Name _____

Action and Linking Verbs

A complete sentence has a subject and a predicate. The main word in the predicate is a **verb**. An **action verb** tells what the subject does.

The little boy *cried* often.

A **linking verb** links, or joins, the subject to a word or words in the predicate. It tells what the subject is or is like.

He *seemed* very quiet. He *was* a good sport.

- Action verbs show actions that are physical (*hike, build*) or mental (*remember, approve*).
- Common linking verbs are forms of the verb *be* (*am, is, are, was, were*).
- These verbs can be linking verbs: *become, seem, appear, feel, taste, smell,* and *look.* (*The cake appears fresh. It looks tasty.*) However, some of them can also be used as action verbs. (*A boy appeared suddenly. He looked at the food.*)

Directions Write the verb in each sentence of the paragraph. Then write *A* if the verb is an action verb. Write *L* if it is a linking verb.

1. Are you a spoiled child? **2.** A spoiled child always gets his or her way. **3.** He or she seems selfish. **4.** Parents pamper the child too much. **5.** This treatment often leads to misery. **6.** The world responds better to a kind, unselfish person. **7.** Compassion is good for the giver and the receiver. **8.** The most unselfish people appear happiest.

1. _____ _____ **5.** _____ _____

2. _____ _____ **6.** _____ _____

3. _____ _____ **7.** _____ _____

4. _____ _____ **8.** _____ _____

Directions Write a verb from the box to complete each sentence. On the line after the sentence, write *A* if the verb is an action verb. Write *L* if it is a linking verb.

combine	is	showed	are

9. The dragon _____ popular in Chinese culture. _____

10. In ancient China, people _____ great respect for dragons. _____

11. Dragons _____ not real animals. _____

12. They _____ traits of many animals. _____

Home Activity Your child learned about action and linking verbs. Read a story together. Have your child point out several action verbs and linking verbs.

Read the passage. Then answer the questions that follow.

Jellyfish Blooms Threaten Our Oceans

by Wendy Deasee

1 When you think of jellyfish, you might imagine a single jellyfish, floating alone in the ocean. Or you might imagine a group of jellyfish, floating together. Chances are, though, you don't imagine thousands of jellyfish covering the ocean. But in some areas, this is exactly what is happening. Huge numbers of jellyfish are called "blooms." And they're signs of the damage humans can do to the ocean.

2 Jellyfish blooms can cause all kinds of problems. They can keep people from diving or swimming in some places. Jellyfish have attacked and eaten cages full of fish at salmon farms. When jellyfish are caught in fishing nets, they can sting the fish. This makes the fish unfit for eating. Jellyfish have even clogged inlets, causing coastal power plants to shut down.

3 The size of the ocean makes it difficult to know exactly how many jellyfish there are. But some scientists say that jellyfish blooms are becoming more and more common. They say the ocean may contain many more jellyfish than it did just ten years ago. Some scientists even think that if these blooms continue, the ocean of the future could contain more jellyfish than fish.

4 There are several ideas about why jellyfish blooms might be happening. One idea is that overfishing is taking away the jellyfish's predators. Jellyfish make tasty meals for more than one hundred different kinds of fish. These fish don't just eat jellyfish. They also eat the same foods that jellyfish eat. But overfishing means these predators are caught in nets and removed from the ocean in large numbers. And that means jellyfish can eat all the food they want and are less likely to be eaten themselves. Could this be causing the jellyfish blooms that threaten to take over the ocean?

5 Another idea is that pollution in the ocean is making algae grow too quickly. Algae use up oxygen in the water. Too much algae can mean not enough oxygen for fish that need a lot of it to power their muscles for swimming. The fish either die or leave the area overrun with algae. But since jellyfish can float, they need less oxygen. Jellyfish can also eat the waste products of algae. This leaves the jellyfish without predators, floating in a sea of food. That's a perfect recipe for a jellyfish bloom.

6 A third idea is that man-made piers and oil rigs give jellyfish a place to grow. Jellyfish begin their lives as tiny larvae. These larvae must attach to surfaces to live. Once the larvae attaches to a surface it is called a polyp. The polyp grows a bud called a medusa, which separates and forms a new jellyfish. Polyps can create new jellyfish every day. Man-made structures give these polyps more places to attach. More polyps lead to more jellyfish. And more jellyfish can lead to huge jellyfish blooms.

7 We're not sure exactly what causes these jellyfish blooms. But whatever causes them probably has something to do with humans. So it's our responsibility to stop these blooms from taking over the ocean. But what can we do?

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8 A professor in Japan is trying to answer that question. Shin-ichi Uye came up with a system called "Stop Jelly." His system uses computers to predict where blooms may occur. Then, the Japanese government places special nets there to catch the jellyfish. The nets full of jellyfish can be turned into food. Jellyfish are high in protein and low in fat.

9 Shin-ichi Uye's ideas are helping keep jellyfish from taking over the ocean near Japan. But jellyfish blooms are not a Japanese problem. They're not an American problem or a European problem, either. They're an ocean-wide problem. So the world's scientists need to come together to create an ocean-wide solution. And the solution can't work if the rest of the world ignores the problem.

10 With all this information, it's easy to think of jellyfish as pests. But the jellyfish may actually be a gift. Jellyfish blooms give us a clear warning that we are mistreating the ocean. We must stop polluting and overfishing. If we don't, jellyfish blooms will not be our only problem. We should listen to the warning of the jellyfish. It's time to stop harming, and begin healing the world's oceans.

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56 In paragraph 5, the word "overrun" **most closely** means

A moving very fast

B having too many

C moving over

D having plenty

57 Read the following statement from paragraph 9 of the passage.

And the solution can't work if the rest of the world ignores the problem.

What is the **main** reason the author uses to support this claim?

A Jellyfish blooms are an ocean-wide problem, not limited to the coastlines of individual countries.

B A professor in Japan has solved the problem of jellyfish blooms by creating a warning system.

C The people of one country have already solved the problem of jellyfish blooms for the whole world.

D If people all over the world built fewer structures, the problem of jellyfish blooms would be solved.

58 According to the passage, how is a professor named Shin-ichi Uye helping to find a solution to the problem of jellyfish blooms?

A by devising a warning system that "uses computers to predict where jellyfish blooms may occur"

B by developing an educational program to teach people how to use "special nets" to "catch the jellyfish"

C by conducting experiments to prove that "jellyfish can be turned into food"

D by writing articles to prove that jellyfish blooms are "not a Japanese problem"

59 Which sentence from the passage **best** supports the idea that the threat from jellyfish blooms is a very serious one?

A "Huge numbers of jellyfish are called 'blooms.'"

B "The size of the ocean makes it difficult to know exactly how many jellyfish there are."

C "Some scientists even think that if these blooms continue, the ocean of the future could contain more jellyfish than fish."

D "Too much algae can mean not enough oxygen for fish that need a lot of it to power their muscles for swimming."

60 Which two ideas are **best** supported by the details in the passage?

A Jellyfish blooms are a problem mainly created by the construction of oil rigs. That construction should stop.

B Jellyfish do not present a long-term problem. Jellyfish can be used as food for people and for other fish.

C Jellyfish hunt many other kinds of fish. Jellyfish will eventually replace most fish in the sea.

D Jellyfish blooms are a problem created by people. The problem of jellyfish blooms should be solved by people.

Go On

61 Which **best** sums up how overfishing and pollution might be reasons for the huge number of jellyfish blooms?

A Overfishing and pollution kill off jellyfish and other fish, but jellyfish can eat the waste products of pollution and grow back quickly.

B Overfishing and pollution create a lot of open space in the ocean, giving jellyfish more room to grow.

C Overfishing and pollution destroy many fish but not jellyfish, so jellyfish are left to thrive, with plenty of food to eat.

D Overfishing and pollution mean that more algae grows, which is good for jellyfish but not good for other kinds of fish.

62 According to the passage, how does coastal or offshore construction contribute to the problem of jellyfish blooms?

A The algae created by underwater construction makes it more difficult to remove the jellyfish with nets.

B The construction of new underwater surfaces gives jellyfish more places to reproduce.

C The pollution that results from new construction gives the jellyfish access to more food.

D The fish that live nearby must move to near areas, leaving the jellyfish without predators.

63 According to the passage, how could jellyfish blooms affect the food supply?

A Large numbers of jellyfish can eat the fish in fish farms. They can also sting the fish in nets, making the fish unfit to eat.

B Jellyfish blooms can clog inlets. This can make it impossible for fishing boats to find their way to the open sea.

C Masses of jellyfish can cover the ocean's surface. This can keep sunlight from reaching the sea life below.

D Jellyfish thrive in algae-rich waters. They can also eat the algae, making it impossible for people to harvest it for human use.

STOP