

Name: \_\_\_\_\_

## **Macbeth**

### **Act 3 Quiz**

- \_\_\_\_\_ 1. As Act 3 opens, which character's mind races with suspicion and curiosity about the future?
- A. Banquo.
  - B. Malcolm.
  - C. Lady Macbeth.
  - D. Lennox.
- \_\_\_\_\_ 2. Act 3 opens on the day when...
- A. The witches plan to cast a spell upon Lady Macbeth.
  - B. Banquo's son, Fleance, intends to kill Macbeth and take the throne.
  - C. There will be a feast to honor Macbeth.
  - D. Macbeth plans to announce war with a neighboring nation.
- \_\_\_\_\_ 3. Macbeth is planning to...
- A. Have Banquo and his son murdered.
  - B. Have Lennox and Ross murdered.
  - C. Have Lady Macbeth murdered.
  - D. Have Iago and Desdemona murdered.
- \_\_\_\_\_ 4. Lady Macbeth...
- A. Is becoming increasingly suspicious and fearful of her husband.
  - B. Is beginning to embrace the darkest aspects of witchcraft.
  - C. Is less able to hide her guilt over Duncan's murder than her husband.
  - D. Is less content with her newfound power than she expected.
- \_\_\_\_\_ 5. In a conversation with his wife, Macbeth confesses to what?
- A. Having no desire to continue being king.
  - B. Having an eager desire to commit more murders.
  - C. Having terrible dreams on a nightly basis.
  - D. Wanting to reveal their evil deeds to Banquo.
- \_\_\_\_\_ 6. Why won't Macbeth tell his wife details of his newest murderous plan?
- A. He wants to spare her from feeling more guilt.
  - B. He does not trust that she will keep his secret.
  - C. He does not want to subject himself to her criticisms.
  - D. He is not sure whether he will follow through on them.

# Objective Test Macbeth Answers

**LL Leslie**



## **Objective Test Macbeth Answers:**

York Notes for AQA GCSE (9-1) Rapid Revision Cards: Macbeth eBook Edition Susannah White, 2019-10-02 York Notes for AQA GCSE 9 1 Rapid Revision Cards Macbeth **Goodbye To Excellence** Mitchell Lazarus, 2019-03-13 In recent years concern over high school graduates who could not balance checkbooks or read directions has led many states to require students to pass minimum competency tests before receiving their diplomas This legislators believe will again make diplomas meaningful as well as promote better education Dr Lazarus points out that any testing scheme creates inequities and that these tests are of special concern due to the emphasis society places on high school graduation a just society cannot accept their potential to mark a student for life The problem he believes is that society cannot agree on the goals of education making relevant testing difficult He also questions whether such testing will produce better curricula and notes that while more emphasis on the basics may be needed undue stress on them may weaken other parts of the curricula He concludes that the goals of minimum competency testing are laudable but that implementation may do long term damage to education

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examines techniques and technologies key cases critical controversies and ethical and legal issues      **Modern Methods in High School Teaching** Harl Roy Douglass,1926 This volume addresses teachers and principals presenting a comprehensive treatment of the methods of teaching in high schools The author assumes a familiarity on the part of his readers with the nature of the learning process adolescence and the psychological foundations of interests and motives as they relate to whole hearted pupil activity The fundamentals of both theory and practice are set forth and an attempt has been made to outline and describe the newer types of procedure which are being employed in different subjects in the best secondary schools Throughout the volume the attempt has been made clearly to represent practices rather than to advocate their adoption The reader is permitted to draw his own conclusions The book will appeal to the type of reader who wants to be intelligent about what is going on in high school teaching      **Teaching Under Pressure** Beatrice Gross,1979      *Body Voice Imagination* David Zinder,2013-10-15 First published in 2008 Routledge is an imprint of Taylor Francis an informa company      **15 TGT English Test Papers EMRS** Mocktime Publication, EMRS Exam Teachers TGT English Test Papers 15 Practice Papers Tier 1 Eklavya Model Residential Schools as per Official Exam Pattern and Syllabus      **Gujarat SET PDF-Gujarat State Eligibility Test-GSET English Subject eBook** Chandresh Agrawal,nandini books,2024-05-16 SGN The eBook Gujarat SET Gujarat State Eligibility Test GSET English Subject Covers Objective Questions from Similar Exams With Answers      **WB SET PDF -WBCSC Assistant Professor Eligibility Test English Subject eBook PDF** Chandresh Agrawal,nandini books,2024-05-25 SGN The eBook WB SET WBCSC Assistant Professor Eligibility Test English Subject Covers Objective Questions Asked In Various Exams With Answers      **Florida SSAT-II** Nicholas Falletta,1989      **The High School** ,1923 *Strategies for Successful Classroom Teaching* Gail C. McClay,1998      *Science But Not Scientists* Vernon L. Grose,2006-10 The historic Science Textbook Struggle a worldwide battle about the origin of the universe life and man erupted without warning It caught the scientific illuminati completely by surprise Why Because science textbooks had become filled with wild unbelievable stories about the beginning of everything And those tales were simply not scientific The universe starting with a Big Bang life arising out of a soup of lifeless amino acids humans produced by apes those myths had only replaced ancient Greek mythology and were being passed off as scientific truths Caught in the crossfire between educators news media textbook publishers religious notables and world renowned scientists including nineteen Nobel laureates was a private citizen Father of six schoolchildren he had only one goal to prove that science never will have answers for origins He was up against the arrogance of scientists who were determined to disguise their private beliefs as being the only explanations for the origin of the universe life and man This story concludes with a great victory for objectivity with more than 200 changes being made in textbooks over the objections of the National Academy of Sciences All discussion about origins was transformed by admission that stories about them are based solely on personal views of individual scientists Remarkably 3 000 scientists around the world later signed an affirmation to assure that this issue of belief over fact

in science never be repeated Wernher von Braun father of America's space program writes in the Foreword Vernon Grose in tracing out in *Science But Not Scientists* his personal involvement in the vortex of these two forces illustrates one more time the humanity of scientists their likelihood of being just as prejudiced and bigoted as anyone untrained in science He properly calls for objectivity rather than scientific consensus He rightly urges that message rather than messenger should be scrutinized and tested for validity Science will be the richer and humanity the ultimate beneficiary by heeding this clarion call

**The Saturday Review of Politics, Literature, Science and Art**, 1873

**Students as Audiences** James Hoetker, 1971

*The Newly Qualified Secondary Teacher's Handbook* Kevan Bleach, 2013-12-16 Written to coincide with the introduction of Induction Standards for new entrants to the teaching profession this text aims to help to smooth the transition from theory and supervised teaching to independent reflexive practice It provides a combination of explanation challenge practical activities and authentic case studies The author acknowledges the importance of professional development during the induction year and advocates the gradual implementation and reinforcement of effective strategies for good teaching He also urges readers to develop the creative intuitive and natural born abilities that help to fashion their own individual teaching styles Though informed by the Induction Standards the aim of the book is to help teachers set ambitious personal and professional expectations through which they will realize their full potential

**Beyond Facts** Harry G. Miller, Reed G. Williams, Thomas M. Haladyna, 1978 From Zeus and Europa to Diana Pan and Prometheus the myths of ancient Greece and Rome seem to exert a timeless power over us But what do those myths represent and why are they so enduringly fascinating Why do they seem to be such a potent way of talking about our selves our origins and our desires This imaginative and stimulating Very Short Introduction goes beyond a simple retelling of the stories to explore the rich history and diverse interpretations of classical mythology It is a wide ranging account examining how classical myths are used and understood in both high art and popular culture taking the reader from the temples of Crete to skyscrapers in New York and finding classical myths in a variety of unexpected places from Arabic poetry and Hollywood films to psychoanalysis the Bible and New Age spiritualism

*Transformational Sentence-combining* John C. Mellon, 1969

**Time to Grow Telecourse** David Thornbrugh, 1995-12

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