

Cambridge Primary Path 4

Student's Book
Emily Hird





How do we express feelings?

- Talk** about feelings.
- Learn** oracy ground rules.
- Write** a poem.
- Make** a class contract.
- Prepare** to give advice to a friend.

How do the children feel?



Can you imagine why the children in the photos feel like this?



When do you feel like this?



Key Words 1

stomp your feet	apologize
smile	nervous
annoyed	upset
drive someone crazy	shake

1 **1.1** Watch the video and number in order.

- What do you do when you feel happy?
- What do you do when you feel angry?
- What do you do when you feel nervous?

2 **1.1** Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy:
Identifying Theme

The theme of a text is the most important message or topic.

1 Read and do the tasks.

- a What is the theme of this text?
monsters / family / jealousy
- b How many examples of jealousy can you find in the text?
- c Why is the girl in the photo jealous?

THE GREEN-EYED MONSTER

Jealousy is a negative feeling you have about someone. You feel jealous because they have something that you don't. You might be jealous of a friend who has a cool new bike, or your classmate who wins the spelling bee. Sometimes kids get jealous of a brother or sister who is getting special attention from their parents. These situations can feel unfair and can make you angry or upset. The writer William Shakespeare called jealousy the "green-eyed monster" because it can make us behave badly and hurt people.



2 Read the poem extract and do the tasks.

I'm angry! I'm angry! I'm mad! I'm upset!
My forehead is red, and I'm starting to sweat.
My feelings are hurt, and I'm jumping around.
I'm having a tantrum and pounding the ground.

- a What do you think the theme of the poem is? _____
- b Underline words you don't know and look them up in a dictionary. Were you correct about the theme?

3 Play a word association game. One person says an emotion, the next says a related word, and so on.

Happy

Smile

Laugh



When you are angry, what happens to your body?





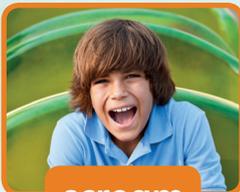
Key Words 2



sweat



tantrum



scream



pout



unhappy



proud



hug

Help! Dealing with Difficult Feelings



When was the last time you were really, really nervous, or even terrified? Perhaps it was before a test or a school show. What about the last time you felt excited? Maybe it was for a party or a trip.

Read the poem. Do you sometimes feel like this?

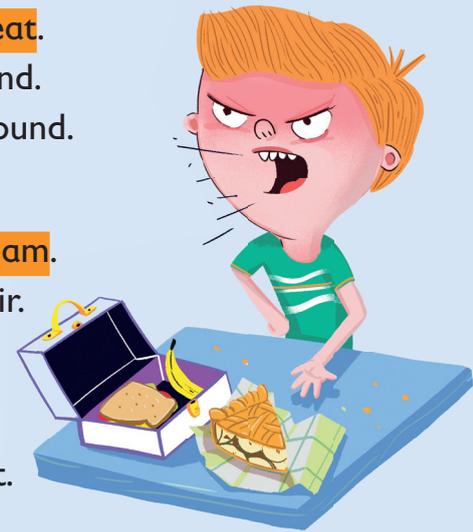
I'm Angry! I'm Angry!

By Kenn Nesbitt

I'm angry! I'm angry! I'm mad! I'm upset!
My forehead is red, and I'm starting to sweat.
My feelings are hurt, and I'm jumping around.
I'm having a tantrum and pounding the ground.

My temper is rising. My mood is extreme.
I'm ranting and raving and starting to scream.
I'm shouting. I'm pouting. I'm pulling my hair.
It's obvious life is completely unfair.

It happened today when I sat down to eat.
I opened my lunch, and I took out my treat.
I felt so unhappy I thought I might cry.
I wanted some cake, but I only got pie.



What happens to my body when I feel strong emotions?

We have physical reactions to emotions. There's a special part of your brain that reacts to anger. When you are angry, your body makes chemicals like adrenaline that give you extra energy and make you strong. Blood moves to your muscles. Your body is getting ready to fight or run. Your blood pressure and temperature go up. You breathe faster, and your heart beats faster, too. Even your eyes change!

Think

What are some positive things you can do when you're angry?

Help! Dealing with Difficult Feelings



You can't control these changes because they are automatic, but you can change the way you act in response to them. Some people say you should count to ten when you are angry. That will give you time to calm down. Good advice!

What about happiness? Happiness happens in the brain, too. There are two important chemicals that make you feel happy: dopamine and oxytocin.

Dopamine gives you the feeling you get when you are **proud** of something, like if you win a video game. This chemical makes you feel great!

Oxytocin is the reason we feel good when we **hug**. It's really important for new babies to have skin-to-skin contact with their moms and dads because it increases their oxytocin.



What else can I do?

Everyone has difficult emotions sometimes. It is OK to have these feelings! What can I do when I'm angry, sad, or scared?

- Identify the feeling: *I'm scared*. Knowing how you feel can help you decide what to do.
- Talk to someone, like a parent, a teacher, or a friend.
- Write about your feelings in a diary.
- Draw or paint your feelings.
- Write a poem about your feelings.
- Run around or kick a ball really hard. You can even do a crazy dance!
- Shout your feelings at the sky or at the trees. *Raaaah!*
- Imagine your difficult feeling is a big bubble. Now blow it away!



While I was writing a poem yesterday, I started to feel better.

How can I help my friends to deal with their emotions?

- Let them talk. Be a good listener.
- Practice breathing slowly together.
- Tell them that tomorrow is a new day.
- Remind them that you are their friend.
- Give them a hug if they want one.

Think

Do you think it's important to talk about your emotions? Why or why not?

1 Which of these themes is not covered by the article? Circle.

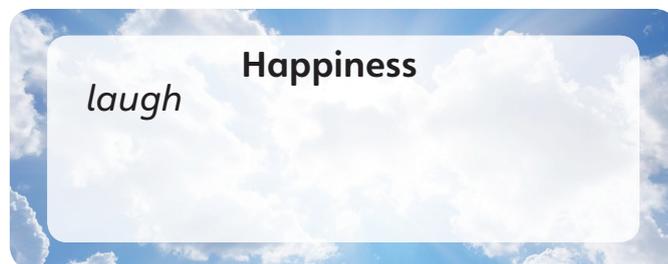
- a Things you can do to control your emotions
- b Your body's response to feelings
- c How people express feelings differently in different cultures
- d How to help your friends with difficult emotions



2 Complete the chart with details from the text.

Anger	Happiness
Your body makes the chemical called _____.	Your body makes chemicals called _____ and _____.
Your body is getting ready to _____ or _____.	Your body makes dopamine when you are _____ about something.
Blood moves to your _____. You breathe _____.	Your body makes oxytocin when you _____.

3 Find and circle words or phrases in the text associated with anger and happiness. Add them to the word clouds.



4  1.5 **Key Words 3** Find the words in the text and circle them. Then match them with the definitions.

- a rant
- b calm down
- c pull
- d automatic
- 1 relax
- 2 able to function without the help of a person
- 3 shout in an angry way
- 4 move something toward you

 **Time to Talk!**

What makes you feel jealous? What makes you feel angry?
What makes you feel happy?

1 Read the sentences and do the tasks.

While I was writing a poem yesterday, I started to feel better.

While I was watching the movie, I wanted to cry.

- a Underline the verbs in the past simple. Then circle *was* and the verbs in the *-ing* form.
- b Do these sentences refer to the past, present, or future?

Grammar: Interrupted Past

We use the past progressive and the past simple to indicate that a longer action in the past was interrupted.

While I **was writing** a poem yesterday, I **started** to feel better.

While I **was watching** the movie, I **wanted** to cry.

2 Listen to the song and number the situations in order.



3 Listen again and complete the sentences in the correct tense.

lose eat stay lie

- a While I _____ at the beach, I broke my smartphone.
- b I _____ some ice cream while I was looking out to sea.
- c While I was playing on the beach, I _____ my new shoes.
- d I read my book and finished it while I _____ in the sun.

4 With a partner, complete the sentence and invent a silly story.

I went to the beach last week, and something crazy happened! While I was _____ ing, suddenly ...

1  1.7 Listen and repeat. What sound do the words have in common?



say



paint



eight



steak

2  1.8 Listen and repeat. Then complete the chart.

play weight crayon explain great break sleigh email

ai	ay	ei	ea
_____	_____	_____	_____
_____	_____	_____	_____

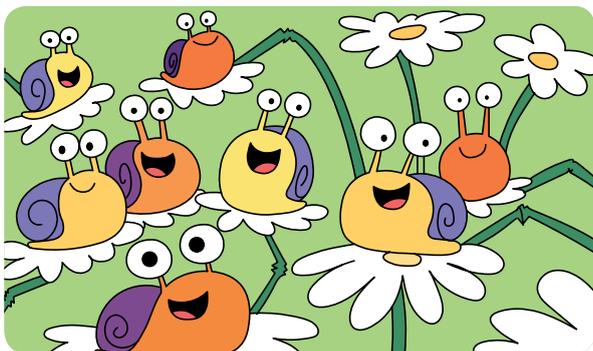
3 In pairs, take turns saying the words and spelling them aloud.

Spelling Tip

Ai, ay, ei, and ea can all make the long a sound.

say paint eight steak

4  1.9 Listen and say the tongue twisters.



Eight crazy snails break daisies while they play.



Great Aunt May hates painting on gray, rainy days.

Oracy Skill: Ground Rules

Ground rules help make our presentations and discussions more effective.



1 Work in small groups to do the tasks.

- a Each group is assigned a table below.
- b Brainstorm five oracy ground rules for your table and complete it.
- c Share your ideas with the class. Discuss which rules are the same and which are different.

I'm Kate!



Table 1: Oracy Ground Rules for Discussion and Collaboration

1	_____
2	_____
3	_____
4	_____
5	_____

I'm Emma!



Table 2: Oracy Ground Rules for Giving Presentations

1	_____
2	_____
3	_____
4	_____
5	_____

I'm Liam!



I'm Jack!



Let's Practice Oracy! [Icons of a speech bubble, a card, and a hand]

- 1 Form groups. Discuss the **Oracy Time!** questions.
.....
- 2 Remember to follow the ground rules.
.....
- 3 Present your group's ideas to the class.

Oracy Time!

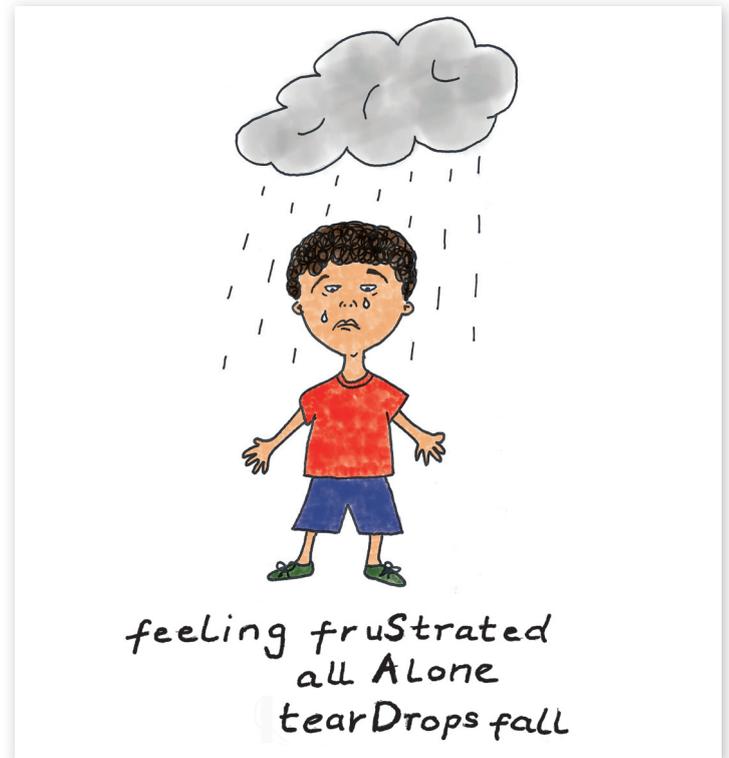
Prepare to welcome a new student to your class. What do you need to tell the new student? How can you help him or her feel relaxed?

Check Your Oracy!

1 My group followed the ground rules for discussion.	All the time / Sometimes / Never
2 Were any ground rules broken?	Yes / No
3 If any ground rules were broken, which ones? _____	

Write a Poem

- 1 Read the acrostic poems and answer the questions.
- What are the hidden words?
 - What is the theme of each poem?



Improve Your Writing: Adjectives

When we talk about emotions, we often use *-ed* adjectives.

I felt bored / frightened / excited.

When we describe things such as books, movies, or events, we often use *-ing* adjectives.

The movie was boring / frightening / exciting.



- Underline the *-ed* and *-ing* adjectives in the poems. How many are there?
- Choose an emotion. Make a list of all the words and phrases you associate with it.
- Prepare to write an acrostic poem in the Activity Book.

1  1.10 **Key Words 4** Listen, look, and repeat.



embarrassed



stand out



stressful



lucky



strict



shy



courage



lost



relieved



follow

2 Complete the sentences with the correct word from Activity 1.

- a I have to practice for two hours every day. My violin teacher is so _____!
- b I felt _____ when I got my grade from the test—10/10! Phew!
- c I always get really _____ when I have to sing. My face turns red!
- d I won three games in a row. I'm _____!
- e Let's dance! _____ me—I'll show you what to do.
- f Oh, no! This is the wrong street. We're _____.
- g My mom always takes a long bath after a _____ day.
- h You need a lot of _____ to work with dangerous animals.
- i I _____ among my friends, because I'm the only one with red hair.
- j When I meet new people, I feel nervous and _____.

3 Discuss the questions with a partner.

- a Have you ever been lost? Where? What happened?
- b What is lucky in your culture? Do you believe in lucky objects?
- c How do you relax?



 Is it easy to talk about your feelings? Why or why not?



Reading Strategy: Identifying Plot, Setting, and Character

It helps us understand a text if we can summarize what events happen (the plot), if we know where the action happens (the setting), and if we know who the people are (the characters).

1 Look and say what the story pictures tell you about the setting, the plot, and the main character.



2 Read and check your predictions. Then, complete the story map.

Ricky to the Rescue

Ricky was in fourth grade. He was very shy and had no friends. One day, Ricky's class went to the park. All the other kids went on boats in the lake. Ricky sat alone on a bench watching the kids having fun. He felt sad. "I'm not good at anything," he thought.

Suddenly, Ricky heard a splash and lots of shouting. A kid had fallen out of his boat and was in the water. He couldn't swim! Ricky ran over to the

edge of the lake. He had learned how to swim when he was very young. He was a strong swimmer and knew he could get close enough to the kid to get him a life preserver. Ricky dove into the lake as his teacher threw a life preserver to him. He swam out quickly toward the drowning kid and reached him with the life preserver just in time! When Ricky got out of the water, everyone was clapping. "What a hero!" someone shouted. Ricky felt proud.

boy Julia forest Ricky sad proud help lake fifteen
boat girl bike danger safety chair bench ten happy furious

Main character: A _____ named _____, aged _____.
Setting: At the _____.
Beginning: He feels _____. He sits on a _____.
Middle: A kid on a _____ falls into the water. He needs _____!
End: He gets the kid to _____ and feels _____.

3 Look at the pictures on page 18. What do they tell you about the plot, the setting, and the main character?



It's All in the Mind

By Jeremy Edgar



Hurry up, Olivia! If we don't leave now, you'll be late for your first day at your new school.

Olivia's family has just moved to a new town.



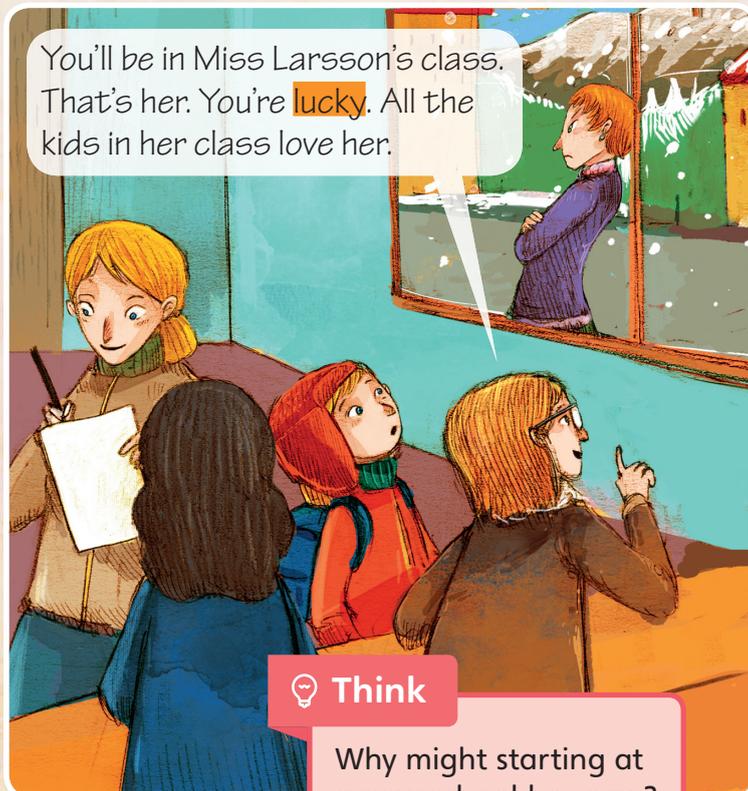
Here. Wear this!

Mom, you can't be serious! Please try to imagine how nervous I'm feeling about meeting my new classmates.

Olivia looked **embarrassed**. The last thing she wanted was to **stand out** in her new school.



I know the first day can be **stressful**, and I can see that you're worried—you're biting your fingernails ... Just try to calm down, honey.



You'll be in Miss Larsson's class. That's her. You're **lucky**. All the kids in her class love her.

Think

Why might starting at a new school be scary?



I think Miss Larsson looks kind of **strict**. I'm not sure I want to be in her class.

I think you're imagining things, Olivia. You heard the secretary say that all her students love her.



Please don't come to my classroom, Mom. It's just over there. I'm fine, honest. I know you want to make sure I'm OK. But I don't want the other kids to think I need someone taking care of me all the time.

OK, Olivia, but please try to calm down, honey. I'll see you at three o'clock.



Ben, I thought I told you that I never want to see you here again! Now, go home and stay there!



Olivia thought it was the wrong moment to meet her new teacher. She was beginning to regret that her mom had left.

Think
Who do you think Miss Larsson is talking to?

1.12 It's All in the Mind



Olivia was unsure which classroom was hers. She wanted to ask someone, but she felt too **shy**.



Olivia managed to build up enough **courage** to ask a boy which classroom was Miss Larsson's.



Olivia couldn't believe it when the boy ran off. She felt so alone.



Then a girl walked up and smiled at her. Olivia felt **relieved** to find a friendly face at last.



Would you like to sit next to me, Olivia?

Thanks. That would be great.

The girls found out that they were in the same class. Liz took Olivia to their classroom. Miss Larsson was there, but she didn't look angry anymore.



I saw Miss Larsson earlier. She was yelling at some poor kid named Ben.

Ben isn't a kid. He's Miss Larsson's dog. He's always following her to school. Don't worry! Miss Larsson never yells at us.



That's the boy who ran off when I asked him for help.

Hey, Gustav! Did you run off when Olivia asked you for help?

 Think

Will Olivia be happy at her new school, in your opinion? Why?



I'm really sorry, Olivia. As soon as I saw your backpack, I remembered I'd left mine in my mom's car. I had to run back to get it before she left.

Olivia was feeling better now, thanks to her new classmates. Maybe her new school wasn't so bad after all.

1 Complete the story map for *It's All in the Mind*.

Main character: _____

Other characters: _____

Where does the action happen? _____

Beginning: _____

Middle: _____

End: _____

2 Read and mark *T* (true) or *F* (false). Correct the false sentences with a partner.

- a Olivia feels embarrassed by her mom. _____
- b Miss Larsson is angry with a student named Ben. _____
- c Olivia is shy about asking for help finding her classroom. _____
- d Gustav runs away from Olivia because he is worried. _____
- e At the end of the story, Olivia feels anxious. _____



3 With a partner, retell the story.



4 Order Olivia's feelings throughout the story. Then, complete the sentences.

happy nervous lost embarrassed shy

At first she feels ... because ...

Then she feels ... because ...

Remember the ground rules for discussion!

Why do people sometimes hide their feelings?



1 Read the sentences and do the tasks.

If we don't leave now, you'll be late.

If I don't like my teacher, I won't be happy at school.

- Circle *if* in the sentences. Underline *will* and *won't*.
- Do these sentences talk about a real situation in the present, or an imagined situation in the future?

Grammar: First Conditional

We use the first conditional to talk about things that might happen in the future.

If we don't leave now, you'll be late.

We can also write this as: **You'll be late if we don't leave now.**

2 Complete the sentences with *will*, *won't*, or *if*.

- If it's sunny on Saturday, I _____ go to the park with my friends.
- _____ I finish my homework in time, I'll watch a movie tonight.
- We _____ go to the beach if it's too windy.
- I'll bake a cake _____ we have all the ingredients in the cupboard.
- If I don't train hard at soccer, I _____ never play really well.

3 Make silly sentences with a partner. Then, do the actions.

If	you guess my favorite color, you count backwards from ten in English, you clap five times fast and snap your fingers twice, you say "hello" in two different languages,	I will ...	mime eating a banana. sing a song. balance a book on my head. hop for a minute.
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Time to Talk!

When was the last time you felt ...
sad / happy / excited / nervous / proud / angry?

- 1  1.13 Listen and number the pictures in order. Then, label *Tessa*, *Luke*, or *Lucy*.



- 2  1.13 Listen again. Number the feelings in the order you hear them.

nervous frustrated proud upset calm
 bored jealous embarrassed annoyed furious

- 3 Read and write *Lucy*, *Luke*, or *Tessa*.

- a Who is jealous of their sister? _____
- b Who feels nervous? _____
- c Who cooks when they feel upset? _____
- d Who gets frustrated sometimes? _____
- e Whose neighbors get annoyed sometimes? _____
- f Whose dad is teaching them? _____

Ground Rules

- 1 Form groups. Discuss the **Oracy Time!** topic.
- 2 Remember to follow the ground rules for discussion.
- 3 Each group shares its ideas with the class.
- 4 Complete **Check Your Oracy!** in the Activity Book on page 17.

Oracy Time!

What is the best thing to do when you feel these emotions?

- a shy
- b nervous
- c angry





Your challenge is to make a class contract.

- 1 **Discuss** the scenarios. How would they make you feel?
- 2 **Brainstorm** ideas for a class contract. Think about your role as a student and the teacher's role.

respect support help listen pay attention
 share remember congratulate be ...
- 3 **Write and illustrate** your contract as a poster in groups.
- 4 **Present** your ideas to the class using your poster.

You are a student.

You work hard on an idea for a project. A friend copies your idea. You both get good grades.

You lose your favorite hat at school. Another student finds it outside and brings it to you.

Your best friend makes a new friend you don't like. They spend a lot of time together at break time. You sit by yourself.

You forget your pencil case. A classmate notices your problem and shares his pens with you.



You are a teacher.

You read the students' work carefully and give them all grades. Some students don't read your comments.

All your students remember to bring their books and homework to class.

While you are explaining something, two students continue talking.

Some of your class are nervous about the school show, but their classmates encourage them and clap loudly afterwards.



Our Class Contract

We will ...

Our teacher will ...

- share our class supplies with each other.
- make sure everyone takes turns talking during group discussions.

- congratulate us when we bring our books and homework.
- be understanding when we are nervous about the school show.



How do we express feelings? Look back through the unit. Share your ideas with the class.

AB pages 17–19

SPEAKING MISSION

Your friend has a problem and needs your help. Listen carefully to your friend talk about his or her problem and suggest ideas to help.

Before Your Mission

1  1.14 **Key Words**  1.15 Listen and match each feeling to the correct photo.



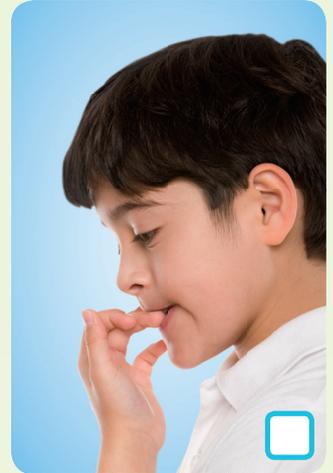
happy



hurt



frustrated



anxious



jealous



hopeful



embarrassed

2  1.16 Listen to the conversation between the school counselor and Ruben. Circle the feelings from Activity I that you hear. How many feelings did Ruben experience?

  Why is it sometimes hard for us to talk about our feelings?

During Your Mission

- 3  1.17 Listen to Ivy's problem. Then, write advice for her.

Can you _____ ?

Why don't you _____ ?

You should / shouldn't _____ .

- 4  1.18 Listen to the conversation between Ivy and Charlotte. What advice does Charlotte give Ivy? Was it the same as or different from your advice?

- 5 In pairs, choose one of the following role plays to act out:

- a **The problem:** Your best friend isn't speaking to you anymore.
The role play: A conversation between two students.
- b **The problem:** You have to move to a new house and change schools.
The role play: A conversation between two best friends.

Key Language

What's wrong?
Why are you feeling (sad)?
Can you talk to ... ?
Why don't you ... ?
You should ...