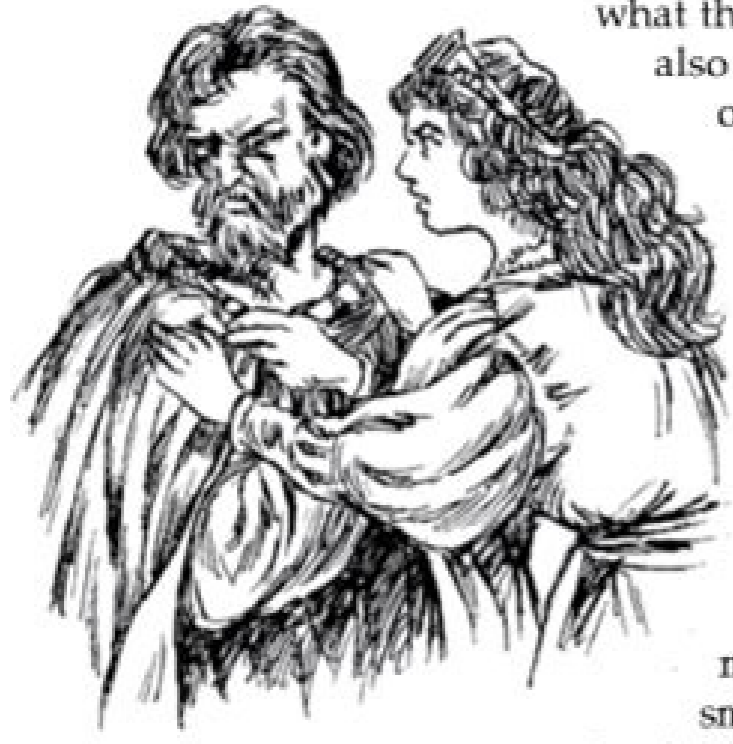


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arrived from the king, sent by him to give Macbeth the name and title of Cawdor. Macbeth was so surprised that the witches' words seemed to be coming true and he was unable to reply to the messengers. And at that moment a hope formed in his mind that what the third witch had said might also come true and that he would one day be King of Scotland.



He said to Banquo, "Do you not hope that your children will be kings when what the witches promised to me has so surprisingly happened?"

"That hope," answered Banquo, "might make you plan to be king; often these ministers of darkness tell us small truths to lead us into evil deeds."

But the words of the witches had sunk too deep into Macbeth's mind to allow him to listen to the warnings of the good Banquo. From that time, he directed all his thoughts towards becoming King of Scotland.

Macbeth had a wife, to whom he told the strange words of the witches and what had followed. She was a bad woman. Her only desire was to be the most powerful and rule over the kingdom. She never failed to remind Macbeth that the murder of the king was necessary for the words of the witches to come true.

After few days, the king came to Macbeth's house with his two sons, Malcolm and Donalbain, and a large number of lords and attendants to honour Macbeth for his success in the wars.

The castle of Macbeth was built in a beautiful spot. The king entered, well pleased with the place and even more pleased with the attentions and respect of his honoured hostess, Lady Macbeth. She was able to hide evil purposes behind smiles and could look like a beautiful flower while

Name: _____ Class: _____

- Write the letter of the description next to the correct character's name (2 pts each).
1. _____ Three witches A. Encourage(s) the witches to lead Macbeth to his downfall
 2. _____ Macbeth B. Macbeth claims to be killed by his/her/them in an angry rage
 3. _____ Macduff C. Banquo is England for his/her/their safety
 4. _____ Banquo D. he/are killed because of his/her/their offering to said will become king
 5. _____ Duncan E. Sport(s) Macbeth's ambition by making prophecies about him
 6. _____ Malcolm F. Was/were executed for being a(s) traitor(s)
 7. _____ Lady Macbeth G. he/are not "of woman born", so the prophecy is fulfilled by killing Macbeth
 8. _____ Banquo H. Decides he/she/they killed for many to have had some
 9. _____ Thane of Glamis I. he/are overcome with guilt and commits suicide
 10. _____ Duncan's guards J. Shouldn't have trusted Macbeth, because Macbeth killed him/her/them

- Circle the letter of the best answer (2 pts each).
11. Which of the witches' prophecies came true for Macbeth immediately?
 - A. He wins in battle against the Norwegians.
 - B. Duncan names him heir to the throne.
 - C. Banquo agrees to help Macbeth become king.
 - D. He becomes the Thane of Glamis.
 12. How does Lady Macbeth react after reading Macbeth's letter telling her of the witches' prophecies?
 - A. She laughs it off, but she secretly decides to kill Duncan.
 - B. She runs and tells everyone, and she goes to become queen quickly.
 - C. She wonders if he has eaten something poisonous, so she decides to call the doctor.
 - D. She worries that Macbeth won't be ruthless enough to become king, so she decides to persuade him.
 13. What does Macbeth envision before killing Duncan?
 - A. a bloody dagger floating in the air
 - B. a bloody child wearing a crown
 - C. a ghost in armor with a stick in his hand
 - D. Banquo's ghost

Starting with this scene, explain how Shakespeare presents the witches and their power. Write about:

- How Shakespeare presents the witches in this speech
- How Shakespeare presents the witches in the play as a whole (30 marks)

Shakespeare presents the witches as powerful through the way they can control the weather, Macbeth and even the audience and through the way they are presented as having magical powers. The very negative and frightening presentation of these five sets widely held views of the dangers of the supernatural during the Jacobean period.

By beginning the whole play with a scene set in the supernatural world, Shakespeare is able to make the witches seem scary powerful by the end of the play because the audience can experience the curiosity Macbeth feels towards them and the control they have first hand. The whole play begins with the question "when shall we three meet again?" showing that the main business has just been missed, making the audience feel pulled in and want to carry on watching to find out what they were discussing. The audience feel rage and curiosity until the end, especially as there was a fascination with and strong belief in the supernatural during the Jacobean era. King James was such a staunch believer in the demonic influence of witches all that he wrote a book, titled *Demomologie or witchcraft*, Shakespeare may have presented the witches as having powers of control and influence to fit King James's view to ingratiate himself with him as he was his patron.

Another way Shakespeare presents the witches' power is through their ability to control the weather; this is also another ability King James believed the supernatural possessed (the idea of the supernatural controlling the mind was mentioned in his book, *Demomologie*). The first witch asks why they should meet noon, "in thunder, lightning or rain?" This

**Word List** Study the definitions of the words. Then do the exercises that follow.

abate əˈbeɪt	v. To become weaker; to decrease. The speaker waited until the applause had abated before continuing. unabated <i>adj.</i> Showing no sign of weakening; showing no decrease. Representative Millet showed unabated enthusiasm for campaigning for the senate seat, even though he had been twice defeated for that office.
acknowledge əkəˈnɒliʃ	v. 1. To admit the existence of. Did the police officer acknowledge your right to remain silent? 2. To express recognition or thanks for. The new Wimbledon singles champion raised her hand to acknowledge the cheers of the crowd. acknowledged <i>adj.</i> Commonly accepted or recognized. Bill James is an acknowledged expert on baseball statistics.
agent ˈeɪnt	n. 1. A person who acts or does business for another. The author's agent founded a company to publish his latest mystery story. 2. Something that brings about a result. A new principal can be a powerful agent for change in a school.
authority əˈθɔːrəti	n. 1. The right to give orders, make decisions, or take action. Only the Congress of the United States has the authority to declare war. 2. An expert source of information. The researcher Jane Goodall is a world authority on chimpanzees. authorities <i>n.</i> A group of people who have the right to enforce laws. The authorities closed the restaurant because it did not meet the proper standards for cleanliness.
devastate dɪˈvæstə	v. To ruin or destroy completely. Farmers in the Midwest fear that lack of rain will devastate the wheat crop. devastating <i>adj.</i> Causing destruction. A devastating hurricane destroyed hundreds of homes in southern Florida. devastation <i>n.</i> Great destruction. The earthquake in Japan created a scene of massive devastation .

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Wordly Wise 3000 - Book 7 1



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Do not cheer or give verbal feedback.Á Á You may move silently to one side or the other to show support. Your Role in Philosophical Chairs During this discussion, the teacher should primarily stay out of it except to enforce the rules -- or to call foul on students who aren't moving even after a very persuasive argument has been given.Á Á It's going to be hard to keep to the "wait three seconds" and "restate the other person's argument" rules, but those are absolutely crucial.Á Á (How many of us just "wait to speak" rather than actually listen to an opposing argument and actually address another person's concerns?) Otherwise, listen for discussion going to the same ground or winding down as a signal to change questions. Reflection and WritingAs an option for journals, exit tickets, or casual writing, students may be asked to provide a reflection on the discussion, essentially answering, "What arguments did you hear today from the other side that was persuasive or compelling?Á Á Did any argument change or modify your own initial position?" Preliminary Lecture Overall, the following information needs to be presented at a minimum, ideally in interspersed lecture and questions.Á Á Students should understand the following basic information by the time the background information lecture is over:Á Á You can do these in any order. Dates of birth and death, major cities associated with himThe Globe and how it appealed to multiple classes of patronsGeneral overview of MacbethHow Shakespeare's language ranges from simple to complexHow Shakespeare is NOT "OLD ENGLISH," but rather, MODERN English.Á Á (See below)The purpose of iambic pentameter to tell us which words and ideas in a given line are of crucial importance.MORE INFOIf you need more information about any of these points listed above, please feel free to use these notes. William Shakespeare was born of a middle-class family in the small town of Stratford-upon-Avon in 1564. It is not known much about his initial life and schooling except through inference and circumstantial evidence, but what we know is that when he came to London in his youth, he would transform not only the English drama, but the English language. Theatre The great theatre associated with Shakespeare was The Globe, which basically looked like a big drum of hygienic paper in the end -- it was outdoors, and naturally lit. There were very few formal sets and props, and yes, all parts were played by men, because it was generally considered licentiate or improper for women to perform on stage. (And YES, the etabentan audience was willing to suspend disbelief over the male actors who play women, but Shakespeare himself will constantly play with the genre throughout his play, as in Twelfth Night, where heroin Viola disguises himself as a man to protect himself in a strange place, and ends up falling in love with Orsino, who is in love with Olivia, who thinks he is in love with Viola, being a man. Add the almost-identical twin brother of Viola, Sebastian, and you have a party. Literally, in the character of Viola, you have a man pretending to be a woman who is pretending to be a man who is in love with a man who is in love with a woman who is actually a male actor who plays a woman. And so on.) General information of MacbethSet in the 11th century ScotlandShortest Shakespeare play, written at some point around 1606 Based on a royal king; source of Shakespeare was the story of Raphael Holinshed of England and Scotland, usually referred to as Holinshed Chronicles. Ambitious concerns Scottish general who takes over the crown through the murder. 5 acts, like all Shakespeare's plays On the contrary etrof etrof áBá mu e oderne jÁpīncīrīp áÁá mu etnemāer jÁh oÉÁn Á Á jÁpīncīrīp oderne ocīn'Á mu meī. sÀÁēp sad arīam developed to the extent that other Shakespeare plays. The language of Shakespeare and the language of Issueshakespeare "not old" varies richly allusive and educated to simple and affordable - sometimes within the same line, as when Macbeth says his bloody hands "prefer the multitudinous seas incarnate, making the green a red." His language is rich in nouns, especially concrete language, rather than abstract or non-relatable images that would not attract a broad audience. Instead, it reaches all classes, both the "Groundlings" (the people who occupied the cheap seats only for the standing room in front of the stage) for the richest customers in the boxes. What is also a common misconception is the idea that Shakespeare, because he wrote in the late 1500s, somehow wrote "old English". That's as true as saying that Shakespeare was a previous kind of human being because he lived hundreds of years ago. Shakespeare did not write in ancient English. This is ancient English, by the way; no, in reality, Shakespeare did not write ancient English; He didn't write in middle English. New language class. What the iambic pentameter is the Formany Professors simply teaches that Shakespeare wrote in the iambic pentameter. They almost never explain why, in prose (true), but this is not an answer to the question. Why don't they talk in the iambic Tetrameter? Iambic pentameter) as being playing and singing. Think of Emily Dickinson's poetry, which often maintains a (perfect) trim iambic/tetrameter pattern, forOr think of a typical folk ballad. It is not that this meter is somewhat bad - it is not - but the "sensation" of a speech has done in a trembling or tetrameter meter is seriously undermined by fact that it sounds like the beat for "Old Dan Tucker". At the other end of the scale, the hexaged hexal or the hepton seems prolonged and excessively long, a quality Alexander Pope mocked from his "striking essay" in his comments on "an Alexandrine unnecessary ends Motheric/which, like a wounded snake, drags on its slow length. "In many ways, the pent of the "gold meter" of English poetry: no long time, not too short, not very short. It's on the right. Also say a very important actor to an actor: what words are important to emphasize? After all, there is a vast difference between saying: "You look good today" versus "you are fine today. The standard of the meter. Other diverse emissions of omissions did not use a "British accent". If you choose to do activities with students in which they promulgated a scene of the Peāša or recite a monodual/set scene, some students can (wrongly) adopt a false British accent, thinking that it is that it is "supposed" to make a shakespearean peā. Inform them that the accent we associate with modern British class there was not really well, after the death of Shakespeare, when the Duchess of Devonshire, who had enormous influence on style and tending, decided that this was a "proper" of "proper", there is a considerable movement to develop or restore the original pronunciation for Shakespeare rings in the shape in Grand - Brittany, and the result is an accent that sounds like Ireland by Kentucky, then ... is not exactly as the prince Will Am here. Reading and noting, in no way, students be instructed to read the first act of the Peā. Take about one act a week if you need a hard time line. Dā to students a visualization of verbal (or prepare a powerpoint) of the opening scenes of the game, for example, "now, what we will see when the game opens will be through witches, but they also also are called weird stir. The proportion, the word "strange" came from the word Anglo-Saxonian Wyrd, which meant "fact" or "destiny" so deep, these are the sister E s destination, "and so on. Instruct students to read and write down Law I for a weekend. If students are not regular, it is usually better to break it into a smaller pedaper and attribute them to read and note act I at the end of scene 4, and then attribute them to read the rest of the act after verifying the notation. Encourage students to use the notebooks and approaches below: (O) Question - Ask something in the passage that is not clear - usually start with "Why?" (MR) Strong Reaāment - Mark ideas or scenes or moments that evoke a strong reaction in you. A connection with your life, the world, or other (P) text (P) - anticipates what will happen based on what is in the passage (L) Clarify - answer previous questions or confirm / disregard a prediction (j) Judge - makes a judgment on what the author is trying to say, or on the decisions or action or words of the characters. Step One: Find your focus you will not have time to discuss every idea or line in this play. Instead, you will need to find a focus or topic problem that you will come back to later, and you will pass special attention in the dwarf and discussion of specific scenes. For example, if I were to teach Othello, a problem that I would definitely explore is the question of sociopathy, it means that I am definitely analyzing each one sam sam. ojal ed soīu'Álīos Those who are in the use of the peā. I would also be interested in the question of the manner, so I would definitely focus on the contest "Success Scholarships and Chronicle Small Beer" between Iago and Down, also as Emilia's bitter words about "... they spill us "at the end of the peāša. For Macbeth, the following problems are rich in possibilities. Choose at least two below. The tūpā, particularly regarding power, our cultural sense of which Behaviors and attitudes constitute "masculinity" or masculinity, or what behaviors and attitudes constitute "femininity." Macbeth calls the identity of a question since the use, with the perprise of fluid -whose "beards" banquo perplex) Macbeth the dream of power, the dream of fulfilling its techniques of not only Thane de Glamis, but the main work: King of Scam. To do this, he must overcome what his wife calls "milk from human type ness" that Macbeth is very full, She herself exchanges her own "milk for galls", asking milk, a female child and maternal love, be exchanged for poison, evil, the determination of killing without the soft and (for her opinion, weak and feminine) "Compatible visits of nature" entering between it and the conquest of its environment. In fact, it is Lady Macbeth, who, at least in the use of the peā, seems the partner in this marriage that is more traditionally "masculine", or at least, she has the most stereotypically masculine attitudes of resolution O, Fortaleza, Environmental, Boldness and Courage. Of destination, particularly in the presentation of the strange stirer (remembering that the word "strange" comes from the Anglo-Saxon, which means destination). Can they really predict the future? If so, Macbeth would have become king if he had not done anything? We have the same destination, but do we have the choice to poison it or not? What point is there to try to change your destination? All these questions are some that Macbeth and Macbeth Grapple with, like us. Guiltmacbeth is an experienced warrior and commanded by battle that does not experience absolutely no moral computing detectable about defeating an enemy in battle, literally clearing his navel enemy to mandābula and cutting his head. However, as many soldiers and non-combatants will persuasively argue, war and murder are separated two acts, and certainly they are in Macbeth's awareness. Ironically or not, by the way, he is initially who suffers the greatest pains of awareness before the murder of Duncan - but is his wife who suffers the most after the action is done. For Macbeth, the murder almost becomes addictive to finally, he is as if in the middle of a river of blood. If he turns or continues to make little difference to the breath of his soul. As he becomes harder, more sociatic, his wife internalizes guilt to the emergence in her restless scene, revealing so-and-mulching at the last time we see her alive. Does she kill herself from guilt? Did Macbeth kill her because she reveals too much guilt? Did she kill her body while Macbeth kills her soul? Step Two: Choose your scenes probed when you choose your focus, you can choose scenes to study with focus and private proportion. You will be going back to these scenes with the students, reading them out loud, and re-entertaining them with a specific focus or question in mind, enter the scene as the particular focus of discussion of class and writing. Assign the scene to reread. Assign a specific focus on noting, for example, "Okay, I want you to put a sign (p) wherever you see Lady Macbeth winning Power in this scene. Be prepared to tell me what she is ; raŠānācla raŠānācla arāp arāp and WHY it is working or not working."Discuss why and what students marked, e.g., "Bob, I noticed you marked (P) in the line, "What beast was't, then?"Á Á Who else marked that line?Á Á Okay, you did, Anna?Á Á Why did you decide to mark that line?Á Á Vernon, did you mark that line?Á Á Why did you decide not to mark it?" Optional Reflection: Assign a focus question or summary paragraph as an exit ticket or as a part of Cornell notes.Keep discussion going by referring to the ÁÁÁ act-by-act questions ÁÁÁ.Á If needed, in order to develop points or respond to issues raised by students. (See "Link to Discussion Questions" at the bottom of this page.Scenes About Gender/PowerNOTE:Á Á Scenes marked with asterisk (*) are crucially important.Á Á Special thanks to the people who put together the Macbeth Navigator: Scene IndexÁ Á NOTE: Several scenes fall across multiple categories. Act 1, Scene 3: The witches prophesy that Macbeth shall be king and Banquo shall be father of kings.Á Á Á Á Á Á Á Á Ross and Angus tell Macbeth he has been given the title of Thane of Cawdor.Á Á Á Á Á Á Á Á Macbeth muses on the possibility of killing the King in order to be king.*Act 1, Scene 5: Lady Macbeth reads Macbeth's letter about what the weird sisters said, and works herself up to work him up to murder.Á Á Á Á Á Á Á Á When Macbeth arrives, Lady Macbeth tells him to look innocent and follow her lead.*Act 1, Scene 7: Macbeth almost talks himself out of killing the King.Á Á Á Á Á Á Á Á Lady Macbeth gives her husband a tongue-lashing that makes him commit to their plan to murder the King.*Act 2, Scene 2: Lady Macbeth waits for Macbeth to come with the news that he has killed the King.Á Á Á Á Á Á Á Á Macbeth is so shaken by the murder that he brings the bloody daggers with him, and Lady Macbeth takes them from him, to place them with the sleeping grooms.Á Á Á Á Á Á Á Á AA knocking at the castle gate frightens Macbeth, and his wife comes to lead him away, so that they can wash the blood of his hands. Act 3, Scene 4: Macbeth and Lady Macbeth welcome guests to their banquet. . Macbeth hears from the First Assassin Banquo is dead, but Fleance escaped. . The fucking Banquo Ghost -- that only Macbeth can see -- appears among the guests. . When the guests disappear, Macbeth tells the woman that she will find out why Macduff did not attend the banquet. Then he hints that he may have to shed more blood, and decides that he will speak to the witches again. Act 4, Scene 1: Singinging "Double, double, toil and Trouble", the three witches shake the cauldron. . The witches call apparitions that give warnings, promises and prophecies of Macbeth: care Macduff, fear "no born woman", fear nothing until the wood of Birnam comes to Dunsinane, the question of Banquo will be kings. The Witches disappear and Macbeth calls Lennox, who says Macduff fled to England, where Macbeth orders the murder of Macduff's wife and children. Scenes on Fate/DestinyAct 1, Scene 1: The witches plan their meeting with Macbeth.* Acts 1, Scene 3: The witches prophesy that Macbeth will be king and Banquo will be the father of the kings. . Ross and Angus tell Macbeth that he received the title of Thane from Cawdor. . Macbeth muses about the possibility of killing the King to be king. Act 3, Scene 1: Banquo expresses his suspicion of Macbeth, and wonders if the predictions of witches will become reality for themselves, as they have for Macbeth. . Macbeth questions Banquo about the ride he is taking and insists that he returns in time for a banquet that night. . Macbeth persuaded two Murderers that Banquo is his enemy, then sent them to kill Banquo and his son, Fleance. *Act 4, Scene 1: Singinging "Double, double, toil and problem", the three Witches stir the cauldron. . The witches call apparitions that give warnings, promises and prophecies of Macbeth:Macduff, fear "no born woman", fear nothing until the wood of Birnam comes to Dunsinane, the question of Banquo will be kings. . then Macbeth orders the murder of the wife and children of Macduff 5, scene 5: Macbeth expresses his challenge to the forces who marched against him, then hears a cry of women and receives the news of his wife's death. Messenger reports that Birnam Woods is coming to Dunsinane; Macbeth leaves to find his destination. 5, scene 7: Macbeth fights with the young Sward and kills him. 5, scene 8: MacDuff and Macbeth make battle. Macbeth prides himself that he cannot be harmed by "one of a born woman", but Macduff responds that he was "of his mother's womb / ripp'd". They fight and Macduff kills Macbeth. Sward receives the news of his son's heroic death. Malcolm is acclaimed King of Scotland, and then rewards his followers and invites everyone to see him crowned. Scenes on Guiltact 1, scene 3: the witches prophesy that Macbeth will be king and Banquo will be the father of kings. Macbeth reflects the possibility of killing the king to be king. j Act 1, scene 7: Macbeth almost talks about killing the king. - To stop that which makes him commit to his plan of murdering the king. ACT 2, Scene 1: After midnight, Macbeth tells Banquo that they will speak of the witches again and give him good night. See "A Dagger of the Mind", hear the bell of his wife and kill King Duncan. Minutes 2, scene 2: Lady Macbeth expects Macbeth to come with the newsHe killed the king. "Macbeth is so shaken by the murder that he takes the bloody daggers with him, and Lady Macbeth takes them to him to put them with the sleeping bridegrooms. The baptism at the castle gate frightens Macbeth, and his wife comes to push him away, so that they can wash the blood from their hands. ACT 3, Scene 2: Lady Macbeth and Macbeth envy the dead peaceful, who sleep in Peace, while they, who have everything, live in constant fear of losing anything. 4: Macbeth and Lady Macbeth receive the guests at their banquet. Only Macbeth can see - appears among the guests. banquet. So he suggests he may have to shed more blood and decide he'll talk to the witches again. Lady Macbeth walks and speaks during sleep, revealing guilty secrets. ACT 5, Scene 3: Macbeth hears that his Thanes are abandoning him, that the English army is approaching, and that his wife is lying to the soul, but he tries to convince He himself has nothing to fear and prepares to fight. ACT 5, Scene 7: Macbeth fights with the young Sward and kills him. de dunsinane. act 5, scene 8: Macduff and Macbeth make battle. Macbeth prides himself that he cannot be harmed by "one of a born woman", but Macduff responds that he was "of his mother's womb / ripp'd". They fight and Macduff kills Macbeth. Sward gets the he of death of your son. . Macduff enters Macbeth's head. Malcolm is greeted king of the scam, where he rewards his followers and invites them all to come him crowned. Step Trandos: Teaching Textlaying The Groundwork Essentially, everyone wants to know what the game plan of a particular activity is. What are we doing? What do we do next? Where is this going? How is this fits the larger image? Tell students the essential routine helps them understand the answers to these questions, and more to the point, it focuses on you as a teacher and makes the proportion of your clear discussion - not just "let's go through the text ". A. The General Game Plan = 3 Nustal Reading #1: Reading at home this step is crucial unless you want to spend a lot of time in silent reading, which is not the most likely to pass the precious time of students. Assign to students a part of the text to read and write down using notebooks and fully developed answers, such as those found here. Read #2: "You are here" The second reading goes through a particular section of the reading you attributed the night before. The purpose of this reading is to familiarize the student with the basic events of the game - the characters, plots, motives, famous words, ideas, and other questions that are treated in the reading you had given and for them to make notebooks. For example, if you have attributed to students to read Macbeth through LIV at home, then reading #2 can start asking students to reread the part of the text where Macbeth and banish first meet witches in LIII. You could say, "Okay, let's read this part aloud, and when we do, you are looking for the following questions." What is Macbeth's reaction to witch prophecy? What is Banquo? How do the two men react differently? What their reactions suggest us or tell us about their For reasons of gāšāero. Mark with a "G.", look for reasons for power. Mark them with a "P." Where do we see people trying (succeeding) to gain power over each other? Which mom are all using? Tell students to look for these problems. Then read exactly this section, pointing to anything worthy of note, such as the fact that the first words of Taht Macbeth echo the last words of witches and speculate (but not necessarily responding) because this is the case. So, in small groups or pairs, tell them to answer questions and then discuss them. Read No. 3: The great broadcasters of the Peāīgations will focus on any of these main focuses that you have decided to make your special interest during this Peāāo - Destination, Gāšāero, Power, Environmental, or all Options above. The Bases of Reading #1 and 2 Sneep in play. It is not until they did the number 1 and the #2 that is really ready to face the number 3. Examplet says that you chose to discuss gāīnnero and power. You have designated your students to read the act I and write it down, what they are, and now you are ready to start a discussion of two fundamental scenes, related to the relations of Gāšāero and Power:*Act 1, Scene 5: Lady Macbeth Wool The Letter of Macbeth about what the strange sister said to work for murder. Lady Macbeth gives her husband a tie that makes him commit to his plan to murder the King. You even have to read the scene first, ideally a week or more before and focus on the kindness and power questions that the scene raises. Let's say you DID NEHW SA hcus snōtseuq j1 level-kod (lautac cisab stnetuts eht ksa uoy hchiv n' Zuoq weiver-dna-dnats kīcuā-ācÁeSepmāce Tennemssa Eīetnemssa uoy of kcab emoc neht dna rant a Setunim 2-1 EVIG. WONK t' t'NOD Ro Etāpīcītrāp t'FNOD STNEDUTS STNEDUTS Ft Á. MEHT MEHT No GNILLAC YB EtāpīcīTuts Evāh" ro īlac uoy dluow tahw Á Á. 2hebam no yalp rewop a gnīsū htebmām ydāi es "Sīrif uoy dīd erehw". KSA DNā Sñōitātonnā Egāssap Eht Hguorht oē ā. ssām eht. seTūmīmīf tuoba reīfa. Neht? Did uoy Taht kram Yēht dna tahw Á Á. 2'ndīd yēht Taht kram uoy drīd ā? 2'nommoc nī evāh uoy dīd snōitātonnā tahw Á. Erāhs dna rēnrap ruoy of nrut. Detātonnā ev'uyoy taht. yāko". yā Á Á. Ssumā. yā Á Á. Ssum of Evāngs Evāngōissūsd. c'skrow yīlanīf tahw Á. nreppāg of rof kool Á Á. 2'īaf Srehtō Tu. EVITCEfē S'HTēBBCAM YDAL. FOUS SYALP REWOP emos eos yōdāi Á. 2'ton Era hcīhw ā. 2'EVITCEfēfē ton. Evītefēfē)/e/(2'stnaw teg of gnīsū s'eīhs eqūnchēb ro dohtem sīht ēbrēsd ro ībalā uoy dluow wōh Á. 2'gnīsū s' s's dohtem eht s' tāhw - dohtem) (2'stnaw teg oht teg of yalp rewop Gnūticeuce htebm ydāi s' erehw - rewop p(ānīwōl eht flō lā kram esāsep Á. 2'stneīe cīfīces nīatrec rof tuōq eht ne o' er'uy ehw "tnuh ersuāert" I'm not sure what to do with my life. Á Á. 5 enecs. j tCā daerē esāep. fīesruoy yB. NōīTātsēN:swollōf s' eb dluoc nōitātonnā rof temngnīsā enO Á Á. ēlpmāxe nā s' Á. ēkat s'tēL. nōitātonnā Á cīfīcep S. B Á. 5 enecs eht nī nōitātonnā rof Sucof Cīfīces a sīdēc neht dluow uoy Á. Evolnīs Senecs Ešēht Takt Gnīrevēuām DNā Gnīzīgetāts EHT Htīw Rāīlīmāf yrev won er'uyō dāa taht oīānsE/soīr; Ánīmēs'Árāp sejuÀtseuQ ed sejuÀtseuQ arāp knīl. satnugrep V rāutā arāp knīl. satnugrep VI rīga arāp. ērbos siām rebās mereuq uo mednetne oÉÁn sele euq : ʹodatām ©À nācnD omOc ʹhtebcām a oÉÁd saxurb sa aīceforp euQ ʹodīnīfed jÁtse ednO ʹatīrice ofā sÀēp asse euq me ocīt©Áop rodīdem jÁpīncīrī o loīaf ʹzovīv oā

For any academic help you need, feel free to talk to our team for assistance and you will never regret your decision to work with us. We are reliable and established. You can entrust all your academic work to course help online for existing and high quality papers submitted on time. We have worked with thousands of students from all over the world. As the first paper of EngLang is coming up, I thought I'd post some examples of grade 9 work. Attached is what I actually wrote (or rather typed) for paper 2 of my english language GCSE. I got 75/80 for the paper and got a 9 overall. SEE ALL READING INTERVENTION. SUPPLEMENTAL. A Chance in the World SEL. 8-12 Amira Learning. K-5 Waggle. K-8 Writable. 3-12 Connected Teaching and Learning. Connected Teaching and Learning from HMM brings together on-demand... BibMe — The Online Writing Center. Create citations. Start a new citation or manage your existing bibliographies. Check your paper... BibMe™ Plus 3-day free trial! Citation styles. 7000+ styles including APA & Chicago. 7000+ styles including APA & Chicago. Grammar checks. Only first 5 errors checked. Unlimited. 28/12/2021 - 11th Grade Essay: How to Write . You can consider 11th-grade essay writing to be a combination of everything you've learned in the previous 3 years. One of its main goals is to demonstrate that you have a clear understanding of all essential writing elements. You're going to have the chance to practice various forms of writing.

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