

Year 8 Homework Booklet

English Term 1: The Flawed Self

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 planner 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.

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Task 1 – Key Terms

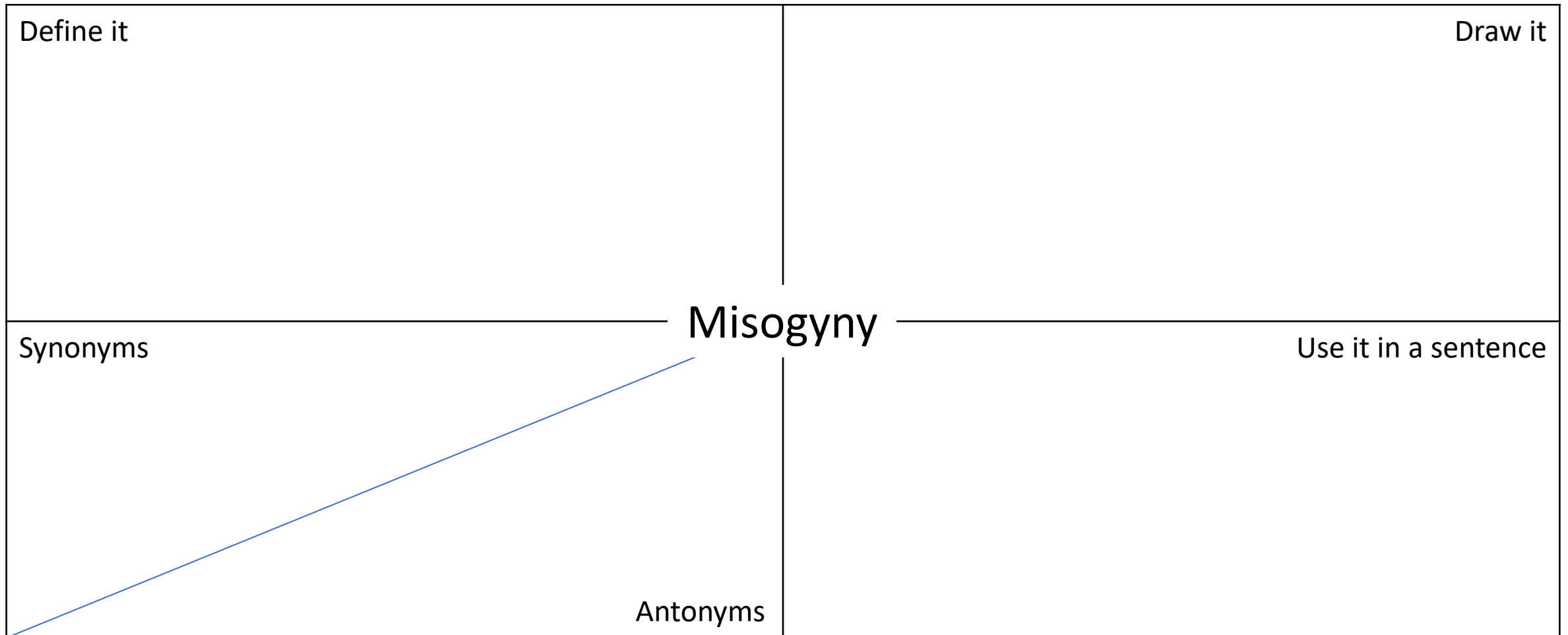
TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

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

Define it	Tragic Hero	Draw it
Synonyms		Use it in a sentence
Antonyms		

Task 1 – Key Terms

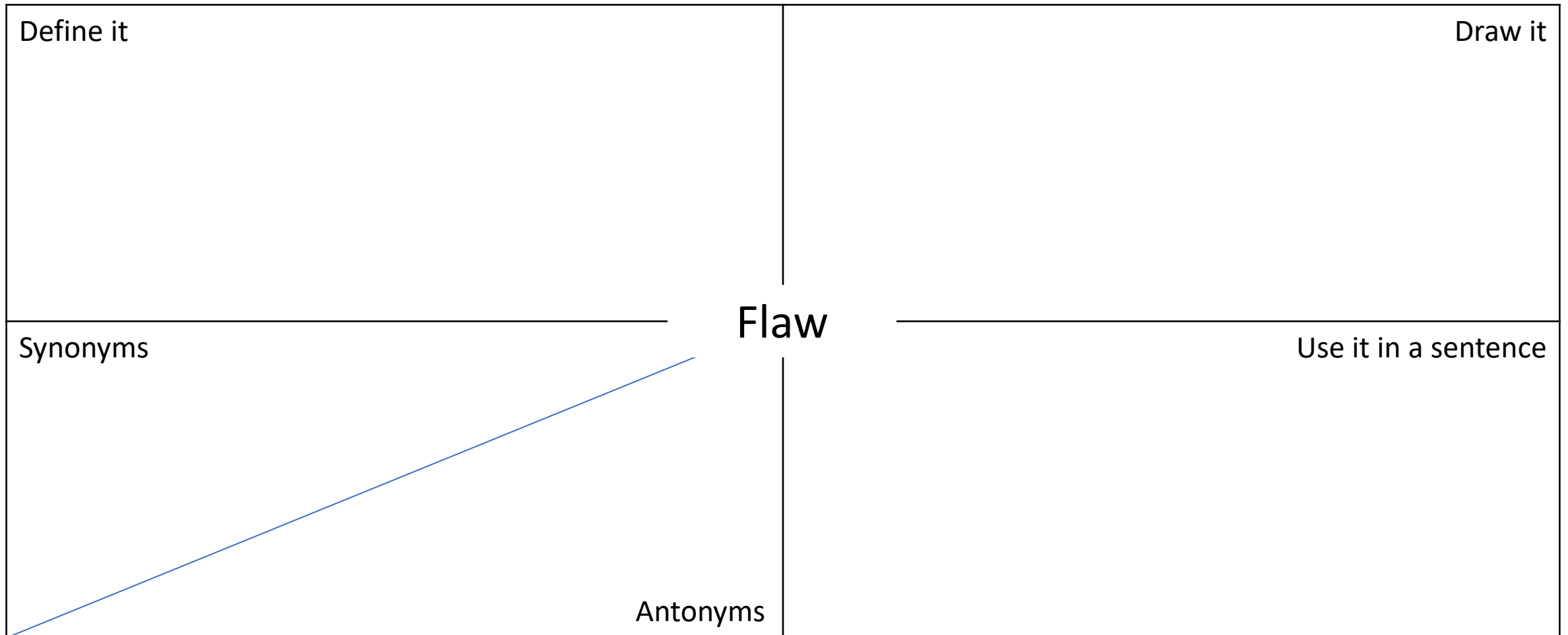
Define it	Draw it
Synonyms	Use it in a sentence
Misogyny	
Antonyms	



Task 1 – Key Terms

Define it	Draw it
Synonyms	Use it in a sentence
Antonyms	

Flaw



Task 2 — Shakespearean language activity

Research Shakespearean language to complete the grid and crack the coded message.

Shakespearean Word/Phrase	Modern Translation
Thou	
Forsooth	
Doth	
Cozen	
Good morrow!	
Thine	
Hither	
Yerk	
Betwixt	
Hast	

Write a message to your classmates in Shakespearean English, using some of these words (and others you have researched!)

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Task 3 – Research Activity on Shakespearean Language

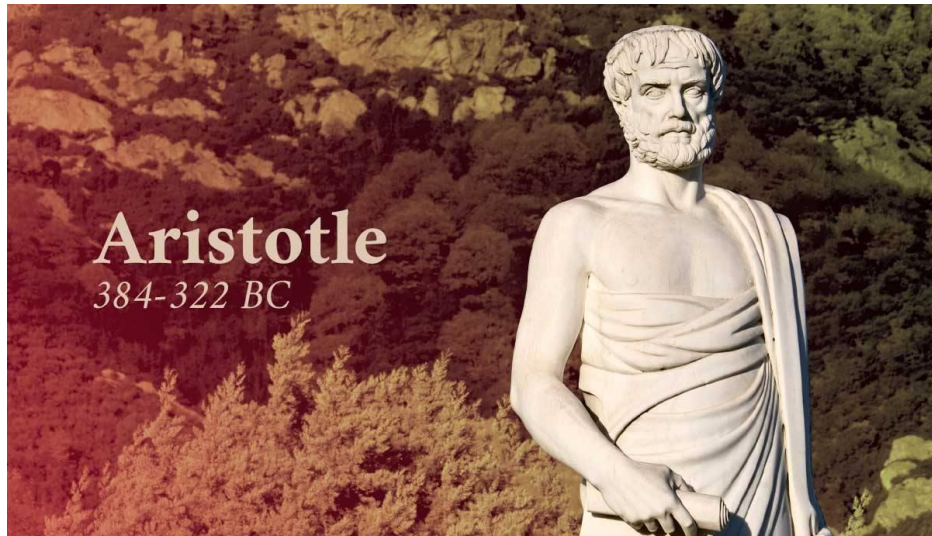
Research and complete the table below about Shakespearean Language.
Use this website to help you: <https://www.thehistoryofenglish.com/early-modern-English>.
Scroll down to the section on **William Shakespeare**

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

20 Words/Phrases Shakespeare Invented (coined)	5 Differences in Spelling and Grammar

Task 4 — Research Activity on Aristotle

Research and create a detailed mind-map of detailed notes about Aristotle and Greek Theatre. Use the next page to write it down.



- Early years
- Career
- Death and legacy

Help: [Aristotle - Kids](#) | [Britannica Kids](#) | [Homework Help](#)

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Task 4 — Mind map space

Task 5 – Tragic Hero Activity

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?)

Task 5 – Tragic Hero Activity

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

My Tragic Hero example

How they meet the criteria

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?)

Task 6 – Research activity on Shakespeare

Research and create a fact file on 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 (try to choose facts that your teacher may not already know!)

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Challenge: If you have already read another play or poem by William Shakespeare, tell us if you enjoyed it or not and why.

Task 6 – Research activity on Shakespeare

	Most famous plays	Date it was written
Date of birth Date of death		

Task 6 – Research activity on Shakespeare

Key events in Shakespeare's life

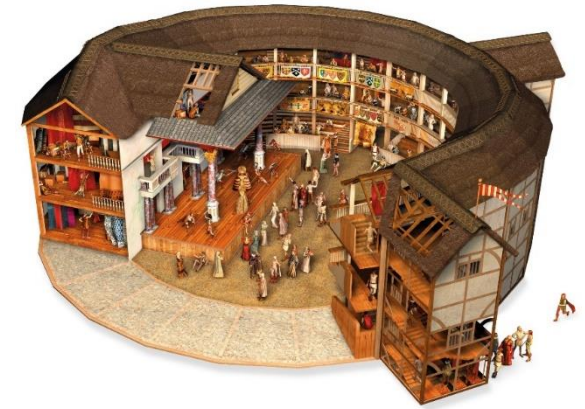
**Key events in England during
Shakespeare's life**

Task 7 – Research Activity on the Globe Theatre

Create a fact file for the Globe Theatre and Elizabethan theatre/staging.

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 lightning etc.)
- What was the atmosphere like at the Globe for different visitors?
- What are some other interesting facts about Elizabethan theatre and staging?



TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Task 7 – Research Activity on the Globe Theatre

	Key features of the Globe Theatre	What happened to the first Globe Theatre?
When was the Globe built		
Where was it built?		
Who built it?		
Which people would visit the Globe?		

Task 7 – Research Activity on the Globe Theatre

<p>How were special effects created? (Mind map)</p>	<p>Other interesting facts</p>
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Task 8 – Analysis Activity on Wuthering Heights

Read the extract below and then answer the questions on page 14.

Extract from *Wuthering Heights* by Emily Brontë (1847)

Catherine (Cathy) loves her soulmate Heathcliff, the orphan whom her father brought home. However, Cathy's desire for social advancement motivates her to marry the wealthy Edgar Linton instead. She remains torn between her passion for Heathcliff and her social ambition, bringing misery to both of the men who love her with her fits of temper and arrogance. Ellen (Nelly) – housekeeper / carer who grew up alongside Cathy – narrates this extract.

“And should I always be sitting with you?” she demanded, growing more irritated. “What good do I get? What do you talk about? You might be dumb, or a baby, for anything you say to amuse me, or for anything you do, either!”

“You never told me before that I talked too little, or that you disliked my company, Cathy!” exclaimed Heathcliff, in much agitation.

“It’s no company at all, when people know nothing and say nothing,” she muttered.

Her companion rose up, but he hadn’t time to express his feelings further, for a horse’s feet were heard on the flags, and having knocked gently, young Linton entered, his face brilliant with delight at the unexpected summons he had received. Doubtless Catherine marked the difference between her friends, as one came in and the other went out. The contrast resembled what you see in exchanging a bleak, hilly, coal country for a beautiful fertile valley; and his voice and greeting were as opposite as his aspect. He had a sweet, low manner of speaking, and pronounced his words as you do: that’s less gruff than we talk here, and softer.

Task 8 – Analysis Activity on Wuthering Heights

“I’m not come too soon, am I?” he said, casting a look at me: I had begun to wipe the plate, and tidy some drawers at the far end in the dresser

“No,” answered Catherine. “What are you doing there, Nelly?”

“My work, Miss,” I replied. (Mr. Hindley had given me directions to make a third party in any private visits Linton chose to pay.)

She stepped behind me and whispered crossly, “Take yourself and your dusters off; when company are in the house, servants don’t commence scouring and cleaning in the room where they are!”

“It’s a good opportunity, now that master is away,” I answered aloud: “he hates me to be fidgeting over these things in his presence. I’m sure Mr. Edgar will excuse me.”

“I hate you to be fidgeting in *my* presence,” exclaimed the young lady imperiously, not allowing her guest time to speak: she had failed to recover her equanimity since the little dispute with Heathcliff.

“I’m sorry for it, Miss Catherine,” was my response; and I proceeded assiduously with my occupation.

She, supposing Edgar could not see her, snatched the cloth from my hand, and pinched me, with a prolonged wrench, very spitefully on the arm. I’ve said I did not love her, and rather relished mortifying her vanity now and then: besides, she hurt me extremely; so I started up from my knees, and screamed out, “Oh, Miss, that’s a nasty trick! You have no right to nip me, and I’m not going to bear it.”

“I didn’t touch you, you lying creature!” cried she, her fingers tingling to repeat the act, and her ears red with rage. She never had power to conceal her passion, it always set her whole complexion in a blaze.

“What’s that, then?” I retorted, showing a decided purple witness to refute her.

She stamped her foot, wavered a moment, and then, irresistibly impelled by the naughty spirit within her, slapped me on the cheek: a stinging blow that filled both eyes with water.

“Catherine, love! Catherine!” interposed Linton, greatly shocked at the double fault of falsehood and violence which his idol had committed.

“Leave the room, Ellen!” she repeated, trembling all over.

Task 8 – Analysis Activity on Wuthering Heights

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

1. What do you think is the flaw in Cathy's character?

2. Why do you think this? Find 2 pieces of evidence (quotes) and write them down.

Task 8 – Analysis Activity on Wuthering Heights

Turn over for the last question

3. Choose a technique in each of your chosen quotations, which helps to prove your point. Explode the 2 quotations, with as much information as you can.

Quote One

Quote Two

Task 8 – Analysis Activity on Wuthering Heights

Turn over for the other questions

4. Choose 2 techniques in this short excerpt, and explain how they are used to present the **differences** between the 2 men (Edgar and Heathcliff):

Doubtless Catherine marked the difference between her friends, as one came in and the other went out. The contrast resembled what you see in exchanging a bleak, hilly, coal country for a beautiful fertile valley; and his voice and greeting were as opposite as his aspect. He had a sweet, low manner of speaking, and pronounced his words as you do: that's less gruff than we talk here, and softer.

Task 9 – Othello Themes Activity

Look at the key themes box, 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 EXPLAIN HOW each theme is presented.

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

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Task 9 – Othello Themes Activity

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

Task 10 – Iago's Soliloquy Activity

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
He's 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.
Cassio's a proper man. Let me see now,
To get his place and to plume up my will
In double knavery. How? How? Let's see.
After some time, to abuse Othello's 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 the nose
As asses are.
I have 't. It is engendered! Hell and night
Must bring this monstrous birth to the world's 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>

Task 10 – Iago's Soliloquy Activity

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

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

Task 11 – Iago Character Study

Create a detailed character study of Iago, including:

- A picture of him
- Key adjectives and phrases describing his character traits and personality
- Key scenes which involve Iago (with explanation)
- Key themes which link to Iago (with explanation)
- At least 3 key quotations which reveal Iago's character or how he is seen by others

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Task 11 – Iago Character Study

Picture of Iago	Key scenes linking to Iago	3 key quotations
Adjectives to describe him	Key themes linking to Iago	

Task 12 – Desdemona Character Study

Create a detailed character study of Desdemona, including:

- A picture of her
- Key adjectives and phrases describing her character traits and personality
- Key scenes which involve Desdemona (with explanation)
- Key themes which link to Desdemona (with explanation)
- At least 3 key quotations which reveal Desdemona's character or how she is treated by others

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Task 12 – Desdemona Character Study

Picture of Desdemona	Key scenes linking to Desdemona	3 key quotations
Adjectives to describe her	Key themes linking to Desdemona	

Task 13 – Revision of Term 1 Knowledge

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

You can either create a mind map using the next 2 blank pages **or** you can create flash cards.

Use the **first side** of the Knowledge Organiser at the back of this booklet to help you.

Task 14 – Revision of Grammar

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

You can either create a mind map using the next 2 blank pages **or** you can create flash cards.

Use the **second side** of the Knowledge Organiser at the back of this booklet to help you.

Year 8 Term 1: The Flawed Self		M	Tragedies and Tragic Heroes		Writing Rules	Othello themes					
<p>A ‘flaw’ is defined as an ‘imperfection’. We all have flaws. And that’s because nobody is perfect, despite what some films might suggest!</p> <p>This term, you will be exploring how writers present us with characters whose flaws often result in tragedy.</p> <p>The main text that you will read is <i>Othello</i>, 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.</p>			Term	Definition	Persuade: <ul style="list-style-type: none">IAMAFORESTEROne-sidedLogos, pathos, ethos	Prejudice (Race & Misogyny)	Race: Othello is a Black man in a mostly white society. Some characters, like Iago and Brabantio, treat him poorly because of his skin colour. They think he doesn’t belong or that Desdemona shouldn’t love him because he’s different. Misogyny: Women in the play, like Desdemona and Emilia, are not treated equally. Men expect them to obey and blame them quickly, even without proof. Women’s voices are often ignored or silenced.				
			Tragedy	A branch of drama that tells the sad or terrible events involving a heroic figure.							
			Tragic Hero	A noble character who is neither completely good nor evil, central to the tragedy.							
			Hamartia	The tragic hero’s character flaw that contributes to their downfall.	Dramatic monologue: <ul style="list-style-type: none">Stage directionsClear emotions /emotive languageA clear purposeFigurative languageClear character voice & attitude	Appearance vs Reality	Iago pretends to be Othello’s friend but is secretly tricking him. He lies and makes things look true, even though they’re false. Othello believes Iago, not Desdemona, showing how appearances can be misleading.				
			Hubris	Excessive pride or stubbornness that leads the hero to make poor choices.							
			Anagnorisis	The moment the hero realises something has gone wrong—but it’s too late to fix it.							
Shakespearean context <ul style="list-style-type: none">William Shakespeare was an English playwright, poet and actor.Shakespeare was born in Stratford-upon-Avon in 1564 and married Anne Hathaway in 1582. They had three children. He died in 1616.We don’t know exactly when Shakespeare started writing plays, but they were probably being performed in London by 1592, and he’s likely to have written his final plays just a couple of years before his death in 1616. It is believed that he wrote around 38 plays, including collaborations with other writers.In 1599, Shakespeare’s acting company built the Globe Theatre.Shakespeare’s plays weren’t published in book form during his lifetime – it was only after he died that his friends got together and paid for his plays to be collected. This collection was called the First Folio.Shakespeare wrote different types of plays: comedies, tragedies, and histories.William Shakespeare is credited with the invention or introduction of over 1,700 words that are still used in English today.			Denouement	The catastrophic ending of the tragedy, often involving many deaths.	Letters: <ul style="list-style-type: none">AddressesDateGreetingParagraphsSign off	Love	Jealousy	Othello and Desdemona start with deep love, but it’s ruined by lies and jealousy. Jealousy is the main cause of Othello’s downfall. Iago is jealous of Cassio and Othello. He makes Othello jealous of Desdemona, making him believe she’s dishonest, which leads to tragedy.			
			Catharsis	The emotional release felt by the audience, such as pity or shock, leading to insight or reflection.							
			Conventions of a play								
			Act – separates play’s major sections (there are usually 3 or 5)					Othello Characters			
			Scene – a ‘chapter’ in an act								
			Dialogue – what the characters say to each other								
Monologue – a long speech by one actor											
Soliloquy – when a character speaks their thoughts aloud to the audience.					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.						
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.											
					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.						

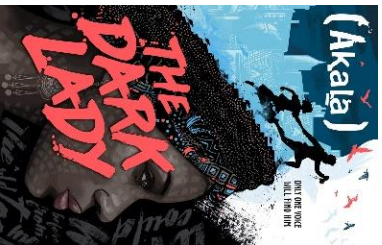
Y7 Recap	Key Language, Structure & Form Techniques:		Y8 Grammar & Sentences
<p>Subject: Does the action in a sentence or clause</p> <p>Noun types:</p> <ul style="list-style-type: none">• Concrete – A noun we can see, hear, touch, smell or taste• Abstract – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension <p>Verb: a word used to describe an action or state. E.g. Action: The girl was <u>jumping</u>. State: The girl <u>knew</u> the answers.</p> <p>Main clause – A clause which makes sense on its own as a sentence</p> <p>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.</p> <p>Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so</p> <p>Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if (ISAWAWABUB)</p>	Imagery	When the writer creates a vivid picture in the reader's mind through their description. E.g. <i>"Glittering white, the blanket of snow covered everything"</i>	<ul style="list-style-type: none">• Pronoun Power <i>They</i> watched. <i>They</i> waited. <i>They</i> knew I didn't belong here.• Lightning List <i>The forest gave me silence, shade, secrets, solitude.</i>• Relentless Rhythm <i>I ran through the trees and over the roots and past the shadows and into the unknown.</i>❖ Asyndetic listing: A list without conjunctions e.g. 'old, decaying, broken, scratched'❖ Polysyndetic listing: A list using consistent conjunctions e.g. 'old and decaying and broken and scratched'❖ Pronouns: words that replace a noun. E.g. he, him, them, us, I❖ Adjectives: a word that describes a noun or pronoun: E.g. "big", "boring", "purple", and "obvious"❖ Adverbs: a word that describes or gives more information about a verb, adjective, adverb, or phrase. E.g. 'cheerfully', 'quickly', 'next week', 'extremely'
	Personification	Giving human features to non-human things. E.g. <i>"The moon watched over us"</i>	
	Symbolism	When objects or characters are used to represent bigger ideas.	
	Simile	Comparing two things using 'like' or 'as'. E.g. <i>"The snake moved like a ripple on a pond"</i>	
	Metaphor	Describes something by saying it is something else. It's not literal, but it helps create a vivid image or understanding. DOES NOT use "like" or "as". E.g. <i>"The world is a stage"</i>	
	Zoomorphism	Giving animalistic features to non-animal things. E.g. <i>"The wind howled"</i>	
	Motif	an image, sound, word, object, or idea that appears repeatedly for a certain effect.	
	Foreshadowing	When the writer hints at events that could happen later in the text.	
	Iambic pentameter	a line of writing with five iambs each containing an unstressed syllable followed by a stressed syllable. Essentially, it's a line of verse with ten syllables that follow a "da-DUM, da-DUM, da-DUM, da-DUM, da-DUM" rhythm.	
	Dramatic irony	When the audience knows more than the character in the play.	
Perfect Paragraph			
<ul style="list-style-type: none">• Answer sentence• Embedded evidence• Inferences• Techniques (language, structure, form)• Effect of techniques• Reader response			

Recommended Reads after studying Shakespeare

The Dark Lady by Akala

Set in the backdrop of Shakespeare's England, this is a gripping novel about using your voice.

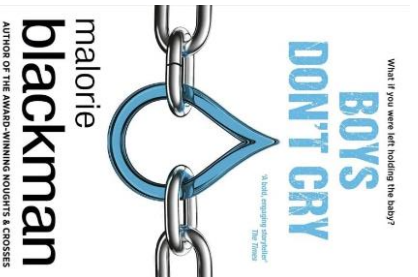
Henry is an orphan, an outsider, a thief. He is also a fifteen-year-old invested with magical powers. This brilliant, at times brutal novel will glue you to your seat as you are hurtled into a time when London stank and boys like Henry were forced to find their own route through the tangled streets and out the other side.



Boys Don't Cry by Malorie Blackman

You're waiting for the postman - he's bringing your A level results. University, a career as a journalist - a glittering future lies ahead. But when the doorbell rings it's your old girlfriend; and she's carrying a baby. Your baby.

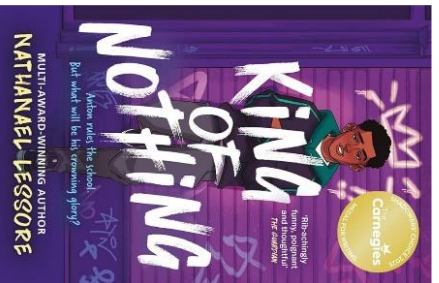
You're happy to look after it, just for an hour or two. But then she doesn't come back - and your future suddenly looks very different.



King of Nothing by Nathanael Lessor

Anton and his friends are the kings of Year 9. They're used to ruling the school and Anton wears the crown. The other kids run away when he's about but that's the way he wants it - he's got a reputation to live up to after all.

So when he gets into serious trouble at school his mum most decides it's time for Anton to join, a local activity group. Anton would quite literally rather do anything else, especially when he finds out Matthew, the biggest loser in school, is also a member. As the boys strike up an unlikely friendship, Anton finds himself questioning everything he thought was important. Does he want ruling the school to be his crowning glory or should he set his sights on better things?



If you would prefer to read some non-fiction, these books are available in the school library:

