

Unit 9 Fitness and Health

WARM-UP	Students frame their ideas on talking about fitness and health, and read an illustrated conversation at a fitness center.
LESSON 1 Make a date to get together	Vocabulary Places for sports, games, and other exercise
	Grammar Have to / has to
	Pronunciation Sound reduction of to in have to / has to
LESSON 2 Suggest how to get in shape	Grammar Modals should and could
LESSON 3 Discuss recreation equipment	Vocabulary Land and water recreation activities; Collocations with go
	Listening skills Listen for main ideas; Listen for details
	Writing Write about outdoor recreation
LESSON 4 Describe accidents and injuries	Vocabulary Parts of the body
	Vocabulary Accidents and injuries
	Reading skill Scan for facts
INTERACTIVE COOL DOWN	Moving Squares

 Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Have Ss listen and repeat. Read the question in the directions. Point to the man on the upper right and read what he says.
- Point out each pair of antonyms (opposites): *warm-weather sports / cold-weather sports; indoor activities / outdoor activities; individual sports / team sports.*
- Ask the question in the directions to individual Ss and elicit an answer.

CHALLENGE (+5 minutes) Have Ss brainstorm additional examples of the various types of sports. (For example, warm-weather sports: surfing; cold-weather sports: skiing; indoor activities: gymnastics; outdoor activities: biking; individual sports: swimming; team sports: baseball)

EXTENSION (+5 minutes) In pairs, Ss describe sports for each other to guess. Write a list of sports on the board: *waterskiing, ice-skating, bowling, golf, soccer, hiking, running, biking, tennis, swimming, surfing, basketball.* Higher-level Ss can suggest more sports. Model the activity. Say, *This is a cold-weather individual sport. It is an outdoor activity. Which sport is this?* (ice-skating) The person who guesses makes up the next clues to describe a sport or activity.

LANGUAGE NOTE When two or more words come before a noun they function as a single idea and are often hyphenated. For example: *warm-weather sport, cold-weather sport.* These are examples of compound adjectives. However, a hyphen is not necessary if the compound adjective is placed after the noun. For example: *You play this sport in warm weather.*

Fitness and Health

Warm-Up

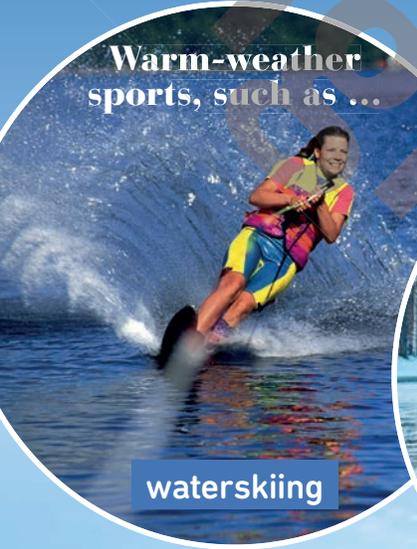
Which kinds of activities are the most fun for you?

PRONUNCIATION | Listen and repeat.

I prefer cold-weather sports.
I like to be outdoors in the cold.



Warm-weather sports, such as ...



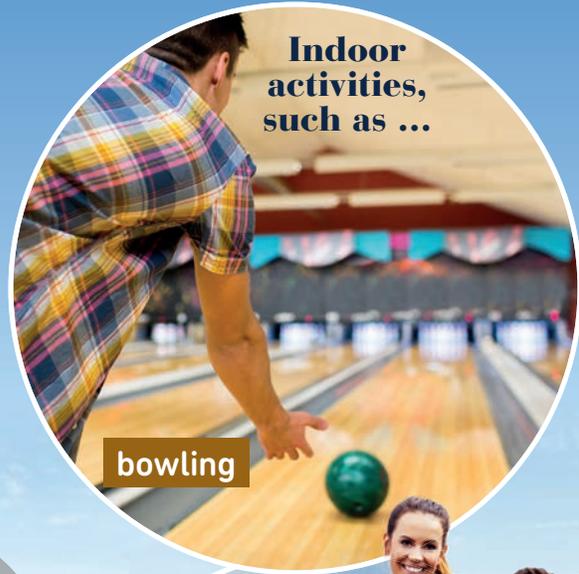
waterskiing

Cold-weather sports, such as ...



ice-skating

Indoor activities, such as ...



bowling

Individual sports, such as ...

golf



Team sports, such as ...



soccer

Outdoor activities, such as ...



hiking

Topic Warm-Up

- A** EXERCISE | Look at the brochure for a popular health club. Choose two activities you'd like to do.

DOWNTOWN

HEALTH CLUB AND FITNESS CENTER

SOMETHING FOR
EVERY BODY,
EVERY AGE,
AND EVERY LEVEL OF FITNESS

WOULD YOU LIKE TO . . .



swim in our
Olympic-size pool?



lift weights in our world-class gym?



do aerobics, yoga, or Pilates?



take a spin class?



ride a
stationary
bike?



run on one of our
30 treadmills?



Or maybe you'd like
to work out with a
personal trainer.



CHECK OUT ONE OF OUR
CENTERS IN **YOUR** LOCATION.

- B** VOCABULARY | Exercise activities | Listen and repeat.

swim do aerobics do Pilates ride a stationary bike work out
lift weights do yoga take a spin class run on a treadmill

- C** PAIR WORK | Tell your partner which activity or activities you would like to do at the Downtown Health Club and Fitness Center.

I'd like to swim in that beautiful pool. What about you?

Me? I'd like to take a spin class. It's great exercise.

Topic Warm-Up

A EXERCISE

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the brochure and choose two activities they would like to do.
- Point to the terms *health club* and *fitness center* and discuss them. See the Language and Culture note below.
- Then poll the class. Ask, *Does anyone belong to a health club or fitness center? What do you do there?* If a S says he or she doesn't belong to a health club or fitness center, ask, *Why?* or *What other activities do you like to do instead?*
- Ask, *Does Downtown Health Club and Fitness Center have more than one location? (yes) Can people who are not very fit join the gym? (Yes. The brochure says every level of fitness.) How old do you have to be to join the gym? (The gym is for every age.)*

EXTENSION (+5 minutes) In pairs, have Ss discuss these questions:
Which activities do you think are more challenging?
Which are good for beginners?

LANGUAGE AND CULTURE

- *Health club* and *fitness center* are both common and are often used interchangeably, although *fitness* and *health* have different meanings. *Fitness* refers to physical abilities, such as strength, endurance, and coordination. *Health* refers to general medical wellness. Many people associate fitness with health.
- The brochure says, *Something for every body*. The two words are separate (not *everybody*) because the center offers exercise that is appropriate for every type of body; for example, bodies that are physically fit versus bodies that are not fit. If the brochure said *Something for everybody*, the meaning would just be *Something for everyone*. The brochure is playing on words, referring to both meanings.
- A *spin class* (also known as *spinning*) is a group exercise class where participants ride stationary bikes at different speeds, usually to upbeat music.
- *Class* can be used with most health club or fitness center group activities led by a trainer.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss point to the words on the brochure as they listen and repeat.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Call on two Ss to read the example conversation.
- In pairs, Ss discuss the activities they'd like to do at the center.
- Bring the class together to determine the preferred forms of exercise.

EXTENSION (+5 minutes) Ask, *Which activity would you not like to do? Why not?*

-  Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *Look at the pictures. Ask, Where are the people? (at a fitness center / at a hotel gym) How do you know that it's a fitness center? (There are water bottles and towels.)*
- Point to the information about accents in the top right corner.
- After Ss read and listen to the conversation, ask, *Which options for exercise classes do Omar and Martina discuss? (a spin class, a yoga class, a water aerobics class) Why does Omar choose water aerobics? (He can't do his first choice, the spin class; he's not interested in the yoga class; the water aerobics class sounds like a good workout and the time is convenient.)*
- Read what Omar says at the top of the third column. Write *strenuous* on the board and elicit the meaning. Invite a S to act out doing a strenuous activity or do so yourself, running in place quickly and breathing hard.
- Then ask, *Can you find a word that means the opposite of strenuous in this conversation? (relaxing)* Point out that *strenuous* and *relaxing* are antonyms, just like the pairs of antonyms on page 97 (*warm-weather / cold-weather; indoor / outdoor; individual / team*). Point out that many activities could be seen as either strenuous or relaxing, depending on how you do them.

LANGUAGE AND CULTURE

- To *walk in* means to take part without the need for an appointment or registration. The two words can also be hyphenated to form an adjective to put before a noun; for example, *walk-in clinic, walk-in customer*.
- Omar says *Like what?* when Martina suggests another option. This expression is used in informal spoken English to ask for examples. It's an abbreviated way of asking, for example, *What kinds of options are there?*
- *By any chance* is used to ask politely whether something is true. This is different than the expression *by chance*, which means not planned by anybody.
- The noun *workout* means a period of fairly strenuous physical exercise. It is related to the verb *work out* that Ss used on page 98. The terms are usually associated with health club / fitness center activities.

EXTENSION Ask, *Which of the three classes would you like to take, and why?*

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in Exercise A. Each exercise item is about one of these expressions.
- Have Ss do the exercise individually, referring to Exercise A as needed.
- Bring the class together and call on volunteers for answers. Return to the Exercise A conversation to clarify the context.

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Point to the categories on the chart. Elicit the meaning of the expression *a good workout* (a good way to exercise the body).
- Call Ss' attention to the list in the **Ideas** box and ask a volunteer to read it. Tell Ss to refer to these ideas to help them think of sports and activities.
- Give Ss a few minutes to fill in their charts individually, and then have them discuss their opinions in detail in pairs. Walk around and assist with vocabulary as needed.

OPTION Ask Ss to complete the exercise without looking back at Exercises A and B. This will confirm their understanding of the featured phrases.

EXTENSION (+5 minutes) Bring the class together to wrap up the Speaking activity. Say, *This will be a True or False quiz. Have each person make a statement that is true or false about his or her partner's sports and activities preferences. For example: Yoga doesn't appeal to Amelia. Have Ss guess if the statement is true or false. Each person should get a turn.*

Language Warm-Up

UNDERSTAND A VARIETY OF ACCENTS

Omar = Arabic
Martina = German

A  **ZOOM-IN** | Read and listen to a conversation at a fitness center in an international hotel. Notice the featured words and phrases.



Omar: Good morning. I'm a guest in the hotel, and I'd like to take the 6 P.M. spin class. Do I have to sign up? Or can I just walk in?

Martina: Let me check. That's a very popular time, so a lot of people come in then.

Omar: Thanks.

Martina: Oh, I'm sorry, sir. That class is full. But you could take an earlier one, at 5:00.

Omar: Hmm. No, that won't work. It's a bit too early for me.

Martina: Well, what about another option at 6:00?

Omar: Like what?

Martina: Well, there's a really nice yoga class—yoga's a good way to unwind after a busy day. Does that appeal to you?

Omar: Well, it sounds very relaxing, but I like to unwind with something a little more strenuous. I'm afraid yoga's not really a good fit for me.

Martina: Well, by any chance did you bring your bathing suit? There's a really strenuous water aerobics class at 5:30.

Omar: Water aerobics? Sounds like a good workout. And the time's convenient—I can make that class.

B **UNDERSTAND FROM CONTEXT** | Look at the featured words and phrases in Zoom-In. Choose the correct way to complete each statement.

- When Omar asks, "Do I have to sign up?" he wants to know if
 a he needs to put his name on the list of people who are taking the class
 b there's a class at that time
- When Omar says, "No, that won't work," he means
 a a spin class isn't for him
 b he can't come to the class at that time
- When Martina says it's "a good way to unwind," she means
 a it helps you relax
 b it helps you work hard
- When Martina asks, "Does that appeal to you?" she wants to know if
 a Omar likes the idea of a yoga class
 b Omar has another idea
- When Omar says yoga's "not really a good fit for me," he means
 a yoga's not really his style
 b he doesn't know what yoga is
- When Omar says, "I can make that class," he means
 a he can go because the time is good for him
 b it sounds like a good workout

SPEAKING

PAIR WORK | Complete the chart. Then compare opinions with a partner.

Sports and activities that . . .

don't appeal to me:	
are a good fit for me:	
are a good workout:	
are a good way to unwind:	

Ideas

- indoor activities
- outdoor activities
- individual sports
- team sports
- warm-weather sports
- cold-weather sports
- relaxing activities
- strenuous activities



Make a date to get together

A **VOCABULARY** | Places for sports, games, and other exercise | Read and listen. Then listen again and repeat.



1 a swimming pool



2 an athletic field



5 a basketball court



3 a gym



4 a track



6 a tennis court



7 a golf course

B **PAIR WORK** | Choose one of the places from the Vocabulary that you sometimes go to. Tell your partner where it is and how often you go there.

“ I go to the basketball court in Stone Park once a week, usually on the weekend. What about you? ”



C **GRAMMAR** | Have to / has to

Use **have to** or **has to** + the base form of a verb to express a present obligation.

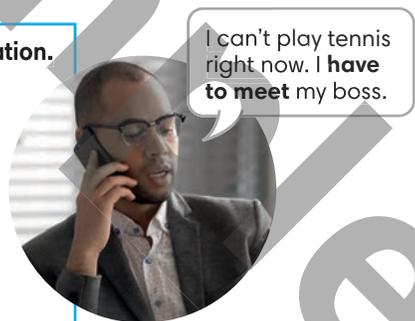
I **don't have to work** late today. I can go out for dinner with you.
 You **have to sign up** for the water aerobics class. You can't just walk in.
 Teri **has to teach** a Pilates class now. Can she call you back later?
 Jeremy **doesn't have to pay** for classes at the club. He's a member.

Use **had to** + a base form for past obligations.

I'm so sorry I'm late. I **had to go** to the bank.
 We **didn't have to get** to the game so early. It started late.

Yes / no questions

Does he **have to go** right home after class tonight? (Yes, he does. / No, he doesn't.)
Do they **have to wear** running shoes at the gym? (Yes, they do. / No, they don't.)
Did she **have to work** late yesterday? (Yes, she did. / No, she didn't.)



GRAMMAR EXPANDER p. 141

Have to / has to

- Form and common errors
- Information questions

D **PRONOUNCE THE GRAMMAR** | Listen and repeat the grammar examples.

LESSON 1 Make a date to get together

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, have them look at the images.
- Play the audio. Then have Ss listen and repeat.
- Elicit one activity for each place. (For example: You swim in a pool. You run on an athletic field.)

LANGUAGE AND CULTURE

- A *sport* is a type of physical activity carried out under a set of rules. A *game* is an activity at a specific time, usually competitive, with two or more players or teams. In a game, players try to reach a goal and beat the other team.
- A *swimming pool* is also referred to as a *pool*.
- An *athletic field* is also referred to as a *field*. The same applies to a soccer field, baseball field, football field, etc.
- The words *course* and *court* are often used without the words *golf* or *tennis* when the name of the sport is understood. For example: *Meet me at the court*.
- A *gym* can be a building with weights, other exercise equipment, and rooms for aerobics and other exercise classes (also known as a health club or fitness center). A *gym* can also be a building for indoor sports, such as basketball (also called a *gymnasium*). Schools typically have a *gymnasium* where students have gym class.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example answer on the right. Ask, *Where is the basketball court?* (in Stone Park) *How often does the person go there?* (once a week) *When?* (on the weekend)
- In pairs, have Ss follow the example and talk about places in their communities.
- Walk around as Ss speak. For guidance, prompt Ss with questions. Ask or write on the board: *Where? When? How often?*

OPTION At the end of the exercise, ask, *Do any of you go to the same place for sports, games, or other exercise?*

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to what the man in the photo says.
- Read the first rule. Read the examples. Ask, *Is it necessary . . . to work late?* (no) *To sign up?* (yes) *To teach?* (yes) *To pay?* (no)
- Read the second rule and read the examples. Ask, *Was it necessary to go to the bank?* (yes) *Was it necessary to get to the game so early?* (no) To confirm understanding, ask, *What things did you have to do yesterday?* Call on volunteers to answer.
- Read the examples of the *yes / no* questions and answers.

OPTION Say, Look back at Exercise A on page 99. Find one example of *have to*. (Do I have to sign up?) Write the sentence that follows on the board: *Or can I just walk in?* Review that *can* is used to express ability to do something while *have to* is used to express obligation.

EXTENSION (+5 minutes) Write on the board: *What do you have to do this week?* In pairs, Ss ask each other about their obligations. Then ask each pair to tell the class about the partner's obligations. (For example: [Gerry] has to fly to Los Angeles tomorrow for business.)

EXTENSION (+5 minutes) In pairs, have Ss make up a *yes / no* question and answer using *have to* or *had to*. Bring the class together and call on each pair to read their question and answer. Elicit corrections as needed.

GRAMMAR EXPANDER (optional, pages T141–142)

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

OPTION You could do Exercise D after completing Exercise E on page 101, as Exercise E deals with the sound reduction of *to* in *have to*.

- Before Ss listen, elicit that we use rising intonation for the *yes / no* questions.
- Then play the audio. Have Ss read and listen to the examples in the chart.
- Have Ss repeat the examples.

E PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen for the pronunciation change. Then have them listen again and repeat before practicing the sentences with a partner.
- Point out that the *to* in *today* and *tonight* is reduced to /tə/ as well. This happens in unstressed syllables.

LANGUAGE AND CULTURE Many native English speakers pronounce the *v* in *have to* as an *f*, so it sounds like /hæftə/.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the context to decide if an affirmative or negative statement or a question form is needed. Hint to Ss to also think about the tense: *have to* or *had to*.
- Have Ss compare answers in pairs. Then bring the class together and go over the answers.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Remind Ss to practice sound reduction of *to* as they read the conversations in pairs.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- ▶ Say *Why don't we . . . ?* to make an invitation
- ▶ Accept an invitation with *I'd love to*
- ▶ Propose a tentative time or place as a question
- ▶ Propose an option with *How about . . . ?*

- Have Ss read and listen to the conversation.
- Ask, *What are the two women planning to do?* (go swimming) *Is Sunday afternoon good for Julie?* (no) *Why not?* (She has to drive her parents to the airport.) *Is she free to go on Friday at 6:30?* (yes) *Where are they going to meet?* (at the pool)
- To increase memorability, ask Ss to point out the target vocabulary (places for sports, games, or exercise) and the target grammar (*have to*).
- Call Ss' attention to the **Social language** box for different ways to invite someone. Ask, *Which ones do you usually use?* Review the ways to accept and decline invitations covered on page 17 of Unit 2.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Before Ss listen and repeat, have them scan the conversation for *have to* and circle it.
- Have Ss listen and repeat each line. Make sure Ss
 - reduce *to* to /tə/ in *have to*.
 - use rising intonation for *Sunday afternoon?*
- Monitor as Ss role-play the conversation.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- As a class, brainstorm places Ss could meet. It could be a place for sports, entertainment, or a particular address. Write their ideas on the board.
- Have Ss work in the same pairs as in Exercise B.
- Refer Ss to the vocabulary on pages 98 and 100. Monitor. Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Bring Ss' attention to the **Recycle This Language** box. Encourage Ss to refer to this list and other vocabulary and grammar from the unit.
- Use the ideas in the **Keep Talking!** box and video  to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for sports, games, and other exercise
- ✓ correctly using *have to* and reducing *to* to /tə/
- ✓ using language to make and accept invitations

OPTION For all Communication Activator sections in this unit, use the **ORAL PROGRESS ASSESSMENT CHARTS** to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *Do you want to play tennis tonight?* Tell Ss that this is a text invitation from a friend. Instruct Ss to decline the invitation and give a reason, and then suggest another day and time. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

-  Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.



E **PRONUNCIATION** | Sound reduction of **to** in **have to** / **has to** | Read and listen. Notice how the pronunciation of **to** changes to /tə/ when it's not stressed in natural speech. Then listen again and repeat. Practice the sentences with a partner.

- I **had to** play tennis with my daughter today.
- Charlotte **has to** teach a yoga class tonight.
- We **have to** wait for the aerobics instructor.
- Ben **has to** be on time for his Pilates class.

F **GRAMMAR PRACTICE** | Complete the conversations with a form of **have to**.

- A: I'd love to see *Yoga Tales* tonight. Would you like to go, too?

B: I definitely would. But *I have to study* (I / study) for a test.
- A: My daughter was sick, so she didn't take her swimming lesson. *She had to stay home* (She / stay home) today.

B: Sorry to hear that. You're right. She should rest.
- A: *Do you have to drive* (you / drive) the kids home from school today?

B: No. Blake's driving them today. I'm driving them tomorrow.
- A: *I don't have to work* (I / not work) tonight! We can go running. How would 6:30 be?

B: Perfect! Let's meet at the park. OK?

G **PAIR WORK** | Practice the conversations from Exercise F.



COMMUNICATION ACTIVATOR

Now let's make a date to get together.

A **CONVERSATION MODEL** | Read and listen.

- A: Hey, Julie. Why don't we go swimming sometime?
- B: I'd love to. When's good for you?
- A: Sunday afternoon?
- B: Sorry, I can't then. I have to drive my parents to the airport.
- A: Well, how about Friday at 6:30?
- B: Let me check . . . Yes, that's good for me. Where should we meet?
- A: How about at the pool?
- B: Perfect. See you there!

Social language

Invite someone with:

- Why don't we ___?
- Would you like to ___?
- Do you want to ___?
- How about we ___?

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Role-play the conversation, using real or invented plans. Choose activities from Warm-Up and Topic Warm-Up, or choose other activities. Use places from the Vocabulary. Then change roles.

- A: Hey, sometime?
- B: I'd love to. When's good for you?
- A:?
- B: Sorry, I can't then. I have to
- A: Well, how about?
- B: Let me check . . . Yes, that's good for me. Where should we meet?
- A: How about at the?
- B: See you there!

KEEP TALKING!

- Suggest other days and times.
- Ask for and give directions to a place to meet.

Watch the video for ideas!

RECYCLE THIS LANGUAGE

That won't work.
What do you think?
Does that appeal to you?

D **CHANGE PARTNERS** | Role-play declining and accepting another invitation.





COACH

A GRAMMAR | Modals should and could**Modals add meaning to the main verb in a sentence.****Use the modal should to give advice.**It's late. You **should go** home.**Use the modal could to present an option.**We **could go** to the pool. Or we **could go** to the beach.**Remember: In statements, follow a modal with the base form of a verb.**We **could sign up** early for the aerobics class. It's at a good time.You **shouldn't go** to the spin class today. It's too strenuous!**In yes / no questions, the modal comes before the subject of the sentence.****Should I get** tickets for all of us? (Yes, you should.)**Could I go running** on a track instead of on the treadmill? (Yes, you could.)Note: Could is also the past form of the modal can.I **couldn't play** golf yesterday.Where **should** we **go** this afternoon?Well, we **could go** to the movies. What do you think?**GRAMMAR EXPANDER** p. 142

- Should and could: information questions
- Modals: common errors
- Can and be able to: present and past forms

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.**C** GRAMMAR PRACTICE | Complete the conversation. Circle the correct words.**Dana:** You know, my husband comes home from work every day with a headache. The doctor says it's just stress.**Sally:** Well, exercise (1. can help / has to help) him unwind. He (2. should / can) exercise. (3. Can / Should) your husband swim? There's a nice indoor pool at my gym. I (4. could / have to) invite him.**Dana:** He says he hates indoor activities. But he does like outdoor activities like hiking and bike riding.**Sally:** Well, (5. could he / does he have to) do that after work or on the weekend?

LESSON 2 Suggest how to get in shape

A GRAMMAR

Suggested time: 10 minutes | Your time:

- To begin, focus on the lesson title. Write on the board: *get in shape*. Elicit the meaning (get fit or bring one's body to a good physical condition). Ask, *What do people usually do to get in shape?* (exercise and eat healthy foods) Refer to the Language and Culture note below for more on this structure.
- Ask two volunteers to read the example conversation between the woman and man. Ask, *Which person asks for a suggestion?* (the woman) *Which person presents an option?* (the man)
- Read the first rule and call on a volunteer to read the example. Remind Ss that they used *should* and *shouldn't* to give advice about health in Unit 3, pages 30–31.
- Write the example on the board and point out that it is giving advice: *You should go home*. Write the question that the woman asks on the board: *Where should we go this afternoon?* Explain that here the woman is asking for a suggestion.
- Read the second rule and call on a volunteer to read the example. Elicit additional options for activities. (For example: We could go hiking. We could go on a bike ride.)
- Point out the **Note**. Stress that this example does *not* present an option; it just states what was possible / not possible to do in the past. If necessary, review *can* and *can't* for ability and possibility from Unit 3, page 28.
- Ask Ss to read the third rule and examples individually.
- Finally, read the last rule and tell pairs to read the example questions and answers. Then tell them to make up a few of their own.

LANGUAGE AND CULTURE *To get in shape* means *to get fit* and suggests the person is currently *out of shape* or not fit. *To be in shape* and *to stay in shape* are also common variations of this structure.

EXTENSION (+10 minutes) To check Ss' understanding of following a model with the base form of a verb, write these sentences on the board. Call on Ss to say which ones are correct and incorrect.

1. Sarah should to try Roy's spin class at the gym. (incorrect)
2. You shouldn't go to work when you are sick. (correct)
3. We could take the train into the city. (correct)
4. You could to go to the doctor tomorrow morning. (incorrect)
5. Lada should to talk to her teacher about her failed test? (incorrect)

GRAMMAR EXPANDER (optional, pages T142–143)

B PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the examples in the chart. Then Ss repeat the examples.
- Monitor as Ss practice.

C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Ask Ss to complete the exercise individually.
- Bring the class together and read the conversation with a higher-level S. Tell Ss to make corrections as they hear the answers. Answer any questions.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Pair Ss and have them read the entire conversation.
- Time permitting, Ss can swap roles and read it again.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- ▶ Use *Let me think* to give yourself time to think of an answer
- ▶ Use *To tell you the truth* to soften a statement of disagreement

- Have Ss listen and read the conversation.
- Ask, *Which expression in Exercise A on page 99 appears in this conversation? (appeal to someone) To review, elicit that this means to like something.*
- Then to check comprehension, ask, *Why are they talking about exercise? (because Speaker A needs to get in shape) What does Speaker B suggest? (tennis or basketball) What does he say about these sports? (that they are pretty strenuous) What types of sports does Speaker A prefer? (individual sports) Does he like Speaker B's suggestions for individual sports he can do? (yes)*
- Call Ss' attention to the **Social language** box and read the tip. Model the falling intonation and emphasis on *truth*. Ask Ss to listen and repeat.

LANGUAGE AND CULTURE The expression *Why didn't I think of that?* is used to voice full agreement with someone's suggestion. It means that the idea is so good that the speaker wishes she or he had thought of it first.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss are
 - using emphatic stress on *really* in the first sentence.
 - putting stress on *could* when suggesting tennis or basketball.
 - putting stress on *I* in *Why didn't I think of that?*

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss look back at the vocabulary on pages 97–98. They can note down the sports on a separate sheet of paper for reference. Also refer them to the grammar on page 102. Be sure to reinforce the conversation strategies and pronunciation tips in Exercises A and B above.
- Point out rising intonation for the abbreviated question *Any suggestions?* and falling intonation for *What kind of exercise appeals to you?* Explain that Speaker B has an enthusiastic, helpful tone. Speaker A's final line has an excited tone. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video  to support Ss as they extend the conversation. Tell Ss to check off each idea in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

- ✓ using the modals *should* and *could* for making suggestions and presenting options
- ✓ using *To tell you the truth* to soften a statement of disagreement
- ✓ using vocabulary for different categories of fitness activities

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *I'm looking for fitness options here in Springfield. Any suggestions? Thanks! Judy* Instruct Ss to respond to the social media post with 4–5 sentences suggesting things Judy could or should do and where she could do them. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

- ✦ Remind Ss of additional grammar and speaking practice in their digital resources.



Dana: I guess he (6. can / could), but I think he (7. shouldn't / has to) buy a new pair of hiking boots. He (8. doesn't have to / can't) wear his old ones. They're too tight.

Sally: What about a bicycle? Does he have one?



Dana: No, unfortunately, he doesn't.

Sally: Well, we have an extra one. He (9. has to / could) use that instead of buying one.

Dana: That's so kind of you. Thanks a million!

D PAIR WORK | Practice the conversation from Exercise C.

COMMUNICATION ACTIVATOR

Now let's suggest how to get in shape.

A **CONVERSATION MODEL** | Read and listen.

A: I really have to get in shape! Any suggestions?

B: What kind of exercise appeals to you?

A: Let me think . . . Well, I like outdoor activities.

B: You could play tennis or basketball. Those are pretty strenuous.

A: To tell you the truth, I prefer individual sports.

B: OK! Well, you should go bike riding or running.

You can do those every day.

A: And they're a great workout! Why didn't I think of that?

Social language
Use "To tell you the truth" to soften a statement of disagreement.

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Change the conversation. Say what you prefer. Then change roles.

A: I really have to get in shape! Any suggestions?

B: What kind of exercise appeals to you?

A: Let me think . . . Well, I like . . . activities.

B: You could . . . or . . . Those are pretty . . .

A: To tell you the truth, I prefer . . .

B: OK! Well, you should . . .

KEEP TALKING! ●●●

- Suggest other activities.
- Suggest a location.

▶ Watch the video for ideas!

D **CHANGE PARTNERS** | Change the conversation again.





- A** **VOCABULARY** | Land and water recreation activities; Collocations with **go** | Read and listen. Then listen again and repeat.

LAND ACTIVITIES

walking /
go walkingrock climbing /
go rock climbingmountain biking /
go mountain bikingcamping /
go camping

WATER ACTIVITIES

kayaking /
go kayakingsailing /
go sailingfishing /
go fishingpaddleboarding /
go paddleboarding**And remember:**

- | | |
|-----------------|--------------------|
| (go) hiking | (go) sport fishing |
| (go) running | (go) surfing |
| (go) snorkeling | (go) swimming |

- B** **PAIR WORK** | Tell your partner which of the activities from the Vocabulary you do and which you don't do.

- C** **LISTEN FOR MAIN IDEAS** | Listen to the episode of *Let's Be Practical*. Which of the following is Clemson's main idea?

- a Vacations with exciting activities can be very expensive.
- b The problem with health clubs is that you have to exercise indoors.
- c It's not necessary to take an expensive vacation to enjoy outdoor recreation.

- D** **LISTEN FOR DETAILS** | Listen again. Check the statements that agree with what Clemson says.

- 1 Many people think vacations with a lot of outdoor activities are appealing.
- 2 One reason vacations are expensive is because of air travel.
- 3 Most people need some training if they want to go sport fishing, snorkeling, or surfing.
- 4 The activities you do on a vacation can keep you fit all year long.
- 5 It's important to exercise all year round, not just on a vacation.
- 6 Outdoor activities are more appealing than indoor activities.
- 7 Walking and going to the beach can be just like a mini-vacation.
- 8 If you have a little money to spend on exercise, it's better to spend it in a health club than to buy a paddleboard or a mountain bike.

"I go mountain biking in the national park. I never go camping."

Let's Be Practical
host Clem Clemson

LESSON 3 Discuss recreation equipment

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the lesson title. Explain that *recreation* is a general term referring to activities that you do for fun. *Equipment* means the things that you need to do a particular activity.
- Give Ss a few minutes to look at the land and water activities. Answer any questions.
- Read the vocabulary topic. Write on the board: *Collocations with go*. Review that a *collocation* is two or more words commonly used together.
- Review the collocations from previous units in the **And remember** box. (*go hiking* and *go running* – Unit 9 Warm-Up and Lesson 1; *go snorkeling*, *go sport fishing*, and *go surfing* – Unit 7 Topic Warm-Up; *go swimming* – Unit 3, page 29)

EXTENSION (+10 minutes) Write the following vocabulary on the board:

land / water activities

warm-weather / cold-weather sports

individual / team sports

relaxing / strenuous activities

In pairs, have Ss name different sports to each other and then use the various categories to describe them.

Model an example. Write on the board: *swimming in the ocean: This is a [warm-weather sport / water activity]. I think it's a relaxing activity.*

LANGUAGE AND CULTURE

- In some parts of the world kayaks (as depicted here) and canoes (a similar small boat that sits higher in the water) are both referred to as *kayaks*. In the U.S. there are separate words for each type of small recreational boat.
- Modern paddleboarding originated in Hawaii. It is a relatively new sport, but it's gaining popularity among people of all ages.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example.
- Then have Ss discuss in pairs which activities they do and which they don't do. They can use either *don't* or *never* for the activities they don't do.

OPTION Draw a chart listing the Exercise A activities in the first column. Poll Ss. Ask who does and never does the various activities. Fill the numbers in the chart. Then determine the most popular and least popular activities.

OPTION (+5 minutes) Ask Ss to explain why they do certain activities and why they don't do others. Suggest they say as much as they can, to activate vocabulary. Ideas:

I [go camping] on the weekend.

It's fun! / It's great exercise.

It's a good way to unwind.

I can do it [alone / with friends].

I'm scared to do it.

I don't do this, but I would like to.

I would like to learn / try . . .

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Before Ss listen, have them read through the answer choices. Invite Ss to predict which statement is the main idea and draw a small check mark in pencil next to it.
- Have Ss listen and check the correct answer.
- Go over the answer as a class. Ask, *Why are answers a and b not the main idea?* (The information in *a* is just part of the main idea. The information in *b* is just a detail, not the main idea.) Replay the audio if appropriate.

LANGUAGE AND CULTURE

- *To be practical* (as in the title of the program *Let's Be Practical*) refers to making sensible decisions and dealing effectively with problems or situations.
- *Pricey* means *expensive*.
- Clem Clemson uses *appeal* in two forms: *You have to find activities that appeal to you* and *What's appealing to me?* In the second use, the verb *appeal* is made into an adjective.
- Clemson uses long, creative descriptions:
"It usually takes an airline ticket to get where you're going." = You have to fly.
". . . or you'll spend more time in the water than on your surfboard." = you'll keep falling in the water
"And almost no kind of weather stops me. I don't dislike cold, cloudy days, and I don't hate hot weather either." = He exercises in all kinds of weather.

D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Let Ss first preview the items and see which ones they can answer. Then have them listen again for the specific details.
- Ask Ss to compare their answers in pairs. Then go over the answers as a class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask Ss to skim the recreation equipment on the page.
- Have them listen and repeat.
- Focus on the example responses for the first item. Ask, *What is this? What activity is it used for?* Ask a volunteer to read the three statements. Review that *could* is used to present an option; *should* is used to express advice; *have to* is used to express obligation. Ask, *Is it possible to play tennis without a racket?* (no) Say, *For that reason we check you have to use this!*
- After Ss complete the exercise, have them compare answers in pairs.
- Expect Ss to disagree about which items are necessary and which are optional. For example, Ss might not agree on whether running shoes and hiking boots are necessary. A life vest will be seen as more essential. A bathing cap will probably be seen as an option. A fishing rod will obviously be essential. There may be disagreement about a helmet. Encourage lively discussion.

EXTENSION (+5 minutes) Ask, *Which recreation equipment is used for land activities? Which equipment is used for water activities?* (land activities: tennis racket, mountain bike, helmet, tent, hiking boots, running shoes; water activities: kayak and paddle, sailboat, fishing rod, surfboard, bathing cap, life vest)

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Ask two volunteers to read the conversation.
- Walk around as pairs discuss the equipment needed for the various activities. Assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ using collocations with *go* for land and water activities
- ✓ using vocabulary for recreation equipment
- ✓ describing which equipment you *could* / *should* / *have to* use for various sports

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Tell Ss to brainstorm ideas individually and take notes.
- Then have them share ideas with a partner and write down additional ideas.
- Focus Ss' attention on the writing sample at the bottom of the page. Then tell Ss to write about outdoor activities they like and dislike. Walk around and assist as needed. Encourage Ss to incorporate some recreation equipment when talking about the activities.
- Have Ss swap their writing with a partner and give each other feedback. Then collect Ss' writing and offer individual feedback.

WRITING HANDBOOK (optional, page T152)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Tell Ss to close their books and write their names on sheets of paper. Tell them to write the numbers 1–5. Dictate these words: 1. *mountain biking*; 2. *camping*; 3. *kayaking*; 4. *sailing*; 5. *fishing*. Tell Ss to recall the equipment from the lesson and write the name(s) of the equipment next to each activity. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

- Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.



Now let's discuss recreation equipment.

A **TALKING POINTS** | Listen and repeat the names of the equipment. Write an activity for each piece of equipment. Then check the statement that you agree with.



a tennis racket

activity: tennis

- You could use this.
- You should use this.
- You have to use this!



a mountain bike

activity: _____

- You could use this.
- You should use this.
- You have to use this!



a helmet

activity: _____

- You could wear this.
- You should wear this.
- You have to wear this!



a tent

activity: _____

- You could use this.
- You should use this.
- You have to use this!



a kayak and a paddle

activity: _____

- You could use these.
- You should use these.
- You have to use these!



a sailboat

activity: _____

- You could use this.
- You should use this.
- You have to use this!



a fishing rod

activity: _____

- You could use this.
- You should use this.
- You have to use this!



a surfboard

activity: _____

- You could use this.
- You should use this.
- You have to use this!



hiking boots

activity: _____

- You could wear these.
- You should wear these.
- You have to wear these!



running shoes

activity: _____

- You could wear these.
- You should wear these.
- You have to wear these!



a bathing cap

activity: _____

- You could wear this.
- You should wear this.
- You have to wear this!



a life vest

activity: _____

- You could wear this.
- You should wear this.
- You have to wear this!

B **PAIR WORK** | Compare responses in Talking Points. Do you agree about necessary equipment?

If you go mountain biking, you have to have a mountain bike and you have to wear a helmet.

To tell you the truth, I don't think a helmet is really necessary.

WRITING

Write two paragraphs about outdoor recreation. In the first paragraph, write about your favorite activities. In the second, write about the activities that don't appeal to you.

I love outdoor activities. My favorite is hiking. I go hiking almost every weekend with my brother. We just get up, put on our hiking boots, and . . .

WRITING HANDBOOK p. 152

- The paragraph
- Guidance for this writing exercise





A **VOCABULARY** | Parts of the body | Read and listen. Then listen again and repeat.



C **READING** | Read about physical therapy. What's one way a physical therapist can help a patient with an injury?

B **VOCABULARY** | Accidents and injuries | Read and listen. Then listen again and repeat.



1 He **burned** his finger.



2 She **hurt** her back.



3 She **cut** her hand.



4 He **broke** his arm.



5 He **fell** down.

Base form	Past form
burn	→ burned
hurt	→ hurt
cut	→ cut
break	→ broke
fall	→ fell

YOU SAY YOU WANT TO BE A PHYSICAL THERAPIST?

Read "A day in the life" of physical therapist Martha Roberts.

I'm a physical therapist, and I specialize in exercise therapy for sports injuries. Each day, I work with seven or eight patients in my center, which looks sort of like a gym. I have special therapy tables and exercise equipment. The exercises help patients walk, work, and carry on their normal activities without pain.

How can exercise therapy help? Well, let's say you go rock climbing in the rain and you fall and break a bone in your leg. You're in a lot of

pain. Your companions take you to the hospital, where a doctor sets the broken bone and puts your leg in a cast so the bone can heal. You get crutches so you don't have to walk on that leg, and you can let the broken leg rest.

I always tell my patients, "Bodies *want* to move." If you don't move, your muscles get weak. So after six to eight weeks in a cast and not moving, your muscles need to wake up and get moving to be strong again. The only thing that can make that happen is exercise.



Patient with leg in a cast, walking with crutches



My training taught me how to choose the exact *right* exercises for each injury and make sure my patients do the exercises correctly and without pain. I advise them to practice the exercises several times a day between their visits to my office. This helps my patients get strong again so they can get back to their regular activities—even rock climbing!—if that's what they want to do.

Not all physical therapists specialize in sports injuries, but I do, and I love my work. I can help my patients get active again fast.

LESSON 4 Describe accidents and injuries

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss to keep their books closed. Ask them to name as many body parts as they can as you point to parts of your body.
- Then let Ss open their books and look at the labels on the man. Review any body parts Ss could not name.
- Play the audio and have Ss read and listen. Then have Ss listen and repeat. Direct Ss' attention to the note about *one foot* and *two feet*.

EXTENSION (+5 minutes) Ss can quiz each other in pairs by calling out body parts and having the partner point to the parts on his or her body.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss skim the images.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.
- Point to the note about past forms. Play the audio  for this note and have Ss listen and repeat. Ask, *Which forms are irregular?* (hurt, cut, broke, fell) *How do you know?* (The past form does not end in *-ed*.)

C READING

Suggested time: 15 minutes | Your time:

- Read the directions. Write on the board: *physical therapy*. Ask, *What is physical therapy?* Write Ss' ideas on the board.
- Then read the title of the article. Direct Ss' attention to the images and read the caption of the left-hand image. Ask, *Why do you think the man is walking with crutches?* (He broke his ankle.)
- Read the target question in the directions: *What's one way a physical therapist can help a patient with an injury?* Invite Ss to make predictions. (For example: A physical therapist can show the patient exercises he or she can do to recover from an injury.)

- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary they don't know. Clarify the vocabulary or have Ss use a dictionary. See also the Language and Culture note below.
- Return to the target question. Ask, *How can a physical therapist help a patient with an injury? What does the article say?* (A physical therapist can help choose the right exercise for an injury and make sure the patient is doing it correctly.) Ask, *Were your answers earlier similar to this?*

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

LANGUAGE AND CULTURE

- *Sort of* means *in some way*; it is used when you are trying to describe something but are having difficulty finding the right word(s).
- *To set a broken bone* means to put the two ends of a broken bone back into the correct position so that they can grow into one piece again.
- *Your muscles need to wake up* means your muscles need to start working again after being inactive for a long time.

D SCAN FOR FACTS

Suggested time: 10 minutes | Your time:

- Encourage Ss to try to do the exercise without looking back at the article. Then have them look back at the article to look for any answers they don't know.
- After Ss complete the exercise, go over the answers as a class. Call on Ss to read the completed statements aloud.

EXTENSION (+5 minutes) Invite Ss to write or orally give a summary of the article using Exercise D for guidance. Ss can work in pairs for oral summaries.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the notepad headings and sample notes.
- Have Ss complete the notepad information with their own information. Tell them to fill out only the information that applies to them.
- Walk around and assist with vocabulary as needed.

B PAIR WORK

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Ask two Ss to read the example conversation. Pointing to each category on the notepad, ask, *What was her injury?* (She broke her foot.) *When did it happen?* (last summer) *Where was she?* (on vacation in Europe) Say, *The man asks* Did you have to go back home? *What does it mean?* (He's asking if she continued her vacation after she broke her foot.)
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit as they talk.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- In pairs, have Ss use the information from their notepad to discuss accidents and injuries.
- Bring the class together and ask pairs to share.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for parts of the body, and accidents and injuries
- ✓ describing times when and places where accidents happened
- ✓ responding empathetically to their partner's stories of injuries and accidents

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *You are on a bike tour in the mountains, and you just fell off your bike and broke your leg. Write a text message to either your parents or a friend to tell them what happened.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.



Remind Ss of additional vocabulary and reading practice in their digital resources.

D SCAN FOR FACTS | Circle the correct answer to complete each statement, according to the Reading.

- 1 Martha Roberts works in
 a a gym
 b a physical therapy center
- 2 Her work is to help
 a patients with injuries
 b set broken bones
- 3 She chooses that can help each patient with his or her specific injury.
 a exercises
 b sports
- 4 A physical therapist gets special so he or she knows how to treat each patient.
 a exercise
 b training
- 5 Ms. Roberts uses in her physical therapy.
 a special tables and equipment
 b casts and crutches
- 6 When you wear a cast, your muscles
 a don't move
 b don't rest
- 7 If you don't use your muscles, they can get
 a weak
 b painful
- 8 After they finish their physical therapy, patients can
 a go back to their normal activities
 b continue therapy



COMMUNICATION ACTIVATOR

Now let's describe accidents and injuries.

A TALKING POINTS | Complete the notepad with injuries and accidents.

Injury	When did it happen?	Where were you?
I burned my <i>arm.</i>	<i>last night</i>	<i>I was in my kitchen.</i>
I burned my		
I hurt my		
I cut my		
I broke my		
I fell down.		

B PAIR WORK | Tell your partner about your accidents and injuries. Use your notepad for support. Say as much as you can.

SOFT SKILLS BOOSTER p. 162



Last summer I had a mountain biking accident. I was on vacation in Europe. I broke my foot.

Did you have to go back home?



RECYCLE THIS LANGUAGE

Statements

I was in a lot of pain.
 I had to go to the hospital.
 They gave me a cast.
 I had to use crutches.
 I needed physical therapy.
 I'm [OK / not OK] now.

Responses

I'm sorry to hear that.
 That's too bad.
 Oh, no!
 I'm sorry.
 Feel better!
 You should ____.
 You could ____.

OPTIONAL Underline new words or phrases in the Reading you can use in your Pair Work. Example: "If you don't move, . . ."



MOVING SQUARES

Form two teams, two partners each. Place a coin for each team on START. Flip a coin to see which team goes first.

Team 1 flips a coin: heads = advance one square; tails = advance two squares. When you land on a square, follow the directions there to begin a conversation. Team 2 corrects any errors. Then it's Team 2's turn to flip the coin and advance. Continue play until one team reaches FINISH. That team wins.

Start

Finish

Invite your partner to 

Politely decline an invitation to 

Ask where.

Suggest another time or day.

MOVE FORWARD TWO SQUARES.

Invite your partner to 

Tell your partner the equipment he or she has to use or wear.

MOVE BACK THREE SQUARES. MISS A TURN.

Invite your partner to 

Tell your partner the equipment he or she should use or wear.

Tell your partner about an injury or accident you had at home.

Give your partner advice.

Suggest a place to meet to 

Suggest a different place.

Hints

Why don't we ___ sometime?
 What should I do?
 Well, what / how about ___?
 I'm sorry. I can't then.
 How about we ___ sometime?
 Do you mean it?
 I have to ___.
 You should ___.
 You could ___.
 Do you want to ___ sometime?
 See you there!
 Let me check.
 I actually hate ___.
 I like ___ better.
 I totally do.
 Where should we meet?
 Would you like to ___ sometime?
 That's fine.
 That's good for me.
 At the [park], OK?
 That's a good idea.

Tell your partner he or she needs a helmet to 

Disagree with the advice.

Tell your partner about an injury or accident you had at work or school.

Express sympathy.

Ask your partner about the kinds of outdoor activities he or she prefers.

Answer.

Tell your partner why you prefer indoor (or outdoor) activities.

Express your own opinion in response.

Tell your partner one thing you are doing to get in shape.

Make two other suggestions with could or should.

Invite your partner to 

Accept the invitation.

MOVE FORWARD THREE SQUARES.



PROGRESS SELF-CHECK

NOW I CAN

For more practice ...

Unit Review / Connect TV
Test-Taking Skills Booster

- Make a date to get together.
- Suggest how to get in shape.
- Discuss recreation equipment.
- Describe accidents and injuries.

Interactive Cool Down

MOVING SQUARES

Suggested time: 45 minutes | Your time:

- Form teams consisting of two pairs. If there is an odd number, a team can have more than two people. Tell each team to find a small object to use as a game piece.
- Flip a coin to see which team will go first. Then read the directions. Refer Ss to the diagram on page 84 that illustrates flipping a coin to decide how many squares to move.
- Focus Ss' attention on the **Hints** list in the middle of the game. Tell Ss to scan this list if they're not sure how to begin or continue a conversation.
- Have teams start their game. Make sure Ss understand that the two partners in a team have to speak to each other. Monitor and assist until Ss understand the game.
- Then walk around and listen for correct uses of the unit grammar and vocabulary. Encourage Ss to move along if they take too long in their conversations.

OPTION Model a conversation for the first square with a higher-level S. For example:

A: *Why don't we go swimming sometime?*

B: *I'd love to. Where should we go? Berkley Sports Club?*

A: *Sure, that sound good. Tomorrow at 2:00?*

B: *OK. Don't forget your bathing cap.*

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.