

English 9 & 10

Meeting week assignments

Due: 10/17

1. Revise, edit, and complete the final draft of your personal narrative assignment.
2. Write a review of a movie or album of music (see attached assignment sheet).
3. Complete the attached Grammar Practice activities.
4. Continue reading your self-selected novel.

NAME:

DATE:

## Movie / Music Review

Congratulations! You have landed one of the most coveted jobs on the market today. You are getting paid to give your opinion!

That's right, you're a movie and music reviewer for a weekly magazine called *The Good Stuff*. Your latest work assignment is to write a review of a movie or an album of music of your choice. This means, you need to sit down and enjoy a movie (at least 1hr. long) or an album of music (at least 30 min. long) and write a 1-page review for the magazine.

Important details:

1. The audience of *The Good Stuff* consists mostly of teen and young-adult readers. Make sure you keep the interests of your audience in mind.
2. Your review should be at least 300 words in length.
3. Decorate your review with colors and pictures, printed and/or drawn, like a magazine page.
4. Your reviews will be put up on walls or bulletin boards in the classroom/school, so make sure you are doing your best work.
5. Here are some suggestions to get started writing:
  - What is your overall impression of the movie/album?
  - What are the strengths and weaknesses of the movie/album?
  - Describe some key scenes or songs.
  - Give it a rating out of 10 and explain your reasons for your rating.
  - Who would you recommend it to? Why?

Name ..... Class ..... Date .....

## 10.1 Nouns

### Key Information

A **noun** names a person, place, thing, or idea.  
 A **concrete noun** names an object that can be recognized by any of the senses; an **abstract noun** names an idea, a quality, or a characteristic.

A **proper noun** names a particular person, place, thing, or idea; a **common noun** is the general name of a person, place, thing, or idea.  
 A **collective noun** names a group and can be regarded as either singular or plural.

### ■ A. Identifying Nouns

Underline the nouns in the following sentences.

1. During the early years of the United States, thousands of settlers traveled west to build new homes.
2. Women and men worked together to clear the land, plant crops, and build homes.
3. Besides this work, women tended the children and did housekeeping chores.
4. They prepared food to use during the winter.
5. They made clothes for the whole family and used homemade soap to wash the laundry.
6. A frontier mother was often the only teacher her children had.
7. Because there were few doctors, women had to take care of the medical needs of their families.
8. Settlers usually lived so far apart that isolation was a common problem.
9. Sometimes pioneer families became friends with Native Americans who lived nearby.
10. To help fight loneliness, many women wrote journals and diaries about their lives and experiences.

### ■ B. Identifying Noun Types

From the nouns you identified in the sentences above, list an example for each type of noun.

Collective noun \_\_\_\_\_

Abstract noun \_\_\_\_\_

Concrete noun \_\_\_\_\_

Common noun \_\_\_\_\_

Proper noun \_\_\_\_\_

# Grammar Practice

Name ..... Class ..... Date .....

## 10.2 Interrogative and Relative Pronouns

### Key Information

Questions are formed with **interrogative pronouns**.

who whom whose which what

**Who** is coming to dinner?

**Whose** keys are these?

A **relative pronoun** is used at the beginning of a special group of words that contains its own subject and verb and is called a *subordinate clause*.

who whoever whose

whom whomever that

which whichever

what whatever

The woman **who** won the marathon is 35.

**Whoever** works hardest will get promoted.

### A. Distinguishing Between Interrogative and Relative Pronouns

Underline the pronoun in each of the following sentences. Then write whether the pronoun is *interrogative* or *relative*.

1. Who finally auditioned for the lead role? \_\_\_\_\_
2. The explosion that shook the town was caused by an error at the factory.  
\_\_\_\_\_
3. The barn, which was painted red, stood in a field of daisies. \_\_\_\_\_
4. What have you done to make Angela so angry? \_\_\_\_\_
5. Ben is trying to decide whom to ask for help with his biology. \_\_\_\_\_

### B. Using Interrogative Pronouns

Use an appropriate interrogative pronoun to turn each of the following statements into questions. Write your new interrogative sentence in the space provided.

1. Kendall called me last night.  
\_\_\_\_\_
2. This is the quickest way to get to the cafeteria.  
\_\_\_\_\_
3. These are my sister's jeans.  
\_\_\_\_\_
4. I would like to have lasagna for my birthday dinner.  
\_\_\_\_\_
5. The Pulitzer Prize is named after Joseph Pulitzer.  
\_\_\_\_\_

Name ..... Class ..... Date .....

## 10.3 Action Verbs and Verb Phrases

### Key Information

**Action verbs** tell what someone or something does, either physically or mentally.

The ball **slammed** into the catcher's mitt.

The child **dreamed** of cotton candy.

**Transitive** action verbs are followed by words that answer the question *what?* or *whom?*

We finally **spotted** our mistake.  
[spotted what?]

We eventually **invited** Kate.  
[invited whom?]

**Intransitive** action verbs are *not* followed by words that answer *what?* or *whom?* Instead, they are frequently followed by words that tell when, where, why, or how an action occurs.

I sometimes **sing** in the shower.  
[sing where?]

Mark Twain **wrote** with great wit.  
[wrote how?]

A **verb phrase** consists of a main verb and all of its **auxiliary**, or helping, **verbs**.

The ice **was melting** quickly in the sun.

He **did remember** to order french fries.

### ■ A. Distinguishing Between Transitive and Intransitive Verbs

Underline the entire action verb, including all auxiliary verbs, in each of the following sentences. Then write whether the verb is *transitive* or *intransitive*.

1. Sailboats have the right-of-way over motorboats. \_\_\_\_\_
2. The careful truck driver slowed noticeably in the rain and snow. \_\_\_\_\_
3. The Chinese pandas should attract many visitors to the zoo. \_\_\_\_\_
4. Architects begin their work long before the start of construction. \_\_\_\_\_
5. Most of the actors have already learned their lines. \_\_\_\_\_
6. The new compact disc will arrive in stores tomorrow. \_\_\_\_\_
7. The ball landed only six inches from the hole. \_\_\_\_\_
8. The scent of fresh sheets welcomes the hotel's guests every night. \_\_\_\_\_
9. Did you simply guess on the last question? \_\_\_\_\_
10. A blues singer does not always sing sad songs. \_\_\_\_\_

### ■ B. Using Action Verbs

Underline the verb in each of the following sentences. Then write a more lively verb that adds interest to the sentence.

1. Jeff walked home slowly in the gray January light. \_\_\_\_\_
2. The parachutist fell toward the ground. \_\_\_\_\_
3. The police car drove by at high speed. \_\_\_\_\_
4. During last month's storm, hail hit our roof loudly. \_\_\_\_\_
5. Those three girls talk constantly. \_\_\_\_\_

# Grammar Practice

Name ..... Class ..... Date .....

## 10.3 Linking Verbs

**Key Information**

<p>A <b>linking verb</b> links, or joins, the subject of a sentence with a word or expression that identifies or describes the subject.</p> <p>The most commonly used linking verb is <i>be</i> in all its forms—<i>am, is, are, was, were, will be, has been, was being</i>.</p> <p>Other verbs that sometimes act as linking verbs include the following:</p> <p style="text-align: center;">appear      look      smell</p>	<table border="0" style="width: 100%;"> <tr> <td>become</td> <td>remain</td> <td>stay</td> </tr> <tr> <td>feel</td> <td>seem</td> <td>taste</td> </tr> <tr> <td>grow</td> <td>sound</td> <td></td> </tr> </table> <p>Note: Except for <i>seem</i>, these words can also serve as action verbs. If <i>seem</i> can be substituted for the verb in a sentence, that verb is probably a linking verb.</p> <p>The soup <b>smelled</b> delicious. [linking] The chef <b>smelled</b> the soup. [action]</p>	become	remain	stay	feel	seem	taste	grow	sound	
become	remain	stay								
feel	seem	taste								
grow	sound									

### ■ A. Distinguishing Between Action and Linking Verbs

Underline the verb in each of the following sentences. Then write whether it is an *action* verb or *linking* verb.

1. Many people admire Andrew Jackson. \_\_\_\_\_
2. He came from the Carolina pine woods. \_\_\_\_\_
3. He eventually became president. \_\_\_\_\_
4. Later he built a house near Nashville, Tennessee. \_\_\_\_\_
5. Tourists still visit it today. \_\_\_\_\_
6. The house looks lovely. \_\_\_\_\_
7. Jackson grew hickory trees there. \_\_\_\_\_
8. People called Jackson “Old Hickory.” \_\_\_\_\_
9. To many people he seemed a tough man. \_\_\_\_\_
10. However, he was a man of tenderness, too. \_\_\_\_\_

### ■ B. Using Linking Verbs

Complete each of the following sentences by writing a word or group of words in the blank that follows the linking verb. The words you write should identify or describe the subjects of the sentences.

1. Usually our family vacations are \_\_\_\_\_
2. That group’s latest hit song was \_\_\_\_\_
3. The chocolate milk tastes \_\_\_\_\_
4. After making a foul shot to tie the game, Michelle felt \_\_\_\_\_
5. The temperature of the room seemed unusually \_\_\_\_\_

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