

Year 8 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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4. Review
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7. Othello – Activity 3 – Othello Speech
8. Othello – Activity 4 – Iago
9. Othello – Activity 5 – Iago vs Cassio
10. Othello – Activity 6 – Desdemona
11. Othello – Activity 7 – Racism
12. Othello – Activity 8 – Themes
13. End of term revision – Grammar
14. End of term revision - Knowledge

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

Define it	Draw it
Synonyms	Use it in a sentence

Tragic Hero

Antonyms

Term 1 – The Flawed Self – Key Terms

Define it	Draw it
Synonyms	Use it in a sentence

Misogyny

Antonyms

Term 1 – The Flawed Self – Key Terms

Define it	Draw it
Synonyms	Use it in a sentence

Flaw

Antonyms

Term 1 – The Flawed Self – Tragedy (Activity 1)

Aristotle – research – tragic plays

Term 1 – The Flawed Self – Tragedy (Activity 2)

Read the explanation of Tragedy and Tragic Heroes below:

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 (**peripeteia**) due to their character flaw (**hamartia**) or stubborn pride (**hubris**).

The hero recognises that things have gone wrong (**anagnorisis**) but it's too late!

The **denouement** (the ending) is **catastrophic**: lots of people usually die.

The hero's death has an emotional response, e.g. pity, shock. This is referred to as the **catharsis** and results in the audience learning something about the world/themselves.

1. **Research your own example of a Tragic Hero from literature or film.**
2. **Explain, step-by-step, how they meet each of the criteria for a tragic hero.**

A noble character: (explain how/why they are noble)

Hamartia: (what is their tragic flaw?)

Peripeteia: (how is your character responsible for their change in fortune?)

Hubris: (in what ways do they show hubris?)

Anagnorisis: (when/how do they realise things have gone wrong?)

Denouement: (how does the story end?)

Catharsis: (how do the audience feel about the character at the end?)

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

Monologue – a long speech by one actor

Aside – dialogue that is said confidentially (secretly) to the audience when other characters are on stage.

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

1. Revise the conventions of a play.
2. Revise the grammar terms from year 7

You could create flashcards or make a mind map.

Term 1 – The Flawed Self – Review

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

Subject: Does the action in a sentence or clause

Verb types:

- **Dynamic** – A verb that we can see/hear being completed – a deliberate action
- **Stative** – A verb that we cannot see being completed e.g. I am, I believe
- **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

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

Present tense: used to describe things that are happening now

Main clause – A clause which makes sense on its own as a sentence

Subordinate clause – A clause which does not make sense on its own as a sentence – it needs a main clause to make it make sense – it starts with a subordinating conjunction

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

Simple sentence – A sentence with only one main clause

Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction

Complex sentence – A sentence with at least one main clause and at least one subordinate clause

Term 1 – The Flawed Self - Review

Term 1 – The Flawed Self - Othello (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 (including the genres of the plays he wrote)
- Dates he wrote his most famous plays
- Key events in his life
- Key things that happened in England during his life
- Any other interesting facts about the playwright.

Challenge: If you have already read anything by William Shakespeare, tell us if you enjoyed it or not and why?

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

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?



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

Read Othello's speech from Act 1, Scene 3 on the next page.

1. Explain what is happening in this scene in your own words.
2. Find three quotes that show that Othello is trying to appear honest and is trying to persuade the senators that his marriage to Desdemona is valid.
3. For each of the quotes you have picked, explain why this remark from Othello would make him seem honest and sincere (genuine) in his love for Desdemona.

Use this site to help you translate the scene if you need to. You will need to find the Act and Scene : <https://docplayer.net/131176975-Act-1-scene-1-act-1-scene-1-page-2-no-fear-shakespeare-othello-by-sparknotes-transcription-by-alex-woelffer-1.html>

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

OTHELLO Her father loved me; oft invited me;
Still question'd me the story of my life,
From year to year, the battles, sieges, fortunes,
That I have passed.
I ran it through, even from my boyish days,
To the very moment that he bade me tell it;
Wherein I spake of most disastrous chances,
Of moving accidents by flood and field
Of hair-breadth scapes i' the imminent deadly breach,
Of being taken by the insolent foe
And sold to slavery, of my redemption thence
And portance in my travels' history:
Wherein of antres vast and deserts idle,
Rough quarries, rocks and hills whose heads touch heaven
It was my hint to speak,--such was the process;
And of the Cannibals that each other eat,
The Anthropophagi and men whose heads
Do grow beneath their shoulders. This to hear
Would Desdemona seriously incline:
But still the house-affairs would draw her thence:
Which ever as she could with haste dispatch,
She'd come again, and with a greedy ear
Devour up my discourse: which I observing,

Took once a pliant hour, and found good means
To draw from her a prayer of earnest heart
That I would all my pilgrimage dilate,
Whereof by parcels she had something heard,
But not intentively: I did consent,
And often did beguile her of her tears,
When I did speak of some distressful stroke
That my youth suffer'd. My story being done,
She gave me for my pains a world of sighs:
She swore, in faith, 'twas strange, 'twas passing strange,
'Twas pitiful, 'twas wondrous pitiful:
She wish'd she had not heard it, yet she wish'd
That heaven had made her such a man: she thank'd me,
And bade me, if I had a friend that loved her,
I should but teach him how to tell my story.
And that would woo her. Upon this hint I spake:
She loved me for the dangers I had pass'd,
And I loved her that she did pity them.
This only is the witchcraft I have used:
Here comes the lady; let her witness it.

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

What is happening in the scene?

QUOTE:

How it shows Othello is trying to be honest and persuade those listening his marriage is genuine:

What is happening in the scene?	
QUOTE:	How it shows Othello is trying to be honest and persuade those listening his marriage is genuine:

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

Read Iago's soliloquy from Act 1, Scene 3 of Othello and use it to complete the table on the next page

Thus do I ever make my fool my purse.
For I mine own gained knowledge should profane
If I would time expend with such a snipe
But for my sport and profit. I hate the Moor,
And it is thought abroad that twixt my sheets
Hes done my office. I know not if t be true,
But I, for mere suspicion in that kind,
Will do as if for surety. He holds me well.
The better shall my purpose work on him.
Cassios a proper man. Let me see now,
To get his place and to plume up my will
In double knavery. How? How? Lets see.
After some time, to abuse Othellos ear
That he is too familiar with his wife.
He hath a person and a smooth dispose

To be suspected, framed to make women false.
The Moor is of a free and open nature
That thinks men honest that but seem to be so,
And will as tenderly be led by th nose
As asses are.
I have t. It is engendered! Hell and night
Must bring this monstrous birth to the worlds light.

Use this site to help you translate the scene if you need to. You will need to find the Act and Scene:
<https://docplayer.net/131176975-Act-1-scene-1-act-1-scene-1-page-2-no-fear-shakespeare-othello-by-sparknotes-transcription-by-alex-woelffer-1.html>

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

<p>Who is Iago? Why is he angry in this scene?</p>	
<p>Summarise what Iago says in this soliloquy? How would an audience react to his words?</p>	
<p>In your opinion is Iago right to be angry? Why / why not?</p>	

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

What are the similarities and/or differences between Iago and Cassio? Use the table below to state how both Iago and Cassio are similar or different. Write your answers in full sentences.

	Iago	Cassio
Personality		
Relationships with other characters		
Speech		

Term 1 – The Flawed Self – Othello (Activity 6)

Read the extract below:

DESDEMONA

Nor I; I would not there reside,
To put my father in impatient thoughts
By being in his eye. Most gracious duke,
To my unfolding lend your prosperous ear;
And let me find a charter in your voice,
To assist my simpleness.

DUKE

What would you, Desdemona?

DESDEMONA

That I did love the Moor to live with him,
My downright violence and storm of fortunes
May trumpet to the world. My heart's subdued
Even to the very quality of my lord:
I saw Othello's visage in his mind,
And to his honor and his valiant parts
Did I my soul and fortunes consecrate.
So that, dear lords, if I be left behind,
A moth of peace, and he go to the war,
The rites for which I love him are bereft me,

And I a heavy interim shall support
By his dear absence. Let me go with him.

How is Desdemona presented?

- 1. Find 3 pieces of evidence that shows us something about Desdemona's character.**
- 2. For each piece of evidence – give 2 inferences about what it shows us about Desdemona.**

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

Quote	What it shows us about Desdemona	Challenge: zoom in on particular words used in the quote and analyse why they have been used. How is our understanding of Desdemona developed?

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

Looking at the quotes below, how does Shakespeare use language to convey racist attitudes in *Othello*?

Look for the following techniques:

- Word choice (nouns, adjectives verbs etc.)
- Personification
- Metaphor
- Challenge: Zoomorphism (human given animal qualities)

Some quotes are underlined to help you.

BRABANTIO (Act 1, Scene 3)

She, in spite of nature,
Of years, of country, credit, every thing,
To fall in love with what she feared to look on!
It is a judgment maimed and most imperfect
That will confess perfection so could err
Against all rules of nature, (1.3.114-119)

IAGO (Act 1, Scene 1)

Even now, now, very now, an old black ram
Is tupping your white ewe. Arise, arise!
Awake the snorting citizens with the bell,
Or else the devil will make a grandsire of you.

OTHELLO (Act 3, Scene 3)

Her name, that was as fresh
As Dian's visage, is now begrimed and black
As mine own face.

OTHELLO (Act 5, Scene 2)

She's like a liar gone to burning hell!
'Twas I that killed her.

EMILIA

O, the more angel she, and you the blacker devil!

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

Quote	Technique	How language and technique conveys racist attitude:

Term 1 – The Flawed Self – Othello (Activity 8)

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.

- **Prejudice (race & misogyny)**
- **Appearance vs reality**
- **Love**
- **Jealousy**
- **Gender**

Term 1 – The Flawed Self – Othello (Activity 8)

Themes	Key points in the play where we see this theme with explanation:
Prejudice (gender)	
Prejudice (race)	
Jealousy	
Love	
Appearance vs. reality	

Term 1 – The Flawed Self - End of Term Revision 1

Create a revision resource covering all of the grammar you have learned this term as well as grammar learned in year 7. You can either create a mind map using the spare sheet on the next page **or** you can create flash cards.

You must know the **definition** for each term as well as some **examples**.

The grammar terms you need to know this term are:

Noun types – Abstract, concrete, proper, collective

Subject / Object

Verb types – stative, dynamic, modal, imperative

Tenses – past and present

Clauses - main, subordinate

Conjunctions - Coordinating and subordinating

Sentence Types - Simple, compound and complex

Adjective types - descriptive, emotive, evaluative, comparative and superlative.

Term 1 – The Flawed Self - End of Term Revision 1

Term 1 – The Flawed Self - End of Term Revision 2

Create a revision resource covering all of the knowledge that you have learned this term.

You can either create a mind map using the spare sheets on the next page **or** you can create flash cards.

Use the Knowledge Organiser on the next page to help you.

Year 8 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 *Othello*, written by arguably the greatest writer in the English language: William Shakespeare. Shakespeare had the extraordinary ability to create characters who weren't just interesting – they taught us something about ourselves. Othello is one such character and his flaws make him the ultimate tragic hero.

Shakespearean context

Othello was written about 1603, 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.

The texts from this period tended to focus on **timeless, universal human emotions & desires** (which is why we can still relate to the themes!) rather than everything being about God.

Shakespeare wrote all three different genres of plays: comedies, histories and tragedies. However, he often used a mixture (**hybrid**) within his plays, e.g. most tragedies contained **bawdy** (rude) **humour** to appeal to the audience of the day / release tension in the play.

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!

His plays are also often **quick-paced and exciting** due to his starting scenes '**in medias res**', which is Latin for 'in the middle of things'. Look out for it!

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 (**peripeteia**) due to their character flaw (**hamartia**) or stubborn pride (**hubris**).

The hero recognises that things have gone wrong (**anagnorisis**) but it's too late!

The **denouement** (the ending) is **catastrophic**: lots of people usually die.

The hero's death has an emotional response, e.g. pity, shock. This is referred to as the **catharsis** and results in the audience learning something about the world/themselves.

Conventions of a play

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Othello themes

- **Prejudice (race & misogyny)**
- **Appearance vs reality**
- **Love**
- **Jealousy**
- **Gender**

Othello Characters

Othello: The play's protagonist and hero. A Christian Moor and general of the armies of Venice, Othello is an eloquent and physically powerful figure, respected by all those around him. In spite of his elevated status, he is easy prey to insecurities because of his age, his life as a soldier, and his race.

Desdemona: The wife of Othello. Desdemona and Othello are secretly married before the play begins. While in many ways stereotypically pure and meek, Desdemona is also determined and self-possessed. She is equally capable of defending her marriage.

Iago - Othello's ensign (a low-ranked officer), and the villain of the play. While his obvious reason for desiring Othello's downfall is that he has been passed over for promotion to lieutenant, Iago's motivations are never very clearly expressed – it seems that he is obsessed with manipulation and destruction.

Michael Cassio - Othello's lieutenant. He is a young and inexperienced soldier, whose high position is much resented by Iago. Truly devoted to Othello, Cassio is ashamed after being involved in a drunken brawl and losing his place as lieutenant. Iago uses Cassio's youth, good looks, and friendship with Desdemona to play on Othello's insecurities about his wife's fidelity.

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

Subject: Does the action in a sentence or clause

Verb types:

- **Dynamic** – A verb that we can see/hear being completed – a deliberate action
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Past tense: used to describe things that happened in the past

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Main clause – A clause which makes sense on its own as a sentence

Subordinate clause – A clause which does not make sense on its own as a sentence – it needs a main clause to make it make sense – it starts with a subordinating conjunction

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

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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

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**)

Term 1 – The Flawed Self - End of Term Revision 2

Term 1 – The Flawed Self - End of Term Revision 2