

It's the weekend!

Vocabulary Weekend activities

Grammar Simple present and adverbs of frequency

Speaking Talking about how often you do things

Getting started

- 1 Look at the photos. What are the people doing?
- 2 Complete the sentences with the verb phrases in the boxes.

go for a walk go to the beach go out for dinner

1. I love Sundays. I go to the beach on Sunday mornings. In the afternoon, I _____ in the park. Then I sometimes _____ with friends.

go to the gym stay home sleep late watch TV

2. Saturday is my favorite day of the week. I _____ on Saturday mornings. I like to exercise, so I _____ in the afternoon. In the evenings, I _____ with my family and we _____ together.

get takeout go to the movies work late

3. It's Friday—almost the weekend! I _____ on Friday nights because I want to finish my work before the weekend. I don't like to cook, so I _____ on my way home. Then I _____ with friends.

- 3 PAIRS. Talk about the weekend activities in Exercise 2 that you like to do.
I like to sleep late, go to the movies, and go out for dinner.



Listening

- 4 Listen to the radio program about how people around the world spend their weekend. Find the photo that each speaker describes.

Speaker 1 (Yuka) _____ Speaker 2 (Marcelo) _____

- 5 Listen again and underline the correct information.

1. Yuka never **gets takeout** / cooks on Fridays.
2. She often **meets friends** / stays home.
3. She usually **goes to the movies** / watches TV with her friends.
4. Marcelo always goes **to the gym** / to the beach on Sundays.
5. He sometimes goes out for **lunch** / dinner.

Pronunciation

- 6 Listen to the rhythm in the sentences. Notice that the important words are pronounced longer, clearer, and stronger than the other words.

I never work on Saturday.

I usually go to the gym.

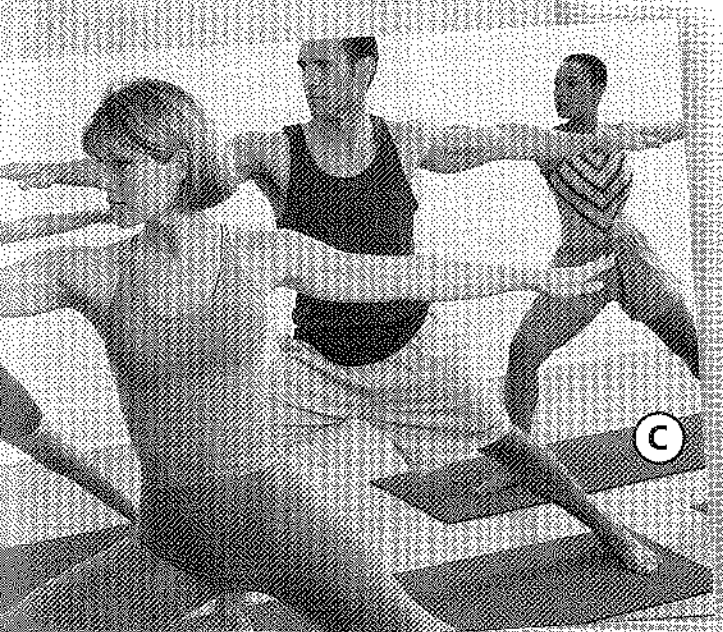
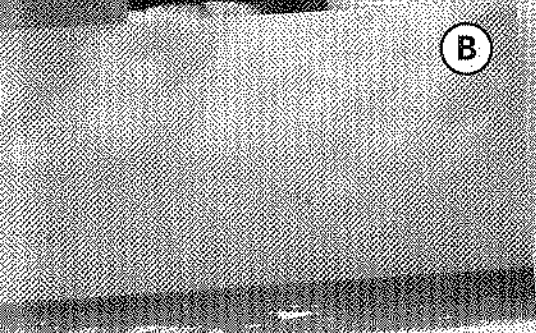
What do you do on Sunday?

We go for a walk on the beach.

She always gets takeout on Fridays.

She goes to the movies with her friends.

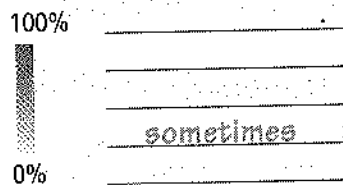
- 7 Listen again and repeat.



Grammar focus

1 Write the adverbs of frequency in the correct place on the scale.

always never often sometimes usually



2 Study the examples with adverbs of frequency.

I **often work** late on Friday.
 He **always goes** to the beach on the weekend.
 The beach is **usually** crowded.

3 Look at the examples again. Circle the correct words to complete the rules in the chart.

Simple present and adverbs of frequency

The adverb of frequency comes **before** / **after** the verb *be*.
 The adverb of frequency comes **before** / **after** all other verbs.

Grammar Reference page 143

4 Complete the sentences with a verb and the adverb of frequency in parentheses.

- A: Her husband often works late on Fridays, doesn't he? (often)
 B: No, never. He _____ to the movies with friends. (always)
- A: What do you do on Saturday mornings?
 B: I _____ to the gym. (usually)
- A: Do you usually go out on Saturday night?
 B: No, I _____ home. (usually)
- A: How _____ do you _____ takeout for dinner? (often)
 B: I _____ takeout on Saturdays. (sometimes)
- A: I _____ home on Sunday nights. Do you? (never)
 B: Yes, I _____ a video at home. (sometimes)

5 **PAIRS.** Practice the conversations in Exercise 4.



Speaking

6 *BEFORE YOU SPEAK.* Write five sentences about your weekend. Use each of the adverbs of frequency from Exercise 1.

I never go to the gym on Sundays.

7 *GROUPS OF 3.* Create a survey together. Each person, add one weekend activity to the survey form.

How often do you...

Activity	always	usually	often	sometimes	never
go out for dinner?		✓			

8 *GROUPS OF 3.* Take turns. Tell each other about your weekend activities. Use an adverb of frequency and give additional information. Check (✓) the box in the survey for each answer.

I usually go out for dinner on the weekend. I usually have Italian food.

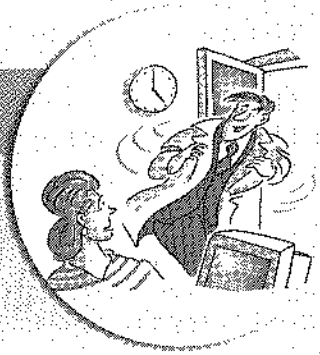
9 *GROUPS OF 3.* Compare your weekends. Who has the most relaxing weekend? Who has the busiest weekend?

Writing

10 Imagine that your weekends are always perfect—you do only activities that you love. Write about your perfect weekends. What do you do? What don't you do? Use adverbs of frequency.

CONVERSATION TO GO

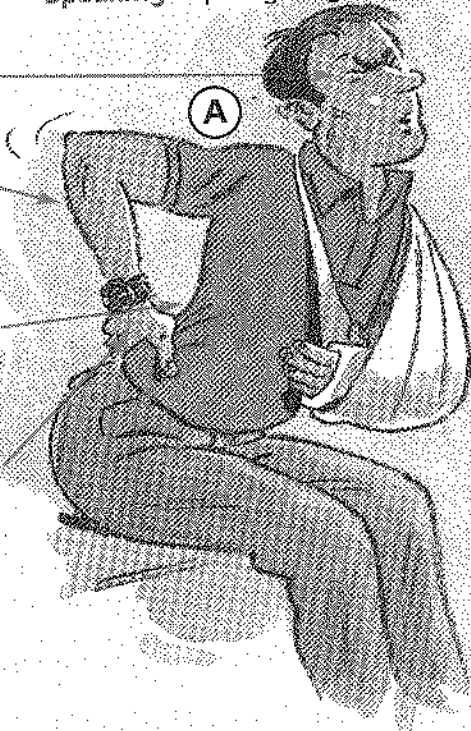
A: How often do you work late?
 B: Never!



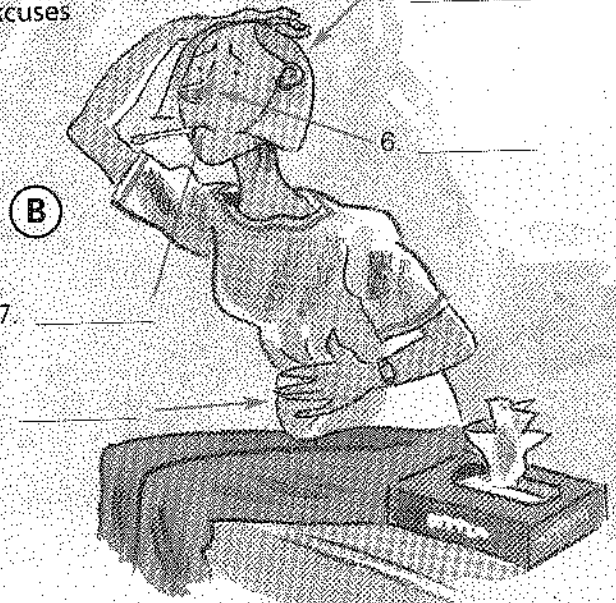
Excuses, excuses

Vocabulary Parts of the body; illnesses and injuries
 Grammar Linking words: *and, but, so*
 Speaking Apologizing and making excuses

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



5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Getting started

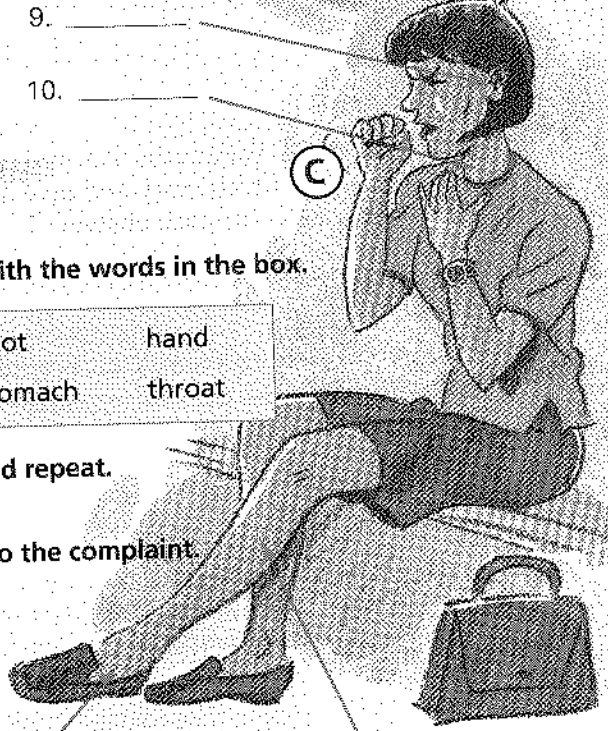
1 Look at the pictures. Label the parts of the body with the words in the box.

arm	back	ear	eye	foot	hand
head	leg	mouth	nose	stomach	throat

2 Listen and check your answers. Then listen and repeat.

3 Write the letter of the person in the picture next to the complaint.

1. "I have a headache." B
2. "I have a sore throat." _____
3. "My back is sore." _____
4. "I have a stomachache." _____
5. "I have a fever." _____
6. "I hurt my arm." _____
7. "I have a bad cold." _____
8. "I have a cough." _____



11. _____
12. _____

4 **PAIRS.** Test your partner on the names of illnesses and injuries. Student A, point to a part of your body and act out the problem (for example, touch your throat). Student B, say the problem (for example: *Oh, you have a sore throat!*).



Listening

- 5 Listen to Tony tell his boss, Roger, why he can't come to work. Put his excuses in the correct order.

___ He has a cough and a sore throat.

___ He hurt his back.

1 He has a fever.

___ He has a stomachache.

- 6 Listen to Tony tell his boss, Roger, why he can't come to work. Listen again. Match Tony's apologies with Roger's responses.

Apology

1. ___ I'm really sorry, but ...
2. ___ I'm afraid I can't ...
3. ___ I'm sorry, but ...

Sympathetic response

- a. That's OK. Hope you get better soon.
- b. That's too bad.
- c. That's OK. Don't worry.

- 7 PAIRS. Take turns. Student A, use the ideas below and the complaints from Exercise 3 to apologize and make an excuse. Student B, give a sympathetic response.

A: *I'm sorry, but I can't come to work today. I have a fever.*

B: *That's OK. Hope you get better soon.*

Apology

I'm afraid ...

I'm sorry, but ...

I'm really sorry, but ...

I can't play soccer today.

I can't give my report today.

I can't go out for dinner with you.

I can't come to work today.

I can't help you lift that box.

I can't sign my name on the check.

I can't do my homework.

Grammar focus

- 1 Study the examples with the linking words *and*, *but*, and *so*.

I have a bad cough, **and** my throat is very sore.
 I can't come in today, **but** I'll probably be there tomorrow.
 I have a fever, **so** I can't come to work today.

- 2 Look at the examples again. Complete the rules in the chart with *and*, *but*, or *so*.

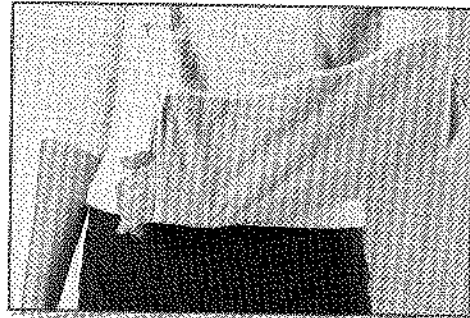
Linking words: *and*, *but*, *so*

Use _____ to add a similar idea.
 Use _____ to add a different idea.
 Use _____ to show the result of something.

Grammar Reference page 143

- 3 Combine the sentences with the linking words in parentheses.

- She hurt her arm. She can't use the computer. (so)
 She hurt her arm, *so* she can't use the computer.
- I have a cough. I don't have a sore throat. (but)
- My father hurt his back. My brother hurt his leg. (and)
- I have a stomachache. I'm going to stay home. (so)
- She doesn't have a fever. She feels sick. (but)
- He has a headache. I gave him some aspirin. (so)



Pronunciation

- 4 Listen. Notice the way the voice goes up on the most important word in each part of the sentence, and then down.

I'm sorry, but I have a cold.
 I have a cough, and my throat is sore.
 I'm really sorry, but I'm not feeling very well.
 I have a fever, so I can't come to work.

- 5 Listen again and repeat.

Speaking

6 PAIRS. Take turns apologizing and making excuses using the expressions below. Student A, look at page 136. Student B, look at page 138.

Apologize

I'm (really) sorry, but ...

I'm afraid ...

Show sympathy

That's OK.

Don't worry.

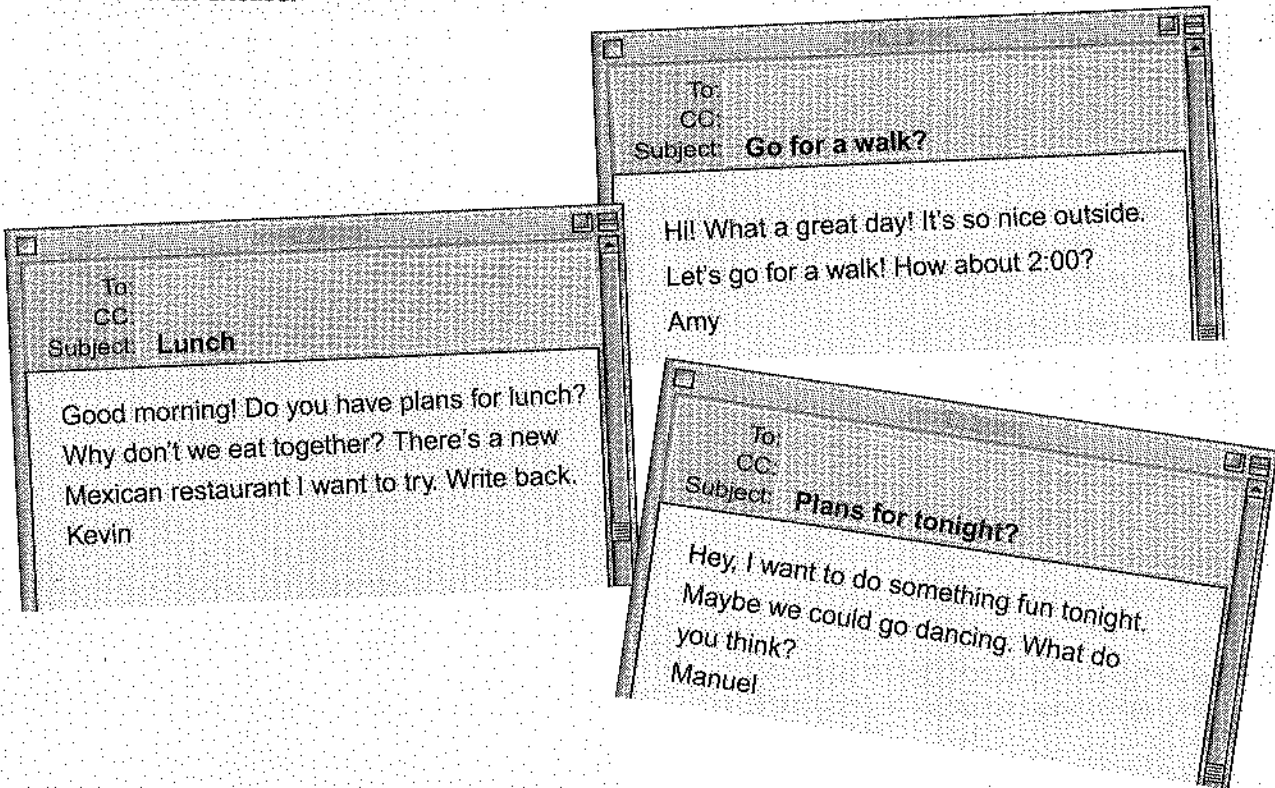
That's too bad!

A: I'm afraid I can't come to work. I have a terrible headache.

B: That's too bad!

Writing

7 You don't feel well today. Reply to each email message. Give an apology and an excuse.



CONVERSATION TO GO

A: I'm afraid I can't come to work. I have a sore throat, and I can't talk.

B: That's too bad!

A life of achievement

Vocabulary Life events

Grammar Simple past: regular and irregular verbs

Speaking Talking about past events

Getting started

1 Number the life events in the order they usually occur.

have children ____	find a job ____	graduate from school ____
get married ____	grow up ____	go to school ____
work hard ____	be born 1	

2 PAIRS. Compare your answers.

Reading

3 Look at the pictures of Oprah Winfrey. What do you know about her? Put a check (✓) next to the sentences about her that you think are true.

- She was born in the U.S.
- She's an only child.
- She's married.
- She lives in an apartment in Chicago.
- She has a plane.
- She doesn't have children.
- She gives a lot of money to charity.
- She has her own magazine.

4 Read the article about Oprah Winfrey. Then check your answers in Exercise 3.

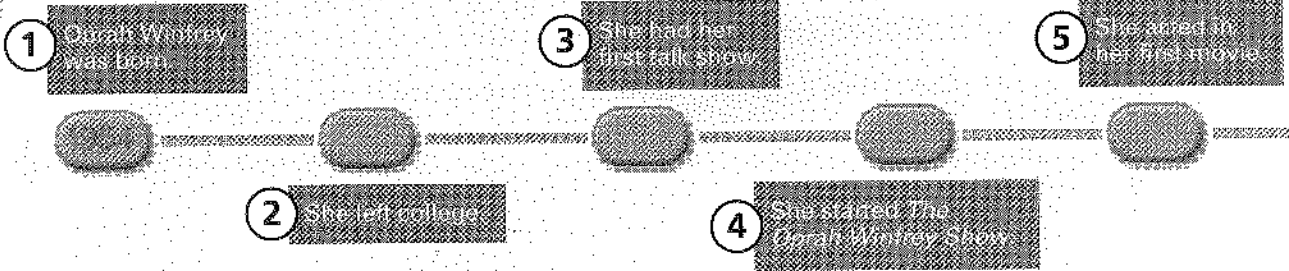
5 PAIRS. Discuss. Did anything in the article surprise you?



Oprah Winfrey

People in more than 132 countries watch *Oprah*. On this TV talk show, ordinary people talk about their problems and Oprah Winfrey helps them.

Oprah lives in a wonderful apartment in Chicago and has a farm and a house in the mountains. She has great cars and a plane too. But Oprah Winfrey was not always rich and famous.



What kind of life did Oprah have as a child?

Oprah Winfrey was born in 1954 in Mississippi, in the U.S. Her family didn't have a lot of money. Oprah could read and write when she was three, and she loved books. She worked hard and was an excellent student at school, but she left college in 1973 when she was nineteen and didn't finish her education.

How did she start her successful career?

Oprah wanted to be famous, and her dream came true when she found a job in TV. She was the first woman and the first black newscaster on TV in Nashville, Tennessee. In 1977, she had her first TV talk show. In 1984, she moved to Chicago and started *The Oprah Winfrey Show*. It was a great success.



Oprah in *The Color Purple*

What did she do later?

In 1985, Oprah acted in Steven Spielberg's movie *The Color Purple*. After that, she made several other popular films. She didn't have any children, but she used her success to help other people's children. In 1997, she started a charity called Oprah's Angel Network. In the first five years, the charity collected more than \$12 million and gave it to people in need. Oprah's Angel Network helps students to go to college, poor families to build their own homes, and communities to become safer. Oprah began her own magazine for women in the spring of 2000. It's simply called *O*. The magazine contains many personal stories and moving articles that reflect her interest in helping people worldwide. Her television program is still very popular, but now it's just called *Oprah*.



7 She started her own magazine.

5 Read the article again. Then write the correct years on the timeline.

6 She started a charity to help other people.

Grammar focus

1 Study the examples of regular and irregular verbs in the simple past.

Regular verbs	Irregular verbs
Examples: <i>love, work, finish, end, want, move, act, start</i>	Examples: <i>be, can, leave, find, do, give, have</i>
(?) How did she start her successful career?	What kind of life did she have as a child?
(?) Did she start acting right away?	Did she have any brothers and sisters?
(+) She started <i>The Oprah Winfrey Show</i> in 1984.	She had her first talk show in 1977.
(-) She didn't start the Angel Network in 1984.	Her family didn't have a lot of money.

2 Look at the examples again. Is the rule in the chart true (T) or false (F)?

Simple past: regular and irregular verbs
 Use the simple past to talk about completed actions in the past _____

Grammar Reference page 143


3 Complete the story with the correct simple past form of the verbs in parentheses.

The entrepreneur Anita Roddick was^{1. (be)} born in England in 1942. She opened^{2. (open)} the first Body Shop in 1976 in Brighton. She didn't have^{3. (not have)} experience running a cosmetic shop, but she had^{4. (have)} a lot of good ideas. She wanted^{5. (want)} to "make profits with principles." For example, she didn't allow^{6. (not allow)} her cosmetics to be tested on animals. She paid^{7. (pay)} a fair salary to all her employees.



By 1993, Anita Roddick was^{8. (be)} one of the five richest women in the world. But her principles still remained^{9. (remain)} important to her. In 2000, she left^{10. (leave)} the world of business and became^{11. (become)} a full-time campaigner on social issues.

Pronunciation

- 4  Listen to the sentences. Notice the pronunciation of the simple past tense verbs. Check (✓) the verbs in which *-ed* is pronounced as an extra syllable.

lived wanted ✓ loved studied decided worked
acted finished started watched used collected

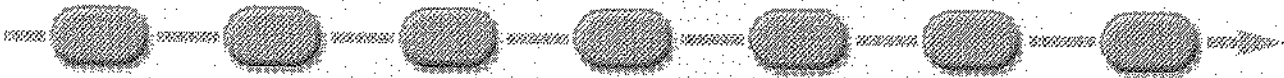
- 5  Listen to the verbs in Exercise 4. Then listen and repeat.

- 6 Complete the rule.

The *-ed* ending is pronounced as an extra syllable after the sounds ____ and ____.

Speaking

- 7 **BEFORE YOU SPEAK.** Make a timeline of the important dates in your life. Include dates but no other information.



- 8 **PAIRS.** Look at your partner's timeline. Take turns. Ask questions to guess the missing information.

A: Did you get a new job in 2003?

B: No, I met my fiancé in 2003.

- 9 Tell the class something interesting about your partner.

Sabrina met her fiancé in 2003.

Writing

- 10 Oprah Winfrey encourages people to share their life stories on her TV show. What story can you share? Write a paragraph about an important time or event in your life. Use regular and irregular verbs in the simple past.

CONVERSATION TO GO

A: When ~~do~~ you finish school?

B: In 2002. Then I got a job and bought a new car.

Travel with English

Vocabulary Countries and continents; travel
 Grammar *be going to* for future
 Speaking Talking about plans

Getting started

- 1 Write the countries under the continents. Then add two more countries under Africa, Europe, Asia, and North America.

Australia	Canada	India	Ireland	South Africa
Australia	Africa	Europe	Asia	North America
Australia	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Pronunciation

- 2 Listen to the names of some countries and continents. Notice the number of syllables and the stress. Write each name in the correct stress group.

○ ○	○ ○○	○ ○○
England	Italy	Korea

- 3 Listen and check your answers. Listen again and repeat.

- 4 PAIRS. Test your partner. Say the name of a country. Your partner says the continent it's in.

A: Australia.
 B: Australia.

Reading

- 5 Match the words to the photos on page 15. Write the name of the country.
- coast Australia countryside _____ market _____
 safari _____ mountains _____

6 Read the article. Then complete the chart.

Country	When to visit	What to see and do
Canada	November	
Australia		Sightsee in Sydney Rent a car and drive up...
India		
South Africa		
Ireland		



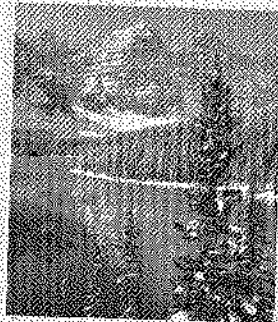
THE TRAVEL WRITER'S

Dream Vacation

I have five months to travel before I write! I'm going to explore countries where I can practice speaking English. Where am I going to start?

Canada

It's the Rockies for me in November! There are mountains and beautiful lakes everywhere, so the views are great. I'd like to visit Nunavut, the home of the Inuit in the north of Canada, but unfortunately I'm not going to get there... there isn't enough time.



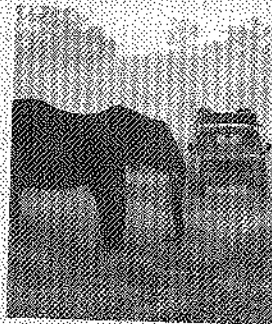
Australia

Australia is very hot from November to March. I love hot weather, so I'm going to arrive in Sydney in December. I'm going to sightsee in Sydney—there are so many interesting buildings in the city. Then I'm going to rent a car and drive up the coast.



India

Rajasthan is the perfect introduction to India with its festivals and monuments. There are also exciting markets to visit, with beautiful clothes and jewelry. I'm going to spend the month of January there. They say the weather is really nice then.



South Africa

South Africa offers luxury safaris and the chance to see wild animals. It also has a wonderful coastline, so, after the safari, I'm going to find a beach and go swimming there. I like the sun, so I'm going to go in February.



Ireland

In March I'm going to take part in the St. Patrick's Day festivities in Ireland. I know Ireland can be cold in the spring, but I'm going to buy a beautiful Irish sweater there. Dublin is a great city and the countryside is beautiful, so I think March is going to be a lot of fun.

Grammar focus

1 Study the examples of *be going to* for the future.

- (+) I'm **going to spend** a month in India.
 (-) She **isn't going to visit** the Inuit communities in Canada.
 (?) **Are you going to arrive** in December?
 (Yes, I am. / No, I'm not.)

2 Look at the examples again. Complete the rule in the chart.

be going to for future

Use a form of the verb _____ + *going to* + the base form of the verb to talk about future plans.

Grammar Reference page 143

3 Complete the sentences with the correct form of *be going to* and the verbs in parentheses.

1. She isn't going to travel (not travel) to Australia in July when the weather is cold.
2. She _____ (see) beautiful monuments in India.
3. We _____ (walk) by the lake in Canada.
4. They _____ (not stay) in luxury hotels in India.
5. _____ (we / swim) in the ocean in South Africa?
6. I _____ (visit) Alice Springs and other famous places in Australia.
7. He _____ (take part) in the St. Patrick's Day festivities in Ireland.
8. _____ (you / climb) any mountains in Canada?
9. When _____ (he / leave) Rio de Janeiro?

4 Answer these questions about the travel writer in the article on page 15.

1. What is the woman going to do for five months?
2. Is she going to visit Nunavut in Canada? Why?
3. When is she going to arrive in Sydney? Why?
4. What is she going to do in Rajasthan?
5. Where is she going to go in February? Why?
6. What is she going to buy in Ireland?



Speaking

5 **BEFORE YOU SPEAK.** You're going to plan a group vacation to three countries where you can use your English. Look again at the article on page 15 and answer these questions. Write notes in the chart.

1. Which three countries do you want to visit?
2. When do you want to go? Why?
3. What are you going to see and do?

Place	When to visit / Why?	What to see and do
Australia	May—it's cool then	Sightsee in Sydney...

6 **GROUPS OF 4.** Take turns telling each other about your choices. Give reasons.

I want to go to ... in ... because ...

7 Discuss your choices. Make a decision together. Where will you go? When will you go? What are you going to see and do there?

8 Tell the class your group's decisions. Can you agree on a class vacation?

Writing

9 Write a letter to a friend. Tell him or her about a trip you are planning. Where are you going to go? What are you going to do there? Use *be going to*.

CONVERSATION TO GO

A: What are you going to do next summer?
B: I'm going to fly around the world.

