

# LEARNING OBJECTIVES

**Connectivity 1** learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
<b>1</b> <b>Getting to Know You</b> page 1	<ul style="list-style-type: none"> <li>Introduce and greet people</li> <li>Get acquainted with someone</li> <li>Discuss the importance of English in your life</li> <li>Discuss some difficulties of learning a language</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>Personal information</li> <li>Fields of study for a career or occupation</li> </ul>	<ul style="list-style-type: none"> <li>Information questions with <u>be</u>: Review</li> <li>Contractions</li> <li><u>Yes / no</u> questions and short answers with <u>be</u>: Review</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Information questions with <u>be</u>: usage and form (review)</li> <li>Possessive nouns and adjectives (review)</li> <li>Verb <u>be</u>: usage and form</li> <li>Short answers with <u>be</u>: common errors</li> <li>Modification with adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Ask personal questions to indicate friendliness</li> <li>Say "Same here" when you have the same opinion</li> <li>Ask "What about you?" to ask for reciprocal information</li> <li>Respond to what others say with interest</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Intonation of questions</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A language school website</li> <li>An illustrated conversation</li> <li>A personal information form</li> <li>A survey about English use</li> <li>An article about accents</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Confirm content</li> <li>Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a short description of a classmate</li> <li><b>WRITING HANDBOOK</b></li> <li>Capitalization</li> <li><b>SOFT SKILLS BOOSTER</b></li> <li>Respect: Demonstrate respect for what other people say</li> </ul>
<b>2</b> <b>Events and Places</b> page 13	<ul style="list-style-type: none"> <li>Invite someone to an event</li> <li>Give directions to a place</li> <li>Talk about musical preferences</li> <li>Make plans to see an event</li> </ul>	<ul style="list-style-type: none"> <li>Entertainment events</li> <li>Directions and locations</li> <li>Musical genres</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of time and place: Review</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Prepositions of time and place: usage rules</li> </ul>	<ul style="list-style-type: none"> <li>Use "Let's" to propose a joint plan of action</li> <li>Provide a reason to decline an invitation</li> <li>Express disappointment with "Too bad"</li> <li>Politely get someone's attention with "Excuse me"</li> <li>Repeat a question with rising intonation to confirm understanding</li> <li>Say "Thanks a lot" to acknowledge someone's help</li> <li>Say "Thanks, anyway" to acknowledge an unsuccessful attempt to help</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for key information</li> <li>Listen for errors</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Rising intonation to confirm understanding</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A survey about entertainment events</li> <li>An illustrated conversation</li> <li>An article about the benefits of music</li> <li>A survey about musical tastes and preferences</li> <li>An entertainment events page</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Scan for facts</li> <li>Make personal connections</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about your tastes in entertainment</li> <li><b>WRITING HANDBOOK</b></li> <li>The sentence</li> <li><b>SOFT SKILLS BOOSTER</b></li> <li>Enthusiasm: Use verbal cues to show that you're paying attention</li> </ul>
<b>3</b> <b>How We Feel</b> page 25	<ul style="list-style-type: none"> <li>Identify people's abilities</li> <li>Give advice to someone who doesn't feel well</li> <li>Describe feelings</li> <li>Discuss how we develop abilities</li> </ul>	<ul style="list-style-type: none"> <li>Abilities</li> <li>Ailments</li> <li>Adjectives for feelings</li> </ul>	<ul style="list-style-type: none"> <li><u>Can</u> and <u>can't</u> for ability and possibility</li> <li><u>Can</u> and <u>can't</u>: Information questions</li> <li><u>Should</u> and <u>shouldn't</u> for advice</li> <li><b>GRAMMAR EXPANDER</b></li> <li><u>Can</u> + base form for permission</li> <li><u>Can</u> and <u>should</u>: common errors</li> </ul>	<ul style="list-style-type: none"> <li>Say "Sure. What's up?" to respond to a request for help</li> <li>Introduce a request with "Well"</li> <li>Acknowledge a favor with "I owe you one"</li> <li>Say "Feel better!" to someone who is sick</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Listen for key information</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li><u>Can</u> / <u>can't</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A personal abilities self-test</li> <li>An illustrated conversation</li> <li>An advice website</li> <li>A feelings self-test</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Confirm content</li> <li>Understand details</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a conversation between two people: a school advisor and a student OR two colleagues</li> <li><b>WRITING HANDBOOK</b></li> <li>Punctuation of statements and questions</li> <li><b>SOFT SKILLS BOOSTER</b></li> <li>Conflict resolution: Politely introduce a different opinion</li> </ul>
<b>4</b> <b>Talking about People</b> page 37	<ul style="list-style-type: none"> <li>Respond to good or bad news</li> <li>Describe and compare people</li> <li>Describe similarities and differences</li> <li>Discuss trends in family households</li> </ul>	<ul style="list-style-type: none"> <li>More family relationships</li> <li>Marital status and relationships</li> <li>Adjectives to describe people</li> <li>Similarities</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense: Review</li> <li>Comparative adjectives</li> <li><b>GRAMMAR EXPANDER</b></li> <li>The simple present tense: usage and form</li> <li>Spelling rules with <u>he</u>, <u>she</u>, and <u>it</u> (review)</li> <li>Comparative adjectives: spelling rules</li> <li>Modifying comparative adjectives with <u>much</u>, <u>a lot</u>, <u>a little</u> (OR <u>a little bit</u>)</li> </ul>	<ul style="list-style-type: none"> <li>Indicate you're happy to hear someone's good news</li> <li>Indicate you're unhappy to hear someone's bad news</li> <li>Acknowledge gratitude for someone's interest with "Thanks for asking"</li> <li>Say "Let me think" to give yourself time to think of an answer</li> <li>Use "Well" to introduce a description</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Listen to classify</li> <li>Listen to confirm content</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>Descriptions of family relationships</li> <li>An illustrated conversation</li> <li>An article about two sets of twins</li> <li>A survey about typical households</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Classify</li> <li>Identify similarities</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a description of the similarities and differences between two people in your extended family</li> <li><b>WRITING HANDBOOK</b></li> <li>Combining sentences with <u>and</u> or <u>but</u></li> <li><b>SOFT SKILLS BOOSTER</b></li> <li>Open-mindedness: Offer a new perspective on an issue</li> </ul>
<b>5</b> <b>Eating in Restaurants</b> page 49	<ul style="list-style-type: none"> <li>Order from a menu</li> <li>Discuss ways to prepare food</li> <li>Talk about healthy and unhealthy foods</li> <li>Describe food habits and tastes</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a meal</li> <li>Adjectives for food preparation</li> <li>Categories of food</li> </ul>	<ul style="list-style-type: none"> <li>Count and non-count nouns: Review</li> <li>Definite article <u>the</u> for specific reference</li> <li><u>Some</u> and <u>any</u>; <u>Anything</u> and <u>nothing</u></li> <li><b>GRAMMAR EXPANDER</b></li> <li>Making non-count nouns countable (review)</li> <li>Nouns that can be count or non-count</li> <li>Plural nouns: spelling rules</li> <li>Non-count nouns: categories</li> <li>Questions with <u>How much</u> and <u>How many</u> (review)</li> </ul>	<ul style="list-style-type: none"> <li>Use "please" at the end of statements when ordering food in a restaurant</li> <li>Use "I'd like" and "I'll have" to order food from a server</li> <li>Use "Certainly" to agree to a customer's request</li> <li>Agree with a positive opinion with "Me too"</li> <li>Agree with a negative opinion with "Me neither"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen for details</li> <li>Understand from context</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li><u>The</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A restaurant website</li> <li>An illustrated conversation</li> <li>A restaurant menu</li> <li>A survey about foods</li> <li>An article about street food</li> <li>A questionnaire about street food</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Confirm content</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about eating out in your country</li> <li><b>WRITING HANDBOOK</b></li> <li>Connecting words or ideas: <u>and</u> and <u>in addition</u></li> <li><b>SOFT SKILLS BOOSTER</b></li> <li>Creativity: Generate many ideas in response to an open-ended prompt</li> </ul>

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
<b>6</b> <b>Living with Technology</b> page 61	<ul style="list-style-type: none"> <li>Describe advantages and disadvantages of a brand</li> <li>Talk about things that aren't working</li> <li>Describe smart phone habits</li> <li>Discuss the challenges of traveling with technology</li> </ul>	<ul style="list-style-type: none"> <li>Devices</li> <li>Household appliances and devices</li> <li>Positive and negative descriptions</li> <li>Collocations for using technology</li> <li>Some smart phone activities</li> <li>Powering electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous: Review</li> <li>The present continuous and the simple present tense: Review</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>The present continuous: spelling rules for the present participle</li> <li>The present continuous: rules for forming statements and questions</li> <li>The simple present tense: non-action verbs</li> <li>The simple present tense: placement of frequency adverbs</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Greet someone informally with "Hey"</li> <li>Indicate understanding with "Oh"</li> <li>Express gratitude with "I appreciate it"</li> <li>Respond to a thank-you with "Anytime"</li> <li>Respond emphatically with "You bet"</li> <li>Express surprise with "What do you mean?"</li> <li>Sympathize with another person's problem</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen for details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Intonation of questions</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A survey about electronic devices</li> <li>An illustrated conversation</li> <li>An article about smart phone addiction</li> <li>A survey about smart phone habits</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Activate language from a text</li> <li>Interpret an infographic</li> <li>Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about an electronic device that is important to you</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Placement of adjectives: before nouns and after the verb <u>be</u></li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Empathy: Share common experiences</li> </ul>
<b>7</b> <b>Vacations and Travel</b> page 73	<ul style="list-style-type: none"> <li>Greet someone arriving from a trip</li> <li>Report a change in travel plans</li> <li>Describe good and bad vacations</li> <li>Discuss some hassles of travel</li> </ul>	<ul style="list-style-type: none"> <li>Activities</li> <li>Adjectives to describe trips</li> <li>Intensifiers</li> <li>Kinds of tickets and seats</li> <li>Past time expressions</li> <li>Years, decades, and centuries</li> <li>Airport information</li> </ul>	<ul style="list-style-type: none"> <li>The past tense of <u>be</u></li> <li>The simple past tense: Statements</li> <li>The simple past tense: Questions</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>The past tense of <u>be</u>: form</li> <li>The simple past tense: more about usage and form</li> <li>Spelling rules for regular verbs</li> </ul>	<ul style="list-style-type: none"> <li>Welcome someone home who has been away for a while</li> <li>Use "So" to initiate small talk</li> <li>Offer assistance with "Can I give you a hand?"</li> <li>Decline help with "It's OK. I'm fine."</li> <li>Identify yourself on the phone with "It's" or "This is"</li> <li>Express sympathy with "Oh, no"</li> <li>Express relief with "Thank goodness"</li> <li>Agree strongly with "You can say that again"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>The three simple past tense endings for regular verbs</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A vacation activities preference test</li> <li>An illustrated conversation</li> <li>A passenger boarding pass</li> <li>A magazine travel column</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Draw conclusions</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about a vacation you took</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Time order</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Willingness to learn more: Confirm understanding of what someone said</li> </ul>
<b>8</b> <b>Shopping for Clothes</b> page 85	<ul style="list-style-type: none"> <li>Shop and pay for clothes</li> <li>Ask for a recommendation for a place to shop</li> <li>Give directions within buildings</li> <li>Describe local clothing customs</li> </ul>	<ul style="list-style-type: none"> <li>Clothing items</li> <li>Types of clothing and accessories</li> <li>Interior locations and directions</li> <li>Adjectives for describing clothing customs</li> </ul>	<ul style="list-style-type: none"> <li>Object pronouns: Usage</li> <li>Superlative adjectives</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Direct and indirect objects</li> <li>Superlative adjectives: spelling rules</li> <li>Comparatives and superlatives (review)</li> </ul>	<ul style="list-style-type: none"> <li>Begin an interaction with a salesperson with "Excuse me"</li> <li>Start a new topic with "By the way"</li> <li>Respond helpfully with "Certainly" or "Of course"</li> <li>Acknowledge someone's assistance with "Thanks for your help"</li> <li>Say "That depends" when an answer might be complicated</li> <li>Ask for more information with "What about . . .?"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for key information</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Contrastive stress for clarification</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A questionnaire about clothing preferences</li> <li>An illustrated conversation</li> <li>An article about planning for a business trip</li> <li>A questionnaire about personal dress codes</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Identify the main idea</li> <li>Understand from context</li> <li>Apply ideas</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write an explanation for visitors to your country of the do's and don'ts for appropriate dress</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Connecting ideas with <u>because</u> and <u>since</u></li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Intercultural competence: Demonstrate your awareness that cultures differ</li> </ul>
<b>9</b> <b>Fitness and Health</b> page 97	<ul style="list-style-type: none"> <li>Make a date to get together</li> <li>Suggest how to get in shape</li> <li>Discuss recreation equipment</li> <li>Describe accidents and injuries</li> </ul>	<ul style="list-style-type: none"> <li>Exercise activities</li> <li>Places for sports, games, and other exercise</li> <li>Land and water recreation activities</li> <li>Collocations with <u>go</u></li> <li>Recreation equipment</li> <li>Parts of the body</li> <li>Accidents and injuries</li> </ul>	<ul style="list-style-type: none"> <li><u>Have to</u> / <u>has to</u></li> <li>Modals <u>should</u> and <u>could</u></li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li><u>Have to</u> / <u>has to</u>: form and common errors</li> <li><u>Have to</u> / <u>has to</u>: information questions</li> <li><u>Should</u> and <u>could</u>: information questions</li> <li>Modals: common errors</li> <li><u>Can</u> and <u>be able to</u>: present and past forms</li> </ul>	<ul style="list-style-type: none"> <li>Say "Why don't we . . .?" to make an invitation</li> <li>Accept an invitation with "I'd love to"</li> <li>Propose a tentative time or place as a question</li> <li>Propose an option with "How about . . .?"</li> <li>Use "To tell you the truth" to soften a statement of disagreement</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Sound reduction of <u>to</u> in <u>have to</u> / <u>has to</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A brochure for a popular health club</li> <li>An illustrated conversation</li> <li>An article about physical therapy</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Scan for facts</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about the outdoor activities you like and don't like</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>The paragraph</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Empathy: Show others that you care about their hardships</li> </ul>
<b>10</b> <b>Life Goals and Plans</b> page 109	<ul style="list-style-type: none"> <li>Express wishes for the future</li> <li>Plan a business or social event</li> <li>Describe ways to make a dream come true</li> <li>Discuss what makes a job attractive</li> </ul>	<ul style="list-style-type: none"> <li>Wishes for the future</li> <li>Organizing a business or social event</li> <li>Job benefits</li> </ul>	<ul style="list-style-type: none"> <li><u>Would like</u> + an infinitive</li> <li><u>Be going to</u> + base form</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Other ways to express future wishes</li> <li><u>Would love</u> / <u>would prefer</u> / <u>would hate</u> + infinitive</li> <li>Other ways to express the future</li> </ul>	<ul style="list-style-type: none"> <li>Use "So" to introduce a conversation topic</li> <li>Say "What do you mean?" to request clarification</li> <li>Politely request a favor with "Could you possibly . . .?"</li> <li>Respond willingly to a request with "I'd love to" or "I'd be happy to"</li> <li>Assure someone that everything is OK with "No worries"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to confirm content</li> <li>Listen for details</li> <li>Make personal connections</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li><u>Be going to</u> + base form</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A self-test about what makes people successful</li> <li>An illustrated conversation</li> <li>An article about life dreams</li> <li>Descriptions of employment situations</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Infer a point of view</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about your idea of a perfect job</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Connecting contradictory ideas</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Optimism: Offer encouragement to others</li> </ul>

Reference Charts	page 124
Grammar Expander	page 126
Writing Handbook	page 145
Soft Skills Booster	page 154

# Fitness and Health

## Warm-Up

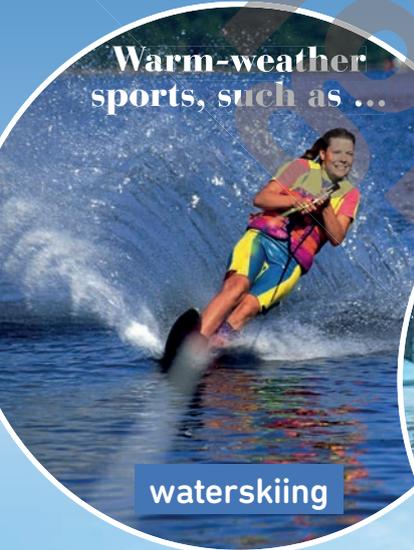
Which kinds of activities are the most fun for you?

 PRONUNCIATION | Listen and repeat.

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



Warm-weather  
sports, such as ...



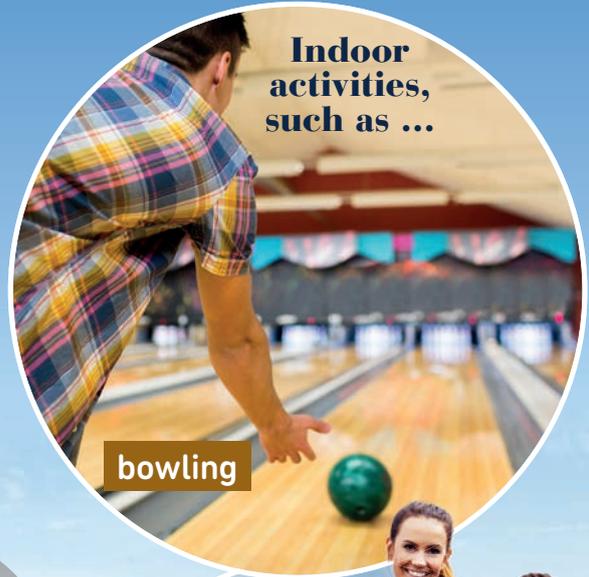
waterskiing

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.

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



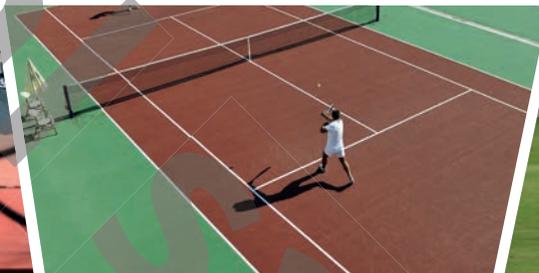
5 a basketball court



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? ”



COACH

- 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.)



I can't play tennis right now. I **have to meet** my boss.

**GRAMMAR EXPANDER** p. 141

Have to / has to

- Form and common errors
- Information questions

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



**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.

- 1 I **had to** play tennis with my daughter today.      3 We **have to** wait for the aerobics instructor.  
 2 Charlotte **has to** teach a yoga class tonight.      4 Ben **has to** be on time for his Pilates class.

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

- 1 **A:** I'd love to see *Yoga Tales* tonight. Would you like to go, too?  
**B:** I definitely would. But ..... (I / study) for a test.  
 2 **A:** My daughter was sick, so she didn't take her swimming lesson. .... (She / stay home) today.  
**B:** Sorry to hear that. You're right. She should rest.  
 3 **A:** ..... (you / drive) the kids home from school today?  
**B:** No. Blake's driving them today. I'm driving them tomorrow.  
 4 **A:** ..... (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.



**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?



**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 walking



rock climbing /  
go rock climbing



mountain biking /  
go mountain biking



camping /  
go camping

## WATER ACTIVITIES



kayaking /  
go kayaking



sailing /  
go sailing



fishing /  
go fishing



paddleboarding /  
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



## 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	→ <b>burned</b>
hurt	→ <b>hurt</b>
cut	→ <b>cut</b>
break	→ <b>broke</b>
fall	→ <b>fell</b>

## 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.



Patient with leg in a cast, walking with crutches

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.



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.

**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**

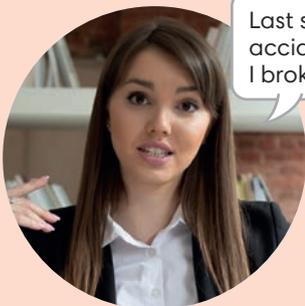
Now let's describe accidents and injuries.

**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 

Ask where.

Politely decline an invitation to 

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.

**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.

**MOVE BACK THREE SQUARES. MISS A TURN.**

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

Express sympathy.

Invite your partner to 

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

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

Answer.

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

Give your partner advice.

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

Express your own opinion in response.

Suggest a place to meet to 

Suggest a different place.

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.