

CAMBRIDGE

Student's Book

Emily Hird

# Cambridge Primary Path 4



Better  
Learning

## LEVEL 4: Scope and Sequence

### 1 Big Question: How do we express feelings?

Reading	Vocabulary	Grammar
<b>Nonfiction</b> <i>Help! Dealing with Difficult Feelings</i> <b>Reading Strategy</b> Identifying Theme <b>Fiction</b> <i>It's All in the Mind</i> <b>Reading Strategy</b> Identifying Plot, Setting, and Character	<b>Key Words 1:</b> stomp your feet, smile, annoyed, drive someone crazy, apologize, nervous, upset, shake <b>Key Words 2:</b> sweat, tantrum, scream, pout, unhappy, proud, hug <b>Key Words 3:</b> rant, calm down, pull, automatic <b>Key Words 4:</b> embarrassed, stand out, stressful, lucky, strict, shy, courage, lost, relieved, follow	<b>Interrupted Past</b> While I <b>was</b> writing a poem yesterday, I <b>started</b> to feel better. <b>First Conditional</b> If I don't like my teacher, I <b>won't</b> be happy at school.

### 2 Big Question: What can space exploration teach us?

Reading	Vocabulary	Grammar
<b>Nonfiction</b> <i>Exploring Space</i> <b>Reading Strategy</b> Identifying the Main Idea and Details <b>Fiction</b> <i>Biking Around Space</i> <b>Reading Strategy</b> Predicting from Pictures	<b>Key Words 1:</b> space probe, space station, gravity, scientific experiment, GPS, observe, constellation, Milky Way <b>Key Words 2:</b> solar system, planet, spacecraft, launch, satellite, astronaut, surface <b>Key Words 3:</b> land, atmosphere, on board, orbit <b>Key Words 4:</b> disappointed, float, translate, ring, universe, asteroid, seatbelt, poison, space, galaxy	<b>Reflexive Pronouns</b> Cassini destroyed <b>itself</b> by crashing into Saturn. <b>Comparatives with -er more, less, and than</b> Uranus is <b>colder</b> than Earth. Enceladus is <b>more</b> beautiful <b>than</b> Earth.

### 3 Big Question: Is technology good or bad?

Reading	Vocabulary	Grammar
<b>Nonfiction</b> <i>How Can Technology Change My Life?</i> <b>Reading Strategy</b> Identifying the Main Idea and Details <b>Fiction</b> <i>ELSA</i> <b>Reading Strategy</b> Identifying the Main Idea and Details	<b>Key Words 1:</b> invention, Internet, allow, connect, search engine, technology, screen, mobile device <b>Key Words 2:</b> smartphone, drone, sensor, software, program, app, animation <b>Key Words 3:</b> image, selfie, display, manufacturer <b>Key Words 4:</b> owner, female, human being, memory, natural, eyebrow, facial expression, react, puzzled, body language	<b>Present Perfect Questions</b> Have you <b>ever lived</b> for a week without technology? <b>Used to / didn't use to</b> I <b>used to</b> be like an answering machine. I <b>didn't use to</b> select any music myself.

### 4 Big Question: How do we entertain ourselves?

Reading	Vocabulary	Grammar
<b>Nonfiction</b> <i>The World of Blogging</i> <b>Reading Strategy</b> Annotating <b>Fiction</b> <i>Moving Out and Moving On</i> <b>Reading Strategy</b> Identifying Plot, Character, and Setting	<b>Key Words 1:</b> leisure, imagination, drama, play, rehearse, craft, collect, origami <b>Key Words 2:</b> blog, board game, vlog, post, upload, link, click <b>Key Words 3:</b> review, design, express yourself, comment <b>Key Words 4:</b> lonely, excitement, distracted, whisper, move, comforting, shake hands, pay attention, behavior, surroundings	<b>Present Perfect with ever and never</b> Many kids <b>have never tried</b> it. <b>Present Perfect with already, just, and yet</b> We <b>'ve just moved</b> here. I <b>ve already been</b> here. No one <b>has spoken</b> to me <b>yet</b> .

### 5 Big Question: What can history teach us?

Reading	Vocabulary	Grammar
<b>Nonfiction</b> <i>The Story of Chocolate</i> <b>Reading Strategy</b> Identifying a Sequence of Events <b>Fiction</b> <i>Hidden Pictures</i> <b>Reading Strategy</b> Identifying Cause and Effect	<b>Key Words 1:</b> century, document, explorer, civilization, historical site, preserve, thousand, mosaic <b>Key Words 2:</b> bean, pod, cacao tree, vanilla, cinnamon, chili, bitter <b>Key Words 3:</b> fake, flavor, currency, fashionable <b>Key Words 4:</b> basement, chilly, junk, messy, heap, store, scan, rub, reveal, layer	<b>Present Perfect Questions with how long</b> How long <b>has</b> chocolate <b>existed</b> ? For 4,000 years. <b>Present Perfect (for/since) vs. Past Simple</b> I <b>haven't looked</b> in these boxes for a long time. Karen <b>found</b> a mysterious painting.

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<b>Ground Rules</b> <b>Cue Cards:</b> 1 How about ... ? 2 That's important. 3 That's not important.	<b>Vowel Diagraphs:</b> ai, ay, ei, ea	<b>Improve Your Writing</b> Adjectives <b>Writing Task</b> Poem	<b>Interview</b> Children's feelings	<b>How can we show respect for our classmates' feelings?</b>	<b>Preparing to Give Advice to a friend</b>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<b>Recognizing and Respecting the Feelings of Others</b> <b>Cue Cards:</b> 4 That's a good point! 5 Yes, but ... 6 Do you agree?	<b>Vowel Diagraphs:</b> ee, ea	<b>Improve Your Writing</b> Definite and Indefinite Articles <b>Process Writing</b> Journal Entry	<b>Interview</b> Eclipses	<b>How can we design a machine to explore space?</b>	<b>Preparing to Buy a Book</b>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
<b>Asking Questions to Get Further Information and Clarity</b> <b>Cue Cards:</b> 7 What does X mean? 8 Why? Because ... 9 Can you repeat that?	<b>Vowel Diphthongs:</b> oa, ow, oe	<b>Improve Your Writing</b> Prepositions Following Adjectives <b>Writing Task</b> Email to a friend	<b>Monologue</b> Technology of the Future	<b>How can we imagine the world in 10 years' time?</b>	<b>Collaboration</b> Designing a Robot

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<b>Expressing Opinions</b> <b>Cue Cards:</b> 10 I think ... 11 I agree because ... 12 I disagree because ...	<b>Vowel Diphthongs:</b> oo, ew, ue	<b>Improve Your Writing</b> also, too, either <b>Writing Task</b> A Blog Post	<b>Interview</b> Children's Collections	<b>How can we make entertainment?</b>	<b>Planning to Talk About Your Weekend</b>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<b>Participating in a Discussion</b> <b>Cue Cards:</b> 6 Do you agree? 13 What do you think?	<b>Spelling patterns for long e, y, ie, igh</b>	<b>Improve Your Writing</b> Why / Why don't ... ? Because ... <b>Writing Task</b> Brochure	<b>Interview</b> Festivals	<b>How can we talk about how life has changed?</b>	<b>Finding Out Information About a Tour</b>

## LEVEL 4: Scope and Sequence

### 6 Big Question: Where does food come from?

Reading	Vocabulary	Grammar
<b>Nonfiction:</b> <i>Food for Thought</i> <b>Reading Strategy:</b> Identifying Author's Purpose <b>Fiction:</b> <i>The Surprising Stowaway</i> <b>Reading Strategy:</b> Open vs. Closed Questions	<b>Key Words 1:</b> livestock, orchard, greenhouse, sugarcane, plantation, dairy product, processed food, saturated fat <b>Key Words 2:</b> import, package, food label, throw away, spoil, fresh, leftovers <b>Key Words 3:</b> go bad, local, fill, store <b>Key Words 4:</b> flyswatter, produce (n), produce (v), bite, inject, pest, quarantine, fang, harmless, cockroach	<b>Indefinite Pronouns</b> <b>Everyone</b> has to make changes. <b>Tag Questions</b> But that's obvious, <b>isn't it</b> ?

### 7 Big Question: Why is water important?

Reading	Vocabulary	Grammar
<b>Nonfiction:</b> <i>A Story of Water</i> <b>Reading Strategy:</b> Identifying How the Author Supports Points with Reasons and Evidence <b>Fiction:</b> <i>The Man of the Trees</i> <b>Reading Strategy:</b> Sequencing	<b>Key Words 1:</b> valuable, involve, agriculture, irrigation, fresh water, wetland, water shortage, conserve <b>Key Words 2:</b> bridge, canal, ditch, dam, swamp, island, wave <b>Key Words 3:</b> aqueduct, giant, terrace, controlled <b>Key Words 4:</b> erode, water supply, pump, container, wasteland, monsoon, paradise, deer, dirt, roots	<b>Before/after/when/as Clauses</b> <b>When</b> the river overflowed, it flooded the fields. <b>As</b> the farmers worked in the fields, it rained. <b>Had to (Obligation in the Past)</b> We <b>had to</b> walk more than five kilometers.

### 8 Big Question: How do numbers shape our lives?

Reading	Vocabulary	Grammar
<b>Nonfiction:</b> <i>How to Have Fun with Math!</i> <b>Reading Strategy:</b> Identifying Conclusions <b>Fiction:</b> <i>Captured in Time</i> <b>Reading Strategy:</b> Paraphrasing	<b>Key Words 1:</b> distance, quantity, afford, combination, sequence, preceding, equal, numeral <b>Key Words 2:</b> symmetry, formula, cube, chessboard, trick, multiply, diagonal <b>Key Words 3:</b> doubling, zero, chance, delete <b>Key Words 4:</b> wallpaper, concrete, shadow, foot, inch, measure, sundial, shovel, rusty, socket	<b>Verb + Gerund</b> Does he <b>enjoy playing</b> dominoes? <b>Verb + Infinitive</b> You'll <b>want to see</b> this.

### 9 Big Question: What makes the natural world so amazing?

Reading	Vocabulary	Grammar
<b>Nonfiction:</b> <i>Discovering the Natural World: Fantastic Fossils!</i> <b>Reading Strategy:</b> Monitoring and Clarifying <b>Fiction:</b> <i>The Tale of Finn MacCool</i> <b>Reading Strategy:</b> Understanding Characters	<b>Key Words 1:</b> harsh, beautiful, unusual, breathtaking, intriguing, incredible, impressive, exceptional <b>Key Words 2:</b> formation, geologist, skeleton, reptile, marine, investigate, armor <b>Key Words 3:</b> herd, related, combined, spike <b>Key Words 4:</b> warrior, tribe, giant, beard, fierce, fist, rival, lurk, tough, thumb	<b>Quantifiers</b> <b>A few</b> months later, Mary found the rest of the skeleton. <b>Relative Pronouns</b> I have some cake <b>that</b> I made this morning.

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
<b>Giving Evidence to Support an Argument</b> <b>Cue Cards:</b> 11 I agree because ... 12 I disagree because ... 14 For example, ... 15 I think X is important because ...	Vowel Diagram: short oo	<b>Improve Your Writing:</b> Adjective Order <b>Writing Task:</b> An Ad	<b>Interview:</b> Foods of the Future	<b>How can we make better decisions about the foods we buy?</b>	<b>Discussion:</b> Designing a Video Game

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<b>Speaking in Front of an Audience</b> <b>Cue Cards:</b> 16 Is everyone ready? 17 Do you have any questions? 18 Can everyone hear me?	<b>Silent Letters at Start:</b> wr, kn	<b>Improve Your Writing:</b> Verbs with Countable and Uncountable Nouns <b>Writing Task:</b> Instructions	<b>Interview:</b> Facts About Water	<b>How can we use water better?</b>	<b>Planning to Make a Complaint by Phone</b>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<b>Speed and Clarity of Delivery</b> <b>Cue Cards:</b> 18 Can everyone hear me? 19 Can you speak more slowly? 20 Can you speak up?	<b>Silent Letters:</b> mb, gn, l, gh	<b>Improve Your Writing:</b> Although <b>Writing Task:</b> A Letter	<b>Interview:</b> Math in Nature	<b>How can we use numbers to make something?</b>	<b>Playing a Game Using Math</b>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
<b>Ordering and Structuring a Talk</b> <b>Cue Cards:</b> 21 First of all, 22 Also, 23 Finally.	<b>Homophones:</b> see, sea buy, by	<b>Improve Your Writing:</b> Stative Verbs <b>Writing Task:</b> A Descriptive Paragraph	<b>Monologues:</b> Amazing Activities Underground	<b>How can we explore the natural world?</b>	<b>Presentation:</b> Writing a Story





## 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 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 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.

## 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.



## 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?

## 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?

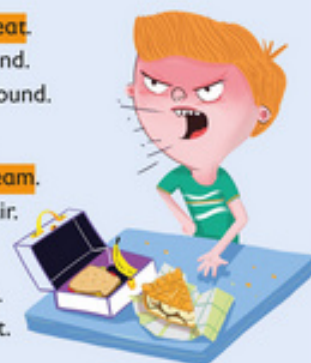
## I'm Angry! I'm Angry!

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?



## Explore the Text

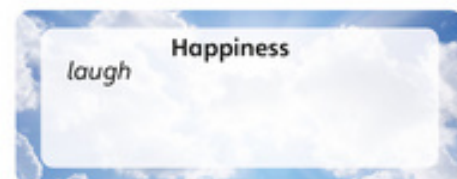
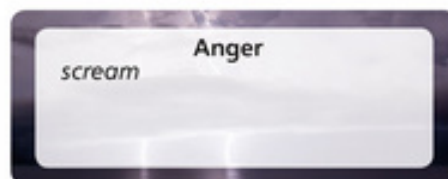


- 1 Which of these themes is not covered by the article? Circle.
- a Things you can do to control your emotions
  - b Your body's response to feelings
  - c How people express feelings differently in different cultures
  - d How to help your friends with difficult emotions

- 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 **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 Listen and repeat. What sound do the words have in common?



say



paint



eight



steak

## 2 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 point eight steak

## 4 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!



I'm Emma!



Table 1: Oracy Ground Rules for Discussion and Collaboration

1	
2	
3	
4	
5	

Table 2: Oracy Ground Rules for Giving Presentations

1	
2	
3	
4	
5	

I'm Liam!



I'm Jack!



## Let's Practice Oracy! 1, 2, 3

- 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.
- 2 Were any ground rules broken?
- 3 If any ground rules were broken, which ones?

All the time / Sometimes / Never

Yes / No

## Write a Poem

## 1 Read the acrostic poems and answer the questions.

- a What are the hidden words?
- b What is the theme of each poem?



friendship  
LAUGHS  
Loving Pets  
sPECIAL occasions  
exciting days out



feeling frustrated  
all ALONE  
tear Drops fall

## 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.**

2 Underline the **-ed** and **-ing** adjectives in the poems. How many are there?

## 3 Choose an emotion. Make a list of all the words and phrases you associate with it.

## 4 Prepare to write an acrostic poem in the Activity Book.



## 1 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.



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?