

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?



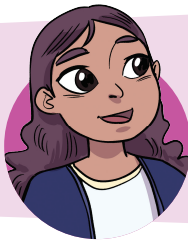
Cooperate with your classmates.

That's a great idea! I can help.



Ask for clarification to better understand your classmate's point of view.

Can you tell me more about that?



Know that it is okay not to understand everything.

I don't know what this means.



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

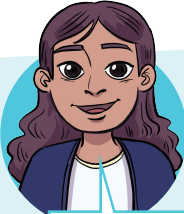
It's a sport. You start in a kneeling position.



Strategies

Scan a text to find specific information.

Where are the instructions? 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 choose cat-sitting.



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

Hmm . . . We hear a siren. It must be an ambulance.

Take notes to remember important ideas.

I'll write that down.



Think about what you already know.

I know what a documentary movie is. I saw one last week.



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



Checking In

2

Check in with the Free Agents and find out what their vibe is right now.

Unit 1



Illustration à venir

Into the Deep

12

Discover mysterious sea legends and create stories about the ocean.

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

Wind Up Write a story about a shipwreck.

Unit 2

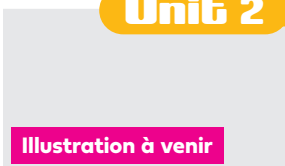


Illustration à venir

True North Sports

28

Learn about Canada's unique sports culture and discover competitions like the Arctic Winter Games.

Grammar Yes/No Questions in the Simple Past: *To Be* and Other Verbs;
Information Questions in the Simple Past: *To Be* and Other Verbs

Wind Up Create *The Great Canadian Sports Quiz* and challenge your classmates.

Unit 3



Illustration à venir

Movie Night!

44

Compare movie genres and decide which movies are best for different audiences.

Grammar Future With *Going To*; Present Continuous

Wind Up Write a movie recommendation for a community group.

Unit 4



Illustration à venir

My Robot

60

Discover the world of robots and imagine what robots will be like in the future.

Grammar Comparatives; Future With *Will*

Wind Up Create and pitch your own invention.

Unit 5



Illustration à venir

Take On the World

74

Talk about places you would like to visit and imagine the activities you could do there.

Grammar Prepositions of Time and Direction; Modals: *Would*, *Could*

Wind Up Prepare a one-pager to present at the World Exhibition Gallery Walk.

Unit 6



Illustration à venir

Ready for More!

88

Consider new responsibilities, and reflect on what you're ready to take on next.

Grammar Review: Simple Present; Present Continuous; Simple Past;
Future With *Will* and *Going To*

Wind Up Write a job ad to offer your service to the community.

Tool Kit

Useful Language, Strategies, Grammar Refresh

Flaps, 102

Overview

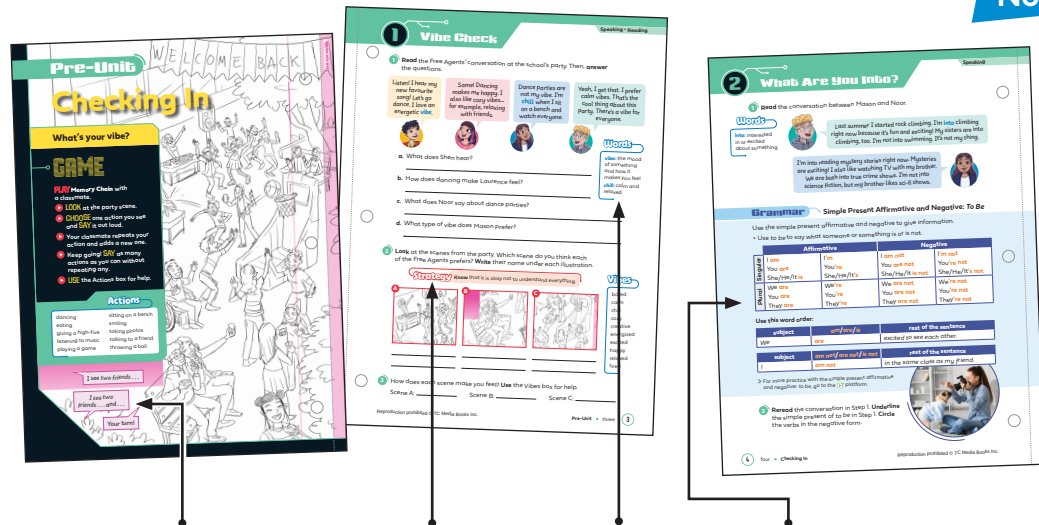
Every unit in the *Free Agents* series is an adventure and an opportunity to improve your English! Find engaging activities in the workbook and explore dynamic content on the  **Interactive platform.**

Pre-Unit

Check in with 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

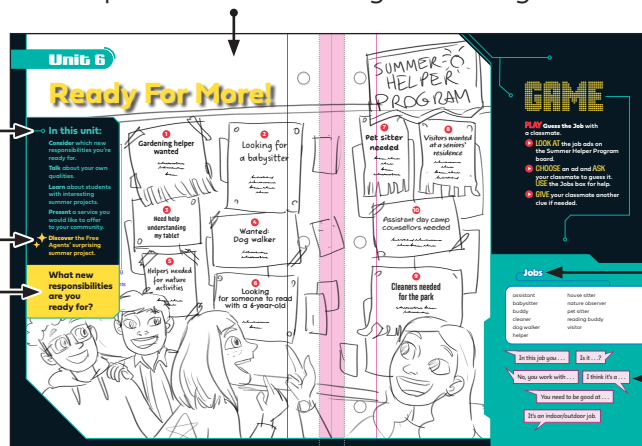
Expand your vocabulary and play a game at the start of each unit.

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.

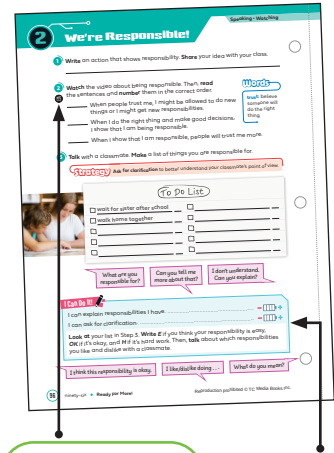
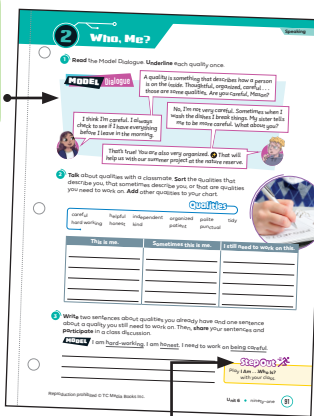
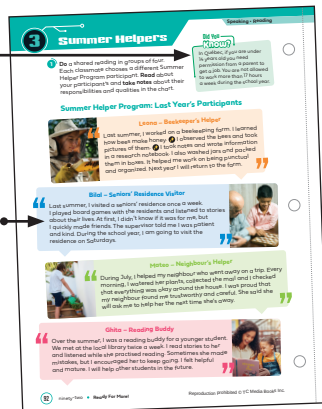
Tasks

Complete engaging tasks in every unit.

Learn **something new** about the unit's theme.

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

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



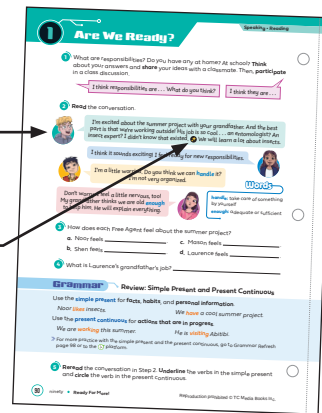
Try something new with each **Step Out** task!

Watch a **video** connected to the theme.

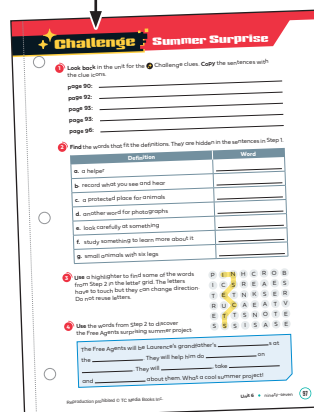
Check your progress in the **I Can Do It** box.

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

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



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



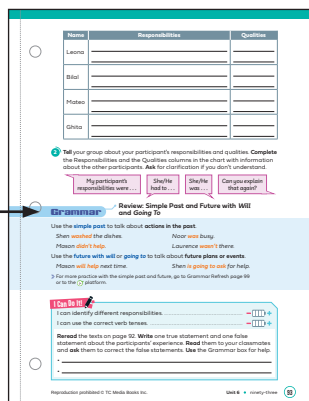
Follow clear **instructions** for each step.



Grammar

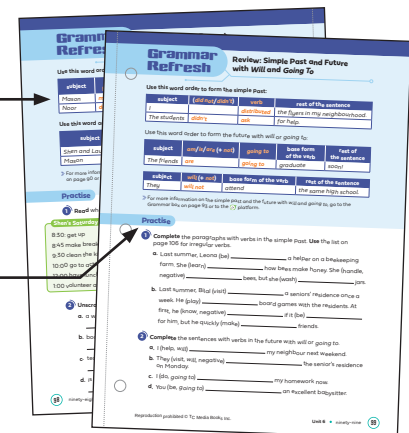
Grammar boxes within the tasks introduce a grammar concept and are followed up by contextualized grammar practice. Two Grammar Refresh pages also offer additional practice at the end of each unit.

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 job ad to offer your service.

1 Read the model.

MODEL

I Can Shovel Your Snow!

Do you need help this winter? My name is Mason and I am 12 years old. I am experienced, hardworking, and honest. I learned from the best—my older sister, Clementine.

I have experience. Last year, I worked with Clementine. We cleared snow for our neighbours. I will bring my own shovel. I am available after school and on weekends. (If you have snow, I'm ready to help!)

2 Answer the questions using complete sentences.

a. What service is Mason offering?

b. What are his three qualities?

c. What is his experience?

d. What will he bring?

3 Plan your ad. Choose the service you will offer.

Service: _____

Three qualities: _____

Experience: _____

Materials or equipment: _____

4 Write a title for your ad.

5 Write a sentence to make people want your service.

6 Write a draft of your ad. Underline the verbs and check your tenses.

7 Use the checklist to verify your draft. Then, add one new detail or correction to your draft. Use a pencil or a different colour.

Check What You Did:

- ☐ I wrote a clear title for my ad.
- ☐ I clearly presented the service.
- ☐ I used three qualities to describe my service.
- ☐ I included details about my experience.
- ☐ I listed the materials or equipment I will bring.
- ☐ I checked my use of verb tenses.
- ☐ I checked my spelling, capitalization, and punctuation.

8 Write your final version of your ad on a separate sheet of paper and decorate it.

9 Participate in a job fair role play. Ask your classmates possible job interview questions. Answer your classmates' questions with information from your own ad.

What qualities do you have? What is your experience? How much do your services cost?

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

Step Out 3.2 Point of View Switch

Play Point of View Switch with your classmates. Do this activity after Task 4, page 51.

1 With a classmate, role play different points of view in a photo.

- Name a subject and an action in the photo.
- Your classmate will switch the point of view.
- Take turns.

MODEL

I am the child. I am throwing the ball.

I am the dog. I am catching the ball.

I am the... Who/What are you? What are you doing? You go first.

Step It Up

- Name more than two subjects and actions in each photo.
- Play again using photos from the unit.
- Play Point of View Switch as charades in teams.
- Divide into teams.
- Choose a photo from the unit opener (pages 44 and 45).
- Name a subject doing an action.
- Your teammates guess who you are and what you are doing.
- If they are correct, your team gets a point.
- Take turns. The first team to get six points wins!

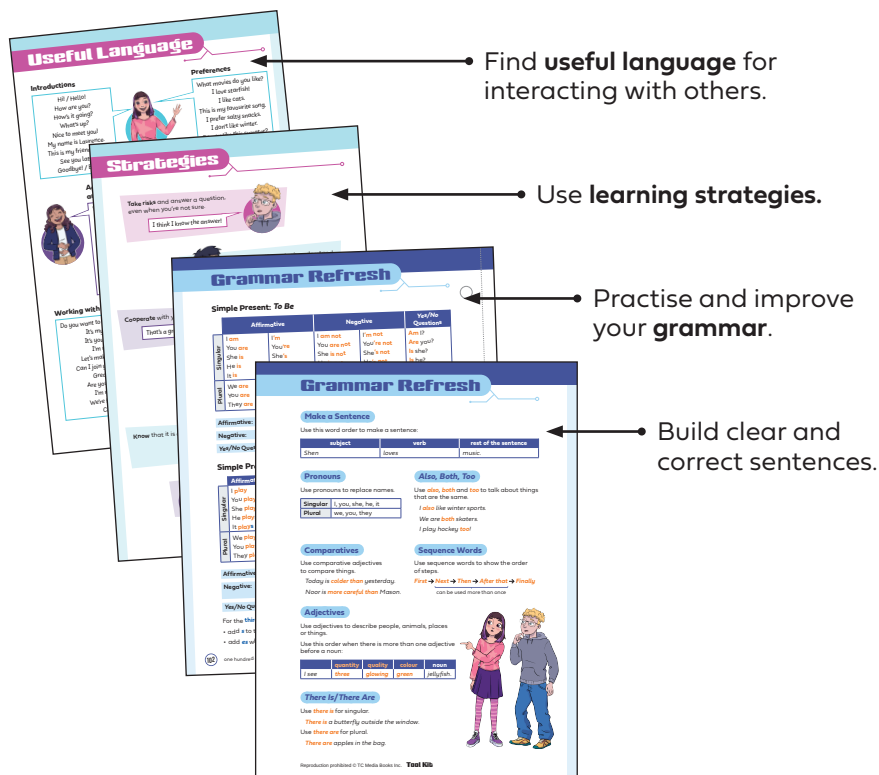
Move your learning outside the workbook with **Step Out games and activities**. Play, move and create while practising English.

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 6

Ready for More!

In this unit:

Consider which new responsibilities you're ready for.

Talk about your own qualities.

Learn about students with interesting summer projects.

Present a service you would like to offer to your community.

★ **Discover** the Free Agents' surprising summer project.

What new responsibilities are you ready for?



Summer Helper Program

Can you take care of my hamster?



Companions needed at a seniors' residence

*shun
shunshunshunshun
shun shun*

Need help cleaning the park



*shunshunshun
shunshunshunshun
shunshunshun*



Help needed at community BBQ

*shun shun
shunshun
shunshunshun
shun shun
shun*

Junior day camp counsellors needed



GAME

PLAY Guess the Job with a classmate.

- ▶ **LOOK AT** the job ads on the Summer Helper Program board.
- ▶ **CHOOSE** an ad and **ASK** your classmate to guess it. **USE** the Jobs box for help.
- ▶ **GIVE** your classmate another clue if needed.

Jobs

assistant	nature observer
babysitter	pet sitter
cleaner	reading buddy
dog walker	tech helper
house sitter	visitor

In this job you ...

Is it ... ?

No, you work with ...

I think it's a ...

You need to be good at ...

It's an indoor/outdoor job.

1

Are We Ready?

- 1 What are responsibilities? Do you have any at home? At school? **Think** about your answers and **share** your ideas with a classmate. Then, **participate** in a class discussion.

I think responsibilities are ... What do you think?

I think they are ...

- 2 Read the conversation.



I'm excited about the summer project with your grandfather. And the best part is that we're working outside! His job is so cool ... an entomologist? An insect expert? I didn't know that existed. ✨ We will learn a lot about insects.

I think it sounds exciting! I feel ready for new responsibilities.



I'm getting a little worried. Do you think we can **handle** it? I'm not very organized.



Words

Don't worry. I feel a little nervous, too! My grandfather thinks we are old **enough** to help him. He will explain everything.



handle: take care of something by yourself

enough: adequate or sufficient

- 3 How does each Free Agent feel about the summer project?
- a. Noor feels _____. c. Mason feels _____.
b. Shen feels _____. d. Laurence feels _____.
- 4 What is Laurence's grandfather's job? _____

Grammar

Review: Simple Present and Present Continuous

Use the **simple present** for facts, habits and personal information.

Noor **likes** insects.

We **don't have** a plans today.

Use the **present continuous** for actions that are in progress.

We **are working** hard today.

He **is not visiting** Abitibi.

For more practice with the simple present and the present continuous, go to Grammar Refresh page 98 or to the platform.

- 5 Reread the conversation in Step 2. **Underline** the verbs in the simple present and **circle** the verbs in the present continuous.

2

Who, Me?

- 1 Read the Model Dialogue. **Underline** each quality once. **Use** the Qualities box for help.

MODEL Dialogue

Qualities describe how we are on the inside, like *kind* or *careful*. Are you careful, Mason?

What do you mean?

Yes, I always check to see if I have everything before I leave in the morning.

My sister says I'm not very careful, especially when we're washing dishes.

Sometimes I wash too fast and I break things. What about you, are you careful?

That's true! You are also very organized. ✨ That will help us with our summer project at the nature reserve.




- 2 Talk about your qualities with a classmate. **Ask** for clarification to understand better. **Sort** them in the chart below and **add** other qualities. **Use** the Qualities box and the Model Dialogue for help.

Strategy

Ask for clarification to understand your classmate's point of view better.

This is me	
Sometimes this is me	
I need to work on this	

Qualities

careful
focused
hard-working
helpful
honest
independent
kind
organized
patient
polite
punctual
tidy

- 3 Write one sentence about a quality that describes you and one sentence about a quality you need to work on. Then, **share** your sentences and **participate** in a class discussion.

MODEL I am honest. I need to work on being careful.

Step Out

Play **I Am . . . Who Is?** with your class.

- 1 Do a shared reading in groups of four. Each classmate chooses a different Summer Helper Program participant. **Read** about your participant's experience and **take notes** about their responsibilities and qualities in the chart.

Did You Know?

In Québec, if you are under 14 years old you need permission from a parent to get a job. You are not allowed to work more than 17 hours a week during the school year.

Summer Helper Program: Last Year's Participants



Leona – Beekeeper's Helper

“ Last summer, I worked on a beekeeping farm. I learned how bees make honey. ✨ I observed the bees and took pictures of them. ✨ I took notes and wrote information in a research notebook. I also washed jars and packed them in boxes. It helped me work on being punctual and organized. Next year I will return to the farm. ”

Bilal – Seniors' Residence Visitor

“ Last summer, I visited a seniors' residence once a week. I played board games with the residents and listened to stories about their lives. At first, I didn't know if it was for me, but I quickly made friends. The supervisor told me I was patient and kind. During the school year, I am going to visit the residence on Saturdays. ”



Mateo – House Sitter

“ During July, I helped my neighbour who went away on a trip. Every morning, I watered her plants and collected the mail. I also checked that everything was okay around the house. I was proud that my neighbour found me trustworthy and careful. She said she will ask me to help her the next time she's away. ”



Ghita – Reading Buddy

“ Over the summer, I was a reading buddy for a younger student. We met at the local library twice a week. I read stories to her and listened while she practised reading. Sometimes she made mistakes, but I encouraged her to keep going. I felt helpful and mature. I will help other students in the future. ”



Name	Responsibilities	Qualities
Leona	_____	_____
Bilal	_____	_____
Mateo	_____	_____
Ghita	_____	_____

- 2** Tell your group about your participant's responsibilities and qualities. **Complete** the chart with information about the other participants. **Ask** for clarification if you don't understand.

My participant's responsibilities were ...

She/He had to ...

She/He was ...

Can you explain that again?

Grammar

Review: Simple Past and Future With Will and Going To

Use the **simple past** to talk about actions in the past.

Shen **washed** the dishes.

Laurence **wasn't** there.

Use the **future with will** or **going to** to talk about future plans or events.

Mason **will help** next time.

Shen **is going to ask** for help.

For more practice with the simple past and future, go to Grammar Refresh page 99 or to the  platform.

- 3** Reread the texts on page 92. **Underline** the verbs in the simple past. **Circle** four verbs in the future.

I Can Do It!

I can talk about different responsibilities and qualities.  +

I can identify the correct verb tenses.  +

Which participant's job from page 92 did you like best? Will you apply for a job with the Summer Helper Program? Why or why not?

4

Getting Ready

- 1 How can you learn something new? **Think** about the different ways you learn new things. **Write** your ideas and **share** them with a classmate.

- 2 Draw a line to match each word or phrase with the correct definition.

Word or Phrase

- a. skill
- b. get involved
- c. by yourself
- d. advice

Definition

- 1. alone, with no help
- 2. ability
- 3. when someone tells you what you could do
- 4. participate and help

- 3 Listen to the *Summer Help Program* podcast. **Circle** any ideas you wrote in Step 1 that you hear in the podcast. Then, **write** any new ideas you hear.

- 4 Read the Model Dialogue. **Underline** the modals and **circle** the verbs in the simple past.

Modals

Use **would** to talk about a desire or something that might happen.

Use **could** to talk about something that is possible.

Strategy

When you do a task, **plan** the steps before you start. It will help you stay organized.

MODEL Dialogue

This game takes planning. When I land on a task space, I need to decide if I could do it, how I could learn to do it or give an example of when I did it.

I agree! Planning helps. Let's read some of the task spaces.

"Feed a neighbour's cat." I could do this task. I love cats!

Nice! "Make cookies." I would like to do that! I could learn by watching videos.

"Babysit a child." I did this last summer. I watched my cousin for two hours.

Okay, let's play!



5 Play **Responsibility Roll** with a classmate. Use the Model Dialogue for help.

How to Play

1. **Place** a token on the START space. **Roll** the die and **move** your token.
2. When you land on a task space, **say** ONE of the following:
 - a. if you could do the task
 - b. how you could learn to do the task
 - c. an example of when you did the task
3. **Follow** the white arrows up or down when you land on them.
4. The first player to reach the FINISH space wins!

Materials:

2 × 

1 × 



Step Out 

Play **Four Corners** with your class.

5

We're Responsible!

- 1 Write an action that shows responsibility. **Share** your idea with your class.

- 2 Watch the video about being responsible. Then, **read** the sentences and **number** them in the correct order.

- _____ When people **trust** me, I might be allowed to do new things or I might get new responsibilities.
- _____ When I do the right thing and make good decisions, I show that I am being responsible.
- _____ When I show that I am responsible, people will trust me more.

Words

trust: have confidence in someone to do what they say

- 3 Talk with a classmate. **Make** a list of things you are responsible for.

• waiting for my sister after school	OK	•	
• walking home together	E	•	
•		•	
•		•	
•		•	
•		•	



I am responsible for ...

Can you tell me more about that?

I don't understand. Can you explain?

I Can Do It!

I can explain my responsibilities. - +

I can ask for clarification. - +

Look at your list in Step 3. **Write E** if you think your responsibility is easy, **OK** if it's okay, and **H** if it's hard work. Then, **talk** about which responsibilities you like and dislike with a classmate.



I think this responsibility is okay.

I like/dislike doing ...

What do you mean?



Challenge

Summer Surprise

- 1 Look back in the unit for the 🌟 Challenge clues. Copy the sentences with the clue icons.

page 90: _____

page 91: _____

page 92: _____

page 92: _____

page 95: _____

- 2 Find the words that fit the definitions. They are hidden in the sentences in Step 1.

Definition	Words
a. a helper	_____
b. record what you see and hear	_____
c. a protected place for plants and animals	_____
d. another word for photographs	_____
e. look carefully at something	_____
f. study something to learn more about it	_____
g. small animals with six legs	_____

- 3 Use a highlighter to find some of the words from Step 2 in the letter grid. The letters can change direction but they have to touch in the correct order. Use each letter only once.



- 4 Use the words from Step 2 to discover the Free Agents' surprising summer project.

The Free Agents will be Laurence's grandfather's _____s at the _____. They will help him do _____ on _____. They will _____, take _____ and _____ about them. What a cool summer project!



Grammar Refresh

Review: Simple Present and Present Continuous

Use this word order to form the simple present:

subject	(do not/does not) + base form of the verb	rest of the sentence
Mason	makes	his bed every day.
Noor	doesn't mow	her neighbour's lawn.

Use this word order to form the present continuous:

subject	am/is/are + (not)	base form of the verb + ing	rest of the sentence
Shen and Laurence	are	discussing	their plans.
Mason	is not	making	his bed right now.

For more information on the simple present and present continuous, go to the Grammar box on page 90 or to the  platform.

Practise

1 Read what Shen does every Saturday. Write sentences about it.

Shen's Saturday Routine

8:30 get up

8:45 make breakfast

10:00 go to acting class

12:00 have lunch

1:00 volunteer at the animal shelter

MODEL At 8:30, Shen gets up.

At 8:45, _____

At 10:00, _____

At 12:00, _____

At 1:00, _____

2 Unscramble the sentences to describe actions in the present continuous.

a. a walking am I dog

b. book are we a reading

c. teacher are they helping the

d. is for making she sandwiches everyone

Grammar Refresh

Review: Simple Past and Future With Will and Going To

Use this word order to form the simple past:

subject	(<i>did not/didn't</i>)	verb	rest of the sentence
I		<i>distributed</i>	<i>the flyers in my neighbourhood.</i>
The students	<i>didn't</i>	<i>ask</i>	<i>for help.</i>

Use this word order to form the future with *will* or *going to*:

subject	<i>will (+ not)</i>	base form of the verb	rest of the sentence
They	<i>will not</i>	<i>attend</i>	<i>the same high school.</i>

subject	<i>am/is/are (+ not)</i>	<i>going to</i>	base form of the verb	rest of the sentence
The friends	<i>are</i>	<i>going to</i>	<i>graduate</i>	<i>soon!</i>

For more information on the simple past and the future with *will* and *going to*, go to the Grammar box on page 93 or to the  platform.

Practise

- 1 **Complete** the paragraphs with verbs in the simple past. **Use** the list of irregular verbs on page 106 for help.
 - a. Last summer, Leona (be) _____ a helper on a beekeeping farm. She (learn) _____ how bees make honey. She (handle, negative) _____ bees, but she (wash) _____ jars.
 - b. Last summer, Bilal (visit) _____ a seniors' residence once a week. He (play) _____ board games with the residents. At first, he (know, negative) _____ if it (be) _____ for him, but he quickly (make) _____ friends.
- 2 **Complete** the sentences with verbs in the future with *will* or *going to*.
 - a. I (help, *will*) _____ my neighbour next weekend.
 - b. They (visit, *will*, negative) _____ the seniors' residence on Monday.
 - c. I (do, *going to*) _____ my homework now.
 - d. You (be, *going to*) _____ an excellent babysitter.
 - e. We (be, *going to*, negative) _____ late again!

Write a job ad to offer your service.

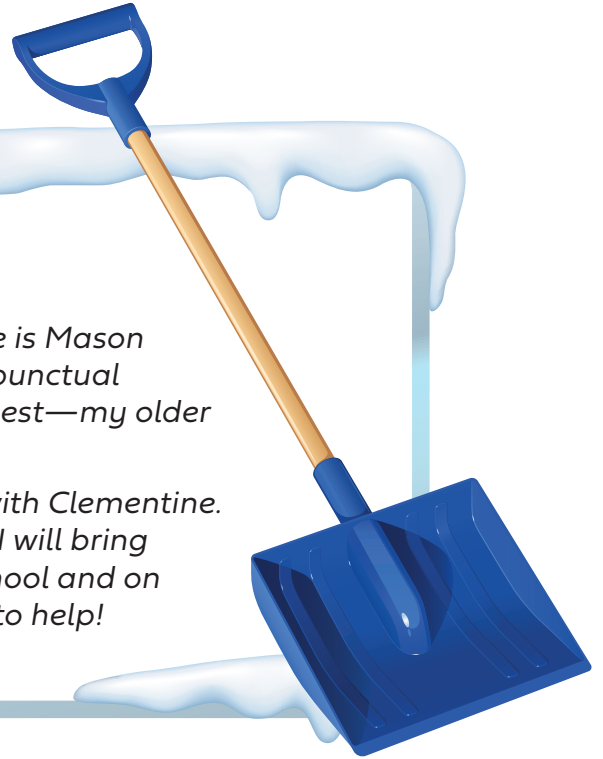
- 1 Read the model job ad.

MODEL

I Can Shovel Your Snow!

Do you need help this winter? My name is Mason and I am 12 years old. I am organized, punctual and hard-working. I learned from the best—my older sister, Clementine.

I have experience. Last year, I worked with Clementine. We shovelled snow for our neighbours. I will bring my own shovel. I am available after school and on weekends. If you have snow, I'm ready to help!



- 2 Answer the questions using complete sentences.

a. What service is Mason offering?

b. What are his three qualities?

c. What is his experience?

d. What will he bring?

- 3 Plan your ad. **Choose** the service you will offer.

Service: _____

Three qualities:

Experience: _____

Materials or equipment: _____

4 Write a title for your ad.

5 Write a sentence to make people want your service.

MODEL If you have snow, I'm ready to help!

6 Write a draft of your ad. **Underline** the verbs and check your tenses.



7 Use the Check What You Did box to verify your draft. Then, **add** one new detail or correction to your draft. **Use** a pencil of a different colour.

Check What You Did ✓

- | | |
|--|--|
| ☐ I wrote a title for my ad. | ☐ I listed the materials or equipment I will bring. |
| ☐ I clearly presented the service I'm offering. | ☐ I checked my use of verb tenses. |
| ☐ I used three qualities to describe my service. | ☐ I checked my spelling, capitalization and punctuation. |
| ☐ I included details about my experience. | |

8 Write a final version of your ad on a separate sheet of paper. **Decorate** it.

9 **Participate** in a job fair role play. **Ask** your classmates job interview questions. **Answer** your classmates' questions with information from your own ad.

What qualities do you have?

What is your experience?

How much do your services cost?

BreakOut

Watch Episode 3 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		Yes/No Questions
Singular	I was	I was not	I wasn't	Was I?
	You were	You were not	You weren't	Were you?
	She was	She was not	She wasn't	Was she?
	He was	He was not	He wasn't	Was he?
	It was	It was not	It wasn't	Was it?
Plural	We were	We were not	We weren't	Were we?
	You were	You were not	You weren't	Were you?
	They were	They were not	They weren't	Were they?

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

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

Yes/No Questions: **Was/Were** + subject + rest of the sentence

Simple Past: Other Verbs

	Affirmative	Negative		Yes/No Questions
Singular	I walk ed	I did not walk	I didn't walk	Did I?
	You walk ed	You did not walk	You didn't walk	Did you?
	She walk ed	She did not walk	She didn't walk	Did she?
	He walk ed	He did not walk	He didn't walk	Did he?
	It walk ed	It did not walk	It didn't walk	Did it?
Plural	We walk ed	We did not walk	We didn't walk	Did we?
	You walk ed	You did not walk	You didn't walk	Did you?
	They walk ed	They did not walk	They didn't walk	Did they?

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

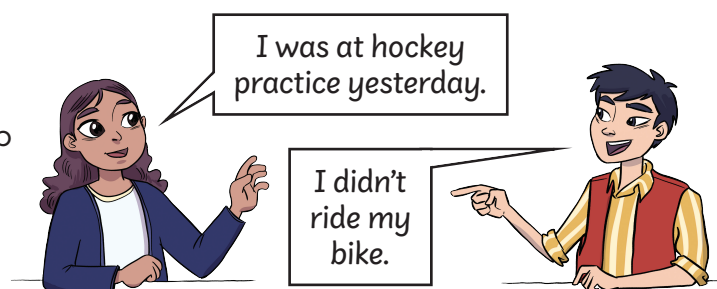
Negative: subject + **did not/didn't** + base form of the verb + rest of the sentence

Yes/No Questions: **Did** + subject + 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.



Future With Going To

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

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

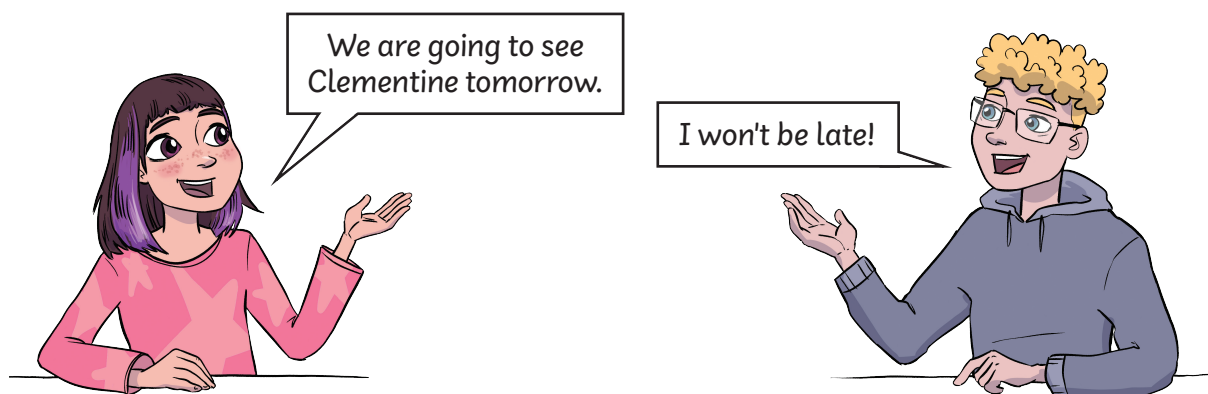
Negative: subject + **not going to** + base form of the verb + rest of the sentence

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



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

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

To Be: question word + **was/were** + subject + rest of the sentence

Other Verbs: question word + **did** + subject + base form of the verb + rest of the sentence

Who? (person)	
Who was in the office?	<i>The principal was in the office.</i>
Who did Noor want to work with?	<i>Noor wanted to work with Mason.</i>

What? (event, thing)	
What was the special event?	<i>The special event was a movie night.</i>
What did Laurence want to do?	<i>Laurence wanted to build a robot.</i>

When? (time, date)	
When was your birthday?	<i>My birthday was on December 9th.</i>
When did school start ?	<i>School started at 8:10 a.m.</i>

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

Why? (reason, cause)	
Why was the school closed?	<i>It was closed for a snow day.</i>
Why did the group have a movie night?	<i>They had a movie night to celebrate.</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
hold	held
keep	kept
know	knew
lead	led

Verb	Simple Past
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
sink	sank
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
Shen	loves	music.

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** like winter sports.

We are **both** skaters.

I play hockey **too**!

Comparatives

Use comparative adjectives to compare things.

Today is **colder than** yesterday.

Noor is **more careful than** Mason.

Sequence Words

Use sequence words to show the order of steps.

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

can be used more than once

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	three	glowing	green	jellyfish.

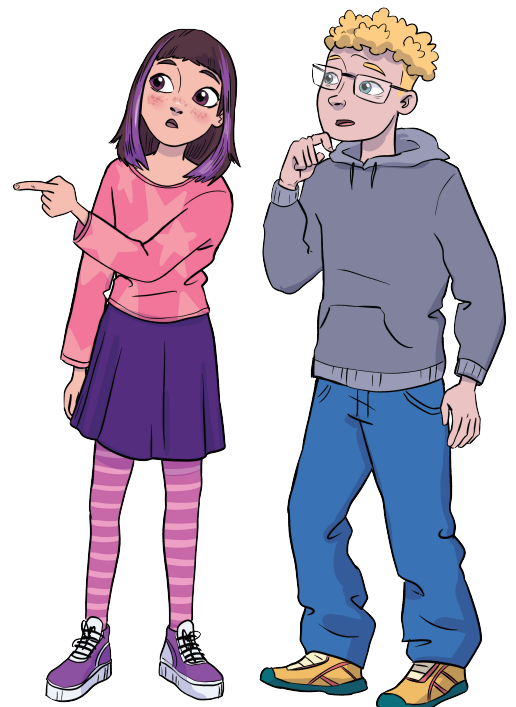
There Is/There Are

Use **there is** for singular.

There is a butterfly outside the window.

Use **there are** for plural.

There are apples in the bag.



Grammar Refresh

Possessives

Use possessives to show that something belongs to someone.

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

Her sister listens to podcasts.

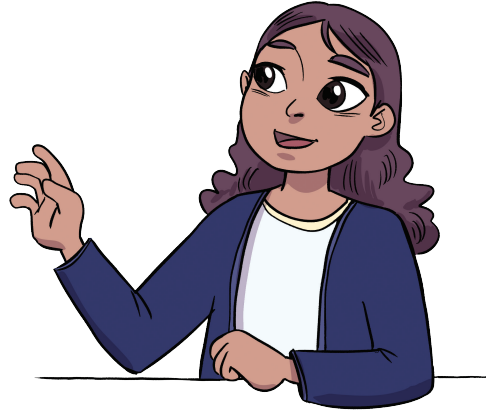
My friend's mom is an artist.

Ability

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

I **can** take the bus.

I **can't** drive the car.



Superlatives

Use superlatives to describe something that is more than all the others.

most ↔ **least**

best ↔ **worst**

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

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

Prepositions of Time and Direction

Use prepositions to talk about when and where things happen.

Prepositions of Time	
at	a specific time
for	a duration of time
in	a specific part of the day, month or season
on	a specific date or day

Prepositions of Direction	
at	a specific location or place
in	inside a space or area
to	moving toward a destination

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.