



# *Macbeth by Andrew Matthews & Tony Ross*

## Non-Fiction

Author Purpose: To inform the reader clearly

Audience: Encyclopaedia entry

Tier 2 words: emerges, enables, accompanies, acquires, excludes, identifies, isolates, persecutes

Key vocabulary: coven, familiar, Sabbath

## Fiction

Theme: Ambition

Key vocabulary: destiny, unison, desolate, heather, barren, moor, melancholy,

## Macbeth

1. To explore new vocabulary
2. To use the passive voice
3. To use parenthesis
4. To use cohesive devices
5. To use cohesive devices
6. To plan a report

7 & 8. To write a  
non-chronological  
report

1. To explore the themes of a text
2. To use role-play to respond to a text
3. To use expanded noun phrases
4. To use dialogue to reveal character and advance action
5. To plan a narrative

6 & 7. To write a  
narrative

*Themes lesson taught at start of fiction sequence to allow for WOW introduction with witches in role. Immersion in non-chronological reports in reading lessons.*

1. Identify features of a non-chronological report using penguin text. Key vocabulary lesson: emerges, enables, accompanies, acquires, excludes, identifies, isolates, persecutes. Practise verbs using active and passive structures. E.g. Familiars often accompany witches. Witches are often accompanied by familiars. Stay in present tense throughout weekly activities. LAPs physically rearrange given sentences.
2. Fed in facts lesson using images of witches and their dwellings. Recap passive sentence structures (without by and show them that the 'by' is implied): It is said in folklore that, It is said that, It is believed that, Witches are frequently seen as, They are typically described as, They are considered, They are thought to be. LAPs focus on using it is said that, it is believed that, witches are seen as. Ensure correct spelling of believed.
3. To use parenthesis – commas, brackets and dashes. Practising adding in information to the sentences given. LAPs just to focus on brackets for parenthesis so commas not confused.
4. Model how to write two related sentences. LAPs to focus on this. Adding extra information in second sentence and starting with pronoun. E.g. Witches are lonely creatures. They often live on their own and only meet up once a week. Model use of semi-colon to separate two main clauses for MAPs and HAPs. E.g. Witches are frequently tortured for acts of black magic; sometimes they are tied to rocks and dunked in village ponds. Show non-examples where one is not a main clause or the two sentences are not closely related enough. Practise writing sentences joined by semi-colons.
5. Model use of adverbials for cohesion (also, aswell, too), pronouns (including modelling The creatures -> These creatures etc). Learners combine sentences about topics using adverbials, pronouns and synonyms to create cohesion. LAPs could focus on pronouns and the -> these.
6. To plan a non-chronological report – provide structure – introduction, witches' companions, what witches do, Punishments for witches
7. Write a report about witches. Live modelling, sharing thinking process.
8. Write a report about witches

1. Themes lesson: Ambition. Key vocabulary lesson: destiny, unison, desolate, heather, barren, moor, melancholy
2. Sequence the story. Then in groups freeze frame, hot seating.
3. Magpieing from forest story. Model effective expanded noun phrases using of e.g. The loud thumping of the horse's hooves...and on e.g. The thick mist on the top of the moor..., or two progressive verbs forms after the noun e.g. The menacing witches, cackling and grinning.... Model ensuring there is still a main verb so sentences make sense. LAPs to focus on two adjectives before noun.
4. Model how to use speech to reveal character and show emotion - show not tell. Then model how to use speech to move the action on - give orders and commands through speech to show what is happening. Explain why both are necessary with a narrative. LAPs just focus on correct speech punctuation with comma and using a phrase after speech to show emotion.
5. To plan a narrative: 1) describe the scene. 2) the witches talk 3) Macbeth and Banquo arrive. Focus in on characters and expanded noun phrases to describe them.
6. Live modelling of writing. Learners write own version

SC:

Passive voice

Parenthesis ( ) - - ; , ,

Formal tone and technical vocabulary

Cohesive devices – adverbs, pronouns

Witches **have been celebrated** in recent years as figures of fun in the likes of the “Wizard of Oz” and in the “Harry Potter” book serialisation. **However, their** history is far darker than this modern-day interpretation.

Witches **can be recognised** because they have a few distinguishing features. **They** are **frequently** unusually wrinkled and often warts **can be found** upon their hands and faces; these tend to be larger than those spotted on normal women. Identification **can also be achieved** through observing if any birth mark – like a scar or piece of raised skin - is present. If **such a mark** is evident, it proves that the witch has deeply evil, powerful abilities to cause harm to others.

More often than not, a witch is a solitary individual who rarely seeks company. Because of this, little is known of them. What is known, is that many witches will meet on the Sabbath (**Saturday**) where they will gather as a coven - the name given to a group of witches. **It is believed that, at these coven meetings,** witches will swap spells, potions and incantations **as well as** discuss the various curses they may have performed on people who have persecuted them.

Witches often have familiars (**demons in animal form**), to help them perform tasks and spy on those who may want to persecute them. **These familiars usually** take the form of a cat or rat, although it was not unheard of for them to be bats, snakes or even the much-loved field mouse! An important task that familiars perform is assisting the witch in communing with the dark lord. This is part of witch lore that is least well known on account of its obvious danger to the body and mind. **It is thought** to be extremely dangerous.

SC:

Passive voice including it

is said that, it is believed that, witches are seen as

Pronouns

Brackets

LAPs

It is believed that wicked witches have roamed Great Britain for many years. Because they are secretive, not much is known about them.

#### Appearance

**It is said that** they are incredibly ugly and bent-backed. As well as this, a large number of witches possess the Devil’s mark (a red scar). **This** shows the true potential of a witch.

#### Habitat

Witches live in forests, abandoned houses and caves. **These** are normally on the edge of villages. Witches despise people who come anywhere near their territory as witches feel calmer when alone. Also, dark, shadowy places are popular with witches as **these** enable them to hide.

#### Familiars

Witches typically have a familiar they use to communicate with Satan (the Devil). **These** are often cats, rats and toads. As **these** creatures are not really from this world, **they** are angry predators of humans. They love eating human flesh and even more horrible things.

#### Punishments

Witches are seen as evil. **This** means **they have been punished** for hundreds of years. Punishment can involve being pushed off a cliff, being burnt at a stake or drowning. Over the years, witch hunters **have been recruited** by kings to find them and torture **them**.

### Live modelling – sharing thought process for word selection. Cover when learners writing

Build suspense through description  
- expanded noun phrases.

Use speech to convey character  
and move action on.

GD challenge: **Power of three** (  
ensure not all children using same  
structure in same place – model  
different options)

**Passive to show Macbeth's fear and  
create suspense**

Whistling and wailing, **the chilling wind** swept over **the scene of slaughter on the barren moor**. The land was littered with **the bloodied bodies of iron-clad men**, twisted and decapitated amongst **the coarse heather**. Horses - who had been charging towards the enemy only an hour before – **now** lay lifeless alongside **splintered shields** and lost weapons. **The sweet melancholy of birds, pipping and chirping**, was drowned out by **the lashing rain and rolling thunder**. And, in the distance, hidden by mist and magic, stood **three cloaked figures**. **They were watching. They were plotting. They were waiting.**

As the **last moans of the dying** evaporated into **the evening air**, **the tallest of the creatures**, lifted **her crumpled face to the desolate sky**. Her wild hair was streaming like a tattered flag in the wind. She sniffed, taking in the scent of the living and the dead. "He will be with us soon," she said. "We will not wait much longer."

The second witch, stroking **her familiar – a ginger cat**- nodded and grinned.

"He is approaching. I hear the horse's hooves," she confirmed. The third momentarily stopped stirring her potion and looked to the horizon, "I too see him," she said. "May our prophecy begin."

Macbeth and Banquo unknowingly rode towards their destiny. Their heads were lowered against **the driving rain** and **Macbeth's dark eyes** were distant as he recalled **the havoc and horror of the day**. It had been **a hard fight, an unnecessary fight, a hopeless fight to protect a feeble king**. Suddenly, **Macbeth's thoughts were interrupted**. His horse whinnied and reared up, its eyes wide with terror. Macbeth struggled to control it. Then, below him, he saw **the three weird sisters barring his way**. His hand immediately flew to his sword, but Banquo hissed "No, friend. I do not think swords can hurt **strange beings** like these." **A small, cold fear** entered Macbeth's heart and he turned his face to disguise it.

"What do you want?" he demanded of the witches. "Stand aside!" They did not move.

"Who are you?" asked Macbeth, his fear multiplying.

**"We are your fate; we are your destiny; we are your guide to being the king!"** cackled the hags in unison.

Then, moving as one, the witches pointed **their crooked fingers** at Macbeth. As they spoke, their voices grated like iron on stone. "All hail Macbeth. You shall be King!" **A startled gasp was heard by all**. Macbeth shivered. How had **these withered crones** come to read **his innermost thoughts**?

**His sweaty palms** reached again for the sword at his side. Eyes wide in fear, Macbeth struggled to find his voice,

"What do you mean? King?"

One of the witches crept closer. **Its anguine eyes, savage and cunning**, were full of malice. **Her voice, if you could describe it as that**, sounded sickly and full of disease. "Yes, Lord Macbeth - King!" The creature smiled slyly, showing **her teeth - a row of blackened stubs like tombstones**. The witches turned to Banquo "All hail Banquo!" They chanted. "You shall not be King, but your children shall!" With that, they vanished like **a mist of breath on a mirror**.

**Live modelling – sharing thought process for word selection. Cover when learners writing**

Build suspense through description  
- expanded noun phrases.

Death was everywhere. The chilling wind swept over the barren moor. The land was covered with bloodied bodies, lost weapons and lifeless horses. The rolling thunder roared through the air. The driving rain soaked the earth. In the middle of the moor were three cloaked witches. They stood. They watched. They waited.

Punctuate speech correctly

The tallest witch lifted her crumpled face to the black sky. Her wild hair was tangled and her nose was crooked. She sniffed, taking in the scent of the living and the dead.

"He will be here soon," she said.

The second witch, stroking her ginger cat nodded and grinned.

"He is approaching," she confirmed. The third stopped stirring her potion and looked to the distance,

"I too see him," she said.

Pronouns for cohesion

Macbeth and Banquo rode towards the nasty creatures. Their heads were down and Macbeth's tired eyes were sad. He was remembering the horror of the day...

## The Emperor Penguin

Of all the penguin species that prevail on Antarctica, the Emperor Penguin is perhaps the best known. They are endemic to Antarctica – meaning that they only live in this location. It was during Scott's Expedition to Antarctica, which was in 1902, that the first colony of Emperor Penguins was discovered. These penguins face extreme temperatures that can plummet to -60C. However, despite these harsh conditions, they spend their entire lives living on the ice or in the cold waters of Antarctica.

### Physical Appearance

As their name suggests, Emperor Penguins stand tall and regal with the typical black and white colours, for which they are famous. Similar to other penguins, they have distinctive and vibrant colours around their necks and heads. In order to survive Antarctica's severe temperatures, these birds have some impressive adaptations. For example, their coats consist of four layers of feathers, which make them waterproof and windproof. Furthermore, they have the ability to recycle their own body heat as their arteries and veins are very close together.

### Rearing Penguin Chicks

Every winter, Emperor penguins will begin the long trek to find a place to lay eggs. Males arrive first in order to find a good mate. Once the egg hatches, the female will pass it to the male for them to incubate (keep at a warm temperature until it is hatched) before making the long journey back to the sea to find food. The males must balance the egg and later the hatchling on their feet; they avoid the ice or the egg would perish. Males huddle together, taking turns to move inside the pack, to keep warm and survive the harsh winter months. When the females return, they regurgitate (vomit) their food for the new chicks and the males venture off in search of food.

### Diet

Emperor penguins mainly feed on fish and crustaceans. Apart from these, their diet also consists of the following: hooked squid, glacial squid and krill. Whilst hunting, penguins can remain submerged for eighteen minutes, reaching a depth of 535m. The Emperor Penguin searches for its prey in the open waters of Antarctica.