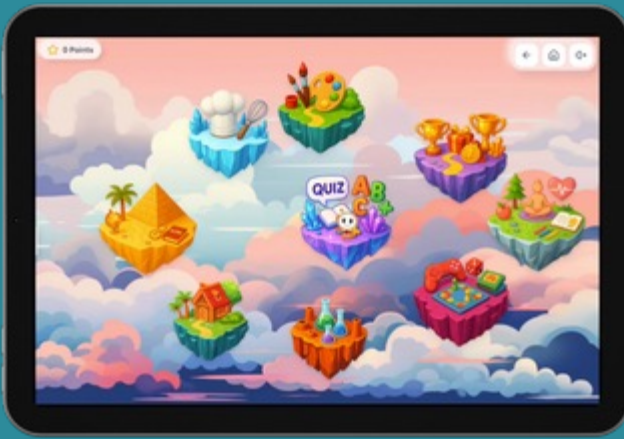


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Verb Groups Year 4

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Verb Groups at Work

helping verb(s) + main verb = verb group

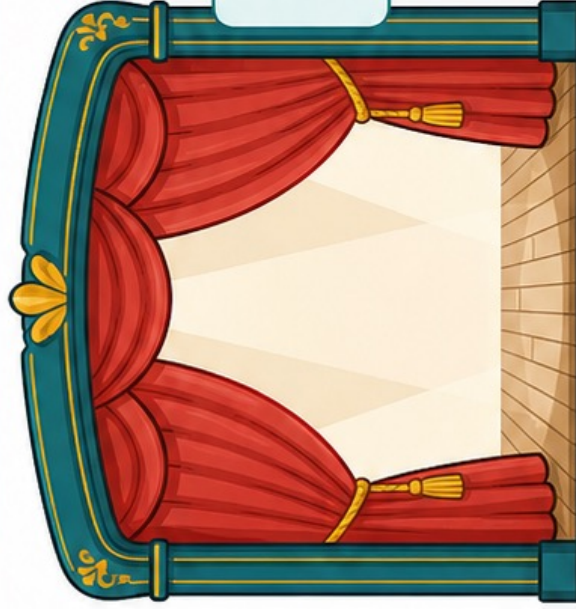
★
main verb
carries
the action

📢
helping verbs
show tense,
possibility or
obligation

has
—
been rehearsing

might
—
explore

will have
—
finished



When the curtain rises, the actors will begin.

dependent clause

independent clause



Verb Group Builder: Helping and Modal Verbs



✂ Cut along the dashed lines.

am

is

are

was

were

be

been

being

have

has

had

do

does

did

can

could

should

might

Verb Group Builder: Main Verbs

✂ Cut along the dashed lines.

explore

practise

solve

collect

notice

create

organise

compare

explain

travel

perform

build

investigate

record

imagine

protect

discover

decide

Build a Verb Group



Choose helping/modal cards and a main-verb card. Build a complete verb group, then use it in a sentence.

1	Helping verb(s)	Main verb	Complete sentence
2	Helping verb(s)	Main verb	Complete sentence
3	Helping verb(s)	Main verb	Complete sentence
4	Helping verb(s)	Main verb	Complete sentence



Can you build the same main verb in past, present and future tense?



Clause Connection Challenge

Join clauses with the right conjunction. Build better sentences!

START



RULES

Draw one card from each pile.

Join the clauses with a suitable conjunction.

Read the complex sentence aloud.

Correct sentence = move one extra space.



CONJUNCTION REMINDER

when, before, after,

while, because, since



Independent Clause Cards

the audience
became silent

Maya will
present the model

the team had
packed its equipment

the puppy
was sleeping

the class could
begin the experiment

the players were
warming up

John has
checked the map

the lights
will turn on

the volunteers were
sorting the books

the chef had
prepared the sauce

the students might
visit the garden

the band
was rehearsing

Dependent Clause Cards

when the
curtain rises

because the
judges have arrived

after the bus
has stopped

while the rain
was falling

before the
bell rings

since the path
was slippery

when the
tinner sounds

because the room
had become cold

after the final
group has spoken

while the librarian was
preparing the display

before the
sun sets

since everyone
had finished

Cut along the dashed lines to separate the cards.

Spot and Label Verb Groups – Page 1

Name: _____



Instructions: Underline the complete verb group in each sentence. Circle the main verb.



1. The choir has been rehearsing for the concert.

2. Arlo will deliver the message after lunch.

3. We might visit the science centre tomorrow.

4. The crowd was cheering near the finish line.

5. Ni had forgotten her library book.

6. A tall sunflower is growing beside the fence.



Remember:

A verb group may contain one or more helping verbs plus a main verb.



Spot and Label Verb Groups – Page 1

Name: ANSWERS



Instructions: Underline the complete verb group in each sentence. Circle the main verb.



1. The choir has been rehearsing for the concert.

2. Arlo will deliver the message after lunch.

3. We might visit the science center tomorrow.

4. The crowd was cheering near the finish line.

5. Nia had forgotten her library book.

6. A tall sunflower is growing beside the fence.



Remember:

A verb group may contain one or more helping verbs plus a main verb.



Spot and Label Verb Groups – Page 2

Name: _____



The Year 4 team had been preparing for the community expo. Two students were checking the display while Mia was packing the materials. The first visitors would arrive at ten o'clock, so the group could begin its demonstration soon. Their teacher has promised that everyone will help.

A. Underline every complete verb group in the passage.

B. List each verb group in the table.

Helping verb(s)	Main verb

C. Write one new sentence about the expo using a verb group with three words.



Spot and Label Verb Groups – Page 2

Name: **ANSWERS**



The Year 4 team **had been preparing** for the community expo. Two students **were checking** the display while Mia **was packing** the materials. The first visitors **would arrive** at ten o'clock, so the group **could begin** its demonstration soon. Their teacher **has promised** that everyone **will help**.

A. Underline every complete verb group in the passage.

B. List each verb group in the table.

Helping verb(s)	Main verb
had been	preparing
were	checking
was	packing
would	arrive
could	begin
has	promised
will	help

C. Write one new sentence about the expo using a verb group with three words.

The team has been explaining its project clearly.





Helping Verbs and Main Verbs

Name: _____

A. Sort the helping verbs

am	is	are	was	were	be	been	being
have	has	had	do	does	did		

BE	HAVE	DO

B. Choose a correct helping verb



1. The students _____ computing two maps.
2. Let _____ complete this model.
3. I _____ member the permission note.
4. We _____ waiting near the gate.
5. She _____ been practising the violin.

C. Create



Write one original sentence using two helping verbs and a main verb.



Helping Verbs and Main Verbs

Name: ANSWERS

A. Sort the helping verbs

am	is	are	was	were	be	been	being
have	has	had	do	does	did		

BE	HAVE	DO
am, is, are, was, were, be, been, being	have, has, had	do, does, did

B. Choose a correct helping verb



- The students are comparing two maps.
- Leo has completed his model.
- I did remember the permission note.
- We were waiting near the gate.
- She has been practising the violin.

C. Create



Write one original sentence using two helping verbs and a main verb.

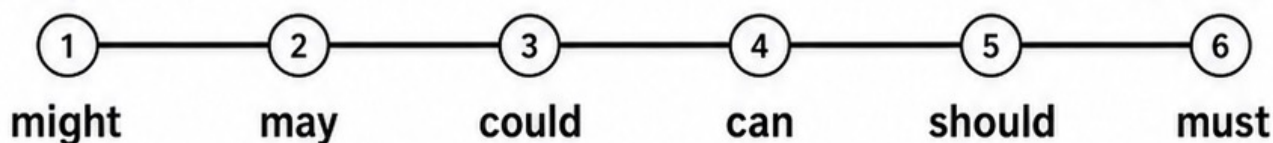
They have been preparing for the performance.

Name: _____

Modality and Meaning

weakest possibility

strongest obligation



A. Match each modal to its purpose.

1. might _____
2. may _____
3. could _____
4. can _____
5. should _____
6. must _____

- A. weak possibility
- B. possibility
- C. possibility of obligation
- D. ability
- E. advice or expectation
- F. necessity

B. Choose the best modal for each context.

1. It is only a small possibility. We _____ visit the garden.
2. The forecast says it is possible. It _____ rain later.
3. One option: We _____ use the larger table.
4. Priya _____ solve the puzzle.
5. Safety rule: Cyclists _____ wear helmets.

C. Rewrite the sentence twice.

Base sentence: The class finishes the task.

1. Show possibility:

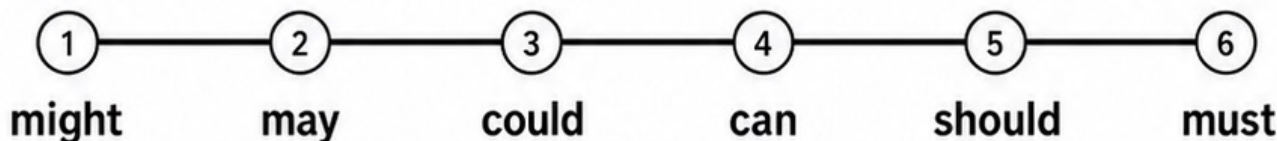
2. Show strong obligation:

Name: ANSWERS

Modality and Meaning

weakest possibility

strongest obligation



A. Match each modal to its purpose.

1. might A
2. may B
3. could C
4. can D
5. should E
6. must F

- A. weak possibility
- B. possibility
- C. possibility of obligation
- D. ability
- E. advice or expectation
- F. necessity

B. Choose the best modal for each context.

1. It is only a small possibility. We might visit the garden.
2. The forecast says it is possible. It may rain later.
3. One option: We could use the larger table.
4. Priya can solve the puzzle.
5. Safety rule: Cyclists must wear helmets.

C. Rewrite the sentence twice.

Base sentence: The class finishes the task.

1. Show possibility:

The class might finish the task.

2. Show strong obligation:

The class must finish the task.

Tense and Agreement

Name: _____

A. Past, present or future?

Label each sentence PAST, PRESENT or FUTURE.



1. Yesterday, the team was training at the oval.

2. Now, the birds are building a nest.

3. Tomorrow, Isla will present her report.

B. Choose the correct verb group



1. The twins ~~has~~ / ~~have~~ finished the model.

2. The boat ~~is~~ / ~~has~~ been moving slowly.

3. ~~He~~ ~~was~~ / ~~were~~ watching when the lights went out.

C. Change the tense



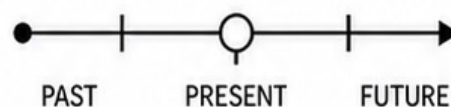
Rewrite one sentence in a different tense. Explain how the meaning changed.

Tense and Agreement

Name: ANSWERS

A. Past, present or future?

Label each sentence PAST, PRESENT or FUTURE.



1. Yesterday, the team was training at the oval.

PAST

2. Now, the birds are building a nest.

PRESENT

3. Tomorrow, Isla will present her report.

FUTURE

B. Choose the correct verb group



1. The twins ~~has~~ / **have** finished the model.

2. The boat ~~is~~ / **has** been moving slowly.

3. ~~He~~ / **They** was / **were** watching when the lights went out.

C. Change the tense



Rewrite one sentence in a different tense. Explain how the meaning changed.

The team will be training at the oval tomorrow.

The action changes from past to future.

Verb Groups in Complex Sentences — Page 1

Name: _____



Combine each pair using the conjunction in brackets.
Keep the verb groups accurate.



1. The class will begin the experiment. The safety check is complete. (after)

2. The players were warming up. The rain started. (while)

3. We had packed the equipment. The bus arrived. (before)

4. The audience stayed quiet. The speaker was explaining the results. (because)

5. The volunteers were sorting books. The librarian was preparing the display. (while)

Verb Groups in Complex Sentences — Page 1

Name: ANSWERS



Combine each pair using the conjunction in brackets.
Keep the verb groups accurate.



1. The class will begin the experiment. The safety check is complete. (after)

The class will begin the experiment after the safety check is complete.

2. The players were warming up. The rain started. (when)

The players were warming up when the rain started.

3. We had packed the equipment. The bus arrived. (before)

We had packed the equipment before the bus arrived.

4. The audience stayed quiet. The speaker was explaining the results. (because)

The audience stayed quiet because the speaker was explaining the results.

5. The volunteers were sorting books. The librarian was preparing the display. (while)

The volunteers were sorting books while the librarian was preparing the display.

Verb Groups in Complex Sentences — Page 2

Name: _____

[]

For each sentence: bracket the dependent clause; underline the independent clause; circle every verb group.



1. When the rain had stopped, the players returned to the field.

2. The audience stayed quiet because the speaker was explaining the results.

3. Before the bell rang, Zara had packed her bag.

4. While volunteers were sorting the books, the librarian was preparing the display.

Challenge

Write one new time sentence and one new cause sentence using accurate verb groups.



Time: _____

Cause: _____

Verb Groups in Complex Sentences — Page 2

Name: **ANSWERS**

[]

For each sentence: bracket the dependent clause; underline the independent clause; circle every verb group.



1. [When the rain had stopped], the players returned to the field.

2. The audience stayed quiet because [the speaker was explaining the results].

3. [Before the bell rang], Zara had packed her bag.

4. [When volunteers were sorting the books], the librarian was preparing the display.

Challenge

Write one new time sentence and one new cause sentence using accurate verb groups.



Time: When the whistle has sounded, the runners will begin.

Cause: The class could continue because the power had returned.

Name: _____



Edit and Improve Verb Groups

Rewrite each sentence with an accurate verb group. Then improve two sentences by adding a dependent clause.



1. The dancers was practising after school.

2. Liam have finished his poster.

3. We has been waiting for the bus.

4. The puppy did barked at the gate.

5. Maya can sings in concert.

6. The players were celebrate the win.



Check subject agreement. After a modal or DO, use the base form of the main verb.

Improve two corrected sentences by adding a dependent clause.





Edit and Improve Verb Groups

Rewrite each sentence with an accurate verb group. Then improve two sentences by adding a dependent clause.



1. The dancers was practising after school.

The dancers were practising after school.

2. Liam have finished his poster.

Liam has finished his poster.

3. We has been waiting for the bus.

We have been waiting for the bus.

4. The puppy did barked at the gate.

The puppy did bark at the gate.

5. Maya can sings in the concert.

Maya can sing in the concert.

6. The players were celebrate the win.

The players were celebrating the win.



Check subject agreement. After a modal or DO, use the base form of the main verb.

Improve two corrected sentences by adding a dependent clause.



The dancers were practising after school because the concert was approaching.

When the final whistle sounded, the players were celebrating the win.

Name: _____

Writing with Verb Groups

1. Science display

— a team preparing a science display.



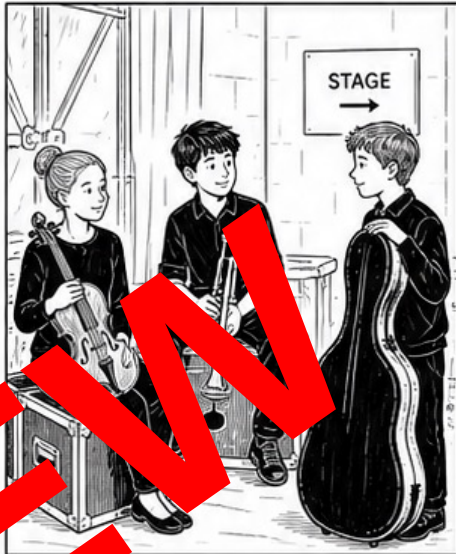
2. Footbridge

— hikers crossing a footbridge.



3. Backstage

— musicians waiting backstage.



Scene	Verb group	Main verb	Time or cause connector

Choose a scene. Write a five-sentence paragraph containing at least four verb groups and one complex sentence. Underline your verb groups.

Verb Groups in Context Assessment — Page 1



Name: _____

Date: _____

Before the doors opened, the science team had been arranging its display.

The judges were taking notes because each group was explaining a different investigation.

When the timer sounded, Mia had finished presenting.

The audience could ask questions after the final group had spoken.

1. Underline every verb group.
2. Circle the main verb in each group.
3. Label two dependent clauses and two independent clauses.
4. For each clause you label, state whether the relationship shows time or cause.

3. Label two dependent clauses and two independent clauses.

3.1	Type of clause (dependent or independent): _____ Clause: _____
3.2	Type of clause (dependent or independent): _____ Clause: _____
3.3	Type of clause (dependent or independent): _____ Clause: _____
3.4	Type of clause (dependent or independent): _____ Clause: _____

4. For each clause you label, state whether the relationship shows time or cause.

4.1	Relationship shown (time or cause): _____
4.2	Relationship shown (time or cause): _____
4.3	Relationship shown (time or cause): _____
4.4	Relationship shown (time or cause): _____



Verb Groups in Context Assessment — Page 1



Name: ANSWERS

Date: _____

Before the doors opened, the science team had been arranging its display.

The judges were taking notes because each group was explaining a different investigation.

When the timer sounded, Mia had finished presenting.

The audience could ask questions after the final group had spoken.

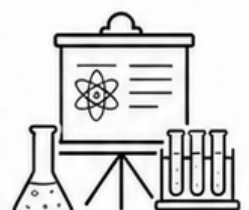
- Underline every verb group.
- Circle the main verb in each group.
- Label two dependent clauses and two independent clauses.
- For each clause you label, state whether the relationship shows time or cause.

3. Label two dependent clauses and two independent clauses.

3.1	Type of clause (dependent or independent): <u>dependent</u> Clause: <u>Before the doors opened</u>
3.2	Type of clause (dependent or independent): <u>independent</u> Clause: <u>the science team had been arranging its display</u>
3.3	Type of clause (dependent or independent): <u>dependent</u> Clause: <u>because each group was explaining a different investigation</u>
3.4	Type of clause (dependent or independent): <u>independent</u> Clause: <u>The judges were taking notes</u>

4. For each clause you label, state whether the relationship shows time or cause.

4.1	Relationship shown (time or cause): <u>time</u>
4.2	Relationship shown (time or cause): <u>time</u>
4.3	Relationship shown (time or cause): <u>cause</u>
4.4	Relationship shown (time or cause): <u>cause</u>



Verb Groups in Context Assessment — Page 2

Name: _____

Date: _____

A. Edit the verb groups

1. The group have prepared its display.

2. Nora might presents the results.

3. The judges was listening carefully.

4. We did completed the test.

B. Complete the complex sentences

1. Because the model was unstable, the students ____.

2. After the judge had spoken, the audience ____.

C. Create

Write two original complex sentences — one showing time and one showing cause. Underline all verb groups.

Time: _____

Cause: _____



Self-check

- ☐ I checked subject agreement.
- ☐ I used base verbs after modals or DO.
- ☐ I included verb groups in both complex sentences.

Verb Groups in Context Assessment — Page 2

Name: **ANSWERS**

Date: _____

A. Edit the verb groups

1. The group have prepared its display.

The group has prepared its display.

2. Nora might presents the results.

Nora might present the results.

3. The judges was listening carefully.

The judges were listening carefully.

4. We did completed the test.

We did complete the test.

B. Complete the complex sentences

1. Because the model was unstable, the students ____.

Because the model was unstable, the students were repairing it.

2. After the judges had spoken, the audience ____.

After the judges had spoken, the audience could ask questions.

C. Create

Write two original complex sentences — one showing time and one showing cause.
Underline all verb groups.

Time: **When the bell has rung, the class will begin.**

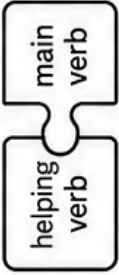
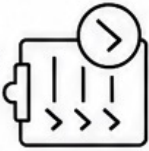
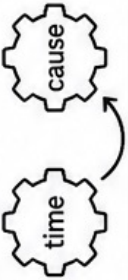
Cause: **The team celebrated because it had completed the challenge.**



Self-check

- ☒ I checked subject agreement.
- ☒ I used base verbs after modals or DO.
- ☒ I included verb groups in both complex sentences.

Verb Groups Year 4 Rubric

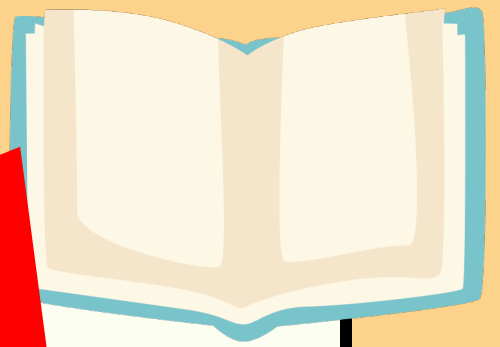
CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Identifies complete verb groups 	Needs support to locate verbs.	Finds some groups but misses helping verbs.	Identifies complete groups in familiar sentences.	Identifies groups accurately in varied sentences.	Explains precise group boundaries in complex sentences.
2. Distinguishes helping and main verbs 	Confuses verb roles.	Separates roles with prompts.	Labels helping and main verbs correctly.	Explains how helping verbs change meaning.	Analyses multiword groups precisely.
3. Uses tense, agreement and modality accurately 	Uses forms inconsistently.	Makes some accurate choices.	Uses tense and agreement accurately.	Selects forms to match intended meaning.	Controls forms flexibly for precise effects.
4. Constructs complex sentences showing time or cause 	Needs a model to join clauses.	Joins clauses with partial control.	Builds accurate time and cause sentences.	Varies clause order and verb groups accurately.	Crafts fluent, precise relationships independently.



PREVIEW

Verb Groups



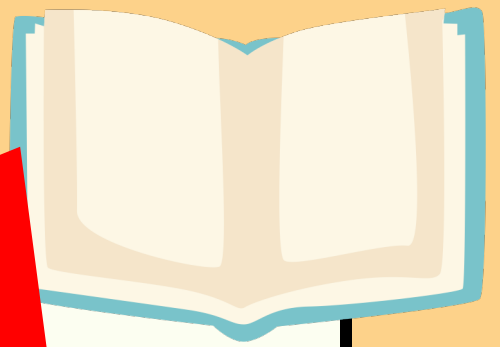


Learning Focus

We are learning to:

- identify complete verb groups
- distinguish helping and main verbs
- use tense, agreement and modality accurately
- and complete sentences that show time or cause





What Is a Verb?

A verb tells what someone or something does or is.

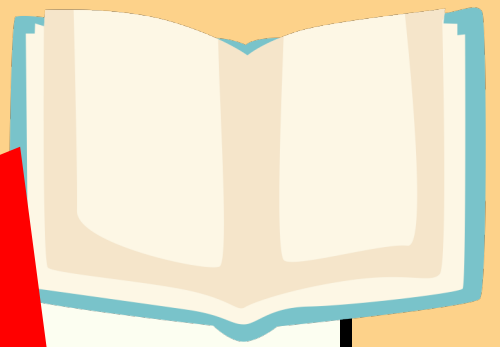
Action: The dancer **dances** on stage.

Being: The room **is** quiet.

Doing: Mia **is** a person who **likes** to play.

One verb can work alone—or several verbs can work together.





What Is a Verb Group?

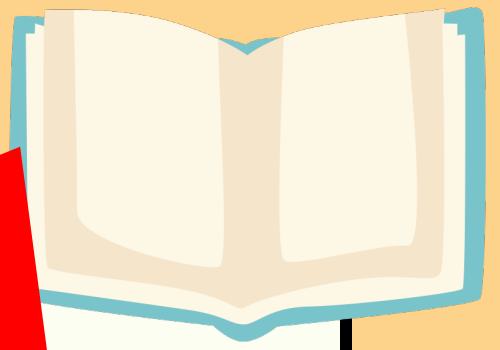
A verb group is one or more verbs that work together.

helping verb(s) + main verb = verb group

• have been researching • might explore • will have finished

The main verb carries the action or state. Helping verbs add meaning.





Main Verbs and Helping Verbs

Main verb

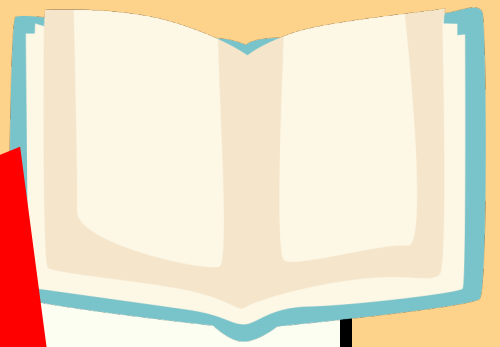
- carries the key action or state
- usually comes last in the group

Helping verb

- works before the main verb
- shows time, possibility, obligation or emphasis

Example: The team has been preparing.





The BE Family

am • is • are • was • were • be • been • being

BE verbs can help an verb show an action in progress.

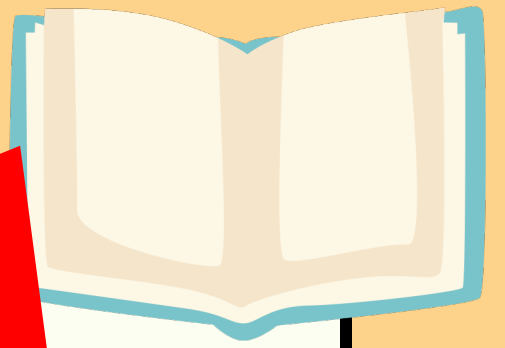
Birds are building a nest.

The crowd are cheering.

The band has been rehearsing.



The HAVE and DO Families



HAVE: have • has • had

The team has finished.

We had packed the equipment.

do • does • did

I remember the noise.

The puppy did bark.

After DO, use the base form of the main verb.



Modal Verbs Add Meaning



might → weak possibility

may → possibility

could → possibility

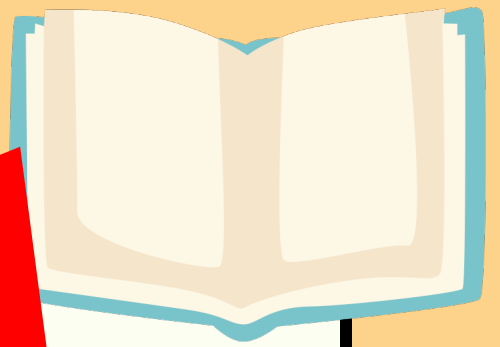
can → ability

should → advice or expectation

must → necessity

After modal, use the base form: Maya can sing.





Guided Practice

Underline each complete verb group. Circle the main verb.

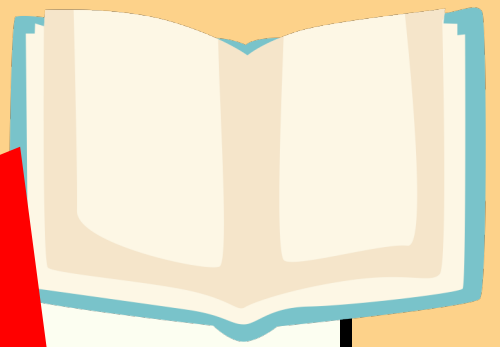
1. The choir has been rehearsing for a concert.

2. We might visit the science centre tomorrow.

3. She had forgotten her library book.

What is helping verbs add meaning in each group?





Guided Practice – Answers

1. has been rehearsing

helping: has been | main: rehearsing

2. might visit

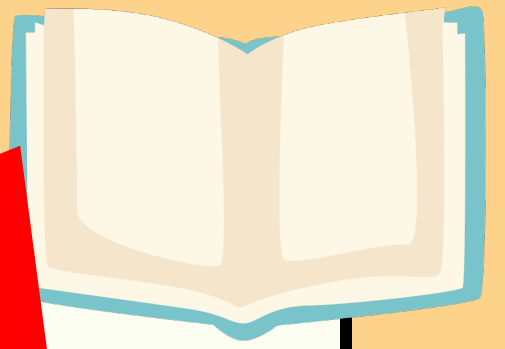
helping: might | main: visit

3. has forgotten

helping: had | main: forgotten



Tense and Agreement



Verb groups must match the subject and tense.

Past: The team were winning yesterday.

Present: The birds are building a nest now.

Future: Isla will press the button tomorrow.

The twins have finished. ✓

The twins has finished. X





Verb Groups Inside Clauses

A clause contains a subject and a verb group

Independent clause

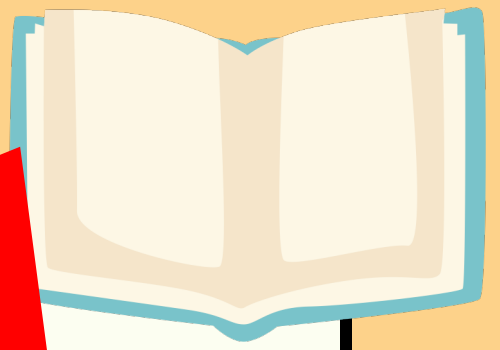
- makes sense on its own
- the action will be complete

Dependent clause

- cannot stand alone
- waits for the curtain to rise

Together: When the curtain rises, the actors will begin.





Complex Sentences Can Show Time

Time conjunctions tell when events happen.

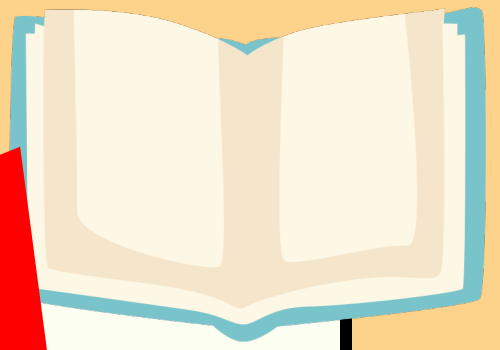
when • before • after • while

When the rain had stopped, the players returned.

Before the bell rang, she packed her bag.

While the band was rehearsing, the audience waited.





Complex Sentences Can Show Cause

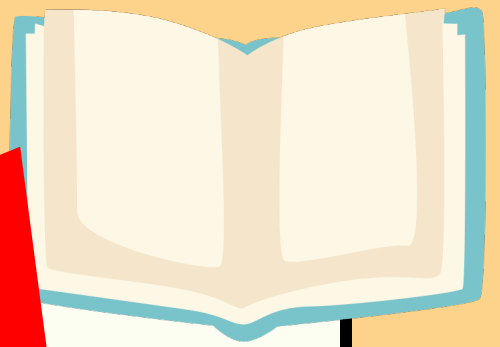
Cause conjunctions explain why something happens.

because • since

The audience stayed quiet because the speaker was explaining the results.

Since the path was slippery, the hikers were walking carefully.





Combine the Clauses

Join each pair with the conjunction in brackets. Keep every group accurate.

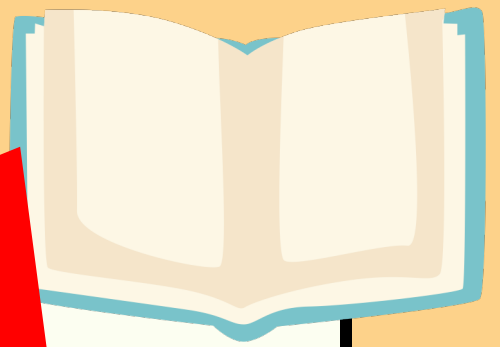
1. The class will begin the experiment.

The safety check is complete. (after)

2. The plants were watered.

The rain started. (when)





Model Answers

1. The class will begin the experiment after some checks are complete.

2. The players were coming up when the match started.

Example: each clause is an accurate verb group, and the conjunction shows the relationship.



Apply and Recap



When you write:

- choose a precise main verb
- add helping verb to show tense or meaning
- check subject-verb agreement
- use a time or causal conjunction
- read the whole sentence

Now write one accurate complex sentence of your own.



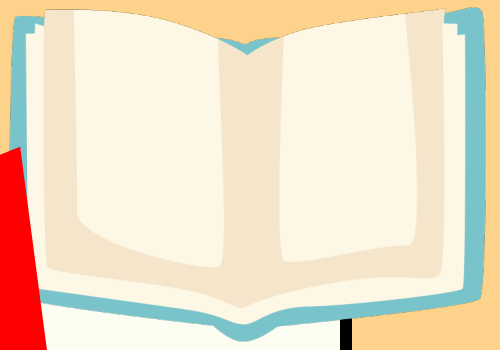
PREVIEW

Well Done!



Verb Groups Quiz





Question 1 – Multiple Choice

Which complete verb group best completes the sentence?

The orchestra _____ weeks.

A. practises

B. has been rehearsing

C. has rehearsed for

D. is rehearse



Answer 1

B. has been rehearsing

The helping verbs 'has' and 'been' work with the main verb 'rehearsing'.



Question 2 – True or False

In this sentence, 'were' is a helping verb.

The lanterns were hanging beside the path.

True or False



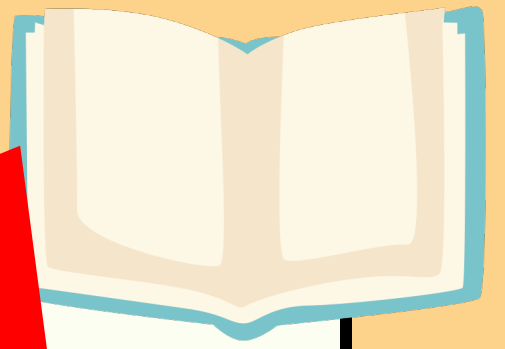
Answer 2

TRUE

The helping verb 'is' helps the main verb 'showing' to show an action in progress.



Question 3 – Short Answer



What is the main verb in this verb group?

Kai might have found the map.

What is the main verb?



Answer 3

forgotten

The complete verb phrase is 'might have forgotten'.



Question 4 – Multiple Choice

Which modal shows the strongest obligation?

A. might

B. could

C. should

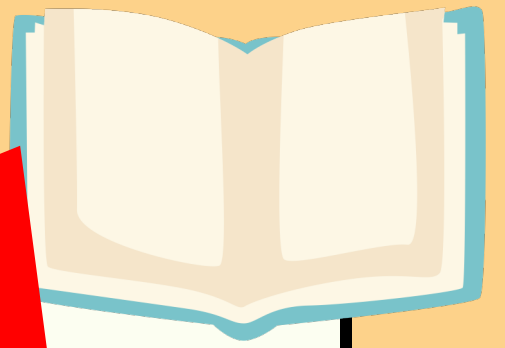
D. must



Answer 4

D. must

The modal 'must' shows necessity or strong obligation.



Question 5 – True or False

A dependent clause can stand alone as a complete sentence

TRUE or FALSE?



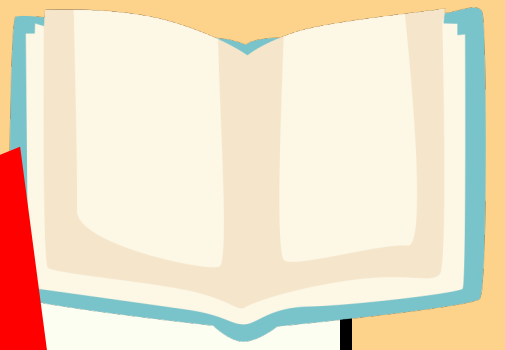
Answer 5

FALSE

A dependent clause has an independent clause to complete its meaning.



Question 6 – Short Answer



Complete the sentence with an accurate verb group.

The muddy hikers _____ across the footbridge.

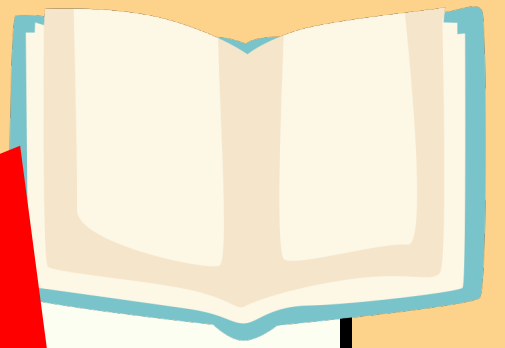
Use the verb 'to be' + auxiliary 'be' + main verb.



Answer 6

were walking

The helping verb 'were' agrees with plural subject 'workers'



Question 7 – Multiple Choice



Which sentence has correct agreement?

A. The twins has finished the model.

B. The twins have finished the model.

C. The twins finish the model.

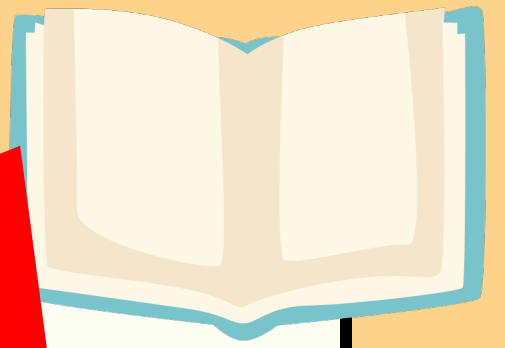
D. The twins was finished the model.



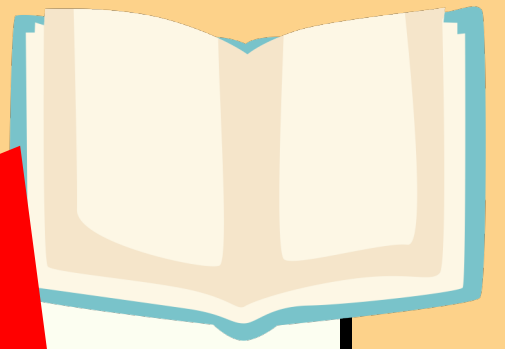
Answer 7

B. The twins have finished the model.

The plural subject 'twins' agrees with 'have'.



Question 8 – Short Answer



Identify both complete verb groups.

After the bell had rung, the students were leaving.



Answer 8

had rung

were leaving

Each class contains its own verb group



Question 9 – True or False

The conjunction 'because' can show a causal relationship

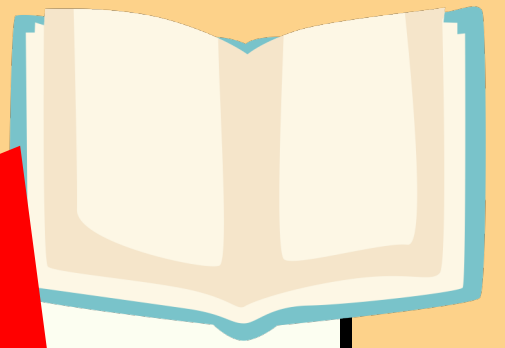
TRUE or FALSE?

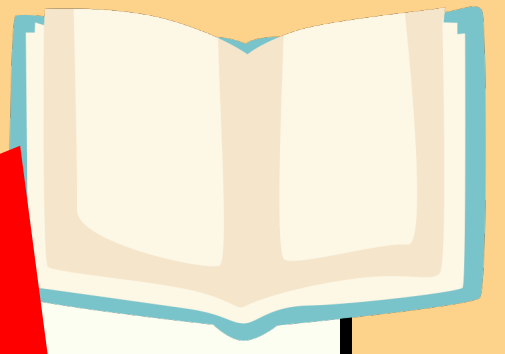


Answer 9

TRUE

The conjunction 'because' explains that one cause happens.





Question 10 – Multiple Choice

Which is the best edit?

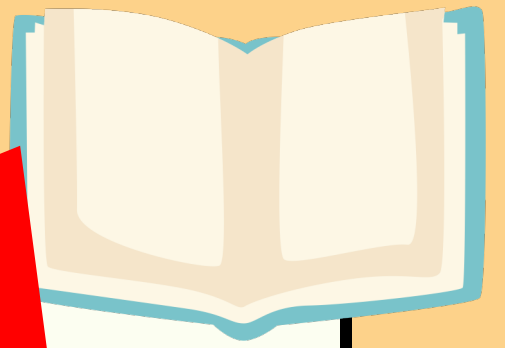
- A. Before the show began, the actor practising backstage.
- B. Before the show began, the actors had been practising backstage.
- C. Before the show began, the actors has practised backstage.
- D. Before the show began, the actors was practise backstage.



Answer 10

B. Before the show began, the actors had been practising on stage.

Both clauses contain accurate verb groups



PREVIEW

Well Done!

