

**Threshold Concept- Year 8- Macbeth:**

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

**A plot and character summary of 'Macbeth:' Full translation (if on MS Teams) = Macbeth Modern**



<b>Macbeth</b> - Thane of Glamis - Renowned general - Prone to suggestion	<b>Lady Macbeth</b> - Macbeth's wife - Impatient & ambitious - Doesn't like spots	<b>Duncan</b> - King of Scotland - Rather avuncular - Totally doomed
<b>Malcolm</b> - Duncan's eldest son - Kind of slippery - Natural politician	<b>Donalbain</b> - Duncan's second son - Doesn't say much - Doesn't do much	<b>Banquo</b> - Macbeth's friend and fellow general - Somewhat skeptical
<b>Fleance</b> - Banquo's son - Fortuitously good at running away	<b>Macduff</b> - Thane of Fife - Dedicated family man	<b>Lady Macduff</b> - Macduff's wife - Worries a lot, for good reason
<b>Macduff's Son</b> - Smart-mouthed kid - Unfortunately not good at running away	<b>Witches</b> - Scheming evil secret black and midnight hags - Like making prophesies	



Using this information can you:

- Recount what happens from start to finish in the novella?
- Explain who the primary characters are, and what makes them unique?

**You should use this information to get the base knowledge needed for William Shakespeare's play.**

**E.g. Lady Macbeth is impatient and ambitious at the play's start, but suffers guilt towards the end of the play.**

**How to analyse the writer's craft- break the quotation up into smaller chunks (i.e. single words- see green text below). Example on witches:**

The characters of the witches are strange and unknown. "Hover through the fog and filthy air." This pathetic fallacy shows the witches are hidden, because the word "fog" is a weather-type that stops people from seeing the truth ahead of them. Audiences are meant to be frightened of the witches when they are on stage, as their mysterious nature makes it hard to predict what they might do next.

Key quote written down
Technique identified.
What it shows
Audience reaction(s).

In order to be successful, **you must know a range of different moments** from the whole story. For example, other moments where the witches are important include:

- The predictions "Thou shalt get king!"
- Them making a potion "Double, double toil and trouble."
- Them tricking Macbeth "None of woman born, shalt kill Macbeth."



**Developing this further- discussing audience reaction.**

A really effective way to showcase your understanding of the text is by exploring how different audience members may react to different characters/moments (see the blue part of the WAGOLL above). This is how we do this:



**SOME AUDIENCE MIGHT THINK**

*Lady Macbeth is foolish for trying to convince her husband to murder the king. She hasn't thought clearly through the problems with doing this enough at all.*

**OTHER AUDIENCES MIGHT THINK**

*Lady Macbeth is right to try and resist the powerful men around her and do what she thinks is right for herself and her husband.*



Try to consider, as you read the play, your own reactions to characters/ events. Discuss these reactions with your classmates and see if you all think the same/ react differently!



**Threshold Concept- Year 8- Writing accurately.**

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC7 – Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

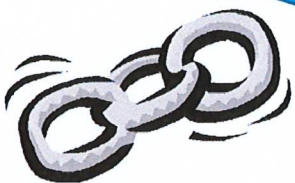
**Paragraphing and cohesion when writing non-fiction and creatively.**

<b>GOLD</b>	<b>SILVER/BRONZE</b>	<b>AVOID!</b>

When marking your work, your teacher will firstly look at the paragraphing choices you have made.

**Being experimental** with paragraphing (i.e. using one word/ sentence paragraphs **occasionally for effect**) can really help to improve the structure of your written pieces.

Cohesive devices- words that link paragraphs and sentences together.



<b>ADDING</b> and as well as moreover furthermore In addition too on top of that another point is	<b>SEQUENCING</b> first, firstly, first of all second, secondly.. third next meanwhile now subsequently	<b>ILLUSTRATING</b> for example such as for instance In the case of as shown by illustrated by take... one example is..
<b>COMPARING</b> similarly likewise as with like equally in the same way	<b>QUALIFYING</b> but however although unless except apart from as long as if	<b>CONTRASTING</b> whereas alternatively unlike on the other hand conversely having said that nevertheless however

When structuring your work, ask yourself these questions:

- Do I paragraph my work and vary my paragraphs, or do I play it too safe?
- Do I use words that link sentences and paragraphs together, or do I repeat words like "The" and "I" too often in my writing?



**A range of sentence structures- opening with different words!**

Starting sentences with linking words is great, but you can also improve your sentence structure choices by using lots of different

*Problem: Sentences all beginning with the same word/ word type.*

The [redacted]  
 The [redacted]  
 The [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]

*Solution: Sentences that vary in their choice of opener-> use the below chart to help you use different openers.*

What I should start sentences with instead:	Example starts:
Verbs (ing words)	Looking at the...
Adverbs (ly words)	Quietly,...
Adjectives (describe words)	Depressed, sweaty and exhausted...
Connectives (words that link other ideas/ sentences)	Because of the heat exuding from the room,...
The pronoun "you"	You- if you listened carefully enough- could just make out the...
Prepositions (where, when, how, something happens)	Down the middle of the scene, you could see...
Unusually specific details of setting/character.	An emerald rug lay messily on the floor, about ___ metre by ___ metre in size and smelling of...

**Key word:**  
 varied-  
 having  
 lots of  
 different  
 elements.

Make  
 sure your  
 writing is  
 varied!



**Accurate intermediate punctuation.** We should be using full stops, capital letters and commas accurately, but to push further we should be consistent at using the below punctuation, too.

Name	Looks like:	How do we use it?
Exclamation mark	!	-To add emotion to a sentence -To show a sentence is a command.
Question mark	?	-To show when there is an end of a question.
Ellipses	...	-To create an additional pause.
Speech marks	" "	-To indicate when something is being said.
Brackets	( )	-To show part of a sentence is extra information
Apostrophes	'	-To show where a letter has gone missing when two words have joined (i.e. don't) -To show something owns something else. (i.e. The cat's fur).

When writing, ask yourself these questions:

- Do I know how to use all of these punctuation pieces confidently and accurately?
- Do I use all of this punctuation regularly in my work, not forgetting any piece?

