**MACBETH**

We have scotch'd the snake, not kill'd it:
She'll close and be herself, whilst our poor malice
Remains in danger of her former tooth.
But let the frame of things disjoint, both the
worlds suffer,
Ere we will eat our meal in fear and sleep
In the affliction of these terrible dreams
That shake us nightly: better be with the dead,
Whom we, to gain our peace, have sent to peace,
Than on the torture of the mind to lie
In restless ecstasy. Duncan is in his grave;
After life's fitful fever he sleeps well;
Treason has done his worst: nor steel, nor poison,
Malice domestic, foreign levy, nothing,
Can touch him further.

**LADY MACBETH**

Come on;
Gentle my lord, sleek o'er your rugged looks,
Be bright and jovial among your guests tonight.

**MACBETH**

So shall I, love; and so, I pray, be you:
Let your remembrance apply to Banquo;
Present him eminence, both with eye and tongue:
Unsafe the while, that we
Must lave our honours in these flattering streams,
And make our faces vizards to our hearts,
Disguising what they are.

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*

*

**Use in essays on…**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*
*

**Use in essays on…**

**Quotation:**

**LADY MACBETH: “Sleek o’er your rugged looks./Be bright and jovial among your guests tonight.”**

**Interpretation:** Macbeth is beginning to lose his mind – Lady Macbeth understands that as long as he looks in control, power will remain in their hands due to the hierarchal system in which they live.

**Techniques:** Juxtaposition.

**Analysis:**

* The juxtaposition of “rugged” and “jovial” links to hypocrisy and the two-faced nature of Macbeth’s behaviour.
* “Sleek o’er ” creates an image of taking something ugly and unpleasant and giving it an appearance of positivity – to be King, Macbeth must look the part.
* The fact that his actions are “rugged”, suggesting violence, but his current behaviour is “jovial”, with associations of friendship and togetherness, reminds the audience of his deceitful nature.

**Use in essays on…** Macbeth; Good versus evil; Appearance and reality; Kingship.

**ACT SCENE ESSAY QUESTION:**

**At this point in the play,**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*

*

**Use in essays on…**

**Macbeth – Extract Analysis**

**The Quotation Bank® GCSE English Literature Study Guides – free photocopiable resource. www.thequotationbank.co.uk**

**Teacher notes:**

This activity is designed to be used in class or set as a homework, to help pupils develop their AO1 and AO2 skills.

The resource is designed so that it can be revisited multiple times with different extracts, or used by pupils independently, to develop a bank of annotated extracts over time.

One example quotation is provided, taken from The Quotation Bank®: Macbeth. The example models how to interpret a quotation, draw out the literary and dramatic devices used, and analyse key words/techniques, as well as consider what exam questions this quotation could provide evidence for.

The Act and Scene section is left blank – a simple starter could be for pupils to locate the scene within the text. “At this point in the play” allows pupils to put the passage within a whole text context.

When using this resource with your pupils you may wish to give pupils two copies of the handout, so you can model the analysis with the whole class, using a quotation you have chosen, before they work independently.

Please note this resource is set at A3 size.

*Differentiated use of the resource:*

You may wish to give pupils suggested quotations to analyse, particularly where you feel pupils would benefit from more structure and support, or they could select their own. The template is provided as a Word document so you can type directly into the document to provide more scaffolding and support if you feel your pupils would benefit from this.

You may wish to give pupils a pre-chosen exam style question in the box at the bottom and ask them to find relevant quotations from the text before analysing them, or pupils could set their own exam question. This is an activity that could also work well in groups, with each member providing analysis for a different quotation before bringing them together in a group essay plan.

Pupil-focused instructions are provided below if you wish to use this resource for homework or independent learning.

**The Quotation Bank: Extract Analysis**

|  |  |
| --- | --- |
| **A01** | **Read, understand and respond to texts. Students should be able to:*** **Maintain a critical style and develop an *informed personal response***
* **Use textual references, *including quotations*, to support and illustrate *interpretations*.**
 |
| **A02** | **Analyse the *Language, Form and Structure* used by a writer to *create meanings and effects*, using *relevant subject terminology* where appropriate.**  |

This activity allows you to show off all your analytical and interpretative skills.

1. What Act and Scene of the play is this extract from? Quickly skimming through the text will remind you of where this extract comes from in the context of the rest of the play.
2. Complete the sentence in the box at the bottom of the page, beginning, “At this point in the play….” You should explain what is happening in the extract.
3. Use the headings in the blank quotation boxes to help you analyse and interpret your chosen quotations
* Interpretation – Give your own personal response to the quotation. What does it suggest about a key theme or idea? What message is it conveying to the audience? You may want to include a brief contextual comment here if you like.
* Technique – What literary techniques are present in the quotation? This is just a list of techniques – you don’t need to analyse them at this point.
* Analysis – Break down the quotation into smaller parts and analyse the effect of language, form or structure. Aim for three different analytical points, covering three different techniques.
* Use in essays on…. Which possible exam questions or themes might this quotation be useful for?