

Story Central Plus

Grammar
Booster
in every unit

Student Book
4
with eBook



 macmillan
education

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1 Listen and number. Then say.

bedroom (6)

stairs (5)

garage (7)

library (4)

game room (8)

kitchen (3)

hall (2)

living room (1)

CRIME SCENE

- Clues**
- belt
 - gloves
 - handbag
 - scarf
 - tie
 - earring
 - button
 - necklace

2 Close your book. Play a memory game.

Earring Sofa!

3 Write about where the clues are.

The earring is in the living room.

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.

- 1 The girl was / wasn't working.
- 2 The man was / wasn't running.
- 3 The boy was / wasn't reading.
- 4 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 Booster on page 102

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



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.

Tilly Cousin Flo
Grandma Agatha
The gardeners Peter

- 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." "Hm, 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.



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

hat gloves cream kittens handbag

- | | | |
|----------------------------|----------------|-----------------|
| <input type="checkbox"/> 1 | Cousin Flo | _____ hat _____ |
| <input type="checkbox"/> | Grandma Agatha | _____ |
| <input type="checkbox"/> | the cat | _____ |
| <input type="checkbox"/> | Uncle Alistair | _____ |
| <input type="checkbox"/> | 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?



Lesson 5

- 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.

The thief stole jewels.

Detectives came to the store. They asked questions.

- 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.





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



2 Correct the mistakes.

- Jason was talking to the children when the man took the computer.
- Miguel was reading a book when the man left.
- 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

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 any 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).

- Detectives used fingerprints and footprints to catch thieves in the past. T / F
- You can have the same patterns on your fingers as another person. T / F
- Natural oils leave fingerprints. T / F
- 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!

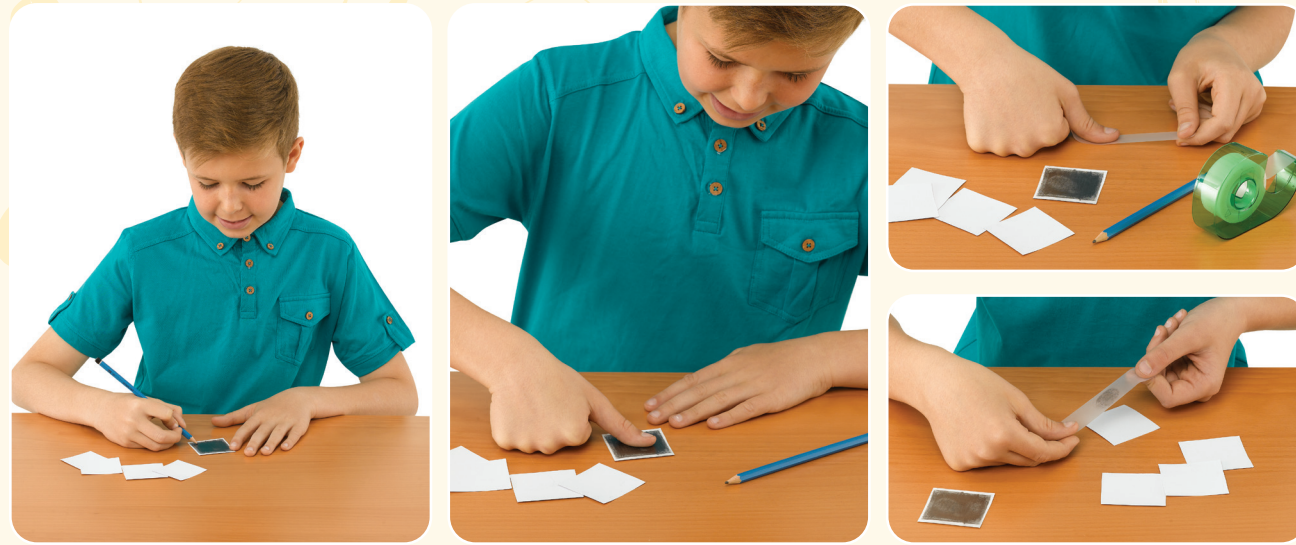
What other clues do the police use to catch thieves?

Prepare

1 Make a thumbprint database.

You need:

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



- 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

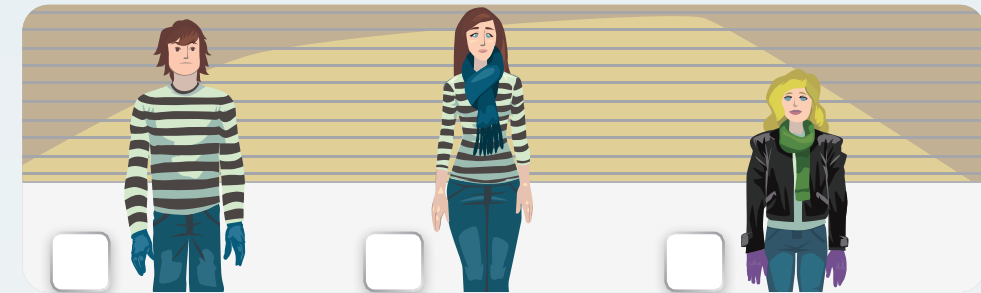
Every fingerprint is different. You're a good detective! Whose fingerprint is this? That's mine / his / hers.

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) a woman in the yard. She was tall and thin. She 3 (wear) a black and white sweater, jeans, and a blue scarf. She 4 (not wear) gloves. When she 5 (run) away, I saw her face – she 6 (have) 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?

Past continuous

1 Read and complete.

Use **What was / were** and verb + ing ...? or **Was / Were** and verb + ing ...? to ask about things that happened at specific times in the past.

Use I, he, she, they **was / wasn't** with verb + ing to answer.



Question	Positive ✓	Negative ✗
What 1 <u>were</u> you doing at two o'clock yesterday?	I 2 (work) in the classroom.	I wasn't working in the classroom.
What 3 he doing at eight o'clock last Friday?	He was running in the playground.	He 4 (run) in the playground.
Was she wearing gloves?	Yes, she 5 (wear) gloves.	No, she wasn't wearing gloves.
6 they eating in the picnic area?	Yes, they were eating in the picnic area.	No, they 7 (eat) in the picnic area.

2 Complete the conversation.

~~doing~~ was was was walking
was watching wasn't running ~~were~~

Bobby: What **1** were you doing at seven o'clock last night?

Kim: I **2** TV. But then I saw a man outside.

Bobby: What **3** the man doing? **Kim:** He **4**

slowly along the street. He **5** fast. **Bobby:** **6**

he wearing a jacket? **Kim:** Yes. He was wearing a black jacket.

3 Write about what you were doing yesterday at three o'clock.

1 Yesterday at three o'clock,

Past continuous and past simple

1 Read and complete.

Use **past continuous + when** and the **simple past** to talk about two activities that happened at the same time.



Past continuous		Past simple
I 1 <u>was talking</u> (talk) on the phone	when	he 2 (take) the laptop.
She 3 (wear) a blue t-shirt	4	I 5 (see) her.
They 6 (have) supper	7	Sally 8 (arrive).

2 Circle the correct answer.

1 I brushed / was brushing my teeth when I heard a noise.

2 I **was listening** / **listened** to music when my mom called me.

3 She was wearing a blue jacket **when** / **why** I saw her.

4 We **leave** / **were leaving** the house when it started to rain.

5 She was trying on her new jeans when the button **fell** / **was falling** off.

6 The detective **was** / **were** asking them questions when the telephone rang.

3 Write about you or your family with when.

1 We were watching television when I started to cough.

2 I was
.....

3
.....

4
.....

1 Read and circle.



Look, the cat! Because of him, my dad wasn't **1 feeling** / **feel** good last night. He hurt his back.



What happened? **2 Was** / **Were** he chasing the cat?

No, he **3 was** / **wasn't** chasing it.



So what was he **4 do** / **doing**?

My dad was **5 sleep** / **sleeping** when the cat **6 jump** / **jumped** on him and took his popcorn.



Oh no, the cat! My ice cream!

2 Unscramble to finish the story.

1 taking out / Mom was / when it / ran back inside. / the cat,

Mom was taking out the cat when it ran back inside.

2 for help / Mom was / started chasing the cat. / when our dog / asking the neighbor

3 your mom? / helping / Were / you

4 your dad / What / all this time? / doing / was

1 Read and complete.



The Bentley family **1 was camping** (**camp**) in the forest. It was 5:30 in the evening and they **2** (sit) down for dinner. "Where's Danny?" asked Mom. "Go look in his tent," said Dad. "I **3** just (look) for him," said Ted. "He's not there." "When did you see him last?" asked Mom. "About an hour ago," said Ted. "He **4** (not play) soccer with us. He **5** (look) for insects over there." "I saw him 30 minutes ago," said Millie. "What **6** he (do)?" asked Mom. "He was walking into the woods. He **7** (not go) to his tent," said Millie. "Hey ... what's that!" said Millie. "It's me, the tree man!" said Danny. "Danny, where were you? And what are you wearing?" asked Dad. "I wasn't far away. I was over in the trees," said Danny. "What **8** you (do)?" "I **9** (come) back for dinner when I **10** (see) a lot of ants. They were walking in a line and carrying sticks. When you **11** (watch) insects, you learn a lot!"

2 Complete the questions. Answer them with your classmates.

1 What was Danny doing at 5:30 in the evening? (Danny / do)

2 Was insects with Danny? (Ted / look for)

3 What was Danny doing when him? (Millie / see)

It's My World!

Are you often late? What were you doing the last time you were late? Share your story.