

Useful Language

Introductions

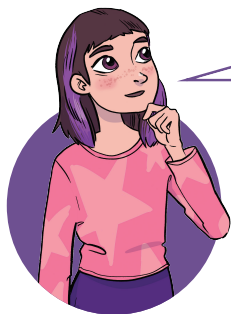
Hi! / Hello!
How are you?
How's it going?
What's up?
Nice to meet you!
My name is Shen.
This is my friend Laurence.
See you later.
Goodbye! / Bye!



Preferences

What games do you like?
I love fireflies!
I like cats.
This is my favourite song.
I prefer tacos.
I don't like winter.
Do you like this sweater?
Yes, I do.
No, I don't.

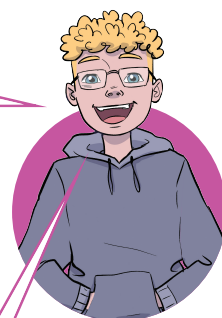
Agreeing and Disagreeing



What do you think?
Do you agree?
I agree.
You're right.
I think ...
I disagree.
I don't think so.
Maybe.
I'm not sure.
In my opinion, ...

Needing Help

Can you help me?
Can you repeat that?
I don't understand.
How do you say ...?
What does this mean?
I need help, please.



Identifying

There are two pencils.
There is a map.
Who is your teacher?
What is this?
That's my backpack.
Those are my friends.
Is there a tree in your backyard?
I think there is!

Working with a Classmate

Do you want to work together?
It's my turn.
It's your turn.
I'm next!
Let's make a plan.
Can I join your group?
Great job!
Are you ready?
I'm ready.
We're finished.
Cool!



Capabilities

I can make you laugh!
I can't play the drums.
I'm a good cook.
I don't know how to fix it.
You're really good at this!
Can you dance?

Strategies

Take risks and answer a question, even when you're not sure.

I think I know the answer!

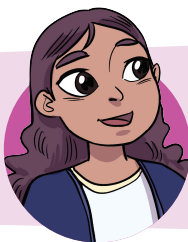


Ask for help if you don't understand.

Can you explain that, please?

Take turns and **listen** to others.

It's your turn! / I'm listening.



Practise vocabulary to improve your English.

A game board . . . a token . . . dice.

Pause before you speak or ask a question.

Hmm . . . How do I say that?



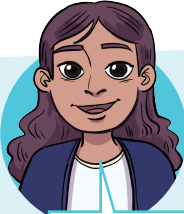
Use other words to describe something when you don't know its name.

It's a thing to cook with. You use it to flip pancakes!

Strategies

Scan a text to find specific information.

Where are the ingredients? Here they are!



Skim a text to get the general idea before you read it.

This part is about captions.

Predict what happens next to help you understand a story better.

I think Laurence will visit Nova Scotia.

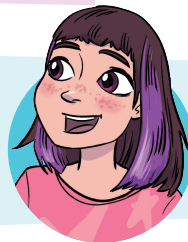


Infer what something means by using clues in the text and what you already know.

Hmm . . . We can see it in the dark. It must be a firefly.

Take notes to remember important ideas.

I'll write that down.



Think about what you already know.

I know what a selfie is. We learned about it in our Photography Club.



Pay attention to understand better.

I need to listen carefully.

Plan your work before you start.

First, I'll write my ideas. Then, I'll write my sentences.



Table of Contents

Pre-Unit



We Click!

2

Meet the Free Agents! Discover their interests, styles and qualities and find out what you have in common.

Unit 1



Cafeteria Cook-Off

12

Learn how to talk about food and discover new recipes.

Grammar Simple Present Negative: *To Be* and Other Verbs; Imperatives

Wind Up Create a recipe card for a cooking competition.

Unit 2



Citizen Scientist

28

Read about insects with amazing super skills and find out what your classmates know about insects.

Grammar Yes/No Questions; Adjectives

Wind Up Write a Citizen Scientist FAQ sheet about your favourite insect.

Unit 3



Picture This!

42

Discover different types of photographs and learn how to take cool pictures.

Grammar Possessives; Present Continuous

Wind Up Present a photo in a classroom gallery tour.

Unit 4



Are You Game?

58

Talk about your favourite games and take a quiz to discover your gamer profile.

Grammar Information Questions in the Simple Present: *To Be* and Other Verbs

Wind Up Invent a trivia game to play with your classmates.

Unit 5



GOAT!

74

Decide what it means to be a "Greatest of All Time" and meet people who inspire others.

Grammar Simple Past Affirmative and Negative: *To Be* and Other Verbs

Wind Up Write a nomination card for the GOAT Hall of Fame.

Unit 6



Coast to Coast to Coast

88

Explore Canada with the Free Agents and decide what to pack for a Canadian adventure.

Grammar Future with *Will*; Modals: *Should*, *Could*

Wind Up Create your own Canadian itinerary.

Tool Kit

Useful Language, Strategies, Grammar Refresh

Flaps, 102

Overview

Every unit in the *Free Agents* series is an adventure and an opportunity to improve your English! Find engaging activities in the workbook and explore dynamic content on the  **Interactive platform.**

Pre-Unit

Meet the Free Agents!

Welcome to *Free Agents*!
Let's check out this workbook.

Noor



Learn **useful language**, **learning strategies**, **vocabulary** and **grammar** you can use all year long.

The Units

Follow the Free Agents across six themed units. Complete tasks, work with classmates and gather clues to solve each unit's challenge.

Unit Opener

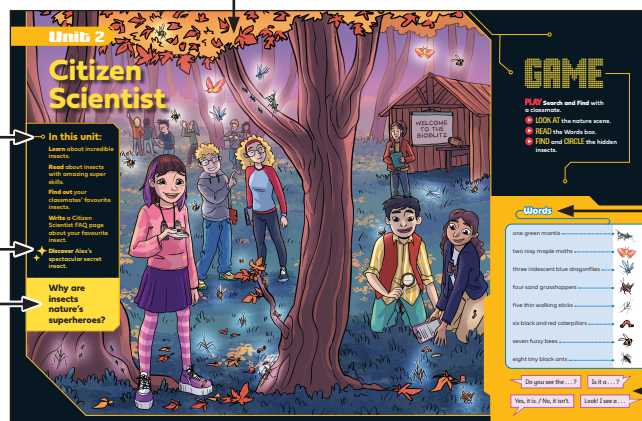
Expand your vocabulary and play a game at the start of each unit.

Explore a **scene** featuring the Free Agents.

Read descriptions of the **unit tasks**.

Discover the unit's **challenge**.

Read the **driving question** to learn what the unit is about.



Use the **Words box** and the **useful language** to play the game.

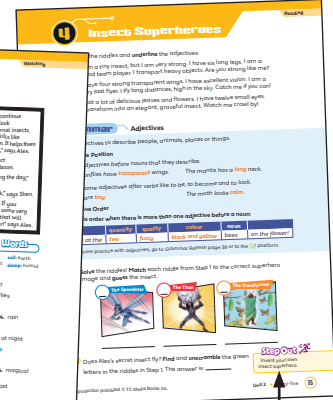
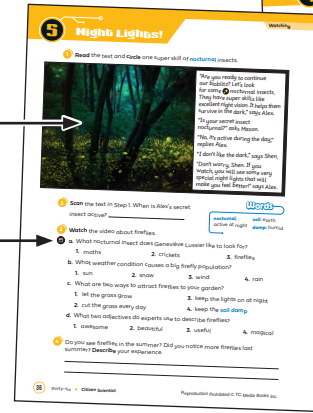
Tasks

Complete engaging tasks in every unit.

i+ Listen to an audio recording of every reading in the unit.

Look for the **Challenge stars** to collect clues.

Check your progress in the **I Can Do It** box.

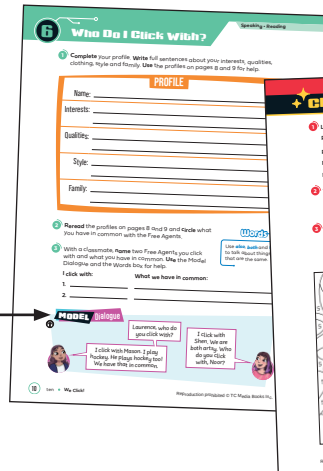


i+ Watch a video connected to the theme.

i+ Try something new with each **Step Out** task!

Follow a **story** featuring the Free Agents.

i+ Read or listen to the **Model Dialogues** to help you talk with classmates.



Gather the clues and complete the **Challenge**!

Learn something new about the unit's theme.

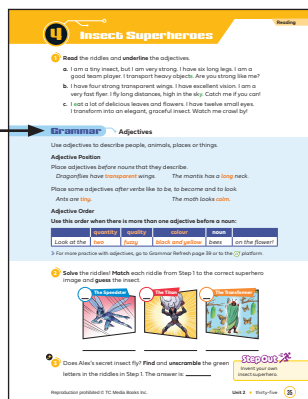
Follow clear instructions for each step.



Grammar

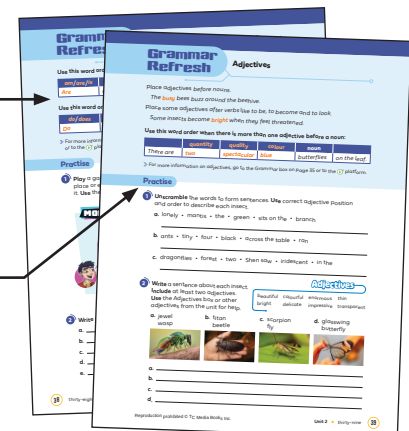
Grammar boxes within the tasks introduce a grammar concept and are followed up by contextualized grammar practice. Two Grammar Refresh pages also offer additional practice at the end of each unit.

Grammar boxes show you what to write and how to write it.



At the end of every unit, **Grammar Refresh** pages review the grammar you learned.

Short practice exercises help you check your understanding.



Wind Up

Use what you learned in the unit to complete the Wind Up task.

Look at the **model** for help.

Follow the **steps** to organize your ideas.

Write a Citizen Scientist Frequently Asked Questions (FAQ) sheet about your favourite insect.

1 Read the information on Alex's FAQ sheet.

2 Choose the insect you want to write about.

3 Plan your FAQ sheet. Use information from the unit or research information about your insect. Take notes in the chart.

4 Write a draft of your FAQ sheet. Include five yes/no questions and answers. Use to be and other verbs. Use adjectives to describe your insect.

5 Use the Check What You Did box to verify your draft. Add one new detail or correction to your draft. Use a pencil of a different colour.

6 On a separate sheet of paper, write your final version of your Citizen Scientist FAQ sheet. **Break Out!**

7 Share your Citizen Scientist FAQ sheet with your class. Write one FAQ about a classmate's favourite insect.

8 Watch Episode 1 of the Free Agents Break Out miniseries.

Use the **Check What You Did** checklist to review your work.

Watch the **Free Agents Break Out** miniseries!

Look at the ways you can get out of your workbook.



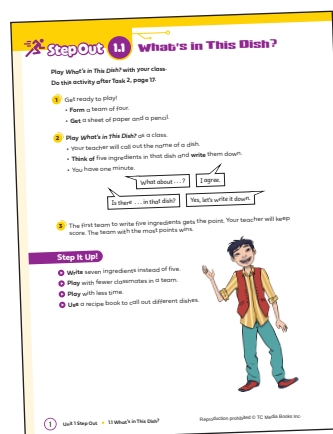
Mason

Break Out



Watch an episode of **The Free Agents Break Out** miniseries after Units 2, 4 and 6. Follow the Free Agents' adventures, help them with **interactive animations** and complete a fun project.

Step Out



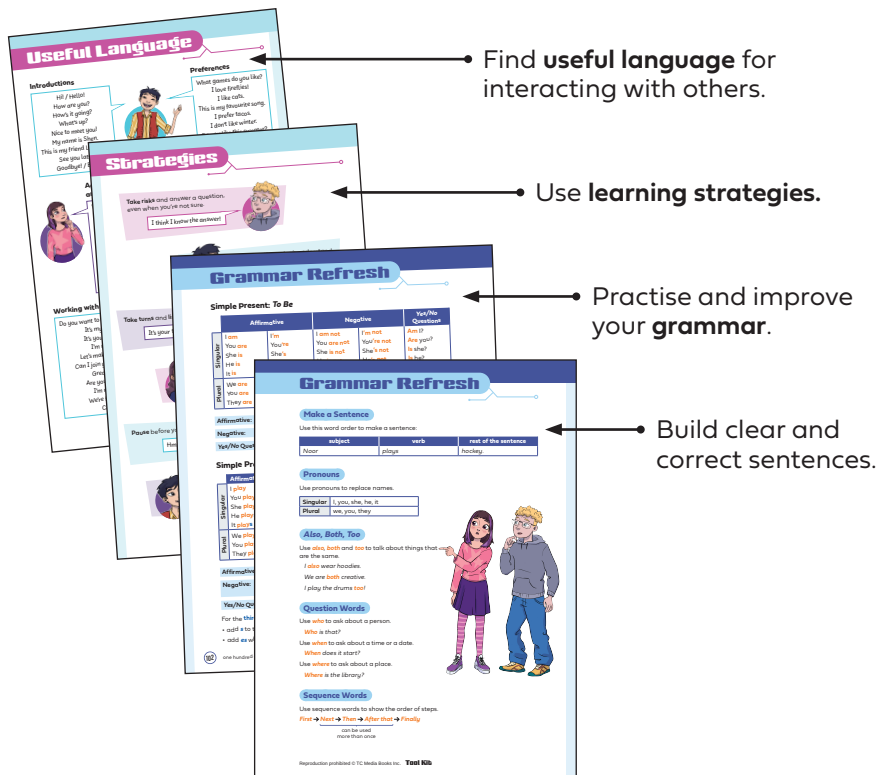
Move your learning outside the workbook with **Step Out games and activities**. Play, move and create while practising English.

Go to the **i+ elementary** Interactive platform for a **digital version** of your workbook.

Play **online group games**, watch **videos**, do **interactive activities** and so much more.

Tool Kit

The Tool Kit puts useful language, learning strategies and grammar at your fingertips. Turn to the back of the workbook or flip open the front and back flaps whenever you need help!



Look at this cool **Tool Kit**!



Laurence

Boxes and Icons

Different boxes and icons offer guidance and learning support throughout each unit.

Strategy

The **Strategy** box offers learning strategies to help you.

Words

Find the **vocabulary** and **definitions** you need for the task in the Words box.

Did You Know?

The **Did you Know?** box shares fun **facts** on the unit's theme.

Useful language speech bubbles give you language for the task.



Audio icons tell you that there is an audio recording to listen to.



Watching icons tell you that there is a video or animation to watch.



Challenge icons tell you there is a clue that will help you with the unit's Challenge task.

Unit 2

Citizen Scientist

In this unit:

Learn about incredible insects.

Read about insects with amazing super skills.

Find out your classmates' favourite insects.

Write a Citizen Scientist FAQ page about your favourite insect.

★ **Discover** Alex's spectacular secret insect.

Why are insects nature's superheroes?





GAME

PLAY Search and Find with a classmate.

- ▶ **LOOK AT** the nature scene.
- ▶ **READ** the Words box.
- ▶ **FIND** and **CIRCLE** the hidden insects.

Words

one green mantis



two rosy maple moths



three iridescent blue dragonflies



four sand grasshoppers



five thin walking sticks



six black and red caterpillars



seven fuzzy bees



eight tiny black ants



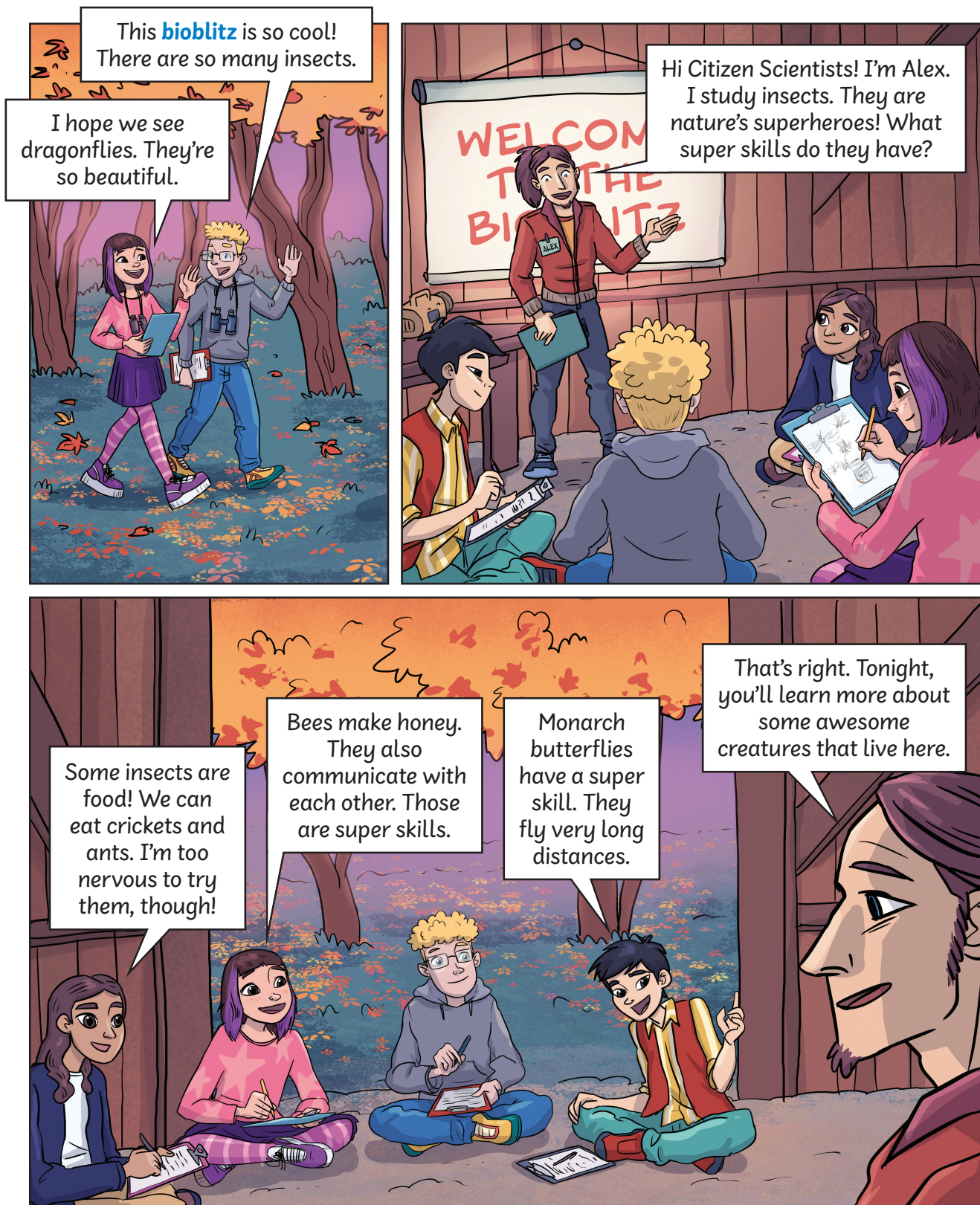
Do you see the ... ?

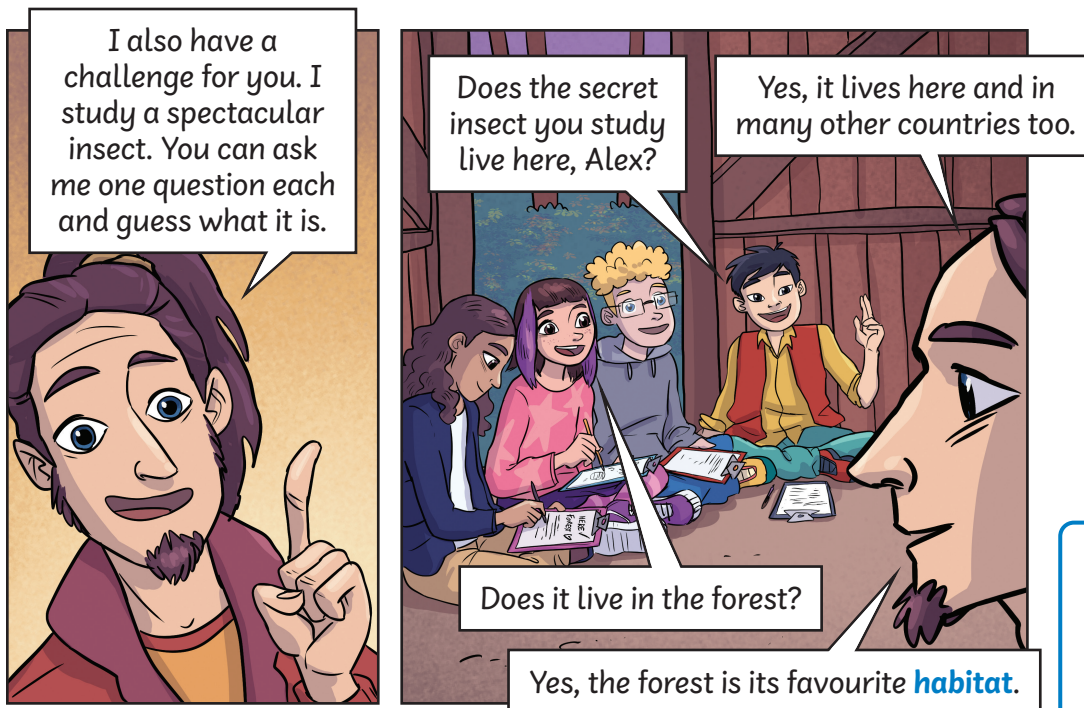
Is it a ... ?

Yes, it is. / No, it isn't.

Look! I see a ...

1 Read the comic. **Underline** three super skills that insects have.





Words

bioblitz: a special event where people observe as many insects as possible in a short time

habitat: the natural place where an animal or plant lives

- 2 Scan the comic to look for the **answers** to the questions.

Strategy Scan a text to look for specific information.

- Who thinks dragonflies are beautiful? _____
- Who studies insects? _____
- Who is too nervous to try insects? _____
- What insect flies very long distances? _____

- 3 Scan the comic for three insects that provide food for humans. Write them in alphabetical order.

- _____
- _____
- _____

I Can Do It!

I can scan the comic to find specific information. - +

I understand the comic. - +

Fill in the blanks with information from the comic.

- The Free Agents are at a _____.
- Bees make _____. They also _____ with each other.
- Noor says that some _____ are food.
- Alex's secret insect lives in the _____.

1 Read what Alex says.

Let's play a game of **Find Someone Who ...** to find out what you know and think about insects.



Grammar Yes/No Questions in the Simple Present

Use *yes/no* questions in the simple present to ask questions that can be answered with *yes* or *no*.

Use this word order with **to be**:

am/are/is	subject	rest of the question
Is	Mason	<i>allergic to bees?</i>
Are	Shen and Laurence	<i>at the nature park?</i>

Use this word order with **other verbs**:

do/does	subject	base form of the verb	rest of the question
Do	Noor and Mason	<i>learn</i>	<i>about dragonflies?</i>
Does	Alex	<i>study</i>	<i>insects?</i>

For more practice with *yes/no* questions, go to Grammar Refresh page 38 or to the platform.

2 Read the Model Dialogue. Circle two *yes/no* questions.

MODEL Dialogue



I'm not scared of them either.
They give us honey. I love honey.

Yes, I do. They're
very pretty.

Hey, Mason!
Are you allergic to bees?

Yes! I'm allergic to bees.
I'm not scared of them,
though. What about you?

Me too!
Do you like dragonflies?

Let's ask Shen some
questions. Shen, are you ...



3 Write *yes/no* questions about insects. Use the Grammar box for help.

- a. Are you _____
- b. Do you _____
- c. _____
- d. _____
- e. _____

I Can Do It! 

I can write *yes/no* questions with the verb *to be*. -  +

I can write *yes/no* questions with other verbs. -  +

Play Find Someone Who . . . as a class. **Ask** your classmates *yes/no* questions. **Write** their names in the chart. **Use** the Grammar box and the Model Dialogue on page 32 for help.

Find Someone Who . . .	Classmate's Name
a. is allergic to bees.	_____
b. likes dragonflies.	_____
c. thinks walking sticks are awesome.	_____
d. wants to try a cricket burger.	_____
e. loves butterflies.	_____
f. likes to observe insects.	_____
g. is brave enough to hold a mantis.	_____
h. wants to try chocolate-covered ants.	_____
i. thinks caterpillars are cute.	_____
j. wants to participate in a bioblitz.	_____
k. is excited about insects.	_____
l. knows two insects we can eat.	_____

Did You Know?

Insects live on every continent, even Antarctica!



3

Now You See Me...

- 1 **Read** what Alex says about an insect super skill.

Insects use camouflage to hide from predators or to catch food. Do you know any insects that use camouflage?



- 2 With a classmate, **talk** about which insects you think use camouflage. **Write** the names of two insects you agree on.

Strategy Activate prior knowledge to think about what you already know.

Do you think ... use camouflage?

I think ...

Are you sure?

Yes! I'm sure.

- 3 **Listen** to Alex and Noor talk about insects that use camouflage.

- ① **Check** and **correct** your answers in Step 2.

- 4 **Decide** if each statement is true or false. **Correct** the false statements.

Statement

True

False

a. Some colourful insects use camouflage.

☐
☐

b. Rosy maple moths are very big.

☐
☐

c. Rosy maple moth caterpillars are yellow and green.

☐
☐

d. Sand grasshoppers cannot fly.

☐
☐

- 5 **Listen** to Alex and Noor again. **Complete** Noor's question and Alex's answer.

Noor: Does your secret insect _____?

Alex: _____.



Participate in a classroom scavenger hunt.

4

Insect Superheroes

1

Read the riddles and **underline** the adjectives.

- a. I am a tiny insect, but I am very strong. I have six long legs. I am a good team player. I transport heavy objects. Are you strong like me?
- b. I have four strong transparent wings. I have excellent vision. I am a very fast flyer. I fly long distances, high in the sky. Catch me if you can!
- c. I eat a lot of delicious leaves and flowers. I have twelve small eyes. I transform into an elegant, graceful insect. Watch me crawl by!

Grammar

Adjectives

Use adjectives to describe people, animals, places or things.

Adjective Position

Place adjectives *before nouns* that they describe.

Dragonflies have **transparent** wings. The mantis has a **long** neck.

Place some adjectives *after verbs* like *to be*, *to become* and *to look*.

Ants are **tiny**. The moth looks **calm**.

Adjective Order

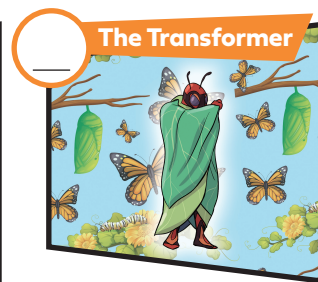
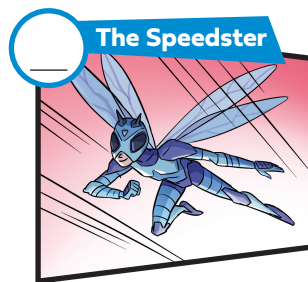
Use this order when there is more than one adjective before a noun:

	quantity	quality	colour	noun	
Look at the	two	fuzzy	black and yellow	bees	on the flower!

For more practice with adjectives, go to Grammar Refresh page 39 or to the  platform.

2

Solve the riddles! **Match** each riddle from Step 1 to the correct superhero image and **guess** the insect.



3

Does Alex's secret insect fly? **Find** and **unscramble** the green letters in the riddles in Step 1. The answer is: _____

Step Out 

Invent your own insect superhero.

- 1 Read the text and circle one super skill of **nocturnal** insects.



"Are you ready to continue our bioblitz? Let's look for some 🌟 nocturnal insects. They have super skills like excellent night vision. It helps them survive in the dark," says Alex.

"Is your secret insect nocturnal?" asks Mason.

"No, it's active during the day," replies Alex.

"I don't like the dark," says Shen.

"Don't worry, Shen. If you watch, you will see some very special night lights that will make you feel better!" says Alex.

- 2 Scan the text in Step 1. When is Alex's secret insect active? _____

Words

nocturnal:
active at night

soil: earth
damp: humid

- 3 Watch the video about fireflies.

- a. What nocturnal insect does Geneviève Lussier like to look for?
1. moths
 2. crickets
 3. fireflies
- b. What weather condition causes a big firefly population?
1. sun
 2. snow
 3. wind
 4. rain
- c. What are two ways to attract fireflies to your garden?
1. let the grass grow
 2. cut the grass every day
 3. keep the lights on at night
 4. keep the **soil damp**
- d. What two adjectives do experts use to describe fireflies?
1. awesome
 2. beautiful
 3. useful
 4. magical

- 4 Do you see fireflies in the summer? Did you notice more fireflies last summer? **Describe** your experience.

Challenge Secret Insect

1 Look back in the unit for the Challenge clues and write the missing words.

Page 31: a. $\frac{\quad}{1}$ b. $\frac{\quad}{2} \frac{\quad}{3}$ c. $\frac{\quad}{4}$

Page 34: Does your secret insect $\frac{\quad}{5}$ $\frac{\quad}{6}$?

Page 35: Does Alex's secret insect fly? $\frac{\quad}{7}$

Page 36: Active at night: $\frac{\quad}{8} \frac{\quad}{9}$

2 Transfer the numbered letters from Step 1 in the following order to discover Alex's secret insect.

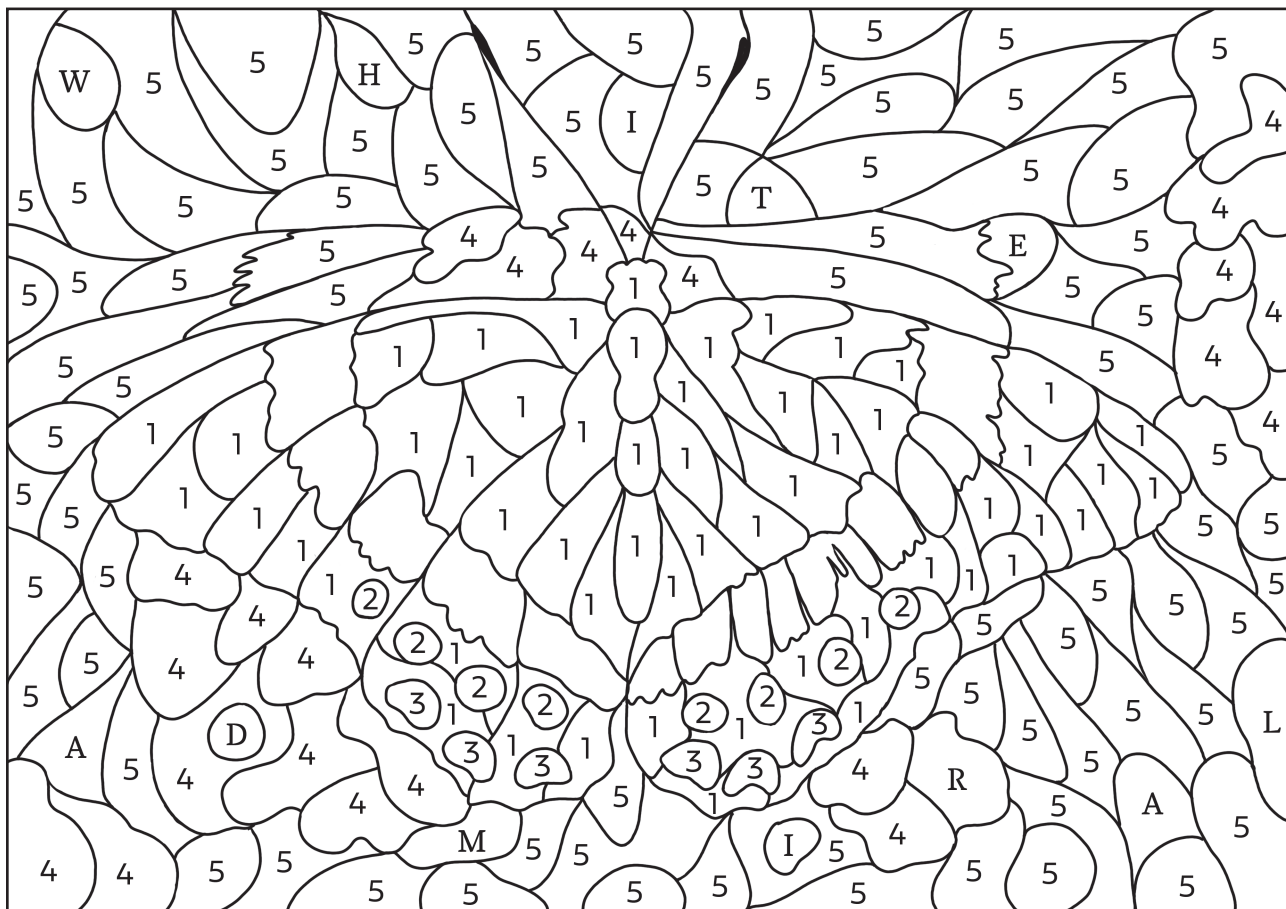
$\frac{2}{2} \frac{5}{5} \frac{1}{1} \frac{4}{4} \frac{3}{3} \frac{8}{8} \frac{6}{6} \frac{9}{9} \frac{7}{7}$

3 Complete the colour-by-number to discover Alex's secret insect. Then, copy the letters from left to right to learn its name.

1 = black 2 = orange 3 = blue 4 = yellow 5 = green

Did You Know?

Alex's secret insect is recognized as a symbol of Québec. Its super skill is camouflage. The black and white colours on its wings help it disappear in the forest.



Grammar Refresh

Yes/No Questions in the Simple Present

Use this word order with *to be*:

<i>am/are/is</i>	subject	rest of the question
<i>Are</i>	<i>rosy maple moths</i>	<i>colourful?</i>

Use this word order with other verbs:

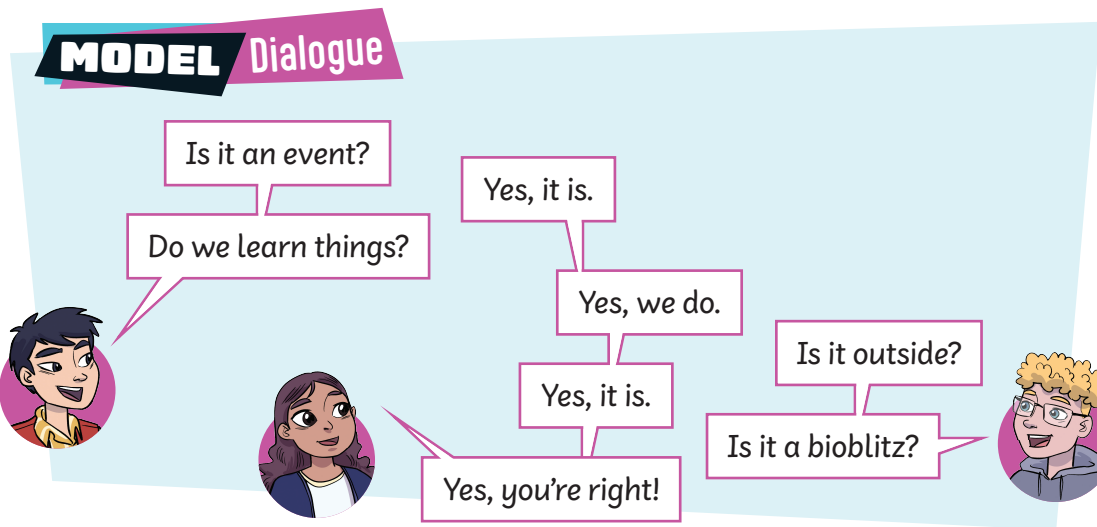
<i>do/does</i>	subject	base form of the verb	rest of the question
<i>Do</i>	<i>caterpillars</i>	<i>have</i>	<i>wings?</i>

For more information on *yes/no* questions, go to the Grammar box on page 32 or to the  platform.

Practise

- 1 **Play** a game of **Twenty Questions** with two classmates. **Think** of a person, place or event. Your classmates take turns asking *yes/no* questions to guess it. **Use** the Model Dialogue for help.

MODEL Dialogue



Is it an event?

Do we learn things?

Yes, it is.

Yes, we do.

Is it outside?

Is it a bioblitz?

Yes, it is.

Yes, you're right!

- 2 **Write** five questions that you ask your classmates while you play.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Grammar Refresh

Adjectives

Place adjectives *before nouns*.

The **busy** bees buzz around the beehive.

Place some adjectives *after verbs* like *to be*, *to become* and *to look*.

Some insects become **bright** when they feel threatened.

Use this word order when there is more than one adjective before a noun:

	quantity	quality	colour	noun	
There are	two	spectacular	blue	butterflies	on the leaf.

For more information on adjectives, go to the Grammar box on page 35 or to the  platform.

Practise

1 **Unscramble** the words to form sentences. **Use** correct adjective position and order to describe each insect.

a. lonely • mantis • the • green • sits on the • branch

b. ants • tiny • four • black • across the table • ran

c. dragonflies • forest • two • Shen saw • iridescent • in the

2 **Write** a sentence about each insect. **Include** at least two adjectives. **Use** the Adjectives box or other adjectives from the unit for help.

Adjectives

beautiful colourful enormous thin
bright delicate impressive transparent

a. jewel wasp



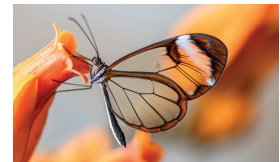
b. titan beetle



c. scorpion fly



d. glasswing butterfly



- _____
- _____
- _____
- _____

Write a Citizen Scientist Frequently Asked Questions (FAQ) sheet about your favourite insect.

1 Read the information on Alex's FAQ sheet.

←

|

→

🔒

★

☰

FAQ with Alex!

Q1 Does the insect live in Canada?

A1 Yes, it lives in Canada. It lives in many other countries too.

Q2 Does the insect live in the forest?

A2 Yes, it lives in the forest. The forest is its favourite habitat. It also lives near lakes and rivers.

Q3 Does the insect use camouflage as its super skill?

A3 Yes, it does. As a caterpillar, it hides in leaves.

Q4 Does the insect fly?

A4 Yes, it does. It is a strong flyer.

Q5 Is the insect nocturnal?

A5 No, it's active during the day, especially when it is warm outside.

2 Choose the insect you want to write about.

- ☐ ant
 ☐ butterfly
 ☐ firefly
 ☐ mantis
 ☐ walking stick
☐ bee
 ☐ caterpillar
 ☐ grasshopper
 ☐ moth
 ☐ other: _____

3 Plan your FAQ sheet. Use information from the unit or research information about your insect. Take notes in the chart.

Insect	• _____
Physical Appearance	• _____ • _____
Habitat	• _____ • _____
Super Skills	• _____ • _____

- 4 Write a draft of your FAQ sheet. **Include** five *yes/no* questions and answers. **Use** *to be* and other verbs. **Use** adjectives to describe your insect.

FAQ with Citizen Scientist _____
(your name)

Q1 _____
A1 _____

Q2 _____
A2 _____

Q3 _____
A3 _____

Q4 _____
A4 _____

Q5 _____
A5 _____

- 5 Use the Check What You Did box to verify your draft. **Add** one new detail or correction to your draft. **Use** a pencil of a different colour.

Check What You Did

- | | |
|--|--|
| ☐ I used information from the unit or a reliable source to create a Citizen Scientist FAQ sheet. | ☐ I described the insect with adjectives. |
| ☐ I wrote five <i>yes/no</i> questions with <i>to be</i> and other verbs. | ☐ I used adjectives in the correct position and order. |
| | ☐ I checked my spelling, capitalization and punctuation. |

- 6 On a separate sheet of paper, **write** your final version of your Citizen Scientist FAQ sheet. **Illustrate** your insect.
- 7 **Share** your Citizen Scientist FAQ sheet with your class. **Write** one FAQ about a classmate's favourite insect.
- _____
- _____
- _____



Watch Episode 1
of the *Free Agents*
Break Out miniseries.

Grammar Refresh

Simple Present: To Be

	Affirmative		Negative		Yes/No Questions
Singular	I am	I'm	I am not	I'm not	Am I?
	You are	You're	You are not	You're not	Are you?
	She is	She's	She is not	She's not	Is she?
	He is	He's	He is not	He's not	Is he?
	It is	It's	It is not	It's not	Is it?
Plural	We are	We're	We are not	We're not	Are we?
	You are	You're	You are not	You're not	Are you?
	They are	They're	They are not	They're not	Are they?

Affirmative: subject + **am/are/is** + rest of the sentence

Negative: subject + **am not/are not/is not** + rest of the sentence

Yes/No Questions: **am/are/is** + subject + rest of the sentence

Simple Present: Other Verbs

	Affirmative	Negative		Yes/No Questions
Singular	I play	I do not play	I don't play	Do I play?
	You play	You do not play	You don't play	Do you play?
	She plays	She does not play	She doesn't play	Does she play?
	He plays	He does not play	He doesn't play	Does he play?
	It plays	It does not play	It doesn't play	Does it play?
Plural	We play	We do not play	We don't play	Do we play?
	You play	You do not play	You don't play	Do you play?
	They play	They do not play	They don't play	Do they play?

Affirmative: subject + **base form of the verb** + rest of the sentence

Negative: subject + **do not/don't/does not/doesn't** + base form of the verb + rest of the sentence

Yes/No Questions: **do/does** + subject + base form of the verb + rest of the sentence

For the **third person singular**:

- add **s** to the base form of the verb
- add **es** when the base form of the verb ends with *s, ss, sh, ch, o, x* or *z*

Simple Past: To Be

	Affirmative	Negative	
Singular	I was	I was not	I wasn't
	You were	You were not	You weren't
	She was	She was not	She wasn't
	He was	He was not	He wasn't
	It was	It was not	It wasn't
Plural	We were	We were not	We weren't
	You were	You were not	You weren't
	They were	They were not	They weren't

Affirmative: subject + **was/were** + rest of the sentence

Negative: subject + **was not/wasn't/were not/weren't** + rest of the sentence

Simple Past: Other Verbs

	Affirmative	Negative	
Singular	I walk ed	I did not walk	I didn't walk
	You walk ed	You did not walk	You didn't walk
	She walk ed	She did not walk	She didn't walk
	He walk ed	He did not walk	He didn't walk
	It walk ed	It did not walk	It didn't walk
Plural	We walk ed	We did not walk	We didn't walk
	You walk ed	You did not walk	You didn't walk
	They walk ed	They did not walk	They didn't walk

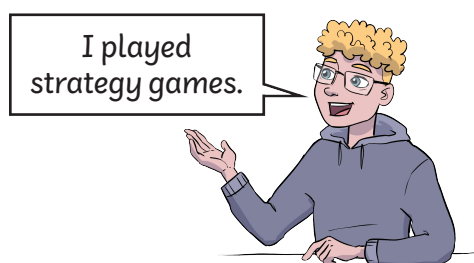
Affirmative: subject + base form of the verb + rest of the sentence

Negative: subject + **did not/didn't** + base form of the verb + rest of the sentence

For the **simple past affirmative**:

- add **ed** to the base form of the verb
- add **d** when the base form of the verb ends with e

For a list of irregular verbs, go to page 106.



Imperatives

Affirmative	Negative
<i>Look</i> at the photo.	<i>Don't</i> look at the answer.

Affirmative: **base form of the verb** + rest of the sentence

Negative: **do not/don't** + base form of the verb + rest of the sentence

Present Continuous

	Affirmative	Negative	
Singular	I am looking	I am not looking	I'm not looking
	You are looking	You are not looking	You're not looking
	She is looking	She is not looking	She's not looking
	He is looking	He is not looking	He's not looking
	It is looking	It is not looking	It's not looking
Plural	We are looking	We are not looking	We're not looking
	You are looking	You are not looking	You're not looking
	They are looking	They are not looking	They're not looking

Affirmative: subject + **am/are/is** + base form of the verb + **ing** + rest of the sentence

Negative: subject + **am not/are not/is not** + base form of the verb + **ing** + rest of the sentence

Future with Will

	Affirmative	Negative	
Singular	I will look	I will not look	I won't look
	You will look	You will not look	You won't look
	She will look	She will not look	She won't look
	He will look	He will not look	He won't look
	It will look	It will not look	It won't look
Plural	We will look	We will not look	We won't look
	You will look	You will not look	You won't look
	They will look	They will not look	They won't look

Affirmative: subject + **will** + base form of the verb + rest of the sentence

Negative: subject + **will not/won't** + base form of the verb + rest of the sentence

Information Questions in the Simple Present: To Be and Other Verbs

To Be: **question word** + **am/are/is** + **subject** + **rest of the sentence**

Other Verbs: **question word** + **do/does** + **subject** + **base form of the verb**
+ **rest of the sentence**

Who? (person)	
Who is in the office?	<i>The principal is in the office.</i>
Who does Noor want to work with?	<i>Noor wants to work with Mason.</i>

What? (event, thing)	
What is the special event?	<i>The special event is a bioblitz.</i>
What does Laurence want to do?	<i>Laurence wants to play a trivia game.</i>

When? (time, date)	
When is your birthday?	<i>My birthday is December 9th.</i>
When does school start ?	<i>School starts at 8:10 a.m.</i>

Where? (place)	
Where is Shen's book?	<i>Shen's book is on his desk.</i>
Where do we play hockey?	<i>We play hockey at the arena.</i>

Why? (reason, cause)	
Why are the cards on the table?	<i>The cards are on the table because we use them to play the game.</i>
Why does the insect use camouflage?	<i>The insect uses camouflage to hide from predators.</i>

How? (manner)	
How are you?	<i>I'm fine, thank you!</i>
How do we play the trivia game?	<i>We ask questions to play the trivia game.</i>

How much? (cost, quantity)	
How much are the cookies?	<i>The cookies are \$2.50.</i>
How much time do we have ?	<i>We have 30 minutes.</i>

How many? (quantity)	
How many students are in the class?	<i>There are 25 students in the class.</i>
How many objects do we choose ?	<i>We choose two objects.</i>

Irregular Verbs

Verb	Simple Past
be	was, were
become	became
begin	began
break	broke
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
cut	cut
dive	dove
do	did
draw	drew
drink	drank
eat	ate
fall	fell
feel	felt
find	found
forget	forgot
freeze	froze
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hide	hid
hold	held
keep	kept
know	knew

Verb	Simple Past
lead	led
leave	left
let	let
lose	lost
make	made
meet	met
pay	paid
put	put
read	read
run	ran
say	said
see	saw
sell	sold
send	sent
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
take	took
teach	taught
tell	told
think	thought
understand	understood
wake	woke
wear	wore
win	won
write	wrote

Grammar Refresh

Make a Sentence

Use this word order to make a sentence:

subject	verb	rest of the sentence
Noor	plays	hockey.

Pronouns

Use pronouns to replace names.

Singular	I, you, she, he, it
Plural	we, you, they

Also, Both, Too

Use **also**, **both** and **too** to talk about things that are the same.

I **also** wear hoodies.

We are **both** creative.

I play the drums **too**!

Question Words

Use **who** to ask about a person.

Who is that?

Use **when** to ask about a time or a date.

When does it start?

Use **where** to ask about a place.

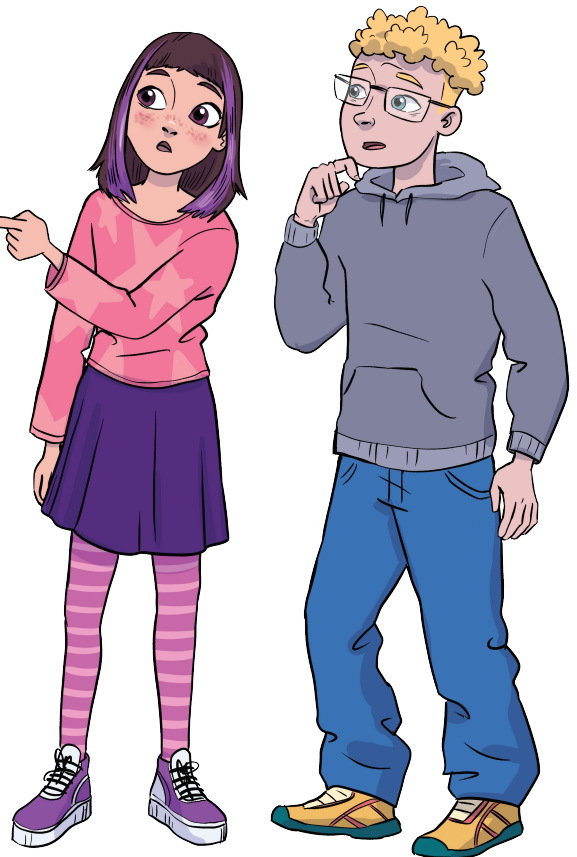
Where is the library?

Sequence Words

Use sequence words to show the order of steps.

First → **Next** → **Then** → **After that** → **Finally**

can be used
more than once



Grammar Refresh

Adjectives

Use adjectives to describe people, animals, places or things.

Use this order when there is more than one adjective before a noun:

	quantity	quality	colour	noun
I see	two	beautiful	orange	caterpillars.

There Is/There Are

Use **there is** for singular.

There is a butterfly outside the window.

Use **there are** for plural.

There are apples in the bag.

Possessives

Use possessives to show that something belongs to someone.

Add **'s** to a noun to show possession.

My family is in **my** photo.

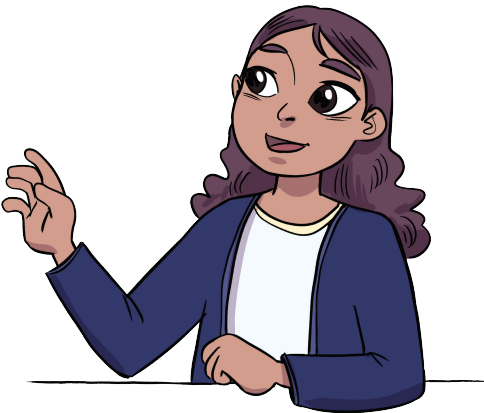
Your phone**'s** camera takes great photos.

Ability

Use **can** or **can't** to talk about ability.

I **can** win this game!

I **can't** throw it in the basket.



Superlatives

Use superlatives to describe someone or something that has the most or the least of a certain quality.

good → **best**

bad → **worst**

For short adjectives, add **the + est**: funny → **the funniest**

For long adjectives, use **the most/the least** + the adjective: **the most** exciting

Grammar Refresh

Prepositions of Location

above between next to
below in

Modals: Should, Could

Use **should** to give advice.
*You **should** wear a scarf when it's cold out.*
Use **could** to talk about something that is possible.
*You **could** ride your bike to the show.*

Articles

Use **a** or **an** to talk about something in general.
*Eat **a** banana.*
Use **the** to talk about something specific.
*Eat **the** banana on **the** table.*

Plurals

Use plurals when there is more than one.

Regular plurals: add s . goat → goats s	Words ending in s, ch, sh, x or z: add es . box → boxes s
Words ending in a vowel + y: add s . toy → toys s	Words ending in a consonant + y: change the y to i and add es . party → parties s
Words ending in a vowel + o: add s . video → videos s	Words ending in a consonant + o: Add es . hero → heroes s
Words ending in f or fe: change the f to v and add es . knife → knives s	Irregular plurals: change the spelling or change the word. person → people s foot → feet s child → children s

