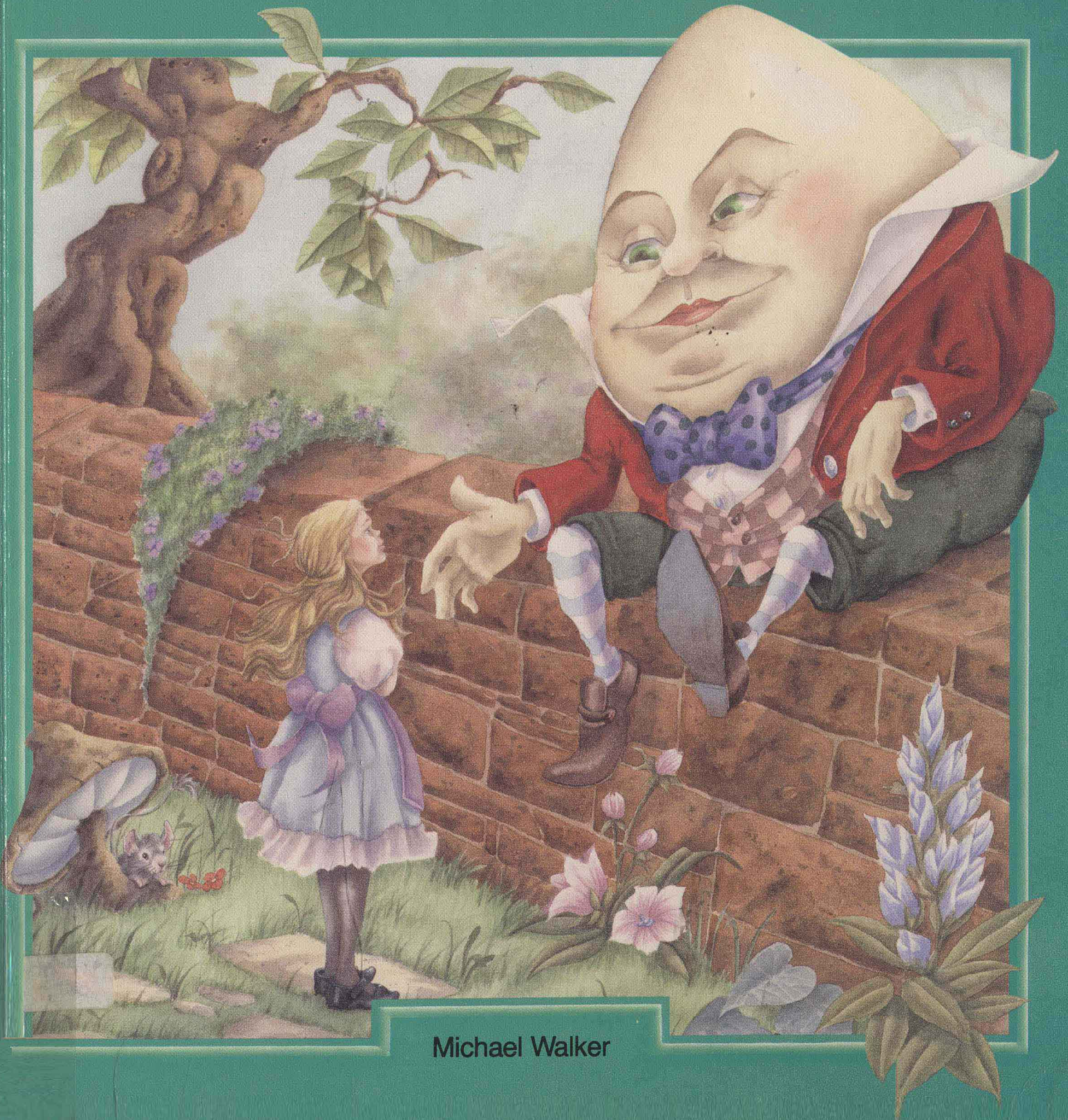
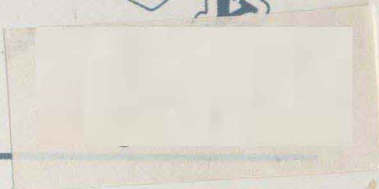


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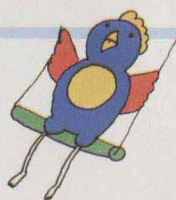
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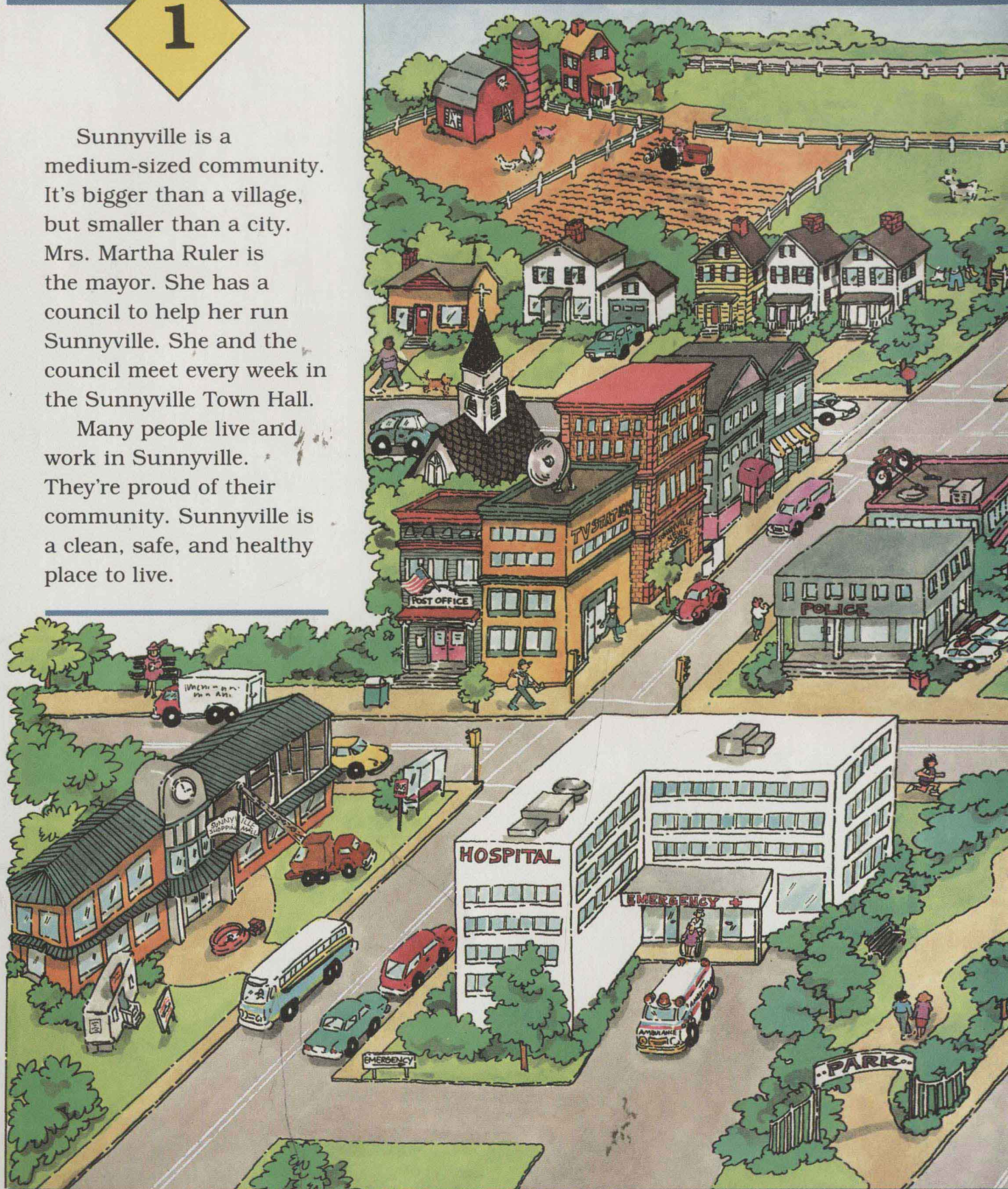
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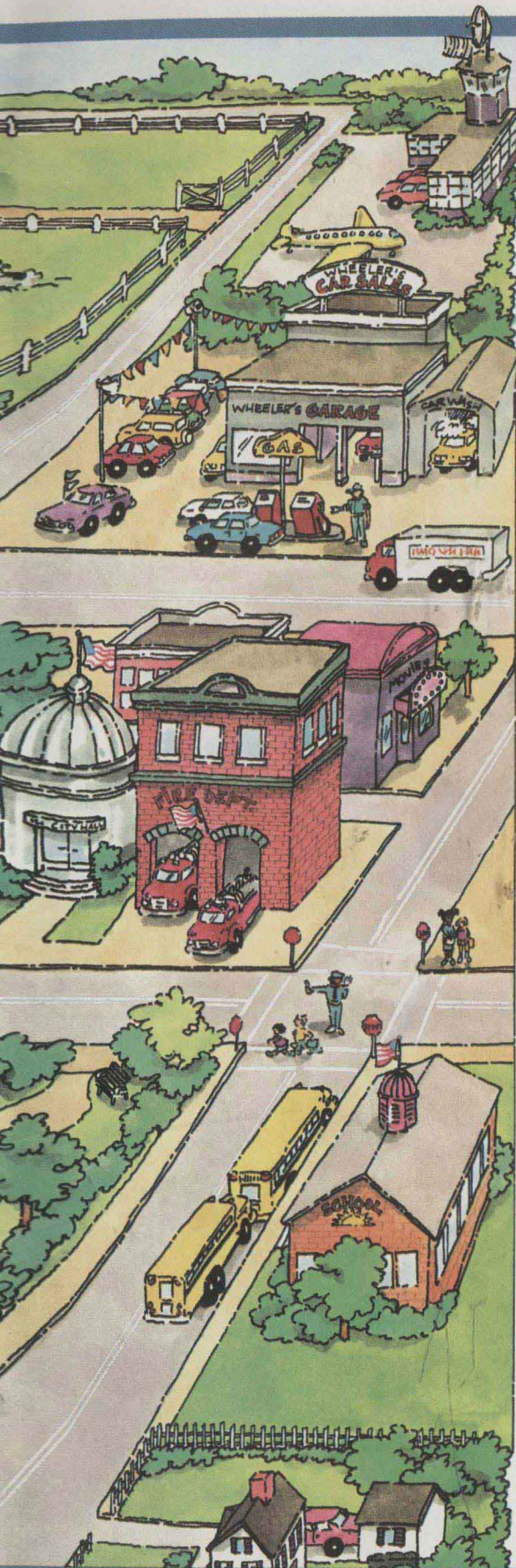
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1

Sunnyville is a medium-sized community. It's bigger than a village, but smaller than a city. Mrs. Martha Ruler is the mayor. She has a council to help her run Sunnyville. She and the council meet every week in the Sunnyville Town Hall.

Many people live and work in Sunnyville. They're proud of their community. Sunnyville is a clean, safe, and healthy place to live.





the mayor



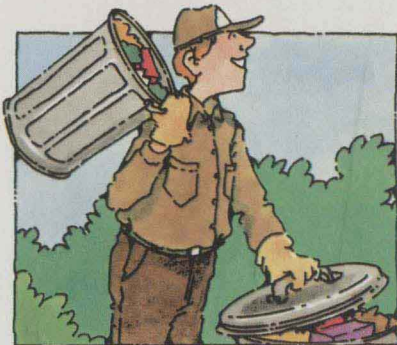
the council



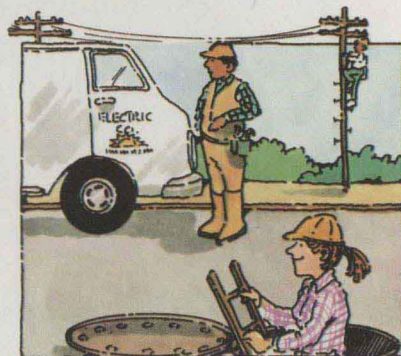
Police



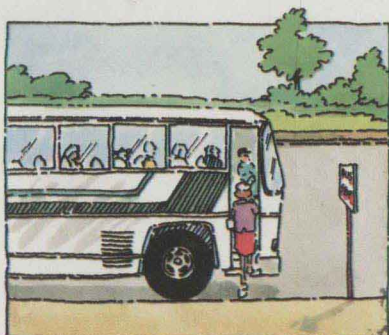
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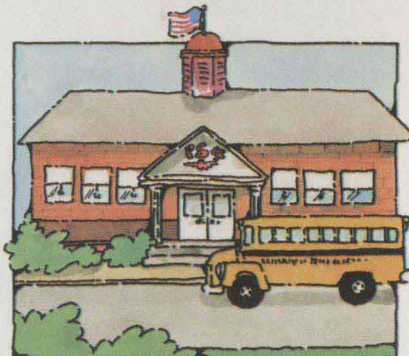
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Utilities



Transportation



Schools



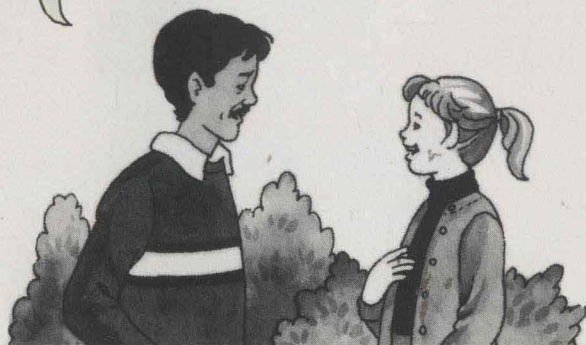
Social studies: community life
Identifying/describing/counting
Asking for/giving information

Life Skills

Hello. How are you today?

Just fine, thanks.

That's good.



Hi, how are you doing?

So so.

I'm sorry to hear that.



What's the matter?

I have a headache.

What a shame.



I hope you feel better soon.

Thank you. So do I.



DATA BANK

I feel great.
Wonderful.
Terrific.

That's nice.
I'm glad to hear it.
That's good.

I'm not so good.
Awful.
Terrible.

Sorry to hear that.
That's too bad.
Oh, I'm so sorry.



Say the right thing!

How are you today?
Hi, how are you doing?

Just fine.
Oh, so so.

Oh. What's the matter?
That's good.

I have a cold.
How about you?

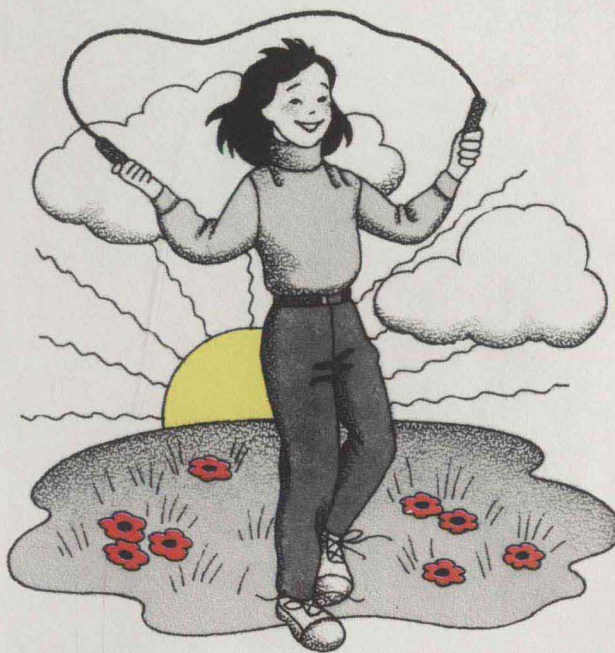
I feel terrific.
I hope you feel better soon.

Glad to hear it.
Thanks.

*Now make conversations with your partner.
Begin with these situations.*



1. Your friend doesn't come to school.
You call your friend to ask how he is.
He has a cold.
You say you hope he feels better soon.



2. You meet a friend at the store.
She says hello and asks how you are.
You say that you're fine and ask how she is.
She feels wonderful.

Pair Practice 1

I, we, you they

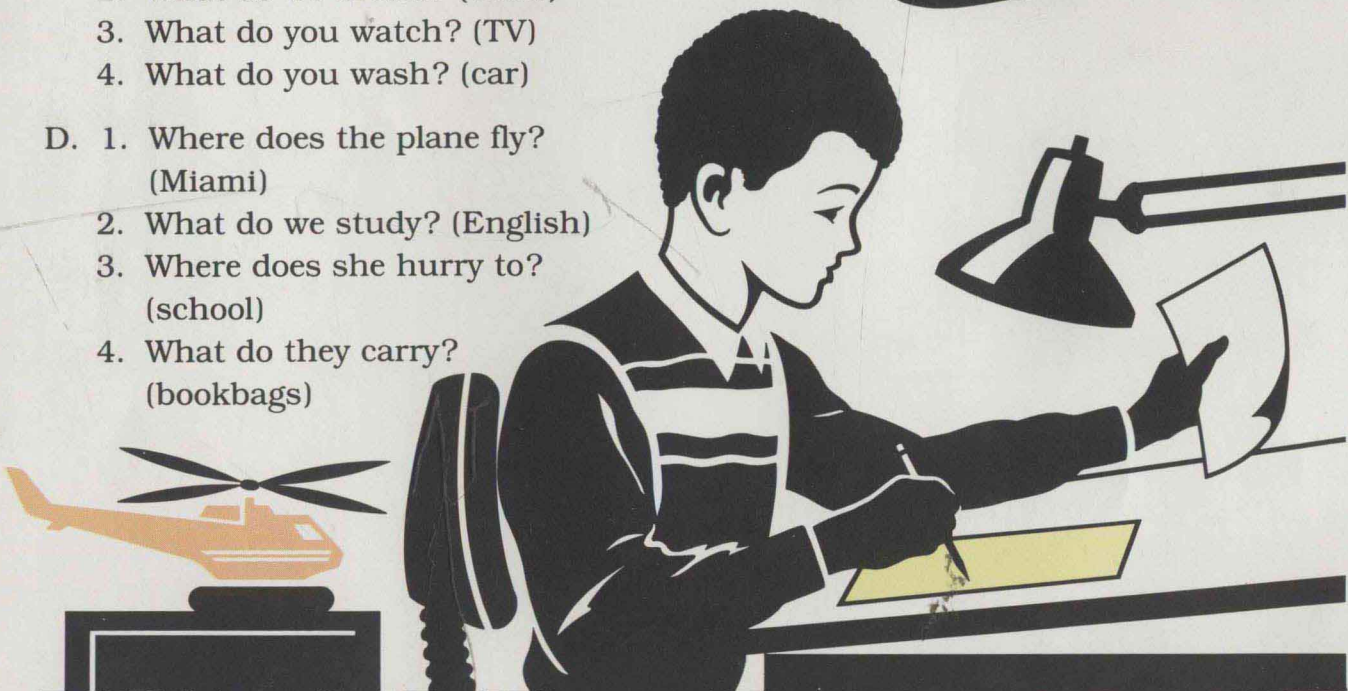
walk study
live fix
play

He, she, it

walks studies
lives fixes
plays

*Take turns with your partner.
Ask and answer the questions.*

- A. 1. What do they buy? (bread)
2. Where does he live? (Chicago)
3. What does he like? (baseball)
4. Where do you work? (store)
- B. 1. What do they play? (football)
2. What does she enjoy? (music)
3. What do they say? (hello)
4. What does he buy? (hat)
- C. 1. What does he fix? (bikes)
2. What do we brush? (teeth)
3. What do you watch? (TV)
4. What do you wash? (car)
- D. 1. Where does the plane fly?
(Miami)
2. What do we study? (English)
3. Where does she hurry to?
(school)
4. What do they carry?
(bookbags)



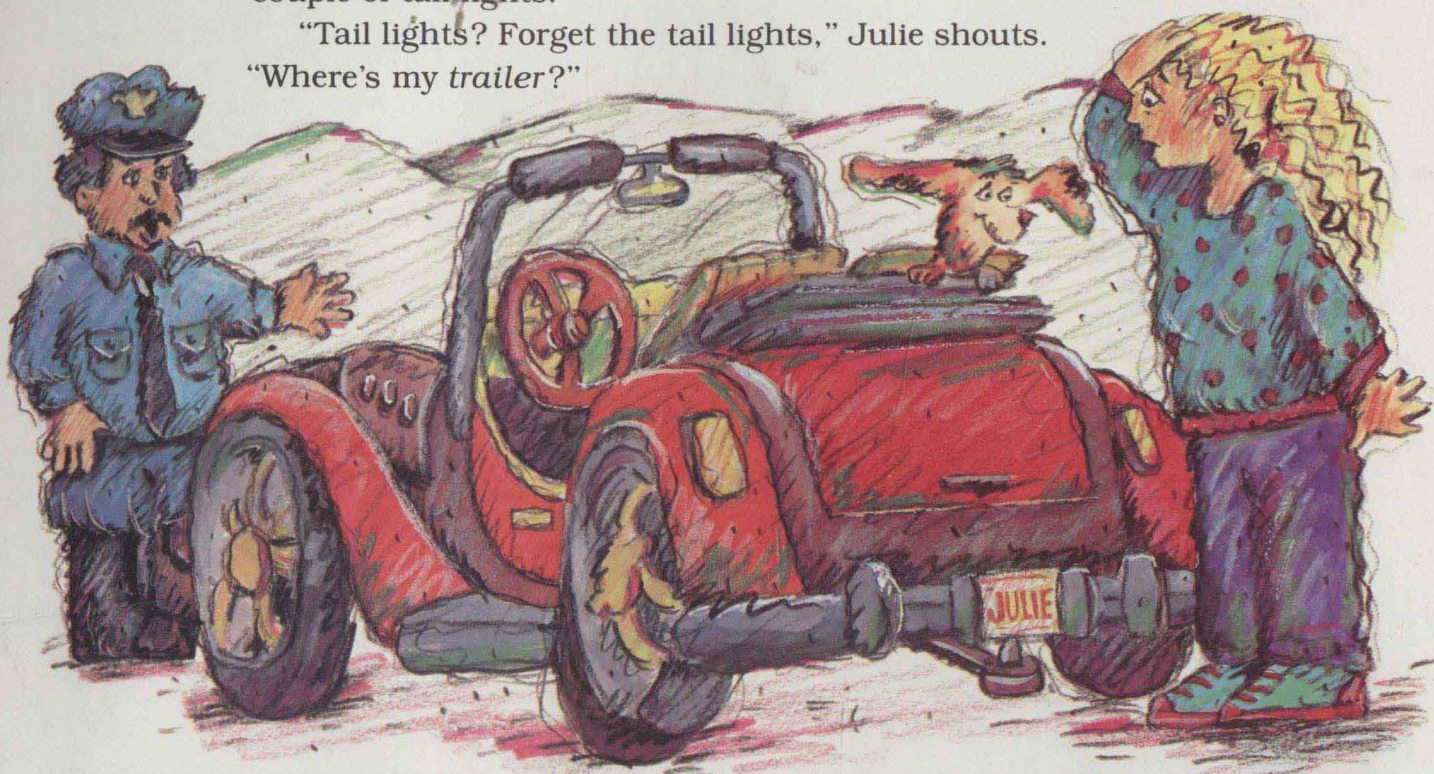
Asking for/giving information (habitual actions)
Creating exchanges from cues
Spelling regular word endings

On weekends, my aunt Julie likes to drive to the mountains. She camps outdoors. Every Friday, she rushes home from work. She packs her things in a little trailer. She attaches the trailer to the back of her car. She drives up Route 93 to the mountains.

One weekend, Julie is on her way. She hears a police siren. She pulls off the highway to the side of the road. The police officer gets out of his car. Julie says, "What's wrong officer? Was I driving too fast?"

"Yes," replies the officer. "And you have two tail lights missing." Julie looks puzzled. She gets out of her car and walks to the back. She stops, throws her hands in the air, and screams! "Take it easy, lady," the officer says. "It's only a couple of tail lights."

"Tail lights? Forget the tail lights," Julie shouts. "Where's my trailer?"



Right or Wrong?

- | | |
|-------------------------------------|----------------------------------|
| 1. Julie likes to go to the beach. | 5. She pulls over. |
| 2. She packs her things in the car. | 6. The officer stays in his car. |
| 3. She drives up Route 101. | 7. Julie looks happy. |
| 4. She hears a police siren. | 8. Julie's trailer is missing. |



Study Skills

You're going to practice **skimming**—reading quickly to find main ideas. Make sure you understand the questions first. Read each article just once, and see how many questions you can answer.

1. How long have people been using wheels?
2. What was the first vehicle with wheels?
3. When were carriages popular?
4. What was the first bicycle made of?
5. Who added foot pedals to the bicycle?
6. How did stagecoaches get their names?
7. What did stagecoaches carry?
8. What was a wagon train?

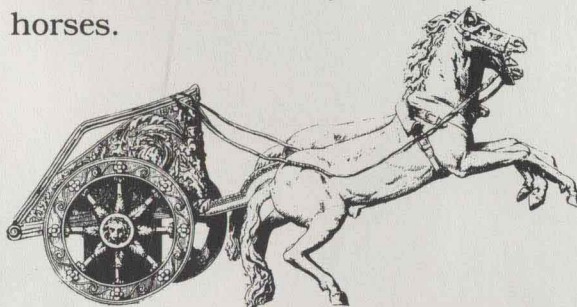
The Wheel Begins to Roll

No one knows for sure who invented the wheel or when. We do know that people used wheels over 5,000 years ago. The first wheels were probably made from logs.



The chariot was the first wheeled vehicle to carry people. It was a two-

wheeled cart, open at the back. The ancient Greeks and Romans used chariots in fighting. Chariots were first pulled by donkeys, then by horses.



People Ride Inside

By the 1700s, carriages were popular in Europe and America. They were lightweight and fast, but they weren't very comfortable to ride in. Springs weren't put under the seats until nearly 1800. Roads weren't paved then so it was a very bumpy ride.





Early Two-wheelers

A Frenchman named Sivrac built a wooden bicycle in 1790. It had no pedals and no handlebars. The rider had to move and steer by putting his feet on the ground and pushing.

A German inventor added handlebars in about 1816. Finally, a Scottish blacksmith named Macmillan added pedals in 1839.

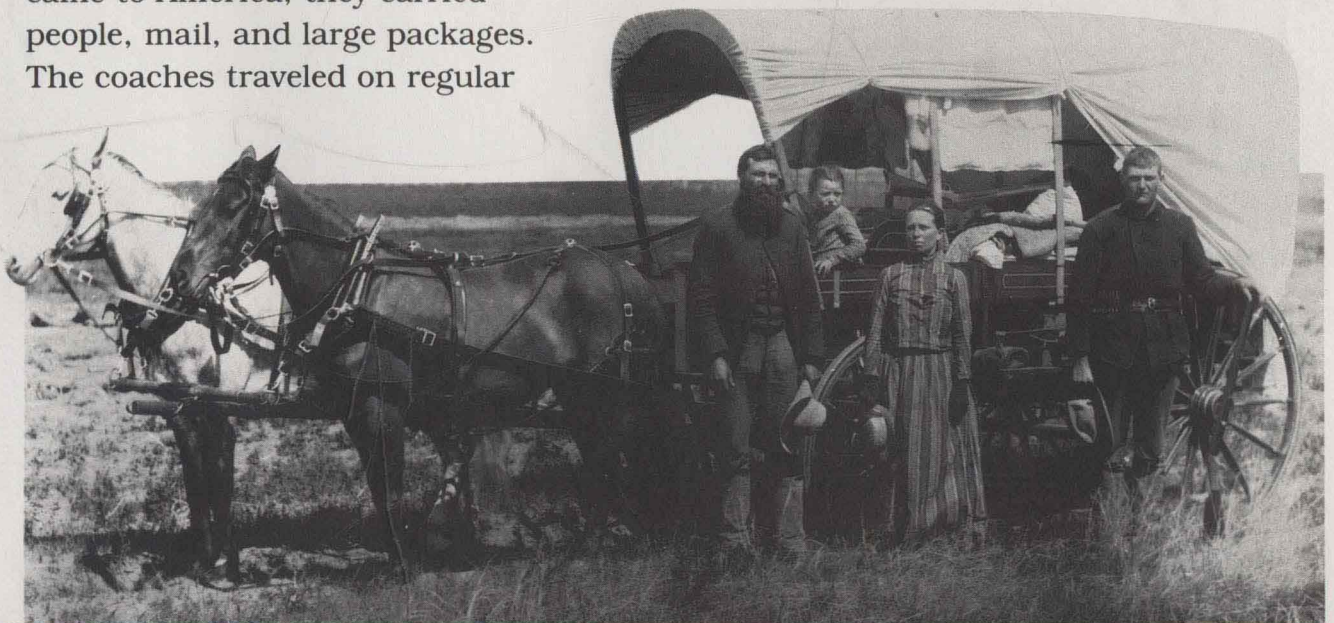
Americans Head West

Coaches were used in Europe for public transportation. When coaches came to America, they carried people, mail, and large packages. The coaches traveled on regular

routes between cities. The drivers changed horses at certain stops, or "stages" along the way. That's how stagecoaches got their names.



Pioneers traveled west in covered wagons. Often, everything a family owned was inside, under the high, curved top. Groups of families traveled together in single file. The long line of wagons became known as a wagon train.



Skimming for main ideas
Reading for information
Research

Pair Practice 2

I me myself
you you yourself

he him himself
she her herself
it it itself

we us ourselves
you you yourselves
they them themselves

1. ★ What's the matter with him?

● He hurt himself.

What's the matter with

her?
you?
them?
you two?

2. ★ Please help me.

● Oh, you can do it yourself.

Please help

them.
us.
him.

Tom Talker was a know-it-all. He thought a lot of himself. He often said to himself, "Sometimes I'm so smart, I amaze even myself." He also thought he was handsome, and often looked at himself in the mirror.

One day, Tom saw Martha at the store. "Oh, no," Martha thought to herself. Tom walked up to her. "I'm feeling very, very smart today," he said. "Ask me anything."

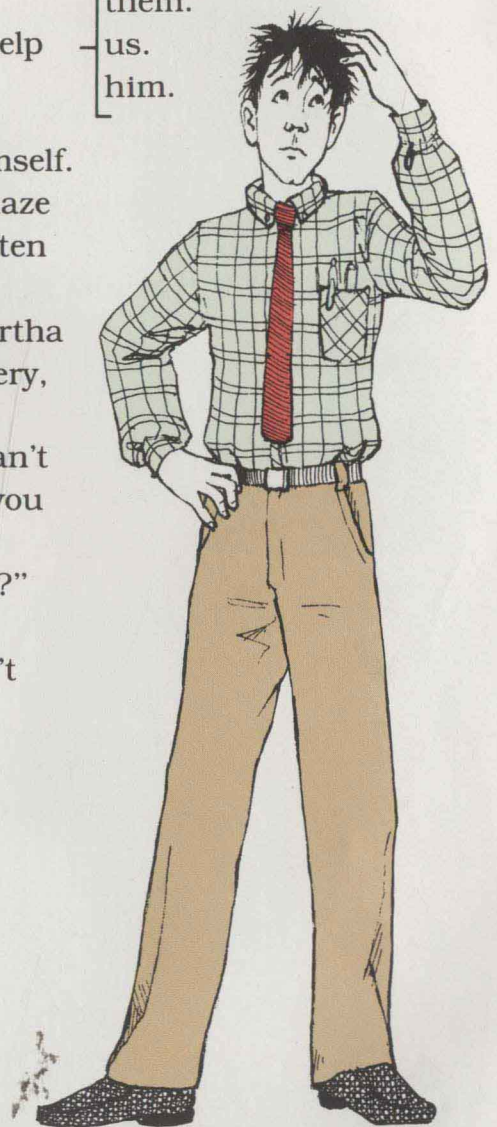
"Anything?" said Martha. "Hmm. Okay. I'll bet you can't answer my question." "Fine," Tom replied. "And I'll bet you can't answer *my* question."

"What has three legs, flies and talks to itself at night?" asked Martha.

Tom looked puzzled. Finally he said, "I give up. I don't know. What is the answer?"

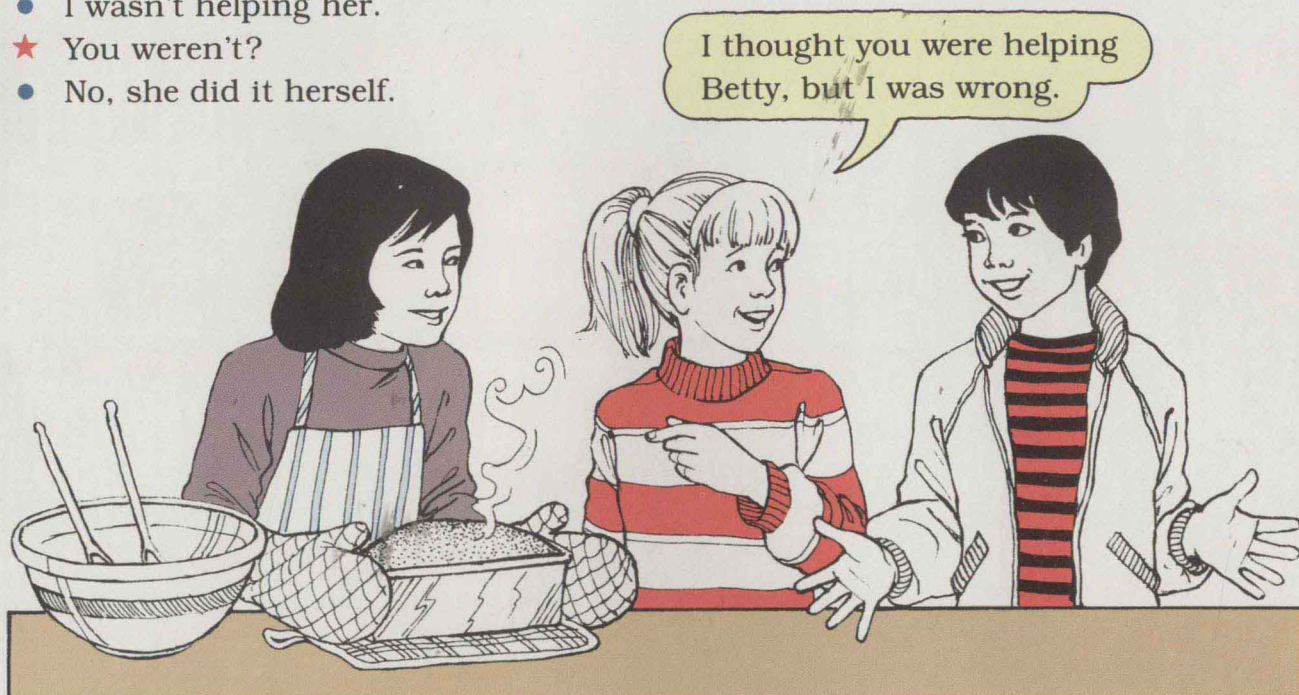
Martha smiled to herself. "I don't know either. But if that's *your* question, I guess I win!"

1. What did Tom often say to himself?
2. What did he often do in front of the mirror?
3. What did Martha say to herself when she saw Tom?
4. What did she do?
5. How did Martha fool Tom?



Asking for/giving information (reflexive pronouns)
Reading (grammar in context)
Comprehension/recall questions

- ★ Thanks for helping Betty.
- I wasn't helping her.
- ★ You weren't?
- No, she did it herself.



Now make conversations with your partner. Be careful!

1.

I thought you were helping Tom, but I was wrong.

2.

I thought you were helping Bill and Ted, but I was wrong.

3.

I thought you were helping Martha, but I was wrong.

4.

I thought you were helping your teacher, but I was wrong.

Practice these conversations with your partner.

- | | |
|--|--|
| <p>1. ★ Can you help me?</p> <ul style="list-style-type: none"> ● Sorry, I can't help you. But you can do it yourself. | <p>2. ★ Can you help us?</p> <ul style="list-style-type: none"> ● Sorry, I can't help you. But you can do it yourselves. |
|--|--|



INTERVIEW

Harry Rowland is the captain of the "Mississippi Queen." Our ESL Reporter is interviewing him.

ESL: Tell us about the "Mississippi Queen," Captain.

R: Well, she's a paddle steamer. She is five decks high. There is a theater and a swimming pool on board.

ESL: How many passengers can the ship take?

R: There are cabins for 400 passengers and a crew of 100.

ESL: And you go up and down the Mississippi?

R: That's right.

ESL: Just how long is the Mississippi?

R: Its 2,348 miles long. It begins

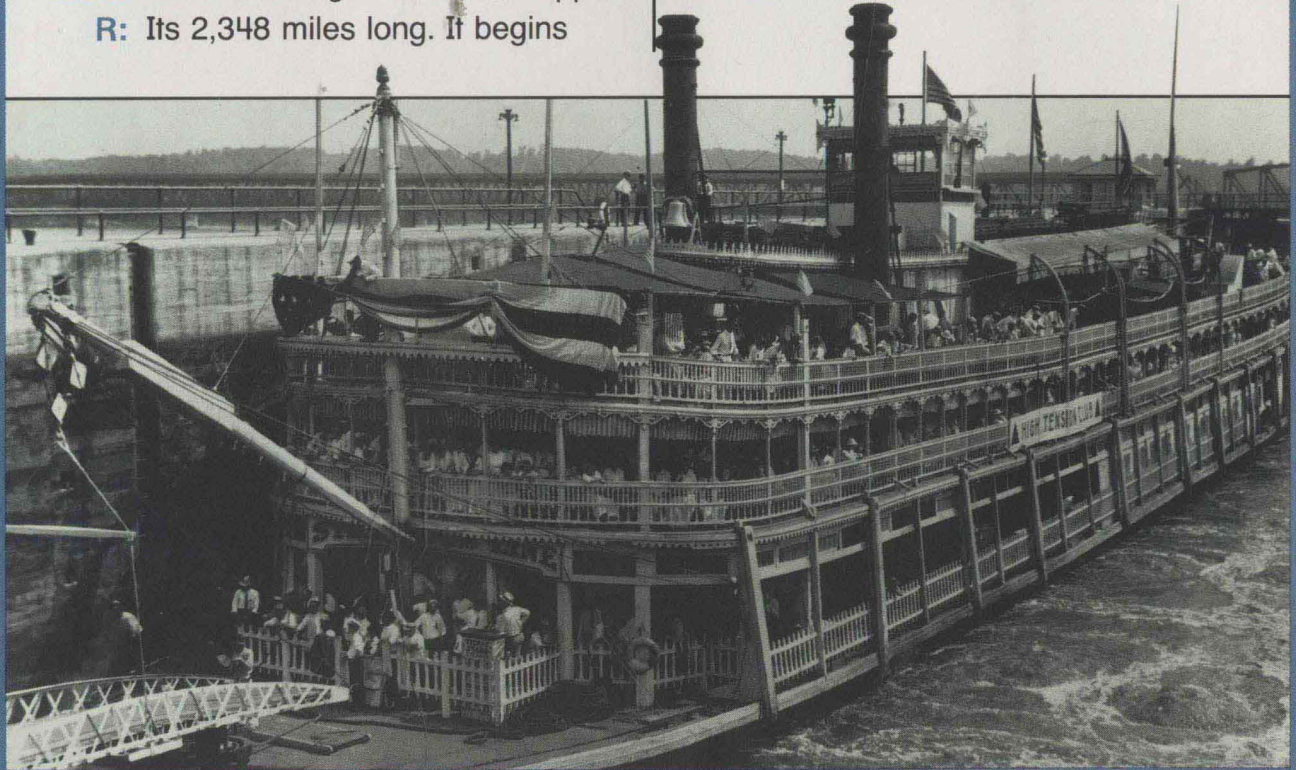
in Lake Itasca, Minnesota. It ends in the Gulf of Mexico.

ESL: Is it the longest river in North America?

R: No. The Missouri-Red Rock is longer. It flows into the Mississippi. There are more than 250 other rivers that join the Mississippi. So you could travel tens of thousands of miles and be on rivers the whole time.

ESL: Well, thank you, Captain. This was a very interesting interview.

R: You're welcome.



1. Make a map of the United States.
Draw in the most important rivers.
Draw in the largest lakes.
Draw in mountains and deserts.
Mark with a circle some important cities.
2. Now you have a map, but you have no labels for the map. Instead of writing labels, put numbers next to each thing you have drawn. Then make a number card for each number on your map. Put the number cards in a box. Make a list of the numbers and the names they stand for. Refer to the list when you need to check the right answer.

Play a game with a partner.
Exchange maps and number cards. Take turns pulling out number cards. Find the same number on the map and name the place to win a point.
Another way you can play is like this:

What number is New York City?

It's number 12.

3. Make a new map of another country or make another map of the United States at home. Play with your family. Keep adding numbers to your first map, and soon you'll be an expert at geography!

Dear Therework,
I now have 78 numbers on my map! I have all the states, but I can't remember all of them yet. My brother is crazy about football. He has all of his favorite teams on his map. My friend Marco has a map of the ports along the Mississippi. Anna has a map of California. She has over 20 cities and towns. She even has highways numbered on her map! We all like adding numbers and playing the game.

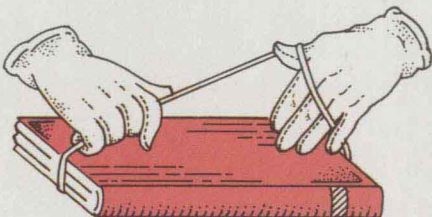
Sincerely yours,
Janice Jackson



Read and Do

How to Make a Music Maker

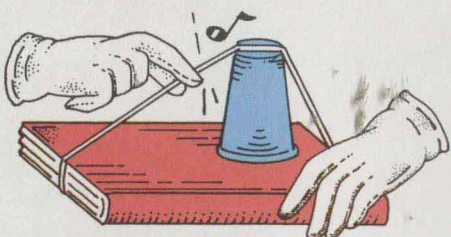
You need: a book, two paper cups, and two rubber bands.



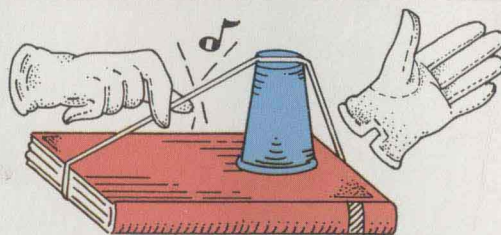
1. Put a rubber band around a book.



2. Slip a paper cup under the band.



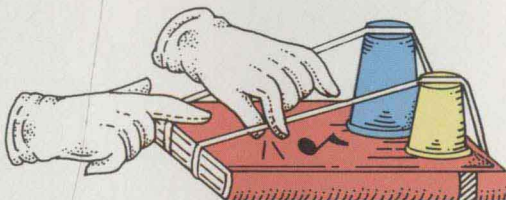
3. Move the cup toward one end. Snap the band. It makes a musical note.



4. Snap the band in another place. Do you get the same sound? Find three different notes by snapping in different places.



5. Slip a bigger or smaller cup under another rubber band.



6. Snap the band. Are the musical notes the same, or different?



7. Get together with friends in a Music Maker band and sing your favorite songs.