

## Action Verbs

### REMEMBER THE RULES

- An **action verb** is a word that expresses action. It tells what the subject does or did.

Joey *joined* the school band.

#### A. **write** the action verb in each sentence.

1. Joey plays a trumpet in the school band.
2. He takes music lessons once a week.
3. The band practices after school and on weekends.
4. The band marches at the football games.
5. It always performs a halftime show.
6. Band members work hard on each show.
7. The fans cheer the band onto the field.
8. They applaud loudly after each number.
9. The band helps the team's spirit.
10. The fans encourage the band every season.

#### B. Fill in each blank with an action verb of your own.

11. Joey's family always \_\_\_\_\_ where they can see the band.
12. They \_\_\_\_\_ when the band comes onto the field.
13. Sometimes they \_\_\_\_\_ along with the music.
14. Joey's mother \_\_\_\_\_ pictures of the action.
15. The spectators \_\_\_\_\_ during intermission.

## Using Helping Verbs

### REMEMBER THE RULES

- Use the **helping verbs *has*, *have*, and *had*** with the past-tense form of a verb to show an action that has already happened.

*Jill has decided to visit the aquarium.*

*I had decided to go last week.*

*We have decided to go together.*

**A.** Write the correct form of the helping verb in parentheses.

1. I (have, has) visited the aquarium many times before.
2. Jill (have, had) traveled there once, but it was closed.
3. We (has, had) planned to go together for some time.
4. Now we (has, have) promised to go with each other.
5. We (have, has) decided to visit the coral reef exhibit first.
6. The exhibit (have, has) attracted the most visitors.
7. The sharks (has, have) added to its popularity since I was there.
8. Sharks (have, has) interested me for a long time.
9. I (has, had) witnessed the sharks being fed once before.
10. I thought the divers (has, had) displayed a lot of bravery.

**B.** Complete each sentence. Use *has*, *have*, or *had* and the correct form of the verb in parentheses.

11. The aquarium \_\_\_\_\_ animal acts for years. (include)
12. By the time we got there, the seals \_\_\_\_\_ twice. (bark)
13. Now the porpoises \_\_\_\_\_ over three buoys. (jump)
14. They \_\_\_\_\_ remarkable feats in their show. (perform)
15. The show \_\_\_\_\_ people understand the intelligence of animals. (help)

# Main Verbs and Helping Verbs

## REMEMBER THE RULES

- The **main verb** in a sentence tells what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.

*Mike's class **is** **planning** a talent show.*

↑      ↑

helping main  
verb      verb

### A. Write the **helping** verbs then write the **main** verbs

1. Our class **has** decided to have a talent show.
2. It **will** take a lot of planning.
3. Everyone **will** need to get involved.
4. Some students **are** working on announcements.
5. Others **were** designing the program brochure.
6. Several students **are** working to set up the auditorium.
7. One person **was** adjusting the stage lighting.
8. Several people **are** building props and sets.
9. I **am** helping on the talent committee.
10. We **will** find many talented performers.



### B. Write a helping verb for each main verb.

11. Today our entire class \_\_\_\_\_ excited about the talent show.
12. Yesterday some people \_\_\_\_\_ practicing musical numbers.
13. One group \_\_\_\_\_ present a gymnastic routine.
14. Soon one person \_\_\_\_\_ going to put on a magic show.
15. Now several people \_\_\_\_\_ playing musical instruments.