

Year 8 Support Homework Booklet

English

Name: _____

Form: _____

Class Teacher: _____

Homework due on: _____

Each week your English teacher will set one activity from this booklet for you to complete.

The activities won't necessarily be set in order so it is important that you write your homework in your homework diary and check with your teacher if you aren't sure which homework to complete.

The homework set is designed to complement and consolidate your in class learning.

Term 1 – The Flawed Self - Contents

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Key Terms					
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Term 1 – The Flawed Self – Key Terms

Complete the tables on the next 3 pages to show your understanding of the key concepts for this term

<p>Define it</p> <p>A tragic hero is a protagonist (main character) who is perfect except for a flaw (imperfection or error) which leads to his downfall and sometimes his death.</p>	<p>Draw it</p>
<p>Synonyms</p> <p>Antonyms</p>	<p>Use it in a sentence</p>

Term 1 – The Flawed Self – Key Terms

<p>Define it</p> <p>Dislike of or hatred for women</p>	<p>Draw it</p>
<p>Synonyms</p> <p>Antonyms</p>	<p>Misogyny</p> <p>Use it in a sentence</p>

Term 1 – The Flawed Self – Key Terms

<p>Define it</p> <p>An imperfection or mark.</p>	<p>Draw it</p>
<p>Synonyms</p> <p>Antonyms</p>	<p>Flaw</p> <p>Use it in a sentence</p>

Term 1 – The Flawed Self – Tragic Hero (Activity 1)

What exactly is a tragedy?

Tragedy is a branch of drama that tells the **sad/terrible events** encountered or caused by a heroic individual (the **tragic hero**).

The tragic hero isn't all good or all bad but they are **noble**.

The tragic hero is in some part **responsible** for the change of fortune due to their character **flaw** or stubborn **pride**.

The hero recognises that things have gone wrong but it's too late!

The **ending** is **disastrous**: lots of people usually die, including the **tragic hero**.

Can you think of any movies or TV shows which are a tragedy?

List them here: _____

Choose one of the tragedies and explain how it is a tragedy. Which of the rules does it meet? How? _____

Term 1 – The Flawed Self – Review

Conventions of a play

Act – separates play's major sections (there are usually 3 or 5)

Scene – a 'chapter' in an act

Dialogue – what the characters say to each other

Stage directions – instructions to the actors and director. In (brackets) and/or *italics*.

Task: Label the script to show where you can find

1. Act
2. Scene
3. Dialogue
4. Stage Directions

ACT1, SCENE 1: A desert place

Thunder and lightning. Enter three Witches

First Witch: When shall we three meet again
In thunder, lightning, or in rain?

Second Witch: When the hurlyburly's done,
When the battle's lost and won.

Third Witch: That will be ere the set of sun.

First Witch: Where the place?

Second Witch: Upon the heath.

Third Witch: There to meet with Macbeth.

First Witch: I come, Graymalkin!

Second Witch: Paddock calls.

Third Witch: Anon.

ALL: Fair is foul, and foul is fair:

Hover through the fog and filthy air.

Exit

Term 1 – The Flawed Self - Renaissance

The Renaissance was a period of time from the 14th to the 17th century in Europe. This era bridged the time between the Middle Ages and modern times. **The word "Renaissance" means "rebirth".**

The Middle Ages began with the fall of the Roman Empire. Much of the advances in science, art, and government that had been made by the Greeks and Romans were lost during this time. Part of the Middle Ages is actually called the Dark Ages because so much of what was learned earlier was lost.

The Renaissance was a time of "coming out of the dark". It was a **rebirth of education, science, art, literature, music, and a better life for people in general.**

A big part of the Renaissance was a cultural movement called humanism. Humanism was an idea that all people should strive to be educated and learned in the **classical arts, literature, and science**. It looked for realism and human emotion in art. It also said that it was okay for people to pursue comfort, riches, and beauty.

The Renaissance started in Florence, Italy and spread to other city-states in Italy. Part of the reason it began in Italy was because of the history of **Rome and the Roman Empire**. Another reason it began in Italy was because **Italy had become very wealthy** and the wealthy were willing to spend their money supporting artists and geniuses.

The term Renaissance Man refers to a person that is an expert and talented in many areas.. Leonardo da Vinci was a master painter, sculptor, scientist, inventor, architect, engineer, and writer. Michelangelo was also a superb painter, sculptor, and architect.

Term 1 – The Flawed Self – Renaissance

Answer these questions after reading about the Renaissance

1. When did the Renaissance happen? _____
2. What does the word Renaissance mean? _____
3. What was the Renaissance a rebirth of? _____
4. Where did the Renaissance begin? _____
5. Give two reasons why the Renaissance began in Italy: _____

6. What does the term 'Renaissance Man' mean? _____

7. Give an example of a Renaissance Man _____

Term 1 – The Flawed Self - Macbeth (Activity 1)

Create a fact file for William Shakespeare including key details and information about his life. Your fact file should include:

- Date of birth, date of death
- Most famous plays
- Dates he wrote his most famous plays
- Key events in his life
- Any other interesting facts about the playwright.

You could use these websites to help you:

<https://www.rsc.org.uk/shakespeares-life-and-times>

<https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography/>

Term 1 – The Flawed Self - Macbeth (Activity 1)

William Shakespeare Fact File

Key Facts Name: Date of Birth: Place of Birth: Education:	Image:
Important events in William Shakespeare's life:	
Plays by William Shakespeare:	Interesting facts about William Shakespeare:

Term 1 – The Flawed Self - Macbeth (Activity 2)

Read this passage and answer the questions on the next page

The play begins at 2 o'clock sharp and in order to hurry people along a loud shot is heard from a tower. Performances always take place at the same time on every day of the week except Sunday and during Lent. The theatres were also shut from October to April because the audience is not fully protected from the weather and people do not want to watch plays in the freezing cold.

You enter the building and see the stage in front of you. Two pillars on the stage support a roof for the actors. This is called the 'Heavens' and is painted with stars, a sun and a moon. At the back of the stage is the musicians' gallery. Musicians with trumpets, drums and other instruments play tunes and make sound effects. As you look around at the audience you will see lots of different types of people. At the top of the building there are galleries where merchants, sea-captains and clerks sit. They have paid between 2-6 pence for their seats. There are 'Gentlemen's Rooms' or boxes for rich and famous people and these cost a shilling. Finally the lower class citizens, or servants and apprentices, are standing in the yard or 'pit' in front of the stage and are known as 'groundlings.' They have only had to pay a penny. It's not always fun for the people standing in the 'pit' because sometimes a play can last four hours!

Once the trumpet has sounded and the audience is in their correct places the play will commence. The actors will have been rehearsing all morning and usually have to learn eight hundred words a day. They also have a double up parts, design sets, produce special effects, sell tickets and refreshments and prompt the actors on stage. By the end of the day they must be exhausted. Don't be surprised when the actors playing the female parts are not women. Instead young men dressed up as women play these parts. Women are not allowed to act in 1592 because it is considered shameless and unladylike.

The audience make a lot of noise during performances – more like spectators at a modern football match than a visit to see a play – cheering, hissing, clapping, booing and crying. You can tell if they do not like the performance as they will heckle and if they enjoy it they might start to sing along to any songs. Pedlars, or street sellers, go amongst the crowd selling food and drink to anyone who is hungry or who simply wants to throw something at the actors. It's a very smelly place. You may be able to detect the smell of sweaty, dirty bodies, food and also the open buckets that are used as toilets!

So sit down and enjoy the show, but remember to keep a lookout for pickpockets as they also have a good time at the theatre

Term 1 – The Flawed Self - Macbeth (Activity 2)

Read the text on the previous page and then answer these questions

1. Why, do you think, stars, a sun and a moon were painted on the roof above the stage? _____

2. Who made the sound effects for the performance? _____
3. Who sat in the 'Gentlemen's Rooms' or boxes? _____
4. Name five jobs that an actor may have done for the theatre group. _____
5. _____
6. Why weren't women allowed to act at this time? _____
7. What did pedlars sell during the performance? _____
8. What might the audience do during the performance? _____
9. _____
10. Why did the theatre often smell unpleasant? _____

11. Who, other than the audience, enjoyed visiting the theatre and why? _____

Term 1 – The Flawed Self - Macbeth (Activity 3)

Create a fact file for the Globe Theatre. Your fact file should include:

- When and where it was built.
- Who built it?
- What key features did it have?
- What happened to the first Globe?
- Which people would visit the Globe?
- How did they create special effects in the Globe theatre? (e.g. thunder and lightening etc.)
- What was the atmosphere like at the Globe for different visitors?



Use these websites to help you:

<https://www.britannica.com/topic/Globe-Theatre>

<https://nosweatshakespeare.com/resources/theatres/globe-theatre-facts/>

Term 1 – The Flawed Self - Macbeth (Activity 3)

The Globe Fact File

Key Facts Where was The Globe built? When was it built?	Image:
What was The Globe like?	
Important events at The Globe	Who visited The Globe?

Term 1 – The Flawed Self - Macbeth (Activity 4)

ACT1, SCENE 1: A desert place

Thunder and lightning. Enter [three Witches](#)

First Witch: When shall we three meet again
In thunder, lightning, or in rain?

Second Witch: When the hurlyburly's done,
When the battle's lost and won.

Third Witch: That will be ere the set of sun.

First Witch: Where the place?

Second Witch: Upon the heath.

Third Witch: There to meet with Macbeth.

First Witch: I come, Graymalkin!

Second Witch: Paddock calls.

Third Witch: Anon.

ALL: Fair is foul, and foul is fair:
Hover through the fog and filthy air.

Exit

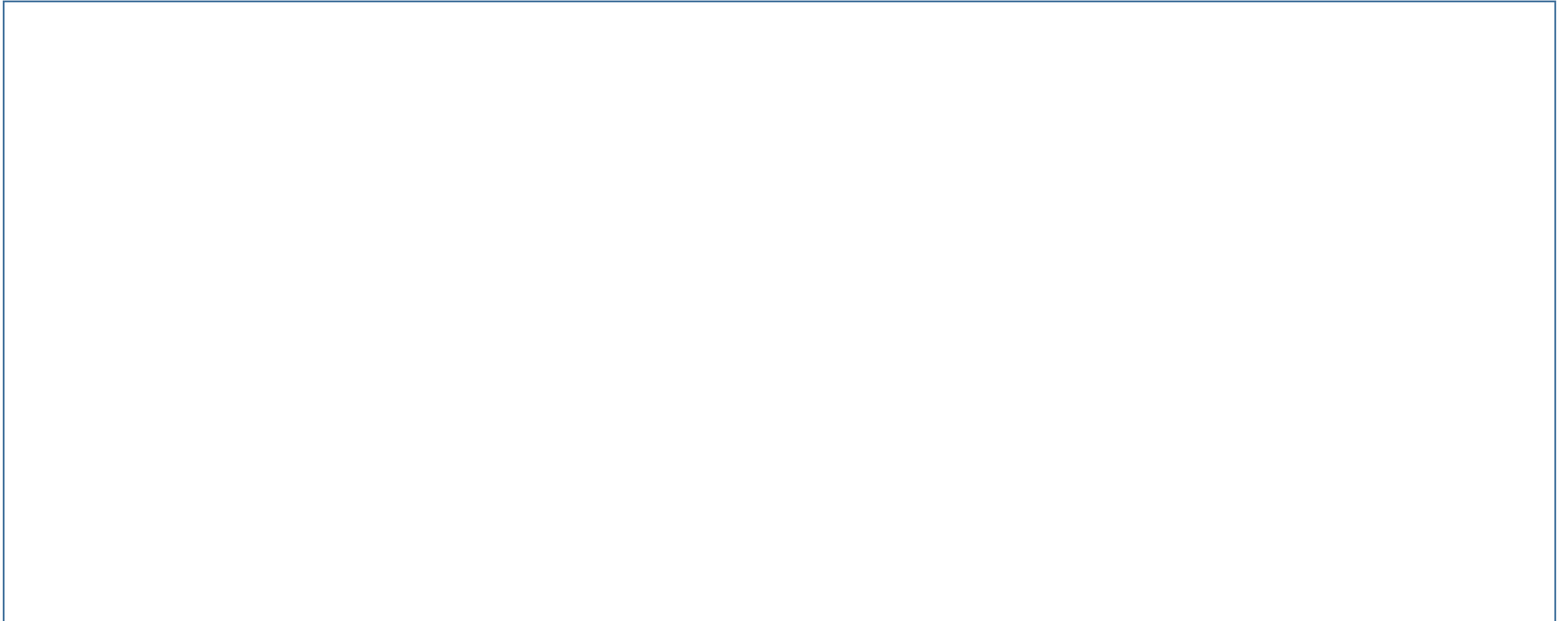
1. How many witches are there?

2. How can we tell what time the witches will meet?

3. Where will the witches meet?

Term 1 – The Flawed Self - Macbeth (Activity 4)

Draw an image of what you imagine when you read the opening scene



Term 1 – The Flawed Self - Macbeth (Activity 5)

brave Macbeth

O **valiant** cousin! **worthy** gentleman!

noble Macbeth

These lines are all about Macbeth. They are said before we ever meet him in the play.

What kind of person do you think he will be based on these quotes?

Term 1 – The Flawed Self - Macbeth (Activity 5)

Macbeth is a warrior at the start of the play. What do you imagine he looks like?

A large, empty rectangular box with a thin blue border, intended for a drawing or written response to the question above.

Term 1 – The Flawed Self - Macbeth (Activity 6)

Read Macbeth's soliloquy from Act 1, Scene 7 of Macbeth and use it to complete the table on the next page

MACBETH

If this will really all be over once it's done, then it would be best to get it over with quickly. If the assassination of the king could be like a net—catching up all the consequences of the act within it—then the act would be the be-all and end-all of the whole affair. Then, at this point, I would do it and risk the afterlife. But for such crimes there are still consequences in this world. Violent acts only teach others to commit violence—and the violence of our students will come back to plague us teachers. Justice, being even-handed, forces the cup we poisoned and gave to others back to our own lips. The king trusts me twice over: first, I am his kinsman and his subject. Second, I am his host, and should be closing the door to any murderer rather than trying to murder him myself. Besides, Duncan has been such a humble leader—so honest and free from corruption—that his virtues will make angels sing for him and cry out like trumpets against his murder.

Pity, like an innocent newborn baby, will ride the wind like a winged angel, or on invisible horses through the air, to spread news of the horrible deed across the land, so that a flood of tears will fall from the sky. I have no reason to spur myself to act on my desires other than ambition, which makes people leap into action and into tragedy.

Term 1 – The Flawed Self - Macbeth (Activity 6)

<p>How is Macbeth feeling in this scene? How do you know?</p>	
<p>What reasons does Macbeth give to not kill Duncan?</p>	
<p>When Macbeth says he has no 'spur' to make him kill Duncan, what does he mean?</p>	

Term 1 – The Flawed Self – Macbeth (Activity 7)

Scotland. 3rd March.

My dearest darling,

I have some fantastic news to tell you. Not only did I win the battle against those terrible Norwegians, but I met some people who told me my future. They have predicted that great things will happen to me. You will not believe it, trust me! These people were strange, ugly things. I'm not sure if they were even women or human. They had beards! But they told me that I would be Thane of Glamis, which I already am, Thane of Cawdor and then King! Then they vanished, and I was not sure that they had even existed in the first place.

I keep thinking about what they said to me. How can that be possible? The Thane of Cawdor is alive. How is it possible to be King? He has two sons! They would get the throne if he died. I am very confused by it all - **can I trust these strange women?** What do you think?

In the middle of my confusion, Angus came riding on his horse towards me. Would you believe it? He addressed me as "Thane of Cawdor"! It turns out that the real Thane of Cawdor was executed by the King for being a traitor. So King Duncan has made me the Thane. The weird women's words have come true. Will I really be king one day? Do I have what it takes?

Talking of the King, King Duncan told me that he was so impressed with my victory in the battle that he is coming to stay at our castle. Tomorrow night! He also said that Malcolm, his son, would become King when he died. To be honest with you, I was jealous when I heard this - isn't it supposed to be me?

My dearest partner of greatness, I had to share this news with you. I don't want you to miss out on the excellent life that you will have if I become King. Keep this information close to your heart.

Farewell my love,

Your Macbeth xxx

Read the letter and answer questions on the next page

Term 1 – The Flawed Self - Macbeth (Activity 7)

Quote	What it shows us about Macbeth	How do you know this?
can I trust these strange women?		
Will I really be king one day? Do I have what it takes?		
My dearest partner of greatness		

Term 1 – The Flawed Self - Macbeth (Activity 8)

Organise the following events in the order that they happen in the banquet scene.

Macbeth is crowned King.	Lady Macbeth tells her husband off	Macbeth thinks that the table is full, when it is not	The murderer tells Macbeth that Banquo is killed but his son Fleance escapes
Macbeth is desperate to learn more from the Witches	Macbeth sees the bloody ghost of Banquo at the table	Macbeth feels anxious about murdering Duncan and Banquo	Lady Macbeth tells the guests that Macbeth is not well
Lady Macbeth tells her husband to pretend to be happy at the feast	Macbeth accuses the guests of playing tricks with him	Macbeth orders the murder of Banquo	Macbeth visits the Witches on the moor.

Term 1 – The Flawed Self – Macbeth (Activity 5)

Lady Macbeth tells her husband to pretend to be happy at the feast

Happens before
the banqueting
scene

Happens during
the banqueting
scene

Happens after
the banqueting
scene

Term 1 – The Flawed Self - Macbeth (Activity 8)

Quote	Technique	How language and technique conveys racist attitude:

Term 1 – The Flawed Self – Macbeth (Activity 9)





Look at the key themes box below, taken from the knowledge organiser.

Where do we see these themes in the play?

Use the table on the next page to note down where we see these themes, and comment on why you have chosen that particular scene or part of the play.

- **Ambition**
- **Good and evil**
- **Supernatural**
- **Appearance and reality**
- **Guilt**
- **Gender**

Term 1 – The Flawed Self – Macbeth (Activity 9)

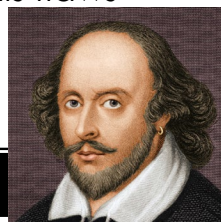
Themes		Key points in the play where we see this theme with an explanation:
Ambition		
Greed		
Good and Evil		
Guilt		
Supernatural		

Year 8 SUPPORT Term 1: The Flawed Self

A '**flaw**' is defined as an 'imperfection'. We all have flaws. And that's because nobody is perfect, despite what some films might suggest!

This term, you will be exploring how writers present us with characters whose flaws often result in tragedy.

The main text that you will read is **Macbeth**, written by arguably the greatest writer in the English language: **William Shakespeare**. Shakespeare created characters who weren't just interesting – they taught us something about ourselves. Macbeth is one such character and his flaws make him the ultimate tragic hero.



Shakespearean context

William Shakespeare wrote **Macbeth** in **1606**, which was during the **Renaissance** (means 'rebirth' in French) period: this period had a renewed interest in the culture and ideas of ancient Greece & Rome.

Shakespeare wrote all three different genres of plays: **comedies, histories and tragedies**.



His **plays often started with something exciting** like a fight or a group of witches together on the moor; Shakespeare's audiences were hooked from the start!

What exactly is a tragedy?

Tragedy is a branch of drama that tells the **sad/terrible events** encountered or caused by a heroic individual (the **tragic hero**).

The tragic hero isn't all good or all bad but they are **noble**.

The tragic hero is in some part **responsible** for the change of fortune due to their character **flaw** or stubborn **pride**.

The hero recognises that things have gone wrong but it's too late!

The **ending** is **disastrous**: lots of people usually die, including the **tragic hero**.

Conventions of a play

Act – separates play's major sections (there are usually 3 or 5)

Scene – a 'chapter' in an act

Dialogue – what the characters say to each other

Stage directions – instructions to the actors and director. In brackets and/or italics.

Macbeth themes

- **Ambition**
- **Good and evil**
- **Supernatural**
- **Appearance and reality**
- **Guilt**
- **Gender**



Macbeth Characters

Macbeth: One of King Duncan's generals. He loves power; the witches tempt him into murder. Originally Thane of Glamis, he becomes the Thane of Cawdor, then King of Scotland.

Lady Macbeth: Macbeth's wife. She is ambitious and drives him to murder but is driven mad by conscience.

Three Witches: Sinister ladies of witchcraft who tempt Macbeth to do dark deeds. **Banquo**: A general and friend of Macbeth. The prophecy does not corrupt him. He is murdered by Macbeth as he is considered a threat. His ghost haunts Macbeth.

King Duncan: The good and noble King of Scotland, murdered by Macbeth.

Y7 grammar recap

Noun types:

- **Concrete** – A noun we can see, hear, touch, smell or taste
- **Abstract** – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension
- **Proper** – A noun which is the name or title of something and is capitalised
- **Collective** – A singular word used to group together a plural e.g. a group, a herd, a class

Verb types:

- **Imperative** – A commanding verb e.g. Do this work, sit down, let's go
- **Modal** – A verb expressing possibility or probability e.g. will, should, could, can, must

Tenses:

Past tense: used to describe things that happened in the past

Present tense: used to describe things that are happening now

Future Tense: Used to describe something which will happen in the future

Y8 grammar

Adjective types:

- **Descriptive** – An adjective which describes factual characteristics e.g. big, green
- **Evaluative** – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing
- **Emotive** – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous
- **Comparative** – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting

Superlative – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting

Conjunctions:

- **Coordinating conjunction** – A conjunction which joins 2 main clauses
FANBOYS – for, and, nor, but, or, yet and so
- **Subordinating conjunction** – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Reminder!

ALWAYS check what the word is doing in the sentence as many words have different functions! e.g.

1. I will **park** the car. (park = **verb**)
2. I will go to the **park**. (park = **noun**)

