

**How quickly can you think of the following triplets?**

1.	Three adjectives to describe Macbeth during his soliloquy in Act 1:7
2.	Three adjectives to describe Macbeth in the rest of Act 1:7
3.	Three adjectives to describe Lady Macbeth in Act 1:6
4.	Three adjectives to describe Lady Macbeth in Act 1:7
5.	Three adjectives to describe Macbeth in Act 5:3
6.	Three adjectives to describe Lady Macbeth in Act 5:1
7.	Three ways used by Lady Macbeth to change Macbeth's mind in Act 1:7
8.	Three pleasant aspects of Macbeth's castle noted in Act 1:6
9.	Three words used by Duncan to describe Lady Macbeth in Act 1:6
10.	Three reasons given by Macbeth for not killing Duncan
11.	Three euphemisms used by Macbeth in Act 1:7
12.	Three insults given to Macbeth by his wife in Act 1:7
13.	Three tactics suggested by Lady Macbeth in order to ensure that they are not suspected of murder
14.	Three actions Lady Macbeth has been doing in her sleep in Act 5:1
15.	Three changes in Lady Macbeth in Act 5:1
16.	Three phrases spoken by Lady Macbeth in Act 5:1 which could reveal the Macbeths' secrets
17.	Three of the key worries in Lady Macbeth's mind
18.	Three changes in Macbeth's circumstances by Act 5:3
19.	Three insults directed at the servant by Macbeth in Act 5:3
20.	Three ways in which an audience can detect that Macbeth is resigned to his fate
21.	Three ways in which he is trying to convince himself of his invincibility
22.	Three instructions given to Seyton by Macbeth in Act 5:3
23.	Three instructions given by Macbeth to The Doctor in Act 5:3
24.	Three points of dramatic tension in Act 1:6
25.	Three points of dramatic tension in Act 1:7
26.	Three points of dramatic tension in Act 5:1
27.	Three points of dramatic tension in Act 5:3
28.	Three ways of describing the mood in Act 1:7
29.	Three ways of describing the mood in Act 5:1
30.	Three ways of describing the mood in Act 5:3

### **Suggestions for using the resource**

1. As a straight forward classwork or homework revision task.
2. As quiz questions.
3. Divide class into small groups. Groups race to see who can complete sheet first.
4. Divide the thirty questions up amongst class, give time to find answers and then feedback to whole class so that by end of lesson all pupils have all answers without actually doing all thirty (works well with lower ability classes).
5. Race another class – who can get all thirty first.
6. Challenge class to think up five more triplets. Pupils can then challenge each other – this works well in group quizzes.