

Macbeth

Macbeth Vocabulary Assignment

For the vocabulary part of this unit, we'll try an experiment, one that has worked quite well in years past. Each of you will be responsible for teaching the meaning of one word to the class in some memorable, creative, effective way.

1. Be prepared to present on the day you are assigned, or you will receive a 0.
2. On the day assigned, you will present your word to the class (even if we have passed it in the reading.)
3. 2-3 students will present each class day.
4. Prepare a visual on which you write the word. The images on the visual should help the audience to remember the word.
5. On your day, write the word on the board, followed by the sentence in which the word occurs. If the sentence is very long, then just write the key part of the sentence that includes the word. Write the part of speech after the sentence.
6. Underline the word.
7. Know how to pronounce the word correctly. You must ask me in advance for pronunciation advice if you want it. -5 given for mispronunciation.
8. Give us the meaning of the word and explain its meaning in the context of the sentence in which it is found. This means that you have to explain what the passage that contains the word means.
9. Write or tell us an additional sentence that reveals YOU understand the meaning.
10. Prepare a trick, memory jogger, or some device so that we can remember the word forever. This could be an action, or a play on words or letters, a story, or even a reference to a movie or commercial or famous person.
11. Hand in the poster, picture, or sign (it should be colorful and creative) that has the word in **BOLD LETTERS**...and includes the way you want us to remember it. Put your name somewhere on the front. **BE NEAT!**
12. Expect to talk for about 1 minute. That's it!

Delivery: 10 points possible (Appear prepared! Avoid fumbling for words. Show that you know what you're talking about.)

Poster: 10 points possible (Must be done **BEFORE** you arrive in class.) Neatness Counts!

Content: 10 points possible (Must follow directions listed above, as well as thorough and accurate.)

Macbeth
Vocabulary

The words for each act will appear on the quiz for that act. You will each be assigned one word to present. Be prepared to deliver your word the day after we finish reading the scene in which it appears. You will present the following:

1. the word, the definition, and the part of speech;
2. the sentence in which the word appears – properly formatted and with the Act, scene, and line number;
3. the context for the word in the play (in other words, how it relates to the scene/instance);
4. an explanation of the modern meaning of the word, i.e. how it is used today. (It may or may not have changed.)
5. a sentence you have written showing the use of the word. The sentence must show that you understand the meaning of the word.
6. An A-response will address 1-5 fully and accurately. No spelling/usage/punctuation errors.

Type or neatly write out what you will present to the class. Here is an example:

1. plight (n.) unfavorable state, situation, or condition
2. "...He can report, / As seemeth by his plight, of the revolt / The newest state." (I.ii.1-3)
3. The scenes has just begun. Duncan is looking at a sergeant who has returned from battle. The man has been injured, and Duncan says that he knows this man can give an accurate report of the battle because of his "plight," meaning the bloody condition that he is in.
4. The modern meaning of "plight" is the same.
5. My sentence: After we got caught in the blizzard for 3 hours, we found ourselves in a sorry plight.

Act I

Scene ii

1. plight (n.) unfavorable state, situation, or condition
2. broil (n.) quarrel, brawl, or battle
3. disdain (v.) to treat or look upon with contempt
4. vantage (n.) advantage, benefit, or gain
5. flout (v.) to treat with disdain, scorn, or contempt

scene iii

6. intelligence (n.) knowledge of an event; information
7. corporal (adj.) belonging to the material world

scene iv

8. harbinger (n.) herald; messenger; a person sent in advance of a royal train or troops to secure lodging

scene v

9. weird (adj.) concerning or controlling fate or destiny; unearthly
10. impede (v.) to hinder, obstruct

Act II

scene I

11. husbandry (n.) careful, thrifty management of domestic resources.
12. summons (n.) a request, demand, call to duty, task, or performance
13. franchise (v.) to make or set free
14. palpable (adj.) plainly visible; tangible
15. marshal (v.) to usher or lead

scene ii

16. surfeit (v.) to eat or drink excessively
17. contend (v.) to struggle; oppose
18. mock (v.) to ridicule

scene iii

18. clamor (v.) to make loud noises; to drive, force, influence noisily
19. badge (v.) to furnish or mark with a badge
20. steeped (v.) soaked

Act III

scene I

21. verity (n.) the truth; the real facts or circumstances
22. indissoluble (adj.) firm, stable; perpetually binding or obligatory
23. invention (n.) fabrication; fiction; plan
24. parricide(n.) The murdering of one's father, mother, or other near relative
25. probation (n.) trial; proof

scene ii

26. fancy (n.) idea or opinion with little foundation
27. jovial (adj.) Marked good cheer
28. sleek (v.) to make smooth or sleek

scene iv

29. ere (prep.) before (poetic form)
30. vouch (v.) to allege, affirm, guarantee

Macbeth Vocabulary

Act IV

scene I

31. harp (v.) to give voice or utterance to
32. potent (adj.) powerful; influential
33. impress (v.) conscript, draft, force into military or other service
34. pernicious (adj.) harmful; destructive; lethal
35. firstling (n.) the first of a kind; first-born offspring

scene ii

36. school (v.) to inform, teach, train

scene III

37. desolate (adj.) isolated; lonely discern
38. intemperance (n.) excessive indulgence of a natural appetite or passion; lack of moderation
39. avarice (n.) insatiable greed for riches; inordinate desire to gain or hoard wealth.
40. verity (n) truth
41. temperance (n) self restraint in conduct; moderation
40. scruples (n.) tiny parts; doubt; difficulty

Act V

scene I

41. perturbation (n.) a mental agitation
42. charge (v.) to suffuse with emotion
43. mortify (adj.) dead to the world; deadened; destroyed

scene II

44. gentry (n.) rank according to birth; nobility, nobles
45. fortifies (v) to strengthen against an attack
45. distempered (adj.) disordered; deranged; disturbed
46. upbraid (v.) to bring forward as grounds or basis for censure

scene III

47. skirr (v.) to fly, whir, scour
48. raze (v.) to obliterate, destroy completely
49. purge (v) cleanse of impurities
50. pristine (adj.) perfect, as formerly

scene IV

50. treatise (n.) tale; talk

Citation Format

1-3 Lines

Use quotation marks. Write the lines out until you get to the right margin of your paper. Put a / (forward slash) between each actual line from the play. They should blend into the paragraph and not be off set. Put the Act, scene and line numbers in () at the end of the quote. Put a period after the parenthesis if it occurs at the end of your sentence.

Example:

"So please you, it is true: our thane is coming. / One of my fellows had the speed of him; / Who almost dead fro breath, had scarcely more" (I.v.32-34).

4 or more lines

Do not use quotation marks. Write the lines exactly as they appear on the page. Off set the lines so that they do not look like they are part of the sentence. Indent the lines 10 spaces (2 tabs). Double space before and after the quote. Put the Act, scene, and line numbers in () at the end of the passage. Put a period before the parenthesis if it is the end of the sentence.

Example:

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,
Art not without ambition, but without
The illness should attend it.... (I.v.13-18).