

**English 10 Honors
Summer Assignment 2026**

Dear Students,

Welcome to English 10 Honors! I am thoroughly excited to be working with all of you in the coming school year as we progress through a Pre-AP curriculum that will challenge and engage you in all areas of literacy as we delve into great works of literature through the lenses of self-discovery and rhetorical thinking.

Knowing that you are anxious to begin this adventure, I am asking that, over the summer, you read. In order to “hit the ground running,” you must read the two works listed below and complete the exercises associated with each book. These books will establish a context for our exploration of the hero’s quest and the theme of self-discovery.

Required Books:

1. *A Separate Peace*: Loosely based on John Knowles’s experiences at Phillips Exeter Academy in the summer of 1943, the novel describes the relationship between Gene Forrester, who is modeled on Knowles himself, and Phineas, who is modeled on his friend, David Hackett, a member of the 1948 U.S. Olympic Hockey Team.

2. Select ONE of the following two titles: *The Chocolate War* by Robert Cormier or *Speak* by Laurie Halse Andersen.

3. *No Red Ink*: In order to get you ready for your PSAT in October, there will be a few exercises posted to ***No Red Ink***. These will be graded as completion grades (meaning “done one time” or “not done on time”), **NOT** on accuracy. They are short exercises to prevent the “summer slide” and to give us a head start on prepping for the PSAT. All the grammatical concepts and notes needed for reference are included on the last pages of this packet. **Please be sure you can access No Red Ink before the school year ends. See me if you need help.**

The completed assignments are due on the first day your class meets in September. The Google class code is **gactb6co**. All of the directions on the next pages should be self-explanatory. If, for some reason, you have any questions over the summer, please feel free to email me at mlaterza@mtplcsd.org. Be sure to use your Mount Pleasant email address since private emails are usually marked as spam and will not make it pass the district’s spam filter. I look forward to seeing you in September!

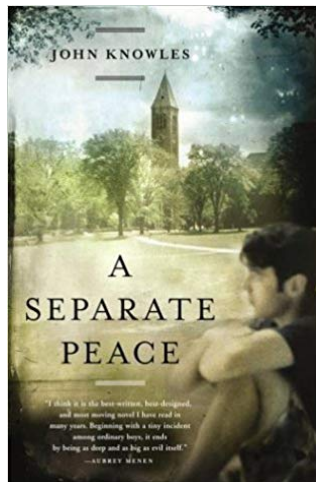
Sincerely,

Dr. Laterza

Summer Assignments

1. *A Separate Peace* by John Knowles

[ISBN 978-0-8479-0343-6]



Read *A Separate Peace*, and keep a reading journal in the blue book focusing on each of the “**Big Ideas**” and “**Skills**” linked [here](#) and posted on the class page. For each chapter:

1. Select **one** “big idea” that is most important to that chapter (character, setting, structure, narration, or figurative language);
2. Identify the reading skill on which you are focusing (**1.A, 2.C, 3.F, etc**)
3. Freewrite in the blue book on the importance of that big idea to the selected chapter.
 - a. Full sentences are required, and write as much as is needed to “peel the onion” of the chapter.
 - b. Responses should be 10-20 sentences in length. Do not summarize the plot!**
4. Be sure that you’ve discussed each of the five “**Big Ideas**” at least twice throughout the course of the novel.
5. All responses must be in blue or black ink. No pencil, no typing. If you run out of pages in the blue book, continue on loose leaf.
6. See the next page as an example of what I’m looking for in your blue books.

Chapter 1

Big Idea: Setting

Skill: 2.C

Begin writing your response. Remember to write in full sentences and to write as much as is needed to explore the ideas in the chapter. If you choose to use any quotes, **do not use full sentences! Use “sprinkles” of quotes, embed them in your writing, and include proper citation.**

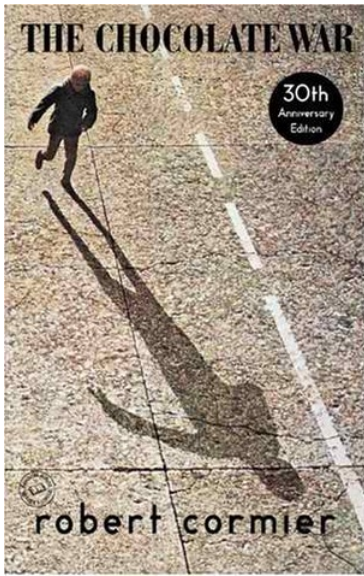
Do not overly quote in your responses. Each response should be 95% of your own writing. Quotes cannot express your ideas.

All responses must be handwritten in the blue book in blue or black ink. Do not use a pencil, and do not type your responses.

If you run out of room in the blue book, continue on looseleaf and bring that with you in September.

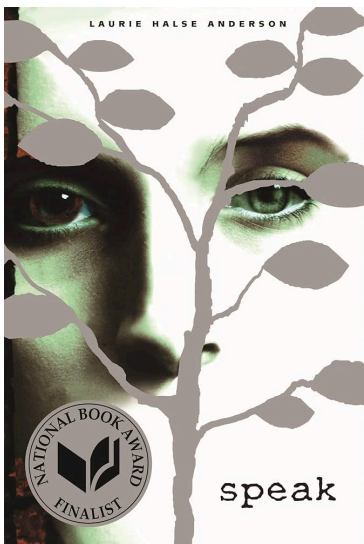
Finally, I don't waste time trying to track down or figure out plagiarism or AI usage. If you cheat, your lack of knowledge of the material will come through in your essay and test grades.

2. Select either *The Chocolate War* OR *Speak*.



The Chocolate War is a tense, realistic novel about power, peer pressure, conformity, and the courage it takes to stand apart from a group. The story takes place at an all-boys Catholic high school where students are expected to participate in the annual chocolate sale. When one student quietly refuses to go along with what everyone else expects, his decision creates conflict with classmates, school leaders, and a secret student organization that controls much of the school's social life.

This book is a good choice for students who are interested in more serious stories about bullying, corruption, social pressure, and moral courage. It raises challenging questions about whether one person can resist an unfair system—and what the cost of that resistance might be.



Speak is a powerful coming-of-age novel about isolation, trauma, identity, and finding one's voice. The story follows Melinda, a high school freshman who begins the school year as an outcast after calling the police at a summer party. Her classmates do not understand why she did it, and Melinda struggles to explain what really happened. As the year goes on, she becomes increasingly silent and withdrawn, but she slowly begins to express herself through art and self-reflection.

This book is a good choice for students who are interested in emotionally realistic stories about mental health, friendship, social judgment, and personal healing. It asks important questions about silence, truth, and the difficulty—and importance—of speaking up.

You do not need to complete a formal written assignment for these books over the summer. However, you should read carefully because this novel will become the basis of a four-week literature circle unit during the first marking period.

When we return in September, you will be asked to re-read selected sections of your novel each week in order to prepare for group discussions, written responses, and literary analysis activities. You should come to class prepared to discuss the novel's major characters, conflicts, turning points, and themes.

As you read over the summer, you may want to mark or take brief notes on moments related to:

- identity and self-discovery;
- peer pressure and conformity;
- silence and voice;
- power and resistance;
- isolation and belonging;
- moral courage;
- trauma, truth, and healing.

The Top 24 Grammatical Terms – Please know this information!
There are many websites that you can utilize to practice your understanding of these concepts.

Basic Grammatical Terms That We Should Have Learned in School

By Richard Nordquist , About.com Guide

1. Active Voice

The verb form in which the subject of the sentence performs or causes the action expressed by the verb. Contrast with Passive Voice.

Example:

"A census taker once **tried** to test me. I **ate** his liver..."

(Hannibal Lecter in *The Silence of the Lambs*, 1991)

2. Adjective

The part of speech (or word class) that modifies a noun or a pronoun. See also: Adding Adjectives and Adverbs to the Basic Sentence Unit.

Example:

"Send this **pestilent, traitorous, cow-hearted, yeasty** codpiece to the brig."

(Jack Sparrow in *Pirates of the Caribbean: At World's End*, 2007)

3. Adverb

The part of speech that modifies a verb, adjective, or other adverb. *Example:*

"There I was, standing there in the church, and for the first time in my whole life I realized I **totally** and **utterly** loved one person."

(Charles to Carrie in *Four Weddings and a Funeral*, 1994)

4. Clause

A group of words that contains a subject and a predicate. A clause may be either a sentence (independent clause) or a sentence-like construction included within another sentence (dependent clause).

Example: "**Don't ever argue with the big dog** [*independent clause*], **because the big dog is always right** [*dependent clause*]."

(Deputy Marshal Samuel Gerard in *The Fugitive*, 1993)

5. Complex Sentence

A sentence that contains at least one independent clause and one dependent clause.

Example:

"**Don't ever argue with the big dog** [*independent clause*], **because the big dog is always right** [*dependent clause*]."

(Deputy Marshal Samuel Gerard in *The Fugitive*, 1993)

6. Compound Sentence

A sentence that contains at least two independent clauses, often joined by a conjunction.

Example:

"**I can't compete with you physically** [*independent clause*], **and you're no match for my brains** [*independent clause*]." (Vizzini in *The Princess Bride*, 1987)

7. Conjunction

The part of speech that serves to connect words, phrases, clauses, or sentences. See also: coordinating conjunction, subordinating conjunction, correlative conjunction, and conjunctive adverb.

Example:

"I can't compete with you physically, **and** you're no match for my brains." (Vizzini in *The Princess Bride*, 1987)

8. Declarative Sentence

A sentence that makes a statement.

Example:

"**A census taker once tried to test me. I ate his liver...**"

(Hannibal Lecter in *The Silence of the Lambs*, 1991)

9. Dependent Clause

A group of words that begins with a relative pronoun or a subordinating conjunction. A dependent clause has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence. Also known as a subordinate clause.

Example:

"Don't ever argue with the big dog [*independent clause*], **because the big dog is always right** [*dependent clause*]."

(Deputy Marshal Samuel Gerard in *The Fugitive*, 1993)

10. Direct Object

A noun or pronoun that receives the action of a transitive verb.

Example:

"All my life I had to fight. I had to fight my **daddy**. I had to fight my **uncles**. I had to fight my **brothers**."

(Sophia in *The Color Purple*, 1985)

11. Exclamatory Sentence

A sentence that expresses strong feelings by making an exclamation.

Example:

"God! Look at that thing! You would've gone straight to the bottom!"

(Jack Dawson looking at Rose's ring in *Titanic*, 1997)

12. Imperative Sentence

A sentence that gives advice or instructions or that expresses a request or a command.

Example:

"Send this pestilent, traitorous, cow-hearted, yeasty codpiece to the brig."

(Jack Sparrow in *Pirates of the Caribbean: At World's End*, 2007)

13. Independent Clause

A group of words made up of a subject and a predicate. An independent clause (unlike a dependent clause) can stand alone as a sentence. Also known as a main clause.

Example:

"Don't ever argue with the big dog [independent clause], because the big dog is always right [dependent clause]."

(Deputy Marshal Samuel Gerard in *The Fugitive*, 1993)

14. Indirect Object

A noun or pronoun that indicates to whom or for whom the action of a verb in a sentence is performed.

Example:

"It's a family motto. Are you ready, Jerry? I want to make sure you're ready, brother. Here it is: Show *me* the money."

(Rod Tidwell to Jerry McGuire in *Jerry McGuire*, 1996)

15. Interrogative Sentence

A sentence that asks a question.

Example:

"What is the name of the Lone Ranger's nephew's horse?"

(Mr. Parker in *A Christmas Story*, 1983)

16. Noun

The part of speech that is used to name a person, place, thing, quality, or action and can function as the subject or object of a verb, the object of a preposition, or an appositive.

Example:

"Waiter, there is too much pepper on my paprikash." (Harry Burns in *When Harry Met Sally*, 1989)

17. Passive Voice

A verb form in which the grammatical subject receives the verb's action. Contrast with active voice.

Example:

"Any attempt by you to create a climate of fear and panic among the populace *must be deemed by us* an act of insurrection." (First Elder to Jor-El in *Superman*, 1978)

18. Predicate

One of the two main parts of a sentence or clause, modifying the subject and including the verb, objects, or phrases governed by the verb.

Example:

"I don't ever remember feeling this awake." (Thelma Dickinson in *Thelma and Louise*, 1991)

19. Prepositional Phrase

A group of words made up of a preposition, its object, and any of the object's modifiers.

Example:

"A long time ago, my ancestor Paikea came *to this place on the back of a whale*. Since then, *in every generation of my family*, the first born son has carried his name and become the leader *of our tribe*." (Paikea, in *The Whale Rider*)

20. Pronoun

A word that takes the place of a noun.

Example:

"A census taker once tried to test *me*. I ate *his* liver..."

(Hannibal Lecter in *The Silence of the Lambs*, 1991)

21. Sentence

A word or (more commonly) a group of words that expresses a complete idea. Conventionally, a sentence includes a subject and a verb. It begins with a capital letter and concludes with a mark of end punctuation. Example:

"I don't ever remember feeling this awake."

(Thelma Dickinson in *Thelma and Louise*, 1991)

22. Subject

The part of a sentence that indicates what it is about.

Example:

"I don't ever remember feeling this awake." (Thelma Dickinson in *Thelma and Louise*, 1991)

23. Tense

The time of a verb's action or state of being, such as past, present, and future.

Example:

"Years ago, you **served** [*past tense*] my father in the Clone Wars; now he **begs** [*present tense*] you to help him in his struggle against the Empire." (Princess Leia to General Kenobi in *Star Wars*, 1977)

24. Verb

The part of speech that describes an action or occurrence or indicates a state of being.

Example:

"**Send** this pestilent, traitorous, cow-hearted, yeasty codpiece to the brig."

(Jack Sparrow in *Pirates of the Caribbean: At World's End*, 2007)

Parts of Speech

PART OF SPEECH	BASIC FUNCTION	EXAMPLES
<u>noun</u>	names a person, place, or thing	<i>pirate, Caribbean, ship</i>
<u>pronoun</u>	takes the place of a noun	<i>I, you, he, she, it, ours, them, who</i>
<u>verb</u>	identifies action or state of being	<i>sing, dance, believe, be</i>
<u>adjective</u>	modifies a noun	<i>hot, lazy, funny</i>
<u>adverb</u>	modifies a verb, adjective, or other adverb	<i>softly, lazily, often</i>
<u>preposition</u>	shows a relationship between a noun (or pronoun) and other words in a sentence	<i>up, over, against, by, for</i>
<u>conjunction</u>	joins words, phrases, and clauses	<i>and, but, or, yet</i>
<u>interjection</u>	expresses emotion	<i>ah, whoops, ouch</i>
<u>article</u>	identifies and specifies a noun	<i>a, an, the</i>

Practice in Identifying Subjects, Verbs, and Objects

For each of the following sentences, identify the word in **bold** as a subject, a verb, or an object. When you're done, compare your answers with those at the end of the exercise.

1. Mr. Buck **donated** a wishbone to the Museum of Natural History.
2. After the final song, the **drummer** hurled his sticks at the crowd.
3. Gus smashed the electric **guitar** with a sledge hammer.
4. Felix stunned the **giraffe** with a radar gun.
5. Very slowly, **Pandora** opened the box.
6. Very slowly, Pandora **opened** the box.
7. Very slowly, Pandora opened the **box**.
8. Thomas **gave** his moonpie to Bengie.
9. After breakfast, **Vera** drove to the mission with Ted.
10. Even though it rarely rains here, Professor Legree **carries** his umbrella wherever he goes.

Answers

1. verb; 2. subject; 3. object; 4. object; 5. subject; 6. verb; 7. object; 8. verb; 9. subject; 10. verb.

Grammar and close reading are related. To move forward with our study, you must have proficient knowledge in the following grammar topics.

I. Parts of Speech

1. **Noun** – person, place, or thing.

2. **Pronoun** – takes the place of a noun. (see chart below)

	Singular	Plural
First Person	I, me, my, mine	We, us, our, ours
Second Person	You, your, yours	You, your, yours
Third Person	He, him, his, she, her, hers, it, its	They, them, their, theirs

3. **Verb** – can be either an **action verb** or a **linking verb**. (see chart below)

Linking verbs are all the forms of *to be*:
is, are, was, were, am, be, been, being.

Sometimes linking verbs are made up of more than one word. We call these **verbs phrases**.

They use a helping verb to help change the tense of the verb phrase.

am being	can be	shall be	has been	must have been
are being	could be	should be	had been	shall have been
is being	may be	will be	could have been	should have been
was being	might be	would be	may have been	will have been
were being	must be	have been	might have been	would have been

4. Adjective – describes a noun or pronoun. Answers the questions ***What kind? Which one? How many? How much?***

5. Adverb – describes a verb, adjective, or another adverb. They often end in *-ly* and answer the questions: ***Where? When? In what manner? To what extent?***

6. Conjunction – Connects words and phrases.

Coordinating conjunctions: Remember “**FAN BOYS**” = ***FOR, AND, NOR, BUT, OR, YET, SO.***

Correlative conjunctions: come in pairs = *but...and; neither...nor; either...or; not only...but also; whether...or.*

7. Interjection – expresses surprise or feelings: ***Wow! Yippee! No!***

8. Preposition – Begins a prepositional phrase and shows locations in time and place (see chart below for a few samples). They act as adjectives and adverbs. (see highlighted notes above)

Common Prepositions:

aboard	due to	on to (onto)
about	during	opposite
above	except	out of
absent	far from	outside
according to	following	outside of
across	for	owing to
after	from	over
against	in	past
ahead of	in addition to	plus
along	in case of	prior to
alongside	in front of	regarding
amid	in place of	round
amidst	in spite of	save
among	inside	since
around	inside of	than
as	instead of	through
as far as	in to (into)	throughout
as well as	like	till
at	mid	times
atop	minus	to
before	near	toward
behind	near to	under
below	next	underneath
beneath	next to	until
beside	notwithstanding	up
between	of	upon
by	off	with
by means of	on	with regards to
despite	on account of	within
down	on behalf of	without
	on top of	

II. Parts of a Sentence

1. Subject - The main noun or pronoun of a sentence. The subject can be a person, place, thing, idea, or even a group of words or phrases (compound subject), so be careful.

2. Predicate - The main verb (action or linking) of the sentence. To help you determine **complements** in a sentence, you must know if the predicate is an action or a linking verb. ***See notes from class on how to perform the “Linking Verb Test.”**

3. Complements - a word or group of words that completes the meaning of the predicate of a sentence. There are five different kinds of complements in English sentences: **direct objects**, **indirect objects**, **objective complements**, **predicate nominatives**, and **predicate adjectives**.

Complements found with action verbs:	Complements found with linking verbs:
Direct Object: noun, pronoun, or group of words acting as a noun that receives the action of a verb. Ask Whom? or What? after an action verb. Examples: • We baked a cake. (DO = cake) • I invited her to the party. (DO = her)	Predicate Nominative: noun or pronoun that appears with a linking verb and renames, identifies, or explains the subject. Examples: • Ms. Casey became an accountant. • Robert Penn Warren is a poet.
Indirect Object: noun or pronoun that appears with a direct object and names the person or thing that something is given to or done for. Make sure the sentences contain a direct object, then ask To or for whom? or To or for what? after the verb and direct object. Examples: • I brought her the slides. (Brought the slides to whom? <i>Her</i> is the indirect object.) • I gave the plant some water. (Gave water to what? <i>Plant</i> is the indirect object.)	Predicate Adjective: adjective that appears with a linking verb and describes the subject of a sentence. Examples: • The sanded plank of wood still feels rough. • Today the waves seemed wild and angry.
Objective Complement: adjective or noun that appears with a direct object and describes or renames it. To determine whether a word is an objective complement, say the verb and direct object, and then ask What? Example: • The professor called the student brilliant. (Called the student what? <i>Brilliant</i> is the objective complement.)	

III. Verbals and Phrases

Verbals are words derived from a verb but used as a noun, adjective, or adverb. Verbals include **participles**, **gerunds**, and **infinitives**.

One-word adjectives and adverbs can add detail and color to writing. Sometimes, however, they cannot convey all the ideas and relationships that a writer needs to express. In these cases, **phrases** can help the writer overcome the inadequacies of one-word modifiers. Therefore, **phrases** may act as adjectives and adverbs.

Phrase	Examples
Prepositional Phrase: a phrase that begins with a preposition and ends with a noun or pronoun. The entire prepositional phrase acts as either an adjective or an adverb.	• Adjective Phrase: The chair in the corner is wobbly. (<i>Which chair?</i>) • Adverb Phrase: Except for the border, the quilt the quilt was finished. (<i>Was finished to what extent?</i>)
Appositive Phrase: noun or pronoun placed next to another noun or pronoun to identify, rename, or explain it.	• Her favorite flower, snappedragons, grew everywhere in the garden. • That hat, the navy blue one with white edging, would match my ski jacket.
Participial Phrase: form of a verb that can act as an adjective. These forms may end in -ing , -ed , -en , or may include the words having or having been .	• The smiling child waved. • Throw out that broken cup. • Having been praised, I felt proud. • The bird sitting on that perch talks.
Gerund Phrase: a verb that acts as a noun. When used in sentences, gerunds may be subjects, direct objects, indirect objects, object of a preposition, predicate nominatives, or appositives.	• Painting is a pleasant hobby. [subject] • I mastered flying. [direct object] • Agnes gave knitting a try but soon put her needles away. [indirect object] • Eat lunch before leaving. [object of prep.] • My new hobby is golfing. [pred. nom.] • My favorite sport, fishing, gives me hours of relaxation. [appositive]
Infinitive Phrase: a form of a verb that generally appears with the word -to and acts as a noun, adjective, or adverb. When used in sentences, infinitives may be subjects, direct objects, objects of a preposition, predicate nominatives, or appositives.	• To fly scares many people. [subject] • With two weeks off, Nina planned to relax. [direct object] • The race was about to start. [object of prep.] • This semester, all Joe wanted was to pass. [pred. nom.] • The suggestion, to forfeit, was rejected. [appositive]