

English Coordination

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Making Subjects and Verbs Agree

EXERCISES

A. Underline the correct word in parentheses.

1. this (cost, costs)
2. plants (grows, grow)
3. the batter (swings, swing)
4. we (consider, considers)
5. the men (was, were)
6. she (asks, ask)
7. these (needs, need)
8. those colors (seems, seem)
9. that (lasts, last)
10. days (passes, pass)

B. Underline one of the two verbs in parentheses that agree in number with the subject

1. The cause of heartbeats (has, have) been a subject of continuous study in the medical community.
2. The heartbeats (cause, causes) blood to flow throughout the body.
3. Dr. Allen and others (has, have) shown that the control of the nervous system is not linked to the beating of the heart.
4. The power of rhythmic contractions (belong, belongs) to the cardiac muscle itself, unassisted by other impulses.

5. All strips of muscle in the heart (is, are) capable of rhythmic action.
6. The power of contractions (differ, differs) from part to part of the heart.
7. The greatest centralizations of energies, as in many other organs and organisms, (is, are) located at the top.
8. The sequence of events in a single heartbeat (is, are) complex.

Locating Subjects in Sentences

EXERCISES

A. Underline the subject of each sentence. Write (*you*) if the subject is understood.

1. Have you had cattail cakes lately?
2. Does flour from cattail roots taste sweet?
3. Collect young cattail shoots in early spring.
4. Prepare them like asparagus.
5. Does the cattail have many uses?
6. Do bushes with berries grow wild in this area?
7. Eat only familiar berries.
8. Might weeds save your life in the woods?

B. Underline the subject of each sentence. Then write whether the sentence is interrogative or imperative.

1. Can a person find shelter from the cold in the wilderness?
2. Wear as many layers of clothing as possible.
3. Do spaces below rocks and cliffs form natural shelters?

4. Keep drafts out with tree boughs, leaves, and snow.
5. Make a lean-to with branches against a fallen tree.
6. Is a deep trench in the snow really a warm shelter?

Nouns

EXERCISES

A. Underline the nouns in the following sentences. Use blue for common nouns and red for proper nouns.

1. A puppet for the hand has a hollow head and a body of cloth.
2. Fingers move the parts of a puppet.
3. Two famous puppets, Punch and Judy, were stars in shows in Europe for 400 years.
4. A marionette is a figure operated by strings or wires.
5. A puppeteer above the stage pulls the strings that move the head, arms, hands, legs, and feet.
6. Marionettes were one used as a tool to teach people.
7. Puppets on long rods are popular in many lands.
8. These figures can portray people, animals, goodness, or truth.
9. The puppets used by a ventriloquist are called dummies.
10. A ventriloquist moves the dummy with levers and strings.
11. In school in Maryland, Jim Henson joined a club for puppeteers.
12. During college he had a daily show on television in Washington, D.C.

B. Use the nouns to complete the paragraph.

emotions	armchair	justice	audience	king
sound	backyard	puppeteer	figures	city

A puppet can portray anything from an evil _____ (person) to a broken _____ (thing), from _____ (idea) to a magic lamp. Puppets can perform anywhere from a theater in a large _____ (place) to a table in your _____ (place). How do puppets come alive? A skilled _____ (person) gives the _____ (things) movement and _____ (thing). Just one other thing is necessary; that's an _____ (people). Puppets come alive by awakening _____ (idea) in people.

Possessive Nouns

EXERCISES

A. Write the possessive form of the noun in parentheses.

1. Making the hand puppets challenged the (class) creativity.
2. The young (artists) use of wood, cloth, and paint was a success.
3. A local (women) club helped construct the plywood stage.
4. (People) attention next turned to the scenery.
5. The (scenery) purpose is to provide atmosphere.
6. Beautiful and fascinating sets are a (designer) goal.
7. The (puppets) sizes and colors influence the sets.
8. Lightweight scenery is important for(economy) sake.

B. Rewrite each sentence so that it contains a possessive noun.

1. Good lighting is also a concern of a puppeteer.
2. The movements of the puppets must be clearly visible to all.
3. Open the show with music to get the attention of the people.
4. The tone of the background music should fit each scene.
5. Sound effects will increase the impact of the show.
6. Careful practice usually insures the success of the production.
7. The movements and voices of the characters must be perfected.
8. The comments of your teachers should guide your practice.
9. The goal of your group should be a professional performance.
10. The delight of the audience will reward a puppeteer.

Action Verbs and Linking Verbs

EXERCISES

A. Underline the verb in each sentence and label it as action verb (AV) or linking verb (LV).

1. A poet spots a cocoon on a tree bough.
2. Inside, a wormlike caterpillar slowly forms wings.
3. For a while the poet herself is a caterpillar.
4. She describes her need for peace and quiet for her change.
5. The poet's message is clear to the reader.
6. Change and self-improvement are possible.
7. These changes require purposeful and intense activity.

B. Underline each linking verb in red. Then underline (in blue) the noun or adjective that the linking verb connects to the subject.

1. Once again the deer are plentiful.
2. Their wide, dark eyes appear almost shimmery.
3. To the squirrels the shadow of a hawk is a threat.
4. This strangely colored butterfly looks scarlet.
5. Those wild asparagus stalks were delicious.
6. For a gray fox this hollow ash tree was a convenient house.
7. the bear on the hillside seems young.
8. that shallow cave in the rocks recently became its den.
9. The air in the cave feels damp.

C. Complete each sentence with a verb that expresses action in a colorful or exact way.

1. Snowflakes _____ gently downward in a forest.
2. A child _____ one of the unique crystals.
3. In the child's hand the snowflake instantly _____.

The Verb Phrase

EXERCISES

A. Underline the helping verbs once and the main verbs twice in the following sentences.

1. What a tremendous variety of life can be found in the sea!
2. A microscope will reveal countless one-cell organisms.

3. Yet the largest animals, blue whales, are also living here.
 4. Jellyfish and sharks, giant turtles and skates have joined this sea world.
 5. The extraordinary range of life forms would surely amaze anyone.
 6. We have not discovered all the sea's mysteries yet.
 7. The sea has fascinated people throughout history.
 8. The sea can carve rocks, cliffs, and caves.
 9. A tidal wave might create an image of the sea's power.
 10. The world can be seen as a huge ocean.
- B. Complete each sentence by adding a helping verb (HV), a main verb (MV), or both.
1. The sea (HV) not yield its riches easily.
 2. In fragile boats, early traders (HV)(HV) feared the sea.
 3. For centuries fishers have (MV) for food in the sea.
 4. The sea (HV)(MV) a major source of mineral wealth.
 5. Someday it (HV)(MV) abundant energy and fresh water.

The Direct Object

EXERCISES:

- A. Underline the direct objects in the sentences.
1. Jean drew a picture of the doghouse.
 2. Then we bought some wood at the store.
 3. Eric measured each board.

4. Who will saw the wood into boards?
5. Chad hammered nails into the boards.
6. He accidentally hit his thumb with the hammer.
7. Kirsten found some paint in the basement.
8. Should we paint the roof?

B. Underline the action verb in red and the direct object in blue, then write *what?* or *whom?* to show which question the direct object answers.

1. For spring the cherry trees wear pink dresses.
2. Young rabbits nibble the sweet new grass.
3. How busily the songbird weaves its nest.
4. Rich, brown earth thrills a farmer.
5. Soon summer will surround us.
6. Slowly the sun ripens the fruit in fields and orchards.
7. Cool waters support the joyful swimmers.
8. A dusty farmer cuts his fragrant hay.

Verb Tenses 1

EXERCISES

- A. Underline the verbs and indicate their tense.
1. Slow-motion snow flows steadily toward the earth.
 2. The silent flakes will dust the earth with a powdery white layer.
 3. Cold air etched secret message on the windows.
 4. Frosty breath punctuates our conversation.

5. Dull gray clouds loitered aimlessly all day.
6. At last a luminous sun breaks though the milky clouds.
7. It chased away the snow by noon.
8. The warmth will awaken the still earth.

B. Change the tense of the verbs to the ones indicated in parentheses. Rewrite each sentence and underline the answers.

1. Out at sea a swirling hurricane forms. (past)
2. It pounded the coast with fearful force. (future)
3. The wary villagers wait for the worst. (present progressive)
4. A fast-moving funnel of wind leapfrogged across the plains. (present)
5. The violent twister ripped through the fields and towns. (past progressive)
6. For decades the residents recalled a cyclone's fury. (future progressive)
7. A blinding blizzard blankets a northern city. (past)
8. High-speed, howling winds cleared the streets of people. (future)
9. Storm-torn wires collapsed in a tangle. (present)
10. Repair crews will work quickly. (future progressive)

Verb Tenses 2

EXERCISES

A. Underline the verb in each sentence and indicate its tense.

1. Tom has taken the test.
2. Susan has been attending ballet classes since she was four years old.
3. Joy had finished the article by 8 P.M.

4. By the next year, my daughter will have started elementary school.

5. After I had phoned, I went to a movie.

6. After she had been working for sixteen hours, she fell asleep.

7. He has been working hard all day.

8. Alice and Susan have decided to teach English to foreign students.

B. Write each sentence using the correct form of the verb in parentheses (past, past participle). Underline your answers and indicate the tenses.

1. Who has (teach) this spider such clever weaving skill?

2. Its glistening wheel-like web has (catch) a careless fly.

3. Warm temperatures have (bring) the fireflies, or lightning bugs, of summer.

4. Their cool lights have (break) up shadows.

5. With a sudden, soft murmur, a hummingbird (come) by.

6. Pausing in midflight, it (choose) to sip a rose.

7. A woodpecker (speak) in a rat-a-tat roar.

8. The buzzing of bees has (break) the garden's silence.

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Adjectives

EXERCISES

A. Underline the adjectives and on the line to the right indicate whether the adjective is descriptive, limiting, or a proper adjective. Do not underline the articles.

1. The tiresome journey was now at an end. _____

2. Do you like the two supervisors? _____
3. We buy South American coffee. _____
4. I have the latest edition of the paper. _____
5. There are three magazines on the table. _____
6. Which is the best seller? _____
7. The doctor recommended a Turkish bath. _____
8. What's wrong with that sputtering engine? _____
9. We caught several fish yesterday. _____
10. There are five men on the committee. _____

B. Underline the adjectives and the articles in the following sentences.

1. Along the various routes were some safe places to hide.
2. They might include a grand mansion or an empty hut.
3. Sympathetic people provided free food and helpful advice.
4. The final destination of the determined blacks was Canada.
5. Harriet Tubman, a former slave, led hundreds to freedom.

C. Underline the correct article.

1. Find (a, an) empty barn.
2. Cross (a, an) icy river.
3. Travel (a, an) dark roadway.
4. Follow (a, an) bright star.

D. Write each proper adjective correctly.

1. Early french explorers found major waterways.
 2. In 1783 the former english colonies won Ohio.
 3. The new american land was the Northwest territory.
 4. Many ohio settlements were begun after 1800.
- E. Rewrite the underlined words to form a proper adjective followed by a noun.
1. The 981-mile Ohio River is a major river of North America.
 2. This waterway of the Midwest links Ohio to the world.
 3. Ships from Japan go up the Mississippi to the Ohio river.
 4. Tankers from Saudi Arabia navigate the St, Lawrence Seaway to ports of Ohio on lake Erie.

Adverbs

EXERCISES

- A. Indicate whether the underlined words are adjectives or adverbs.
1. She is really lovely.
 2. The train arrived at a late hour.
 3. That was a very lively entertainment.
 4. The arrow flew straight.
 5. Why doesn't he act friendly?
 6. Draw a straight line on your paper.
 7. Drive slow!
 8. Those Indians are a friendly tribe.

B. Circle the word each underlined adverb modifies. Then, label the word as a verb, adjective, or adverb.

1. The plane was battered rather seriously in a storm.
2. The fuel tanks were nearly empty.
3. She landed safely in an Irish pasture.
4. Amelia returned home an extremely popular hero.
5. That same year she flew nonstop across the United States.
6. She was the very first person to do that alone.
7. Somewhat later, she became the first person to fly from Hawaii to the mainland of the United States.

The Double Negative

EXERCISES

A. Underline the word that makes the sentence negative.

1. In 1903 nine put of ten roads in the United States (weren't, were) paved.
2. (No, A) motorist could escape dust and deep mud.
3. (None, Some) of the first cars were comfortable.
4. (Anybody, Nobody) could drive for long in comfort.
5. Gas stations were (nowhere, anywhere) to be found.
6. There were (no, some) driving tests for motorists either.
7. Horses (could, couldn't) stand the noisy automobiles.
8. (No one, anyone) could control a horse terrified by a car.

B. Rewrite each sentence to correct the double negative.

1. In 1900 carmakers couldn't persuade nobody that cars will replace horses and trains someday.
2. Cars couldn't go nowhere without gasoline and service.
3. Nobody had never printed any decent road maps.
4. There wasn't no safe way to drive on unpaved roads.
5. Alice Ramsey didn't have no time as the first woman to drive across the United States.
6. I don't want no cake or pie.
7. There isn't no computer in our office.
8. A long, hot ride wasn't nothing to enjoy.

Prepositions

EXERCISES

A. Circle the prepositions and underline the prepositional phrases.

1. The hands of the clock did not move.
2. We purchased the suit in Paris.
3. The girl at the desk is Margaret.
4. The chair behind the door is broken.
5. A dog was caught between two rocks.
6. This box was found under the cabinet.
7. That package should be sent by express.
8. The picture above the desk is a heirloom.

B. Underline the preposition once and the object of the preposition twice.

1. People from a common background have the same folklore.
2. Workers in the same occupations share stories.
3. People of the same region often share folklore.
4. Across each ethnic group, there is a common folklore.
5. Do students at your school have the same folklore?

C. Add a prepositional phrase to each sentence.

1. Cinderella live long ago _____
2. Cinderella had to do all the work _____
3. Her stepmother and stepsisters complained _____
4. One day, Cinderella heard some exciting news _____
5. A great ball would take place _____

Parts of Speech Review

EXERCISES

A. Write the part of the speech each underlined word is.

1. Japanese fabrics have long been admired around the world.
2. Silk was traditionally worn by the wealthy Japanese.
3. Wow! Silkworms produce silk; they make cocoons from it.
4. Workers carefully unwound the cocoons into long strands.
5. The strands were twisted or spun into strong thread.

6. Dyes from plants and minerals provided rich colors.
7. The dyed thread was woven into cloth in simple hand looms.
8. The woven cloth reflected the skills of its weaver.
9. Complicated designs and silver and gold threads made some fabrics extremely beautiful.
10. Both weaving and silk-making are Chinese in origin.

B. Complete the sentences using the parts of speech indicated.

Somehow a frog (verb) the poet's imagination. To Westerners, the (noun) may seem (adverb) insignificant. But in Japanese arts, anything having to do with nature (conjunction) the seasons is (adjective).