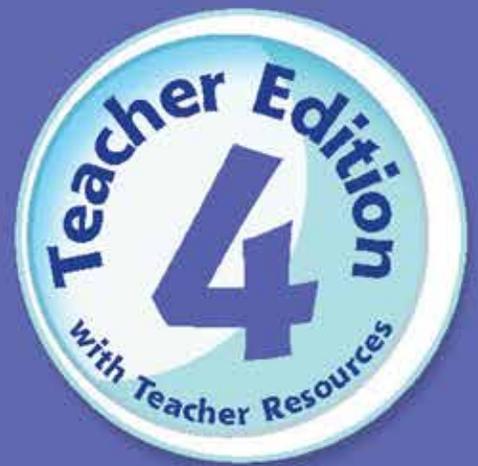


Story Central Plus



Angela Llanas
Libby Williams





The children will:

- use critical thinking skills to identify clothes and accessories.
- talk about what was happening at a specific time in the past.
- read, understand, and act out a story.
- talk about clues in a crime.
- talk about what was happening when something occurred.
- find out about catching thieves.
- make a thumbprint database.

Key Vocabulary

Clothes and accessories: belt, button, earring, gloves, handbag, necklace, scarf, tie
Clues and crimes: clue, crime, detective, fingerprints, footprints, thief, witness

Key Grammar

- What were you doing (at 2 o'clock yesterday)?
- I was working (in my classroom).
- Was he wearing (a tie)?
- No, he wasn't wearing (a tie).
- I was talking (on the phone) when he took (it).

Reading Skills

Story: *Whodunit?*
Genre: modern detective story

Literacy Development

- predict story content from title and pictures
- interpret and personalize the theme of the story
- learn about narratives in the first person (I)

Functional Language

- Excuse me. Can I talk to you for a minute?
- Yes, of course. Is something wrong?

Spelling

The spellings *ue, ew, ou* for the *oo* sound

CLIL: Science—Using fingerprints and footprints to solve crimes

The children find out about how the police catch thieves.



Competency Focus

The children will:

				
use critical thinking skills to identify clothes and accessories. (Lesson 1)	apply new grammar to previously learned vocabulary. (Lesson 2)	work in pairs to act out a dialogue. (Lesson 3)	personalize the story by thinking about their own experiences in similar situations. (Lesson 4)	develop cultural understanding by finding out about crime detection. (Lesson 7)
predict the content of a story. (Lesson 3)	make connections between events in the past. (Lesson 6)	present their thumbprint database to the class. (Lesson 8)	evaluate their own progress in the chapter. (Review)	
identify and talk about clues in a crime. (Lesson 5)				

Digital Overview

Teacher Presentation

Student eBook and Digital Activity Book

- Oral Storytelling Video 7.1: *Whodunit?*
- Interactive versions of AB activities
- Integrated audio and answer key for all activities

Teacher resources for planning, lesson delivery, and homework

Teacher Resource Center

- Class Planner Chapter 7
- Worksheets to print out (including notes and answers):
 - Grammar Worksheet 7A: What were you doing ...? Was he wearing ...?
 - Grammar Worksheet 7B: I was talking ... when he took it.
 - Phonics Worksheet 7
 - Oral Storytelling Video Worksheet 7: *Whodunit?*
 - CLIL Graphic Organizer 7
 - Test Chapter 7
- Test Generator
- Literacy Handbook

Watch the Oral Storytelling Video



Children's resources for consolidation and practice at home

Student eBook and Reader eBook

- Oral Storytelling Video 7.1: *Whodunit?*

The Inks Student's App

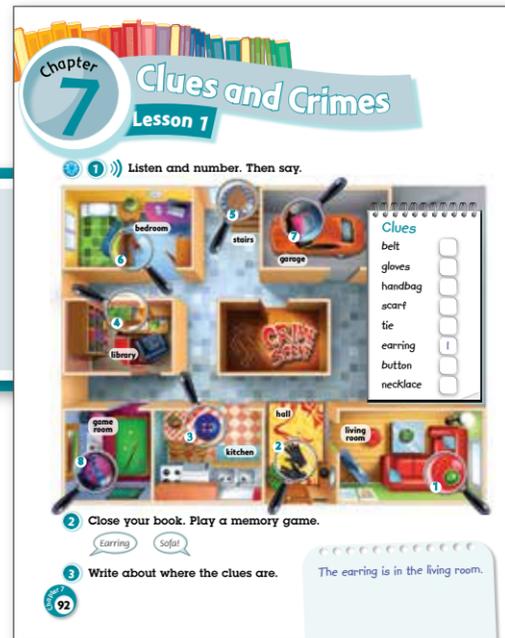
Vocabulary games: Clothes/accessories and clues/crimes

Vocabulary

Lesson objective: identify and talk about clothes and accessories

Key vocabulary: belt, button, earring, gloves, handbag, necklace, scarf, tie

Materials: Track 7.1



Warmer: Play "House A-Z"



Divide the class into teams. Write the alphabet vertically on the board for the teams to copy. Give them four minutes to write something in their house for every letter, e.g. *armchair, bedroom, closet*, etc. They swap lists with another team to check. Each correct answer wins one point. A correct answer that no other team has wins two. The team with the most points wins.

1))) 7.1 Listen and number. Then say.

- Have the children look at the online game and name the parts of the house. Pre-teach *accessory*.
- Play Track 7.1 twice. The children listen and point.
- Then they write the number of each accessory by the correct word. Elicit answers.
- Say the new words for the children to repeat.

Audioscript

Welcome to *Who Stole the Jewels?*—the online game where you are the detective. Last night, a thief took jewels from the Professor's house. You have to find out who took the jewels. Luckily, the thief left some clues . . .

Police found an earring in the living room. The earring was small and green. It was on the sofa. The red sofa. That's your first clue.

Police also found some gloves. They're small and black. They were

on the floor in the hall. Maybe the thief has small hands! Now, we go into the kitchen. Look, a button on the table! Police think it came from the thief's coat. It's blue, so look for a blue coat.

The next clue is in the library. Look on the shelf. Can you see the green scarf? It's next to that brown book.

Now go up the stairs. The necklace is hanging on the stairs by the window. It's very beautiful. Who left it?

Now we go into the bedroom. The police found a belt in the bedroom. It's under the bed.

Next, look in the garage. Can you see a clue? It's in the car. That's right—it's a handbag.

Hm . . . A handbag, a necklace, an earring. Was the thief a woman?

But wait! What's this? The last clue is in the game room. Over there, on the pink chair. It's a man's tie!

These are your clues. Now you have to find the thief. Let's play *Who Stole the Jewels?* . . .

Answers

belt 6, gloves 2, handbag 7, scarf 4, tie 8, earring 1, button 3, necklace 5

2 Close your book. Play a memory game.

- Give the children 30 seconds to look at the picture and remember the position of the clues. Then have them close their books. Say the items (e.g. *earring*) to elicit the location (e.g. *sofa*).
- Divide the class into pairs. They take turns prompting with a clue for their friend to say where it is (without looking in their book).

3 Write about where the clues are.

- Read the example. Ask *Where's the belt?* to elicit the room. (*The belt is in the bedroom.*)
- Have the children write sentences about the clues in Activity 1 in their notebook. Elicit answers.

Answers

The earring is in the living room. The gloves are in the hall. The button is in the kitchen. The tie is in the game room. The scarf is in the library. The belt is in the bedroom. The necklace is on the stairs. The handbag is in the garage.

Optional activity: Crack the code

Write on the board: *Pira tepe testreasu reche sti sund ert heb igtr eei ti sfu llo fneckl acesa ndearri ngs. Say Solve the code to find the treasure. Divide the class into pairs to figure out the message. If they are stuck, give them the first word (Pirate). Elicit the answer, asking children how they figured it out. (Pirate Pete's treasure chest is under the big tree. It is full of necklaces and earrings.—The words are split in the wrong place.)*

1 Complete the words.

The children label the pictures. Elicit answers.

Answers

1 button 2 necklace 3 gloves 4 belt 5 scarf 6 tie

2 Complete the descriptions.

The children complete descriptions of the characters pictured using the words supplied. Elicit answers.

Answers

1 earrings, necklace 2 gloves, scarf 3 buttons, belt 4 tie 5 handbag

3 Choose and categorize the accessories in your notebook.

Elicit an example for each category listed. Ask *Which categories would you choose?* Elicit ideas, prompting children to give a reason for their choice. The children choose a pair of categories and list the words in their notebook, then compare with a friend.

Answers

Children's own answers.

Cooler: Play "Disappearing Words"



Play the game with *belt, button, earring, gloves, necklace, handbag, scarf, tie* (see Games Bank p. 19).

Competency Focus



Think! Critical Thinking

The children use critical thinking skills to understand the vocabulary by using visual clues and processing the written and spoken forms.

Digital Resources

Student eBook • Play "Kim's Game" with the new vocabulary. Display the SB page and point to the items pictured in Activity 1 to elicit each word. Use *Timer* to give the class one minute to memorize the items, then one minute to recall them. Repeat several times.

Grammar

Lesson objectives: ask and answer about what was happening at a specific time in the past

Key grammar: *What were you doing (at 2 o'clock yesterday)? I was working (in my classroom). Was he wearing (a tie)? No, he wasn't wearing (a tie).*

Secondary language: *office, principal, stole, suspect*

Materials: Track 7.2; Grammar Worksheet 7A [TRC printout] (optional); colored pencils/pens

Lesson 2

1 Listen and read. Complete the detective's notes.

Detective Notes
Someone stole some money from Sky View Elementary School yesterday. The money was in the school office. When the principal looked in the office, the money wasn't there. She called the police...

What were you doing at 2 o'clock yesterday?
I was working in my classroom.
I was painting—it was my art class.

Man suspect - clothes:

Woman suspect - clothes:

2 Listen again and circle.

- The girl was / wasn't working.
- The man was / wasn't running.
- The boy was / wasn't reading.
- The woman was / wasn't taking the money to the bank.

3 Ask and answer with a friend.

What were you wearing yesterday at 7 o'clock?
I was wearing jeans, a belt, and a T-shirt.

Grammar Central
What were you doing at 2 o'clock yesterday?
I was working in my classroom. Was he wearing a tie?
No, he wasn't wearing a tie.
Grammar Rooster on page 102

Warmer: Play "The Shark Game"

Play the game with *necklace* and *earring* (see Games Bank p. 19).



1))) 7.2 Listen and read. Complete the detective's notes.

- Ask *Who's this man? (a police officer / a detective) Where is he? (in a classroom) What do you think the crime is?* Have the children read the notes. Pre-teach *office, principal, suspect*.
- Play Track 7.2. The children listen. Elicit the crime. (*Someone stole money from the school office.*)
- Play Track 7.2 again. The children listen and complete the detective's notes. Elicit answers.
- Ask *What did the man look like? (tall, thin, worried) What did the woman look like? (short, with curly brown hair, suspicious)*

Audioscript

Detective Notes: *Someone stole money from Sky View Elementary School yesterday. The money was in the school office. When the principal looked in the office, the money wasn't there. She called the police...*

Detective: *What were you doing at 2 o'clock yesterday?*

Girl: *I was working in my classroom.*

Detective: *Did you see anything unusual?*

Girl: *Yes, I did. I looked out of the window and I saw a man. He was walking very fast and he looked worried. He was tall and thin.*

Detective: *What was he wearing?*

Girl: *He was wearing black pants and a blue jacket. He was wearing a brown belt.*

Detective: *Was he wearing a tie?*

Girl: *No, he wasn't wearing a tie. But it was cold... He was wearing a scarf and black gloves.*

Detective: *What about you? What were you doing?*

Boy: *I was painting—it was my art class. I saw a suspicious-looking woman.*

Detective: *Did you? What did she look like?*

Boy: *She was short, and she had curly brown hair.*

Detective: *What was she wearing?*

Boy: *She was wearing a green skirt and a blue shirt with black buttons. And she was wearing a purple scarf.*

Detective: *Ah... was she wearing earrings?*

Boy: *No, she wasn't.*

Detective: *Was she wearing a necklace?*

Boy: *Yes, she was! It was very big and colorful!*

Teacher: *But that's the school secretary. She was taking the money to the bank!*

Answers

Man suspect—clothes: black pants, a blue jacket, a brown belt, a scarf, black gloves

Woman suspect—clothes: a green skirt, a blue shirt with black buttons, a purple scarf, big and colorful necklace

2))) 7.2 Listen again and circle.

- Play Track 7.2. The children listen and circle *was* or *wasn't* to complete the sentences about the story. Elicit answers.

Answers

1 was 2 wasn't 3 wasn't 4 was

Grammar Central

What were you doing at 2 o'clock yesterday? ...

Elicit how the past progressive is formed (*was/were + verb -ing*) and used (*to talk about a past action or situation that lasted a long time*). Elicit other examples in the text.

For extra practice, try the **Grammar** section in the Student Book (p. 102)

Answers p. 102

Activity 1: 2 was working 3 was 4 wasn't running 5 was wearing 6 Were 7 weren't eating

Activity 2: 2 was watching 3 was 4 was walking 5 wasn't running 6 Was

Activity 3: Children's own answers.

3 Ask and answer with a friend.

- In pairs, the children take turns asking and answering.

Optional activity: Play "Consequences"

Play the game using *What were you doing at 4 o'clock? Who did you see? What was he/she wearing? What did he/she look like? Who was it?* (see Games Bank p. 19).



Cooler: Play "The Chain Game"

Say *On Saturday morning, I was shopping at the mall.* Have a child repeat this and add (e.g.) *I was playing in the park.* Continue around the class.



Competency Focus

Learn

The children develop learning strategies by recognizing and applying language patterns. They show their understanding of previously acquired vocabulary and use it in a new context.

Digital Resources

Student eBook, Digital Activity Book • TIP As you monitor the children's progress, use *Add personal note* to keep a note of weaknesses in vocabulary, grammar, or pronunciation so you can review in later lessons.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 7A.

Lesson 2

1 Unscramble and write. Then color the man.

M: movie? / was / Who / during / the / talking

G: A man behind me was talking.
M: wearing? / was / he / What

G: He was wearing a blue jacket.
M: he / scarf? / wearing / a / Was

G: No, he wasn't wearing a scarf. But he was wearing a black hat.

2 Now look at the picture and complete the notes.

Man with dog: He was wearing a jacket and a tie.
Woman taking popcorn: She was
Boy throwing candy: He

3 Choose another person from Activity 1 and color. Then write.

M: What was the man/woman doing?
Y:

M: What wearing?
Y:

1 Unscramble and write. Then color the man.

The children unscramble the questions. Elicit answers. Then they read the questions and answers, and color.

Reading: Story Extract

Lesson objectives: interrupt someone in a polite way; predict story content from title and pictures; read the extract from *Whodunit?* (beginning)

Functional language: *Excuse me, can I talk to you for a minute? Yes, of course. Is something wrong?*

Secondary language: *dig, escape, fur, kitten, maid, suit, to tiptoe*

Materials: Tracks 7.3 and 7.4

Lesson 3

1 Listen and read. Then use the words to make new dialogs.



Excuse me, Felicity. Can I talk to you for a minute?

Yes, of course. Is something wrong?

Pardon me, may I... Sorry to bother you...

No problem. Can I...? It's OK. What do...?

2 Look at the story on page 95. Why do you think everyone's so busy?

3 Listen and read. Complete.

1 was having a birthday party.

2 were digging.

3 was getting in everyone's way.

4 ran down the stairs.

5 was trying on Cousin Flo's hat.

4 What do you think happens next?

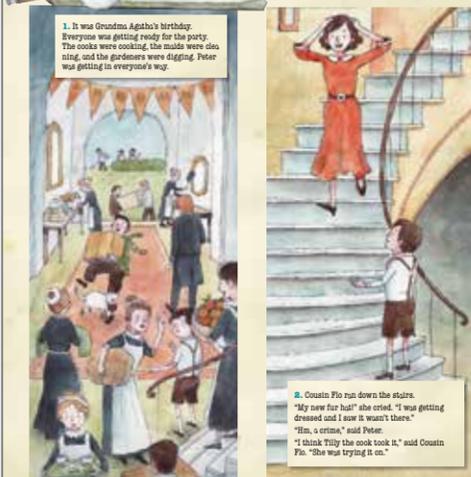
Grandma Agatha loses something, too.

Peter solves the crime.

Cousin Flo goes home.

Whodunit?

1. It was Grandma Agatha's birthday. Everyone was getting ready for the party. The cooks were cooking, the maids were cleaning, and the gardeners were digging. Peter was getting in everyone's way.



2. Cousin Flo ran down the stairs. "My new fur hat" she cried. "I was getting dressed and I saw it wasn't there." "It's a crime!" said Peter. "I think Tilly the cook took it," said Cousin Flo. "She was trying it on."

Reader Read the story in your Reader on pages 21-24.

Warmer: Detective stories

Ask *Do you like detective stories? What was the last detective story you read / movie you saw? How do detectives find the criminals? What do they study?* Have children talk to the class about the detective stories or movies they read or saw.

Functional language

1))) 7.3 Listen and read. Then act out.

- Have the children look at the pictures. Ask *Why is Cheng worried?* Elicit ideas.
- Play Track 7.3. The children listen and read along. Elicit other ideas for questions you could ask Felicity.
- Play Track 7.3 again, pausing for the children to repeat. Then they act out the dialogue in pairs. Encourage them to substitute different questions for *What should I get for my grandma's birthday?*

Before reading

2 Look at the story. Why do you think everyone's so busy?

- Explain the story title (*Whodunit?*) means *Who did it?* Have the children look at the pictures.
- Ask *Why is everyone so busy?* The children write their ideas. Elicit answers.

Answers

They're preparing for Grandma Agatha's birthday party.

3))) 7.4 Listen and read. Complete.

- Play Track 7.4 twice. The children listen and read along.
- The children complete the sentences. Elicit answers.
- Ask *What were the maids doing? (cleaning) What were the cooks doing? (cooking) Why was Cousin Flo upset? (She couldn't find her fur hat.)*

Answers

1 Grandma Agatha 2 The gardeners 3 Peter 4 Cousin Flo 5 Tilly

4 What do you think happens next?

Have the children think and check one box. Elicit ideas including reasons but do not confirm. Say they will have to read the story to find out.

Answers

Children's own answers.

Lesson 3

1 Number in order. Then act out.

Oh, OK! Let's look on the internet.

Yes, of course. Is something wrong?

What should I get for my grandma's birthday?

Excuse me, [name]. Can I talk to you for a minute?

2 Read the story in your Student Book. Circle true or false.

1 Grandma is going to celebrate her birthday. true / false

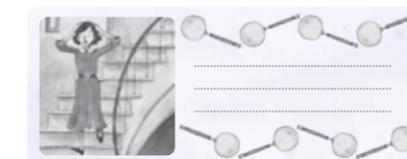
2 A lot of people are preparing for the party. true / false

3 The cooks are digging in the yard. true / false

4 Cousin Flo is happy. true / false

5 Peter wants to help. true / false

3 Where's the hat? Think and write.



1 Number in order. Then act out.

Divide the class into pairs to number the lines of dialogue in order, then act it out. Have pairs act out for the class.

Answers

4, 2, 3, 1

2 Read the story in your Student Book. Circle true or false.

The children read the story extract again and circle true or false for each sentence. Elicit answers, including the correct versions of the false statements.

Answers

1 true 2 true 3 false 4 false 5 true

3 Where's the hat? Think and write.

Elicit ideas. The children write their answers. Elicit responses.

Answers

Children's own answers.

Cooler: Play "Finish the Word"



Divide the class into two teams. Start spelling a word (e.g. *button, gloves, necklace, handbag, earring*). When children think they know it, they raise their hand and say it and spell it. If they say and spell the correct word before you finish spelling it, they get one point. If they say the wrong word, they lose a point.

Competency Focus

Collaborate and Communicate

The children act out an authentic dialogue together, putting into practice the functional language.

Think! Critical Thinking

The children apply reading skills (exploiting pictures and text clues) to understand the story.

Digital Resources

Student eBook • Use *Highlighter* on *get for my grandma's birthday* and elicit the question with alternative endings.

- Show Picture 1 of the story extract. Ask the class to look at the picture. Elicit ideas on what is happening.
- TIP** Store ideas in *Add personal note* for easy access during the lesson (here pictures of clothes and accessories).



Whodunit?



1 It was Grandma Agatha's birthday. Everyone was getting ready for the party. The cooks were cooking, the maids were cleaning, and the gardeners were digging. Peter was getting in everyone's way.

2 Cousin Flo ran down the stairs. "My new fur hat!" she cried. "I was getting dressed and I saw it wasn't there."

"Hm, a crime," said Peter. "I think Tilly the cook took it," said Cousin Flo. "She was trying it on."

3 Tilly the cook was making the cake. She didn't know where the hat was.

"I didn't take the hat. I'm very busy, Peter," she said, "and now someone's taken all my cream!"

4 Uncle Alistair was sleeping in the yard. "Excuse me, Uncle Alistair. Can I talk to you for a minute?"

"Yes, of course," said Uncle Alistair. "Have you seen Cousin Flo's hat?" asked Peter.

"No," said Uncle Alistair, "but my gloves are missing, too. I think Aunt Nora took them. She said they look silly!"

5 Grandma Agatha was arranging flowers. She didn't know where the hat or the gloves were.

"You know, I can't find my handbag either," she said.

6 "Let's find out what's going on," said Peter. "Everyone meet in the living room in ten minutes. I'm going to be the detective."

7 Peter ran to his room. He changed into his suit. He found a belt, a tie, and a pair of glasses. He put on a hat. Now he looked like a real detective.

The cat came over. "I need a clue, Kitty," said Peter.

8 The family was in the living room. "Let's solve this crime," said Peter. "First, the hat."

"It was on my bed, then it wasn't there." Cousin Flo looked at Tilly the cook.

"I didn't take it," said Tilly. "I was cooking."

"What about the gloves?" asked Peter.

"Yes, Nora," said Uncle Alistair. "Give them back."

"I haven't seen your gloves. I was busy taking the cat to the vet."

9 "Hm, look, footprints!" said Peter. "Fur hat, handbag, gloves, and cream. A-ha! I think I know who stole these things. Come with me."

10 They went upstairs.

"Shh!" said Peter, "Be very quiet."

"Yes," said Uncle Alistair. "Don't let the thief escape."

Peter opened his bedroom door.

11 He tiptoed over to his dresser. The bottom drawer was open.

"Look inside," said Peter.

Inside, the cat was sleeping. Next to her were eight tiny kittens in a cozy nest made from a fur hat, some gloves, and a nice, soft handbag.

"There's your thief," said Peter. "Case closed."



Lesson objective: read and understand the modern detective story *Whodunit?* in the Reader

Materials: Track 7.5; Reader; Oral Storytelling Video Worksheet 7 [TRC printout] (optional)



Warmer: Review the story characters

Elicit the story characters from the extract in Lesson 3 and write them on the board (*Grandma Agatha, cooks, maids, gardeners, Peter, Cousin Flo, Tilly the cook*). Elicit what the children remember about the story.

Story Summary

Peter, a young boy, plays detective when items go missing from his family home. He follows the clues and discovers the thief is a cat!

Value: Don't take things that don't belong to you. 

))) 7.5 While reading

- Have the children look at the pictures in the Reader. Ask *What places can you see?*
- Read the story aloud or play Track 7.5. (See Story Time for suggestions.) The children listen and read along. Ask *Who was the thief? (the cat)*
- Play Track 7.5 again. Ask questions to check comprehension, e.g. *Whose birthday is it? (Grandma Agatha's) What things are missing? (Cousin Flo's fur hat, Tilly the cook's cream, Uncle Alistair's gloves, Grandma Agatha's handbag) Why did the cat take all the things? (to make a nest for her kittens)*

After reading: Reflect

- Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *Do you think Peter is smart? What is the most important clue? Is it right to accuse people without being sure? Have you ever accused someone of doing something they didn't do? Did you say "sorry" afterwards?*

Optional activity: What if ...?

Divide the class into groups of four. Tell them *Imagine the cat did not take all those things. Who did it? Have them think of a different ending for the story. Have children from each group tell their story to the class.*

Story Time

"What happens next?"

With a mystery story like this, it works well to have the children sit around you and tell the story to them part by part. There is a lot of opportunity for prediction: *Do you think he/she took it? Why? Why not? Where do you think Peter will look for it now?* etc. This engages the children more in the story before they then sit and read/listen to the complete story for enjoyment.

Reading Strategy

Think-Pair-Share

Think-Pair-Share is a strategy that can be used before, while, and after reading. The children work individually, then in pairs or in groups of three, and then as a class. Ask questions related to the story which the children think about on their own, then discuss in pairs before sharing their ideas with the class.

For additional explanation and activities, see the Literacy Handbook on the Teacher's Resource Center.

Cooler: Play "Jump the Line"

Play the game using sentences about the story (see Games Bank p. 19).



Digital Resources

Reader eBook • Review the story extract in the Reader. Elicit predictions on what will happen before you read the whole story.

- Oral Storytelling Video 7.1 gives the story with a different ending. Watch it together at the end of the lesson, then discuss the differences.

Teacher Resource Center • Print out Oral Storytelling Video Worksheet 7 to help you get the most out of the video.

Student eBook • The children can watch Oral Storytelling Video 7.1 at home with their family.

Reading Comprehension and Critical Literacy

Lesson objectives: focus on / sentences; order the characters as they appear in the story; relate the story to personal experiences

Materials: Track 7.5; Reader; Oral Storytelling Video Worksheet 7 [TRC printout] (optional)

Lesson 4 Time to Think

- 1 Read the story in your Reader on pages 21-24 again.
- 2 Number the characters Peter goes to see in order. Then write the things that belong to them.

Reading Report

1	Cousin Flo	hat
2	Grandma Agatha	
3	the cat	
4	Uncle Alistair	
5	Tilly the cook	

3 Imagine you are the cat. Write sentences to say what you did that day.

I Can Read and Write!

When a character talks about themselves, they often start the sentence with *I*, e.g. *I was cooking.* Find examples of *I* sentences in the story.

4 Talk about the story.

Have you ever lost and found something? What did you lose and where did you find it?

Note: Please ensure that your class has read the Reader story before you do this lesson.

Warmer: Play "Ready, Set, Draw!"

Play the game using *belt, button, earring, gloves, handbag, necklace, scarf, tie*, and other items of clothing (see Games Bank p. 19).

1))) 7.5 Read the story in your Reader.

- Have the children read the story. (Alternatively, play Track 7.5 and have them read along.) Elicit whether they were correct in their predictions in Lesson 3 Activity 4.
- Check comprehension by asking *Who was the thief? (the cat) Was Peter a good detective?*

2 Number the characters Peter goes to see in order. Then write the things that belong to them.

- Have the children number the characters in the order Peter goes to see them. Elicit answers.
- Then they write by each person the thing that belongs to them, using the words supplied. Elicit answers.

Answers

- 1 Cousin Flo—hat 2 Tilly the cook—cream
3 Uncle Alistair—gloves 4 Grandma Agatha—handbag
5 the cat—kittens

I Can Read and Write!

Have a child read the example (*I was cooking*). Elicit who said it. (*Tilly the cook*) Have the children find further examples in the story in pairs. Elicit answers.

3 Imagine you are the cat. Write sentences to say what you did that day.

- Have the children work in pairs telling the story from the point of view of the cat. Have children retell the story for class agreement. Do all the stories agree?

Answers

Children's own answers.

4 Talk about the story.

- Have the children read Jason's questions. Ask what they lost and how they found it.

Optional activity: Play "Disappearing Text"

Write a sentence on the board, e.g. *I think Aunt Nora took his gloves because they look silly.* Have the children read it out loud. Erase a word and have the children read the whole sentence again. Continue erasing words until children are saying the sentence without any prompts.

Lesson 4 Time to Think

- 1 What were the characters doing before the party? Complete.

Tilly the cook	Uncle Alistair	Character Actions and Places	Aunt Nora
She ...was cooking...			She ...to the ...
in the ...kitchen...			Cousin Flo ...in the ...

- 2 Who said it? Write.

Grandma Agatha - the cook Peter a gardener

- 1 I was putting some flowers in a vase in the hall. ...Grandma Agatha...
- 2 I was digging in the yard.
- 3 I was making the birthday cake in the kitchen.
- 4 I was getting in everyone's way.

- 3 Imagine you're at the party with Peter and have lost something. Write a dialogue in your notebook. Use the Story Builder.

What's missing?	What were you doing?
I've lost my ...	I was sitting/eating ...
I was in the ... when I heard/saw ...	Who was with you? ... was with me but ...

- 4 Connect to Me

Do you know any other stories about crimes, mysteries, and clues? This story is like ... because ...

1 What were the characters doing before the party? Complete.

The children complete the notes about the suspects in the story. Elicit answers.

Answers

Tilly the cook: She was cooking in the kitchen.
Uncle Alistair: He was sleeping in the yard.
Cousin Flo: She was getting dressed in the bedroom.
Aunt Nora: She was taking the cat to the vet.

2 Who said it? Write.

The children practice the **I Can Read and Write!** feature by identifying which story character said each sentence. Elicit answers.

Answers

1 Grandma Agatha 2 a gardener 3 the cook 4 Peter

3 Imagine you're at the party with Peter and have lost something. Write a dialogue in your notebook. Use the Story Builder.

Use the **Story Builder** prompts to elicit ideas. The children write a dialogue in their notebook, then swap with a friend to check. Have children read out their dialogue for the class.

Answers

Children's own answers.

4 Connect to Me

Elicit ideas on mystery and crime stories (e.g. the Sherlock Holmes stories), before children write their own response. Elicit responses.

Answers

Children's own answers.

Cooler: Spot the mistakes

Read out the story to the children, but change some key words for a funny alternative, e.g. *Tilly the cook was making a hat*. Have the children shout *Stop!* and tell you what the correct word should be.

Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the theme of the story and relate it to their personal experience.

Digital Resources

Reader eBook • Display the Reader on the board. Show Picture 4. Elicit what happened before and after this. Repeat with Pictures 7 and 10.

Student eBook, Digital Activity Book • TIP Use the forward and backward arrows to navigate to previous or later lessons.

Student eBook, Reader eBook • If you haven't already, show Oral Storytelling Video 7.1.

Teacher Resource Center • If you haven't already, print out Oral Storytelling Video Worksheet 7 to do the support activities.

Vocabulary, Song, and Spelling

Lesson objectives: identify and talk about clues and crimes; practice spellings of the *oo* sound: *ue, ew, ou*

Key vocabulary: *clue, crime, detective, fingerprint, footprint, thief, witness*

Secondary language: *ground, police chief*

Materials: Tracks 7.6 and 7.7; Phonics Worksheet 7 [TRC printout] (optional)

Lesson 5 **Song**

1 Listen and number the pictures in order. Then sing.

There was a Crime in Town Today

- 1 There was a *crime* in town today. A thief stole jewels and ran away.
- 2 Detectives came and looked around. They found some *footprints* on the ground.
- 3 There was a crime in town today. The thief left *clues* and ran away.
- 4 A *witness* said she saw the crime. Detectives said, "Now give us *time*."
- 5 There was a crime in town today. But *fingerprints* have saved the day. Detectives went and caught the thief. And took him to the police chief.

2 Point to the pictures and retell the story.

3 Write your own detective report. Use words from the song.
A thief stole a gold ring from a house. He left large footprints.

4 Listen and say the chant.

Say, is it true? Detectives in blue.
Did you find the jewels?
Did you get a new clue?

5 Find it!
How many can you find on the page?
ou, ue, ew words

Spelling Central
In some words, *ue, ew* and *ou* can sound the same as *oo*, e.g. true, new, you, kangaroo.

Warmer: Pre-teach vocabulary

Pre-teach the vocabulary using definitions, e.g. *crime*—when someone does a bad thing, like steal something. Then say the definitions to elicit the words.

1))) 7.6 Listen and number the pictures in order. Then sing.

- Play Track 7.6. The children listen and number the pictures in order. Elicit answers.
- Play Track 7.6 again for the children to sing along and point to the pictures.

Answers

1 a 2 d 3 b 4 c 5 e

2 Point to the pictures and retell the story.

- Have two children read the example. In pairs they continue the story, taking turns saying a sentence. Give support as necessary.
- Have pairs retell the story for the class.

3 Write your own detective report. Use words from the song.

- Read the example. Give the children time to write their reports, then compare them with a friend.
- Have children read their reports for the class.

Answers

Children's own answers.

Spelling Central

ue, ew, ou for the *oo* sound

Say the *ue, ew, ou* words for the children to repeat, exaggerating the *oo* sound. Have the children close their book. Write on the board *kangar___, n___, tr___, y___* and ask children to complete the words with the correct spelling.

4))) 7.7 Listen and say the chant.

- Have the children look at the picture. Ask *What can you see?*
- Play Track 7.7. The children listen and read along. Elicit the words with *ue, ew, ou*.
- Play Track 7.7 again, pausing for the children to repeat.

5 Find it!

- Set a time limit for the children to find the *ou, ue,* and *ew* words on the page. Elicit answers.
- Elicit any other *ou, ue,* and *ew* words they know.

Answers

7—jewels, clues, true, blue, you, new, kangaroo

Optional activity: Sing and do

))) 7.6

Play the song again. The children listen and do actions for everything they can. Encourage them to be inventive!

Cooler: Say the next word

))) 7.6

Play Track 7.6, pausing at random points in the song for the children to tell you how the song continues.

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to identify written and spoken forms of new words, and match each word with its visual representation.

Lesson 5

1 Complete the words. Then write them in the correct footprint.

cr _ _ t _ m _ e
f _ _ t _ _ r _ _ n _ t _ s
d _ _ t _ _ ct _ v _ _
th _ _ _ f
cl _ _ _
w _ _ tn _ _ ss
f _ _ ng _ _ r _ _ nt _ s

2 Match.

- 1 saw
- 2 found
- 3 asked
- 4 stole

a the witness questions
b the jewels and ran way
c the crime
d some footprints

Spelling Central *ue, ew, ou, oo*

3 Find and circle the words with *ue, ew, ou,* and *oo*. Then write.

ne | jewels | eup | clue | ew | g | too | ou | you | me | Sue | ou | new
au | blue | g | co | th | re | w | u | d | a | zo | o | gn | i | g | lue | we | o | kangaroo | u

ue	ew	ou	oo
	jewels		

1 Complete the words. Then write them in the correct footprint.

Pre-teach *evidence*. The children complete the words by writing in the missing letters. Then they write them in the correct category—*People there* and *Evidence*. Elicit answers.

Answers

crime

People there: detective, thief, witness

Evidence: footprints, clue, fingerprints

2 Match.

The children match to make phrases. Elicit answers.

Answers

1 c 2 d 3 a 4 b

3 Find and circle the words with *ue, ew, ou,* and *oo*. Then write.

To practice the **Spelling Central** feature, the children circle the words and write them in the table. Check answers on the board.

Answers

ue: clue, Sue, blue, glue

ew: jewels, new, threw

ou: you

oo: too, zoo, kangaroo

Grammar and Reading

Lesson objective: talk about the past to solve a mystery
Key grammar: *I was talking (on the phone) when he took (it).*
Secondary language: basketball, fixed, soccer
Materials: Track 7.8; Grammar Worksheet 7B [TRC printout] (optional); prompt cards for "Charades" (Cooler)



Lesson 6

1 Listen and read. Where was Jason's computer?

A Crime in Story Central

1 Felicity: Come here. Help me!
Jason's computer is gone! I was looking for his soccer ball when I saw it wasn't here.

2 Oh, no! A crime! We have to find the thief. Let's think.
Cheng!

3 Well, I saw a strange man here this morning. I was playing basketball when I saw him go to Jason's desk.

4 Miguel: Did you see Jason's computer this morning?
Yes, I did. I was playing a video game when I saw a man leaving with it.

5 Maybe he's the thief!
And I'm a witness! Let's look for clues.

6 Let's be detectives and solve this crime.
I'm going to look for fingerprints!
And I'm going to look for fingerprints!

7 Hi, ever since my computer broke, but James fixed it, I was talking on the phone when he took it. Sorry, I forgot to tell you.
Jason!

2 Correct the mistakes.

1 Jason was talking to the children when the man took the computer.
.....

2 Miguel was reading a book when the man left.
.....

3 Cheng was dancing when the man went into the office.
.....

Grammar Central

I was talking on the phone when he took it.
Grammar Booster on page 103

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Warmer: Verb listen and do

Ask the class to stand up. Say sentences featuring the simple past tense (e.g. *took, saw, stole*) or the past progressive (e.g. *was wearing, was doing, were hiding*) in random order. Have the children wave both arms in the air for the simple past and jump up and down for the past progressive.

1))) 7.8 Listen and read. Where was Jason's computer?

- Have the children look at the pictures. Ask *What are Felicity, Cheng, and Miguel doing in this story? (solving a crime/mystery) What's the mystery about? (Jason's computer)*
- Play Track 7.8. The children listen and read along. Ask *Where was Jason's computer? (James took it to fix it.)*
- Play Track 7.8 again and ask *Where was the computer when the man took it? (on Jason's desk) Who looks for footprints? (Cheng) Who looks for fingerprints? (Miguel)*

Optional activity: Play "The Telephone Game"

Play the game with *A lot of people were getting ready for the party. and The maids were cleaning and the cook was making a cake.* (see Games Bank p. 19).

Grammar Central

I was talking on the phone when he took it. ...

Have the children read the sentence. Ask *What continues happening? (I was talking) What happens and is finished? (he took it)* Elicit the tenses. (*past progressive* and *simple past*) Have the children find similar sentences in the story.

For extra practice, try the **Grammar Booster** section in the Student Book (pp. 103–105)

Answers p. 103

Activity 1: **2** took **3** was wearing **4** when **5** saw **6** were having **7** when **8** arrived

Activity 2: **2** was listening **3** when **4** were leaving **5** fell **6** was

Activity 3: Children's own answers.

p. 104

Activity 1: **2** Was **3** wasn't **4** doing **5** sleeping **6** jumped

Activity 2: **2** Mom was asking the neighbor for help when our dog started chasing the cat. **3** Were you helping your mom? **4** What was your dad doing all this time? **5** He was coughing and sneezing.

p. 105

Activity 1: **2** were sitting **3** have, looked **4** wasn't playing **5** was looking **6** was, doing **7** wasn't going **8** were, doing **9** was coming **10** saw **11** watch

Activity 2: **2** Ted looking for **3** Millie saw

2 Correct the mistakes.

- Ask *What was Cheng doing when he saw that Jason's computer was missing? (He was looking for Jason's soccer ball.) What was Cheng doing when he saw a man go to Jason's desk? (He was playing basketball.) What was Miguel doing when he saw a man leaving with the computer? (He was playing a video game.)*
- Have the children do the activity, then compare answers in pairs. Elicit answers.

Answers

1 Jason was talking **on the phone** when the man took the computer. **2** Miguel was **playing a video game** when the man left. **3** Cheng was **playing basketball** when the man went into the office.

Lesson 6

1 Circle.

1 I walked / **was walking** in the park when I found / **was finding** a ring.

2 He ran / **was running** home when he fell / **was falling** and hurt his knee.

3 I cooked / **was cooking** dinner when my sister shouted / **was shouting**.

4 She put / **was putting** on her shoes when she heard / **was hearing** the phone.

2 Complete.

1 Diplodocus walk ... **was** ...
... walking ... when he see
... a strange light in the sky.

2 He eat ...
... some leaves on a tree
... when he hear ...
... a loud noise.

3 He sleep ...
... when a large meteorite hit ... Earth.

3 Write a story. Use the ideas here or your own ideas.

play hear a noise eat see the monster
run see a hunter find some money put the lion escapes
hide find some money put take a police officer arrives

A/An was playing when
He/She/It when
He/She/It

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1 Circle.

The children circle the correct verb forms to complete the sentences. Elicit answers.

Answers

1 was walking, found **2** was running, fell
3 was cooking, shouted **4** was putting, heard

2 Complete.

The children write the correct verb form in each pair to complete the sentences. Elicit answers.

Answers

1 was walking, saw **2** was eating, heard
3 was sleeping, hit

3 Write a story. Use the ideas here or your own ideas.

Elicit ideas using the prompts supplied. The children write their stories. Ask them to tell their stories in small groups.

Answers

Children's own answers.

Cooler: Play "Charades"



Prepare prompt cards with sentences, e.g. *I was walking home when it started to rain. I was reading a book when the phone rang. I was eating an apple when I saw the worm.* Divide the class into two teams. Children take turns choosing a card and acting out the sentence for their team to guess. If they do not guess correctly, the other team tries to answer. A correct guess wins one point. The team with most points wins.

Competency Focus

Learn

The children develop learning strategies by recognizing and applying language patterns in different contexts.

Digital Resources

Student eBook, Digital Activity Book • TIP Give the children a lot of opportunities to use the digital resources—completing interactive activities, showing answers, writing and drawing on the board, etc. Make a point of encouraging less confident children to participate, because this will help them engage.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 7B.

CLIL: Science—Using fingerprints and footprints to solve crimes

Lesson objective: find out about clues the police use to catch thieves

Materials: CLIL Graphic Organizer 7 [TRC printout] (optional)

CLIL Science Lesson 7

1 Read. What clues help the police catch thieves?

Catching Thieves
Police have used fingerprints and footprints to catch thieves for more than one hundred years. But why are they so useful?

Fingerprints
Fingerprints are one of the best and easiest ways to identify people. Fingers have lines that make patterns. Every person in the world has a different pattern. There aren't only two people who have the same pattern, not even identical twins!

People produce natural oils, which help leave a fingerprint when they touch something. When there is a crime, detectives look for fingerprints. When they find one, they compare it with the fingerprints they have on their computers. Before computers, detectives sometimes spent days looking through books of fingerprints to match one with a fingerprint from a crime scene!

Footprints
Detectives can now use patterns from the bottom of shoes to help solve crimes. They can use the patterns to find out what type of shoe it is, and if the same pattern has appeared at another crime scene. The size of the footprint is also a clue about how tall the thief is.

2 Circle T (true) or F (false).

- 1 Detectives used fingerprints and footprints to catch thieves in the past. T / F
- 2 You can have the same patterns on your fingers as another person. T / F
- 3 Natural oils leave fingerprints. T / F
- 4 Footprints can tell detectives how tall someone is. T / F

3 Class Vote
Do you think it is easy to be a detective?
Why / Why not?

Find Out More!
What other clues do the police use to catch thieves?

Warmer: Play "Missing Vowels"

Write on the board *Next to the cat were eight tiny kittens in a cozy nest made from a fur hat, some gloves, and a nice, soft handbag,* omitting the vowels. Have children write in the vowels on the board. Repeat with *I haven't seen your gloves because I was busy taking the cat to the vet.*

1 Read. What clues help the police catch thieves?

- Ask *Do you know anyone who works for the police?* Elicit answers. Pre-teach *crime scene*.
- Have the children read the title and first sentence. Ask *What clues help the police catch thieves?* (*fingerprints and footprints*)
- The children read the rest of the text. Ask *What do fingers have?* (*lines that make patterns*) *Where do detectives today keep fingerprints?* (*in their computers*) *Why do the detectives look at the patterns in the footprints?* (*to find the type of shoe*)

2 Circle T (true) or F (false).

- Read the example. Have the children circle T (true) or F (false) for each sentence.
- Elicit answers, including the correct version of the false sentences.

Answers

1 T 2 F 3 T 4 T

3 Class Vote

- Have children discuss the question in small groups. Have them vote by showing a "thumbs up" for *easy* and a "thumbs down" for *difficult*. Count the votes.
- Elicit why being a detective is easy (e.g. *not much work to do, computers do the work, etc.*) and why it is difficult (e.g. *it's dangerous, you have to be very smart, etc.*).

Find Out More!

Ask the children to research other clues the police use to catch thieves, e.g. phone calls, clothes, hair/DNA, etc. Suggest appropriate resources, e.g. Internet, library books, etc. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

Optional activity: Detectives and Thieves

Explain the situation: *Someone stole a diamond. The police caught the thief but they haven't found the diamond.* Divide the class into pairs: one child is the detective, the other the thief. Have the pairs decide where the diamond was stolen from, and when. The detectives try to find out what the thieves did during that day. Give the "detectives" two minutes to think of the questions (e.g. *What were you doing yesterday / on Wednesday at ... o'clock?*) while the "thieves" think about their alibis (e.g. *I was at the doctor's. I was watching television.*)

Cooler: Play "Reading Race"

Play the game using *Why can you use fingerprints to identify people? What do detectives do when they find fingerprints? What does the size of a footprint tell?* (see Games Bank p. 19).

Competency Focus

Act

The children carry out research to find out more about clues the police use to catch thieves. This helps them expand their learning and relate it to their world, both inside and outside the classroom.

Lesson 7 CLIL

1 Read and circle the best title. Then circle true or false.

Fun Apps for Summer **Cell Phone Stolen** **Police Catch Thieves**

Fingerprints and footprints are not the only clues that the police look for. They also use technology to help them find thieves and solve crimes. Sometimes all they need is a simple piece of software. Some laptops have this software already. If your laptop doesn't, you can buy an app. It doesn't matter what your laptop's location is – this app always knows where to find it. It works for cell phones, too.

When thieves stole eight-year-old Tom Carter's laptop, Tom's parents thought that it was lost forever. But Tom used an app to find his laptop and showed the police a map. The police went there and caught the thieves. They found Tom's laptop's location is – this app always

- 1 Some laptops don't have the app. true / false
- 2 The app tells you where your computer is. true / false
- 3 The app is only for laptops. true / false
- 4 The thieves stole a lot of things. true / false

2 Use your Student Book research. Make a Detective Notebook. Write about the things that police officers use as clues.

Find Out More!
Who are your favorite detectives in books, movies, and TV shows? What crimes do they solve? Share your ideas.

1 Read and circle the best title. Then circle true or false.

The children read the article once quickly and circle the best title. Elicit answers with reasons. (*Police Catch Thieves—The article talks about how the police use technology to catch thieves.*) Then they read the article again and circle true or false for each sentence. Elicit answers, including the correct versions of the false statements.

Answers

1 true 2 true 3 false 4 true

2 Use your Student Book research. Make a Detective Notebook. Write about the things that police officers use as clues.

Divide the class into groups of four. Have the children pool the information learned from their research in the Student Book and the Activity Book. They write about the clues police officers use individually. Have children talk about the clues to the class.

Answers

Children's own answers.

It's My World!

The children discuss in small groups their favorite detectives in books, in movies, and on TV. Elicit ideas. What crimes do they solve?

Project

Lesson objectives: review language from Chapter 7; make a thumbprint database

Materials: soft lead pencils, construction paper, clear tape, pieces of white posterboard; two game pieces and a coin for each pair

Project
Lesson 8

You need:

- soft lead pencil
- construction paper
- clear tape
- two pieces of white posterboard

Prepare

1 **Make a thumbprint database.**

- 1 Cover the card with pencil. Make sure you press hard.
- 2 Press your thumb onto the pencil dust.
- 3 Press your thumbprint onto the sticky side of the tape.
- 4 Stick the tape onto your piece of white posterboard and write your name on the back. Display all the thumbprints on the classroom wall.

Showcase

2 **Check the database!**

- 1 Make another thumbprint (the same thumb), and write your name on it.
- 2 Swap prints and check against the database. Can you figure out whose print it is?
- 3 Check the names. Were you correct?

Ideas Box

Every fingerprint is different. You're a good detective! Whose fingerprint is this? That's mine / his / hers.

Yes, that's mine.

Warmer: Play "Vocabulary Review"

Play the game with *belt, button, clue, crime, detective, earring, fingerprint, footprint, gloves, necklace, handbag, scarf, thief, tie, witness* (see Games Bank p. 19).

Prepare

1 Make a thumbprint database.

- Distribute the materials. Read through the instructions together and ensure the children are clear on what to do.
- Have the children follow the instructions. Display their fingerprints on the classroom wall.

Alternative craft activity

An easier project is for the children to look carefully at their fingers and draw a large fingerprint in their notebook. They compare their drawings, looking for similarities and differences. Encourage them to look for and copy the different patterns.

Showcase

2 Check the database!

- Have the children take a new fingerprint of the same thumb, write their name on the back of the paper, and swap with other children. Collect in the papers, shuffle them, and hand them out so each child has one paper.
- The children check the new fingerprint against the database (without looking at the name).
- Have children tell the class whose fingerprint it is using the **Ideas Box** for support. Have them check at the end by looking at the name on the back.

Optional activity: Play "Ready, Set, Draw!"

Play the game using words from the chapter, e.g. *necklace, scarf, tie, fingerprint, footprint*, etc. (see Games Bank p. 19).

Lesson 8

1 **Play "Solve the Clues!"**

Take turns. Flip a coin. Move one space for heads. Move two spaces for tails. Color the grid - the person with the most correct answers wins!

Start

- 1 Name two things from Chapter 7 you can wear to be warm.
- 2 Name three things you can wear around your neck.
- 3 What were you doing at 6.00 p.m. yesterday?
- 4 Name two people involved with crimes.
- 5 Which objects go missing at Grandma Agatha's party?
- 6 Complete and answer for you: What ... your room wearing yesterday?
- 7 Complete: All fingerprints are ...
- 8 Say and spell a word with *ew* and a word with *ue*.
- 9 Complete: I was playing a computer game when ...
- 10 My question:

You found a clue. Go forward one space.

You can't solve a crime. Go back two spaces.

Finish

1 2 3 4 5 6 7 8 9 10 /10

1 Play "Solve the Clues!"

See p. 43 for instructions on how to play the game.

Answers

1 gloves, scarf 2 scarf, tie, necklace 3 Children's own answer: I was -ing 4 any two of: thief, detective, witness 5 fur hat, cream, gloves, handbag 6 was; She was wearing ... 7 different 8 any one of: jewels, new, threw + any one of: clue, Sue, blue, glue 9-10 Children's own answers.

Cooler: Play "Back to the Board"

Choose ten key words from Chapter 7. Divide the class into two teams. One child from each team sits at the front, facing away from the board. Write one of the words on the board—they cannot look! Their teammates explain the word for the children to guess (using definitions, examples, mime, sound effects—anything except L1 or the word itself). Repeat with different children. A correct answer wins a point. The team with the most points wins.

Competency Focus

Collaborate and Communicate

By working together, the children consolidate their understanding of the language learned in a way which they will find fun and engaging. They also demonstrate their ability to work with friends and use interpersonal skills.

Language Review

Lesson objective: review language from Chapter 7

Materials: Tracks 7.9 and AB 7.1; tray and accessories (Cooler)

Warmer: Memory test

Have the children look back through the chapter and write three questions about the story, a picture, a word, etc. In pairs, the children test each other on what they can remember.

1))) 7.9 Listen and write the names.

- The children look at the picture. Ask *What happened?*
- Play Track 7.9 twice. The children listen and label the people pictured with the names supplied.
- Elicit answers.

Audioscript

Detective: Good evening, Mrs. Brown. I'm Detective Watson. I'm here to solve the crime.

Gina: Good evening, Detective. Call me Gina, please. Yes, a thief has taken my necklace.

Detective: Hm... What time did they take it?
Gina: About 8 o'clock, I think. I was putting on my long dress and earrings, then I looked in the box, and it was gone!

Detective: And what was your family doing?

Gina: Well, Lenny was putting on his tie—we were going out to a restaurant. And our son Nicky was in his bedroom... he was looking for his belt.

Detective: And what about your daughter, Sally?

Gina: Sally was looking for her scarf in the living room.

Sally: Yes, that's right. I found it on the sofa.

Detective: And your other sister?

Lenny: Well, Emma was doing her homework in the kitchen. She couldn't come to the restaurant—she was studying for her math exam. But she saw a person outside. The person was looking through the window.

Detective: Well, I saw footprints in the yard. I think we're going to find the thief soon!

Answers

1 Gina 2 Lenny 3 Nicky 4 Sally 5 Emma

Review

1))) Listen and write the names. Nicky Gina Lenny Sally Emma

2 Complete with the correct form of the verb. Check (✓) the thief.

Emma:
It was 8 o'clock. I 1 (do) was doing my homework. While I was studying,
2 I (see) saw a woman in the yard. She was tall and thin. She
3 (wear) was wearing a black and white sweater, jeans, and a blue scarf. She
4 (not wear) wasn't wearing gloves. When she 5 (run) was running away, I saw her
face—she 6 (have) had brown hair and blue eyes.

3 Think about Chapter 7. Color and complete for you.

Treasure Hunt!
Look back at pages 4 and 5. Find:
How many detective clues can you find?

2 Complete with the correct form of the verb. Check (✓) the thief.

- Children complete the statement.

Answers

1 was doing 2 saw 3 was wearing 4 wasn't wearing
5 ran 6 had ✓ by second suspect (tall, thin woman)

3 Think about Chapter 7. Color and complete for you.

- Children color the circle which represents how they feel about their own progress (self-evaluation).
- Have the children complete the sentence.

Treasure Hunt!

Have the children look at pp. 4–5 and count the detective clues. Elicit the answer. (*four—the tie, the scarf, the footprints, the gloves*)

Cooler: The thief has stolen ...

Prepare a tray of items. Show it to the class. Then remove an item from the tray. Show them the tray again and say *Oh, no! The thief has stolen ...* to elicit the missing item.

Competency Focus

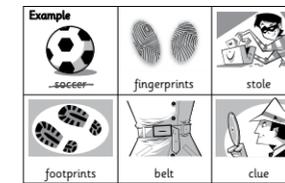
Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress.

Chapter 7 Exam Booster

1 Reading and Writing

Read the story. Choose a word from the box. Write the correct word next to numbers 1–4. There is one example.



On Friday, I was in the park with my friends. I was playing soccer when I saw a man running very fast. He was carrying a handbag—I think he (1) stole it from a woman. He was wearing a dark coat with a (2) belt and big buttons and he had black gloves. The thief ran away. When I was talking to my friends, I saw there were (3) footprints under the trees by the gate. I called the police on my cell phone. Then a detective arrived. He was looking for a (4) clue when he found the empty handbag.

2 Now choose the best title for the story.

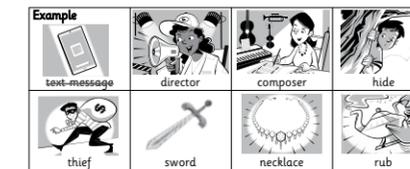
- a A Helpful Man b The Lost Handbag c Helping the Police

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3 Reading and Writing

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Last Saturday, I got a text message that said "Meet me in town!" from my friend Ben. I was waiting for him when I saw some strange people. A man was wearing a long cloak and carrying a (1) director. A woman was wearing a long dress and a (2) necklace with jewels. She was trying to (3) hide in a treasure chest. I was watching them when an old man shouted "Cut!". I realized they were filming a movie and the old man was the (4) thief. It was an action movie about a (5) composer who stole some treasure!



2 Now choose the best name for the story.

- a The Lost Treasure b Catching a Thief c Movie Magic

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1 Reading and Writing. Read the story. Choose a word from the box. Write the correct word next to numbers 1–4. There is one example.

The children complete the text using the words supplied.

Answers

1 stole 2 belt 3 footprints 4 clue 5 c

2))) AB 7.1 Listening. Listen to Jane talking about her friends and family. Why was each person busy last week? What were they doing? Listen and write a letter in each box.

Play AB Track 7.1 twice. The children listen and match.

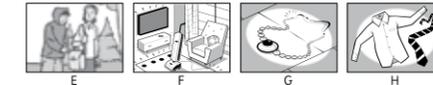
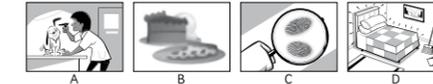
2 Listening

1) Listen to Jane talking about her friends and family. Why was each person busy last week? What were they doing? Listen and write a letter in each box. There is one example.

1 Jane F 2 her brother

3 her mom 4 her dad

5 her grandma 6 her friend Eva



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Answers (Audioscript on p. 223)

Lines between: Monday—girl vacuuming; Wednesday—dad and girl at the vet with dog; Thursday—mom and girl baking Friday—girls walking in the park; Saturday—girl buying CD

3.1 Reading and writing. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Children use the pictures to decide the correct word.

Answers

1 sword 2 necklace 3 hide 4 director 5 thief

3.2 Reading and writing. Now choose the best name for the story.

Children choose the best name.

Answers

b Catching a Thief

Digital Resources

Student eBook • Display the SB page. Open the Welcome page to give feedback on Treasure Hunt. Ask a child to find the detective clues.

Digital Activity Book • For the Exam Booster activities on the AB page, choose the audio button to access the recordings.

Teacher's Resource Center • Print out Test Chapter 7 to use at the end of this lesson. The Test Generator also allows you to create customized tests.