

UNIT

1

# Staying in Shape





### COMMUNICATION GOALS

- 1 Plan an activity with someone.
- 2 Talk about habitual activities and plans.
- 3 Discuss fitness and eating habits.
- 4 Describe your routines.

### KEY VOCABULARY

- Physical activities
- Places for sports and exercise
- Eating habits

### KEY GRAMMAR

- Can and have to
- The present continuous and the simple present tense: Review
- Frequency adverbs

STAYING IN SHAPE

# How many calories can you burn in one hour?



Running on a treadmill is a good way to burn calories.



**A** **VOCABULARY • Activities** Look at the graph. Then listen and repeat.

**B** **CLASS SURVEY** According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1,500 calories a day.



## PHOTO STORY Read and listen to people talk about playing tennis.



Lynn: Hi, Joy! What are you up to?  
Joy: Lynn! How are you? I'm playing tennis, actually. In the park.  
Lynn: You play tennis? I didn't know that.  
Joy: I do. About three times a week.  
Do you play?  
Lynn: Not as much as I'd like to.



Joy: Well, why don't we meet at the park on Saturday?  
Lynn: This coming Saturday? Sorry, I can't. I have to work. What about Sunday?  
Joy: Perfect. Hey, how about your husband? Can he come, too?  
Lynn: Ken? No way. He's a total couch



potato. He just watches TV and eats junk food. He's so out of shape.  
Joy: Too bad. My husband's crazy about tennis.  
Lynn: Listen. I'm on my way home right now. Let's talk tomorrow. OK?  
Joy: Terrific.



## D FOCUS ON LANGUAGE Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.

- 1 What are you up to?
  - a What are you doing?
  - b Where are you going?
- 2 Why don't we play tennis sometime?
  - a Can you explain why we don't play tennis?
  - b Would you like to play tennis sometime?
- 3 My husband is really out of shape.
  - a My husband doesn't exercise.
  - b My husband exercises a lot.
- 4 I'm crazy about tennis.
  - a I hate tennis.
  - b I love tennis.
- 5 I'm on my way to the park.
  - a I'm going to the park right now.
  - b I'm going to go to the park this afternoon.

## A SPEAKING • Personalize Look at the activities on page 8. List the activities you do ...

every day	every weekend	once a week	almost never	never

## B PAIR WORK Compare activities with a partner.

“ What do you do every weekend? ”

“ Me? I go shopping. ”



GRAMMAR Can and have tocanUse can + the base form of a verb for possibility.

We can stay out late tonight. There are no classes tomorrow morning.  
 I'm too busy this afternoon. I can't play golf.  
 Mona can meet us at the park, but her husband can't.

## Questions

Can you go running tomorrow at 3:00? (Yes, I can. / No, I can't.)

**Remember:** Can + base form also expresses ability.  
 We can speak English.  
 They can't play piano.

have toUse have to or has to + the base form of a verb for obligation.I have to / don't have to work late tonight.She has to / doesn't have to meet her cousin at the airport at 3:00.

## Questions

Do they have to work tomorrow? (Yes, they do. / No, they don't.)  
Does he have to go to class now? (Yes, he does. / No, he doesn't.)

**Usage:** When declining an invitation, use have to to provide a reason.  
 Sorry, I can't. I have to work late.

## GRAMMAR BOOSTER p. 77

Can and have to:

- Form and common errors
- Information questions

Can and be able to: present and past forms


**A FIND THE GRAMMAR** Look at the Photo Story on page 9 again. Find one statement using can't to decline an invitation. Find one example of have to to provide a reason. Find one question using can for possibility.

**B GRAMMAR PRACTICE** Read the sentences carefully. Then complete each sentence with can or a form of have to.


- I'd like to go out tonight, but we have a test tomorrow. I ..... study
- Audrey ..... us for lunch today. She ..... her boss write a report.  
not / meet help
- Good news! I ..... late tonight. We ..... together at 6:00.  
not / work go running
- My sister ..... at the mall today. She ..... to the doctor.  
not / go shopping go
- Henry ..... to Toronto next week, so he ..... golf with us.  
go not / play
- Sorry, I ..... to aerobics class tonight. I ..... with my boss.  
not / go meet

**C GRAMMAR PRACTICE** Write three questions using can and three questions using a form of have to. Then practice asking and answering the questions with a partner.

PRONUNCIATION Can / can't


**A**  Read and listen to the pronunciation and stress of can and can't. Then listen again and repeat.

/kən/ I can call you today. /kɪnt/ I can't call you tomorrow.

**B**  Listen to the statements and check can or can't. Then listen again and repeat each statement.

- |                                |                                |                                |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 1 <input type="checkbox"/> can | <input type="checkbox"/> can't | 3 <input type="checkbox"/> can | <input type="checkbox"/> can't | 5 <input type="checkbox"/> can | <input type="checkbox"/> can't |
| 2 <input type="checkbox"/> can | <input type="checkbox"/> can't | 4 <input type="checkbox"/> can | <input type="checkbox"/> can't | 6 <input type="checkbox"/> can | <input type="checkbox"/> can't |

## CONVERSATION MODEL

- A**  <sup>5</sup> Read and listen to two people plan an activity together.

**A:** Hey, Gary. Why don't we go running sometime?


**B:** Great idea. When's good for you?

**A:** Friday morning at 9:00?

**B:** Sorry, I can't. I have to work on Friday.

**A:** Well, how about Sunday afternoon at 2:00?

**B:** That's good for me. See you then.

- B**  <sup>6</sup> **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



## NOW YOU CAN

**Plan** an activity with someone

- A NOTEADDING** Write your schedule for this weekend in the daily planner. (Use page 8 for ideas.)

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

Daily Planner			
	Friday	Saturday	Sunday
9:00			
11:00			
1:00			
3:00			
5:00			
7:00			

- B CONVERSATION ACTIVATOR** Now personalize the Conversation Model with a partner, using your daily planners. Suggest an activity, a day, and a time. Then change roles.

**A:** Hey, ..... . Why don't we ..... sometime?

**B:** ..... . When's good for you?

**A:** ..... ?

**B:** Sorry, I can't. I have to ..... .

**A:** Well, how about ..... ?

**B:** ..... .

## DON'T STOP!

- Suggest other times and activities.
- Discuss where to meet.

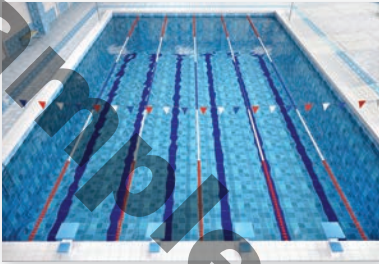
- C CHANGE PARTNERS** Practice the conversation again. Plan other activities. Use your daily planner to respond.



**VOCABULARY** • Places for sports and exercise



**A** Read and listen. Then listen again and repeat.



a pool



an athletic field



a golf course



a track



a tennis court



a park



a gym

**B PAIR WORK** Tell your partner what you do at these places.

**GRAMMAR** • The present continuous and the simple present tense. Review

“ I play soccer at the athletic field next to the school. ”

**The present continuous**  
(for actions in progress and future plans)

I'm **making** dinner right now.  
They're **swimming** at the pool in the park.  
He's **meeting** his friends for lunch tomorrow.

**Questions**

**Are** you **going** running tomorrow?  
What time **are** you **playing** tennis today?

**Be careful!**

**Don't use the present continuous with frequency adverbs.**

Don't say: She's ~~never~~ playing tennis.

**Don't use the present continuous with have, want, need, or like.**

Don't say: She's ~~liking~~ the gym.

**The simple present tense**  
(for frequency, habits, and routines)

I **make** dinner at least twice a week.  
They usually **swim** at the pool on Tuesdays.  
He hardly ever **meets** his friends for dinner.

**Questions**

**Do** you always **play** golf on Saturdays?  
How often **do** you **lift** weights?



**Frequency adverbs**

100% always  
almost always  
usually / often / generally  
sometimes / occasionally  
hardly ever  
0% never

**GRAMMAR BOOSTER** p. 78

The simple present tense:

- Non-action verbs
- Placement of frequency adverbs

**A VOCABULARY / GRAMMAR PRACTICE** Tell a partner how frequently you play sports or exercise at the places from the Vocabulary.

“ I almost always go to my gym on Fridays. ”

“ There's a pool near my house, but I hardly ever go swimming there. ”



**B GRAMMAR PRACTICE** Complete the sentences. Use the simple present tense or the present continuous.

- 1 Brian can't answer the phone right now.  
.....  
he / study
- 2 How often ..... walking?  
she / go
- 3 ..... tennis this weekend.  
we / play
- 4 ..... weights three times a week.  
he / lift

- 5 ..... lunch. Can they call you back?  
they / make
- 6 How often ..... the house?  
you / clean
- 7 ..... aerobics every day.  
I / do
- 8 ..... shopping tonight.  
she / go

**C LISTEN TO ACTIVATE GRAMMAR** Listen to the conversations. Circle the frequency adverb that best completes each statement.

- 1 She (often / hardly ever / never) plays golf.
- 2 He (often / sometimes / always) goes to the gym four times a week.
- 3 She (often / sometimes / never) plays tennis in the park.

- 4 He (always / often / never) goes swimming.
- 5 She (always / sometimes / never) rides her bike on weekends.

**CONVERSATION MODEL**

**A** Read and listen to two people talk about habitual activities and future plans.

- A: Hey, Nancy. Where are you off to?  
B: Hi, Trish. I'm going to the gym.  
A: Really? Don't you usually go there on weekends?  
B: Yes. But not this weekend.  
A: How come?  
B: Because *this* weekend I'm going to the beach.

**B RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**C FIND THE GRAMMAR** Look at the Conversation Model again. Underline one example of the simple present tense and two examples of the present continuous. Which one has future meaning?



**NOW YOU CAN**

**Talk** about habitual activities and plans

**A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using a different place from the Vocabulary. Then change roles.

- A: Hey, ..... . Where are you off to?  
B: Hi, ..... . I'm going to the ..... .  
A: Really? Don't you usually go there ..... ?  
B: Yes. But not this ..... .  
A: How come?  
B: Because *this* ..... I'm ..... .

**DON'T STOP!**

**Say more about your activities.**

I'm going to the gym. I have an aerobics class.  
I'm going to the park. I'm playing tennis with my friend Julie.

**Invite your partner to do something.**

Why don't we \_\_\_\_\_ sometime?


**B CHANGE PARTNERS** Practice the conversation again. Use a different place and plan.

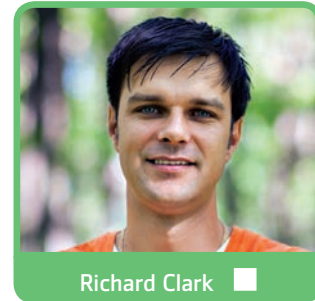



## BEFORE YOU LISTEN

**WARM-UP** In your opinion, is it important for people to stay in shape? Why?  
What do people have to do to stay in shape?

## LISTENING COMPREHENSION

**A**  **LISTEN FOR MAIN IDEAS** Listen to people talk about their fitness and eating habits. Check the box next to the name if the person exercises regularly.




**B**  **LISTEN FOR DETAILS** Now listen again and check each person's habits.

	Mark	Rika	Richard
1 goes to a gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 takes exercise classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 exercises outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 avoids grains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 avoids desserts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 avoids fatty foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 eats smaller portions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 eats a lot of seafood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 eats slowly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## C DISCUSSION

- In your opinion, which of the three people have good fitness and eating habits? Explain.
- Whose habits are like your own? Explain.

## PRONUNCIATION • Third-person singular -s: Review

**A**  Read and listen to the three third-person singular endings. Then listen again and repeat.

/s/	/z/	/ɪz/
sleeps	goes	watches
eats	plays	exercises
works	avoids	munches

**B PAIR WORK** Take turns making statements about the three people's habits. Use the information in the chart in Listening Comprehension Exercise B. Pay attention to third-person singular endings.

“ Rika exercises outside every day. ”

## NOW YOU CAN

**Discuss** fitness and eating habits

**A FRAME YOUR IDEAS** Take the health survey.

# Do you stay in shape?

Check the statements that are true for you. Then add up your score.

- 1** ☐ a I exercise regularly.  
☐ b I hardly ever exercise.  
☐ c I never exercise.
- 2** ☐ a I usually sleep seven hours or more.  
☐ b I generally sleep less than seven hours.  
☐ c I rarely sleep more than four hours.
- 3** ☐ a I avoid junk food.  
☐ b I sometimes eat junk food.  
☐ c I eat a lot of junk food.
- 4** ☐ a I hardly ever eat sweets.  
☐ b I sometimes eat sweets.  
☐ c I eat too many sweets.
- 5** ☐ a I hardly ever watch TV.  
☐ b I sometimes watch TV.  
☐ c I watch a lot of TV.

## Score

Each a answer = 10 points  
 Each b answer = 5 points  
 Each c answer = 0 points

Your total points =

### Points

40-50	You stay in great shape!
30-35	You're getting in shape!
20-25	You can do more!
0-15	You're a couch potato!

**B PAIR WORK** Compare your survey answers and scores.

**C GROUP WORK** Walk around the classroom and ask questions. Write names and take notes on the chart.

## DON'T STOP!

**Ask for more information:**

Why are you out of shape?  
 What junk foods do you eat?  
 Where do you exercise?

Find someone who ...	Name	Other information
stays in great shape.	Toni	goes running every day
is out of shape.		
eats a lot of junk food.		
avoids sweets.		
avoids fatty foods.		
never sleeps more than four hours.		

**D DISCUSSION** Now discuss fitness and eating habits. Tell your classmates about the people on your chart.

“ Toni stays in great shape.  
 She goes running every day. ”



## BEFORE YOU READ

**PREVIEW** Look only at the title, photos, and captions. What do these two people have in common? What do you think they have to do in order to participate successfully in their sports?

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## READING

# When You Think You Can't...

## Mark Zupan

When he was eighteen years old, a terrible accident made Mark Zupan a quadriplegic and changed his life forever. At first, he could hardly move his arms or legs normally. However, after a lot of hard work, he was able to use his arms to move his wheelchair, and he could even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—became a quad rugby champion, helping his team win a gold medal in the Paralympic Games. “I dream about running all the time,” he says, “but you can’t live in the past.”

Today, Zupan frequently gives talks and raises money for his sport and appears in movies and TV shows. Anyone who spends time with him forgets that he’s in a wheelchair. He lifts weights at the gym every day, drives a car, and goes to rock concerts. “A lot of people think quadriplegics can’t do anything,” he says. To stay in shape, Zupan is careful about his diet and avoids unhealthy and fatty foods. “Just think of me as a human being and an athlete. Because that’s who I am.”



Zupan became a quad rugby champion.



Hamilton was attacked by a tiger shark when she was thirteen.

## Bethany Hamilton

At the age of thirteen, surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But she lost her left arm when she was attacked by a shark. A month later, she was surfing again.

Today, she’s a professional competitive surfer. Because she can only use one arm, she has to use her legs more to help her go in the right direction. Hamilton practices every day at the beach. She has a prosthetic arm, but she rarely uses it, and never when she’s surfing.

Hamilton often appears on TV. She wants to help other people follow their dreams, even when they face great difficulties. “People can do whatever they want if they just set their hearts to it, and just never give up.”

In 2011, Hollywood made a movie about her experience. Bethany has a happy life and got married in 2013.

**A INFER INFORMATION** Complete the paragraph about Mark Zupan. Use can, can't, or has to.

Zupan ..... spend most of his time in a wheelchair, but he ..... stand up  
 and take a few steps for a short time. He ..... go walking or running, but he  
 ..... play quad rugby. He ..... be careful about his diet so he doesn't get out of  
 shape. He doesn't have complete use of his hands, but he ..... lift weights.  
 He ..... drive a car using his feet, but he ..... use his hands. A lot of people  
 think quadriplegics ..... do anything, but Zupan proves that they .....

**B SUMMARIZE** First, complete the paragraph about Bethany Hamilton. Use the simple present tense or the present continuous. Then write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton ..... her legs to help her go in the right direction.  
 She ..... a prosthetic arm, but she hardly ever ..... it.  
 She ..... regularly with the world's top professional women surfers.  
 In the photo on page 16, she ..... against other surfers with two arms.  
 She ..... a T-shirt and ..... on her surfboard. Hamilton  
 ..... to help other people with difficult experiences follow their dreams.

**NOW YOU CAN**

**Describe** your routines

**A NOTEPADDING** Write some notes about your daily routines.


List some things you usually do ...	List some things you ...
• in the morning.	• can't do every day. Explain why.
• in the afternoon.	• have to do every day. Explain why.
• in the evening.	• don't have to do every day. Explain why.

**B PAIR WORK** Interview your partner about his or her daily routines. Then describe your partner's daily routines to your classmates.

“ My partner usually gets up at 7:00. But on Saturdays, she doesn't have to get up early. ”



## EXTENSION

**A**  Listen to the conversations. Check the statements that are true.

- |  |  |
|--|--|
| <p>1 <input type="checkbox"/> He doesn't exercise regularly.<br/> <input type="checkbox"/> He avoids junk food.<br/> <input type="checkbox"/> He never watches TV.</p> <p>2 <input type="checkbox"/> She's in great shape.<br/> <input type="checkbox"/> She hardly ever goes swimming.<br/> <input type="checkbox"/> She exercises regularly.</p> | <p>3 <input type="checkbox"/> He exercises regularly.<br/> <input type="checkbox"/> He has to be careful about calories.<br/> <input type="checkbox"/> He can eat everything he wants.</p> <p>4 <input type="checkbox"/> Dave Heeley can't use his legs.<br/> <input type="checkbox"/> Dave Heeley can't see.<br/> <input type="checkbox"/> Dave Heeley doesn't need help.</p> |
|--|--|

**B** What activities can you do at these places? Write sentences with can.

an athletic field	I can play . . .
a gym	
a park	

**C** Change each statement to a yes / no question. Begin each question with a capital letter and end with a question mark.

- 1 You have to go home early. Do you have to go home early?
- 2 Magda has to see a doctor this afternoon. ....
- 3 Jonah can meet us at the mall at 6:00. ....
- 4 I have to exercise every day. ....
- 5 My friends can come to the park after school. ....
- 6 Your husband has to work late tonight. ....
- 7 Lance's sisters have to avoid sweets. ....

**D** Answer the questions with real information. Use the simple present tense or the present continuous in your answer.

- 1 How often do you go to English class?  
YOU .....
- 2 What do you usually do on weekends?  
YOU .....
- 3 What are you doing this weekend?  
YOU .....

### WRITING

Describe your exercise and health habits.

I'm not in very good shape, but I exercise three
times a week now. I'm also very careful about the
foods I eat . . .

#### WRITING BOOSTER p. 87

- Punctuation of statements and questions
- Guidance for this writing exercise.

FOR ADDITIONAL LANGUAGE PRACTICE...

 **FLAGSHIP POP** • Lyrics p. 91

"A Typical Day"

# REVIEW

Andy



sometimes /  
after work



often



sometimes /  
Sunday morning



three times a  
week



on weekends



hardly ever



twice a week



every  
morning

Karen

always



twice a month



usually / on weekends



sometimes / on weekends

## ANDY'S PLANNER

Sat	
9	breakfast with Craig
10	
11	meet Dad at airport
12	
Sun	
9	breakfast with Dad
10	
11	do laundry
12	

## KAREN'S PLANNER

Sat	
9	
10	breakfast with Mom
11	
12	lunch with Diane
Sun	
9	
10	meet Diane at pool
11	
12	lunch with Pat

## ✓ NOW I CAN

- ☐ Plan an activity with someone.
- ☐ Talk about habitual activities and plans.
- ☐ Discuss fitness and eating habits.
- ☐ Describe my routines.

**CONTEST** Form teams. Create questions about the people's activities for another team to answer. (Teams get one point for each correct question and one point for each correct answer.) For example:

Q: How often does Andy eat junk food?

A: Hardly ever.

**GAME** Make false statements about the activities in the planners. Your partner corrects your statements. For example:

A: Karen is having breakfast with her mom at nine on Saturday.

B: That's not right. They're having breakfast at ten.

**ROLE PLAY** Create a conversation for Andy and Karen. Using the two planners, make plans to get together to do something. Use this language:

Why don't we ... ? Sorry, I can't. I have to ...