

# Weekly Homework Grids and Extended Responses

## YEAR 10 BOOKLET

### Part 1

### AUTUMN

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

Teacher: \_\_\_\_\_

Room: \_\_\_\_\_

Week	Effort Grade
1.1	
1.2	
1.3	
1.4	
1.5	

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

## Year 10 Weekly Recall Autumn 1.1

**What are the four key themes in 'Animal Farm'?**

**Who was Thomas Malthus?**

**Apostrophe or not?**

Dickens' uses his novel to criticise society's treatment of those in need.

Money and wealth seem to be Scrooge's weakness; his financial hoard ensures he will never experience the poverty that grips London.

Scrooge comes to realise that he has the power to improve the Cratchits' welfare and the quality of life for the lower classes.

**For which text should you be writing about Malthus?**

**Put the following statements that summarise the poem 'London' in the correct order.**

- a) The speaker is angry with the way young women are taken advantage of.
- b) The speaker hear the crying of men and children.
- c) The speaker is walking the streets of 'London'.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Match words to their meanings:**

***a)foil, b)allegory, c)parsimonious***

Unwilling to spend money or use resources.

A character that shows qualities that are in contrast with the qualities of another character. The objective is to highlight the traits of the other character.

A story, poem or picture that can be interpreted to reveal a hidden meaning, typically a political one.

**Challenge: add examples from the texts you know.**

**Who are the following characters from Animal Farm symbolic of?**

Moses

Mollie

Boxer

Farmer Jones

Napoleon



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

# Year 10 Weekly H.W. Recall

## Autumn 1.2

Orwell uses a cyclical narrative structure in 'Animal Farm'.

**How?**

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**Why?**

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What do the ribbons symbolise in 'Animal Farm'?



Who ends up wearing ribbons? On what day do they wear their ribbons?

**Stop writing fragments – complete the following fragments to turn them into sentences**

Looking through the window.

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Running down the hill.

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**Which sentences below use commas correctly?**

He bought fish, chips, mushy, peas and a can of coke.

We collected leaves, twigs, stones and seeds from the field.

My brother ate cake, an apple, a banana a fish and a packet of pork, scratchings.

In the bag I found, pens, pencils, crayons and a ruler.

My favourite lessons are maths, history and geography.

**Match words to their meanings:**

**a) foil, b) allegory, c) anthropomorphism**

The attribution of human characteristics to a god, animal or object.

A character that shows qualities that are in contrast with the qualities of another character. The objective is to highlight the traits of the other character.

A story, poem or picture that can be interpreted to reveal a hidden meaning, typically a political one.

**Challenge: add examples from the texts/films you know.**

**Find different synonyms for the word 'walk' (a minimum of five).**

**Challenge: can you rank them in order of speed.**



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

Year 10 Weekly H.W. Recall

Autumn 1.3

**Correct the spelling errors**

antopomorphismis  
patiarchal soicety  
tragidi  
markissm  
totalitirianisims  
autocatric society  
beetreyel

**Find definitions for the following words and choose to write either a sentence or transform the word into an image.**

**Where is 'Animal Farm' set?**

**Why is this important?**

**ALLUSION: A REFERENCE TO ANOTHER TEXT/IDEA.**  
'Animal Farm' is an allusion to what historical event?

**Explain why or how you know?**

Change all the underlined verbs from the **past** tense to the **present** tense.

1. He hid under the table.  
\_\_\_\_\_
2. I waved at the queen and shouted.  
\_\_\_\_\_
3. I was thinking about my maths.  
\_\_\_\_\_
4. They were running towards the hill.  
\_\_\_\_\_

**Select the correct homophones in the below sentences:**

1. Get up my sun/son.
2. I did not have the heart/hart.
3. We peel/peal the orange with a knife.
4. Led/Lead is a heavy metal.
5. There is a whole/hole in the bucket.
6. The hair/hare has a short tail.
7. He skidded because he did not apply the brake/break.
8. The children have been playing for two/too long.
9. He was here last weak/week.
10. His/He's the smartest person I know.

**Re-write the following false statements about 'R&J' Act 1 .**

1. **Napoleon what at the battle of the cowshed.**  
\_\_\_\_\_  
\_\_\_\_\_

2. **Moses stole the milk at the end of Chapter 3.**  
\_\_\_\_\_  
\_\_\_\_\_



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

# Year 10 Weekly H.W. Recall

Autumn 1.4

### Correct the spelling errors

- deeity -
- distiny -
- monarchi -
- patrierchy -
- theocracy -
- alliusion -

Find definitions for the following words and write them in your exercise book or the back of this sheet.

What's the key term?

Challenge: add examples from the texts you have read.

1. What term refers to the repetition of words beginning with the same letter or sound?

\_\_\_\_\_

2. The word that describes when in inanimate object or concept is given human qualities or characteristics.

\_\_\_\_\_

Think of three words to describe Tybalt in 'Romeo and Juliet':

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Select one word and explain why you think this word describes Tybalt – be specific:

### Punctuation pit-stop

The colon can be used between **two independent clauses** when the second clause expands the idea of the first. Write a sentence of your own, using the colon to expand an idea.

*Eg. Fate is a key theme in 'Romeo and Juliet': it challenges people's perceptions of their own power.*

### Develop the analysis:

**'A pair of star-crossed lovers take their life.'**  
*Fate is all powerful. Romeo and Juliet are destined to die.*

Explain the following allusion:

**My Achilles' heel is chocolate.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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

# Year 10 Weekly H.W. Recall

Autumn 1.5

**What type of lover is Romeo?**

**Why is this significant?**

**Move the subordinate clause to the end of the sentence:**

Although it was sunny outside, John did not go on the walk.

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**Move the subordinate clause to the middle of the sentence:**

Because she was tired, she went to bed really early.

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**Both Mercutio and Romeo make allusions to Cupid.**

**What do their comments suggest about love?**  
**Romeo (about Rosaline):** She'll not be hit/ With Cupid's arrow. (ACT 1 SCENE 1)

**Mercutio to Romeo:** You are a lover. Borrow Cupid's wings / And soar with them' (ACT 1 SCENE 4)

**Punctuation pit-stop**

Parenthetic commas can be used to add information which is not essential to a sentence. Write your own sentence under the example.

Eg. *At the start of the play Romeo isolates himself from the other men in the play, **although this is somewhat self imposed**, showing he does not adhere to stereotypical expectations of male behaviour.*

**Exploring Symbolism**

What could the sea be symbolic of? Consider a range of ideas, both positive and negative.



**Spot the techniques:**

Waves come crashing to grey sullen shores.  
Powerful and strong, it breathes and roars.  
Cascading and caressing each grain of sand,  
A warm embrace between sea and land.



