mean he was, might feel sorry for him.

HOW? Adjective+ quotation = 'solitary' and analysis /impact on reader

Here we are moving into inference as well with the blue font.

Furthermore, it evokes the sense he is quite closed as a person since oysters are tough to crack. However, Dickens hints at a positive hidden depth to Scrooge as readers may connote that an 'oyster' often contains a valuable pearl, symbolising Scrooge has a hidden worth we are yet to experience, which is a more balanced view of him.

HOW? WHAT? and WHY? Analysing connotations of oyster from a different angle.

Ends with more analysis on the connotations of an alternative on an oyster's qualities



Generic mark scheme for AQA GCSE Literature

Level	These responses tend to...
6	<p>Focus on the text as conscious construct</p> <p>Present a coherent argument and really use the text to develop their argument / interpretation</p> <p>Analyse aspects of writer's craft: really look closely at the effects of a writer's choice, linked closely to meanings</p> <p>Present a clear overview of text in terms of writer's purpose and context.</p>
5	<p>Start to really think about ideas in a developed way</p> <p>Go deeper / broader than 'this is what it means' and start to explore alternative meanings / readings</p> <p>Start to focus in a thoughtful way on specific elements of writer's craft, linked to meanings</p> <p>Focus more on the abstract; more on themes / ideas than narrative / character feelings.</p>
4 Is where GCSE Grade 4 is You must get here! 16-20 marks	<p>Sustain a focus on an idea, or the task, or a particular method</p> <p>Start to unpick how the text works and what the writer is doing – <u>in other words, start to 'come out from' the text</u></p> <p>Use references effectively to support their idea /point</p> <p>Explain the effect of a writer's method on the text with a clear focus on it having been <u>consciously written</u></p> <p><u>Show an understanding of ideas / themes, linked to abstract terms – again, coming 'out' of the text.</u></p>
3	<p>Explain their ideas – explain what they think and why they think it</p> <p>Deal with the 'whole' text – demonstrate knowledge of the text as a whole</p> <p>Show awareness of the concept of themes / ideas, if undeveloped</p> <p>Identify the effects of a range of methods on reader.</p>
2	<p>Support comments by explanation or references to / from the text.</p> <p>Make comments generally relevant to the task – a clear attempt to answer the question.</p> <p>Identify at least one method and possibly make some comment on the effect of it on reader.</p>
1	<p>Describe the text</p> <p>Recount the narrative</p> <p>Make references to, rather than use references from, the text.</p>

**IDEALLY YOU
NEED
18-23 MARKS**



Planning essays – examiner advice to students



Read the question carefully and clearly identify what the STEER is and possible SYNONYMS for that steer.

Think carefully about what you think the writer is showing you about this aspect of the text.



Answer the question on the paper.

Not a question you want to answer or have done in class / mocks.

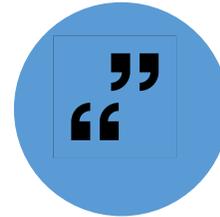
Make sure you've read the question accurately and keep referring points back to it.



Take time to plan and construct your answer carefully and coherently.

Starting with a thesis, in which you establish the broad argument of your answer or interpretation of the text sets you up to answer the question effectively.

TALK ABOUT EFFECTS AND WHERE THINGS ARE IN THE TEXT!



Select arguments first

THEN details from the texts which support your arguments- these may be quotations, but they can also be references to details of the text.



From the A level Literature exam report: **'students tended to do well when they...spent appropriate time reading and planning'**



English Literature Mock

The Macbeth Question

What are you doing?

One extract question on Macbeth

You must annotate and plan for 5 minutes first and do an introduction



The Macbeth Q will look similar to this

You are to read the Q

Highlight the keyword of the Q

- Annotate the best quotations in the extract

• Write by the quotations HOW they

show the steer you will need AT LEAST 4 FROM THE EXTRACT

- What the method is being used- remember, tone, stage directions, dialogue, dramatic irony and character are methods too!

- Connotations / zoom
- Reader response
- Effect / writers intention
- Any relevant context

Macbeth

Make sure you read the blurb- it helps you know where the extract is from and a bit of the plot!

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH
Glamis thou art, and Cawdor, and shalt be
What thou art promised; yet do I fear thy nature,
It is too full o'th'milk of human kindness
To catch the nearest way. Thou wouldst be great,
5 Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou'dst have, great Glamis,
That which cries, 'Thus thou must do' if thou have it;
10 And that which rather thou dost fear to do,
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear
And chastise with the valour of my tongue
All that impedes thee from the golden round,
15 Which fate and metaphysical aid doth seem
To have thee crowned withal.

0 1

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

[30 marks]
AO4 [4 marks]

MACBETH

If it were done when 'tis done, then 'twere well
It were done quickly: if the assassination
Could trammel up the consequence, and catch
With his surcease success; that but this blow
Might be the be-all and the end-all here,
But here, upon this bank and shoal of time,
We'd jump the life to come. But in these cases
We still have judgment here; that we but teach
Bloody instructions, which, being taught, return
To plague the inventor: this even-handed justice
Commends the ingredients of our poison'd chalice
To our own lips. He's here in double trust;
First, as I am his kinsman and his subject,
Strong both against the deed; then, as his host,
Who should against his murderer shut the door,
Not bear the knife myself. Besides, this Duncan
Hath borne his faculties so meek, hath been
So clear in his great office, that his virtues
Will plead like angels, trumpet-tongued, against
The deep damnation of his taking-off;
And pity, like a naked new-born babe,
Striding the blast, or heaven's cherubim, horsed
Upon the sightless couriers of the air,
Shall blow the horrid deed in every eye,
That tears shall drown the wind. I have no spur
To prick the sides of my intent, but only
Vaulting ambition, which o'erleaps itself
And falls on the other.

Starting with this speech, explain how Shakespeare presents sin in Macbeth

Write about:

How Shakespeare presents sin in the extract

How Shakespeare presents sin in the play as a whole.

1. Read highlight on steer quotes

2. 3-4 quotes about violence annotate them on steer/method/zoom/audience/writer

WHAT HOW WHY?

3. 2x elsewhere – similar or different

4. Write out your intro

5. Write the essay



TASK– Plan your essay, add anything quotation explosions

Try to get in some keywords: like ambition, regicide, fatal flaw, loyalty, masculinity, violence

HAVE YOU EXPLODED QUOTATIONS?

Point on steer

method/zoom/audience/writer

WHAT HOW WHY?

Point: Sin is linked with religion
'I Had most need of blessing, and
Amen/stuck in my throat' Macbeth A2

Elsewhere point- Horrific violence BUT lacking
in bravery he sinfully kills Macduff's innocent
children (on stage)out of paranoia A4

POINT: he commits regicide the ultimate sin that disrupts
the fabric of society A2 sc 4 *'Even like the deed that's
done...A falcon, towering in her pride of place,
Was by a mousing owl hawk'd at and kill'd.'*

Elsewhere point- 3.4 banquet scene he sees Banquo's ghost and comes
across erratic and paranoid – committed this sin to secure his Kingship.
He cannot deal with he guilt

POINT: Macbeth and Banquo have
prophecies but only Macbeth commits a sin
based on it

POINT: Duncan is seen as a virtuous
King

POINT: Heaven will cry out at such a
nefarious deed and everyone will know

Point: Macbeth is supposed to
prevent sin or bad things
happening to his King due to
Jacobean values of loyalty

POINT: Macduff is shocked by
the regicide saying it is too
heinous to look at *'destroy your
sight
With a new Gorgon.'* A2 sc 3

Q: Starting with this
extract, explain
how you think
Shakespeare
presents sin in the
play.



Q: Starting with this extract, explain **how** you think Shakespeare presents sin Write the intro 5 mins.

1. Who wrote it?

2. When did they write it?

3. WHY did they write it?

4. Your simple answer to the question. This is your **THESIS** statement or your **BIG IDEA**.

1) Shakespeare wrote the play / tragedy

2) '*Macbeth*' in the Jacobean era to perhaps warn audiences what happens when a person's ambition disrupts the chain of being...

3) Violence was arguably part of the fabric of society and left unchecked..

4) *Macbeth* is a device/vehicle/symbol throughout the play to represent...



Q: Starting with this extract, explain **how you think Shakespeare presents the **sin**. Write an analytical paragraph 10 mins.**

You must cover this list 1-6 for every quotation it's how you will pass!

Banned: the line, the point, the word, the quote, the phrase

1. Point –WHAT the writer is doing
2. Method / technique - HOW
3. Quotation -HOW
4. Zoom on connotations - HOW
5. Audience think / feel - WHY
6. Writer's intention – WHY
7. Alternate interpretation -HOW

- Towards the start of the play, the writer presents the Macbeths' committing sin.....through
- The simile/verb/adjective/noun/metaphor..... Connotes....and implies.....
- The audience may think/feel....because...
- Shakespeare's intention is to show/express/highlight to the audience that.....
- Alternatively Shakespeare warns against the sin of...
- At the time of writing the audience/society...and Shakespeare's message might be....
- Lady Macbeth however, cannot handle the guilt of her sins and at the end of the play is presented to At the end of the play, Shakespeare restores order to highlight that ...



A model – TOP TIP: SAY A LOT ABOUT A LITTLE

- Shakespeare portrays Lady Macbeth as a determined and ambitious woman perhaps to show how it wasn't only men that were capable of despicable things. When she is alone, before seeing Macbeth she considers how he might become King. Her character states in a demanding tone, 'come thick night' the adjective 'thick' shows how Lady Macbeth wants the darkness of night to be so dark and impenetrable, that it covers up her sin of regicide. Furthermore, the imperative verb 'come' implies that she is demanding and personifying the darkness of night like it will listen to her. This portrays that she feels she has some essence of power over concealing her sins. Shakespeare portrays Lady Macbeth as ambitious because it shows she is willing to cover up her deeds even if it juxtaposes the common notions of a Jacobean woman. Moreover, the metaphor 'blanket of the dark' conveys how she sees no issue with covering up her sins as she uses a common item of a 'blanket' to suggest the night will conceal her sins. This also foreshadows how Duncan is murdered in bed, highlighting a place considered to be safe is not- similar to 'fair is foul'. Shakespeare thus presents Lady Macbeth as determined because it conveys how she is willing to murder, deliberately cover up her sins and is comfortable in doing so. By disrupting the chain of being, Shakespeare warns of the chaos that can happen when people plot to kill and take roles in the social order that they do not deserve. An audience at the time, may feel shocked to see a woman acting out of her prescribed stereotypical role in the Jacobean world order and expect her to be punished for her agency later.

WHAT – my point linked to the Q **AMBITIOUS**

HOW – say what is happening at the time of the quote in the plot

HOW – methods cited and evidence from the extract

WHY writer's intention/craft

HOW/WHY audience response



So many quotations linked and analysed here: WHW?

Once Macbeth has ordered the death of Banquo, he says 'O, full of scorpions is my mind.' Perhaps Shakespeare uses the **monosyllable 'O'** (1) to show that Macbeth's mind is so tortured he is unable to form coherent phrases; **however, it could also be a cry of lamentation or pain (2). Macbeth may be reflecting on his cruel deeds and begin to recognise the magnitude of his actions (3). On the other hand, he could be lamenting himself as he is suffering under the weight of his actions, despite having everything he wants(4). Shakespeare uses the noun 'scorpions' to highlight the pain and torture of his guilt, retribution for disrupting the Great Chain of Being (5). Scorpions connote poison and death, suggesting to the audience that guilt has poisoned Macbeth's conscience. Scorpions are a fitting image to torture Macbeth, their violent tail mirroring Macbeth's dagger. The adjective 'full' suggests the guilt and evil has entirely consumed his being.** Arguably, Shakespeare may have presented guilt so negatively to warn his audience that evil deeds have consequences and that regicide arising from unchecked ambition will receive the highest punishment.



English Literature Mock

The Poetry Question

What are you doing?

One question on comparing two poems from the anthology

You will have 1 hour 45 mins to do both

You must plan for 5 minutes first and do an introduction



Decide which other poem would go best with this one and list 4-5 quotations ON THE EXAM PAPER to get them out of your head

The Poetry Q will look similar to this

Compare how poets present the effects of conflict on people in 'Poppies' and in one other poem from 'Power and conflict'.

Poppies

Three days before Armistice Sunday
and poppies had already been placed
on individual war graves. Before you left,
I pinned one onto your lapel, crimped petals,
5 spasms of paper red, disrupting a blockade
of yellow bias binding around your blazer.

Sellotape bandaged around my hand,
I rounded up as many white cat hairs
as I could, smoothed down your shirt's
10 upturned collar, steeled the softening
of my face. I wanted to graze my nose
across the tip of your nose, play at
being Eskimos like we did when
you were little. I resisted the impulse
15 to run my fingers through the gelled
blackthorns of your hair. All my words
flattened, rolled, turned into felt,

slowly melting. I was brave, as I walked
with you, to the front door, threw
20 it open, the world overflowing
like a treasure chest. A split second
and you were away, intoxicated.
After you'd gone I went into your bedroom,
released a song bird from its cage.
25 Later a single dove flew from the pear tree,
and this is where it has led me,
skirting the church yard walls, my stomach busy
making tucks, darts, pleats, hat-less, without
a winter coat or reinforcements of scarf, gloves.

On reaching the top of the hill I traced
the inscriptions on the war memorial,
leaned against it like a wishbone.
The dove pulled freely against the sky,
An ornamental stitch. I listened, hoping to hear
35 your playground voice catching the wind.

Jane Weir

[30 marks]

You are to read the Q

Highlight the keyword of the Q = EFFECTS OF CONFLICT ON PEOPLE

- Annotate the best quotations in the printed poem
- Write by the quotations HOW they show the steer
- What the method is being used- remember, tone, persona, structure are methods too!
- Connotations / zoom
- Reader response
- Effect / writers intention
- Any relevant context
- When you talk about the next poem you need to say: However / similarly/ on the other hand – otherwise you are not comparing!

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Jane Weir

[30 marks]

Next

On the exam paper make a quick table of points to compare between this poem and another

Write the intro, including overviews of both poems

Remember the most marks are gained in what you say ABOUT/AFTER a quotation

AQA exam model introduction

- Both *Bayonet Charge* and *Remains* present conflict but from different perspectives. *Bayonet Charge* presents the inner turmoil of an individual soldier during battle, whereas *Remains* presents the long-lasting effects of war emphasised by the discharged soldier's conflicted mind. Hughes was inspired by Wilfred Owen's 'Spring Offensive' and the effects of war he felt through his father and Armitage's work is from 'The Not Dead' which was inspired by testimonies of soldiers from the Gulf war. **Arguably, both poets challenge society's glorified and heroic perceptions of war and the negative impact it has on the individuals who fight for 'king, honour...etcetera'.**

Checklist:

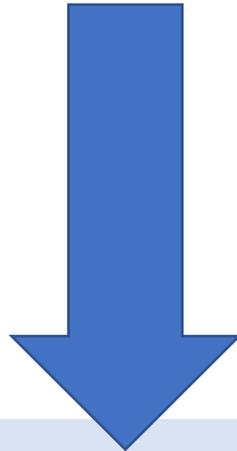
- Writer's names/poem titles
- Compare a bit about each poem relating to the theme
- State their moral / message about life or the human condition



BQ: Can I plan out ideas in preparation for my exam and select relevant quotations?

Here are some extra practice questions

Please do this for each essay Q coming up



What would you argue?

- 1. Plan 5 min – arguments first! Then quotations...**
- 2. Intro 5 mins**
- 3. First para 10 mins**

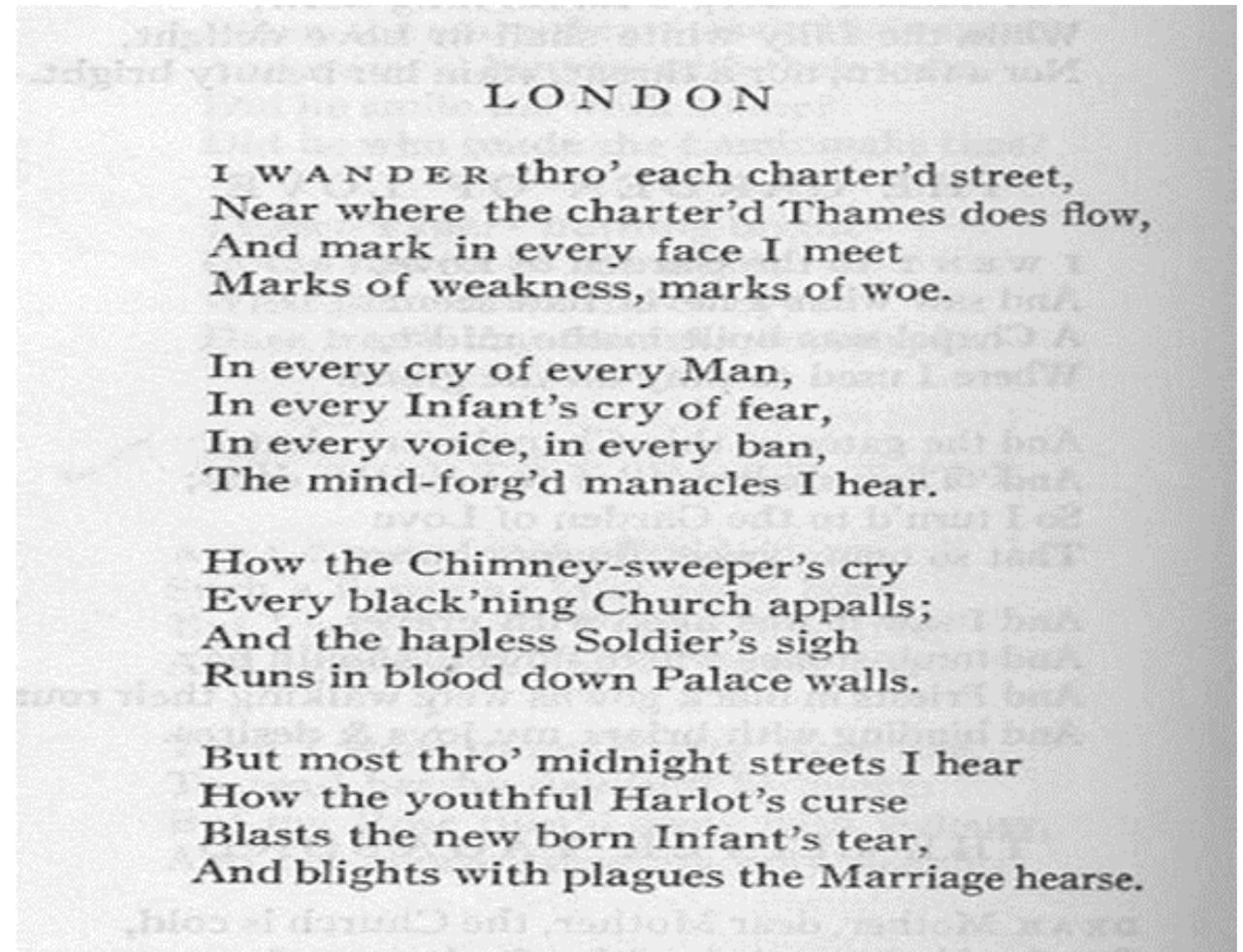


Compare how the writers present ideas about **power** in this poem and one other

You are to read the Q

Highlight the keyword of the Q = IDEAS ABOUT POWER

- Annotate the best quotations in the printed poem
- Write by the quotations HOW they show the steer
- What the method is being used- remember, tone, persona, structure are methods too!
- Connotations / zoom
- Reader response
- Effect / writers intention
- Any relevant context



Compare how the writers present ideas about **power of the natural world** in this poem and one other

You are to read the Q

Highlight the keyword of the Q = IDEAS ABOUT POWER OF THE NATURAL WORLD

- Annotate the best quotations in the printed poem
- Write by the quotations HOW they

show the steer

- What the method is being used- remember, tone, persona, structure are methods too!
- Connotations / zoom
- Reader response
- Effect / writers intention
- Any relevant context

SEAMUS HEANEY

Storm on the Island

We are prepared: we build our houses squat,
Sink walls in rock and roof them with good slate.
The wizened earth has never troubled us
With hay, so, as you can see, there are no stacks
5 Or stooks that can be lost. Nor are there trees
Which might prove company when it blows full
Blast: you know what I mean – leaves and branches
Can raise a tragic chorus in a gale
So that you can listen to the thing you fear
10 Forgetting that it pummels your house too.
But there are no trees, no natural shelter.
You might think that the sea is company,
Exploding comfortably down on the cliffs
But no: when it begins, the flung spray hits
15 The very windows, spits like a tame cat
Turned savage. We just sit tight while wind dives
And strafes invisibly. Space is a salvo.
We are bombarded by the empty air.
Strange, it is a huge nothing that we fear.



Compare how the writers present ideas about **conflicting emotions** in this poem and one other

You are to read the Q

Highlight the keyword of the Q = IDEAS ABOUT POWER OF THE NATURAL WORLD

- Annotate the best quotations in the printed poem
- Write by the quotations HOW they show the steer
- What the method is being used- remember, tone, persona, structure are methods too!
- Connotations / zoom
- Reader response
- Effect / writers intention
- Any relevant context

On another occasion, we get sent out
To tackle looters raiding a bank.
And one of them legs it up the road.
Probably armed, possibly not.

Well myself and somebody else and somebody else
Are all of the same mind,
So all three of us open fire
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
I see broad daylight on the other side.
So, we've hit this looter a dozen times
And he's there on the ground, sort of inside out,

Pain itself, the image of agony.
One of my mates goes by
And tosses his guts back into his body.
Then he's carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
Then I'm home on leave. But I blink

And he burst again through the doors of the bank.
Sleep, and he's probably armed, possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –

he's here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-
smothered land
or six-feet-under in desert sand,

but near to the knuckle, here and now,
his bloody life in my bloody hands.



Banquo

Good sir, why do you start; and seem to fear
Things that do sound so fair? I' the name of truth,
Are ye fantastical, or that indeed
Which outwardly ye show? My noble partner
You greet with present grace and great prediction
Of noble having and of royal hope,
That he seems rapt withal: to me you speak not.
If you can look into the seeds of time,
And say which grain will grow and which will not,
Speak then to me, who neither beg nor fear
Your favours nor your hate.

First Witch

Hail!

Second Witch

Hail!

Third Witch

Hail!

* * * * * * * * *

Macbeth

Stay, you imperfect speakers, tell me more:
By Sinel's death I know I am thane of Glamis;
But how of Cawdor? The thane of Cawdor lives,
A prosperous gentleman; and to be king
Stands not within the prospect of belief,
No more than to be Cawdor. Say from whence
You owe this strange intelligence? or why
Upon this blasted heath you stop our way
With such prophetic greeting? Speak, I charge you. **(The Witches vanish)**

Starting with this extract, explore how Shakespeare presents Macbeth in contrast to Banquo.

Annotate and consider these questions whilst picking the best quotations with key methods

- What happened before this moment?
- What are they talking about?
- What does Banquo's section particularly convey about his thoughts and feelings?
- What does Macbeth's section particularly convey about his thoughts and feelings?
- How are Macbeth and Banquo's reactions a bit similar yet different and why?



MACBETH

Prithee, peace:

I dare do all that may become a man;

Who dares do more is none.

LADY MACBETH

What beast was't, then,

That made you break this enterprise to me?

When you durst do it, then you were a man;

And, to be more than what you were, you would

Be so much more the man. Nor time nor place

Did then adhere, and yet you would make both:

They have made themselves, and that their fitness now

Does unmake you. I have given suck, and know

How tender 'tis to love the babe that milks me:

I would, while it was smiling in my face,

Have pluck'd my nipple from his boneless gums,

And dash'd the brains out, had I so sworn as you

Have done to this.

MACBETH

If we should fail?

LADY MACBETH

We fail!

But screw your courage to the sticking-place,

And we'll not fail.

Starting with this speech from A1 sc7, explain how far you think Shakespeare presents Macbeth as a brave man when discussing the murder plot.

How Shakespeare presents attitudes to bravery in this section

How Shakespeare presents bravery in the play as a whole.

Synonyms for bravery –

- Nerve Daring
- Guts Courage
- Audacity
- Heroism
- Boldness
- Fearless
- Valiant Spirit

Discuss and note down first: 5 mins

- Why is this a key moment?
- What happens before and after this?
- Is Macbeth being brave at all? How?
- Sum up their relationship here- who is more powerful or in control at this moment?



MACBETH I'll go no more:

I am afraid to think what I have done;

Look on't again I dare not.

LADY MACBETH Infirm of purpose!

Give me the daggers: the sleeping and the dead

Are but as pictures: 'tis the eye of childhood

That fears a painted devil. If he do bleed,

I'll gild the faces of the grooms withal;

For it must seem their guilt.

[Exit. Knocking within]

MACBETH Whence is that knocking?

How is't with me, when every noise appals me?

What hands are here? ha! they pluck out mine eyes.

Will all great Neptune's ocean wash this blood

Clean from my hand? No, this my hand will rather

The multitudinous seas in incarnadine,

Making the green one red.

[Re-enter LADY MACBETH]

LADY MACBETH My hands are of your colour; but I shame

To wear a heart so white.

• Explore how Shakespeare presents the Macbeths' relationship in this extract and elsewhere?

Discuss and note down first:

1. Why is this a key moment? Does it do one or two of these:

➤ **Reinforce character**- what? Who?

➤ **Change character**- what is it and why?

➤ **Confuse a reader** –about what? Why?

➤ **Reveal something** –what is it and what do we expect from that?

➤ **Relationships developed or changed**- developed how? Change? Closer? Apart?

➤ **Mood or atmosphere change or intensified**- what mood and why is that?

2. What happens before and after this?

3. Sum up their relationship here- who is more powerful or in control at this moment?

4. Annotate the extract for key quotations/methods to use.

