

## Vocabulary Power

en•tre•pre•neur  
[än'trə•prə•nûr'] *n.* A  
person who organizes  
and runs a business  
venture.

## Action Verbs

An **action verb** is a word that tells what the subject of a sentence does, did, or will do.

You know that a verb is the main word in the predicate of a sentence. It is a word or words that express action or being. Action verbs can express physical actions (*run, jump, play*) or mental actions (*see, hear, think*).

Many times, a sentence with an action verb has a **direct object**—a word that receives the action. This word is most often a noun. The direct object answers the question *Whom?* or *What?* after the verb.

## Examples:

Subject	Action Verb	Direct Object (whom or what)
A doctor	treats	patients.
An author	writes	books.
People	learn	different <u>skills</u> .
We	heard	a <u>speech</u> on careers.

## Guided Practice

A. Identify the action verb in each sentence. Identify the direct object if the sentence has one.

**Example:** People often choose challenging careers.  
*choose, careers*

- Some people talk to career counselors.
- They need help in choosing careers.
- Students prepare for future careers.
- They attend classes every day.
- I dream of becoming an astronaut.
- My brother wants a career in sports.
- One entrepreneur started a magazine.
- Another started an online business.
- I visited my grandparents at their craft shop.
- They sell many interesting items.





## Independent Practice

B. Write each sentence. Underline each action verb. Some sentences have more than one action verb.

**Example:** The right job makes a person happy.  
*The right job makes a person happy.*

11. Some people enjoy charity work.
12. Others think mainly about a big paycheck.
13. Your career reflects your personal interests.
14. Everyone desires enjoyable work.
15. Workers expect fair wages.
16. A few people enter show business and plan for fame.
17. People sometimes choose careers based on interests.
18. Perhaps your favorite subjects suggest a future career.
19. Anita and Kim went to the career center.
20. Career counselors talked to them and gave them advice.

C. Write each sentence. Underline the action verb. Circle the direct object.

**Example:** They explored many possibilities before choosing careers.  
*They explored many possibilities before choosing careers.*

21. The students discussed their career plans.
22. People often learn new skills in school.
23. Business courses offer valuable help.
24. Many organizations provide information about careers.
25. Success usually takes hard work, however.

### Writing Connection

**Real-Life Writing: Board Game** Work with a group of classmates to make up a board game called "The Perfect Job." First, brainstorm some jobs and think about how people find good jobs. Next, sketch a gameboard. Then write step-by-step instructions on how to play the game. Use action verbs in your instructions to show that the game is lively and interesting.

### Remember

that an **action verb** tells what the subject of a sentence does, did, or will do. It may be followed by a **direct object** that receives the action.





Common  
Linking Verbs

be	look
appear	seem
become	smell
feel	sound
grow	taste

# Linking Verbs

A **linking verb** links the subject of a sentence to a word or words in the predicate.

All verbs are either action verbs or linking verbs. Linking verbs show being or tell what something is like. A linking verb is never followed by a direct object. Instead, it is followed by a word or words that rename or describe the subject.

**Examples:**

My mother **is** a doctor.

(*Doctor* is another name for *mother*.)

She **seems** happy with her job.

(*Happy* describes *she*.)

I **am** very proud of her.

(*Proud* describes *I*.)

Some verbs can be either action verbs or linking verbs, depending on how they are used.

**Examples:**

The cook *tastes* the soup. (action verb)

The soup *tastes* good. (linking verb)

## Guided Practice

A. Identify the linking verb in each sentence. Tell what word or words are connected to the subject by the linking verb.

**Example:** Years ago, many jobs were not open to women.  
*were, open*

1. Most women in the United States became homemakers during the 1800s.
2. Their work was very important.
3. Many frontier women were also hunters.
4. Those days seem distant to us today.
5. Later, factory and office jobs became possible for women.





## Independent Practice



### Remember

that a linking verb links the subject to a word or words in the predicate.

- B. Write each sentence. Underline the linking verb. Draw an arrow from the subject to the word or words in the predicate that rename or describe the subject.

**Example:** Guilds were important in the history of Europe.

Guilds were important in the history of Europe.

6. Merchants were eager to sell their goods.
7. A guild was a group of workers in the same craft.
8. A modern trade union seems similar to a guild.
9. Workers felt stronger as part of a guild.
10. An apprentice was a beginner in a trade.
11. Apprentices appeared young and foolish to their masters.
12. An apprentice became a journeyman, or traveling worker, after many years of practice.
13. Masters were craftspeople with their own shops.
14. Guilds grew very important in local government.
15. The merchant guilds were powerful throughout Europe.

- C. Write each sentence. Use the linking verb from the box that best completes each sentence. Underline the words that each linking verb connects.

am   were   became   was   seemed

16. A guild \_\_\_\_ responsible for training young workers.
17. Many masters \_\_\_\_ kind to their apprentices.
18. An apprentice \_\_\_\_ a journeyman after long training.
19. I \_\_\_\_ sure that I would not want to be an apprentice.
20. The future probably \_\_\_\_ an impossible dream to a young apprentice.

### Writing Connection

**Art** Find a painting or a photograph that shows one or more persons doing some kind of work. Imagine yourself in the scene, and write a few sentences describing it. Use several linking verbs to help your description appeal to the senses.





Using Forms of the  
Verb *Be*

The most common linking verbs are forms of the verb *be*. Always use the form of *be* that agrees with, or matches, the subject in number.

*Be* is a verb with many forms. *Am*, *is*, and *are* tell what a subject is or is like now. *Was* and *were* tell what a subject was or was like in the past.

Rules for Using *Be*

## Examples

Use *am*, *is*, or *was* with a singular subject.

I **am** an entrepreneur.  
Sam **is** pleased about the job.  
She **was** a student, but now she **is** a teacher.

Use *are* or *were* with *you* and with a plural subject.

We **are** in a hurry.  
You **were** late today.  
They **are** at the job fair.  
The workers **were** tired.

Use *be* in a command, or an imperative sentence.

Please **be** on time.  
**Be** sure to write your report on careers tonight.

## Guided Practice

- A. Identify the form of *be* that is used as a linking verb. Identify the word it agrees with, and tell whether that word is singular or plural.

**Examples:** Sometimes baby-sitting is difficult.  
*is, baby-sitting, singular*

Good baby-sitters are patient and kind.  
*are, baby-sitters, plural*

1. I am a member of the baby-sitting club.
2. My sisters are the founders of the club.
3. It is important to arrive on time.
4. The baby was asleep when I arrived.
5. The parents were home by nine o'clock.





## Independent Practice

B. Write each sentence. Use the form of the linking verb in parentheses that agrees with the subject.

**Example:** Most people in my family (is, are) pleased with their jobs.

*Most people in my family are pleased with their jobs.*

6. My uncle (are, is) the owner of a farm.
7. He (was, were) a farmer for more than twenty years.
8. His main crops (are, is) corn and soybeans.
9. We (was, were) happy to help with the chores.
10. My grandmother (was, were) a doctor.
11. Some of her children (are, is) doctors, too.
12. One of my cousins (are, is) a nurse.
13. Her favorite subject in school (was, were) science.
14. My father (are, is) a forest ranger.
15. I (am, is) a student for now.

C. Choose the correct form of the verb *be* for each sentence. Then write the sentence.

**Example:** All kinds of workers \_\_\_\_ present at the job fair yesterday.

*All kinds of workers were present at the job fair yesterday.*

16. It \_\_\_\_ a great opportunity to talk with workers.
17. Drilling \_\_\_\_ one job in the oil industry.
18. Mining \_\_\_\_ more dangerous in the past than today.
19. The construction workers at the fair \_\_\_\_ strong.
20. I learned that all lawyers \_\_\_\_ college graduates.

### Writing Connection

**Writer's Craft: Verb Variety** *Be* is a useful verb, but your writing will be stronger if you do not use it too much. Choose three sentences from the exercises in this lesson, and rewrite them using a different verb. For example, item 6 could be written, *My uncle owns a farm.* Then look at a piece of your own writing for forms of *be*, and find a sentence to revise.

### Remember

to use the form of *be* that matches the subject in number—singular or plural.

## JOB FAIR



FARMING



BUSINESS

OPEN



SCIENCE





## Extra Practice

- A. Write each sentence. Underline the action verb and circle the direct object. One sentence has two action verbs. *pages 122–123*

**Example:** Most jobs require a high school diploma.

*Most jobs require a high school diploma.*

1. Students learn basic job skills in school.
2. Many people continue their education after high school.
3. Colleges offer four-year programs in many subjects.
4. Many jobs involve special training.
5. Workers with a good education deserve higher wages.
6. Employers often send workers for more job training.
7. My cousin studies business in college.
8. She enjoys her courses.
9. Her boss sees the results of her hard work and pays her school costs.
10. How my cousin loves her job!
11. Mr. Wilson studied science in high school.
12. He liked chemistry best of all.
13. Mr. Wilson took a job as a chemist after college.
14. He performs research at work.
15. Sometimes he discovers new information.
16. My aunt took classes in computer science.
17. She attended a technical school.
18. She found a job writing software for computers.
19. There she learned new information about computers.
20. Now she teaches computer science at the technical school.

- B. Write the verb in each sentence. Then write *action* or *linking* to identify the kind of verb. *pages 122–125*

**Example:** Ms. Brown loves plants. *loves, action*

21. She owns several greenhouses.
22. We felt hot in the greenhouse.
23. We felt the moisture in the air.
24. The gardener grew some amazing tomatoes.
25. We grew hungry and thirsty.

For more activities  
with action  
verbs and linking  
verbs, visit

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8 45  
8 8



- C. Write each sentence. Underline each linking verb. Draw an arrow from each subject to the word or words in the predicate that rename or describe it.

pages 124–127

Example: My neighbor is a scientist.

My neighbor is a scientist.

26. Biology is the study of life.
27. Biology sounds difficult to some people.
28. Scientists are responsible for many discoveries.
29. They often are busy in their laboratories all day.
30. Many scientists become teachers.
31. Sometimes they grow tired of the laboratory.
32. They feel glad when they are in the classroom.
33. My science teacher was happy with my science project.
34. Engineering is a career that interests me.
35. A career in biology also seems possible.

- D. Write each sentence. Choose a form of *be* from the box to complete each sentence. pages 126–127

am	is	are	was	were
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Example: I am a person who works well with others.  
I am a person who works well with others.

36. Some people are comfortable in an office.
37. I am a very good worker.
38. As a young man, my grandfather was an entrepreneur.
39. Long ago, he and his brother were partners.
40. My future career is still unknown.

### Writing Connection

Writer's Journal

**Writer's Journal: Listen and Write** Do you know someone who has an interesting job? Talk to the person about his or her job. Ask questions such as these: "What is a regular workday like? How and when did you choose your work? What kind of training did you need?" Take careful notes as you listen to the person's answers. Use your notes to write about the person's job in your Writer's Journal. Use specific verbs.



### Remember

that the verb *be* has special singular and plural forms. Choose the form that agrees with the subject in number.

### DID YOU KNOW?

If you need help thinking of the perfect job, look in the Department of Labor's *Dictionary of Occupational Titles*. The book describes about 12,000 different jobs!





**TIP** Read a fill-in-the-blank sentence all the way through before thinking of an answer. Then try to think of an answer. See whether your answer is one of the choices.

# Chapter Review

Read the passage and choose the word that belongs in each space. Write the letter for your answer.

Many interesting jobs (1) available in the visual and performing arts. Workers in the arts (2) thoughts and feelings through their creative efforts. Photography (3) one of the visual arts. Visual artists (4) beautiful things for people to enjoy. For some people, acting (5) a good career choice. Dance, music, and theater (6) performing arts. They (7) as popular in ancient times as they are today. The theater (8) popular long before the invention of movies and television.

1 A be

B am

C are

D is

2 F become

G grow

H appear

J express

3 A were

B is

C are

D been

4 F seem

G creates

H make

J are

5 A be

B make

C is

D been

6 F is

G be

H am

J are

7 A been

B was

C were

D is

8 F was

G are

H am

J were



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# Prefixes and Suffixes

A **prefix** is a word part added to the beginning of a base word. A **suffix** is a word part added to the end of a base word. Prefixes and suffixes change the meaning of the base word. A suffix almost always changes a word's part of speech, too. Knowing the parts of a word can help you understand its meaning.

**Examples:** non- ("not") + fiction = nonfiction ("not fiction")  
 fix + -able ("capable of") = fixable ("capable of being fixed")

Study the examples in this chart.

Prefix	Base Word	Suffix	New Word
pre- ("before")	view		preview
out- ("greater, better")	run		outrun
un- ("not")	able		unable
	happy	-ness ("state of being")	happiness
	sad		sadness
	quiet	-ly ("in a certain way")	quietly
	lucky		luckily
	bright	-en ("to make")	brighten

## YOUR TURN

**WORD MIXTURE** Use the prefixes, suffixes, and base words below to build as many words as you can. Remember that the spelling of the base word may change when you add a suffix.

**TIP** Check that all of your combinations are real words by looking them up in a dictionary.

