3 HOW WAS YOUR WEEKEND?

LEARNING GOALS

In this unit, you

- express how you feel
- talk about past activities
- describe your emotions
- read about extreme sports
- write a description of a trip



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a park. What do you see?

C Now read Alba's message. What do you think she means by "I hope I can fit everything in!"?



ALBA PARDO

@AlbaP

Making plans for my weekend away. I hope I can fit everything in!

LESSON 1 EXPRESS HOW YOU FEEL



ALBA PARDO

@AlbaP

I never know how much to share when people ask me about my weekend. Is there a rule?

1 VOCABULARY Participial adjectives

A ▶03-01 Listen. Then listen and repeat.


exciting

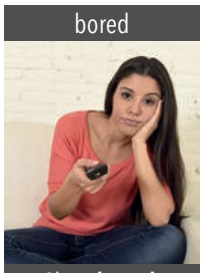
It's **exciting**.


excited

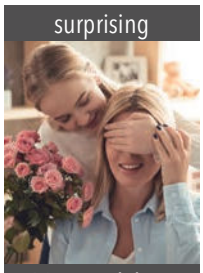
They're **excited**.


boring

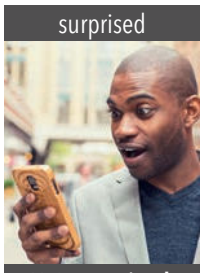
It's **boring**.


bored

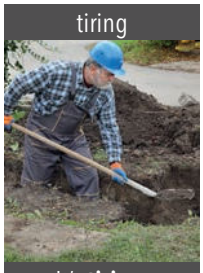
She's **bored**.


surprising

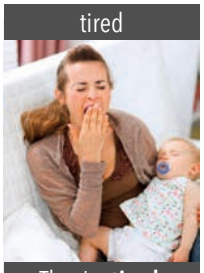
It's **surprising**.


surprised

He's **surprised**.


tiring

It's **tiring**.


tired

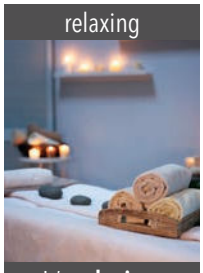
They're **tired**.


embarrassing

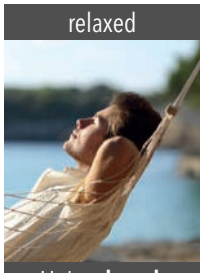
It's **embarrassing**.


embarrassed

She's **embarrassed**.

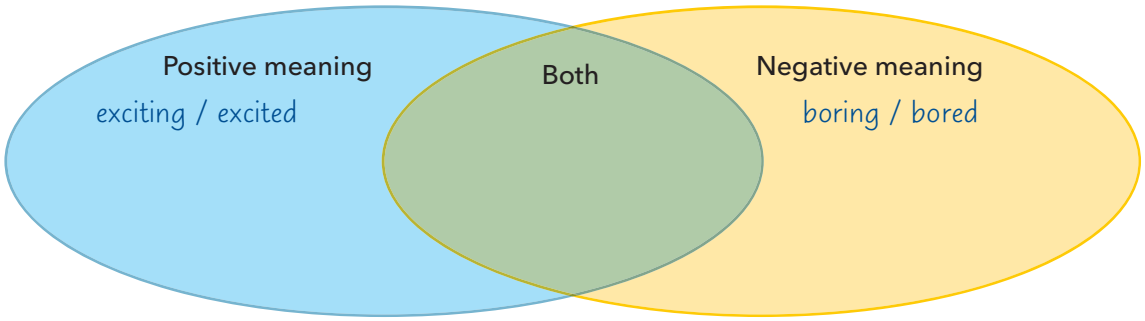

relaxing

It's **relaxing**.


relaxed

He's **relaxed**.

B Put the adjectives from 1A in the correct category.



C PAIRS Compare your answers in 1B. Did you put the adjectives in the same categories?

2 GRAMMAR Participial adjectives

COACH

The *-ing* and *-ed* forms of verbs can sometimes be used as adjectives.

The weekend was really **exciting**.	We were really **excited**.
The city has **interesting** neighborhoods.	I'm **interested** in learning about them.

Notes

- Use the *-ing* form to show that someone or something caused a feeling.
- Use the *-ed* form to show how someone feels.

>> FOR PRACTICE, GO TO PAGE 131

3 PRONUNCIATION

COACH

A 03-03 Listen. Notice the pronunciation of *-ed*. Then listen and repeat.

/t/	/d/	/ɪd/
embarrassed	bored	delighted

The *-ed* ending in adjectives

The *-ed* ending in adjectives has three pronunciations. We pronounce *-ed* as an extra syllable /ɪd/ after the sound /t/ or /d/: *delighted*. After other sounds, the *e* in *-ed* is silent. We pronounce *-ed* as /t/ after voiceless sounds like /s/ and /k/: *embarrassed*. We pronounce *-ed* as /d/ after voiced sounds like /z/ and /r/: *bored*.

B 03-04 Listen. Write each adjective in the correct column in 3A. Then listen and check your answers.

1. I'm tired. 2. He felt ashamed. 3. We were relaxed. 4. They're excited.

C PAIRS Student A, say one of the adjectives in 3A or 3B. Student B, say something that makes you feel that way. A: relaxed B: I feel relaxed at the beach.

4 CONVERSATION



A 03-05 Listen or watch. Circle the correct answers.

1. Sarah thought the city had a lot of ___ neighborhoods.
   a. exciting b. crowded c. interesting
2. Sarah was embarrassed at the restaurant because ___ .
   a. she forgot her wallet
   b. she didn't know how to use chopsticks
   c. she wasn't hungry
3. On Sunday, Sarah ___ .
   a. went for a swim b. went to a museum c. went to dinner

B 03-06 Listen or watch. Complete the conversation.

Alba: How was your weekend?

Sarah: It was _____ . On Saturday, I went sightseeing and then I went souvenir shopping.

Alba: Oh, fun!

Sarah: And on Sunday, I had brunch with some friends. I'm _____ today.

Alba: I'll bet. Try to do something _____ tonight.

C 03-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words from 1A to talk about how you felt.

I went hiking this weekend. It was really tiring.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about the first time you did something. How did you feel?

B PAIRS Discuss your notes from 5A. Ask questions to get more information.

A: Last month, I took my first yoga class.
B: How did you like it?
A: I loved it. It was really relaxing.

■ I CAN EXPRESS HOW I FEEL.

LESSON 2 TALK ABOUT PAST ACTIVITIES



ALBA PARDO
@AlbaP
I really love this city! There's so much to see and do.

1 VOCABULARY Past participles

A 03-08 Listen. Then listen and repeat.

Regular verbs have the **same** form for the simple past and the past participle.

Base form of verb	Simple past	Past participle
work	worked	worked
study	studied	studied

Some irregular verbs also have the **same** form for the simple past and the past participle.

Base form of verb	Simple past	Past participle
have	had	had
make	made	made

Some irregular verbs have **different** forms for the simple past and past participle.

Base form of verb	Simple past	Past participle
be	was / were	been
do	did	done
go	went	gone
see	saw	seen

B PAIRS Student A, say the base form of a verb from 1A. Student B, say the past participle.

2 GRAMMAR Present perfect for past experiences

COACH

Use the present perfect to show that something has or hasn't happened at an indefinite time in the past. The present perfect is formed with *have* or *has* + past participle.

Questions			Statements			
Have / Has	Subject	Past participle	Subject	***Have / Has***	***Not***	Past participle
Have	you	**been** to the theater?	I	**have**		**been** to the theater.
Has	she	**seen** the play?	She	**has**		**seen** the play.
Have	they	**taken** a bus tour?	They	**have**	**not**	**taken** a bus tour.

Notes

- The adverbs *yet* and *already* are often used with the present perfect. Use *yet* in questions and negative statements. Use *already* in affirmative statements.
  *Have you seen the play **yet**? I haven't seen the play **yet**.*
  *She has **already** seen the play.* or *She has seen the play **already**.*
- It is possible to have more than one verb after *have* or *has*. It is not necessary to repeat *have* or *has*.
  *I **have traveled** to Paris and **have seen** the Eiffel Tower.*
  More common: *I **have traveled** to Paris and **seen** the Eiffel Tower.*
- Use the simple past when the specific time of the event is mentioned. *I **took** a tour **last week**.*

Use contractions, such as *haven't* or *hasn't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 132

3 PRONUNCIATION

COACH

A ▶03-10 Listen. Notice the stressed words. Then listen and repeat.

What did you do on the weekend? I went for a walk in the park.

Have you been to the Botanical Gardens? No, I haven't.

Have you gone to the theater in New York? Yes, I have. It's amazing!

Stressed words

We stress the important words in a sentence. We usually stress words that communicate meaning, like nouns, main verbs, and adjectives. Stressed words are strong and clear.

B ▶03-11 Listen. Underline the stressed words. Then listen and repeat.

1. A: Have you been to the zoo in Beijing?
   B: No, but I've heard it's great.
2. A: Have you gone to a concert in London?
   B: Yes, I have. I loved it!

C PAIRS Practice the conversations in 3A and 3B.



4 CONVERSATION

A ▶03-12 Listen or watch. Complete the sentences.

1. Alba had a _____ weekend.
2. On the weekend, Alba saw a _____ .
3. Alba _____ goes to the theater when she is in New York.
4. Sarah compares her trip to New York to a _____ .

B ▶03-13 Listen or watch. Complete the conversation.

Sarah: What did you do this weekend?

Alba: I went for a walk in the park. It was nice to do something outdoors.

Sarah: Oh, that reminds me. Have you been to the Botanical Gardens?

Alba: No, I haven't. I was planning to go, but _____ this week.

Sarah: Well, maybe next time. So, what else did you do?

Alba: I went to the theater. _____ ?

Sarah: No, I haven't but I'd like to go.

CONVERSATION SKILL

Change the topic

To change the topic in a conversation, say: *That reminds me…, Oh, did you hear…?, Incidentally…, Oh, before I forget…,* or *I don't mean to change the subject, but…*

A: Before I forget–I heard that you got a new job. Congratulations!

B: Thanks. I'm really busy, but I love it.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

C ▶03-14 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

zoo

aquarium

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about things you've done or places you've been to in your country. Take notes.

B PAIRS Talk about the things or places from 5A. Ask questions to get more information.

A: Have you done anything interesting lately?

B: Yes, I have. I've been to the museum.

☐ I CAN TALK ABOUT PAST ACTIVITIES.

LESSON 3 DESCRIBE YOUR EMOTIONS



ALBA PARDO

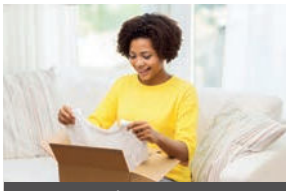
@AlbaP

Listen to this podcast. What a mystery! Some things just can't be explained…

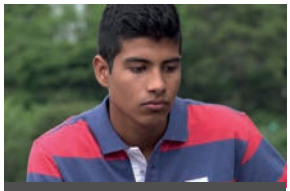
1 VOCABULARY Adjectives to describe feelings

A ▶03-15 Listen. Then listen and repeat.


calm

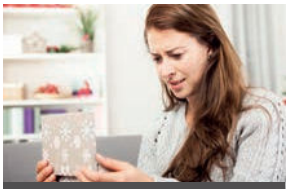

happy

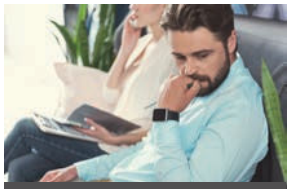

angry


upset


curious


lonely


disappointed


nervous

B ▶03-16 Listen to the scenarios. Write a word from 1A to explain how they feel. More than one answer may be possible.

1. _____
2. _____
3. _____
4. _____

C PAIRS Student A, make up your own scenarios like the ones in 1B. Student B, say how you feel.

A: You just spent the day on the beach with your family. How do you feel?
B: I feel happy.

2 GRAMMAR Ability / Inability in the past

COACH

Could and *be able to* are often used to express ability in the past. *Couldn't* and *not able to* are often used to express inability in the past.

Subject	*Could*	*Not*	Base form of verb	Subject	*Was / Were*	*Not*	*Able to*	Base form of verb
I			**read** the map.	I				**read** the map.
He	**could**		**sleep** that night.	He	was		**able to**	**sleep** that night.
We		**not**	**find** the trail.	We	were	**not**		**find** the trail.

Notes

- Use *be able to*, **not** *could*, to talk about one specific event in the past.
  *They **were finally able to find** a restaurant.*
  *I **was able to finish** my project last night.*
- It is possible to use the negative form *couldn't* for one specific event in the past. *Couldn't* and *wasn't / weren't able to* have the same meaning.
  *I **couldn't find** the restaurant.* *I **wasn't able to find** the restaurant.*
- Use contractions, such as *couldn't* or *wasn't / weren't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 133

3 LISTENING



A ▶03-18 Listen to the podcast. Circle the correct answer.

Tony and Jack were both scared when they ___ .

a. got lost b. arrived in town c. saw the photo

B ▶03-18 Read the Listening Skill. Listen again. Complete the phrases with the descriptions you hear.

1. The town looked like a really _____ .
2. Tony is a very _____ guy.
3. The restaurant was decorated with lots of old _____ .
4. Tony sat _____ looking around the room.

C ▶03-18 Listen again. Circle the correct answers.

1. Jin and Tony felt ___ when they saw the town.
   a. curious b. bored c. disappointed
2. Tony was ___ when they got to the town.
   a. angry b. upset c. happy
3. The restaurant was ___ .
   a. dark b. bright c. loud
4. The man in the photo had the same ___ as Tony.
   a. clothes b. scar c. eye color
5. Tony wanted to ___ .
   a. order food b. go home c. return to the restaurant
6. Jin wasn't able to sleep that night because he was so ___ .
   a. excited b. upset c. frightened

LISTENING SKILL
Listen for descriptions

A good story includes descriptions, so it's important to know how to listen for them. Descriptions tell you how something *looks*, *sounds*, *feels*, *tastes*, or *smells*.

D PAIRS What do you think about the man in the photo? Who do you think he was?

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about something frightening, surprising, or funny that happened to you. (You can also make up a story.) Think about what you could and couldn't do, and how that made you feel. Take notes.

B PAIRS Tell your partner what happened. Ask questions to get more information.

A: Last year, I saw an old friend and I couldn't remember her name! I felt so embarrassed.
B: So, what happened?

C WALK AROUND Share your story with three classmates. Complete the chart. Then report to the class. Whose story was the funniest, most surprising, or most frightening?

Name	What happened? What could / couldn't you do?	How did you feel?

☐ I CAN DESCRIBE MY EMOTIONS.

LESSON 4 READ ABOUT EXTREME SPORTS



ALBA PARDO

@AlbaP

Want to know what kind of person jumps out of airplanes? You need to read this article.

1 BEFORE YOU READ

A PAIRS Extreme sports are activities that are very dangerous and exciting, like skydiving. Do you or does anyone you know do extreme sports?

My friend likes cave diving. She...

B VOCABULARY ▶03-19 Listen. Then listen and repeat.

a risk-taker: a person who does something that involves danger or chance
flight: the act of flying through the air
an adrenaline rush: a feeling that you have when you are excited, afraid, or in danger
in control: able to make decisions and decide what should happen
out of control: not able to make something happen the way you want
a fear: the feeling of being afraid or very worried
focus: to think about one thing only

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A Read the Reading Skill. Scan the text for the unspoken words. Underline them.

B PREVIEW Look at the title and the photograph. What do you think the interview is about?

C ▶03-20 Listen. Read the interview.

READING SKILL Notice text structure: Interviews

Words that are not actually spoken during an interview are usually styled differently, such as in italics.

Extreme Sports and the Brain



BASE jumping: an extreme sport

Why do some people jump out of airplanes? Or ski off cliffs? Are they bored? Or do they just love danger?

I recently interviewed Marta Hu—a BASE jumper who also happens to be a psychologist who studies the brain—to learn more about these risk-takers.

Dave Chin **(*DC*)**: Hi Marta, it's great to talk with you. Can you tell us what BASE jumping is?

Marta Hu **(*MH*)**: BASE jumping is a sport where people jump off of high places with only a special suit to help them fly. BASE stands for building, antenna, span (or bridge), and Earth. Each of these words represents a high object from which BASE jumpers start their flight.

DC: What can you tell us about people who do extreme sports, such as BASE jumping?

MH: Well, Dave, some people who do extreme sports can find everyday life boring and need to do something unusual to feel an adrenaline rush. When people do extreme sports, their brains create something called dopamine, which makes them feel happy.

DC: So, they need to do something that extreme just to feel some excitement?

MH: Well, they know that what they do is dangerous, so they don't take risks. BASE jumpers, for example, learn everything they can about their equipment and the area where they will be jumping. They are actually very smart, careful people who like to be in control.

DC: How could jumping off a cliff give someone control? I would feel totally out of control!

MH: Well, they need to be in control of their equipment, but mainly they are controlling their fear. People have to focus and think very carefully about what they are doing. They describe feeling very relaxed and peaceful.

DC: How does BASE jumping make you feel?

MH: When I jump, I see the world in a way that I can't on the ground. I push past my fear and I focus. The jump only lasts 35 or 40 seconds, but time slows down, so it feels much longer. In that moment, I feel 100% free.

3 CHECK YOUR UNDERSTANDING

A **Which answer best describes the main idea of the interview?**

People do extreme sports because ___ .

a. they are not afraid of anything
b. they find them relaxing
c. they feel intensely happy as a result

B **Read the interview again. Circle the correct answers.**

1. BASE jumping is ___ .
   a. jumping out of an airplane
   b. jumping without any equipment
   c. jumping from high objects
2. BASE jumpers are different than Dave expected because they ___ .
   a. are careful and plan their jumps
   b. love danger and like feeling afraid
   c. are bored with their lives
3. When BASE jumpers feel fear, they ___ .
   a. decide not to jump because it is too dangerous
   b. choose an even more dangerous jump
   c. focus and think about what they are doing

C FOCUS ON LANGUAGE **Reread lines 27–29 in the interview. Think about the phrases *push past my fear* and *100%*. Circle the correct answers.**

1. When Marta *pushes past her fear*, she ___ .
   a. moves to a better place to jump from
   b. feels afraid but jumps anyway
   c. thinks about the last jump she made
2. The expression *100%* means ___ .
   a. a little
   b. totally
   c. always

D PAIRS **What is the interview about? Retell the most important ideas in the interview. Use your own words.**

Find out about other extreme sports.

4 MAKE IT PERSONAL

A PAIRS **Do you want to try an extreme sport, such as rock climbing, skydiving, or BASE jumping? Share your reasons with your partner.**

I'd like to try rock climbing because...

B WALK AROUND **Continue the conversation with your classmates. Report to the class. How do your classmates feel about extreme sports?**

☐ I CAN READ ABOUT EXTREME SPORTS.

LESSON 5 WRITE A DESCRIPTION OF A TRIP



ALBA PARDO

@AlbaP

While I was away, I took a day trip to the small town of Cold Spring. Check out my post!

1 BEFORE YOU WRITE

A Think about a recent day trip.
Where did you go? What did you see and do?

B Read Alba's blog post. How did she feel about her trip?

Blog | About | Destinations | Contact

Search

A day trip

I just got back from a fun trip to NY. I had a great time and saw a lot of amazing things. I also went on a day trip while I was there. My co-worker, Laura, invited me to visit her hometown, Cold Spring, a small town on the river, north of the city. I haven't been to many places in the U.S., and it sounded nice. So, I decided to go there for the day.

We traveled to Cold Spring by train. The trip took a little over an hour, but the ride was nice and relaxing. The train went along the Hudson River, and the views were lovely. I was excited to explore somewhere new. We walked along the sparkling river and around the town. It was so charming! There were interesting shops and a large farmer's market with fresh fruits and vegetables.

We bought lunch at a local bakery and ate our sandwiches by the river. We watched the small boats go by, and I felt so calm. Then we went shopping, and I bought a beautiful book about fl owers. We weren't able to do everything we wanted before we had to leave. But we had a great day, and I was happy to visit a new place.

Comment

- *About*
- *RSS Feed*
- *Social Media*
- *Recent Posts*
- *Archives*
- *Email*



C Read the post again. Complete the chart.

Who went on the trip? Alba and her co-worker	Where did they go?
How did they get there?	Why did they go?
What did they do there?	Other details

2 FOCUS ON WRITING

A Read the Writing Skill.

B Reread Alba's post. Underline all the descriptive adjectives.

WRITING SKILL Use descriptive adjectives

Descriptive adjectives make your writing more fun and interesting to read. They add information and help the reader picture what you are describing.

Descriptive adjectives can appear before the noun they describe or after *be* and other linking verbs.

We took a short trip.

The trip was short.

The trip felt short.

3 PLAN YOUR WRITING

A Think about a recent day trip you took. (Or you can make up your own story.) Complete the chart to plan your writing. Remember to include descriptive adjectives.

Who went on the trip?	Where did you go?
How did you get there?	Why did you go?
What did you do there?	Other details

B PAIRS Describe your trip to your partner.

Last month, I went on a day trip to...

4 WRITE

Write a post about a recent day trip you took using details from 3A. Remember to use descriptive adjectives. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's post.

1. Did your partner include details about his or her trip (*who, where, how, why, what*)?
2. Underline all the descriptive adjectives.
3. Did your partner's descriptive adjectives help you picture the trip he or she took? Why or why not?

B PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A DESCRIPTION OF A TRIP.

PUT IT TOGETHER

1 MEDIA PROJECT



A 03-21 Listen or watch. What does Ana talk about?

B 03-21 Listen or watch again. Answer the questions.

1. How does Ana describe her weekend? _____
2. What two activities did Ana do? _____
   _____
3. What details does Ana give?
   _____

C Show your own photos.

Step 1 Think about a recent weekend. Choose 3–5 photos of what you did on the weekend.

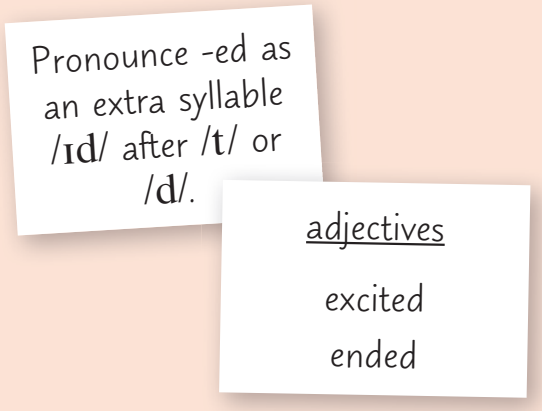
Step 2 Show your photos to the class. Talk about your weekend. Describe what you did or saw.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY

FLASHCARDS FOR PRONUNCIATION

Make flashcards with a pronunciation rule and example words to help you remember how to say them. When you study, try to say as many words as you can that follow the rule.



Make flashcards to help you remember the rules for pronouncing the *-ed* endings for adjectives. Use the symbols /t/, /d/, or /ɪd/ to help you remember the correct pronunciation. Say the example words out loud.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Express how you feel
- ☐ Talk about past activities
- ☐ Describe your emotions

Vocabulary
- ☐ Participial adjectives
- ☐ Past participles
- ☐ Adjectives to describe feelings

Pronunciation
- ☐ The *-ed* ending in adjectives
- ☐ Stressed words

Grammar
- ☐ Participial adjectives
- ☐ Present perfect for past experiences
- ☐ Ability / Inability in the past

Reading
- ☐ Notice text structure: Interviews

Writing
- ☐ Use descriptive adjectives

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

