



1. Years to remember

A. Looking back

- Read the dialogue.
- Think about your memories of elementary school.

And when we sang at the music festival? That was a memorable event!

We have so many memories. Let's make a yearbook!

Do you remember in Grade 4 when we won the basketball tournament? We were so proud!

What a great idea! And let's give out classroom awards.



B. School memories

- Match the descriptions in the *Vocabulary* box with the pictures below.
- As a class, think of memories you shared that match these descriptions.

Vocabulary

class trip
embarrassing moment
friends
funny moment
special event
teacher



We use the **simple past** to talk about events that begin and end in the past.

Regular verbs

To form the **simple past**, add **-ed** to most verbs. ➔ Meredith **wanted** to leave school early.

For verbs ending in **-e**, add **-d**.

➔ He **liked** his Grade 1 teacher.

For verbs ending in a consonant + **y**, change the **y** to **i** and add **-ed**.

➔ We **carried** Miguel's backpack during the whole trip.

Pronunciation

If the verb ends in **t** or **d**, pronounce **id** (wanted, ended)

If the verb ends in **p, k, s, ch, sh, f, x** or **h**, pronounce **t** (hoped, watched)

If the verb ends in other sounds, pronounce **d** (played, arrived)

Irregular verbs

Some verbs don't end in **-ed** in the **simple past**.

ride → rode ➔ I **rode** my bike to school yesterday.

speak → spoke ➔ They **spoke** English in class today.

take → took ➔ My mother **took** us to the movie theatre last night.

Refer to page 130 in the *Resources* section for more irregular verbs in the simple past.

C. Read aloud

- Highlight the ending sound of each verb in the simple past.
- Use the *Grammar* box above to help you.
- Read the verbs out loud.

laughed	id	t	d	decided	id	t	d
admired	id	t	d	looked	id	t	d
wanted	id	t	d	rested	id	t	d
liked	id	t	d	loved	id	t	d
smiled	id	t	d	tried	id	t	d
asked	id	t	d	started	id	t	d

D. Review the simple past

- Circle the verbs in the simple past to complete the sentences.
- Use the *Grammar* box to help you.

Ex. This morning, Emma ____ to school by bus. ☐ a. goes ☒ b. went ☐ c. go

- Bruno and his friends ____ a big event. ☐ a. organize ☐ b. organizing ☐ c. organized
- You and I ____ very shy in kindergarten. ☐ a. were ☐ b. am ☐ c. was
- I ____ everyone to my party. ☐ a. invite ☐ b. inviting ☐ c. invited
- We ____ ice cream in the classroom. ☐ a. eated ☐ b. ate ☐ c. eat
- They ____ out loud. ☐ a. laughed ☐ b. laught ☐ c. laugh

E. An embarrassing moment

- Put the verbs from the word bank in the simple past to complete the story.
- Use the *Grammar* box on page 106 to help you.

to be
to become
to cry
to decide
to feel
to forget
to have
to invite
to laugh
to organize
to practise
to start
to want

I remember when I **Ex.** was in Grade 5, our music teacher _____ a concert at the end of the school year. She _____ all the parents and family members to the gymnasium. My friend Emily and I _____ to sing a song together. We _____ for weeks. We _____ a great song and _____ to put on a good show in front of our parents. When the song _____, I _____ very nervous and _____ the **lyrics**. I _____ so embarrassed! After the song ended, I _____ but a few days later, Emily and I _____ about this **memorable** moment.

Glossary

lyrics: the words in a song

memorable: that will be remembered for a long time

F. Memorable moments



- Think about a memorable moment that happened at school.
- Discuss it using the simple past.
- Use the *Key Language* box to help you.

Key Language

I **remember when** we did a science project on volcanoes. We created eruptions in the classroom. It was so cool! What memorable moment do you have?



I **remember when** we went camping and our canoe tipped. Everyone fell in the water. I felt so embarrassed!

Really?

A survey conducted among 2,000 adults in Great Britain revealed that one person in four has kept an object from their school days. Top on the list of these souvenirs is some item of clothing (a tie, T-shirt, uniform, etc.) usually signed by students on the last day of school.

2. We are who we are

Grammar

THE SIMPLE PRESENT

We use the **simple present** to describe thoughts, feelings, tastes, preferences, routines and general facts.

Affirmative

Add the **verb** after the **subject**.

→ I **share** ideas with my classmates.

→ We **stay** quiet in class.

In the 3rd person singular, add **-s** or **-es**.

→ Jie **talks** a lot.

→ Omar **goes** to school by bus.

Negative

Add **don't** before the **verb**.

→ I **don't like** to be alone.

In the 3rd person singular, use **doesn't**.

→ He **doesn't stop** moving.

With the verb **to be**, add **not** after the **verb**.

→ I **am not** very creative.

A Review the simple present

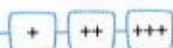
- Underline the subjects in the sentences below.
- Write the sentences in the simple present using the affirmative or negative form.

Ex. We (to do, affirmative) do fun things at school.

1. Robbie and I (to practise, negative) _____ piano on Wednesdays.
2. Every day, Myriam (to arrive, affirmative) _____ with a beautiful flower.
3. My Physical Education teacher (to be, affirmative) _____ an active woman.
4. Your brother (to do, negative) _____ a lot of sports.
5. I (to like, affirmative) _____ school because I can see all my friends.
6. Joey and Naomi (to be, negative) _____ on my team.

Keeping Track

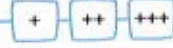
I practise.



I take risks.



I pay attention.



B. Personal qualities

- Write a sentence to describe each person below.
- Use the words from the *Vocabulary* box to help you.



Vocabulary

active: likes to move, do sports and play

caring: takes care of others, helps others

creative: uses his/her imagination or ideas to create something

curious: wants to know everything, is interested

funny: is good at making other people laugh

positive: is optimistic, thinks there is always a solution to a problem

sociable: likes to be with others

studious: is serious about studying, reading and learning

Ex. Matthew doesn't like to sit and do nothing.

Matthew is active.

1. Giovanna asks a hundred questions.

2. Tessa always has a joke or a silly idea.

3. Alexander makes the most beautiful drawings and paintings in the class.

4. When Lauren has problems, she believes they can be solved.

5. I often help my classmates and I want everyone to be happy.

6. Learning is very important to Aaron.

7. Jana likes to be with many people and is friends with everyone.

C. Personality talk

- For each member of your group, write down a personal quality that you think matches him/her.
- Take turns describing each other's personal qualities.
- Use the *Vocabulary* box on page 109 and the *Key Language* box below to help you.

	Names	Personal qualities
Ex.	Loïc	funny
1.		
2.		
3.		
4.		

Key Language

Miguel, I think you are very **studious**. You spend hours studying and reading!

It's true! I think Ana is **active** because she participates in so many activities!

D. Write about your classmates

- Choose two classmates and write about their personal qualities.
- Give reasons for your opinions.

1. _____

2. _____

3. And the winner is ...

A. Classroom awards

- Look at the Awards list.
- Think of two classmates and give them each an award.
- Give at least one reason for each award.

AWARDS	
Quality	Name of the award
creative	the most creative
active	the most active
funny	the funniest
curious	the most curious
sociable	the most sociable
caring	the most caring
friendly	the friendliest
studious	the most studious

Ex. The most creative
(name of the award)

This award goes to
Laina
(name of a classmate)

for the following reason(s):

She is great at drawing.

She also creates awesome videos.



(name of the award)

This award goes to

(name of a classmate)

for the following reason(s):



(name of the award)

This award goes to

(name of a classmate)

for the following reason(s):



B. Share your thoughts



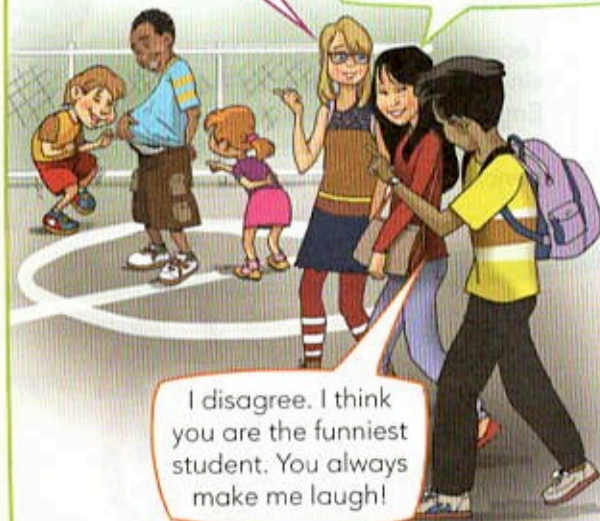
- Share your opinions about the types of awards that your classmates deserve.
- Use the Key Language box to help you.

Key Language

Who do you think is the funniest student in the class?

I think Derek is the funniest because he always makes jokes. What about you, Miguel?

I disagree. I think you are the funniest student. You always make me laugh!



4. Reading time



A. Get ready

1. Scan the text
 - Answer the following questions.
 - a. What are the two common subjects in Derek's Notes?

 - b. Where did you find the answers?

2. Take a look
 - Look at the pictures accompanying Derek's notes about Aya and Félix.

What are Aya's and Félix's preferences?

B. Derek's notes



- Listen and read along.

Our teacher asked us to talk about our preferences and **our pet peeves**.
I learned a lot about my classmates!

1

Aya

Aya's favourite activity is reading. She likes Social Studies because she learns about different societies. She doesn't like it when people are negative.



2

Félix

Félix puts all his energy into sports, **especially** volleyball. He never stops talking about our Physical Education class. He can get angry when other students cheat in a game.



3

Léonie

Léonie says her favourite hobby is singing. She also loves to learn English expressions and solve problems in Math class. She gets **upset** when her pencil doesn't have an eraser on it!



4

Mathias

Mathias expresses his great creativity by making cool videos. He says the most annoying thing in life is when the camera batteries run out of power too fast.



Glossary

our pet peeves: the things we don't like

especially: in particular

upset: angry



C Show you understand

1. Get the facts

- Complete the table about Derek's classmates' preferences and pet peeves.
- Write your own preferences and pet peeves.

Names	Preferences	Pet peeves
Ex. Aya	Social Studies and reading	people who are negative
a. Félix	<hr/> <hr/>	<hr/> <hr/>
b. Léonie	<hr/> <hr/>	<hr/> <hr/>
c. Mathias	<hr/> <hr/>	<hr/> <hr/>
d. Me	<hr/> <hr/>	<hr/> <hr/>

2. Think about it

- Answer the following questions.
- a. Do you have a pet peeve in common with these students? If so, which one?

- b. Do you have a preference in common with these students? If so, which one?

- c. Does one of your family members have a pet peeve? If so, who and what is it?

D Let's listen: A group conversation



- Listen to the conversation and complete the sentences.

Nathan's favourite sport is _____ and his pet peeve is _____.

Leslie's favourite school subject is _____ and her _____ is lazy people.

Myriam's favourite hobby is _____ comic books.

Her pet peeve is people who never _____.

5. A bright future

Grammar

THE SIMPLE FUTURE

The **simple future** is used to express:

- a simple action in the future
- something spontaneous, not planned
- a prediction

- We **will make** a yearbook.
- I **will sit** here.
- One day, you **will have** kids.

Affirmative

Use **will** + the **main verb**

- They **will do** their homework together.
- I **will be** your partner during the project.

Negative

Use **will not** + the **main verb**

- They **will not go** camping.
- Dayla **will not be** a teacher.



A. Predictions

- Complete the sentences with the suggested verbs in the simple future.
- Use the *Grammar* box to help you.



Ex. We (to be) will be friends for the rest of our lives.

1. Michael (to build) _____ houses with his friend Matt.

2. One day, everyone (to go) _____ to school by plane.



3. Kim (to work) _____ in a school.

4. In ten years, I (to play) _____ video games every day.

5. Teresa (to live) _____ in a house with her younger sister.

B. Looking ahead

- Write the sentences in the simple future.
- Use the *Grammar* box to help you.

Ex. Ricardo is a professional athlete.

Ricardo will be a professional athlete.

1. We travel all around the world.

2. You and I organize amazing events.

3. You go on great camping trips.

C In my crystal ball

- Write predictions about your partner's future.
- Share them with the class.

1

Who will he/she live with?

Ex. Marissa will live with her three adorable children.

2

What job will he/she have?

Ex. She will be a famous scientist.

3

Where will he/she live?

Ex. She will live in a castle in England.

4

What outstanding actions will he/she do?

Ex. She will find a solution to global warming.

5

How will he/she travel?

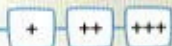
Ex. She will travel by private jet.

Keeping Track

I use resources.



I use what I know.



I take risks.



6. Making memories

Hugo's and Evie's yearbook pages

- Read Hugo's and Evie's yearbook pages.
- Complete the sentences using the word bank.



Hugo

My name is Hugo and I am funny and creative. I **Ex.** like
to draw funny cartoons that make my friends _____.
My favourite school _____ is Art. My _____
is spiders. I don't like them at all! I remember when I _____
in Grade 1, my friend Jonathan and I _____ a school
window during recess. It was so embarrassing! In 15 years, I think
I _____ be a writer. I want to write **graphic novels**.
I will not _____ children. I will live on
an island with my two dogs.

broke
have
laugh
like
pet peeve
subject
was
will

Glossary

graphic novels: long stories
told in pictures or drawings



curious
have
know
like
live
memorable
remember
watched

Evie

Hi! I'm Evie. People say I am _____. I want to _____
everything, even if it's impossible. My favourite sport is swimming. One thing
I don't _____ is dirty feet in the swimming pool. It's **disgusting**!
I _____ last year when we had a **sleepover** in the school
gymnasium. We played board games and _____ movies.
What a _____ weekend! In the future, I will _____
a husband and four children. I will _____ near the beach
and be a lifeguard.

Glossary

disgusting: dirty, messy

sleepover: a night away from home



7. Project: The yearbook

A The rough draft

- Write about yourself for the class yearbook.
- Write your rough draft below.
- Look at the texts on page 116 to help you.



Personal qualities, preferences and pet peeves

A memorable moment

In the future

Checklist

- ☐ I described my personal qualities, preferences and pet peeves using the simple present.
- ☐ I described a memorable moment using the simple past.
- ☐ I predicted my future using the simple future.
- ☐ I checked my spelling and punctuation.

B. My yearbook page

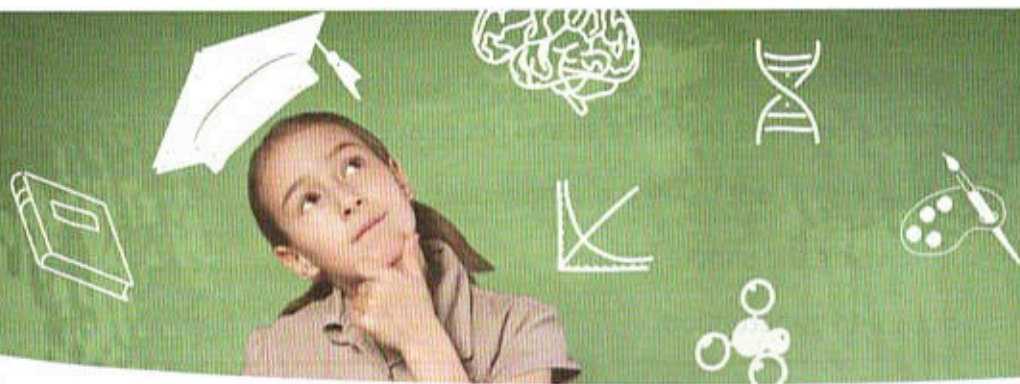
- Write the final copy of your yearbook page using your draft from Activity 7A.
- Share your page with your class and put together a class yearbook.

Name

Personal qualities, preferences and pet peeves

A memorable moment

In the future



Vocabulary and Grammar Practice

Vocabulary

active	funny
caring	positive
creative	sociable
curious	studious



A. Rewarding qualities

- Use some of the words from the *Vocabulary* box to complete the sentences in the award certificate.

Students at McArthur Elementary have decided to reward students for some of their wonderful qualities. These are some of the students selected to receive specific awards and why.



Ex. Maelie was chosen for all the wonderful drawings she contributes to promote the school's fundraising activities. She gets praise for being so creative.

- Ali is a very friendly student and has a lot of very good friends to spend time with. He was considered for being _____.
- Roquaya always asks for more homework. She is dedicated to her school subjects and often has high marks. She gets an award for being _____.
- Justin is the class clown. He has a new joke to tell almost every day. He brightens the day by being _____.
- Marianna is the owner of the class pet hamster, George. She feeds it, plays with it and cleans its cage. She loves animals and it shows, so she gets awarded for being _____.



B. Define me

- Use the remainder of the words in the *Vocabulary* box above to identify the definitions.
- Someone who encourages people and is ready to provide solutions to challenges is someone who is _____.
 - Someone who asks questions and is often in search of information is most likely _____.
 - Someone who is health conscious and likes to move is considered to be _____.

C The simple present

- Write sentences in the simple present using the subjects, verbs and forms of sentences proposed.

Ex. Zoe (to do, affirmative): Zoe does her chores every week.

- You and I (to have, negative): _____
- I (to run, affirmative): _____
- Tyler (to like, negative): _____
- Ann and Casey (to be, affirmative): _____
- My Physical Education teacher (to play, negative): _____

D Love it, like it or dislike it!

- Consult the table below.
- Use the simple present tense to write complete sentences about these students' preferences.



Names	Likes	Dislikes	Loves
Audrey	winter	math	animals
Guillaume	hockey	winter	sports
Fatima	pizza	sports	reading
Calvin	pizza	curling	math

Ex. Audrey likes winter.

- _____
- _____
- _____
- _____
- _____
- _____

E. The simple past

- Use the suggested verbs in the simple past to complete the story.
- Specify whether each verb is regular or irregular.

A week at camp

Last year, my class and I (to go) **Ex.** went (irregular) to a camp for a week.

We (to have) _____ a great time! We (to swim) _____ in the lake every day. We (to sleep) _____ in small cabins. Mine (to be) _____ called "Turtle" cabin.

I (to try) _____ rock climbing but I (to need) _____ help to make it to the top. We (to cook) _____ our own food and everyone (to like) _____ it a lot.

I (to ask) _____ my parents if I could go back next summer and they (to agree) _____.

I (to jump) _____ for joy!



F. Future endeavours

- Find out what these students' plans are.
- Use the simple future of the verb provided to complete the sentences.
- A **⊖** means use the negative form and a **⊕** means use the affirmative form.

Frédérique (**⊖** to work) **Ex.** will not work at a retail store. She (**⊕** to teach) _____ children at an elementary school. She (**⊖** to own) _____ a vehicle as she prefers to ride the bus. Frédérique (**⊕** to do) _____ her part to help the environment by using public transportation.



Louis (**⊕** to be) _____ a structural engineer. He (**⊕** to study) _____ math and physics when he is in high school. He (**⊖** to enjoy) _____ language arts. Louis (**⊖** to waste) _____ time playing video games when he would rather train at his crossfit gym.

The simple future

- Use the simple future to predict what will happen in the pictures.
- Write three sentences for each picture.



Ex. These volunteers will take the donations to people who need clothes.

They will sort the clothes and put them in boxes.

Then they will find a charity to help distribute the clothes.



1.



2.



3.



4.



5.



6.